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# Annual Report 2019





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# Our Vision

For Christ to rule in the hearts and minds of our students so they are able to contribute as citizens to a peaceful and just society through a biblical understanding of family, community and human endeavour.

# Our Mission

To realise our Vision, Grace Christian College, in cooperation with parents, staff and students will:

- › Provide a Christ honouring learning environment
- › Develop each student's potential
- › Encourage a lifelong commitment to be enquiring seekers of knowledge and understanding
- › Inspire students to have compassion for the world as demonstrated by Jesus Christ

# Our Board

- › Mr Stephen McIntosh stepped down as Chairman of the Board in May. Mr Stephen McIntosh is the co-founder of the College and has devoted many years serving our College as Chairman.
- › Mr Bruce Hogan stepped down as a Director of the Board in May. Bruce is a past Principal of the College and has served as a Director for many years.
- › Mrs Alison Gunn stepped down as a Director of the Board in May. Alison continues to serve the Board as the Secretary. Alison is married to the current Principal, Mr Larry Gunn. Three of her children are past students of the College.
- › Mr Matthew Hogan became the Chairman of the Board in May. Matthew is a past student of the College and all of his children attend the College.
- › Mr Chris Wolmarans is a Director of the Board and all his children attend the College.
- › Mr Matthew Hood was appointed as a Director of the Board. Matthew is a past student of the College and all his children attend the College.
- › Mr Andrew Wright was appointed as a Director of the Board. Andrew is a past teacher of the College and all his children attend the College.
- › Mr Nathan McIntosh was appointed as a Director of the Board. Nathan is a past student of the College and three of his children attend the College.





# Principal's report

The Board of Grace Christian College continues to have a strong focus on Christian Education and supporting families who seek that for their children. The school does not approach academic education and the Christian Worldview as separate topics or activities but endeavours to treat all knowledge, skills and pursuits as God's creation. It is the school's desire that its students will be able to see the world as God would have them and walk with Him through it.

This year we have seen a continued increase in enrolments which peaked at 141 in the first half of the year. The enrolment team continues to make it clear that successful students are generally those who enjoy their school environment and are encouraged to work hard. The notion is clearly put to parents that they must choose the right school for their children and in choosing Grace Christian College they must take into consideration the school's philosophy and goals and its culture.

Several new staff were welcomed to the school team in response to the increased enrolments. Diana Hodgens, Bethany Buckley, Leah Ramsay, and Rebecca Hogan took up positions as classroom aides. Ellen Kennedy taught our Year 3/4 class and taught History to years 7 and 8. Steven Jawerth took on Biology and Chemistry in the IB Diploma as well as TSL classes and Woodwork. Both teachers have maintained what has almost become a tradition if not an essential requirement for teaching at Grace Christian College – the capacity to be flexible and work across age groups and subject areas.

## **“...beginning of 2020, the school will be able to offer the International Baccalaureate Diploma Program and the Victorian Certificate of Applied Learning (VCAL) to senior secondary students.”**

In 2019, the school applied for authorisation to teach the Victorian Certificate of Applied Learning. Roz Sheeran prepared the bulk of the documents for this application with help from Steven Jawerth who prepared the Maths documents. Roz also consulted with Craig Robotham and Joel Robotham who both have experience in work place programs. After submission of documents, the school was given authorization and a compliment on the quality of its content by those assessing the application. The school is extremely thankful to Roz Sheeran for her diligence in overseeing this application.

From the beginning of 2020, the school will be able to offer the International Baccalaureate Diploma Program and the Victorian Certificate of Applied Learning (VCAL) to senior secondary students. The two certificates provide a wide range of path-way options for students as they finish their school education and prepare themselves for the next step in moving toward adulthood.

During 2019, the school was successful in applying for funding to build a Technology/Arts building and renovate the School Hall and Administration Block. The total project cost is \$1.8 Million and the school's contribution is 20%. The new building will include new toilets for students as well. This will expand the facilities at Grace Christian College and assist learning by providing subjects such as textiles and music with dedicated learning spaces. The project will also increase the seating capacity of the Hall, increase its functionality as a performance space and allow more complex productions to take place.

Grace Christian College has been on a path of consistent development over several years. We are thankful for God's blessing and provision of resources and staff and we are very thankful for the parents who choose to enroll their children in the school and for the committed and gifted staff who teach them.

A handwritten signature in black ink that reads "Larry Gunn". The signature is written in a cursive, flowing style.

**Larry Gunn,**  
Principal Grace Christian College



# Statement of commitment to child safety

Grace Christian College acknowledges that ‘God has made from one man every nation of mankind to live on all the face of the earth’ and ‘all are one in Christ Jesus’ and implements its safety programs on the basis of this commonality. Therefore, Grace Christian College is committed to the safety and best interest’s of all its enrolled students. This commitment is grounded in the Biblical imperative to “care for one another.”

The College recognises the value of family for the health, welfare, safety, development, learning and well-being of all students regardless of race, biological sex, language or ability. The College is committed to assisting and supporting all families and all students in this endeavour. The family is seen as the key stakeholder and contributor to the education and well-being of all students.

In support of its commitment to Child Safety, the College, within the context of the College’s Christian culture and the parent’s determination that College and family culture are complementary:

- › Is established to provide cultural safety for children of Christian families and all other commitments for child safety are made within that context
- › Will ensure that parents are informed of the College’s Christian culture prior to enrolment so that they can make the best decision regarding the compatibility of College and family culture and whether their child will benefit from enrolment in the College
- › Has zero tolerance for child abuse
- › Actively works to listen to and empower children without undermining the primacy of family as key to their health, welfare, safety, development, learning and well-being
- › Has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the organisation’s policies and procedures
- › Is committed to providing cultural safety for children from culturally and/or linguistically diverse backgrounds including Aboriginal and Torres Strait Islander children.

# Value added

## Curriculum

The school applied for authorization to teach the Victorian Certificate of Applied Learning (VCAL) and was approved for this. This is a major addition to the school's provision of pathways for students and provides a complement to the International Baccalaureate Diploma Program (IBDP). The ideal partner certificate for the IBDP is the International Baccalaureate Career-related Program (IBCP). Unfortunately, the IBCP is not approved for teaching in Victoria and the school will persist with VCAL until this becomes available.

## Technology Improvements

### Student Devices

In 2019, the school moved away from providing Apple laptops for classroom use to Chromebooks. An initial purchase of 40 Chrome books was made. These laptops will replace many of the older Apple laptops that were not functioning well and will provide good integration with Google classroom products that are being used by staff increasingly in teaching.

### Web Filtering

To match the introduction of Chrome books, the schools Web filtering service was upgraded. A Cyberhound filter was installed with a yearly cost of \$8543. This provision will offer greater protection for students when accessing the web and allow staff to manage that access and security more efficiently.

### Classroom Technology Installations

Further installations of projectors and Apple TVs were made in some rooms to allow for the expanding of the School's curriculum and enrolments. With Year 11 and Year 12 classes running concurrently and a class being added in the middle primary area, it was necessary to use some smaller rooms for teaching which were not usually used for that purpose.

## Building Project

During 2019, the school applied for a Capital Grant to build a Technology/Arts centre. The school was notified of the application being approved in December 2019. An amount of \$1.4 Million dollars will be provided by the Victorian State Government. Construction of the building will begin in mid-2020.

## OH&S

During the year various improvements were made to safety and OH&S including the installation of a hand rail to the steps outside the school office and a bin lifter to assist the maintenance staff.

- › Will aim to meet the expectations of families with enrolled students that the College will:
  - Provide a high quality and culturally sensitive level of education
  - Be a community that maintains a culturally safe environment for all students
  - Provide a safe space where personal challenges are met and explored with respect
  - Act with justice and equity in all circumstances to all students
  - Be a community that seeks to be safe and free from violence, racism and discrimination
  - Provide the opportunity for all children to achieve their full potential in life
  - Has a Child Safe policy that demonstrate the College's commitment to safety and diversity.

# Our staff

## Teacher and staff professional development

The total expenditure for staff development and professional learning for 2019 was \$13,290. Staff attended a number of conferences including training for VCAL, IB, NCCD and First Aid and CPR courses.

## Staff numbers and attendance

The staff completed the year 2019 with an attendance rate better than 98% which is similar to the previous year. This reflects the continued high level of commitment amongst the staff. The College currently does not employ any Indigenous staff.

### Staff numbers 2019



Total Staff **36** / Movement **3**

### Staff gender distribution by EFT



## Teacher qualifications

The staff of Grace Christian College hold the following qualifications:

Bachelor of Art [B.A.]

Bachelor of Business [Human Resource] Development, B.Bus [HRD]

Bachelor of Education [B.Ed]

Bachelor of Ministry, Honours [B.Min Hon]

Bachelor of Ministry [B.Min]

Bachelor of Science [B.Sc]

Bachelor of Theology [B.Theology]

Graduate Diploma of Education [Sec] [Grad.Dip.Ed]

Graduate Diploma of Child and Adolescent Welfare [Grad.Dip Welfare]

Graduate Diploma in Technology Education [Grad.Dip.Tech.Ed]

Advanced Diploma in Theology [Adv. Dip. Theology]

Bachelor of Health Science [B.HSc.Nut. & Diet]

Master of Teaching [P-12]

Bachelor of Science [B.Sci.Nutrition & Diet]

Diploma of Teaching [Dip.T]



# Our students

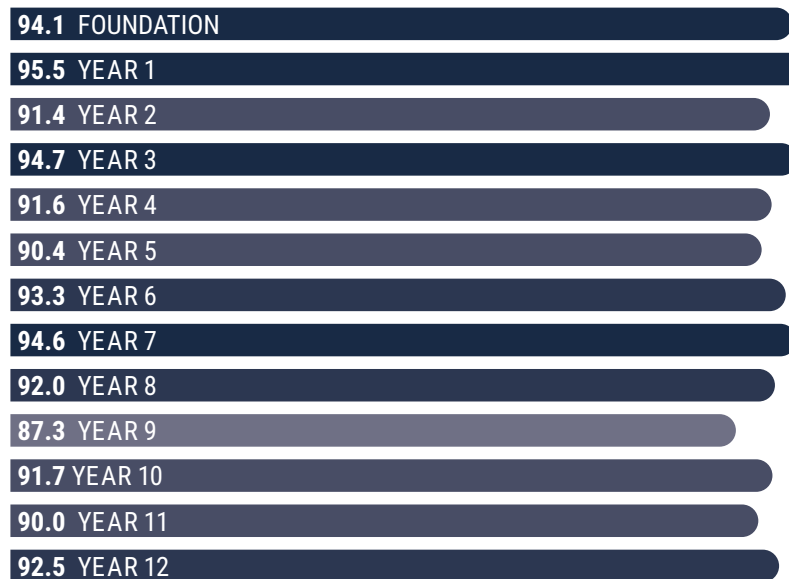
## Management of student attendance

The College has a Student Attendance Policy which clearly states that students are expected to maintain a satisfactory commitment to full attendance and punctuality for all timetabled classes, assemblies, camps and excursions and any other compulsory activity.

The procedures that proceed from this policy include:

- › Attendance recording twice daily
- › Monitoring of daily attendance and the identification of absences from class or the College
- › The follow up of unexplained absences using an Absence Follow Up Note
- › The notification of parents of unsatisfactory student attendance via Absentee Notices, 1 and 2,
- › Compulsory College attendance reminders to parents via Newsletter, etc
- › The recording of unsatisfactory attendance on student files.
- › Referral of all unresolved absences to the Principal.

### 2019 student attendance by percent (%)



### Student attendance comparison by percent (%)



## Student post College destinations

The College keeps records of student post-secondary destinations but refrains from publishing this data in the Annual Report to protect the privacy of individual students who could be identified in data representing a cohort of less than 10 students.

# NAPLAN analysis statement

The College has traditionally presented limited NAPLAN analysis in its public documents for two main reasons. The first is the right to privacy of students which is exposed to violation through the small cohort size of year levels. If it happens that a cohort has only three students and registers a low NAPLAN result in any area those students are quite easily identified. It is significant that the Federal Government website, My College, provides our NAPLAN data to the public but does not provide data for cohorts less than 10 students.

The second is that small cohort size also leads to a significant distortion of averages when compared to state and national data. The averaging of results for a group of ten students does not produce statistical information that has much relevance to the averaging of a national cohort. To therefore use these averages to make a comparison on learning growth and thus determine some indication of College performance could lead to erroneous conclusions.

The College makes extensive use of the NAPLAN data internally. Inferences or predictions in relation to individual students are made and the impact of teaching and learning at a College level is analysed. NAPLAN data is imported into the College's Student Profile Database and is used in developing individual learning plans for struggling students as well as diagnosing particular areas of development or identifying gifted students. Parents are issued with the NAPLAN test report but can also obtain further NAPLAN information from their class teacher.

Our general observation from year-to-year is that Grace Christian College students generally perform well in the reading, writing, spelling and grammar and punctuation tests. Variation in scores is believed to be due to individual student capability.





# Staff satisfaction survey



0 — 25 — 50 — 75 — 100%

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

*Response percentages may not add up to 100% due to rounding.*

# Parent satisfaction survey



GCC is an attractive and well resourced school [e.g. classrooms and grounds]

The College is connected to its community and welcomes parental involvement

Parents are encouraged to contact the College to discuss concerns relating to their child

The College is a friendly school that is tolerant and accepting of all students

There is always good two way communication between staff and parents at this school

The students are the College's main concern

The College has supportive welfare programs

The College offers challenging programs for its students

The College maintains a focus on literacy and numeracy

The College teaches and promotes Christian values and Australian citizenship

GCC has competent teachers who set high standards of achievement

The College provides an appropriate range of extra-curricula activities

There is adequate student access to computers, technology programs and resources

The College promotes a healthy lifestyle

The College promotes its uniform policy

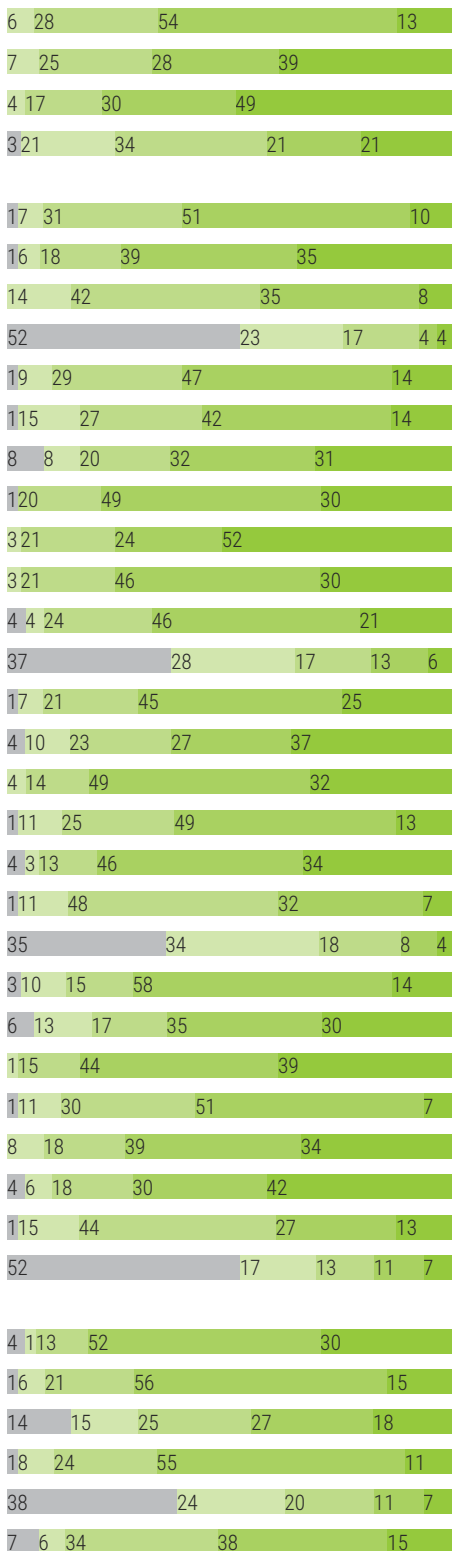
The education programs at this College are suitable for my child

Overall, I am satisfied with the education my child receives from this College

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

*Response percentages may not add up to 100% due to rounding.*

# Student satisfaction survey



I am good at my work

I feel good about being a student at this college

Doing well at college is important to me

It's often hard to learn in class because some students are really disruptive

My teachers are easy to understand

I get on well with other students at my college

My teachers make the work we do in class interesting

I have been bullied recently at college

My teachers listen to what I have to say

I find it easy to learn new things

I like college this year

My teachers really want to help me learn

Continuing or completing my education is important to me

My teachers put a lot of energy into teaching our class

I am liked by others at my college

I have been teased in an unpleasant way recently at my college

My teachers provide help and support when it is needed

I am happy to be at this college

I try very hard in college

My teachers explain how we can get more information

I get on really well with most of my classmates

My teachers are inspiring to listen to

Students are mean to me at this college

My teachers are good at helping students with problems

I feel I belong at this college

I am keen to do very well at my school

My teachers explain things to me clearly

This college is preparing students well for their future

My friends at school really care about me

My teachers make school work enjoyable

I have been deliberately hit, kicked or threatened by another student recently

My teachers help me to do my best

I think I am generally successful at college

I look forward to going to school

My teachers are well prepared

Other students often spread rumours about me at my college

My teachers understand how I learn

0 — 25 — 50 — 75 — 100%

■ Strongly agree  
■ Agree  
■ Neither agree nor disagree  
■ Disagree  
■ Strongly disagree

*Response percentages may not add up to 100% due to rounding.*

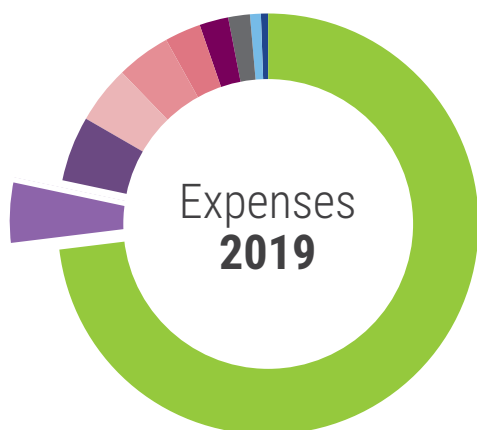
# Financial activities



\$1,487,270	Commonwealth recurrent grants
\$476,526	State recurrent grants
\$343,043	Private income
\$59,984	Camps and convention
\$39,379	Other grants
\$35,191	Trading accounts
\$29,811	Bus income
\$10,798	Building fund
\$8,123	Other income
\$0	Capital income

## Value Added

A total of \$112,950 was allocated to the purchase of Chromebooks, MacBooks, HP Laptops, iMAC Computer, Apple TV's, projectors, web filtering, classroom furniture, office furniture, bin lifter, dishwasher, washing machine, sewing machines, ducted heater, hand rail, ramp, library books and building design fees and permits for the 2020 building project.



\$1,684,406	Salaries & Related Expenses
\$120,000	Depreciation
\$114,712	Supplies & Services
\$102,557	Teaching Resources
\$98,471	Administration Costs
\$60,845	Excurions, Camps & Conventions
\$51,608	Bus Expenses
\$38,381	Building & Ground Works
\$17,874	Trading Accounts
\$11,075	Building Fund
\$0	Capital Works



## Contact Us

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