



FRASER COAST  
ANGELICAN COLLEGE

# Annual Report 2016

*Enriching Body, Mind & Spirit*

## School sector

Independent, Anglican

## School's address

Doolong South Road, WONDUNNA Q 4655

## Total enrolments

777 including Kindergarten and FFPOS students

## Year levels offered

Kindergarten to Year 12

## Co-educational or single sex

Co-educational

## Characteristics of the student body

Male - 420

Female - 357

## Distinctive curriculum offerings

While the College is well known for its academic achievements within the region and beyond, it has a strong focus on the holistic development of its students. Our curriculum offerings are complemented by a strong extra-curricular, co-curricular and Outdoor Education programs to enrich the 'Body, Mind and Spirit' of each student. There are also many opportunities for students to be involved in leadership and service programs and work alongside International students from across the globe.

FCAC has fully implemented the Australian Curriculum from P-10 and has a strategic focus of personalising learning. The College is also well-known for, and well-situated to provide an excellent Marine Science program which is popular with domestic and international students.

## Extra-curricular activities

The College offers a range of extra-curricular activities including a vast array of sports such as athletics, swimming, cross-country, hockey, several football codes, netball, basketball, tennis, equestrian and chess. The creative arts extend through numerous musical opportunities through various bands, ensembles, choirs and preparation for external examinations. In addition, there are drama activities including musicals and numerous performance opportunities. All students from Prep to Year 10 participate in an Outdoor Education program that increases in length and difficulty as students' progress each year. These programs are aimed at developing the character of students by providing challenging activities for them to develop resiliency and many other personal skills.

## The social climate of the school

The social climate of Fraser Coast Anglican College is one of holistic and supportive development for students and their families. Students in all areas of the College are explicitly taught about their own and others safety and wellbeing through positive interactions with the members of our community. Students are expected to uphold the student code of conduct and take responsibility for ensuring that they respect others for their uniqueness and celebrate differences. In our Christian community, our values underpin our teaching and learning programs which is evident through the "You Can Do It" program and personal development programs. In addition to these programs, the executive leadership team supports staff and student wellbeing through a variety of mediums. Our staff are given collaborative planning time after school to network and learn from each other. Staff only days provide staff with multiple opportunities to develop their own skills and they are given time to reflect on their own development and learning journey. Students are supported by wellbeing team members, Heads of School, Guidance Counsellor, Year Level Coordinators and Classroom Teachers.

Our positive social climate is evident on a daily basis through our social media presence where parents and community members encourage our students and their achievements through their comments. Our campus is a hive of activity on any given day and feedback from visitors to the campus is always positive about how wonderful our students are and what a happy place FCAC is. Our motto of Body, Mind and Spirit keeps the students wellbeing and holistic development at the forefront of who we are as a community.

## Parental involvement

FCAC aims to work in partnership with the parent community to obtain the best possible outcomes for each student. Parents are our main source of classroom volunteers throughout the College and have had the opportunity to attend Numeracy and Literacy workshops with key staff. The College also provides information sessions from distinguished guest speakers and experts on a range of topics that are free for parents to attend. Parents can track their child's academic progress through our Online Portal in addition to Parent/Teacher Interview evenings. Staff at FCAC adopt a proactive approach with parents, making contact regularly through regular emails, classroom newsletters, the online portal, and the College App. FCAC recognises the significant contribution that parents have made to the outcomes of its students.

## Parent, teacher and student satisfaction with the school

Feedback is an essential component for any person or institution to receive. The College openly seeks feedback on how parents, students and staff perceive the College to be performing and also in relation to feedback on new initiatives.

Every year feedback is sought from students in Years 5, 9 and 12 across a number of areas. This feedback is independently sourced via a consultancy firm to assure confidentiality. The Executive Leadership team and pastoral teams are responsible for reviewing the data and making recommendations for change or consolidation. Staff and parents are being surveyed on a bi-annual basis and this is also completed confidentially and compiled for review and reflection.

## School Income broken down by funding source

Refer to the *My School* website <http://www.myschool.edu.au/> for further information

## Staffing Information

|     |                              |    |                           |
|-----|------------------------------|----|---------------------------|
| 57  | Full-time Teachers           |    |                           |
| 29  | Full-time Non-Teaching Staff |    |                           |
| 2   | Part-time Teachers           |    |                           |
| 31  | Part-time Non-Teaching Staff | 12 | Instrumental Music Tutors |
| 4.5 | Cleaners FTE                 |    |                           |

No indigenous staff members.

## Qualifications of all Teachers

| <i>Qualification</i> | <i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i> |
|----------------------|--|
| Doctorate or higher  | 0%   |
| Masters              | 15%  |
| Bachelor Degree      | 91.5%  |
| Diploma              | 54%  |
| Certificate          | 25%  |

## Expenditure on and teacher participation in professional development

| <i>Description of PD activity</i>                                       |
|---|
| • Child Protection  |
| • Differentiation workshops   |
| • Action Research through participation in ISQ projects                 |
| • Professional Learning Community                                       |
| • Health, Safety and Well-Being   |
| • First Aid   |
| • Boys in Education   |
| • Literacy Practices  |
| • Numeracy strategies   |
| • Assessment  |
| • Coaching (Teaching and Learning)                                      |
| • Application of Data in Learning Programs                              |
| • Cyber Safety  |
| • Implementation of a Learning Management System into Learning Programs |
| • Weekly Professional Learning Community sessions                       |

## Expenditure on PD

| <i>Total Number of Teachers</i> | <i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i> | <i>Average expenditure on PD per teacher</i> |
|---------------------------------|---|--|
| 58                              | \$68,420  | \$1180                                       |

The total funds expended on teacher professional development in 2016 were \$68,420.  
The participation of the teaching staff in professional development activities during 2016 was 100%.

**Average teaching staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

| <i>Number of Staff</i> | <i>Number of School Days</i> | <i>Total Days Staff Absences</i> | <i>Average Staff Attendance Rate</i> |
|------------------------|------------------------------|----------------------------------|--------------------------------------|
| 120                    | 194                          | 855                              | 96.3%                                |

For permanent and temporary staff and school leaders the average staff attendance rate was 96.3%

**Proportion of teaching staff retained from the previous year:**

| <i>Number of permanent teaching staff at end of previous year</i> | <i>Number of these staff retained in the following year (the program year)</i> | <i>% retention rate</i> |
|---|--|-------------------------|
| 55  | 50   | 0.91%                   |

From the end of 2015, 91% of staff were retained for the entire 2016 school year

## KEY STUDENT OUTCOMES

### Average student attendance rate (%) for the whole school:

| <i>Number of school days in program year</i> | <i>Total number of all students</i> | <i>Total number of all student absences</i> | <i>Average Attendance Rate %</i> |
|--|-------------------------------------|---|----------------------------------|
| P-11 = 176<br>12 = 168                       | 679                                 | 8264  | 93.07%                           |

The average attendance rate for the whole school as a percentage in 2016 was 93.07%

### Average student attendance rate for each year level

| <i>Year levels</i> | <i>Average attendance rate for each year level as a percentage in 2016</i> |
|--------------------|--|
| Year Prep          | 99.62%   |
| Year 1             | 85.32%   |
| Year 2             | 94.03%   |
| Year 3             | 93.58%   |
| Year 4             | 94.79%   |
| Year 5             | 90.12%   |
| Year 6             | 93.07%   |
| Year 7             | 95.93%   |
| Year 8             | 96.42%   |
| Year 9             | 99.51%   |
| Year 10            | 83.35%   |
| Year 11            | 87.64%   |
| Year 12            | 90.17%   |

### A description of how non-attendance is managed by the school:

Parents are required to inform the College if their child is not able to attend the College prior to 8.30am each day. They are able to provide this information via an email address to explain the absence of their children. The College is concerned about safety and as such keeps accurate records on student attendance. Attendance is recorded on the College's data base. The marking of the rolls is a duty of the responsible teacher and cannot be delegated to students, parents or student teachers. The Student Services team are responsible for collating the attendance data. Any unexplained absences are accounted for. This results in a SMS message being sent to the parents/designated mobile phone numbers for that student on the morning of the absence.

## NAPLAN results for Years 3, 5 and 7 and 9 in 2014

### Benchmark data for the year

| READING                 |                        |                          |   |
|-------------------------|------------------------|--------------------------|---|
| Year                    | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3                  | 441                    | 425.7                    | 98                                      |
| Year 5                  | 513                    | 501.7                    | 96                                      |
| Year 7                  | 554                    | 541.0                    | 98                                      |
| Year 9                  | 615                    | 580.6                    | 100                                     |
| WRITING                 |                        |                          |   |
| Year                    | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3                  | 428                    | 420.5                    | 100                                     |
| Year 5                  | 480                    | 475.4                    | 92                                      |
| Year 7                  | 525                    | 514.7                    | 96                                      |
| Year 9                  | 560                    | 548.4                    | 93                                      |
| SPELLING                |                        |                          |   |
| Year                    | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3                  | 437                    | 420.1                    | 100                                     |
| Year 5                  | 497                    | 492.9                    | 94                                      |
| Year 7                  | 547                    | 542.9                    | 98                                      |
| Year 9                  | 597                    | 580.3                    | 90                                      |
| GRAMMAR AND PUNCTUATION |                        |                          |   |
| Year                    | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3                  | 462                    | 436.3                    | 98                                      |
| Year 5                  | 513                    | 505.0                    | 100                                     |
| Year 7                  | 549                    | 540.2                    | 98                                      |
| Year 9                  | 595                    | 570.3                    | 93                                      |
| NUMERACY                |                        |                          |   |
| Year                    | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3                  | 440                    | 402.2                    | 100                                     |
| Year 5                  | 493                    | 492.9                    | 100                                     |
| Year 7                  | 556                    | 549.5                    | 100                                     |
| Year 9                  | 631                    | 588.8                    | 100                                     |

Further information can be obtain on the *My School* website <http://www.myschool.edu.au/>.

## Year 12 outcomes

| <b>Outcomes for our Year 12 cohort 2016</b>  |       |
|--|-------|
| Number of students awarded a Senior Education Profile  | 54    |
| Number of students awarded a Queensland Certificate of Individual Achievement  | 0     |
| Number of students who received an Overall Position (OP)   | 45    |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)   | 6     |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications  | 12    |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 51    |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | 0     |
| Percentage of Year 12 students who received an OP1-15 or an IBD  | 84.4% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 98.1% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer   | 96.9% |