

**Burdekin**  
Christian College



Burdekin Christian College

# ANNUAL REPORT

2019

Annual Report

**School Sector:**

Independent

**Total Enrolments:**

160

**Year Levels Offered:**

Prep – Year 12

**Co-educational or Single Sexed:**

Co-educational

## Contact information

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<b>Email</b>	office@burdekincc.qld.edu.au
<b>Webpages</b>	Additional information about our College is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• <a href="https://www.facebook.com/burdekincc.qld.edu.au/">https://www.facebook.com/burdekincc.qld.edu.au/</a></li><li>• <a href="https://www.burdekincc.qld.edu.au/">https://www.burdekincc.qld.edu.au/</a></li></ul>
<b>Contact person</b>	Ms Debra Creed Principal

## Our school at a glance

### College Profile

Burdekin Christian College is a church-based / multi-denominational day school catering for males and females in Prep to Year 12 with an Early Learning Centre situated on site. The College opened in 1982 and occupies a pleasant, spacious campus, surrounded by rich farming land close to local parks. It is conveniently located in the town of Ayr and is easily accessed by pedestrian and vehicular modes of transportation including bicycles, family vehicles and bus services. The College strives to provide excellence in education in a caring and supportive environment that encourages individual growth and promotes lifelong learning. The Early Learning Centre is not included in this report as it undergoes its own compliance auditing process.

The College's student enrolment was 160 students at the Federal Census in August. Students are drawn from across the Burdekin region, particularly from the towns of Ayr and Home Hill and their surrounding farming areas. In 2019 the College had 32 staff including teaching and administrative staff which comprises of the Principal, 19 teachers (5 part time), 5 teacher aides (2 part time), 2 part time Instrumental tutors, 4 office staff (1 part time), 1 Facilities Manager, 1 part time chaplain and 2 part time cleaners.

As well as established academic and vocational curricula, the College provides extensive co-curricular activities designed to complement the College experience. At Burdekin Christian College, learning is more than an academic issue; it is a holistic experience providing a balance between a student's intellectual, physical, emotional, relational and spiritual needs.

### Characteristics of the student body

#### Overview

Female students – 76

Male students – 84

Full-time equivalent students – 160 (100%)

Indigenous students – 59

Language other than English – 0%

### Distinctive Curriculum Offerings

#### Our approach to curriculum delivery

Burdekin Christian College offers a Christian education based on the Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA) syllabuses. All planning is based around our philosophy of "CARE".

## **Early Years**

Our Early Years Teachers ensure they still incorporate the wonder and joy of childhood through play based experiences. Creativity is also valued and students are given opportunities to explore their imaginations. Every Prep child is given the opportunity for a full developmental assessment and learning experiences are provided to support each child's strengths and needs including extension reading groups, fine motor therapy and language rich tasks.

## **Junior School**

Our Junior School is a very special place where children have the opportunity to learn in a safe and supported environment. We have outstanding teacher/student ratios allowing our students' learning to be personalised. We understand all our students have different learning styles and cater for them using differentiated learning activities that incorporate engaging hands on approaches, visual stimuli and real life simulations.

Interweaving the Cross Curriculum priorities within our curriculum planning, we ensure a strong focus on literacy and numeracy as we recognise the importance of these foundational skills within a child's education. Also embedded within our teaching experiences, is the implementation of John Hattie's philosophy of visible learning to maximise student understanding and empowerment.

We provide specialist lessons in Music, STEM (Science, Technology, Engineering and Mathematics), Art and HPE.

## **Middle and Senior School**

Research shows students in this age group experience physical, emotional and social changes so our teachers recognise this and provide a program that supports the whole child. Every child is appointed a Care Teacher who becomes a point of reference that can speak to about any difficulties or concerns they may have. The Care Teacher also assists the students through our Study Skills program that grows organisational and assessment skills. Students also participate in Bella Rae (girls) or Men of Honour (boys) to develop their relationship skills, personal grooming and resilience.

During their learning journey at Burdekin Christian College we encourage students to try new subjects and activities so they can discover their passions and talents in life. We therefore provide a wide range of 'taster' subjects during the Middle Year Program. Literacy and Numeracy are also highly valued so Mathematics and English are given a higher time allocation to maximise development in these essential subjects. Students are taught critical thinking skills and cognitive verbs to help engage with higher level thinking tasks. We understand all our students have different learning styles and cater for them using differentiated learning activities that incorporate engaging hands on approaches, visual stimuli and real life simulations. We also encourage students to undertake University, Sporting and Defence Force Camps if their interests lie in any of these areas. Year 9 and 10 students completed a mandatory week of work experience in 2019. There has been an enormous expansion of subject offerings during 2019 for the Senior School to cater for differing abilities and interests.

## **How information and communication technologies are used to assist learning**

Technology is embedded throughout the curriculum and tools such as smart boards, laptops and ipads are provided to engage students. In 2019 we opened our Innovation Hub where STEM specific learning can occur supported by tools such as holographic projectors, 3-D printers and robotics.

## **Social climate**

### **Overview**

Burdekin Christian College is aware of the impact that school has on a young person's personal growth and their personal and social experiences, along with their education and life options. We are committed to providing a safe, Christian environment where students are free to learn who they are and what God has planned for them. We believe in working together with families to raise their children to achieve their full potential. To ensure we meet our goal of educating the whole person, the College cares for its students by combining the skills of its teachers, leadership training program, Senior Pastor and Chaplain when needed.

We believe that discipline helps us to achieve God's purpose in our lives and people exercise discipline (i.e. self-control and take responsibility) lead successful lives. Therefore, we expect high standards of class and individual behaviour at all times. Our students are expected to act in a safe, healthy, fair and respectable manner at all College activities and when commuting to and from school.

We have adopted a zero tolerance stance to bullying and use assemblies, chapels and Christian Studies' sessions to highlight appropriate behaviour and the culture we expect at the College. Teachers are equipped to identify behaviour changes in students, monitor situations and address them as soon as possible. Teacher retention rates are strong, with 4 teachers moving on to another position in 2019.

### **Parent and community engagement**

Burdekin Christian College is committed to and works hard to develop strong parental involvement that fosters an excellent relationship between school and home. The College conducts parent-teacher interviews in first and third terms where parents have the opportunity to discuss their child's progress. We also have an Open Door policy for parents to contact staff should any concerns arise about their child's social, emotional and academic development.

Exit interviews undertaken shown a high level of school satisfaction with the main reason given for transition either siblings already at another school or work commitments. Notably, numerous students returned to the College after a short enrolment period at other schools, the reason given for this was the school was safe, supportive and positive.

## **School absences**

Absenteeism is managed in accordance with College policies. Student non-attendance is managed as follows:

- Daily/lesson roll marking
- Written/verbal communication from parents on the morning the absence occurs
- SMS sent to parents of absent students who have not had contact with the College
- Non-contact is follow up by successive attempts
- Parents are contacted to discuss irregular or persistent absences
- Support provided via chaplaincy where necessary to ensure engagement.

# Attendance Analysis Summary by Year Level

Date: 21/01/2019 - 06/12/2019

Current Year: \*C

Home Class: All

Include Departed: true

Campus: All

House: All

Home Room: All

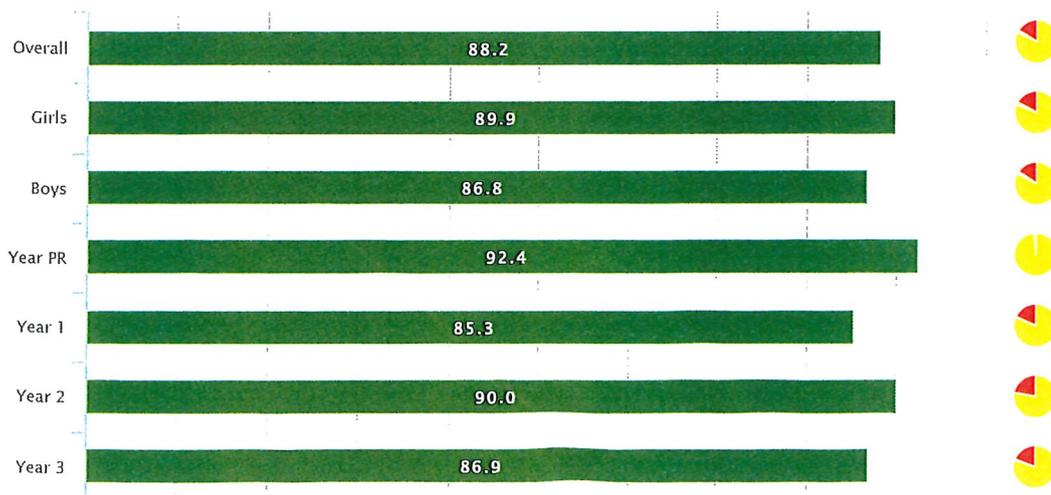
Core Class: All

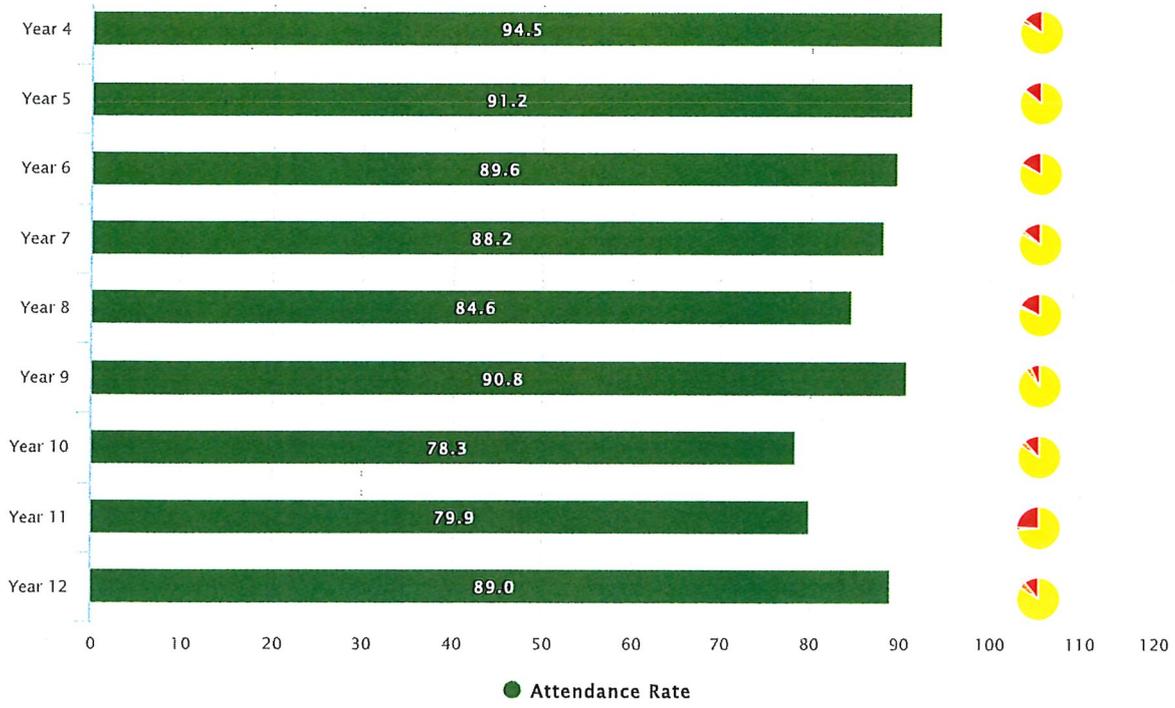
Include All FTE: false

Status: All

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Other Absences	Unmarked	Full Day Attendance Rate
Overall	9.7%	1.9%	0.2%	0.0%	-0.0%	88.2%
Girls	8.2%	1.7%	0.2%	0.0%	-0.0%	89.9%
Boys	11.0%	2.1%	0.2%	0.0%	0.0%	86.8%
Year PR	7.5%	0.1%	0.0%	0.0%	0.0%	92.4%
Year 1	11.9%	2.7%	0.0%	0.0%	0.0%	85.3%
Year 2	7.8%	2.2%	0.0%	0.0%	0.0%	90.0%
Year 3	10.6%	2.5%	0.1%	0.0%	0.0%	86.9%
Year 4	4.6%	0.8%	0.1%	0.0%	-0.0%	94.5%
Year 5	7.6%	1.2%	0.0%	0.0%	0.0%	91.2%
Year 6	8.6%	1.7%	0.0%	0.0%	0.0%	89.6%
Year 7	9.8%	1.6%	0.3%	0.0%	0.0%	88.2%
Year 8	12.5%	2.7%	0.2%	0.0%	0.0%	84.6%
Year 9	8.2%	0.6%	0.3%	0.0%	0.0%	90.8%
Year 10	18.4%	2.5%	0.8%	0.0%	0.0%	78.3%
Year 11	14.8%	4.9%	0.4%	0.0%	0.0%	79.9%
Year 12	9.3%	1.2%	0.6%	0.0%	0.0%	89.0%

Attendance Summary by Year





## Workforce Information

### Staff Composition, Including Indigenous Staff:

There are 15 Full time teachers - 1 Principal, 4 male teachers and 10 female teachers and 5 part time teachers, 2 male and 3 female. There are 2 full time male non-teaching staff and 5 full time female non-teaching staff. There are 3 part time male non-teaching staff and 2 female part time non teaching staff. There are no indigenous staff members.

Please note a list of professional development for staff has been included with this report

### Qualifications of all Teachers:

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	
Bachelor	100%
Diploma	
Certificate	

## Funding Information

### School Income Broken Down by Funding Source

This information is publically available on the My School website: <http://www.myschool.edu.au/>

## Student Outcomes

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

This data is publically available at: <http://www.myschool.edu.au/>

### Year 12 Outcomes:

This data is publically available at <http://www.myschool.edu.au/>

Please note a copy of the “Next Step” report has been included with this report.

## Staff Professional Development Register 2019

Date	Staff Member	PD Attended	Time	Delivered by	Where
22-Jan	Annette Stockdale	Coding & Robotics	1/2 Day	Damien Kee	Ayr
	Heather Mackay				
	Fleur Vigerzi				
	Meg Leamon				
	Jayne Orchard				
	Sandra Fowler				
	Kirby Smith				
James Pacey					
23-25 Jan	All	Inservice week	Over 3 days	Various presenters	Ayr
	All	ISQ Child Protection		ISQ Online	Ayr
23-Jan	12 Staff members	First Aid and CPR	1/2 Day	Job Shop	Ayr
23-Jan	Debra Creed	Self Improving Schools Project	1 Day	ISQ Pauline Kenzler	Ayr
	James Pacey				
	Karen Wilson				
	Heather Mackay				
24-25 Jan	Dean O'Shea	Senior Curriculum Planning Sessions	1 1/2 Days	QCAA Consultants	Ayr
	Kirby Smith				
	Karen Wilson				
	Joel Keenan				
	Hannah Greer				
Brett Jensen					
25-Jan	Kirby Smith	TAE40110 Update to TAE40116	1 Day	Blueprint Career Development	Ayr
	All Staff	Motivation Rigor & Engagement Motivation Interactive Webinar	1/2 Day	Barbara Balckburn	Ayr
1/2 Mar	Karen Wilson	Shape 2019 Drama Qld Conference	2 Days	Drama Qld	Brisbane
15-Mar	Hannah Greer	RYDA Conference (Road Safety Awareness)	1 Day	Rotary	Home Hill
	Eloise Michael				
	Joel Keenan				
18-22 Mar	Tony Shaul	Cert IV in Workplace Health & Safety	5 Days	Learning Dimensions	Townsville
25-Mar	Debra Creed	QCIA PD Curriculum resources and quality assurance processes	1 Day	QCAA	Townsville
	Heather Mackay				
27-Mar	Debra Creed	QCAA Leaders Roadshow	1 Day	QCAA	Townsville
	Helen Clarke				
	Karen Wilson				
	James Pacey				
30/04 to 3/05	Gerry MacManus	State Leadership Conference	1 week	ACC Qld	
2-May	Eloise Michael	Differentiation	1 Day	QCAA	Townsville
13-May	Joel Keenan	Accreditation Course 1 - Attributes of quality assessment	online	QCAA	
	James Pacey				
	Jayne Orchard				
	Brett Jensen				
17-May	Antony Shaul	Chemical Accreditation Course	1 Day	SpraySMART	Ayr

21-May	Heather Mackay	Students with Disability EAP Workshop	1 Day	ISQ	Brisbane
22-May	James Pacey Hannah Greer	Moderation	1 Day	QCAA	Townsville
27-29/05	Rachel Cornelius	Aust Christian Schools Library Conf	3 Days	ACSLN	Sydney
29-May	Debra Creed James Pacey	ISQ State Forum TH/KNXT	1 Day	ISQ	Brisbane
31-May	Karen Wilson	Progress with SATE system	1 Day	ISQ	Brisbane
31-May	Helen Clarke	Principal's Delegate meeting	1/2 Day	QCAA	Townsville
3-Jun	Karen Wilson James Pacey	Accreditation Course 2 - Assessment item and instrument construction	online	QCAA	
5-Jun	Jayne Orchard				
10-Jun	Karen Wilson James Pacey	Assessment Course 3 - Understanding and using marking	online	QCAA	
29-30/06	James Pacey Antoinette Sweetman	CreativITy 2019 Conference	2 Days		Gold Coast
15-Jul	All Teachers	Standard Elaborations for Maths & English	1 Day	Fleur Vigerzi	Ayr
		Endorsement		Karen Wilson	
		Portfolios		James Pacey	
19-Jul	Rachel Cornelius	Healing Shame Seminar	1 Day	Elijah House	Townsville
6-Aug	Karen Wilson	The Arts HOD Networking Forum	1 Hour	QCAA	Webinar
6-Aug	James Pacey Jayne Orchard	Health/PE & Technologies HOD Networking Forum	1 Hour	QCAA	Webinar
6-Aug	Joel Keenan	Science HOD Networking Forum	1 Hour	QCAA	Webinar
7-Aug	Antoinette Sweetman	HASS & Business HOD Networking Forum	1 Hour	QCAA	Webinar
7-Aug	Brett Jensen	English HOD Networking Forum	1 Hour	QCAA	Webinar
7-Aug	Rachel Cornelius	Inspired Libraries PD	1 Day	Cath Ed	Townsville
19-Aug	Dean O'Shea	Maths HOD Networking Forum	1 Hour	QCAA	Webinar
21-Aug	Debra Creed Karen Wilson	Confirmation for Schools	1 Day	QCAA	Townsville
30-Aug	Karen Wilson	Preparing for Endorsement	1Day	QCAA	Townsville
18-Sep	Jayne Orchard	TAE40116 Cert IV Training & Assess	3 Days	Blueprint Career Development	Mackay
20-Sep	Karen Wilson	Accreditation Course 5 - Confirmation	online	QCAA	
9-Oct	Karen Wilson	Applied Syllabus Workshop	1 Day	QCAA	Townsville
10-Oct	James Pacey	Applied Syllabus Workshop	1 Day	QCAA	Townsville
1 Nov	Debra Creed	SCHOOL LEADERS WORKSHOP	1 Day	QCAA	TSV
14 Nov	Annette Stockdale	Digital Tech curric P-6	1 Day	ACARA	TSV

**NAPLAN results for Years 3, 5 and 7 and 9 in 2019**

This data is publically available at: <http://www.myschool.edu.au/>

**Year 12 Outcomes:**

This data is publically available at <http://www.myschool.edu.au/>



## ***Next Step***

### **2020 Year 12 completers survey**

Post-school destinations of Year 12 completers from 2019

## **Burdekin Christian College**



**Queensland  
Government**

## Introduction

This report is to inform the community about Year 12 completers' transitions into further education, training and employment.

This information is useful for:

- reviewing programs and services, such as subject offerings, career advice and links with employers and tertiary institutions
- reporting to parents through newsletters, annual reports and the school website.

The results are from the Department of Education's *Next Step — Year 12 Completers* survey. The survey is conducted six months after the end of each school year when students will have accepted tertiary education places. Students who completed Year 12 in 2019 at a state, Catholic or independent school, or TAFE secondary college in Queensland are included.

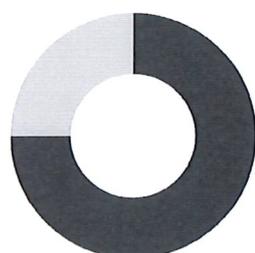
Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.



### Find out more

Visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep) for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in November 2020.

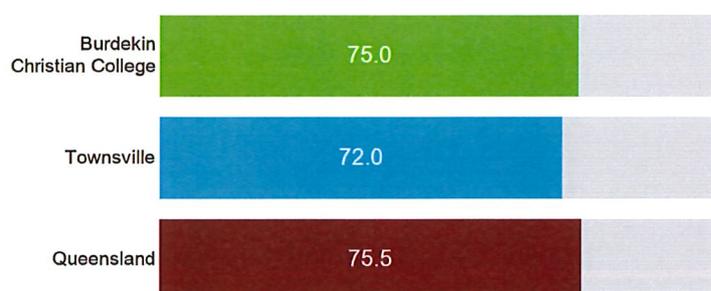
## Survey response rate



**75.0%** (9 out of 12 Year 12 completers)

*Results may not be representative of all Year 12 completers from this school.*

### School's response rate compared with SA4 region and state

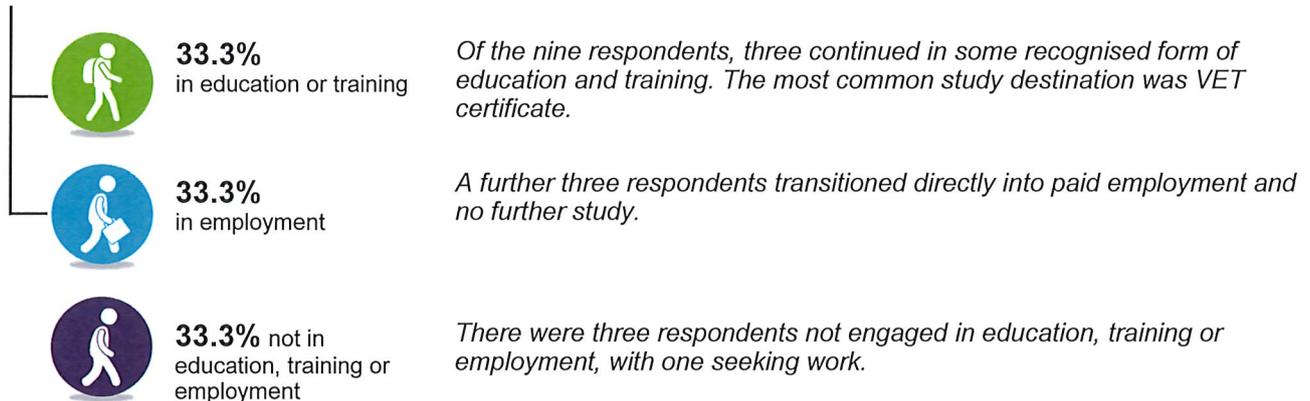


## Post-school engagement

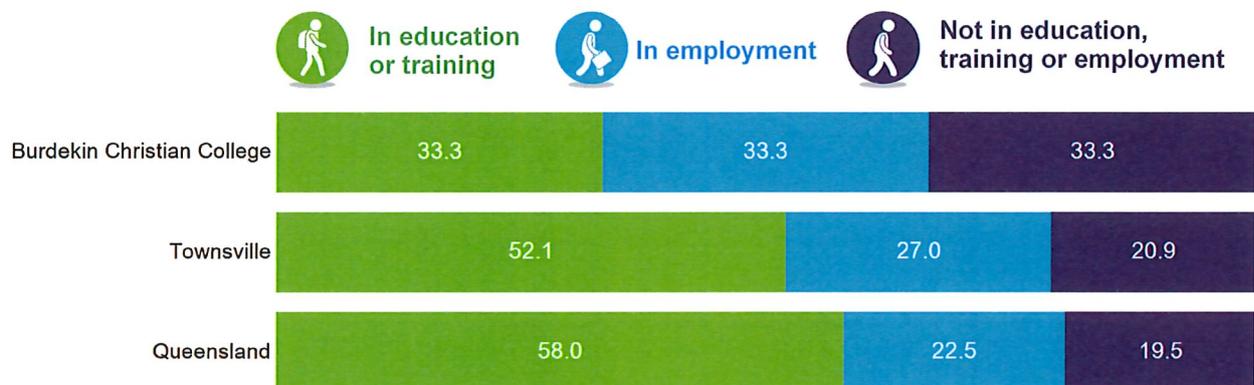
Year 12 completers from Burdekin Christian College have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

### Engagement in education, training or employment

**66.7%** engaged in education, training or employment



### How does your school compare?



## Main destination

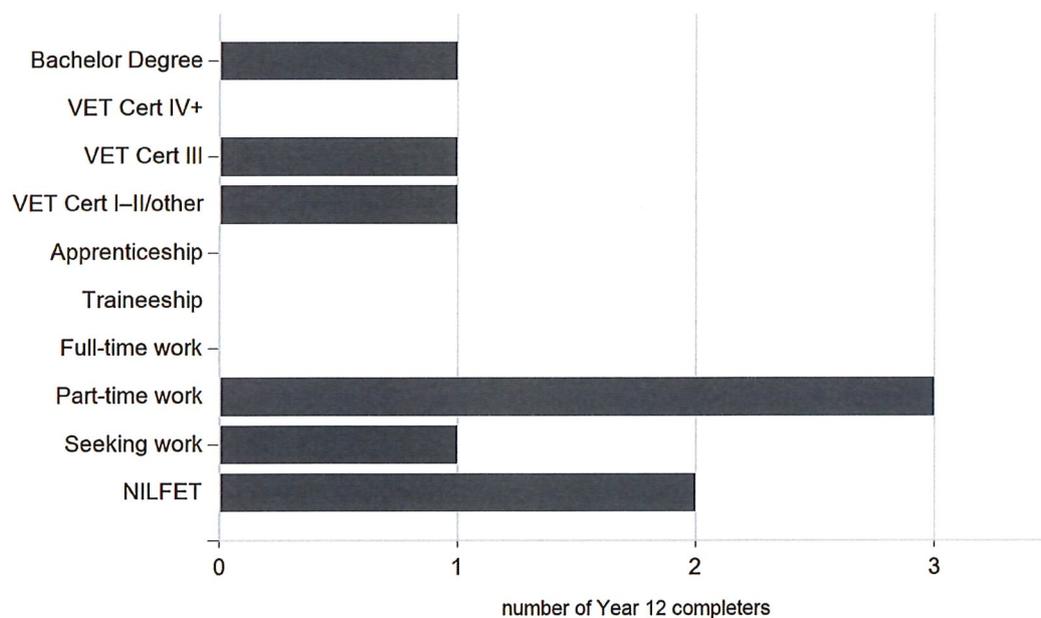
Post-school destinations of survey respondents from Burdekin Christian College in 2020.

All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination.

11.1% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

### Main destination

Main destination	Total number
Bachelor Degree	1
VET Certificate IV+	0
VET Certificate III	1
VET Certificate I-II/other	1
Apprenticeship	0
Traineeship	0
Full-time employment	0
Part-time employment	3
Seeking work	1
NILFET	2
<b>Total</b>	<b>9</b>



## Main destinations of subgroups

### Main destination for students who completed a VET qualification in school (VETiS)

There were 3 respondents who completed a VETiS.

Main destination	VETiS	non-VETiS	Total
	number	number	number
Bachelor Degree	1	0	1
VET Certificate IV+	0	0	0
VET Certificate III	0	1	1
VET Certificate I–II/other	0	1	1
Apprenticeship	0	0	0
Traineeship	0	0	0
Full-time employment	0	0	0
Part-time employment	2	1	3
Seeking work	0	1	1
NILFET	0	2	2
<i>Total</i>	3	6	9

### Main destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were no respondents who participated in a SAT.

### Main destination for students who received an Overall Position (OP) or International Baccalaureate Diploma (IBD)

There were 5 respondents who received an OP or IBD.

Main destination	OP or IBD	Not OP or IBD	Total
	number	number	number
Bachelor Degree	0	1	1
VET Certificate IV+	0	0	0
VET Certificate III	1	0	1
VET Certificate I–II/other	1	0	1
Apprenticeship	0	0	0
Traineeship	0	0	0
Full-time employment	0	0	0
Part-time employment	1	2	3
Seeking work	0	1	1
NILFET	2	0	2
<i>Total</i>	5	4	9

### Main destination for Aboriginal and Torres Strait Islander students

There were no respondents who identified as Aboriginal and Torres Strait Islander.

## Education and training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



# 33.3%

3 out of 9 Year 12 completers from Burdekin Christian College continued in education or training in 2020.

### What are they studying?

#### Study field (broad)

Study field	Total
	number
Education	1
Health	1
Society and Culture	1
<i>Total</i>	<b>3</b>

Field of study categories based on the *Australian Standard Classification of Education*.

#### Study field (narrow)

Study field	Total
	number
Teacher Education	1
Veterinary Studies	1
Human Welfare Studies and Services	1
<i>Total</i>	<b>3</b>

Field of study categories based on the *Australian Standard Classification of Education*.

## Where are they studying?

### Study institution

Institution name	Total number
Central Queensland University	1
Other institution	1
TAFE Queensland North Queensland	1
<i>Total</i>	<b>3</b>

## How are they studying?



## Not in education or training

There were 6 respondents not participating in further education or training at the time of the survey.

## Employment

This section examines the labour market outcomes for Year 12 completers from Burdekin Christian College.



# 44.4%

4 out of 9 Year 12 completers were in paid employment in 2020. This figure includes 3 who was only working and one who was both working and studying.

### What jobs are they doing?

#### Occupation

Occupational unit group	Total number
Education Aides	1
Garden and Nursery Labourers	1
Sales Assistants (General)	1
Agricultural Technicians	1
<i>Total</i>	<i>4</i>

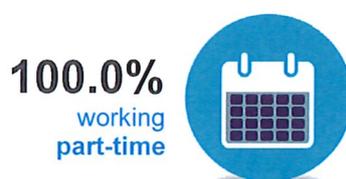
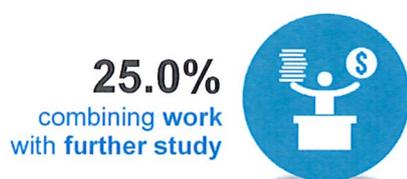
Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*.

## What industry are they working in?

Industry	Total
Industry	number
Education & Training	2
Accommodation & Food Services	1
Agriculture, Forestry & Fishing	1
<b>Total</b>	<b>4</b>

Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*.

## How are they working?



## Not in employment

There were **5** respondents not in paid employment at the time of the survey. This includes **2** who were actively seeking work and **3** who were not seeking work.

## Appendices

### Appendix 1 – Acronyms and initialisms

DW	Data withheld
IBD	International Baccalaureate Diploma
NA	Not applicable
NILFET	Not in the labour force, education or training
OP	Overall Position
SAT	School-based apprenticeships and traineeships
TAFE	Technical and further education
VET	Vocational Education and Training

### Appendix 2 – Explanatory notes

#### Main destination

A structured hierarchy of study and labour force destinations for Year 12 completers, who were assigned to categories as follows:

- students were assigned to the relevant higher education or VET category, even if they were also employed
- apprentices and trainees were assigned to their respective category and classified as education and training since their training involves study
- those assigned to a labour force category (employed or seeking work) were not also undertaking study
- those who were not studying and not in the labour force (not employed and not seeking work) were categorised as NILFET.

#### Main destination categories

##### Education and training – higher education

Bachelor Degree*	Studying at Bachelor Degree level (including Honours), or higher.
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##### Education and training – VET categories

VET Certificate IV+*	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Certificate III*	Studying at Certificate III level (excluding apprentices and trainees).
VET Certificate I–II/other*	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, other basic course (e.g. short course) and unknown course level.
Apprenticeship*	Employment-based apprenticeship.
Traineeship*	Employment-based traineeship.

##### Labour force

Full-time employment	Working full-time (35 hours or more per week) and not in an education or training category. This includes people with multiple part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training category.
Seeking work	Looking for work and not in an education or training category.

##### Not in the labour force, education or training

NILFET	Not in education or training, not working and not seeking work.
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\*Some respondents may also be in the labour force.



#### More information

For more information about terms and categorisations used in this report, view the research method section of the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep)