

Annual Report 2018

'Those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles: they will run and not grow weary; they will walk and not grow weak.' Isaiah 40:31



Quinns Baptist College Annual Report 2018

It is our pleasure to present the 2018 Annual Report. The College went through a transformation last year with the reduced fee model being implemented, and reached over 1000 students combined in the Primary and Secondary Schools.

Quinns Baptist College is committed to providing a quality, robust education within a nurturing and supportive environment. Our ethos of a Christian focused education provides students and their families with an understanding of the Christian faith and principles. Our College is staffed by committed Christians and is founded on the values in Galatians 5:22:

'But the fruit of the Spirit is love, joy, peace, long suffering, kindness, goodness, faithfulness, gentleness, self-control.'

Together, we aim to support students holistically in their development from Early Years Education through to their completion of the West Australian Certificate of Education (WACE) in year 12. Over the years, the College has grown to be a community where parents are whole heartedly encouraged to partner with teachers in the support of students development.

Our aim at the College is to foster a spirit of:

- Care
- Co-operation
- Commitment to learning.

Our students are encouraged to develop:

- A love for learning and the search for truth
- Initiative and personal discipline
- A deep sense of social responsibility
- Self esteem
- An awareness of the existence of a personal God.

The care and nurturing of students is developed through a strong Pastoral Care programme. All students and teachers have the right to

- Learn free from disruption
- Be treated courteously
- Be free from any form of discrimination including verbal and physical abuse
- Work in a clean, safe and healthy environment
- Have their property respected and cared for.



Maryann Malzer
Primary Principal



Tamara Saunders
Secondary Principal

Professional Engagement

Staff attendance

The average number of days attended by staff members was 97.67%

Staff retention

Staff retention rate was 93%

1 full time staff member resigned and moved on to future endeavours

1 full time staff member completed a fixed term contract

2 part time staff members moved to roles within the greater organisation

1 part time staff member moved on to a future venture outside of the organisation

2 part time staff members retired

Education staff qualifications

Refer to Appendix 1

Expenditure and teacher participation in professional learning

All teachers were involved in informal and formal professional development.

Average expenditure per teacher was \$5,083

Key Student Outcomes

Student attendance (2018)

All Students are required to supply written confirmation of a full days absence upon their return to school.

Students who are absent for an extended period are required to provide medical certification upon their return to the College.

Students not meeting the 90% attendance requirements as per the Education Act, are case managed and medical documentation must be provided to support extended absences.

| Year group | Student numbers | Daily average % attendance rate |
|-------------------------------|-----------------|---------------------------------|
| PP | 47 | 93% |
| 1 | 53 | 93% |
| 2 | 60 | 93% |
| 3 | 62 | 94% |
| 4 | 60 | 95% |
| 5 | 63 | 94% |
| 6 | 82 | 94% |
| 7 | 155 | 92% |
| 8 | 86 | 95% |
| 9 | 96 | 93% |
| 10 | 124 | 91% |
| 11 | 65 | 95% |
| 12 | 58 | 95% |
| Average daily attendance rate | | 94% |

PRIMARY SCHOOL

Quinns Baptist College is a learning community centred on Christian values. Students are taught in a safe, secure and supported environment where they are offered rich learning experiences, within the required curriculums.

Students experiencing difficulties in Literacy are identified by either the class teacher, support teacher or external professionals. The students are withdrawn from the classroom for a 30-minute block three to four times a week where they work with a specialised teacher. These short sessions are very successful as they cater for specific needs for students and are short sessions so benefit students with short attention spans. The lessons are done first thing in the morning.



A Reading Club is a targeted group of Year 3 - 6 students. The Club is run before school and gives students opportunities to work on their oral reading, listening and comprehension skills.



Literacy and the love of reading is a high priority in the Primary School. We run a Reading Café twice a term where a member of staff is invited along to share a book or author they enjoy reading. This is open to all year groups and parents and takes place before school. Children enjoy a drink and biscuit during this time. Authors and illustrators are a popular incursion and give the students the opportunity to experience first-hand how to write a book or illustrate it. Book Fairs are held twice a year and this is an excellent way for

students to come along and buy a book they would like to read.



Junior Primary Teachers have been encouraged to use the Dianna Rigg Phonic Programme. We are introducing the VCOP Literacy programme throughout the Primary School. Students from Year 2 participate in Mathletics. The Pre Primary and Year 1 students were tested with the On Entry Assessment this year and this will enable early intervention if necessary.

A social and emotional program, PATHS has been introduced to help students deal with their emotions. All staff were trained in this program and there was a significant improvement with student interactions with one another and their self-esteem.



Clubs are an important part of the Extra Curricular program. The clubs in the Primary School include Art Club, Craft Club, Running Club, Media Club, Choir and Bible Bunch. We also run an Active After-School Program where students are introduced to a range of sports and encouraged to join a club. Some of the sports this year have been basketball, rugby, hockey, tennis, rowing and netball.

The Primary School participated in an Inter-schools Athletics Carnival this year and two Inter-schools Cross Country Carnivals. Students also participated in League Tag, Baseball, Soccer, Rugby and Hockey Clinics during their physical education lessons. The Year 6 students participated in an Extreme Games and Lightning Carnivals.

2018 NAPLAN Review Primary School

Years 3 and 5 Review

The percentages of students in Years 3 and 5, achieving above the National Literacy and Numeracy benchmarks for their Year:

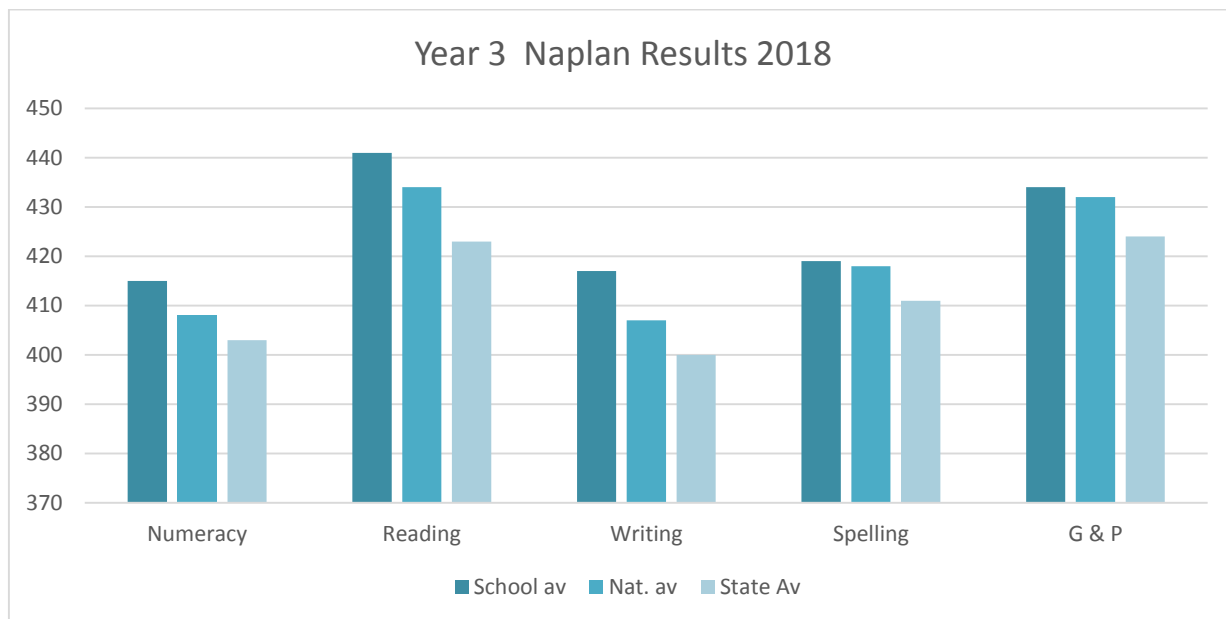
Year 3

| | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|-------------|----------|---------|---------|----------|-----------------------|
| 2016 | 100% | 100% | 98% | 100% | 100% |
| 2017 | 100% | 100% | 100% | 100% | 100% |
| 2018 | 98% | 100% | 98% | 96% | 96% |

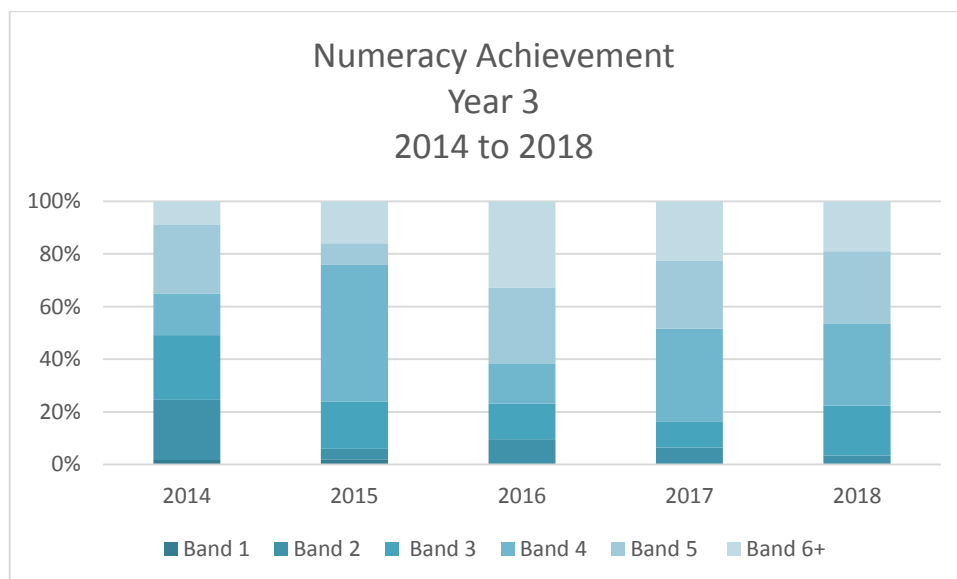
Year 5

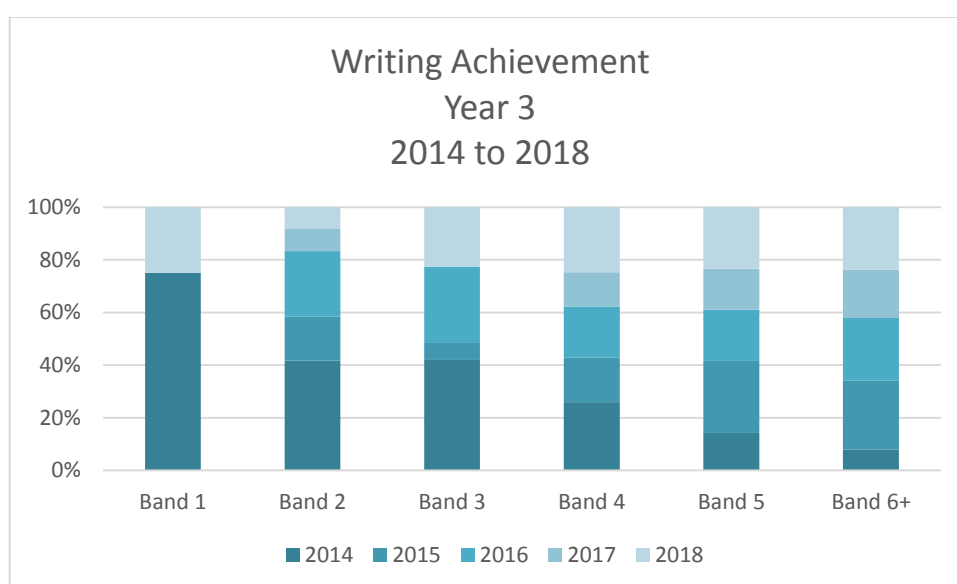
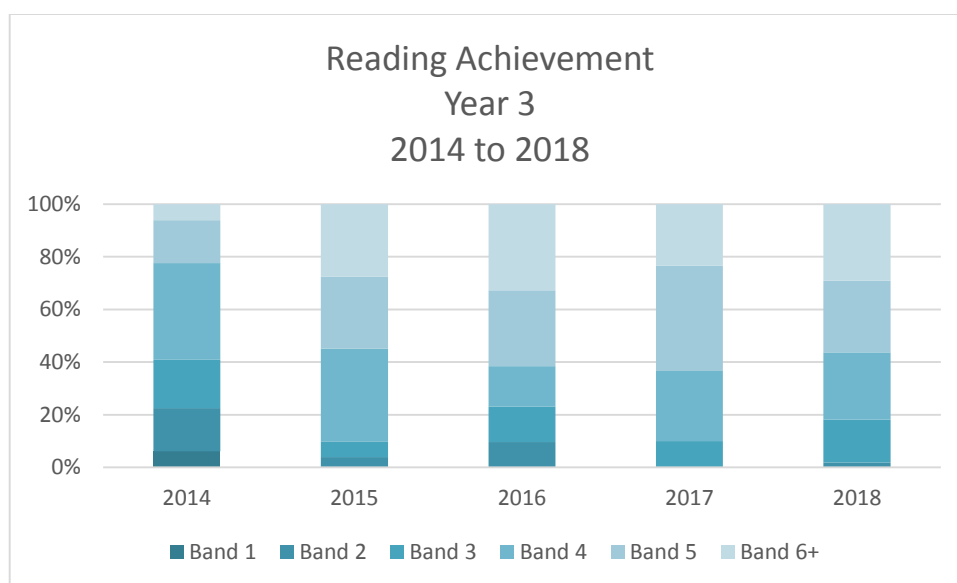
| | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|-------------|----------|---------|---------|----------|-----------------------|
| 2016 | 100% | 100% | 100% | 100% | 100% |
| 2017 | 96% | 98% | 95% | 100% | 96% |
| 2018 | 100% | 96% | 96% | 98% | 98% |

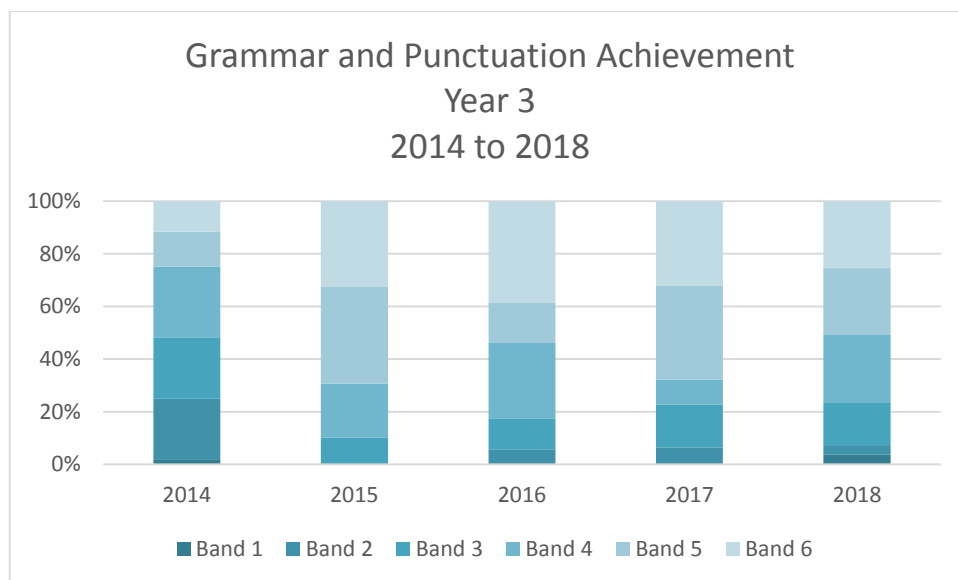
2018 Year 3 NAPLAN Results



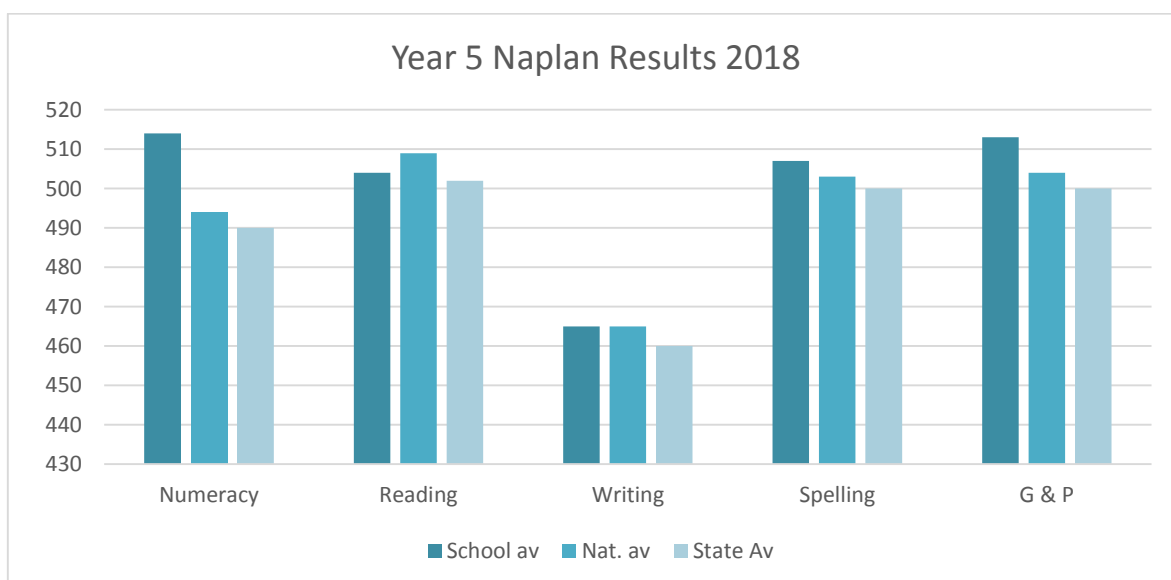
Year 3 growth over time 2014 - 2018



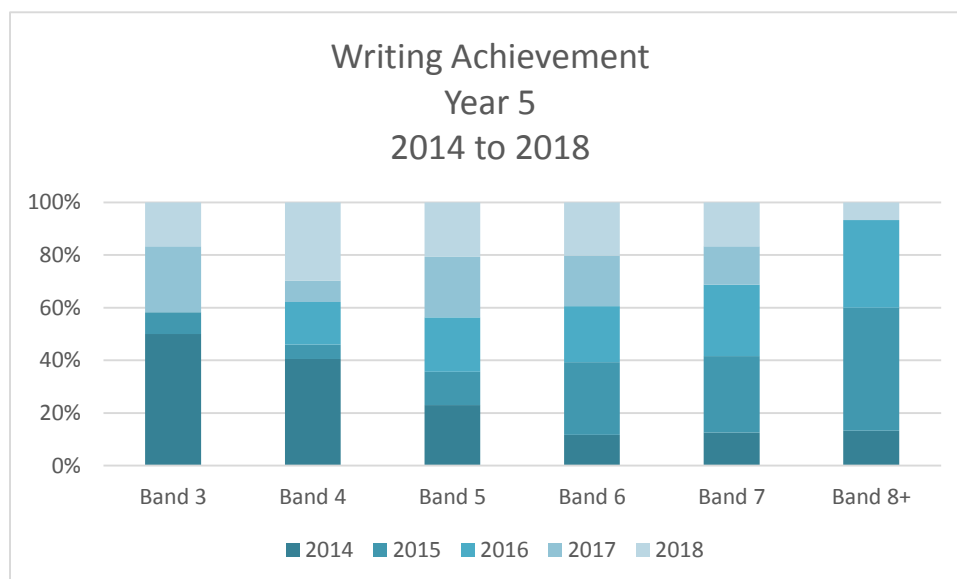
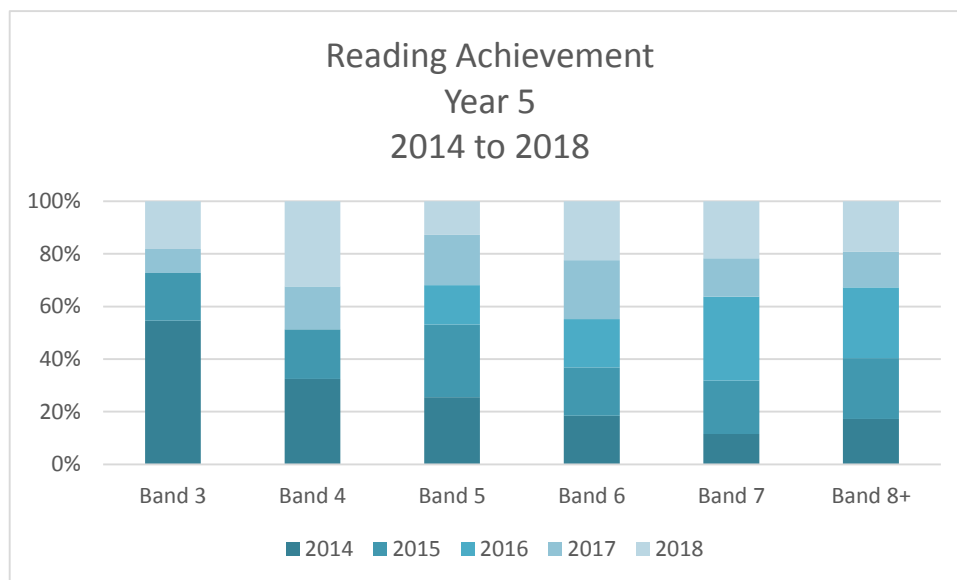
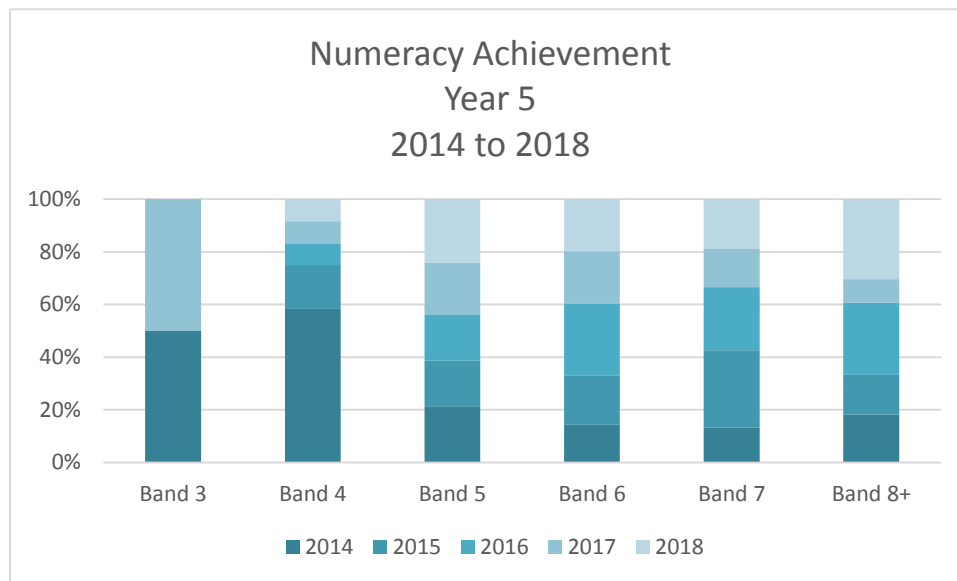


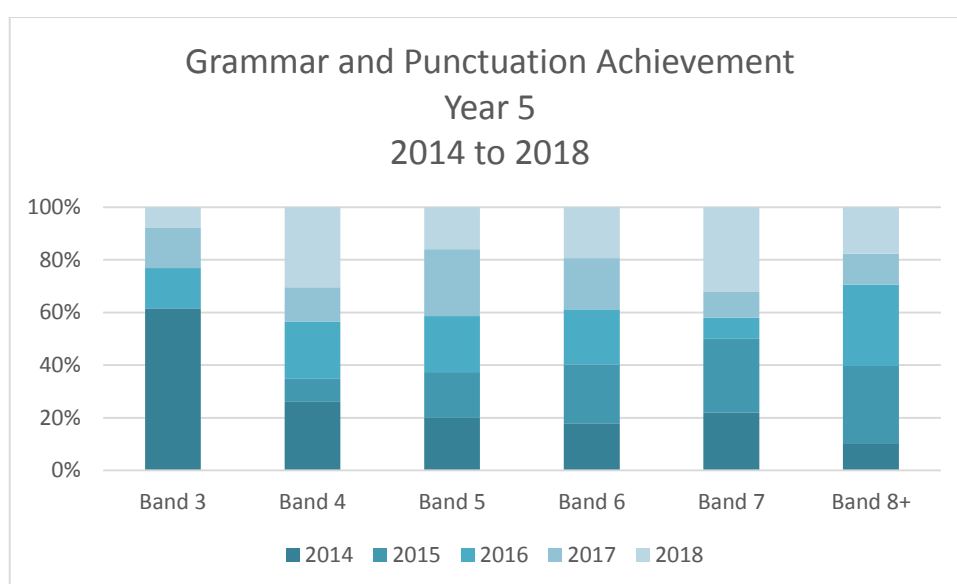


2018 Year 5 NAPLAN Results



Year 5 growth over time 2014 – 2018





Changes in Benchmark results from the previous year (Years 3 and 5)

The changes in Benchmark results are clearly seen from the tables above. Year 3 and 5 students have made good progress in numeracy, reading, spelling, grammar and punctuation and writing. The Year 3 students were above the national and state average in all learning areas.

In numeracy, reading, writing, spelling and grammar and punctuation the majority of Year 5 students fell into Band 6 and above, which was very encouraging to see.

In Writing and Grammar and Punctuation the majority of students fell into Band 5.

The marked improvement in the writing and grammar results is due to the VCOP program we have introduced. Our spelling program Words their Way has improved student outcomes in this area.

Performance Review Primary School

The Primary School conducted surveys to assess performance in a range of services and activities provided by the College from staff, students and parents. This has been evaluated to identify areas that require improvement and for future areas of strategic planning.

Staff Surveys

31 staff members responded

| Aspect | Strongly agreed/ agreed |
|---|----------------------------|
| <i>QBC is an enjoyable place to work</i> | 100% |
| <i>The behaviour management system at this school supports student learning</i> | 97% |
| <i>The behaviour management system is supported by the leadership of the school</i> | 97% |
| <i>The school is always striving to improve</i> | 97% |
| <i>Staff are encouraged to improve professional practice on an ongoing basis</i> | 97% |
| <i>I have access to organisational policies and procedures</i> | 96% |
| <i>Teachers are encouraged to involve parents to support students in their progress</i> | 100% |
| <i>Teachers encourage students to do their best at all times</i> | 100% |
| <i>Students are respected at this school</i> | 100% |
| <i>Students are provided a safe environment to learn in</i> | 100% |
| <i>Students are provided access to pastoral care as required</i> | 100% |
| <i>How likely would you be to recommend teaching at this school to another teacher</i> | 100% |

Student Surveys

337 students responded to the survey

| Aspect | Strongly agreed/ agreed |
|--|----------------------------|
| <i>I feel safe at school</i> | 90% |
| <i>The school gives me a good education</i> | 87% |
| <i>Generally I am encouraged to do my best by my teachers</i> | 87% |
| <i>I enjoy the co-curricular activities we do</i> | 80% |
| <i>The office staff are kind and helpful</i> | 89% |
| <i>The teachers share their Christian faith with us</i> | 94% |
| <i>My teachers let me know how I am doing and help me to improve</i> | 80% |
| <i>My teacher lets me know what I need to do</i> | 91% |

Parent Surveys

171 parents responded to the survey

| Aspect | Strongly agreed/ agreed |
|--|----------------------------|
| <i>The school provides a safe environment for students</i> | 98% |
| <i>The school delivers a quality education to students</i> | 98% |
| <i>The behaviour management system used supports the education of students</i> | 93% |
| <i>Email or digital communications are the most effective methods of communicating</i> | 95% |
| <i>The staff demonstrate care and consideration for the students</i> | 98% |
| <i>The methods available for communicating with teachers are appropriate</i> | 96% |
| <i>Information about school community events are advertised appropriately</i> | 93% |
| <i>Parents are encouraged to be active within the community</i> | 91% |

SECONDARY SCHOOL

The Secondary School experienced an enormous year of growth with student numbers increasing by 40%. This resulted in a busy and energetic school community and a requirement to increase staff numbers supporting the student growth. We celebrated with the year 12 students on their outstanding achievements in their ATAR exams with the median score jumping 9 points from the previous year to 76.45 resulting in the College's ATAR achievement now being comparable to other schools in the area.

The College continued to balance the educational needs of students by providing a wide range of co-curricular activities for students to have an opportunity to experience educational success in areas other than traditional academia. Events such as the Busselton Jetty Swim, Inter-schools competitions (swimming and athletics), Rugby, Netball and Soccer, saw a vast number of students involved in extra-curricular activities.



The Rugby Program celebrated division championships for both the junior and senior teams, the Athletics Squad were moved to the next division in the ACC competition after winning their division and the Cross Country Program resulted with 3 competitors being selected for the State Team. Students also competed in smaller numbers in Cheerleading, Brazilian Jiu Jitsu, Orienteering, Surfing and the Port to Pub Rottnest Swim.

Other co-curricular activities such as the Bibbulmun Hike, The Outdoor Education Adventures and the camps in years 9 and 11, provided students an opportunity to develop interpersonal skills and endurance, not to mention the enjoyment of the great outdoors. This is an experience that all students should have, where we take learning outside of the classroom.

The rigorous academic program provided students a challenging year. Integrated Science was introduced into year 11 providing students a general pathway in the Sciences. VET courses were highly popular courses as students enjoyed the practical based framework of the lessons.

All students achieved OLNA by the completion of year 12. Lower school courses followed the West Australian Curriculum and students progressed steadily in their understanding of fundamental concepts. Students demonstrating a satisfactory understanding or above were: 81.25% in year 7; 82.25% in year 8; 79.75% in year 9; and 69.75% in year 10.

Pastoral care continues to be an equally important focus for the College. This year we welcomed a new chaplain to the team and strengthened by year coordinators and teachers, students were provided an outstanding level of support for pastoral care concerns. Disciplinary matters were minimal across the year groups with only 4% of students receiving serious disciplinary consequences. This did not increase in proportion with the increase in student numbers. This indicated that a majority of students embraced the environment where they can learn free from disruption.



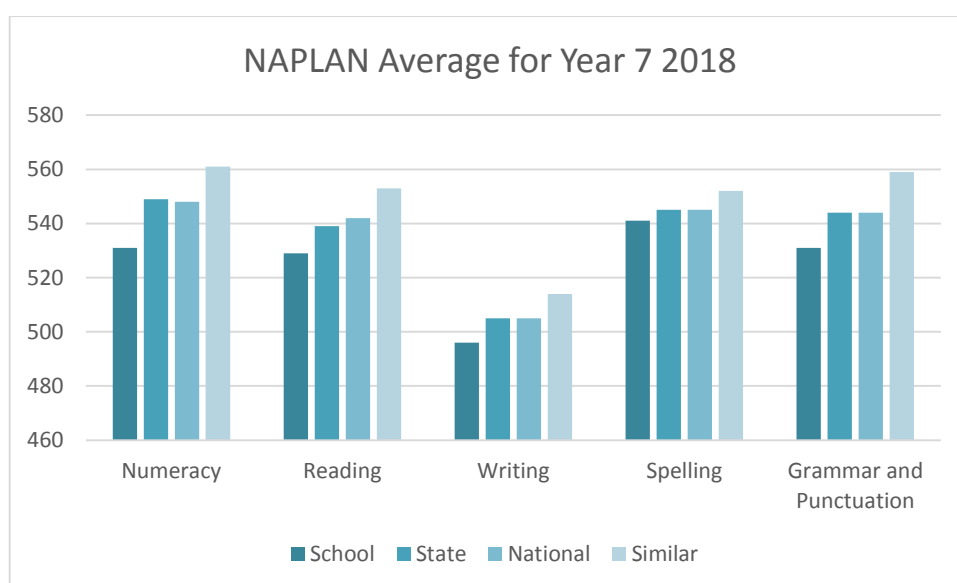
NAPLAN Review 2018 Secondary School

2018 NAPLAN Results Year 7

The percentage of students on or above the national minimum benchmark

| | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|-------------|----------|---------|---------|----------|-----------------------|
| 2016 | 100% | 97% | 97% | 98% | 97% |
| 2017 | 100% | 98% | 100% | 100% | 95% |
| 2018 | 87% | 83% | 66% | 86% | 83% |

NAPLAN Comparisons Year 7



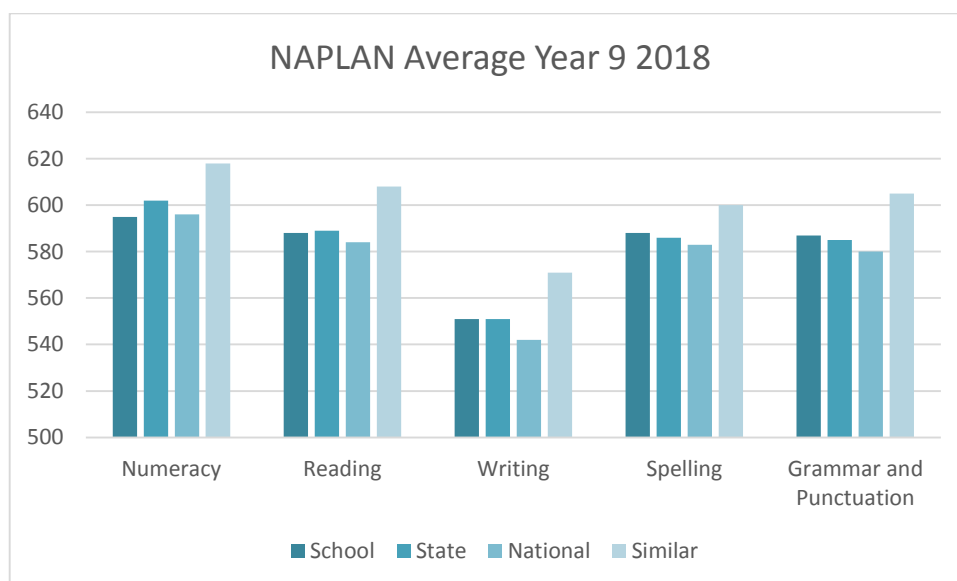
Year 7 2018 results are showing a decline in the percentage of students at or above the national standard and in comparison to the state, national and similar schools averages in Year 7. This is largely influenced by the increase in student numbers from schools outside of our own system where the progression of education is unknown. There is also a large percentage of students requiring individualised education accommodations in this year group. Specific diagnostic testing will be implemented in year 7 in future years to ascertain students at risk of not meeting the national minimum standards to provide additional targeted support.

2018 Year 9 NAPLAN Results

The percentage of students on or above the national minimum benchmark

| | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|-------------|----------|---------|---------|----------|-----------------------|
| 2016 | 100% | 99% | 97% | 99% | 97% |
| 2017 | 99% | 98% | 91% | 94% | 98% |
| 2018 | 90% | 87% | 72% | 86% | 83% |

NAPLAN Comparisons Year 9



While there has been a decline in the percentage of students on or above the national minimum standard across all areas of testing, the results across the board in comparison are consistent with the state and national averages. A strategic focal point for future years is to improve student's numeracy, literacy and writing skills to be more comparable with similar schools. Students identified as at risk of not meeting minimum standards are supported through intervention within the classroom.

Senior Secondary Outcomes

WACE Statistics

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|-------|------|-------|-------|-------|
| <i>Year 12 population</i> | 43 | 68 | 71 | 54 | 58 |
| <i>Median ATAR for Year 12</i> | 68.6 | 57.5 | 63.7 | 67 | 76.45 |
| <i>State Median ATAR</i> | 79 | 79 | 82 | 80 | 81 |
| <i>Students achieving WACE</i> | 86% | 96% | 97.9% | 100% | 96% |
| <i>Students not achieving WACE</i> | 5 | 3 | 3 | 0 | 2 |
| <i>Top Student score</i> | 96.35 | 93.7 | 92.45 | 91.35 | 94.45 |
| <i>Median ATAR QBC University Applications</i> | 69.3 | 58.8 | 63.5 | 66.5 | 76.8 |
| <i>VET Courses Pass Rate (achieved Cert II or higher)</i> | 100% | 100% | 100% | 100% | 98% |

2018 Year 12 University Application Statistics

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|-------|--------|------|------|------|
| <i>Percentage of students that applied for University</i> | 69.3% | 67.6 % | 66% | 94% | 55% |
| <i>Number of students offered first preference</i> | 12 | 20 | 16 | 17 | 23 |
| <i>Number of students offered any preference</i> | 25 | 36 | 36 | 24 | 32 |

Post school destinations at the end of 2018

| |
|--------------------|
| 58% University |
| 7% Workforce |
| 16% Gap year |
| 2% Emigrated |
| 3% Defence Forces |
| 5% Apprenticeships |



Retention to Year 12

98% of students in year 12 attended the College in 2016 (year 10).

56% of year 9 students in 2015 completed compulsory schooling at the College in 2018.

Performance Review Secondary School

On an annual basis, the Secondary College conducts surveys with students, staff and parents to gain an insight on the community's assessment of the performance of the College. This is used to identify areas that the community believes requires improvement and to assist leadership with strategic planning.

The College overall was satisfied with the progress it has made, yet have identified some key areas for improvement into the future. Feedback is always welcome from members of the community.

Below is a selection of comments from parent surveys providing feedback about the Secondary College:

'My second daughter is currently in year 12 and my other daughter went to QBC for 5 years. I am very happy with the education my children have received at QBC. The school provides a safe and caring environment for students to learn and the extra opportunities that are available for students to participate in are fantastic. The teachers are approachable and really care about the students. I would highly recommence QBC to anyone!'

'My children enjoy school and I feel very happy with the service that you provide for them.'

'My son is very happy at this school. The teachers and support staff are very friendly and helpful. There has always been support given where my son has needed it and I find the staff very approachable. I am pleased with the school and I know my son is very happy here.'

'We as a family are very impressed with the school. Being new to the school we are extremely happy with our child's welcome and progress. He is happy to attend every single day and loves the teachers and students and the school as a whole. A very positive move for our family – thank you'

'The school is a very good school that provides the right equipment and help from the teachers to learn and do the work to the best of our abilities' The teachers are very nice and are willing to help with any problems that arise with a student, whether it be regarding school or the student's personal life'

'The school has a great community that makes us feel like family'

Staff Satisfaction Surveys

38 staff members responded to the surveys.

| Aspect | Strongly agreed/ agreed |
|---|-------------------------|
| <i>The workplace is an enjoyable place to work</i> | 97% |
| <i>The workplace is a safe environment to work in</i> | 97% |
| <i>Organisational direction is communicated to staff</i> | 79% |
| <i>Likelihood staff would recommend teaching at this school</i> | 100% |
| <i>School supports staff development</i> | 97% |
| <i>Staff have access to organisational policies and procedures</i> | 97% |
| <i>Academic objectives are communicated to staff</i> | 95% |
| <i>Teachers are encouraged to work with parents to support student progress</i> | 95% |
| <i>Students are provided a safe school environment</i> | 100% |
| <i>Students are provided access to pastoral care support as required</i> | 100% |

Student Satisfaction Surveys

287 secondary students responded.

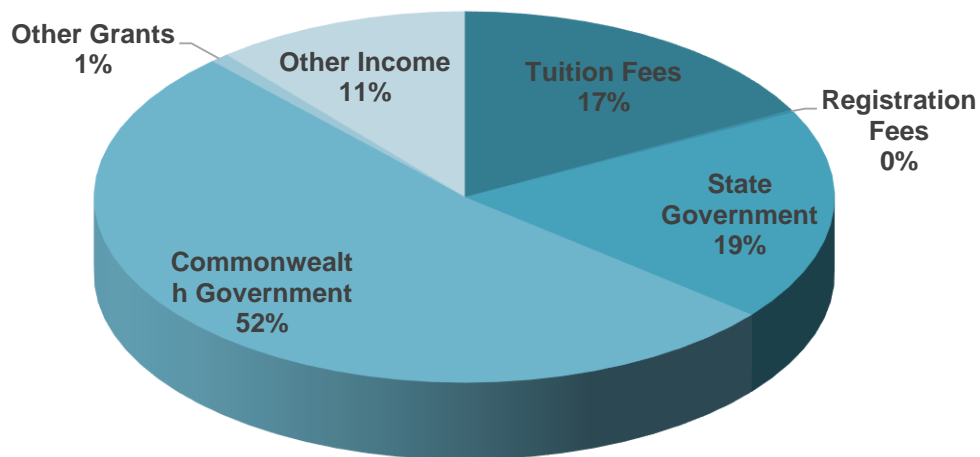
| Aspect | Strongly agreed/ agreed |
|--|-------------------------|
| <i>The school provides a safe environment for students</i> | 90% |
| <i>The school delivers a quality education to students</i> | 80% |
| <i>The facilities at the school are practical</i> | 71% |
| <i>Generally, students' academic needs are identified in a timely manner</i> | 71% |
| <i>Students are provided adequate resources to support studies</i> | 71% |
| <i>Staff demonstrate care and consideration for students</i> | 74% |
| <i>The Student Management Policy supports education of students</i> | 76% |
| <i>School staff foster the Christian Faith within the school environment</i> | 79% |
| <i>Teachers communicate relating to academic or pastoral concerns</i> | 71% |
| <i>Electronic resources are easy to access through the SMS platform</i> | 75% |

Parent Satisfaction Surveys

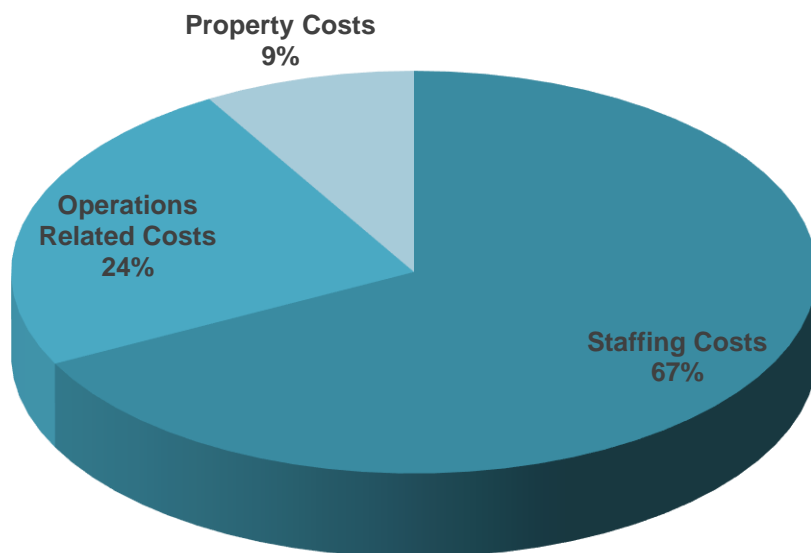
125 responses were collected from parents of secondary students.

| Aspect | Strongly agreed/ agreed |
|--|-------------------------|
| <i>The school provides a safe environment</i> | 97% |
| <i>The school delivers a quality education to students</i> | 93% |
| <i>The Student Management Systems used supports students education</i> | 87% |
| <i>The academic needs are identified in a timely manner</i> | 73% |
| <i>Students are provided an adequate revision program</i> | 71% |
| <i>Staff demonstrate care and consideration for students</i> | 88% |
| <i>Staff are responsive to managing issues relating to students</i> | 80% |
| <i>Methods available to communicate with teachers are appropriate</i> | 72% |
| <i>Parents are encouraged to be active within the community</i> | 82% |
| <i>Likely that the family would recommend the school</i> | 89% |

Quinns Baptist College Income for year ended 31 December 2018



Quinns Baptist College Expenses for year ended 31 December 2018



APPENDIX 1 – EDUCATION STAFF QUALIFICATIONS

Primary Education Staff

| NAME OF TEACHER | QUALIFICATIONS |
|---------------------|---|
| CHAPMAN Natalie | B Ed |
| COETZEE Tracey | B.Ed (Primary) Advanced Certificate in Education |
| COOKE Kelda | B Ed, B.Arts |
| CRANE Rachel | B.Ed |
| DAVIS Mark | B Ed, Dip.Teaching |
| FERNANDES Charlotte | Master of Teaching - Primary |
| MALZER Maryann | Cert. of Education (Advanced Diploma) |
| NIMAN Colleen | Dip Ed, Dip Special Ed, Christian Counselling Certificate |
| OLSEN Corinna | B Ed |
| PAYNE Verity | B Ed |
| RANDALL Hannah | MA. – Elementary Ed, Cert Elementary Ed BS. – Christian Education |
| RIDLEY Angela | B Ed |
| ROBINSON Brett | B Ed – Primary, Cert IV in Recreation |
| STOLP Daniel | B App Sc, Grad Dip Ed |
| STOLP Sumari | B.Sc Honours Human Movements M.Sc Sports Science Grad Dip Ed Primary Grad. Cert.in Early Childhood |
| VAN DE LEUR Kathy | B A, H Dip Ed (Secondary) |
| VELTHUIS Kylee | B.Ed |
| JURGENS Pam | HDE – Junior Primary Post Grad. Dip – Pre Primary |
| JAMES Kerryn | B Ed Early Childhood |
| RAS Yolande | B.Occ; Grad. Dip. in Education (Early Childhood) |
| ROBINSON Jeanne | Dip Teaching |
| SMITH Lucia | B Prim Ed |
| SPANGENBERG Sarah | B A in Education and Religious Studies, Grad Dip, MEd Education and Arts |
| SARGANT Laura | B Arts Psychology Post Graduate Certificate in Education |

Secondary Education Staff

| NAME OF TEACHER | QUALIFICATIONS |
|------------------------|--|
| ACUTT Paul | B Commerce, Grad Dip Ed |
| ALDUM Ingrid | B Commerce, Grad Dip Ed, MDP (Project Management) |
| BELL Paul | B Education, B Science (Mathematics) |
| BOWER Ian | B Education, Cert IV Fitness, Cert IV Training and Assessing |
| BOWNESS Andrew | B Education |
| BRIGHT Matthew | B Communications Grad Dip Ed |
| BRIGHT Rosemarie | B Communications (Hons) and Performing Arts Grad Dip Ed |
| CHARLESON Trent | B Veterinary BioScience, MEd |
| DANIELS Deon | H Dip Education |
| DARLING David | Dip Ministries, C.E. Religion Cert IV Developmental Disabilities Cert IV Enrolled Nursing Refrigeration & Air-conditioning, Electronic Tech |
| DAVIS Joel | B Communication & Cultural Studies Grad Dip Ed – WA Cert Ed |
| DINKLEMAN Sanette | H Dip Education |
| ELLIOTT Christopher | B Arts Music, B A Ed |
| ELLIOTT Michael | B Arts (Music), B Education |
| ENSLIN Hendrina | B Pharmacy Dip Ed |
| GARCIA Sharon | Cert III Education Assistant |
| GERAGHTY Jeff | B Arts HDE Diploma Computer Lit |
| HARTMANN Theunetta | B Arts and Dip HDE |
| JANSEN van VUUREN Evol | B Arts Hon Psychology, HDE |
| JOUBERT Christian | B Arts Grad Dip Ed, Cert IV Fitness, Cert IV Training and Assessing |
| KUBAINSKI Peter | B Science Grad Dip Ed |
| LABUSCHAGNE Marko | B Arts, Dip Ed, M Education |
| LAKE Douglas | B Education and Psychology |
| LANE Lynda | B Science Grad Dip Ed |
| MEYER Dora | B Arts Grad Dip Ed |
| MULCAHY Michelle | B Education |
| NIMAN Philip | B Arts (Hons) HDE, B Education (Hons), Diploma Tourism: Cert IV Training and Assessing |
| OOSTHUIZEN Corleen | B Science Grad Dip Ed |
| PERCIVAL Barry | HDE Fine Arts |
| PETERS Agnieszka | B Science, Grad Dip Ed |
| POTGIETER Johannes | B Psychology, Higher Diploma in Education - Vocational Guidance |
| RAJAMONEY Stella | Methodology LOTE I T Cert III, B Health Science |
| ROBERTSON Robyn | B Science (First Class Hons), Grad Dip Ed |
| ROBINSON Chris | Graduate Diploma of Theology |

| | |
|-----------------------------|--|
| <i>SAUNDERS Tamara</i> | B Business, Grad Dip Ed |
| <i>SCALLAN Michael</i> | B Arts (Hons), Higher Dip Ed |
| <i>SCHOLTZ Rista</i> | B Arts, HDE |
| <i>SCHULZ Ailke</i> | Higher Dip Ed |
| <i>THOMPSON Sheena</i> | B Education and Cert IV in Training and Assessing |
| <i>TOLEFE Christine</i> | B Arts (Hons), Grad Dip Ed |
| <i>TRAN Nicole</i> | B Arts, Diploma in Education |
| <i>TRANter Brock</i> | B Social Sciences, Grad Dip Ed Cert IV Training and Assessing NOLRS and Australian Canoeing Qualifications |
| <i>VAN DER MERWE Leanne</i> | Higher Dip Ed |
| <i>WRIGHT Abigail</i> | B Education |