



**Bundaberg Christian College**

Education with Wisdom

**2010**

# **Annual School Report**



## **2010 ANNUAL REPORT**

Bundaberg Christian College commenced operations in 1996 with an enrolment of 50 students in response to a call from the Christian churches of Bundaberg to establish a school facility to cater for the Christian families of the Bundaberg and Coral Coast districts.

Over the past five years there has been a significant growth in student numbers at the College. This has accelerated the building plans for the College.

Bundaberg Christian College staff seek to provide excellence in education and to inspire Christian character, empowering students to develop their potential and fulfil their destiny. We believe our Mission is to provide a Christ-centred and Bible-based education within a caring environment, equipping students to make a positive impact on the world around them.

Bundaberg Christian College is a dynamic and productive learning community of 609 students, built on strong academic and Biblical foundations and supported with an effective Pastoral Care program. This balance offers an ideal environment for each of its students to develop their God-given potential academically, spiritually, socially, culturally and physically.

At Bundaberg Christian College, the staff endeavour to provide the foundations of success for every student. The high academic standards and character of the students are reflected in their successful entry into tertiary and further education, and employment.

Approximately two-thirds of the families associated with the Bundaberg Christian College identify with local Christian Churches. The remaining third are sympathetic to the Christian ethos of the College.

The College uses the Queensland Study Authority Syllabus documents to develop distinctive primary and secondary work programs. The staff are well trained and regularly attends Professional Development & Training opportunities.

Technology is used extensively throughout the College and students work through an Information Skills Continuum from Prep to Year 12.

**School sector:** Independent  
**School's address:** 234 Ashfield Road Bundaberg Q 4670  
**Total enrolments:** 609 students (312 Secondary & 297 Primary)  
**Year levels offered:** Prep to Year 12  
**Co-educational or single sex:** Co-educational  
**SES Index Rating:** 89  
**Student Mobility:** Minimal

## **ROLE OF THE ANNUAL REPORT:**

This year's Annual Report relates to the 2010 school year and informs the development of the 2010 Operational Plan. It highlights strengths and identifies areas for development and improvement.

School Annual Reports are formal reports required for school and systemic accountability and improvement purposes. The report provides valuable information for the College community on the achievement of the school's declared priorities for that year.

The School Annual Report is a public document. It provides outcomes information on the achievement of goals. It is signed off by the School Principal and the Chairman of the Bundaberg Christian College Board. Copies of the report will be provided to the Parent and Friends' Association and will be posted on the College website.

This report is presented with a feeling of optimism and pride.

I would like to encourage all families to spread the good news about the Bundaberg Christian College and to share their positive experiences with others. I trust that staff, students and parents are filled with a sense of pride at what we have achieved and personally dedicated to building upon our combined successes throughout 2010.

Without a doubt, one of the defining features of our school is the students' attitude to it. Finding an environment where children are happy and safe and challenged academically, culturally and spiritually is a significant challenge, one that we work hard to achieve. What we have achieved is tremendous, but not unexpected considering the commitment of staff and the cooperative partnership that exists between home and school.

The Annual Report was produced in consultation with the College Board and College Executive.

**Mr. Mark Bensley**  
**Principal**

## **DISTINCTIVE CURRICULUM OFFERINGS:**

Bundaberg Christian College is a dynamic and productive learning community of 609 students, built on strong academic and Biblical foundations and supported with an effective Pastoral Care program. This balance offers an ideal environment for each of its students to develop their God-given potential academically, spiritually, socially, culturally and physically. Our student population is a fairly even mix of boys and girls, including a small number of Aboriginal and Islander students.

At Bundaberg Christian College, staff endeavour to provide the foundations of success for every student. The high academic standards and character of the students are reflected in their successful entry into tertiary and further education, and employment.

2010 was a year of consolidation in which Teachers were cementing the existing curriculum, in preparation for engaging with the Australian Curriculum in 2011 and implementation in 2012. Our existing programs continued to be rigorous and challenging for our students.

In the Primary Department, the curriculum in Literacy and Numeracy was taught in uninterrupted blocks of time. This allowed for the continued implementation of the Sustainable Interventions program, funded in part by Independent Schools Queensland (ISQ). This saw considerable improvement across all KLA's with some students achieving as much as 30 months improvement in their reading comprehension in a six month period. This program will continue in 2011. Our LEM Phonics program, taught from Prep to Year 7 also contributed to this improvement.

To begin aligning our Curriculum to the expectations of the Australian Curriculum, the Mathematics program for primary students was also made more demanding, taking into account, not only Queensland programs but also those of other states.

In the Secondary Department, Legal Studies was offered for the first time to Year 11 students. Our other curriculum offerings continued to provide a range of choices that allowed students to have a broad interest program or to develop a specialised program that met their individual needs. Two streams of study are provided: University options (OP subjects) and Vocational options (Non-OP subjects). In 2010, we were able to consolidate these offerings which included Marine & Aquatic Practices, Agriculture & Horticulture, Hospitality, Manufacturing and Recreational Studies. Students were also able to complete School Based Traineeships that complemented their chosen course of study.

To assist in this process, Interim Subject Coordinators were appointed in Semester Two. This was a step towards the establishment of Heads of Faculty to commence in 2011.

The growth in the number of students choosing the Agriculture and Horticulture course of study as well as participating in our Hoof and Hook program have led the College to commence processes for the establishment of a Rural Campus. This campus would provide students with specific instruction in all aspects of rural careers.

Given that one of the goals of BCC is to help students attain their full potential, it was pleasing to see the number of students who achieved an OP score of 1- 15 and also were awarded their Certificate of Education. This reflects that the teaching staff are responding well to their Professional Development (especially QSA requirements) and meeting the academic needs of individual students.

**EXTRA-CURRICULAR ACTIVITIES:**

- Hoof & Hook Agricultural Program
- Thursday afternoon Co-Curricular Programs
- Green & Healthy Schools Competition – Eco Kids
- Chess and Photography Clubs
- Toastmasters Courses

In addition to the many sports that students participated in, the following cultural activities were offered to our students:

Year 4 Strings Program	Junior Concert Band
Primary Strings Ensemble	Senior Concert Band
Year 6 Brass	Jazz Band
Primary Brass Ensemble	Primary Choir – Junior and Senior
Voiceworx (Senior Choir)	Chamber Orchestra formed and performed in 2010

**COLLEGE CULTURE:**

One of the defining features of BCC is its commitment to a Biblical model of community and family. To support this, the staff, parents and students have continued to unpack the distinctive values which now underpin and define our College Culture, whilst also fostering an atmosphere of high standards and expectations.

**R** ESPECT  
**I** NTEGRITY  
**S** ERVANTHOOD  
**E** XCELLENCE

Our aim at BCC is to help students set the foundations for success beyond school. We believe these are best set in a small Christian school that affords students the individual attention they deserve. Further to this, in 2010 students were encouraged to impart this culture to their wider community, taking active service roles in their Churches and community organisations, including sporting teams and other cultural activities.

## **PASTORAL CARE:**

The College has strengthened the role & responsibilities of both the Heads of Primary and Secondary and Deputy Heads of Primary and Secondary to assist with Curriculum Development and Behaviour Management.

### *Other initiatives included:*

- Increased support provided by the College Chaplain.
- Increased Teacher Aide support provided to students with Special Needs, particularly in Secondary classes
- Provided training for our Staff & Student Contact Officers as identified in the Student Protection Policy.
- Improved home/school communication about student's behaviour at the College and the impact behaviour has on a student's academic performance and progress
- Developed a consistent mode of recording contact with parents through TASS so that an accurate student profile could be maintained and used to identify trends in behavior, methods used and development of the student across subject areas and different teaching staff
- Encouraged "buddy classes" across the College while also developing mentoring roles.
- Mentoring with College leaders.
- Strengthened SRC opportunities (including Class Captains representation of their classes).
- Implemented a school-based resilience-building program for Year 8 students.

Our Pastoral Care program aims to support our students so that they are able to reach their God-given potential within their academic and extra-curricular endeavours.

In the Primary Department, classroom teachers help mentor personal values, leadership qualities and assertive behaviours that will help students in their daily life.

In the Secondary Department, Form Teachers play a vital role. They know their students well, communicate with parents when required and take an active role in the behaviour management program (together with the respective Year Level Coordinators). Allied with this oversight and response are the many programs at the College aimed at producing and developing a united and supportive community and at equipping students with the necessary social and personal skills required to thrive in a community environment. These include our program of Year Level Camps run by professional organisations with targeted programs for each stage in the student's progress through the College; our Travellers Program which is used internationally to help identify students at risk of social withdrawal and to develop within those students basic resilience skills; our growing program of peer interaction between our upper and lower grades in the Secondary Department with moves to grow this across the entire P-12 cohort and other programs delivered through Year Level Assemblies.

## **PROACTIVE APPROACH TO BULLYING BEHAVIOUR**

Whilst the College makes it clear that there is a zero tolerance policy toward bullying behaviour, student behavioural outcomes are addressed in terms of what positive behaviours and interactions students want in their school world. These are identified via the core College RISE (Respect, Integrity, Servanthood, Excellence) values, in which all students are engaged from Prep to Year 12. These values are explicitly taught in classrooms and students work together to identify practical answers to the following questions in relation to the values:

1. What behavioural actions are evident when all students practise the identified value?
2. What are the features of spoken interactions between students, when all students practise the identified value?
3. What heart feelings are evident when all students practise the identified value?

This process provides the students with complete authorship of the desired behavioural outcomes at the College. It enables them to focus on the attributes of a shared and preferred positive behavioural environment. The process also serves to highlight to students that it is the behaviour which is the focus, not the person.

After explicit teaching has occurred on each value, the class displays their posters with the student responses on them. Teachers regularly review the student responses and remind students of their authorship. The results of the explicit teaching activities are also reviewed on weekly P-12 assemblies, with students discussing, in a whole of primary setting, the preferred environment that is the identified common goal.

To underscore this focus on the shared set of positive behaviours, the Primary Department operates a Tally System. Staff and students have identified the core behaviours expected in and out of class. The Tally System serves to identify those behaviours that specific students have difficulty demonstrating. Staff, parents, the child and a variety of school-based support systems then work together to help the child reach their preferred behaviour based on the core College RISE values and explicit teaching activities.

Teaching staff, the College Counsellor and Chaplain, and Primary leadership team work together to address all behaviour issues, with special attention paid to any instance of bullying behaviour. Both the Primary and Secondary Student Support Teams meet fortnightly to identify and discuss instances of behaviour which fall outside the College expectations. The team identifies possible known causes for the behaviour through a wide range of sources and makes recommendations as to what assistance could be provided to the student. This assistance may include expertise external to the College as well as within. Any student who demonstrates bullying behaviour is immediately subject to appropriate consequences as set out in the College behaviour management flow charts.

Secondary Students work on a Demerit and Complement system to address behaviour issues. Expectations for behaviour are also exemplified in our RISE values which are clearly taught through Subject Areas, Christian Living lessons and pastoral care /year level activities.

Bullying in the Secondary Department is also seen as serious and is addressed in a similar manner as for Primary students, taking into account the older age group and their understanding of the behaviour that they are involved in. Students are supported through peer mentoring, Year Level Coordinators, the Chaplain and the Counsellor.

## **PARENTAL INVOLVEMENT AND SATISFACTION:**

At BCC we believe parents play the primary role in the education of their children. We encourage the active involvement of parents in both the education of their children and the life of the College.

The P and F Association met monthly throughout the school year. All community members over the age of 18 are entitled to membership of this Association. Members are encouraged to take an active role in the Association through regular attendance at meetings, participating in Fundraising activities as well as assisting at other College functions.

The Association has three official committees – Uniform, Sew What’s Crafty and the Tuckshop. These committees also had a successful year.

As well as raising significant funds for the purchase of items for the College, the Association was also consulted and involved in the direction of the school through collaborative decision making processes. All members of the P & F are encouraged to input on important school issues through the relevant committee structure.

Initiatives conducted during 2010:

- A Parent Think Tank was held in July to provide an opportunity for P&F members to have input into our Parent Opinion Survey.
- The role & responsibilities of Primary Parent Convenor were strengthened.
- Two parents maintained their participation on the College Board of Directors.
- Parents continued their involvement in Fundraising activities (e.g. Sew What’s Crafty Expo) and on other Committees (e.g. Uniform Committee).

Parents continued to support student learning as volunteers in a number of classrooms, the Library, Music, Camps and Excursions, Agricultural shows, Hoof and Hook, and Sporting Activities .

The Executive for 2010:

President: Ellie Gardner	Treasurer: Kim Brown
Secretary: Sandra-Lee Lynch	Vice President: Chris Hutchins
Ex-officio: Mr. Mark Bensley – Principal	

Changes during 2010 : Treasurer – Ellie Gardner and Sandra Lee Lynch  
Vice President – Greg Brown

## **REPORTING & COMMUNICATION:**

A comprehensive school newsletter was compiled weekly. This was circulated to all school community members as well as local business people who sponsor the newsletter, sister Christian schools and the local newspaper.

Regular items submitted to the newspaper keep the school in the public eye.

Written Reports of student progress occurs three times per year. Opportunities for Parent /Teacher interviews follow the release of these reports.

The school promotes an open door policy where parents are encouraged to discuss their child's progress with the class teacher as the need arises. Teachers and Parents are also encouraged to use the Student Organiser as a communication tool.

Formal assemblies for the whole school were held once a term to which parents were invited. Primary and Secondary Assemblies were held on a weekly basis with their own programs for disseminating information to all students.

## **THE USE OF COMPUTERS**

BCC has over 300 computers throughout the College. Students access these computers through an extensive communications network incorporating both wired and wireless technologies connecting all learning areas. The student to computer ratio across BCC P-12 is 2:1. The network incorporates three dedicated computer laboratories, each with 30 computers, and two mini laboratories each with 14 computers. In addition, each P-7 classroom is equipped with four or more computers and an interactive whiteboard (IWB) and data projector. These facilities allow for both formal and informal curriculum teaching and incorporate such subjects as IT (Information Technology) and ITS (Information Technology Systems). Students from P-7 develop computer skills including; keyboarding, word processing, multi-media, spread sheeting, desktop publishing, animation, and internet use. The use of Technology is integral to the delivery of all curricula at BCC. Technology is used to create a dynamic learning environment to engage students and enhance their understanding.

## **VALUE ADDED**

Throughout 2010, BCC sought to improve current resources to add value to our students learning and teaching environment. Our Building program has continued to flourish and provides students with quality classrooms and spaces for learning, including outside.

Our curriculum also underwent considerable renewal through professional development activities for staff in the areas of planning, documenting and assessing Student Learning. As well, staff reflected on and documented their own style of teaching and learning and transferred this learning to the programs offered to students. Technology resources were upgraded to reflect these curriculum changes. The infusion of Biblical principles provides a rich foundation on which all curriculum offerings are based. This allows us to meet the Educational Goals for Young Australians as outlined in the Melbourne Declaration 2008.

2010 again saw an increase in the number of student traineeships and others accessing the local TAFE College and other RTO's.

As well, staff were able to strengthen community links, particularly with our local University – CQU. This provided Inservice training for staff, as well as to improve the opportunities that the College was able to offer to students through the SUN program, Agricultural and Science programs.

## **PROGRESS TOWARD SET GOALS FOR 2010**

During 2009 a Working Party developed the 2010-2012 Strategic Plan. The following were identified as focus areas:

- Service Delivery
- Business and Financial Management
- Technology Management
- Marketing
- Management and Culture

From these focus areas; the following strategic action areas were adopted, each with specific goals.

- Curriculum
- Pastoral Care
- Staffing
- Continuous Improvement
- Risk Management
- Finances and Policy
- Information Technology Systems
- Marketing
- Communication
- Culture and Community
- Governance

Throughout 2010, specific strategies were employed to achieve results in each of these areas.

Our Building Program has provided the physical resources to cope with continued growth in our enrolments and College community. Further to this, the proposed Building Program has been reviewed and moved forward to accommodate further projected growth. The Building the Education Revolution (BER) initiative helped to supplement finances for these projects, including completion of the Hall, commencing work on four Junior Primary classrooms, Metalwork Shed, Security fencing and upgrades to original Primary classrooms and the Tuckshop.

Our Curriculum has undergone continued renewal in preparation for our upcoming Cyclical Accreditation Review and the move towards a National Curriculum. The quality of the curriculum offered to our students during 2010 was also greatly enhanced by

teacher expertise and the purchasing of appropriate resources. This enhancement was achieved across all subject and year levels.

Pastoral care of our students continued to be reviewed with changes being made in Behaviour Management approaches used by all staff as a result of the work generated by two grants previously received from Independent Schools of Queensland (ISQ).

To assist in the achievement of our Marketing strategic intents, our Marketing Manager developed a Marketing Plan which enhanced the promotion of the College and will work towards fostering greater community partnerships.

Three of the more significant developments in this area include:

- The building and opening of the Early Learning Centre for pre Kindy and Kindy children on June 21, 2010, when 31 children were enrolled, attending on various days during the week;
- Purchasing of a local property to establish a rural campus for the expansion of our Agricultural programs; expected opening date – January 2013
- CRICOS Registration allowing the enrolment of International Students at BCC.

In an attempt to better articulate the culture of Bundaberg Christian College, a decision was made to establish a Culture Committee which would lay the foundations for the development of Key Performance Indicators and Appraisal processes for all staff.

## **STAFF DEVELOPMENT:**

All members of staff have established strong support networks, both within and external to the school. Partnerships were further developed with our local University – CQU in the areas of Science, Agriculture and Classroom Management and with Christian Heritage College in the areas of Student Teacher Mentoring.

Regular staff meetings facilitate the communication process. All staff members are encouraged to input on important school issues through the relevant committee structure. Both staff and parents are represented on these committees.

The Curriculum Committee has been especially active throughout 2010. Planning teams were established in the Primary Department to ensure the continuity of content across year levels. The Secondary Department also worked to develop their documentation of programs delivered, assessment tasks and the moderation of marking consistently across subject areas and year levels.

The Deputy Head of Secondary (Curriculum) has driven the scope and sequence of the Curriculum committee which has representation across all departments of the College. This has resulted in greater consistency across the College and has helped to improve the level of communication to students and expectations regarding their studies.

Staff have also been involved the following programs and committees:

- New QSA Syllabus Projects
- Values Education particularly implementing the Travellers Program for Year 8 students
- Catering for the student with Special Needs
- Healthy Food Choices – for the Tuckshop and College events ensuring consistency
- Curriculum Committee
- Library Advisory Committee
- Music Support Group
- Uniform Committee
- Hoof & Hook Parent Committee
- Scaffolding for Excellence Parent Network Committee
- Primary and Secondary Student Support Teams
- Peacemakers Program – a Biblical approach to Conflict Resolution
- Childwise – Classroom Management
- Science – Scientists in Schools program

## STAFFING:

Staffing at Bundaberg Christian College comprises the following positions, most of which are full time positions. Part time positions are duly noted.

Principal	Physical Education Teacher
Head of Primary	Full time secondary
Head of Secondary	1 Junior Prim P/T
Deputy Head of Primary	Learning Support Coordinator - Sec
Deputy Head of Secondary	Learning Support Teacher - Prim
Special Projects & Accreditation Officer	Home Economics Aide
Business Manager	LOTE Teacher
Marketing Manager	Laboratory Assistant
39 Classroom Teachers	Network Administrator
Teacher Librarian	IT Technician
Library Assistants ( 2 part-time)	Groundsman
Music Coordinator	Maintenance (part-time/ Woodwork Aide)
8 Instrumental Music Teachers (combination Full and part time)	Farm Staff – Manager/2 Assistants
6 Administration Assistants (1 Office Trainee)	11 Teacher Aides (5 full time/ 6 part time)
Early Learning Centre Staff – Director/ Chaplain	GL2 Assistants
	Counsellor

The majority of our Teaching staff have taught for more than thirteen years and bring with them a wealth of experience. Many of these teachers have also taught at BCC in excess of eight years.

## QUALIFICATIONS OF TEACHING STAFF:

All Teaching Staff have as a minimum qualification – Diploma or Bachelor of Teaching with other supporting qualifications for their specialist areas.

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	2.08
Masters	10.4
Bachelor Degree	72.9
Diploma	56.25
Certificate	0.00

## PROFESSIONAL DEVELOPMENT:

### Expenditure on and teacher participation in Professional Development.

All members of the Teaching Staff participated in Professional Development and Learning throughout 2010. The total funds expended were \$56,960. The average expenditure on Professional Development per teacher was \$1,095. The major initiatives were Curriculum Planning, Documentation, Assessment & Reporting, Pastoral Care and Managing Student Behaviour for Learning.

### Teacher participation in PD

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Curriculum Issues – KLA'S, Planning and Assessment	18
QCAR/ QCATS/NAPLAN	5
Learning Support/Special Needs	1
Student Achievement	2
Pastoral Care	2
Child Protection update	44
First Aid	41
HPE/ Sport	1
Music Teaching	2
Careers Information for Senior Students	1
Graphics, Manual Arts and Woodworking	1
Office Administration	2
Christian Schools Conference – various topics	48
Biblical Approaches to Conflict Resolution	48
Child Wise – Classroom management	48
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>48</b>

## STAFF ATTENDANCE:

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
48	205	416	95.7%

## TEACHING STAFF RETAINED FROM 2009:

Number of permanent (incl. Part time) teaching staff at end of program year	Number of these staff retained in the following year	% retention rate
52	48	92.3%

## KEY STUDENT OUTCOMES:

### 1. Student Attendance

The average student attendance rate was 89.8% with a total of 12,247 absence days across the entire school year.

The following table shows the average attendance by year level.

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2010</i>
Prep	92.6
Year One	92.4
Year Two	93.9
Year Three	89.7
Year Four	91.3
Year Five	92.2
Year Six	90.8
Year Seven	87.2
Year Eight	90.8
Year Nine	86.7
Year Ten	85.9
Year Eleven	92.1
Year Twelve	88.5

Bundaberg Christian College manages the non-attendance of students in the following ways:

- A digital roll is marked each morning by Primary teachers
- A digital roll is marked each lesson by Secondary teachers
- Parents are required to notify the College prior to the start of classes if their child is away for any reason.
- Non-attendance without due cause is followed up by the Student Services staff.
- A letter is forwarded to parents/caregivers requesting an explanation for non-attendance without due reason or evidence provided (e.g. doctor's certificate).
- Attendance is recorded on the student's report card at the end of Term One, Semester One and Semester Two.
- The Head of Primary/Secondary will request an interview with the parent/caregivers and the student where non attendance affects educational outcomes or social participation at school for that student.

## 2. NAPLAN Results – Years 9,7,5,3

### BENCHMARK DATA

<b>READING</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2010)	368	414.3	66.7
Year 5 (2010)	470	487.3	71.8
Year 7 (2010)	542	546.0	77.7
Year 9 (2010)	577	573.6	77.6

<b>WRITING</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2010)	420	418.6	100
Year 5 (2010)	467	485.2	74.3
Year 7 (2010)	533.4	513	74.4
Year 9 (2010)	585.0	567.7	83.0

<b>SPELLING</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	380	399.2	77.5
Year 5 (2009)	453	487.1	71.9
Year 7 (2008)	532	544.6	79.1
Year 9 (2009)	595	578.4	84.7

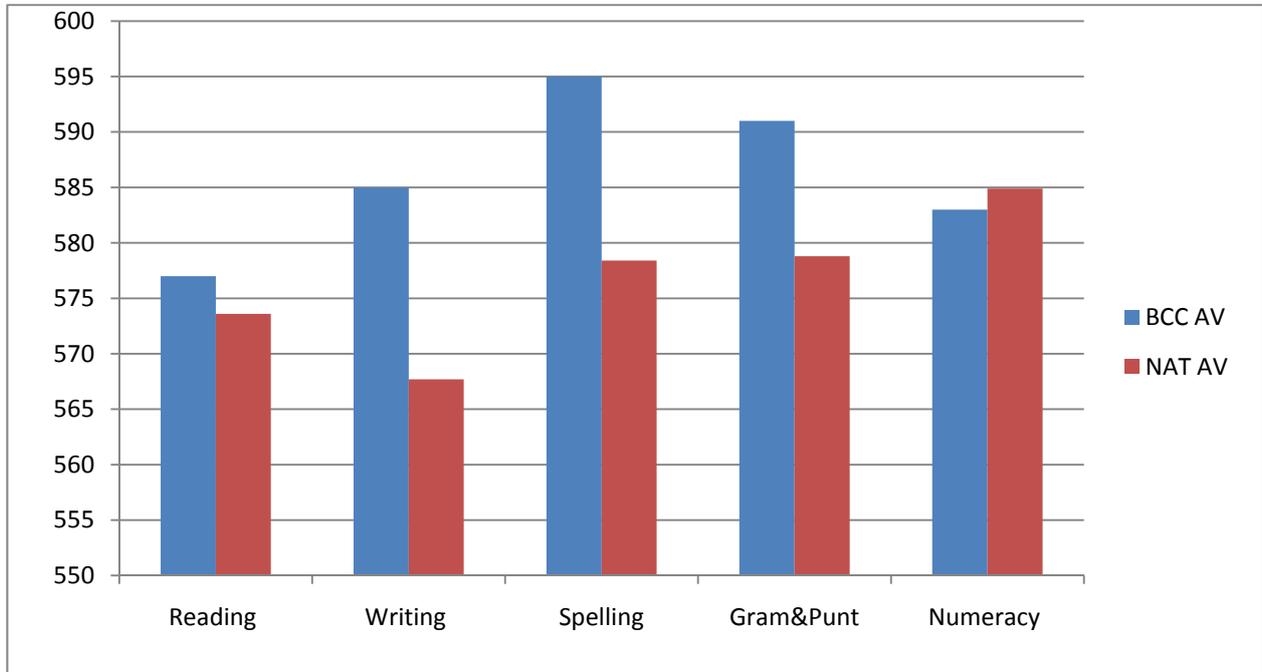
<b>GRAMMAR AND PUNCTUATION</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	385	416.9	70
Year 5 (2009)	472	499.7	74.4
Year 7 (2008)	524	535.1	74.4
Year 9 (2009)	591	578.8	81.4

<b>NUMERACY</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	360	395.3	66.7
Year 5 (2009)	491	488.7	89.7
Year 7 (2008)	544	547.7	84.5
Year 9 (2009)	583	584.9	79.0

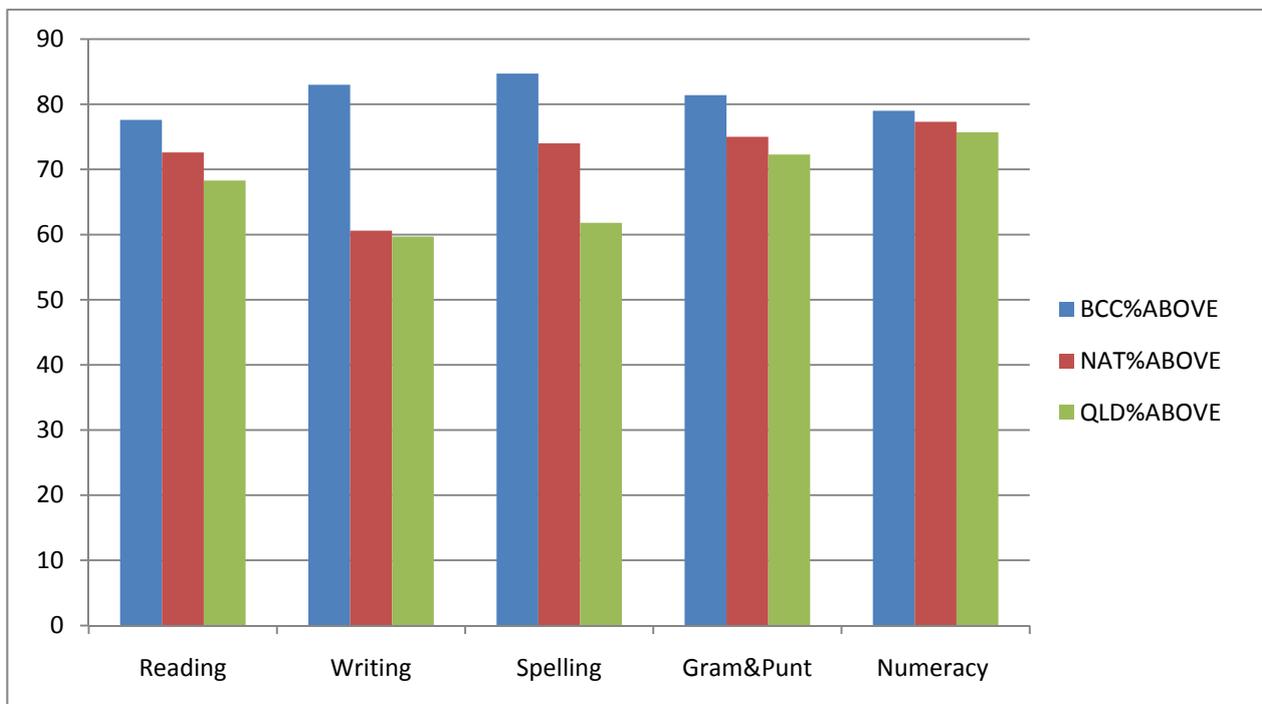
## National Literacy and Numeracy Test Results

The following graphs indicate the school's performance against the National benchmark in relation to the **Year 9, Year 7 and Year 5 and Year 3 Tests** in 2010.

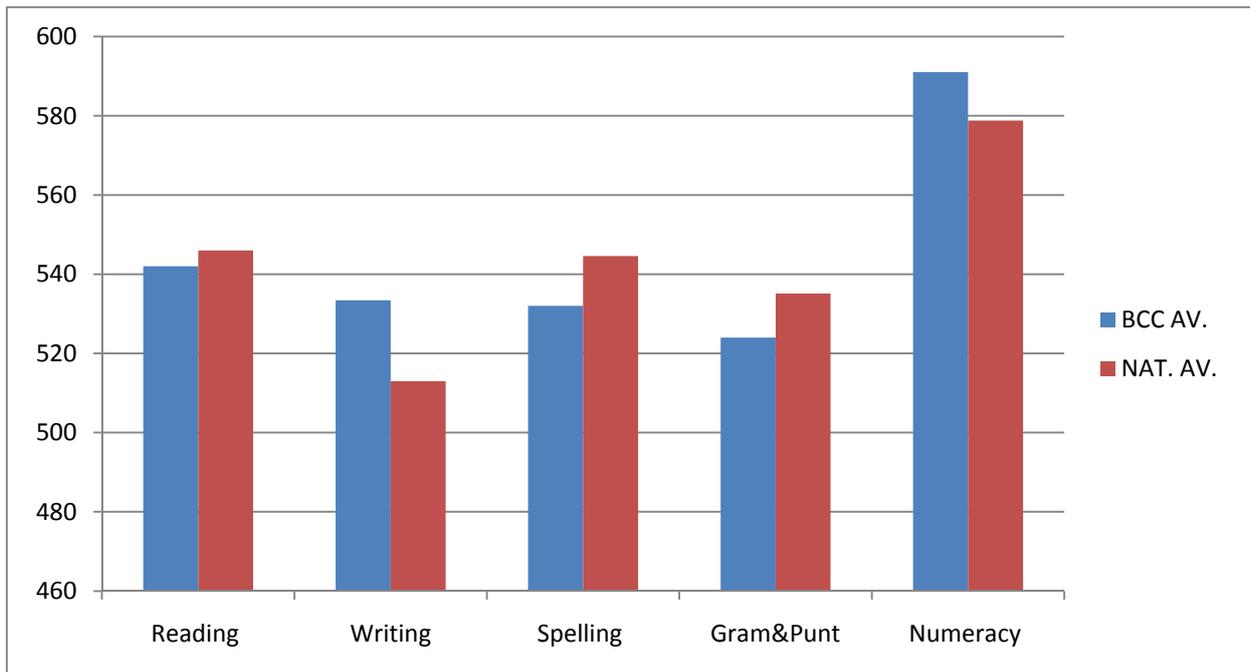
### Year 9 – Average Scores



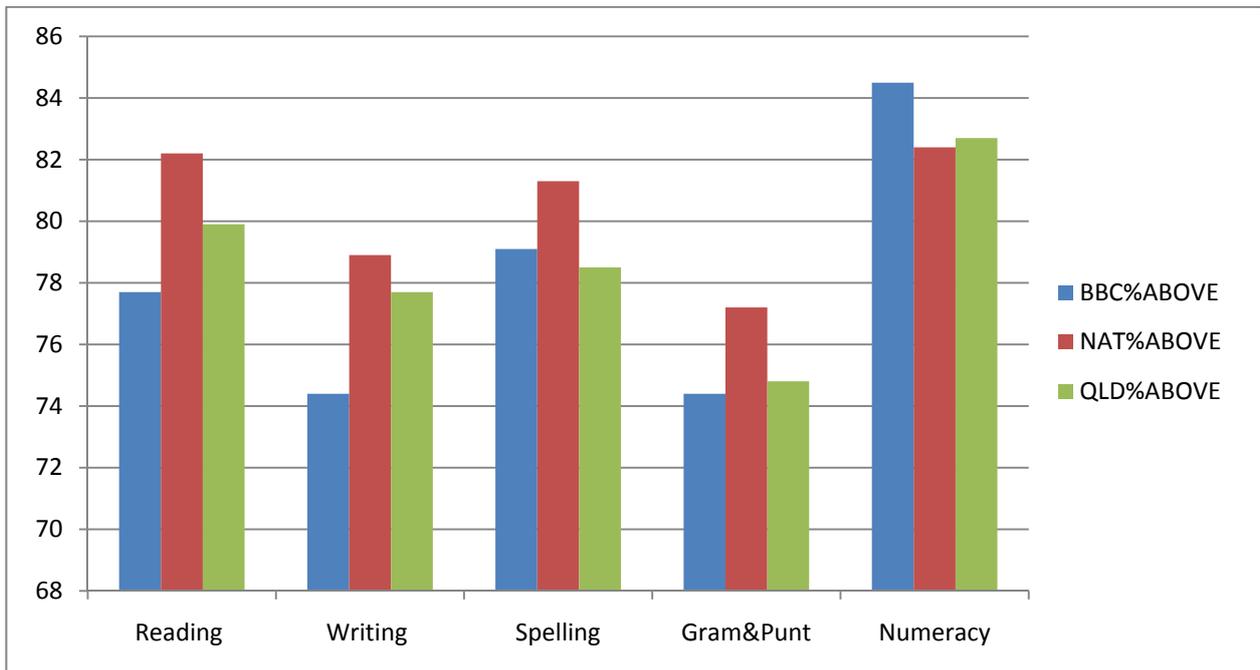
### Year 9 – Percentage above National Benchmark (Band 6)



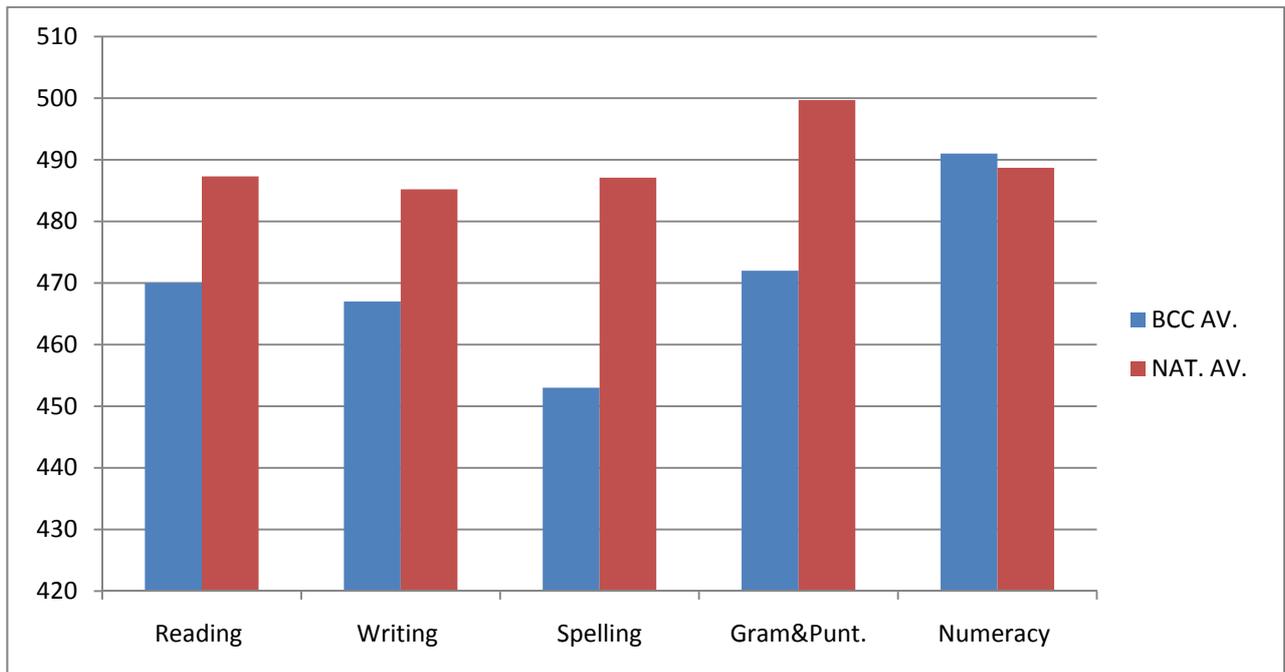
## Year 7 – Average Scores



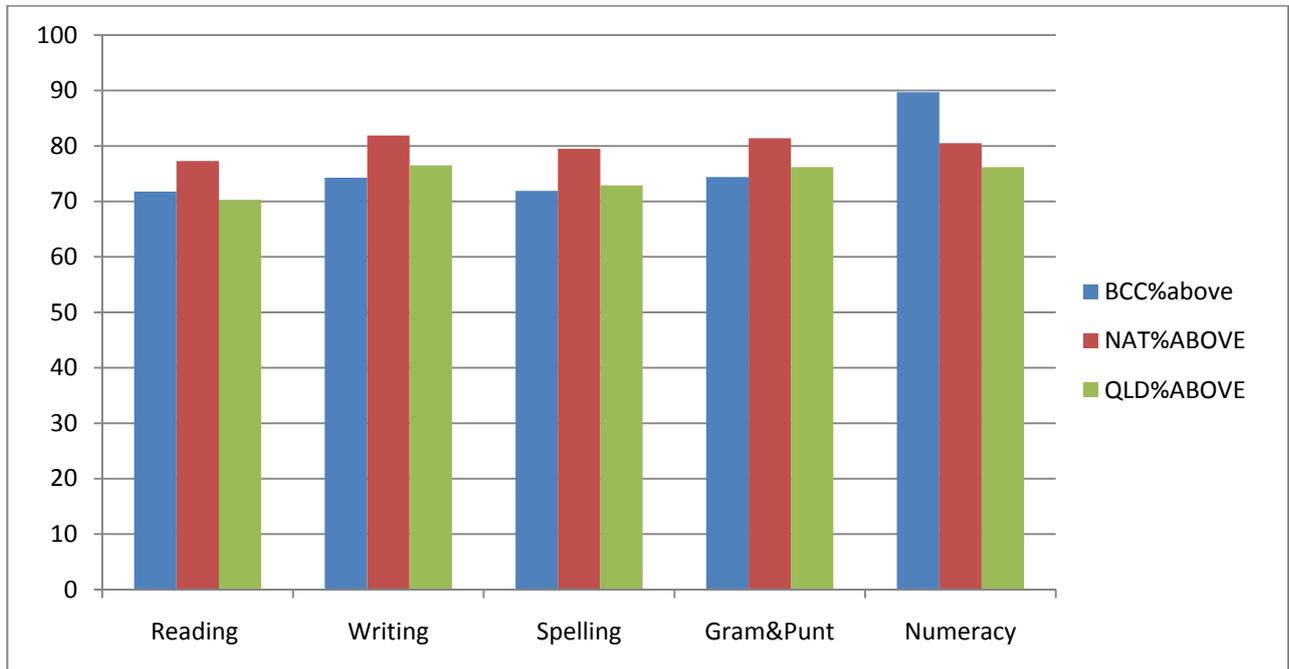
## Year 7 – Percentage above National Benchmark (Band 5)



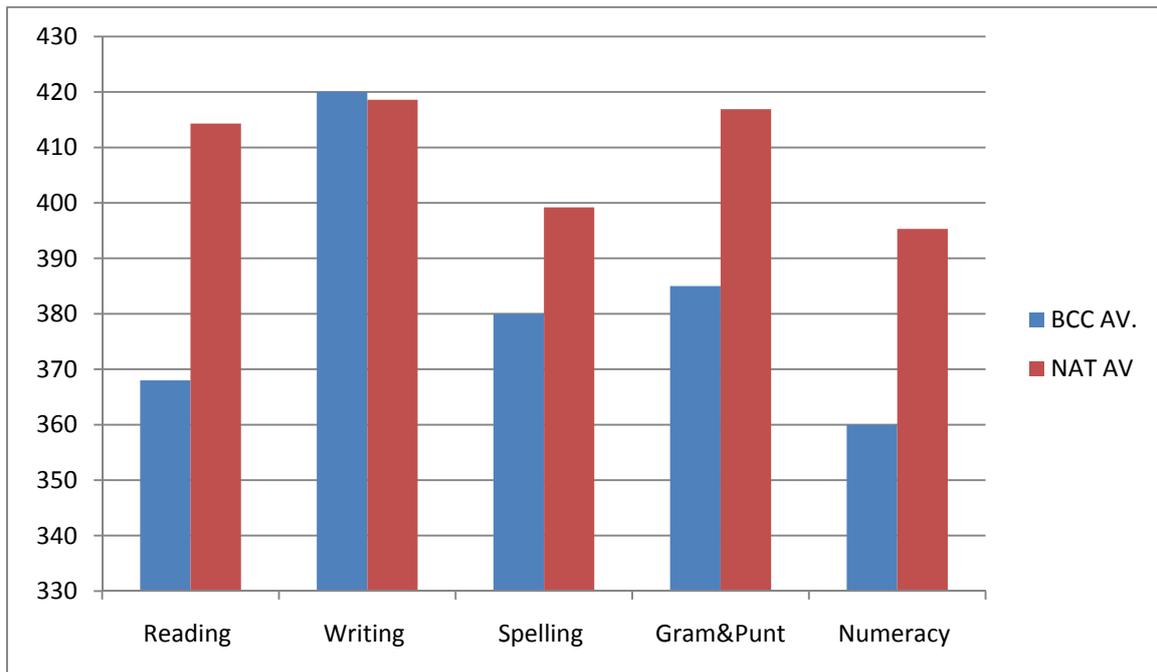
## Year 5 – Average Scores



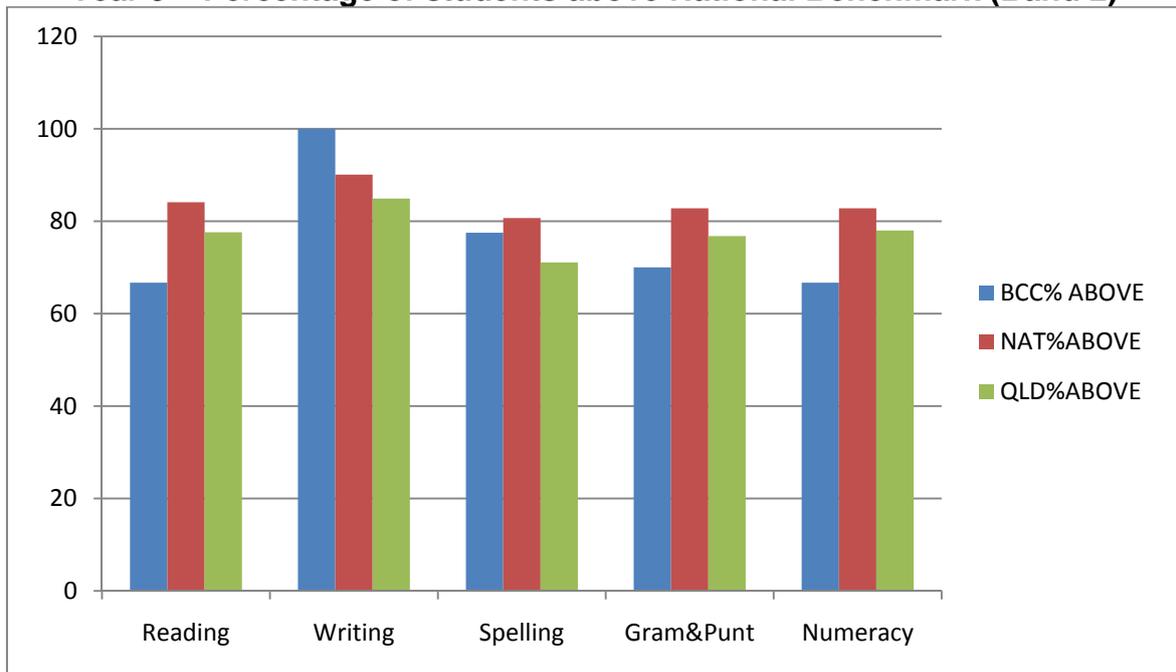
## Year 5 - Percentage of students above National Benchmark (Band 4)



### Year 3 - Average Scores



### Year 3 – Percentage of students above National Benchmark (Band 2)



### 3. Year 2 Diagnostic Net

Results in the Year 2 Diagnostic Net	
	Percentage of students <b>not</b> requiring additional support
Reading	90.3
Writing	90.3
Number	90.3

#### 4. Retention Rates

All Year 2 students were tested using the Year 2 Diagnostic Net.

	Year 10 Base	Year 12	Retention rate %
Number of Students	51	37	72.5

#### Comparison Retention Rates

Year 10		Year 12		Year 10-12 Apparent Retention Rate
Year	Enrolment	Year	Enrolment	%
2006	53	2008	38	71.7
2007	45	2009	33	73.3
2008	51	2010	37	72.5

#### 5. Senior Secondary Outcomes – Year 12 cohort

<i>Outcomes for our Year 12 cohort 2009</i>	
Number of Senior Education Profiles	37
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	34
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	19
Number of students awarded a Queensland Certificate of Education at the end of Year 12	28
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	68%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

#### 6. Post School Destinations

##### Year 12 Cohort Destination Results

##### Next Steps Survey Results –

These results come from a survey “commissioned by the Queensland Government’s Department of Education, Training and the Arts (DETA) as part of the School’s Reporting Initiative and support the State Government’s Education and Training Reforms for the Future (ETRF), which aims to have every young person earning or learning. The survey targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post- Compulsory School Education (CPCSE) in 2010, whether they attended a Government, Catholic or Independent school or a TAFE secondary college. (Queensland Government – Department of Education, Training and the Arts – Next Step 2009)

**(Next Step Destination Data will be inserted when released in September 2011)**

# NEXT STEP 2011

## STUDENT DESTINATIONS

### Bundaberg Christian College



#### Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Response rate for Bundaberg Christian College

Table 1 below reports the response rate for Bundaberg Christian College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Bundaberg Christian College in 2010.

It has not been possible to ascertain how representative these responses are of all students at this school.

**Table 1** Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
35	37	94.6

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Summary of findings

In 2011, 54.3 per cent of young people who completed their Year 12 at Bundaberg Christian College in 2010 continued in some recognised form of education and training in the year after they left school.

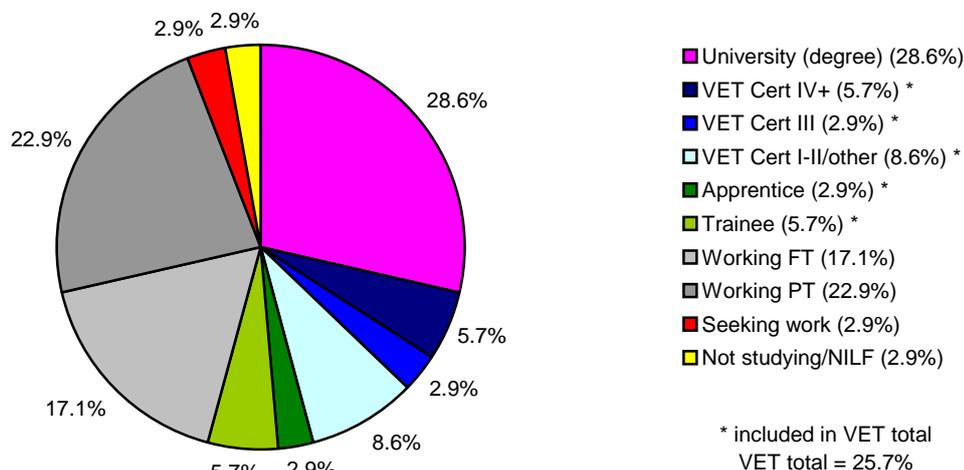
The most common study destination was university (28.6 per cent). The combined VET study destinations accounted for 25.7 per cent of respondents, including 17.1 per cent in campus-based VET programs, with 5.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

8.6 per cent commenced employment-based training, either as an apprentice (2.9 per cent) or trainee (5.7 per cent).

In addition to the above study destinations, a further 14.3 per cent of respondents from this school deferred a tertiary offer in 2011 (deferrers are shown in Figure 1 in their current destination).

45.7 per cent did not enter post-school education or training, and were either employed (40.0 per cent), seeking work (2.9 per cent) or neither studying nor in the labour force (2.9 per cent).

**Figure 1** Main destinations of Year 12 completers





# nextstep

## 2011

A report on the  
destinations of Year 12  
completers from 2010  
in Queensland

Bundaberg Christian  
College



## Authors

The *Next Step* team, Department of Education and Training

## Acknowledgments

The *Next Step* team gratefully acknowledges the assistance of the members of the *Next Step* survey reference group and the organisations they represent:

Independent Schools Queensland

Queensland Catholic Education Commission

Education Queensland

Queensland Studies Authority

Queensland University of Technology

Queensland Secondary Principals' Association

Association of Principals of Catholic Secondary Schools of Queensland

Association of Heads of Independent Schools of Australia (Qld branch)

Department of Education and Training

Office of the Government Statistician

The *Next Step* team extends sincere thanks to the many thousands of Queensland Year 12 graduates who gave up their time to complete surveys and participate in telephone interviews.

This research is funded by the Queensland Government.

## Acronyms and Abbreviations

ABS	Australian Bureau of Statistics
FT	Full-time
NILF	Not in the labour force
PT	Part-time
SD	Statistical Division
SSD	Statistical Sub-division
TAFE	Technical and Further Education
VET	Vocational Education and Training

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## Purpose

The purpose of this report is to inform the school principal and school community of the destinations of students from this school who completed Year 12 in 2010. This is one indicator of the outcomes of schooling.

A school may choose to use this information to:

- Review its senior schooling programs and services, e.g. subject offerings, career advice, links with employers and/or tertiary institutions
- Contribute to its reporting to parents, e.g. through its newsletter, annual reporting documents, website.

This report has been provided to the school and its school system, where this applies. The school may publish this report, if it wishes.

## Source of information

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The survey results were compiled and reported on by the *Next Step* team, Department of Education and Training.

Care should be taken in publicly using figures of less than 3 responses or percentages based on less than 3 responses.

## Privacy statement

To protect the privacy of individuals participating in the survey, this report contains summarised information only.

Further information on the survey is available at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep). This website includes the statewide and regional reports on the survey findings.

## Summary of findings

In 2011, 54.3 per cent of young people who completed their Year 12 at Bundaberg Christian College in 2010 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (28.6 per cent). The combined VET study destinations accounted for 25.7 per cent of respondents, including 17.1 per cent in campus-based VET programs, with 5.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

8.6 per cent commenced employment-based training, either as an apprentice (2.9 per cent) or trainee (5.7 per cent).

In addition to the above study destinations, a further 14.3 per cent of respondents from this school deferred a tertiary offer in 2011 (deferrers are shown in Figure 1 in their current destination).

45.7 per cent did not enter post-school education or training, and were either employed (40.0 per cent), seeking work (2.9 per cent) or neither studying nor in the labour force (2.9 per cent).

There are a range of differences between and within school, regional and statewide destinations. Care should be taken when interpreting comparative data as the findings may relate to groups of different sizes.

## Response rate for this school

**Table 1** Survey Response Rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
35	37	94.6

Table 1 reports the response rate for Bundaberg Christian College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Bundaberg Christian College in 2010.

It has not been possible to ascertain how representative these responses are of all students at this school.

Please note that some survey participants did not provide information for particular survey questions. As a result, the number of responses shown in Table 4 onwards may not reflect the totals reported for the main destinations appearing in Table 3.

## Definitions of main destinations

All respondents were categorised into their main destination, be it study or work, as outlined in Table 2. Students (in university or VET) were assigned to the study categories regardless of their labour force status.

**Table 2 Main Destination Categorisations, Next Step 2011**

<i>Higher Education</i>	
University (degree)*	Studying at degree level
<i>VET categories</i>	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees)
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other*	Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level
Apprentice	Working and in employment-based apprenticeship
Trainee	Working and in employment-based traineeship
<i>No further education or training</i>	
Working full-time	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more
Working part-time	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work

\*Some respondents are also in the labour market

## Main destinations

Figure 1 Main destinations of Year 12 completers

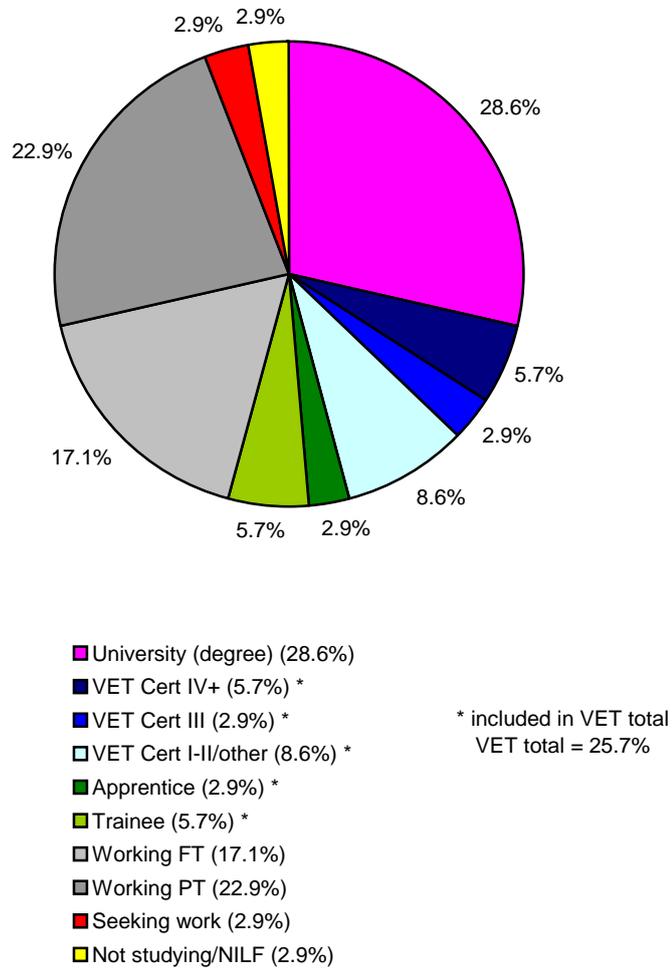


Figure 1 reports the main destinations of Year 12 completers from this school, as defined in Table 2. Please note that students (in university or VET) were assigned to the study categories regardless of their labour force status.

**Figure 2 Main destinations of Year 12 completers, by sex**

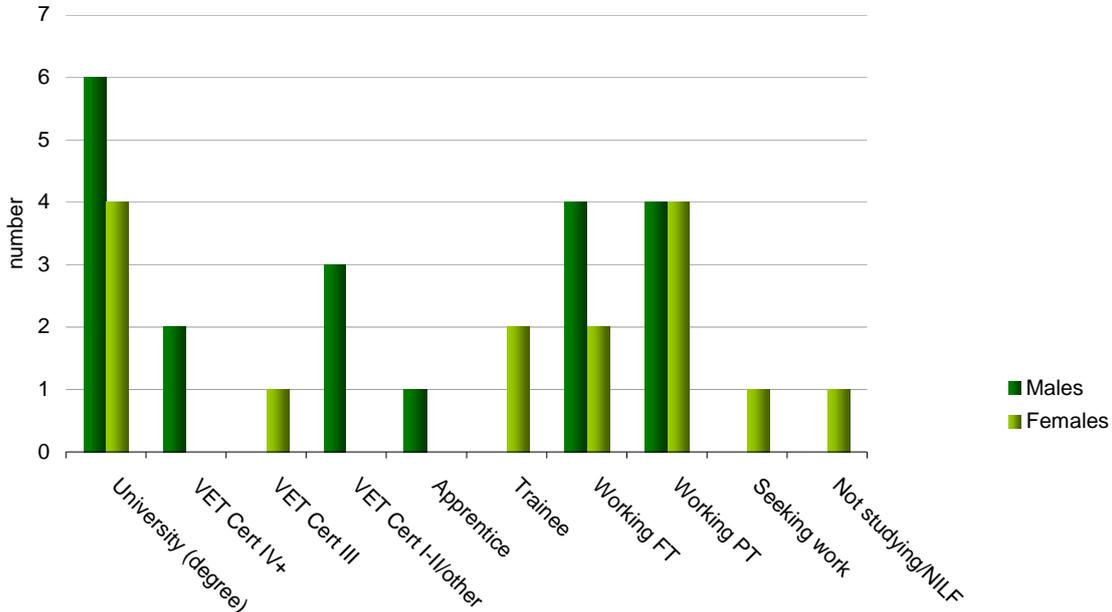


Figure 2 reports the main destinations of male and female Year 12 completers from this school as numbers.

**Table 3 Main destinations of Year 12 completers, by sex**

Destination	Males	Females	Total	
	no.	no.	no.	%
University (degree)	6	4	10	28.6
VET Cert IV+ *	2	0	2	5.7
VET Cert III *	0	1	1	2.9
VET Cert I-II/other *	3	0	3	8.6
Apprentice *	1	0	1	2.9
Trainee *	0	2	2	5.7
Working FT	4	2	6	17.1
Working PT	4	4	8	22.9
Seeking work	0	1	1	2.9
Not studying/NILF	0	1	1	2.9
<i>Total VET</i>	6	3	9	25.7
<b>Total</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>100.0</b>

\* Included in Total VET

Table 3 reports the main destinations of Year 12 completers from this school as numbers and percentages.

**Figure 3 Main destinations of Year 12 completers for Bundaberg Christian College, Wide Bay-Burnett SD and Queensland**

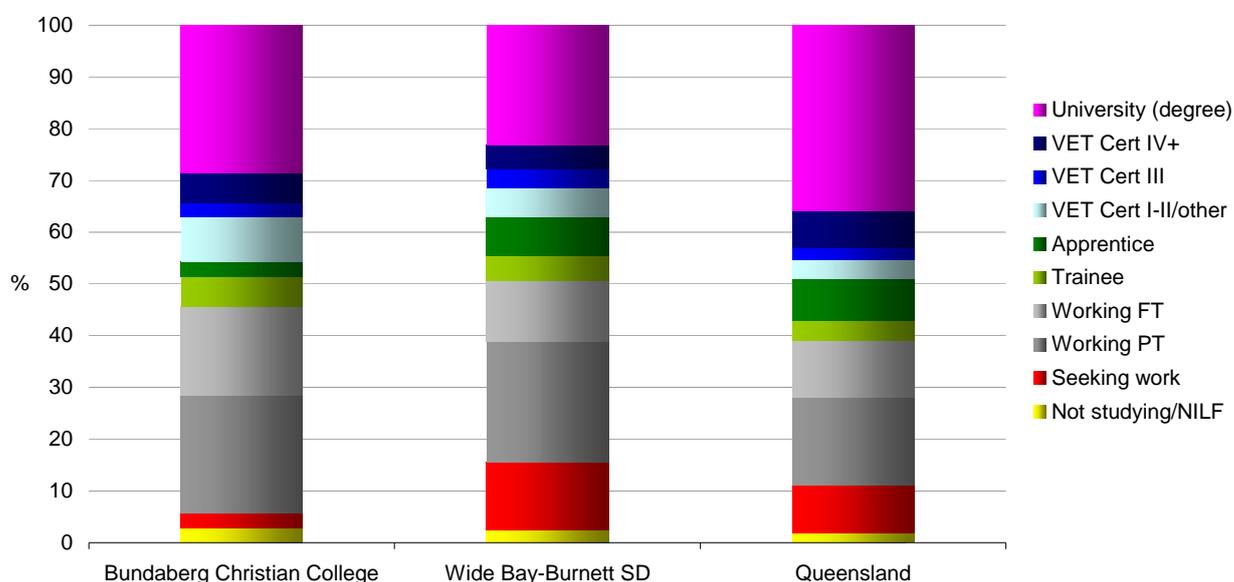


Figure 3 compares the main destinations of all Year 12 completers for Bundaberg Christian College with those of Wide Bay-Burnett SD and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers.

**Figure 4 Comparison over time of main destinations of Year 12 completers for Bundaberg Christian College**

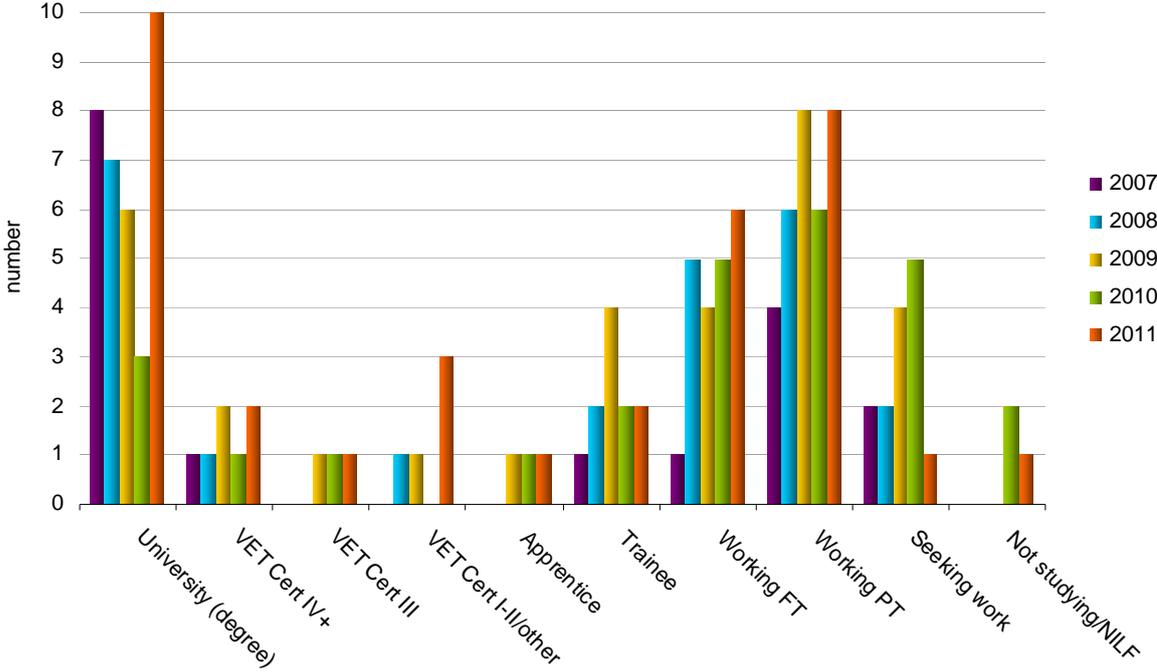


Figure 4 compares the main destinations Year 12 completers from this school against previous years.

## Learning

**Table 4 Post-school institutions of Year 12 completers (numbers)**

<i>Institution</i>	<i>no.</i>
Central Queensland University	6
Wide Bay Institute of TAFE	4
University of Queensland	2
University of the Sunshine Coast	1
University of Southern Queensland	1
Other Queensland TAFEs	1
Interstate Universities	1
Griffith University	1
Barrier Reef Institute of TAFE	1
Other	1
<b>Total</b>	<b>19</b>

Table 4 reports the names of the institutions entered by Year 12 completers from this school.

**Table 5 Field of study of Year 12 completers, by sex (numbers)**

<i>Field of Study</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
Engineering & Related Technologies	4	0	4
Society & Culture	4	0	4
Management & Commerce	0	3	3
Creative Arts	1	1	2
Natural & Physical Sciences	1	1	2
Education	0	1	1
Health	0	1	1
Information Technology	1	0	1
Other	1	0	1
<b>Total</b>	<b>12</b>	<b>7</b>	<b>19</b>

Note: This table uses the Australian Bureau of Statistics' Standard Classification of Education. Further information on which courses are in which fields is available at <http://www.ausstats.abs.gov.au/> under publication 1272.0

Table 5 reports field of study for Year 12 completers from this school who entered a study destination and provided field of study information.

## Earning

**Table 6 Occupational groups of all Year 12 completers in employment, by sex (numbers)**

<i>Occupational Group</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
Sales Assistants	4	6	10
Food Handlers	0	3	3
Gardeners, Farmers & Animal Workers	2	1	3
Clerks, Receptionists & Secretaries	0	2	2
Drivers & Transport	2	0	2
Automotive Workers	1	0	1
Electrical & Electronics Trades	1	0	1
Engineering & Science-related Workers	1	0	1
Labourers	1	0	1
Media, the Arts & Printing	1	0	1
<b>Total</b>	<b>13</b>	<b>12</b>	<b>25</b>

Table 6 reports the occupations of all Year 12 completers from this school who were in employment, and who provided information on the nature of their job (including those who were also in study or training).

**Table 7 Industry categories of all Year 12 completers in employment (numbers)**

<i>Industry Category</i>	<i>no.</i>
Retail Trade	11
Accommodation & Food Services	4
Agriculture, Forestry & Fishing	3
Professional, Scientific & Technical Services	2
Manufacturing	2
Transport, Postal & Warehousing	1
Mining	1
Education & Training	1
<b>Total</b>	<b>25</b>

Table 7 reports the industries entered by all Year 12 completers from this school who were working and who provided industry category information (including those who were also in study or training).

## VET in Schools students

**Table 8** Main destinations of Year 12 completers who achieved a VET qualification (numbers)

<b>Destination</b>	<b>no.</b>
University (degree)	4
VET Cert IV+	2
VET Cert I-II/other	3
Trainee	1
Working FT	4
Working PT	3
<b>Total</b>	<b>17</b>

Table 8 reports the main destinations of Year 12 completers from this school who achieved a VET in Schools qualification.

## Indigenous students

Data on this group of Year 12 completers could not be provided for one of the following reasons:

1. There were no Indigenous respondents from this school.
2. There were insufficient numbers of Indigenous respondents to provide information which guarantees that individual respondents cannot be identified (as required by privacy legislation).

## Not in Study

**Table 9** Main reason of Year 12 completers for not studying, by sex (numbers)

<b>Main Reason</b>	<b>Males no.</b>	<b>Females no.</b>	<b>Total no.</b>
I want a break from study	3	2	5
I am undecided and considering options	2	2	4
I am not interested in further study	1	1	2
My work commitments	1	1	2
I am looking for an apprenticeship/traineeship	1	0	1
I am working to finance further study	0	1	1
I am working to qualify for independent Youth Allowance	0	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>16</b>

Table 9 reports the main reason for not studying given by Year 12 completers from this school who were not in study or training at the time of the survey.

## Not Studying and Not in the Labour Force

Data reporting the main reason for not looking for work of Year 12 completers who were not in study and not in the labour force at the time of the survey, could not be provided for one of the following reasons:

1. There were no respondents to this question from this school.
2. There were insufficient numbers of respondents to provide information which guarantees that individual respondents cannot be identified (as required by privacy legislation).

## Further information and feedback

Statewide and Regional reports will be available on the departmental website in September 2011 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

For queries on this school's data or to request additional data, contact the *Next Step* project team at the Department of Education and Training on 3237 9827.