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Annual Report 2020



 GRACE
Christian College





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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

Chairman

- › Mr Matthew Hogan

Directors

- › Mr Matthew Hood
- › Mr Andrew Wright
- › Mr Nathan McIntosh
- › Mrs Alison Gunn (Secretary)



Principal's report

The year 2020 will of course be remembered as the year of the COVID-19 Pandemic. While the effects of the pandemic will continue for several years, it is the initial panic, lockdowns, feelings of hopelessness and the loss of life that will stay with us for some time. The school staff were highly motivated to provide learning support for students during remote learning and for the most part, families were able to adjust to this new program. However, it is clear that despite the advances in communications

technology the physical presence of students in a room with a physically present teacher cannot easily be replaced. Human beings are made by God for relationship and relationship has a huge impact on learning. It has reminded us of the importance of human relationships to the school's vision and mission and the reason why we must not take for granted our freedom to employ Christian staff who are essential to creating the Christian environment, culture, and ethos of the school.

During the pandemic, the staff at Grace Christian College demonstrated their team capacity as they quickly 'pivoted' to remote learning. We were very fortunate to have a Moodle site already operational thanks to the work of Craig Robotham who wears several hats in the school (Chaplain/Counsellor, English teacher, Moodle manager). Staff were able to use the Moodle installation as an online repository for class lessons and resources. The school's Mastery Learning resources proved to be a real boon to providing structure for parents at home. The ACE PACE resources are set out to provide clear, logically step instructions and graded learning and the school was able to give parents access to score keys via Moodle which kept the learning secure.

“ God has blessed us and although it has impacted staff, students and families in many different ways, the school has emerged in a very solid position at the end of 2020 ”

The pandemic did have the impact of taking the focus off the 'really big thing' that was happening which was our building program. In the midst of the pandemic a 1.9 million dollar building and renovation project started in June 2020. For much of the project during Term 3 the students were not at school due to being in lockdown which allowed the hall renovation to get started earlier. When students returned in Term 4 we were able to use it for classes which was very helpful on a temporary basis until the new portable was installed.

Through all of this change and 'pivoting', God has blessed us and although it has impacted staff, students and families in many different ways, the school has emerged in a very solid position at the end of 2020. The new building has complemented the existing buildings and connected them together as a unit.

Some things have been overshadowed by the pandemic. Through the hard work of our teaching staff led by Roz Sheeran, we had our first VCAL student start the course in 2020. This is such an important addition to the school as we are now able to provide pathways for students in Vocational education as well as the IB Diploma which can lead to university entrance.

In my mind, the addition of VCAL and the beginning of the new building completes a 10 year period of school growth starting with the opening of the Gymnasium in 2010 (funded by the BER), the decision by the Board in March 2011 to apply to become a candidate school for the IB Diploma, the change of the school's name and the first students starting the IB Diploma in 2016, followed by the application for VCAL authorisation and the application for the building project both of which occurred in mid-2019. As the year 2020 closed, there was great anticipation for the coming year and the provision of vaccines for COVID-19. It is with great thankfulness that we made it to the end of the year fully aware of God's presence and provision in all that we do at Grace Christian College.

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.
- › 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

Value added

Curriculum

The school commenced Year 11 classes for VCAL with one student. 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). Demand for VCAL will grow in the next few years

Technology Improvements

Student Devices

In 2020, the school invested in an additional 40 Chrome books. The school was able to support remote learning for students when the state went into lockdown during the COVID-19 pandemic.

Moodle Site

The school has had a Moodle site for several years but only a few staff were making extensive use of it as a learning resource. The lockdowns put in place as a result of the COVID-19 pandemic required all staff to access the Moodle site and use it to provide lesson material for students and to communicate information to support parents who were supporting their children in remote learning. Our Moodle Installation Coordinator, Craig Robotham trained staff in working with the Moodle site and assisting them to move learning resources onto the site.

Building Project

In mid-2020, the building and renovation project commenced. This project was made possible with funding from the Victorian Government. The following projects and improvements were made.

- 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 demonstrates the College's commitment to safety and diversity.
- 1) Construction of the Arts/Technology centre commenced in mid-2020 with an expectation of being completed in early 2021.
 - 2) The main power box for the school site was replaced to bring this up to a fully compliant status. This was included in the building project costs.
 - 3) A second-hand portable was installed onsite next to the existing Art Room. This portable is in excellent condition and went into immediate use for the Secondary school exams. It was essential for the conducting of the IB Diploma exams as it was far enough away from the building site to reduce noise to a reasonable level. The portable has added a positive vibe to that end of the school as well as being a functional size with good heating/cooling.
 - 4) The renovation of the Hall was brought forward from Term 4 to Term 3 due to the lockdown and school closures. This allowed this work to be completed and ready for student use early in Term 4.

OH&S

Carpark Signage and Line Marking

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.

Sneeze Shields

Clear, polycarbonate sneeze shields were added to all student offices for Years 5 - 10 as a precaution for the COVID-19 outbreak.

Our staff

Teacher and staff professional development

The total expenditure for staff development and professional learning in 2020 was \$2,180. Staff attended first aid training, CPR refresher, dyslexia conferences and online PD. Unfortunately due to COVID-19, statewide restrictions in 2020, meant the majority of staff conferences were canceled, so the expenditure for PD in 2020 was much less than budgeted. PD conducted by zoom and webinars were cost effective since staff did not have travel or accommodation expenses.

Staff numbers and attendance

The staff completed the year 2020 with an attendance rate of 99%. This reflects the continued high level of commitment amongst the staff. The College currently does not employ any indigenous staff.

Staff numbers 2020



Staff gender distribution by EFT



Total Staff **35** / Movement **-1**

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

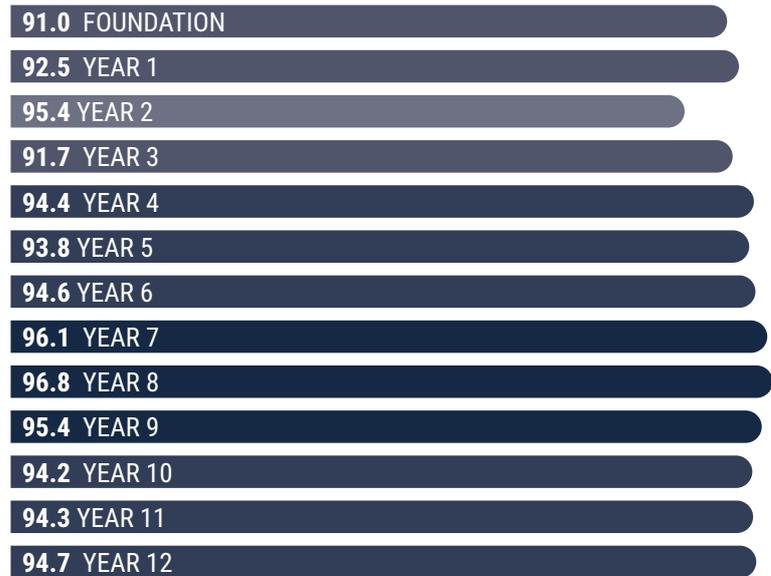
Management of student attendance

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.



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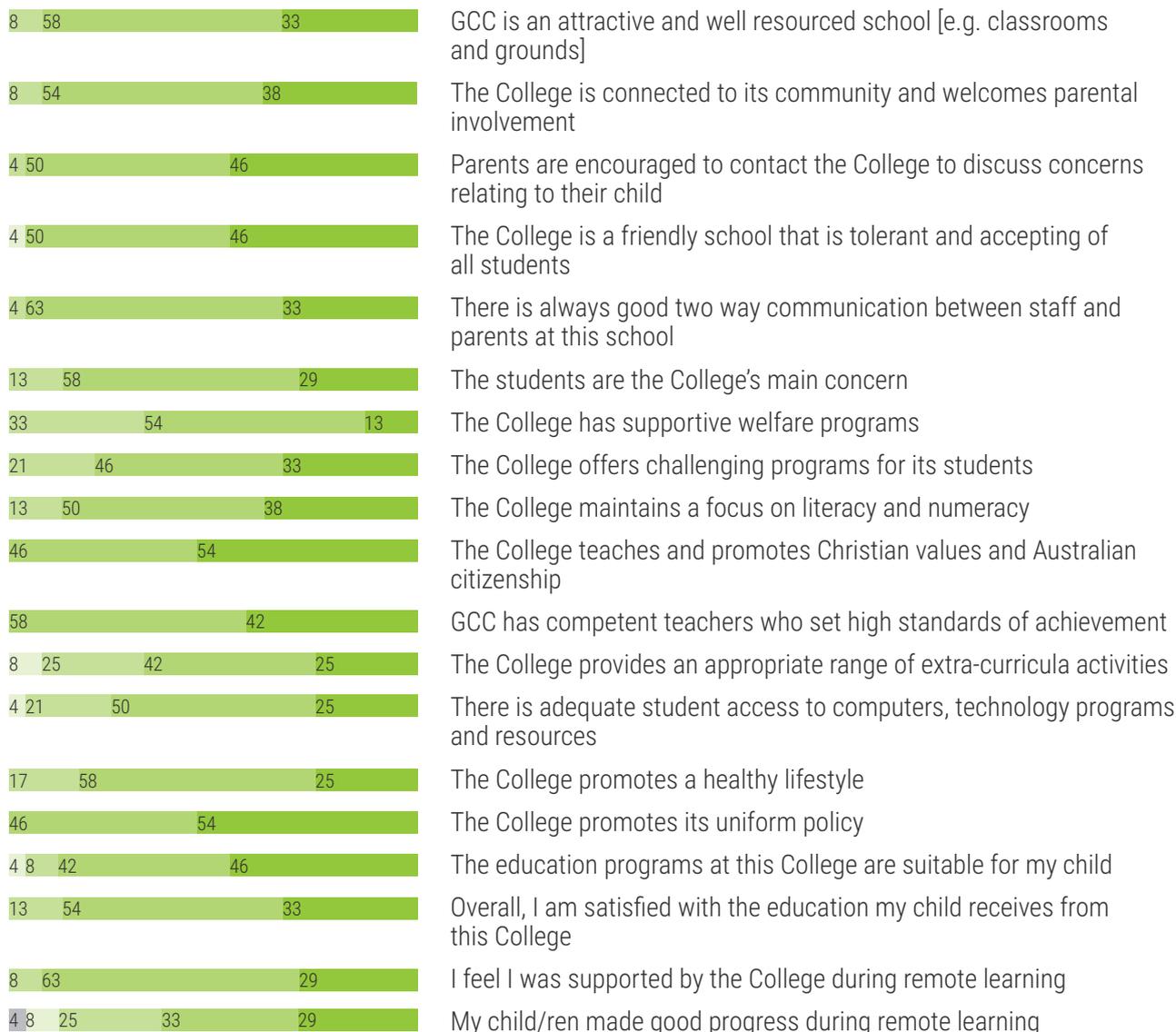
animals
the lunal

Staff satisfaction survey



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

Parent 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.

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

I feel I was supported by the College during remote learning

Feel I made good progress during remote learning

0 — 25 — 50 — 75 — 100%

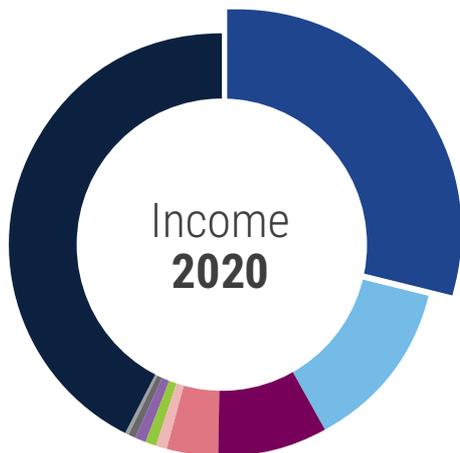
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

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

Financial activities

Value Added

A total of \$29,479 was allocated to purchase new equipment which included Chrome books, Ukuleles, audiovisual equipment and a new telephone system. A further \$1,216,553 was spent on the building project.



■ \$1,487,821	Commonwealth recurrent grants
■ \$1,004,135	Capital income
■ \$454,423	State recurrent grants
■ \$290,441	Private income
■ \$135,022	Other grants
■ \$30,334	Bus income
■ \$28,872	Camps and excursions
■ \$24,522	Trading accounts
■ \$19,781	Building fund
■ \$7,018	Other income



■ \$1,691,515	Salaries & related expenses
■ \$1,216,553	Capital works
■ \$114,235	Depreciation
■ \$81,999	Teaching resources
■ \$73,334	Supplies & services
■ \$64,876	Administration costs
■ \$47,802	Building & ground works
■ \$46,916	Bus expenses
■ \$28,486	Excursions, camps & conventions
■ \$16,914	Trading accounts
■ \$9,275	Building fund



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