

Quinns Baptist College Annual Report 2016

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.

Our College is staffed by committed Christians and is founded on Christian principles. The College values are based on Galatians 5:22:

“But the fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control.”

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.

“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

Professional Engagement

1. **Staff attendance:**

The average number of days attended by staff members was 97.21%

2. **Staff retention:**

Staff retention rate was 94.20%

3. **Teacher qualifications are attached at the end of the report.**

4. **Expenditure and teacher participation in professional learning:**

All teachers were involved in professional development.

Average expenditure per teacher was \$4,248.17

Key Student Outcomes

Student attendance: 2016: All Students are required to supply written confirmation of a full days absence upon their return to school. Students who are absent from the College in excess of 2 days are required to provide medical certification upon their return to the College.

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

YEAR	Student No's	Daily Average % Attendance Rate
PP	54	92%
1	41	92%
2	59	94%
3	55	92%
4	66	94%
5	67	94%
6	65	95%
7	107	95%
8	111	91%
9	87	93%
10	93	92%
11	84	93%
12	71	94%

The average daily attendance rate was 93%

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

Percentages above the benchmark

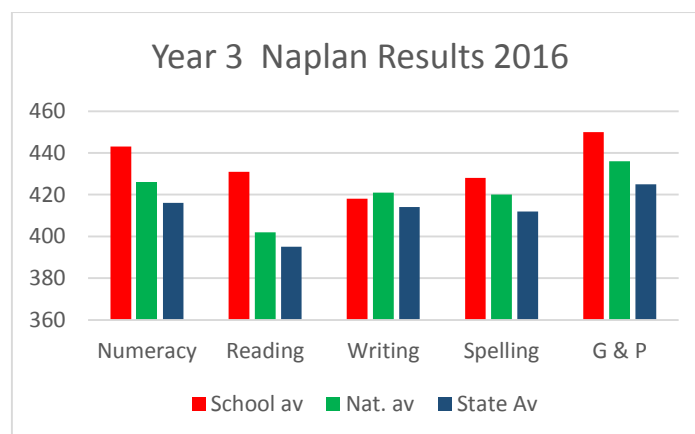
Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
2014	100%	95%	100%	100%	100%
2015	96%	100%	100%	100%	100%
2016	100%	100%	98%	100%	100%

Year 5

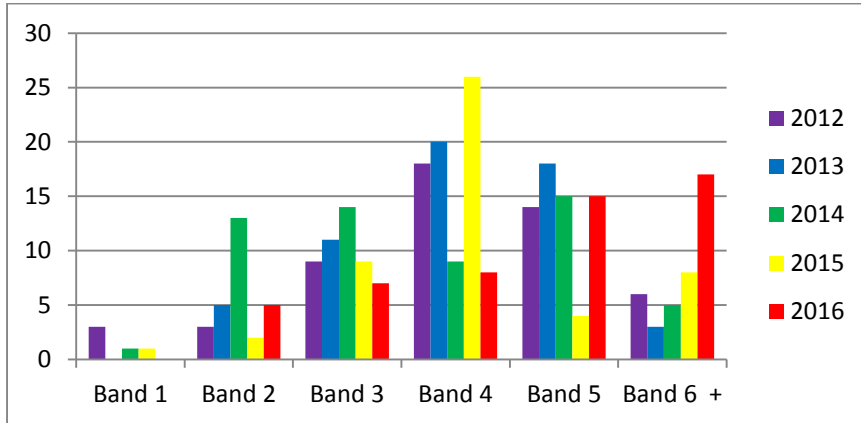
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
2014	985	100%	95%	99%	95%
2015	100%	97%	100%	98%	100%
2016	100%	100%	100%	100%	100%

2016 NAPLAN RESULTS Year 3

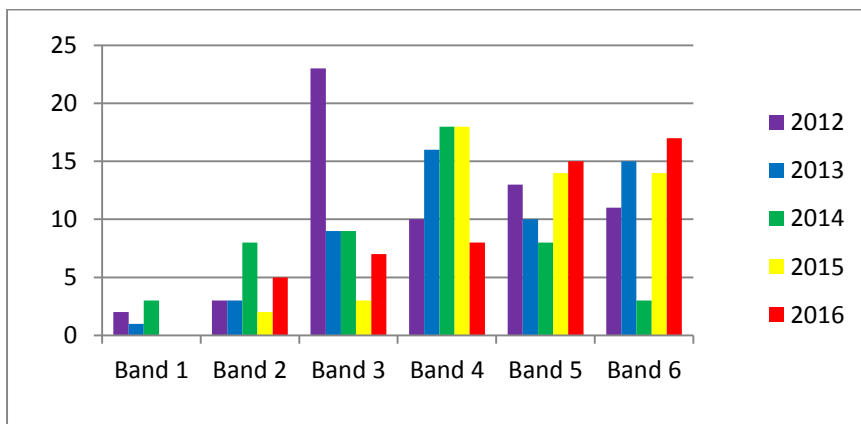


Year 3 Growth over time 2012 - 2016

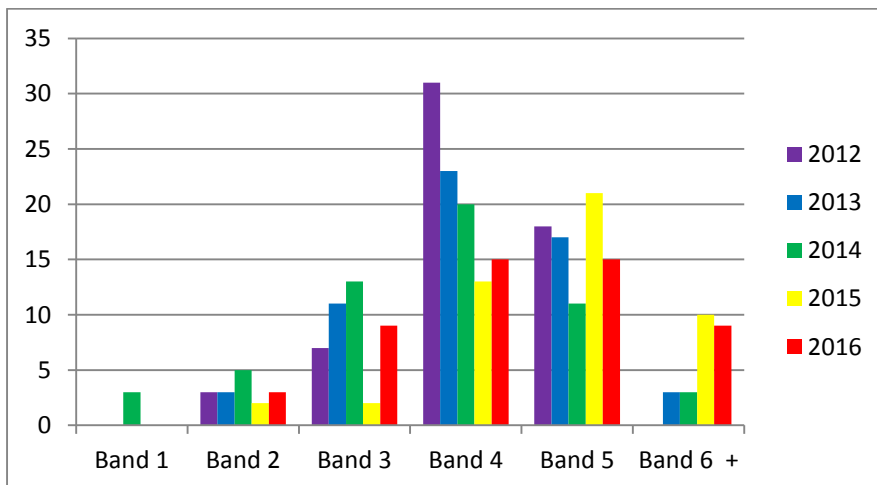
Numeracy



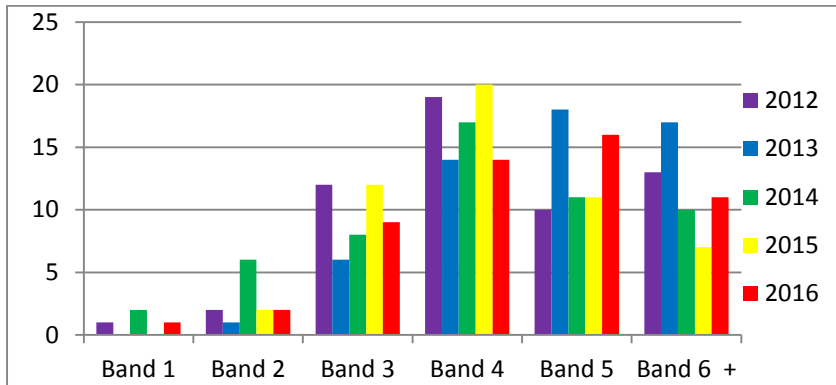
Reading



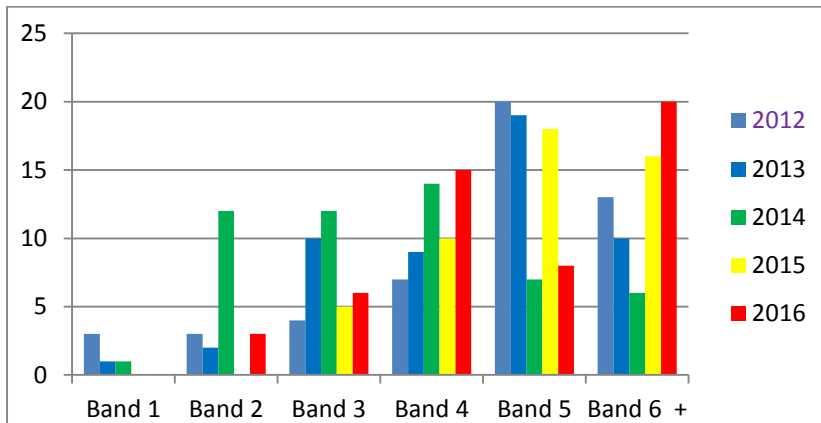
Writing



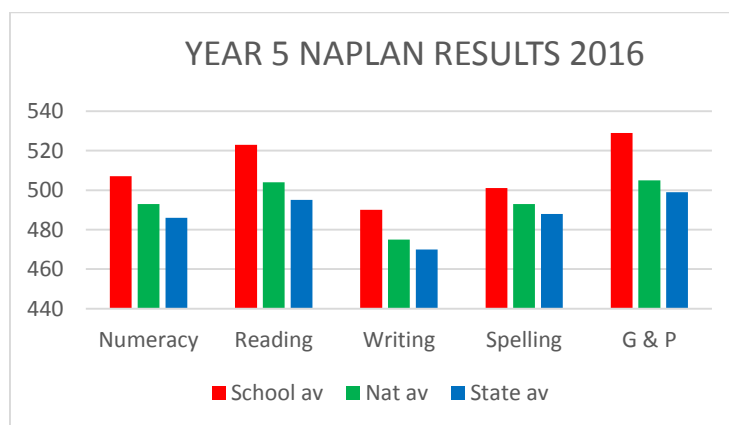
Spelling



Grammar and Punctuation

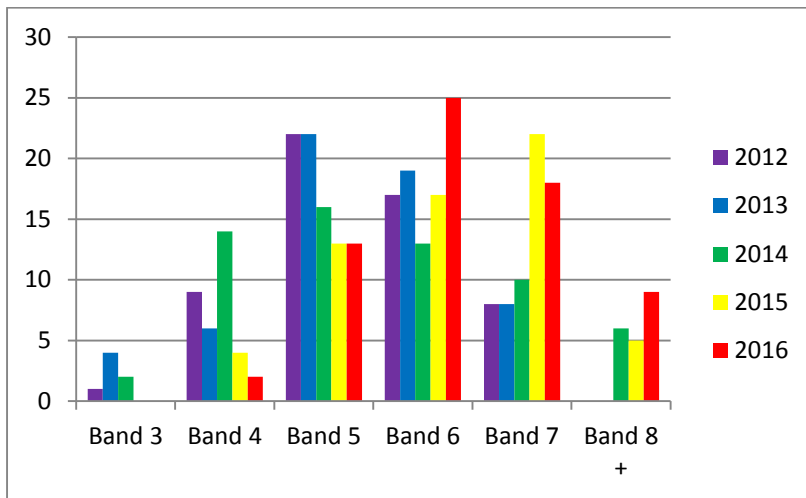


2016 NAPLAN RESULTS Year 5

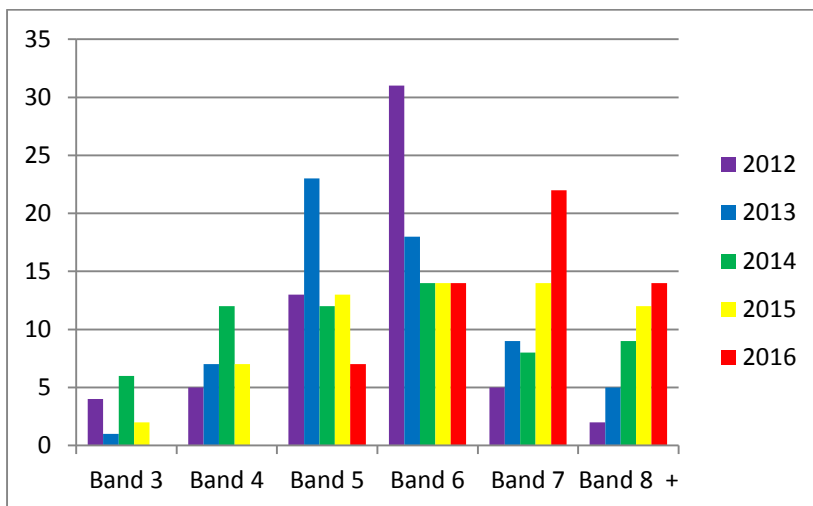


Year 5 Growth over time 2012 – 2016

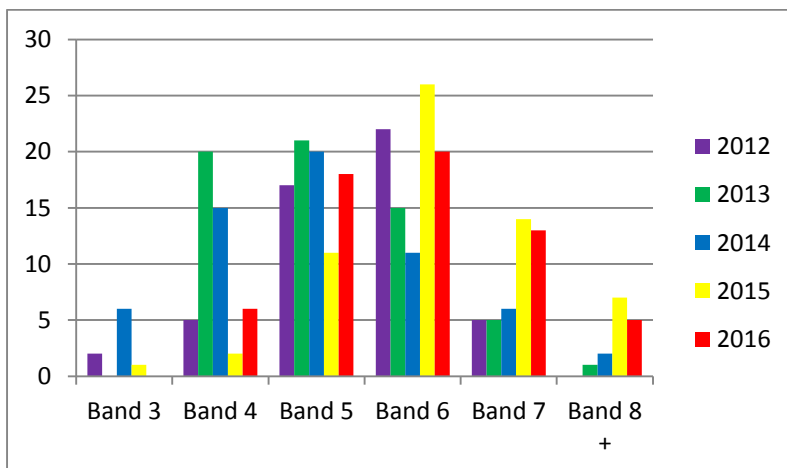
Numeracy



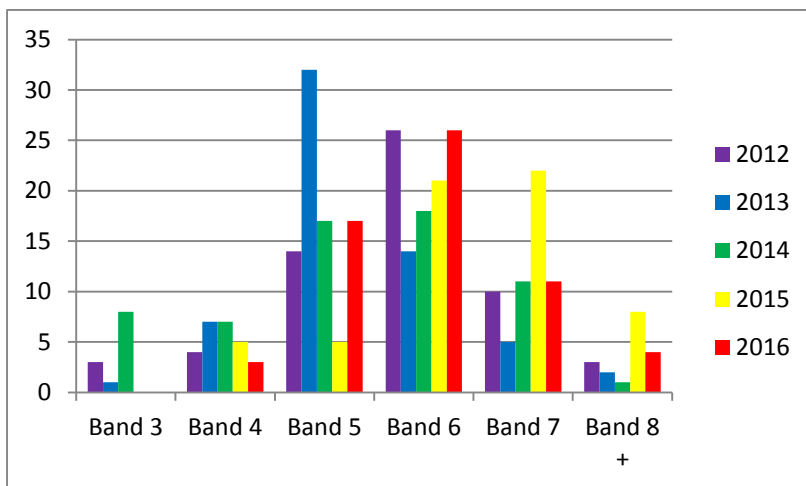
Reading



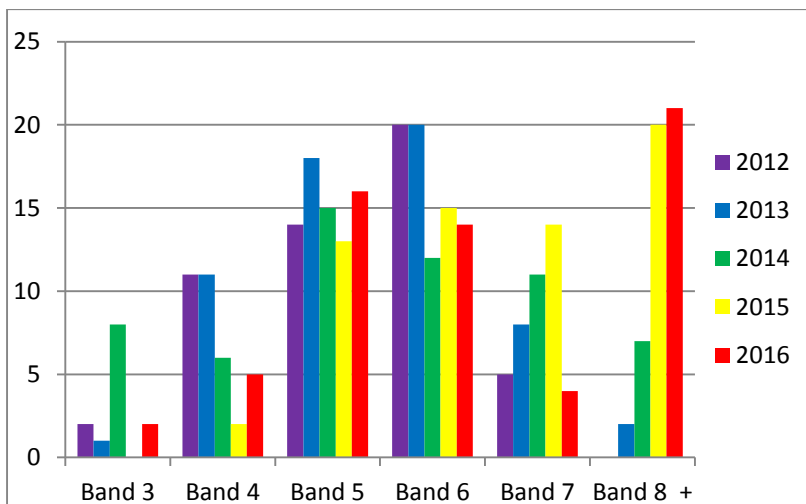
Writing



Spelling



Grammar and Punctuation



6. Changes in Benchmark results from the previous year:

NAPLAN RESULTS

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 attaining results above the national average.

The Year 3 students have improved from the majority in Band 4 for Numeracy in 2012 to the majority in Band 6 in 2016.

In Reading in 2012 the majority of students fell into Band 3 and in 2016 the majority are in Band 6.

In Writing the majority were in Band 4 in 2012 and in 2016 in Band 5.

In Spelling the majority of students fell into Band 4 in 2012 and Band 5 in 2016

In Grammar and Punctuation the majority of students fell into Band 5 and in 2016 into band 6.

In numeracy the majority of Year 5 students fell into Band 5 and in 2016 the majority of students fell into Band 6.

In Writing the majority were in Band 6 in 2012 and in 2016 in Band 6.

In Spelling the majority of students fell into Band 6 in 2012 and Band 6 in 2016

In Grammar and Punctuation the majority of students fell into Band 6 and in 2016 into Band 8. 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.

7. Value added:

All students are known in the College.

PRIMARY SCHOOL: The Primary School runs a Student's at Risk Programme (THRIVE). Students in Pre Primary and Year 1 are screened by the Remedial Teacher and students



are then recommended for the THRIVE programmes. Year 2 students do a maths screening test. The class teacher also identifies those who are struggling with Numeracy or Literacy by means of standardised testing and these students attend a specialized program. The students are withdrawn from the classroom for a 30-minute block 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.

We also run an Academic Extension Programme for students in Year 4 to 6. These students participate in an engineering project, the Night of the Notables and an inter schools quiz.

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 group 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 was introduced this year 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 Chess, Craft, Running Club, Athletics 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, orienteering 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 a League Tag and Lightning Carnival.



SECONDARY SCHOOL

In the Secondary School students in Year 7 & 8 needing assistance in Literacy and Numeracy are supported by a Specialist Teacher and Teacher Assistant. Staff provide after school tutoring for all year levels free of charge, in all the core subject areas. In Year 10 students select their subjects and academic direction for Year's 11 and 12.

The Secondary School has a Co-Curricular Program including Sporting teams in Swimming, Cross Country, Athletics, Rugby, Orienteering, Netball and Soccer. Other extra-curricular activities are the Environment Club, Media Club, Music Bands and Ensembles, Brazilian Jui Jitsu, Cheerleading and Orienteering.

The Music Bands in the Primary and Secondary School perform both within the school and the wider community. There are Drama/Dance performances at various levels.

In 2016 the School Production 'High School Musical' was a resounding success. Three duo swim teams completed the Rottnest Channel Swim and 45 students also completed the Busselton Jetty Open Water swim. There was a netball tour to Busselton and language tours to Mauritius/Seychelles and Malaysia. Student leaders attended a leadership tour to Bluff Knoll/Albany. Thirty four students hiked for 5 days on the Bibbulmun Track and 52 students attended Sportsfest in Australind. As part of a Compassion and Community initiative within the school there is support for World Vision, the school has a sponsor child, supports the Red Cross (blood drive) and eight students went on the fourth school tour to Bali to work with disadvantaged children

There is a National Chaplaincy Service funded by the Federal Government. This is a voluntary service to support pastoral care available to all students and their families. This has helped students and families face many issues in our society.

8. Average standardized assessment results for Year 7 & Year 9 students 2014-2016:

These are the percentage of students on or above the Minimum Benchmark.

2016 NAPLAN RESULTS Year 7 and 9

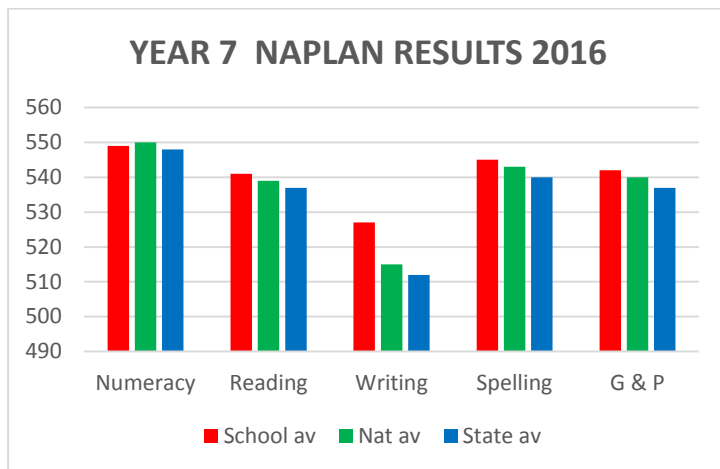
Year 7

	Numeracy	Reading	Spelling	Writing	Grammar & Punctuation
2014	100%	99%	99%	94%	99%
2015	98%	98%	98%	96%	95%
2016	100%	97%	98%	97%	97%

Year 9

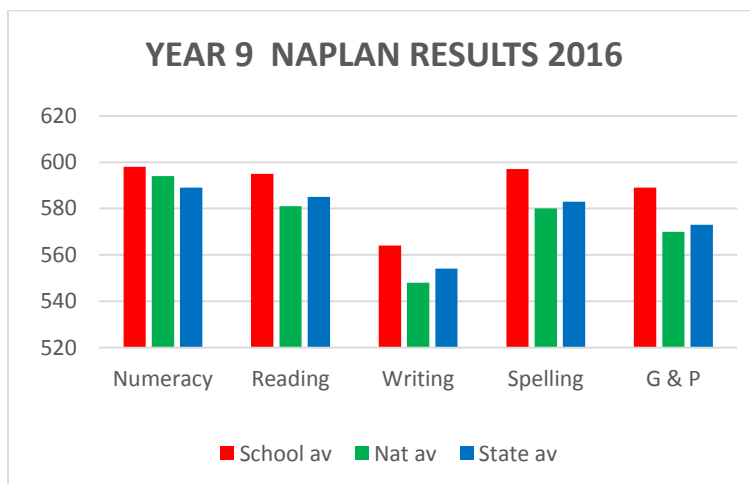
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
2014	100%	99%	94%	99%	98%
2015	99%	98%	95%	93%	99%
2016	100%	99%	97%	99%	97%

2016 NAPLAN RESULTS Year 7



As the Year 7 cohort is made up of students from numerous schools the results give a good indication of student standards in particular areas and helps us to identify areas in which to focus learning. Although a good percentage of the students are above the minimum benchmarks our aim is to improve all results by the Year 9 NAPLAN to a level above the state and national averages.

2016 NAPLAN RESULTS- Year 9



On the whole the NAPLAN results for Year 9 are encouraging with a consistent standard above the minimum benchmarks and above both the state and national averages.

9. Senior Secondary outcomes:

WACE Statistics

	2013	2014	2015	2016
Year 12 Population	50	43	68	71
Median ATAR for Year 12	52.8	68.6	57.5	63.7
State Median ATAR	79.1	79.0	79.1	82
Students Achieving WACE	88%	86%	96%	97.%
Students not achieving WACE	6	5	3	3

Top Student score	96.6	96.35	93.7	92.45
Median ATAR QBC University Applications	52.8	69.3	58.8	63.5
VET Courses Pass Rate	100%	100%	100%	100%

10.

Vocational Education

Students who achieved a Cert II or Higher	100%	100%	100%	100%
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2016 Year 12 University Application Statistics

	2013	2014	2015	2016
Number of students that applied for University	52.8%	69.3%	67.6 %	66%
Number of students offered first preference	11	12	20	16
Number of students offered any preference	17	25	36	36

11. Post school destinations at the end of 2016

13 Attending TAFE
44 Attending University
12 in workforce
1 Attending Bible College
1 Left the country

12 Proportion of Year 9 students retained to Year 12

82% of Year 12's enrolled at QBC from Yr 9 completed Year 12 in 2016

13. **Parent, student and teacher satisfaction:**

Staff retention rate of 94.20% is good and staff are extremely positive about their working environment. Staff willingly give of their time and expertise to run tutoring, school sporting teams, music bands, the Environment Club, Artsfest, Production, Sportsfest, Athletics and Swimming Carnival's, activities and camps for student leadership groups, Australian Sport, Bible Bunch, Chess Clubs and Craft Clubs.

Attendance at sporting, arts and cultural events, the School Fete and Open Day and school social events is excellent and indicative of a vibrant school community.

Parent attendance at an informal meet the teacher's day was well attended and parents support for carnivals, sports events and assemblies give some indication of a positive and supportive parent body.

Every teacher, student and parent understands and appreciates the Student Management System which underpins the respect everyone has for each other and provides a safe and productive teaching and learning environment.

[Staff/Parent/Student/ Satisfaction Surveys](#)

Staff, Parents and Students were surveyed using an online survey.

95% of staff responded. The key indicators were:

- 91% of staff expressed they were either satisfied or extremely satisfied with their job and 8% were satisfied with their job.
- 98% of staff agreed or strongly agreed that Administration are accessible to staff
- 100% of staff agreed or strongly agreed that they were working in a safe environment
- 97% of staff agreed or strongly agreed that student behaviour is well managed at the school

145 parents responded to a Survey. The key indicators are:

- 96% agreed or strongly agreed that students felt safe at the College
- 99% agreed or strongly agreed that the school has a supportive pastoral care structure
- 86% agreed or strongly agreed that the academic needs of their children were supported at the school
- 68% rated the communication from the school as excellent or good
- 93% attended at least one school event

188 students responded to the student survey. They key indicators are:

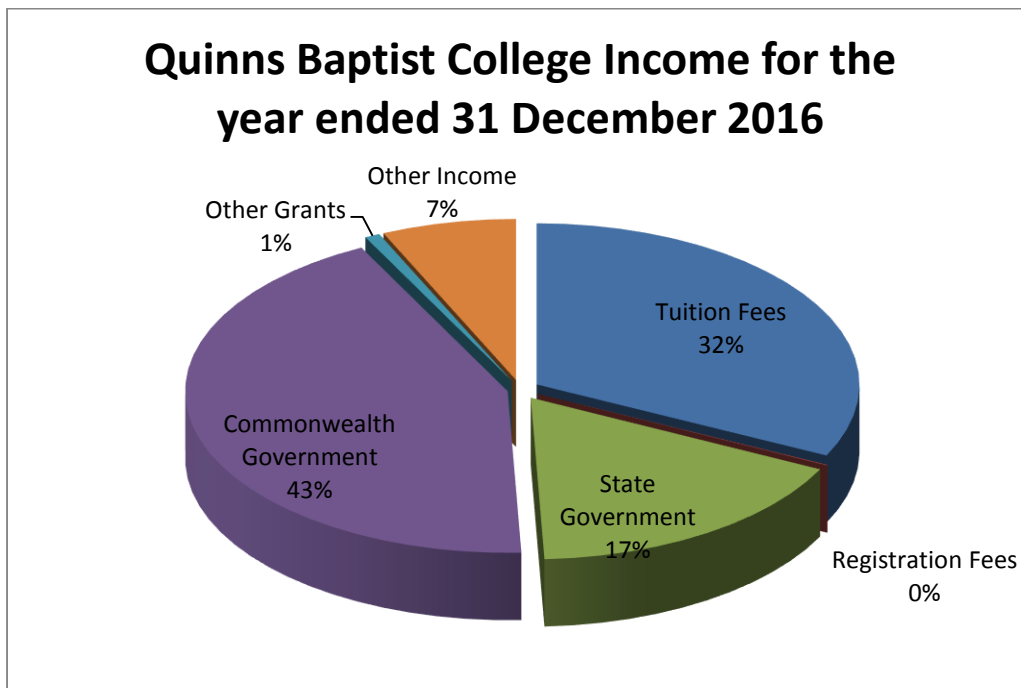
- 96% agreed the school was providing a good standard of education.

- 96% agreed the school provided a safe environment
- 82% agreed that teachers provided useful feedback
- 71% agreed that student behaviour is well managed
- 79% agreed that teachers motivated students to learn
- 82% enjoyed being at the school

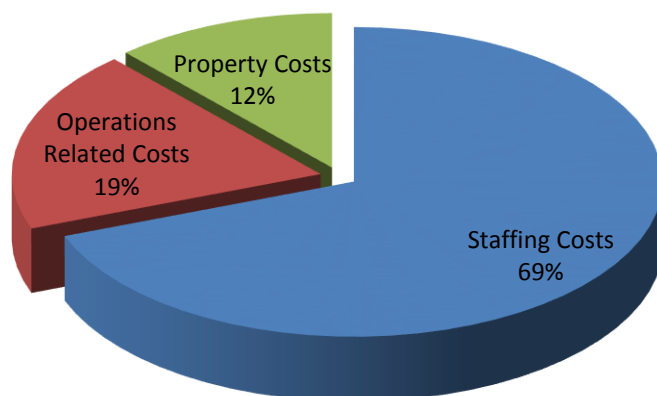
Some extracts from letters of parents whose children have left the college express their appreciation.

“I would like to tell you that the Quinns Baptist College students are the most well-mannered and considerate. You and your staff should be very proud of the discipline and respect you are teaching these students. I was very impressed. Parent email after attending a swimming carnival

“Thank you to all your staff for that extra mile you always walk and for caring so much...”



Quinns Baptist College Expenditure for the year ended 31 December 2016



STAFFING QUINNS BAPTIST COLLEGE

PRIMARY SCHOOL TEACHERS

NAME OF TEACHER	QUALIFICATIONS
CHAPMAN Natalie	B Ed
COOKE Kelda	B Ed, B.Arts
DAVIS Mark	B Ed, Dip.Teaching
FERNANDES Charlotte	Master of Teaching - Primary
GARCIA Carlos	Communications (Video and filming); B.Ed
MALZER Maryann	Cert. of Education (Advanced Diploma)
NIMAN Colleen	Dip Ed, Dip Special Ed, Christian Counselling Certificate
OLSEN Corinna	B Ed
WRIGHT Abigail	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
VAN DE LEUR Kathy	B A, H Dip Ed (Secondary)

JURGENS Pam	HDE – Junior Primary Post Grad. Dip – Pre Primary
JAMES Kerry	B Ed Early Childhood
LOWIS Tarryn	B Ed
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 TEACHERS

NAME OF TEACHER	QUALIFICATIONS
ALDUM Ingrid	B.Com, Grad Dip Ed, MDP(Project Management)
BOWER Ian	B Ed
BOWNESS Andrew	B Ed
BRIGHT Matthew	B Ed
BRIGHT Rosmarie	B Ed
DANIELS Deon	H Dip Ed
DINKLEMANN Sanette	H Dip Ed
DARLING David	Dip Ministries, C.E. Religion Refrigeration & Air-conditioning, Electronic Tech Cert IV Developmental Disabilities Cert IV Enrolled Nursing:
DAVIS Joel	Grad Dip Ed – WA Cert Ed B A Communication & Cultural Studies
ENSLIN Hendrina	B A Pharmacy Dip Ed
ELLIOTT Christopher	B A Music, B A Ed
ELLIOTT Melissa	B A Arts and Creative Arts
GARCIA Sharon	E A Cert III
GERAGHTY Jeff	B A HDE Diploma Computer Lit
HARTMANN Theunetta	B A and Dip HDE
JANSEN van VUUREN Evol	B A Hon Psychology, HED
JOUBERT CHRISTIAN	Grad Dip Ed Geography and Health
PETER KUBAINSKI	BSc Grad Dip Ed
LABUSCHAGNE Marco	B Ed, M Ed
LAKE Douglas	B A Education and Psychology
LANE Lynda	BSc Grad Dip Ed
MEYER Dora	B A Grad Dip Ed
MEYER Sheena	B Ed

NIMAN Philip	B A HDE, B A Hons, B Ed Hons, Diploma Tourism: Cert IV
NYS Michelle	B Ed
OOSTHUIZEN Corleen	BSc Grad Dip Ed
PERCIVAL Barry	HDE Fine Arts
PETERS Agnieszka	BSc Grad Dip Ed
WRIGHT Abigail	B Ed
RAJAMONEY Stella	Methodology LOTE I T Cert III, B Health Sci
ROBERTSON Robyn	BSc (First Class Hons), Grad Dip Ed
ROBINSON Chris	Graduate Diploma of Theology
SAUNDERS Tamara	BA Business, Grad Dip Ed
SCHOLTZ Rista	BA, DHE
SHARP Matthew	Grad Dip Ed, BA Visual Arts Cert IV Music/Classical
SCHULZ Ailke	H Dip Ed
TOLEFE Christine	B A (Hons), Grad Dip Ed
TRANTER Brock	B A Grad Dip Ed
VAN DER MERWE Leanne	H Dip Ed
WILLIAMS Terrence	H Dip Ed, Cert IV
WILLIAMS Wendy	BA Grad Dip Ed