



School Performance Report

2016

(presented in June 2017)



A. Contextual Information about the College

Hope Christian College is an R-12, co-educational College. Hope Christian College was established by the Craigmere Christian Church. The Vision Statement of Hope Christian College is to *“Develop the whole child in a caring nurturing environment in the knowledge of the gospel of Jesus Christ”*. Helping each student entrusted to the College to develop across a wide range of fields of endeavour such as academic, social, spiritual, physical and vocational, is the primary aim of the College. At the end of 2016 the enrolment was ____ students.

The College verse inspires effort and commitment:

Colossians 3:23 (The Living Bible)

Work hard and cheerfully at all you do, just as though you were working for the Lord and not merely for your masters.

The Biblical Worldview is central to every part of the curriculum, and staff endeavour to assist students to comprehend the connection between the Bible and every facet of learning and life. This is further enhanced by Worship at weekly Chapel for all sections of the College, daily class devotions, Christian Life lessons across all year levels, a “Chips and Faith” lunchtime Bible study, a fortnightly parent prayer meeting, Chaplaincy, and professional Christian Counselling when required.

In our Middle and Senior Schooling sections Home Groups/Pastoral Care groups are vertically streamed. Middle Schooling Home Groups are comprised of Year 6 to Year 9 students, and Senior Schooling Home Groups are comprised of Year 10 to Year 12 students. Students stay with their Home Group cohort through the whole of their Middle or Senior Schooling years. This enables students to establish healthy pastoral care relationships with their teacher, and a diverse range of peers.

In the Middle School there is a weekly double lesson, vertically streamed where students choose from a wide range of elective topics such as Drama, Photography, Robotics, Book Club, Rocket Making, Electronics.

Excursions and incursions are encouraged throughout the whole College. and are linked to the curriculum via assessment tasks. A sample of excursions and incursions which were held in 2016 includes:

- Old Tailem Town
- Prevent Alcohol and Risk related Trauma in Youth: P.A.R.T.Y. program at Royal Adelaide Hospital
- Soccer
- AFL
- Basketball
- Cross Country running
- Botanic Gardens Little Sprouts program
- Hahndorf Farm Barn
- Inter-school athletics
- Indoor Cricket
- Meet the Writers Festival
- SAPOL talks
- Start Smart Financial Literacy program
- Kayaking
- Lawn Bowls
- Science and Engineering Challenge

- National Young Leaders Day
- Careers Expo
- Beach Volleyball
- Ice Skating
- Beach Day for Middle School
- * Missions Program

* All students have the opportunity to participate in the College Missions Program. The current Senior Schooling Missions trip is to the Philippines where students work on behalf of others less fortunate than themselves. Students work with Filipino school students, visit and assist in a slum community, help with distribution to the needy and assist with a church service.

All students in Years 6 to 12 attend a year level camp. These camps are held in a variety of locations including, Swan Reach, Wallaroo, Wellington, Aldinga, Victor Harbor, Second Valley. Camps always have a “learning” as well as a “relational” component. Students are exposed to many activities which they may never have had the opportunity to try, including but not limited to canoeing, abseiling, kayaking, surfing, tent camping, hiking, and a farm experience.

Events such as Special Persons Day, Missions Walkathon, Music Tuition night, the bi-annual Junior School Musical and our twice-yearly Open Days, allow opportunity for students’ talents to be showcased to both the College community and beyond.

Students in Year 5 have opportunity to embark on a leadership journey by being voted into the Peer Support group. These students are tasked with a number of responsibilities which benefit the Junior School. In Years 10, 11 and 12 a peer vote results in four Community Leaders being appointed for each of the three communities. These leaders assist the Community Key Teachers in running the Community Lesson for Years 6-12 on a weekly basis, along with other opportunities to lead, inspire and support their fellow students.

A group of Students from Kogakuin Junior High School in Japan visited the College on a cultural exchange for 2 weeks. This exchange provided opportunity for College families to host an international student in their home. It also enables the Japanese faculty to organise cultural immersion events which enhances the learning of Japanese within the College, and gives the Japanese visitors an authentic experience of school life in Australia, and an opportunity to practice their English skills.

The Hope Christian College community is comprised of staff, students and families from a variety of cultural and denominational backgrounds.

Student learning is within the context of the three sub-sections of the College:

Junior School	Reception to Year 5
Middle School	Years 6 to 9
Senior School	Years 10 to 12

B. Teacher Standards and Qualifications

All teaching staff at Hope Christian College have formal higher education qualifications of at least 4 years full-time (or part time equivalent), including an approved teacher education qualification, and all have satisfied the requirements of the Teacher's Registration Board of South Australia.

One teaching staff member holds a PhD in Applied Science, three hold a Master's; one in Educational Leadership, one in Music (Composition Major) and Online Education, and one in Teaching: Primary/Junior Primary). One staff member is working towards a Masters in Educational Leadership and Administration (completed in 2017)

All teaching staff have access to, and are encouraged to participate in Professional Development. Professional learning includes but is not limited to:

Child Protection

SACE Board Implementation, and Clarifying Forums

Vocational Education Coordinators Network

Reading is a Thinking Process

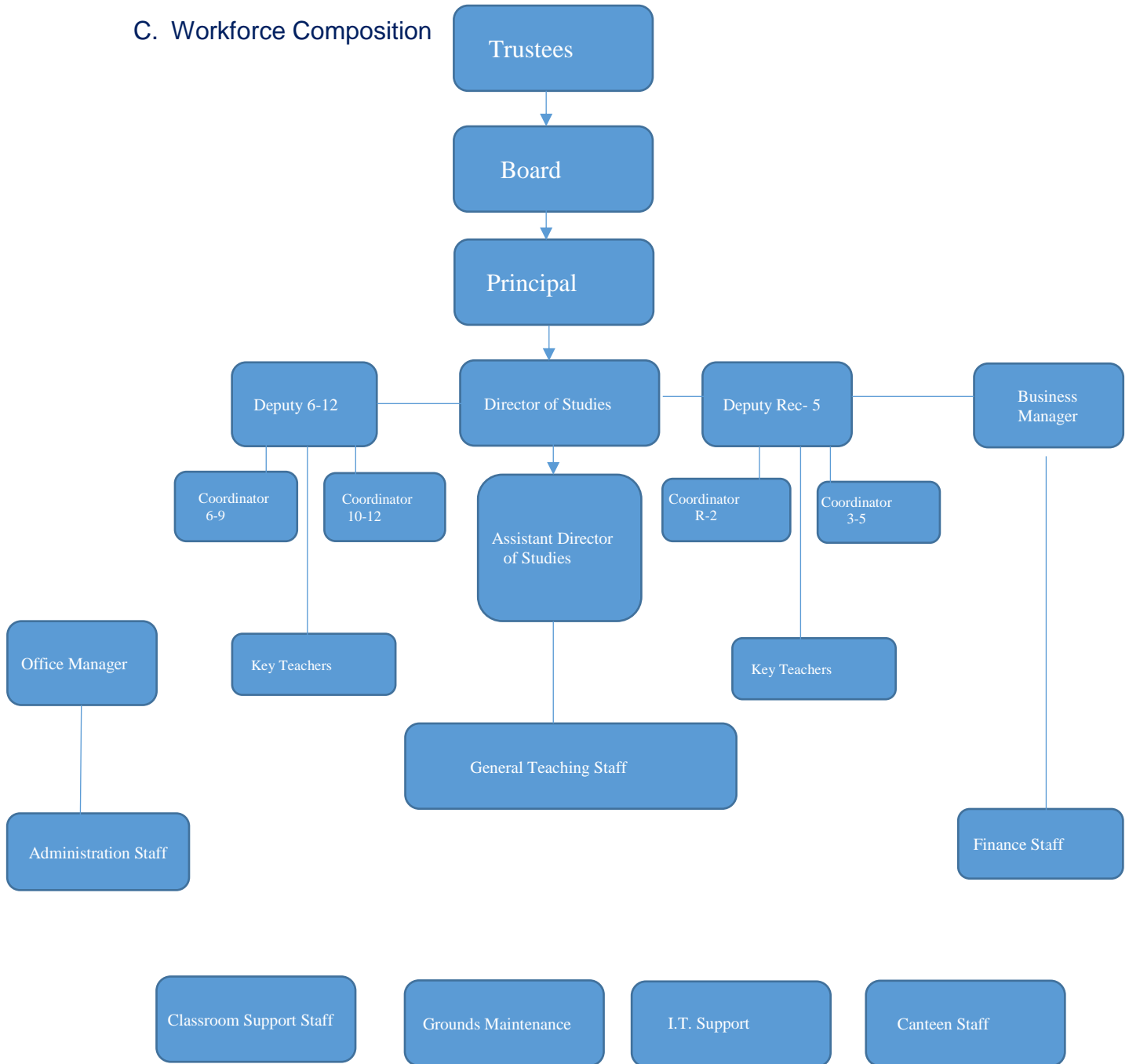
7 Steps to Writing Success

Differentiation in the Classroom

Youth Mental Health and Well-Being

Cultural Awareness

C. Workforce Composition



The College employs approximately 76 staff.

The Hope Christian College staff cohort is comprised of a diverse mix of people representing many different cultural and denominational backgrounds. The College Board maintains the policy to employ Christian Staff who are involved in, and regularly attend a Christian Church.

There are not currently any staff of Aboriginal or Torres Strait Islander origin.

D. Student Attendance

The figures below are the average total attendance per year group for the 2016 school year.

Year Level	Attendance percentage
Rec	91.1%
Year 1	91.2%
Year 2	92.9%
Year 3	90.5%
Year 4	91.8%
Year 5	89.2%
Year 6	92.6%
Year 7	91.0%
Year 8	88.7%
Year 9	88.6%
Year 10	89.0%
Year 11	85.1%
Year 12	86.5%

In 2016 the average attendance was 89.86%.

Parents are required to contact the College on the morning of a student absence to notify the reason and the expected duration of the absence. For students study the SACE a doctor's certificate is required if an absence continues for more than 2 days. If an absence is not notified the College contacts the parents.

Support is given to families where possible, to assist in resolving issues students may have with regularly attending school. This support may include Chaplaincy support, referral to outside Counselling, and SSO support (particularly when small children experience separation issues).

E. Student Results in NAP annual assessments

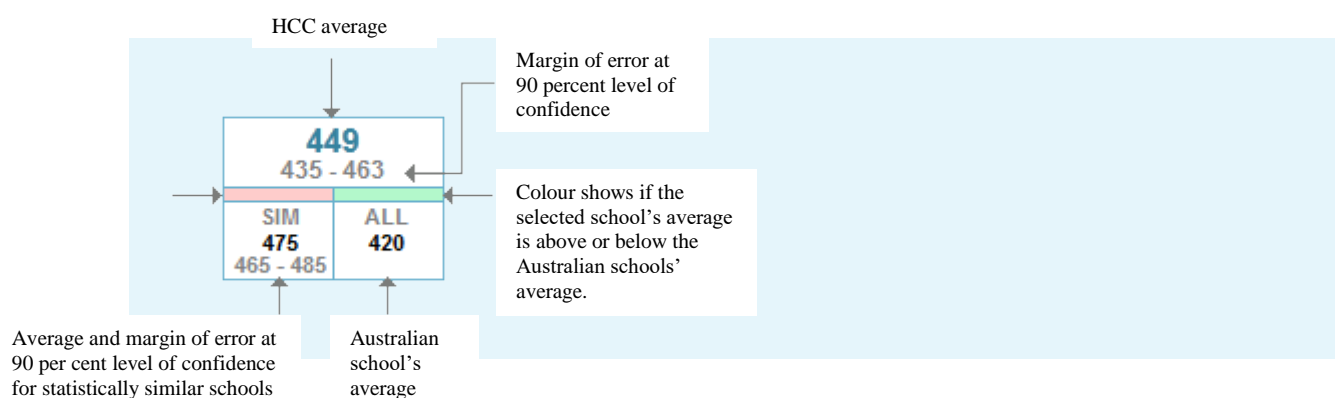
	Reading		Writing		Spelling		Grammar & punctuation		Numeracy	
Year 3	411 392-430		407 391-423		435 418-453		436 415-456		383 367-400	
	SIM 412	ALL 426	SIM 415	ALL 421	SIM 412	ALL 420	SIM 424	ALL 436	SIM 389	ALL 402
Year 5	460 441-478		457 439-475		474 456-491		475 455-495		439 423-455	
	SIM 490	ALL 502	SIM 468	ALL 476	SIM 486	ALL 493	SIM 497	ALL 505	SIM 480	ALL 493
Year 7	548 531-565		512 493-531		547 530-565		554 535-573		541 525-558	
	SIM 529	ALL 541	SIM 513	ALL 515	SIM 541	ALL 543	SIM 531	ALL 540	SIM 539	ALL 550
Year 9	574 559-589		554 535-573		578 562-594		558 542-575		565 551-579	
	SIM 571	ALL 581	SIM 547	ALL 549	SIM 578	ALL 580	SIM 562	ALL 569	SIM 582	ALL 589

SIM average of schools serving students from statistically similar backgrounds

ALL average of all Australian schools

Scale of results

- substantially above
- above
- close to
- below
- substantially below



F. School Satisfaction

Feedback from parents is sourced both formally and informally. It can include comments gleaned through interaction with parents through school activities and processes, including diary notes and Parent/Teacher/Student interview nights, involvement with Playgroup and the Introducing Hope course. Direct contact through letters, emails and face-to-face discussions also provide valuable feedback. It can also come through the Craigmore Christian Church community groups such as Friday Night Youth Group, Mothers of Pre-schoolers and weekly craft mornings.

The overwhelming message from feedback is positive, supportive and appreciative. Any concerns or negative feedback received is used to further inform improvements. Matters requiring consultation are handled on a scaffolded basis: Classroom teachers being the first point of contact. Following that, if required, matters are taken to Section Coordinators, Deputy Principals, the

The Junior School (Years Reception to 5) run a “Class Parent” program. Each Junior School class has an assigned parent, chosen from the College Community volunteers. These parents assist the teaching staff organise gifts for class families who have new babies, meals or food for families who may be struggling with life issues, class parties for special events etc. All Volunteers at Hope Christian College must have a DCSI Screening for working with children, have completed the Volunteers RAN training, and have signed off on the HCC Volunteers Policy and Expectations. Each term a morning tea is held to acknowledge the valuable assistance of our Volunteers.

Events such as Special Persons day, Book Week Parade, Open Days, Sports events and Walkathon, are all events where parents and extended family members can interact in the College with their children, and essentially see the College in action. These events always serve to foster positive relationships with College families.

Students are able to participate in Parent/Teacher/Student interview nights, which give them an opportunity to be heard, and to understand procedures and processes better. These nights enable teachers and parents to focus on learning strategies specific to that child. Parents who understand processes and procedures, achievements and challenges, are better able to support their child at home leading to better outcomes at school.

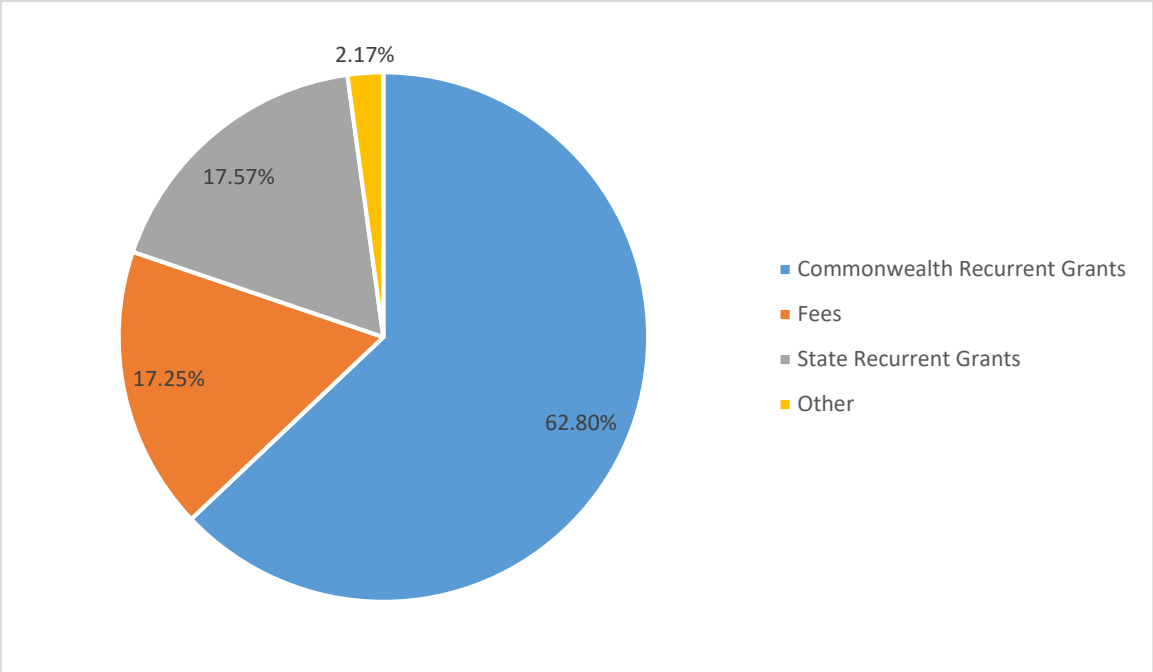
Two information nights are held in Term 4 for parents and students entering Middle School, and Senior School the following year. These nights assist parents understand how these sections of the College work, what subject offerings are, career paths and much more. Teachers are available at these information nights to assist parents with an understanding of the different subjects offered. The Pathways Coordinator is also on hand to help parents and students gain an understanding of the subject choices relevant to their preferred post school intentions. The availability of VET courses is also discussed at these nights, further assisting parents to be informed regarding the best options for their child as they approach the end of their Secondary Schooling.

A College newsletter is published 3 times per term, which informs the College community of College events, student achievements and procedural reminders.

Staff are involved in a “Round Table Consultative Discussion” once per term, where topics are provided for discussion in small groups. Valuable feedback has been gleaned from these discussions, and some ideas have been developed to the benefit of teaching and learning, and staff morale.

In 2016 the College The Key Teacher Role; New Staff Mentor, which was established in 2015 was continued, as the value of having a dedicated mentor for staff new to teaching was realised throughout the inaugural year. New teaching staff expressed their gratitude for the regular fortnightly meetings with their mentor, the training gained by working through “Teach Like a Champion” (Doug Lemov, Published by Jossey-Bass 2015) with their mentor, and the value placed upon them as graduate teachers through this program.

G. School Income broken down by funding source



H. Senior Secondary Outcomes

At Hope Christian College student pathways include tertiary study entrance to either University or TAFE, employment and apprenticeships. Senior schooling students are able to undertake various VET courses, with our Pathways Coordinator working to accommodate students who are looking for an alternate pathway from further study including such courses as construction, hairdressing, hospitality etc.

In 2016 of those eligible, 100% of students achieved their SACE (South Australian Certificate of Education), which is excellent, and well above the State average for this statistic. Our teaching staff are to be commended for the tremendous support they give to our Senior students.

In 2016 the grade distribution for our Year 12 cohort was as follows:

Grade Band	HCC %	State %
A	24	24
B	37	45
C	32	28
D	6	3
E	<1	1

The DUX of 2016 achieved a note-worthy 93.80 ATAR.

Out of the 2016 Year 12 cohort of 25 students, 5 achieved an ATAR of 86 or higher. With 3 Merits being achieved.

In 2016 13 students undertook a VET course. Four of these students were studying under the Training Guarantee for SACE Students scheme. The courses studied were:

Cert II Electrotechnology
Cert II Metal Roofing & Cladding
Cert III Early Childhood Education x 2 students
Diploma of Business x 2 students
Cert III Business
Aviation Studies
Cert III Health Services
Cert III Fitness
Pathways to Cert III Hairdressing
Cert III Retail Operations
Cert III Digital Media

The 2016 Year 12 cohort aspired to a range of careers with most students seeking further study in order to pursue their chosen career.

1. Cert II Hairdressing – seeking employment
2. Employment in family business and with Oxfam. Pursuing studies in Art
3. Bachelor of Mechatronic Engineering
4. Employment in local Kindergarten. Pursuing Air Steward training
5. Bachelor of Medical Science
6. Bachelor of Laboratory Medicine
7. Seeking Employment
8. Bachelor of Performing Arts (English & Creative Writing)
9. Employment. Pursuing entrance into Dentistry
10. Employment. Pursuing Defence Force career in 2018
11. Foundation Studies
12. Gap Year - deferred B History & Cultural Studies
13. Bachelor of Chemical Engineering
14. Diploma of Health Science
15. Seeking Employment
16. Bachelor of Pharmacy/Pharmaceutical Science
17. Bachelor of Mechanical Mechatronic Engineering
18. Bachelor of Education
19. Gap Year
20. Continuing Stage 2
21. Continuing Stage 2
22. Bachelor of Pharmacy/Pharmaceutical Science
23. Bachelor of Education (Visual Arts)
24. Bachelor of Psychological Science
25. Bachelor Gaming and Virtual Worlds
26. Bachelor of Health and Medical Sciences