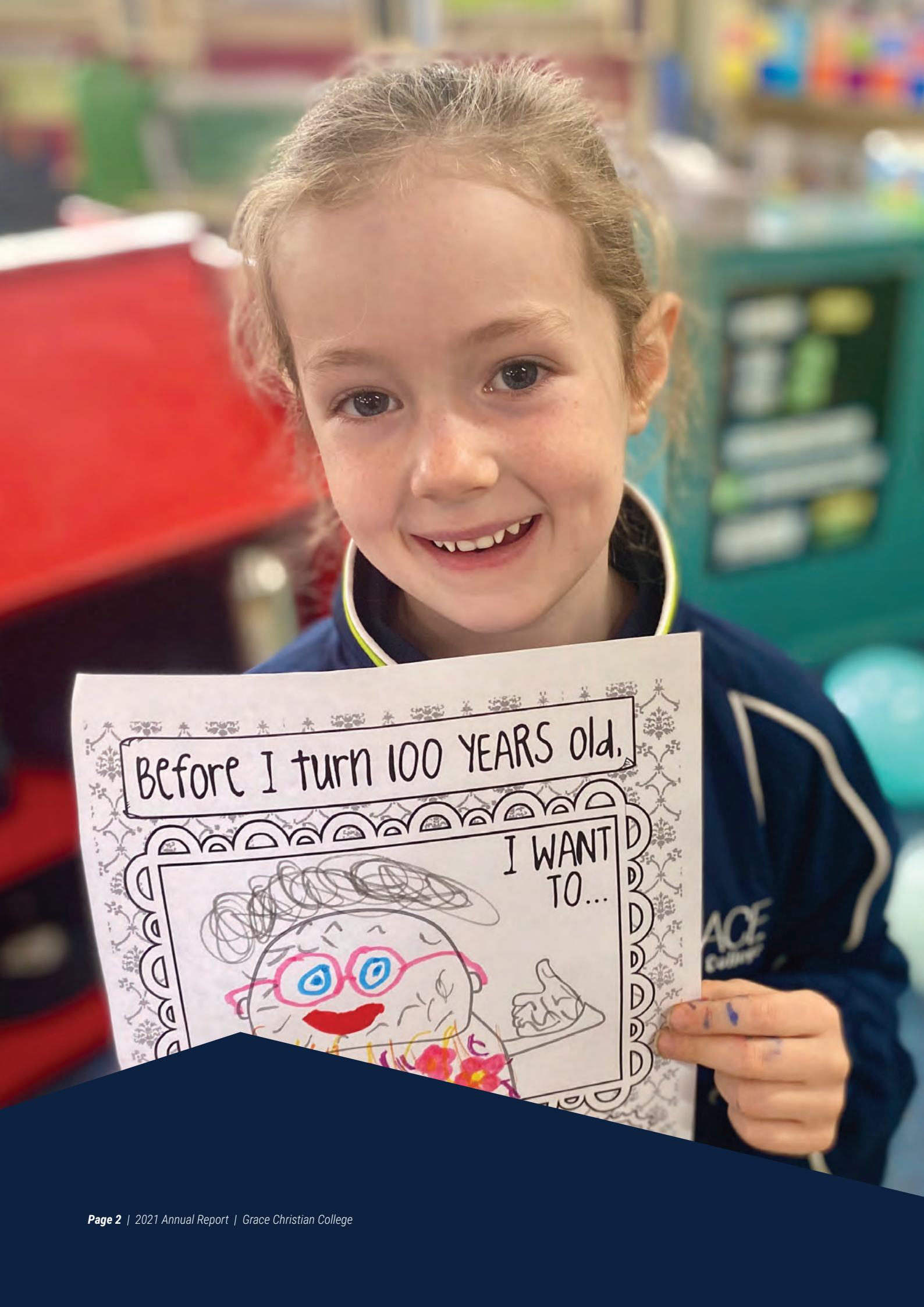


gcc.vic.edu.au

# Annual Report 2021





Before I turn 100 YEARS old.



I WANT TO...

# Contents

4

Our Mission, Vision and Board Members

5

Principal's report

6

Statement of commitment to child safety

7

Value added

8

Our staff

9

Our students

10

NAPLAN analysis statement

12-14

Satisfaction surveys

15

Financial activities

# 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 Nathan McIntosh
- › Mrs Alison Gunn (Secretary)





# Principal's report

This year had many similarities to 2020 with further lockdowns and remote learning. The staff were able to build on the experiences of 2020 and continue providing students with good support when remote learning from home was required. The students, for their part, showed great resilience in adjusting to the challenges placed before them and continuing to progress in their learning.

The opening of the new Technology and Arts building was a welcome boost to our spirits and re-invigorated the learning of students in these areas as they engaged in using the new facilities. The new toilet facilities for students were also an encouragement to them.

A highlight to the year was the year 12 exam results with 100% of students being awarded an IBDP certificate and 75% of students receiving an ATAR score of 97% or above.

“ ...the new Technology and Arts building was a welcome boost to our spirits and re-invigorated the learning of students... ”

A low point in the year was the impact of the Victorian Government implementing a requirement for all school staff to be vaccinated. This resulted in 25% of the school's staff, including two teachers, moving to leave without pay in late October. The school was able to use the existing staff to cover the gaps for the remainder of 2021. I commend the school staff for their commitment to the school and their ability to work as a team under difficult conditions.

The impact of the COVID pandemic meant that 2021 had a similar feeling of 'just trying to survive' as it did in 2020. However, there were many signs of God's blessing upon the school as is evident in the items mentioned above. I am thankful for the commitment of the staff to the school's vision and mission which allows them to remain joyful and supportive of each other as they work through adversity. As 2021 closed, we were able to look back at the many material blessings and academic achievements that have been achieved and feel positive that God was watching over the school and bringing to fruition his plans for us.

**Larry Gunn**  
Principal Grace Christian College

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



# 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
  - 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.

# Value added

## Compliance and Regulations

2021 was a busy year administratively. There were four main audits or reviews of school operations which contribute to improvement and advancement of the schools operations.

### VRQA Audit

The VRQA Audit is a 5-year cyclic review of the school's performance against the Victorian Minimum Standards for Schools. The review was facilitated by two former educators. A visit took place in May coupled with a video conference due to COVID restrictions. The school responded with 108 documents covering the school's operations including finances, curriculum, student-wellbeing and safety. COVID may have had some impact on the VRQA's operations as there was an extended break in communications with the VRQA and it was not until November that a final rectification plan was provided. The school is required to respond in 2022 to the plan.

### Review of International Baccalaureate Diploma Programme

The review of the IBDP is a 5-year cyclic review. This review was lead by the school's IB Coordinator Mr Joel Robotham and conducted over a 12 month period. The review received positive feedback from the IB congratulating the school on its implementation of the IBDP.

### BGA Audit

There was also a BGA audit in relation to the new building which was completed successfully.

### Annual Audit

As well as the other audits, the Annual Audit of the school's finances was completed successfully. The annual report showed the school is making good progress in its financial viability. This has been reflected in the Financial section of the VRQA audit as well.

## Curriculum

This year we saw our first student complete the Victorian Certificate of Applied Learning (VCAL) at the Year

12 level. This student was awarded a Senior Level Certificate (VCAL). With three students completing the Year 11 component of VCAL and another four enrolling into Year 11 for the following year, it is clear that VCAL is fulfilling an important place in the school's curriculum offering.

The 2021 cohort of IBDP students achieved excellent outcomes with 75% of the cohort being awarded an ATAR score of 97 or above. 50% of the cohort were given early entry into university courses in the medical fields.

## Technology Improvements

### Student Devices

In 2021, the school Invested an additional \$18,748 in Laptops and iPads. As in 2020, The school was able to support remote learning for students when the state went into lockdown during the COVID-19 pandemic.

### Phone System

The completion of the Administration building provided the opportunity for a new networking cabinet to be installed. The phone system, servers and other networking equipment were installed in this cabinet improving the security and maintenance of these items.

### Wireless Network

The school's Apple Wireless Airports were retired and replaced with Ubiquiti Access points. Some new switches were included in the installation. The wireless networking was improved across the school with extra Access points being installed in areas that previously had poor signal coverage.

## Facility Improvements

### Building Project

The school began using the new Technology and Arts building in February, 2021. The new facility has been an exciting new resource for staff and students. To enable the renovation of the Administration building to go ahead, the reception, principal's office and business manager's office were temporarily setup in the music room of the new building during Term 1. The newly renovated hall was used as a staff room.

### Junior Primary Roofing

The Junior Primary Colourbond roof was replaced in 2021. This roof was installed in 1997 but had faded badly in places. As the roof is clearly visible from Kinchington road, it had a negative impact on the appearance of the school.

# Our staff

## Teacher and staff professional development

The total expenditure for staff development and professional learning in 2021 was \$5,879. Staff attended training in first aid, CPR, autism, sports law, various online PD conferences, and an employee did training to obtain a medium rigid bus licence. Unfortunately due to COVID-19 restrictions in 2021, many conferences were cancelled, so the expenditure for professional development was less than previous years. PD conducted by zoom and webinars continue to provide cost effective training since it does not involve travel or accommodation costs.

## Staff numbers and attendance

The staff completed the year 2021 with an attendance rate of 96.8%. This reflects the continued high level of commitment amongst the staff. The College currently does not employ any indigenous staff.

### Staff numbers 2021



### Staff gender distribution by EFT



Total Staff **35** / Movement **0**

## Teacher qualifications

The staff of Grace Christian College hold the following qualifications:

- |  |   |
|--|---|
| Bachelor of Art [B.A.]   | Graduate Diploma of Child and Adolescent Welfare [Grad.Dip Welfare] |
| Bachelor of Business [Human Resource] Development, B.Bus [HRD] | Graduate Diploma in Technology Education [Grad.Dip.Tech.Ed]         |
| Bachelor of Education [B.Ed]                                   | Advanced Diploma in Theology [Adv. Dip. Theology]                   |
| Bachelor of Ministry, Honours [B.Min Hon]                      | Bachelor of Health Science [B.HSc.Nut. & Diet]                      |
| Bachelor of Ministry [B.Min]                                   | Master of Teaching [P-12]   |
| Bachelor of Science [B.Sc]                                     | Bachelor of Science [B.Sci.Nutrition & Diet]                        |
| Bachelor of Theology [B.Theology]                              | Diploma of Teaching [Dip.T]   |
| Graduate Diploma of Education [Sec] [Grad.Dip.Ed]              |   |



# 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.

### 2021 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.

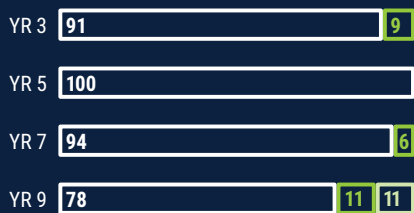
# NAPLAN analysis statement

In previous years, the school has refrained from including NAPLAN data in the Annual Report as the school had low cohort sizes and this may have allowed individual students to be identified. With increased enrolments the school has decided to include data on minimum standard achievement. More comprehensive data is available on the My School website developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Grace Christian College uses NAPLAN data to inform the teaching and learning program, to improve our curriculum provision and to develop targeted support for students.

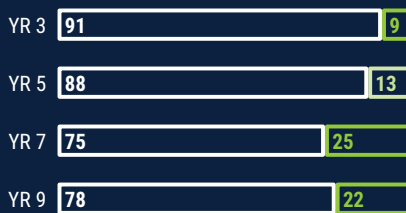
*In 2020, NAPLAN testing did not proceed due to the COVID-19 pandemic so no comparison to the previous year is included.*



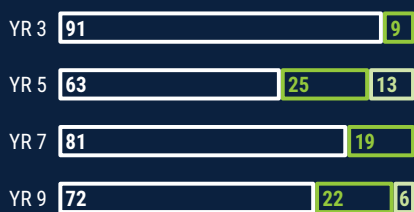
## Reading



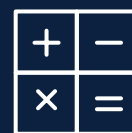
## Writing



## Spelling



## Grammar & Punctuation



## Numeracy



Minimum Standard: ■ Above ■ At ■ Below



# Staff satisfaction survey

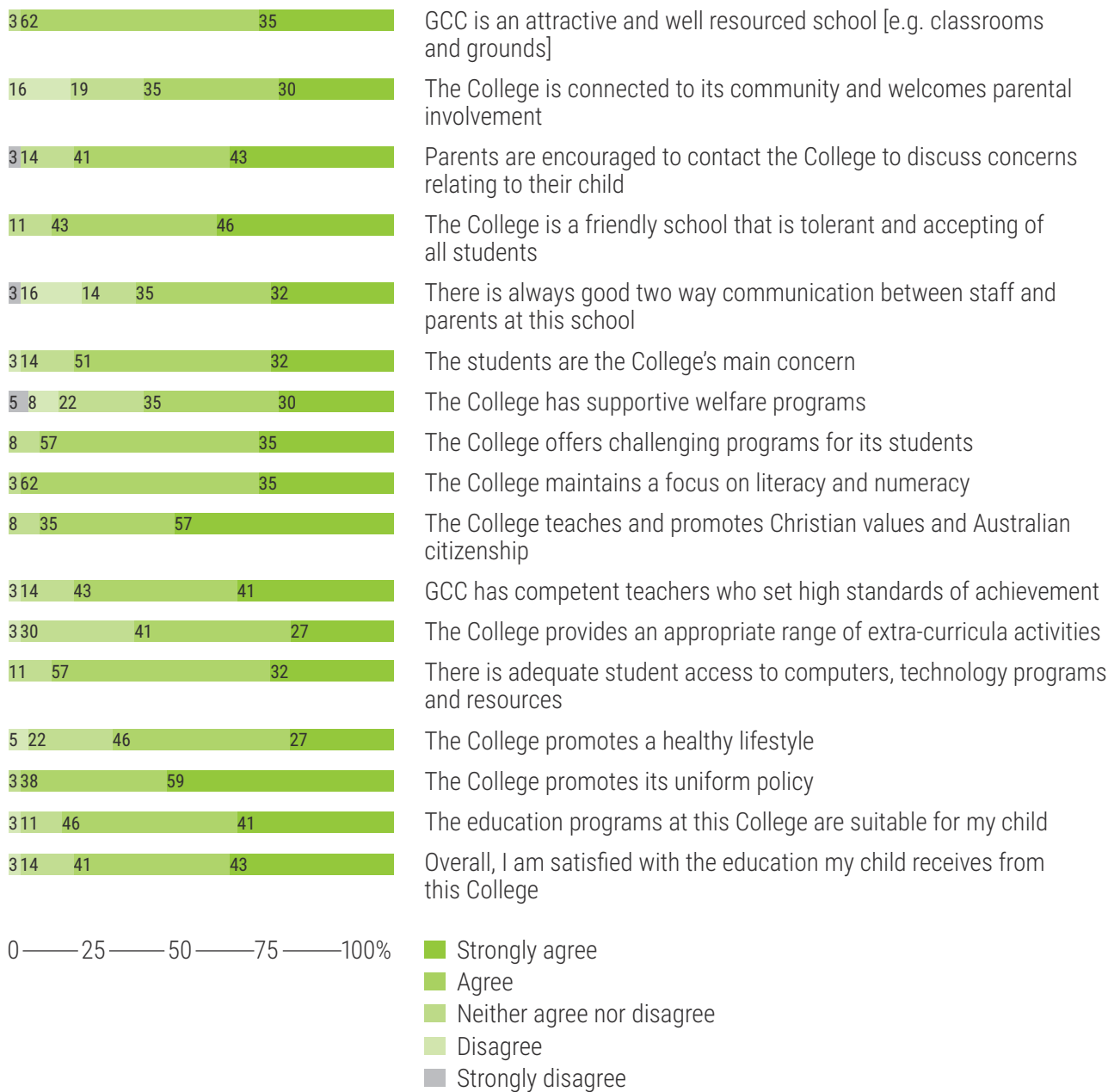


0 — 25 — 50 — 75 — 100%

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

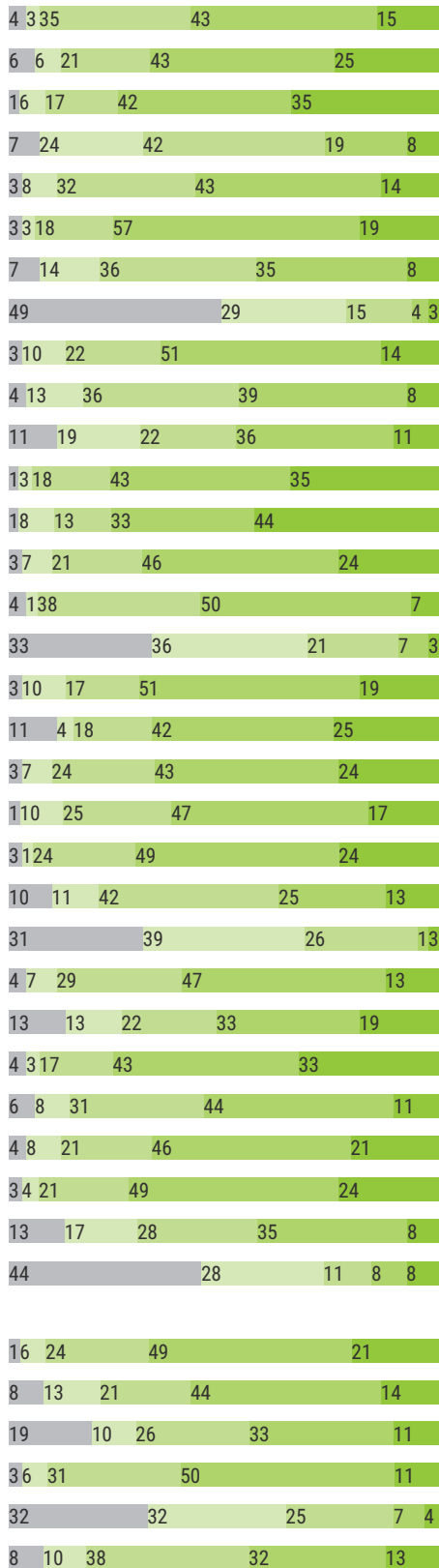
*Response percentages may not add up to 100% due to rounding.*

# Parent satisfaction survey



*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
- Strongly disagree

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

# Financial activities

## Value Added

A total of \$49,083 was allocated to the purchase of new equipment which included Chrome books, iPads, audio visual equipment, music equipment, office furniture, outdoor furniture, student lockers and playground equipment. A further \$677,329 was spent on completing the building project.



■ \$1,830,085	Commonwealth Recurrent Grants
■ \$556,060	State Recurrent Grants
■ \$375,755	Capital Grants
■ \$345,564	Private Income
■ \$55,459	Other Grants
■ \$43,365	Camps & Excursions
■ \$40,065	Trading Accounts
■ \$29,031	Bus Income
■ \$16,319	Building Fund
■ \$8,143	Other Income



■ \$1,919,588	Salaries & Related Expenses
■ \$173,214	Depreciation
■ \$158,551	Building & Ground Works
■ \$155,061	Teaching Resources
■ \$76,971	Administration Costs
■ \$74,402	Supplies & Services
■ \$40,253	Bus Expenses
■ \$34,940	Excursions, Camps & Conventions
■ \$31,797	Trading Accounts
■ \$11,068	Building Fund



## Contact Us

20 Kinchington Rd, Leneva, VIC, 3691  
p 02 6056 2288 e [gcc@gcc.vic.edu.au](mailto:gcc@gcc.vic.edu.au)

[gcc.vic.edu.au](http://gcc.vic.edu.au)