





FLINDERS
CHRISTIAN COMMUNITY COLLEGE
Hope & Purpose through Christian Education

20 ANNUAL REPORT 20

CARRUM DOWNS | MT MARTHA | TYABB

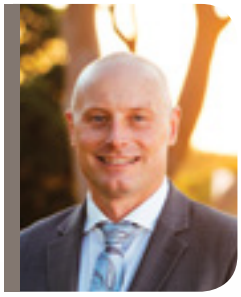
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Our Leadership



Mr Cameron Pearce
Executive Principal

Carrum Downs Campus

Kinder – Year 12



Mr Andrew Watts
Principal – Carrum Downs Campus

Tyabb and Mt Martha Campuses

Kinder – Year 12



Mr Nick Haines
Principal – Tyabb and Mt Martha Campuses



School Profile

Flinders Christian Community College is an independent, co-educational, interdenominational Christian school (with an open and inclusive enrolment policy) for students in Kinder to Year 12, with our Campuses located in Carrum Downs, Mt Martha and Tyabb.

We encourage, challenge and inspire each student to learn, develop in character, understand the world in which they live and develop. As a Christian school, we seek to work with parents and guardians to develop principled, thoughtful and analytical young people prepared to take a purposeful place in the community.

Our Vision

To be a Transformative Christian Learning Community.

Our Purpose

We bring hope and purpose to our community through Christian education.

Our Values

- *We uphold that Christian Education, aims to transform minds and inspire hope, through a Biblical Worldview*
- *We serve humbly for the benefit of our community and others, through a Christ-centred relationship*
- *We commit to maintaining a viable future through ethical and prudent stewardship over all that God provides.*
- *We affirm that each person is uniquely and lovingly created in the image of God and has inestimable value.*



Chairman's Report

***Tim Meyer** - Chairman, Board of Governance*



Not surprisingly, I would never have imagined what 2020 was going to look like when I agreed, late in 2019, to take on the role of Chair of the Flinders Christian Community College Board! Who could have known that we were entering one of the most remarkable, dramatic and turbulent years in living memory - not only for our own community, but our state, our nation, and the entire world. I am so thankful, as is the entire Board, for the incredible diligence, professionalism and dedication of our school leadership and staff, in steering the School through this year, along with our students and families, who have weathered the 'storm' of 2020 with such grace and patience.

In my own life, and in my role of leadership, I have found myself praying often for wisdom and reassurance; not only for myself but for my family and friends, for those I lead in my own workplace, and for our wider society, and our political leaders. But where is such wisdom and reassurance to be found?

In 2018, Greg Sheridan, foreign editor for the Australian newspaper and one of Australia's most influential national security commentators, published a book entitled God is Good for You: A Defence of Christianity in Troubled Times. In his book, Sheridan argues that the wisdom of God, as found in Scripture, is not only a source of eternal hope and reassurance, but a foundation of stability, strength and peace when storms threaten, and when all that lies at the foundation of identity, well-being, and social cohesion are under threat.

I reflect often on the words of the first Old Testament Psalm;

How blessed is the person who does not walk in the counsel of the wicked,
Nor stand in the path of sinners,
Nor sit in the seat of scoffers!
But his delight is in the law of the Lord,
And in His law he meditates day and night.
He will be like a tree firmly planted by [b]streams of water,
Which yields its fruit in its season
And its leaf does not wither;
And in whatever he does, he prospers.

Psalm 1 uses the metaphor of a tree, planted by a river; well-watered and with deep roots, to describe this life-giving wisdom of God. Wisdom that can help us weather storms.

I recall back in the early 1980's, when I was training to be a teacher, an experiment was conducted in the Arizona desert, called 'Biosphere'. A hugely expensive project involving cutting-edge science, Biosphere was an attempt to create a completely self-sustaining "perfect" biological living environment. A computer-controlled ecosystem supplied purified air, water and carefully filtered light. Semi-mature trees were planted to produce oxygen and remove carbon dioxide. Animals, even insects, were carefully selected. Vegetables and fruit were planted in perfectly balanced proportions. It was hoped that people who were assigned to live in there could thrive for years at a time, opening the way perhaps for human colonies on other planets.

Much was learned about science, biology, ecology and even human relationships. But there was one glaring failure. It turned out that, mysteriously, the trees that had been planted in the biodome to provide oxygen, food and soil regeneration, while well-watered in almost perfect soil conditions, would nonetheless simply topple over, without warning.

This baffled scientists, until they realized that there was one natural element they had completely forgotten to recreate in the 'Biodome'. They had not factored in the importance of wind. Including strong and even violent wind. In fact, it turns out that trees need wind and storms to strengthen their root systems and generate structural cells which, in turn, support them as they grow taller.

My son, Robin, reminded me of this last summer, when I was planting some small eucalyptus trees in our driveway. I was busy tying them up tightly, with wooden stakes and plastic shrouds, to make sure they wouldn't blow over in the strong winds we so often get in and around the Peninsula. Robin has a degree in land management and he seemed to take interest in what I was doing. He stopped as he drove past and wound down his window.

"Don't tie them up like that, Dad. Not so tight," he said. "Those trees need to be knocked around by the wind. They'll end up stronger and bigger that way." Storms and wind, it seems, are far less threatening to a tree, than shallow roots.

I think that's a helpful way to view Christian education. Are we there to somehow create a Christian "biosphere," an artificial "bubble" that completely insulates and protects our students, and our community, from the raw realities of life, with its ups and downs, challenges and complexities? Even those as dramatic and unprecedented as Covid-19? I'd suggest not.

Rather, we aspire to be a place where the profound and nourishing wisdom of God is so infused into all we do; our curriculum, our staff and community; our leadership, our governance, our relationships - like nutrient in the soil - that when the wind blows, and when the storms come - the source of life is close, and the roots are deep.



Tim Meyer
Chairman - Board of Governance



Frank Hoogenraad, Jill Healey, Cameron Pearce, Tim Meyers, Stuart Campbell, Brad Buchanan, Tristan Pham, Rebecca Jardine, Maggie Prentice, Maddalena Bradley, Matthew Harridge, Valerie Mason

Board of Governance Members 2020

Name	Meetings attended
Tim Meyer - Chair	7/8
Matthew Harridge - Vice Chair	8/8
Stuart Campbell - Treasurer	7/8
Rebecca Jardine - Secretary	8/8
Valerie Mason	8/8
Bradley Buchanan	8/8
Frank Hoogenraad	7/8
Jill Healey	8/8
Advisory Board Member	
Maggie Prentice	3/8

Board of Governance Meeting Dates 2020

Meeting Date
Wednesday 5 February
Wednesday 18 March
Wednesday 22 April
Wednesday 20 May
Tuesday 14 July - AGM
Thursday 17 September
Wednesday 28 October
Wednesday 25 November

Executive Principal's Report



***Cameron Pearce** - Executive Principal*

"But God has put the body together, giving greater honour to the parts that lacked it, so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it. Now you are the body of Christ, and each one of you is a part of it."

1 Corinthians 12:24-27

Throughout the 2020 school year, we have been faced with an unprecedented challenge to ensure the ongoing blessings of community, sustain a thriving educational experience, while navigating the personal and collective pains that come during a worldwide pandemic. Despite these adversities, we are grateful for the blessings that God has provided, and the unforeseen fruits of hope that have emerged out of these challenges. Our staff, students, and families have been outstanding in their support and commitment, for which we are appreciative. Three prominent themes can be discerned from this year that summarises the core of these blessings in the form of Communitas, Care, and Character. Each of these aspects has proven that even amid despair and struggle, there is always a seed of hope that leads to even greater success.

Communitas

A touching moment along the journey was a photo that was submitted showing one of our Junior School students with their desk, and laptop all set up ready to learn. On the screen was her teacher and class engaged in an online Zoom session. The young girl had her head bowed, eyes closed and were praying with the rest of her class to dedicate the day to Christ as they started on the journey of learning. This picture captured the heart of Flinders and exemplified the value and experience of Communitas that exists at Flinders.



At the heart of the Latin word Communitas is a deep sense of fellowship and belonging that emerges when people are faced with a collective challenge. The pressures of the overarching trial lead a group of people into a time of uncertainty that requires a new level of creativity, responsiveness, and belonging that otherwise would not emerge in a normal state of equilibrium. In such a place, deeper relationships are formed, growth is experienced, and new ways of seeing the world. The ability of our teachers and staff to partner with families to build continued learning and foster a sense of belonging was terrific to witness. The concept of, 'me for the community and the community for the world' was at the heart of this authentic experience of Communitas.

Care

In an interview with one of our experienced teachers that asked them to reflect on their journey with students throughout 2020 they stated, 'When a genuine love for the students drives you, love implores you to do whatever it takes to help our students thrive.' A heart of care and love was what motivated our teachers and staff not to fear the challenge but transcend it by bringing that love to the experience of our students and families. Determined to remain connected and aiming to bring support to each other, staff and students alike found innovative ways to provide a word of encouragement, deliver care packages, pray for each other and check-in during times of need. Our chaplains and counsellors continued to bring a presence of support to our students. Our education support teams went above and beyond in striving to get beside those students that needed extra assistance. The humbling words of encouragement from our families also went a long way to bringing life and energy to the staff. A genuine heart of service and care came out of these challenges for which we give thanks.

Character

In Romans 5, Paul wisely observes the immense growth in character that comes from times of trial. He proposes that through our sufferings, we develop perseverance, which leads to character, and character brings a sense of hope. This process of formation can apply to both individuals and communities. The resilience, creativity and innovation displayed by staff and students produced a sense of hope that not only can these trials be endured but go beyond and thrive in ways not previously experienced. Our student leaders across the College embraced the values of our community and displayed a character that exemplifies the core of the Flinders journey. Witnessing the adaptive and courageous way our students at all levels of the College rose to the challenge, was inspirational to see. The College's values of Love, Faith, Grace, Humility, Integrity, Perseverance and Excellence became embodied realities for all involved while taking our collective and individual character to greater heights.

Sincere gratefulness is expressed to our excellent staff who have gone above and beyond throughout 2020. Sincere appreciation must also be conveyed to our executive leaders across the College for their self-sacrificing heart and humble service. We are also grateful to our Board of Governance for their wise and measured counsel through this time. Finally, our overwhelming gratitude goes to our student and families who have remained committed and supportive of the Flinders journey throughout 2020, and we look forward to continuing that partnership in 2021.

Yours faithfully



Cameron Pearce
Executive Principal



Principal Report
Carrum Downs Campus



***Andrew Watts** - Principal, Carrum Downs Campus*

Towards the conclusion of Term 4, I start to ponder possible themes for the following year. Last November, I had no idea of how vital our 2020 theme of "Bit by Bit, Step by Step and Inch by Inch'' was to become. In a year of great uncertainty and challenge for staff, students and families having clarity on the long-term future have been difficult. No doubt we have hoped for an end to restrictions and lockdowns and to return to the normality we took so for granted in years past. In such circumstances, a focus on the short term becomes more prominent in one's thinking. In essence, it is the only thing we can control - the next day - the next step - the next inch. As I have written before, it is the adding up of all those inches that make the difference and indeed it has made the difference this year. Every member of our community has contributed to the success of 2020.

As I reflect on the start of the year, the media was saturated with news about the devastation wrought by the bushfires in Victoria and New South Wales. In January, I remember hearing a report about an unusual strain of pneumonia in Wuhan, China. Unsurprisingly, like most of us, I hardly gave it much thought. The COVID 19 epidemic became the most significant global event in my lifetime of fifty years. There have been many tragic and spectacular events, but nothing has had such a widespread and long-term impact on society. There is no doubt for decades we will look back on 2020 and share stories with children and grandchildren.

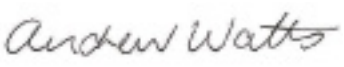
Mr Grace, our Head of Senior school, shared a devotion from the Psalms in Term 4 with the staff. He read from Psalm 116 and 143. Three rolling themes are present in each Psalm. The first is that struggle and times of trial are inevitable in life. For the modern person, we have done an excellent job to guard ourselves from hardship and struggles. Despite this, we all go through seasons of illness, relationship strain, depression, and financial challenge. What has been unique about this year is that the trial has been a corporate experience. Secondly, the Psalms speak to God's character and faithfulness. God's goodness and commitment to walking with us are ever present, and we as a community have sensed God's providence and love throughout the year. It is my sincere prayer that we have all had at the very least, a sense of God's divine presence during the trials of 2020. Finally, the Psalms speak of the consequences for us when we experience God's faithfulness and love in times of uncertainty. Those who encounter the love of God respond with complete trust and allegiance to him.

Mr Grace's devotion captured my interest as it summarises our year; trial, the faithfulness of God and hopefully a renewed trust in him. I have been humbled by the countless expressions of gratitude and appreciation from the Flinders community. Our transition to, and maintenance of, an online learning program was second to none. Our teachers and especially our students, adapted and grew as learners in a new and innovative learning environment. Many students are now operating at a far higher level than before. A little band of children of essential workers would gather on-site each day, connect to Zoom and engage in their lessons. They would arrive with a smile that would last all day.

I wish to acknowledge the incredible work of the Flinders staff. There was not one complaint as we set up lessons and activities. For most of us, we had to reinvent and reconceptualize our understanding of teaching and learning. I also wish to acknowledge outstanding support from parents at home. We could not have done it without you! Finally, to all our students from three-year-old kinder to Year 12 - well done! Your resilience, integrity, optimism and energy will inspire many generations to come. Take time to reflect on all you have achieved and be very proud of yourselves.

As I write this article, the future is still uncertain, and I am sure there will be more testing times ahead. However, I take great comfort in the faithfulness of our God and the capacity of our community here at Flinders.

Yours in His service,



Andrew Watts
Carrum Downs Campus Principal



Principal Report
Tyabb Campus

***Nick Haines** - Principal, Tyabb Campus*



When the school year commenced, little were we to know of what 2020 would bring for our staff, students and families. With some exciting plans underway including camps week and our 2020 school production, things quickly changed toward the end of Term 1 to what would look like a very new and different way of experiencing school life. Within a matter of weeks, our school community had transformed from what we have always known as 'normal' to all students learning online and from home. However, despite the rapid pace in which everything, including education changed, our community adapted, adjusted and sought new opportunities to create a sense of connection, community and a learning culture in a time of strict lockdown.

A particular highlight in the Junior School was the weekly zoom assemblies in which we had more than 200 participants connecting and celebrating each other's achievements. New initiatives were established during lockdown in the Junior School, one particular highlight being the Wellbeing Wednesday cooking classes every Wednesday afternoon for our Grade 5 and 6 students.

Our Middle and Senior School staff and students continued to share some of the rituals important to our community, including chapel services, assemblies, and pastoral care lessons. Our wonderful wellbeing team refused to let lockdown prevent us from taking time to generate further dialogue and awareness of mental health and provided staff and students with an array of fantastic presentations and resources as a part of RUOK? Day.

Our theme for this year was Justly, Mercifully, Humbly. This was based on Micah 6:8 - And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.

To walk humbly is to live life not having an over-inflated view of oneself and to have an openness to learning and development. Throughout the course of this year, the school has been on a journey to determine and develop the school structures that best support a student's journey through Flinders and best enables a strong sense of consistency, continuity and belonging for all of our students. 2021 will now see a shift and consolidation from a Middle School and Senior School under the leadership of Mrs Corline Esterhuizen and Mr James Kumnick to one united Secondary School.

The shift to a secondary model brings with it a change in our leadership structures, and we look forward to welcoming Mr Mark Hamilton to take on the new role of Head of Secondary in 2021. I would like to express my appreciation and gratitude for the leadership and service of Mrs Esterhuizen and Mr Kumnick in their roles as Head of Middle and Head of Senior School. We are blessed that Mr Kumnick will continue serving at Flinders, and we wish Mrs Esterhuizen all the best as she steps into a new season of life with her husband in the Northern Territory.

I congratulate and commend our students from 3 year-old kinder through to Year 12 on the way in which they persevered throughout the school year in 2020. James 1 talks about the testing of your faith being a good thing as it helps us to develop perseverance. Our students have all well and truly developed and demonstrated perseverance throughout the times of lockdown and learning from home during the course of 2020 and I am incredibly proud of all of our students.

I would like to express my sincere thanks and appreciation to our wonderful group of staff at Flinders for the way in which they have responded to the challenge of learning in the midst of a global pandemic. All administration, support and teaching staff at Flinders have demonstrated a growth mindset and a desire to find ways in which we can ensure our students feel cared for, catered for and engaged in their learning and community. I have been overwhelmed with the encouraging and positive feedback from students and families about the way in which our staff have been supporting students in their learning and I believe that actions by our staff to support students and families is an affirmation of Flinders' identity as a missional, Christian school.

Yours faithfully,



Nick Haines
Campus Principal, Tyabb & Mt Martha Campuses



Academic Achievements

The My School website was developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in 2010 using information based on the Government's National Assessment Program – Literacy and Numeracy (NAPLAN) national testing. Flinders uses NAPLAN data to inform the teaching and learning program and will continue to actively use this data to improve our curriculum provision, especially for students who need additional support.

In 2020, Education minister decided that NAPLAN testing would not proceed due to the COVID-19 pandemic. As we don't have 2020 NAPLAN results but as a reference point, please find below our NAPLAN results for 2019 and 2018.

NAPLAN

Carrum Downs Campus

The percentage of students in Years 3, 5, 7 and 9 achieving above the minimum national standards, at the minimum national standards, and below the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy:

2019	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
Year Level	Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
3	95%	2%	2%	95%	0%	5%	87%	8%	5%	95%	0%	5%	95%	3%	3%
5	98%	2%	0%	98%	2%	0%	89%	11%	0%	94%	4%	2%	96%	2%	2%
7	94%	5%	1%	84%	13%	4%	87%	10%	3%	81%	13%	6%	94%	5%	1%
9	91%	7%	1%	83%	10%	6%	85%	10%	4%	76%	16%	7%	91%	4%	4%

2018	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
Year Level	Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
3	97%	2%	2%	98%	0%	3%	90%	6%	4%	99%	1%	0%	97%	1%	1%
5	95%	5%	0%	98%	2%	0%	96%	4%	0%	87%	11%	2%	98%	2%	0%
7	95%	5%	0%	77%	20%	3%	95%	3%	3%	91%	8%	1%	94%	6%	0%
9	91%	7%	1%	67%	22%	12%	88%	9%	3%	90%	10%	0%	93%	4%	3%



Tyabb Campus

The percentage of students in Years 3, 5, 7 and 9 achieving above the minimum national standards, at the minimum national standards, and below the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy:

2019	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
Year Level	Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
3	92%	8%	0%	100%	0%	0%	88%	8%	4%	96%	4%	0%	84%	12%	4%
5	95%	5%	0%	93%	5%	2%	98%	0%	2%	88%	10%	2%	100%	0%	0%
7	92%	6%	2%	85%	15%	0%	94%	5%	2%	94%	3%	3%	94%	6%	0%
9	90%	8%	2%	73%	17%	10%	92%	5%	2%	87%	12%	1%	93%	6%	1%

2018	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
Year Level	Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard			Minimum Standard		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
3	95%	5%	0%	100%	0%	0%	95%	5%	0%	95%	0%	5%	97%	3%	0%
5	96%	4%	0%	96%	2%	2%	96%	4%	0%	98%	2%	0%	96%	4%	0%
7	93%	6%	1%	75%	21%	4%	91%	7%	3%	88%	9%	3%	96%	4%	0%
9	82%	17%	1%	78%	13%	10%	83%	12%	5%	82%	16%	2%	92%	6%	1%

VCE Achievement

Carrum Downs Campus

Wendy Kincses - VCE Coordinator



Overview of the year

In 2020, Fifty-eight (58) students successfully completed year 12. Forty-eight (48) students undertook and completed their VCE certificate. One Year 12 student undertook two unit 3/4 sequences, as part of the ATEP program through Swinburne University but this program did not allow him to complete enough units or Unit 3/4 sequences to qualify for a VCE certificate.

Nine (9) students undertook VCAL studies, all of whom successfully completed Senior VCAL. VCAL students completing a Unit 3/4 VCE course do not sit the end of year exams but may receive study scores, based on their SACs and SATs. This did not apply to any of the 2020 Year 12 cohort.

Three (3) students completed the units required to qualify for a VCE certificate but did not undertake examinations, which is known as an unscored VCE.

The total number of students in the cohort who thus sat the VCE examinations was 45, Calculations are thus based on a cohort of 45.

The 2020 cohort performed as follows:

- 8.89% of students received an ATAR over 80.
- 28.89% of students received an ATAR over 70.

These results are significantly lower than recent years:

- 2019 cohort: 3.77%, 22.64%, 49% respectively
- 2018 cohort: 6.67%, 25%, 45%, respectively
- 2017 cohort: 12%, 30%, 57%, respectively
- 2016 cohort 10.91%, 21.82%, 50.91%, respectively

The main difference between this and recent years, is the low number of 70+ ATARs however it is of note that there was only one ATAR below 40 (and this was significantly below 40) whereas in previous years typically 3-4 students achieved ATARs below 40. This suggests that students who struggle academically were well supported but more able students have not excelled.

The 2020 cohort undertook much of their year 12 studies online from home. This was a new and challenging experience for both students and teachers but common to all metropolitan Victorian schools. The impact of online learning was different for every student and it cannot be known whether the overall school results would have been better or worse had this been a normal year with all classes onsite. However, most students at Flinders were not as greatly adversely impacted by online learning as students from schools in lower socio-economic areas, bushfire affected communities and/or locations with high numbers of Covid cases. To compensate students who were subject to more challenging circumstances, VCAA developed the process of Consideration of Educational Disadvantage which may have resulted in adjusted study scores. Whether or not an individual student's study score has been adjusted in any subject has not been released.

While the circumstances of this cohort would lead one to believe these students may not have been adversely affected by COVID, there were a higher than usual number of students with diagnosed anxiety amongst the group. It had been noted both in 2020 and prior years that many of the cohort lacked resiliency. The students were interdependent and supportive of one another, they were (appropriately) physically affectionate towards each other – attributes which would normally be regarded as positive and community building. Therefore, it is not surprising that this cohort struggled with the physical isolation of Covid lockdown. Some students felt their VCE had been ruined and lost their drive to succeed, others were overwhelmed by the challenges of life without the proximity of friends and staff to support them. However, there were students who thrived in conditions as they were not distracted by work, sport, driving lessons and 18th birthday parties. These students performed as well or better than anticipated.

Fifteen percent of students undertook Senior VCAL (compared with 18% in 2019, 9% in 2018 and 11% in 2017), indicating the VCAL pathway offers an excellent alternative Year 12 qualification for those students not pursuing an ATAR and University entry.

VCE Study Scores

Forty-eight (48) students successfully completed their VCE and nine (9) completed Senior VCAL. One student did not complete his VCE but completed ATEP. The Year 12 completion rate was therefore 100%, as was the VCE completion rate.

Forty-six (46) Year 12 students and thirty-four (34) Year 11 students from Carrum Downs campus presented for the VCE and VCE/VET exams in November/December 2020. These students successfully obtained 306 study scores in 21 school based subjects, and 6 subjects undertaken through Distance Education, score VET and languages studied off-campus.

The median study score was 28 and there were three (3) study scores over 40 (1.2%). These values are lower than 2019 (9 and 3%, respectively.) The top ATAR was 89.9 which is lower than 2019 (92) and significantly lower than 2018 (98.9).

No perfect study scores of 50 were obtained, the highest score being 42 (English). The highest individual study score was marginally lower than in 2019 (43 for VCD) but significantly lower than in 2018 (48 for Further Mathematics) and there were fewer study scores over 40.

For comparative purposes, please note that for every individual subject (study), VCAA sets the following statistical constants that apply year-on-year:

- the median student score for any subject is set at 30.0
- the proportion of students that will receive a score of 40.0 or more is 9.0%

These are regarded, and sometimes incorrectly referred to as, "State-wide means".

Overview of 2020 ATAR results:

Of the forty-eight (48) students completing their VCE at Carrum Downs, 0 students received ATAR scores over 90; 4 received ATAR scores over 80 (8.89%); 13 received ATAR scores over 70 (28.89%); 24 received ATAR scores over 60 (53.33%); and 34 received ATAR scores over 50 (75.56%).

The mean ATAR was 61.82 and the median ATAR was 60.95, which are significantly lower than mean and median ATARs of recent years.

Historical ATAR Comparison of Carrum Downs Campus from 2014-2020:

2020: Top ATAR score was 89.9
Mean ATAR was 61.82
Median ATAR was 60.95
8.89% received ATAR scores of 80 or above

2019: Top ATAR score was 92
Mean ATAR was 67.08
Median ATAR was 70.25
22.64% received ATAR scores of 80 or above

2018: Top ATAR score was 98.90
Mean ATAR was 66.24
Median ATAR was 60
25% received ATAR scores of 80 or above

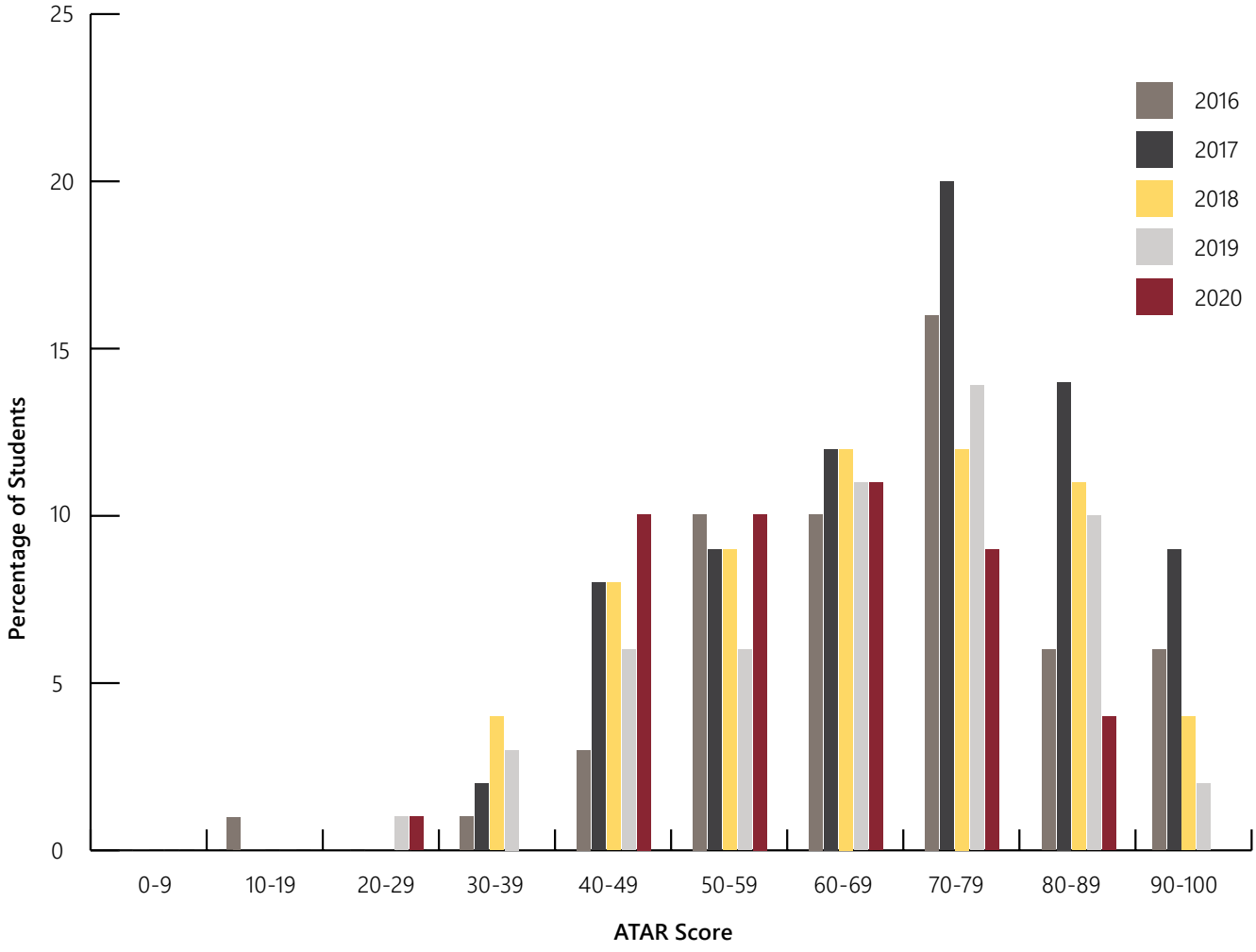
2017: Top ATAR score was 98.55
Mean ATAR was 70.59
Median ATAR was 72.35
31.1% received ATAR scores of 80 or above

2016: Top ATAR score was 95.65
Mean ATAR ranking was 66.45
Median ATAR was 70.4
21.8% received ATAR scores of 80 and above

2015: Top ATAR score was 98.1
Mean ATAR ranking was 59.97
13.46% received ATAR scores of 80 and above

2014: Top ATAR score was 97.60
Mean ATAR ranking was 60.74
17% received ATAR scores of 80 and above

Comparative ATAR Scores 2016-2020



VCE Achievement

Carrum Downs Campus - continued

Commentary on VTAC Applications

Of our students, there were forty-six (46) VTAC applications (95.83% of the VCE cohort) to tertiary studies.

January and February Offers:

Thirty-eight (38) January First round offers (84.44% of VTAC applicants)

Eight (8) February First round offers, three (3) February Second round offers, and one (1) February Third round offers were made by VTAC, which included eight (8) students who received more than one offer. In Total forty-one (41) students, which is 91.11%, received a VTAC offer.

Eighteen (18), which is 40% of students were offered their first preference course, fourteen of these in the January round

Five (5) second preference offers were made (11.36%)

This is, twenty-three (23) first and second preference offers (51.11%)

The proportion of students receiving first round offers is similar to 2019 and 2018 (85.71% and 83%, respectively but somewhat lower than 2017 when 95% of applicants received first round offers and 2016 (92.6%).

While it is of interest that approximately half of the cohort received an offer from their first or second preference, this is not a useful measure of success as students are encouraged to be aspirational in selecting their highest preferences. Some students may alter the order of their preferences once ATARs are released but many do not if they are confident of an offer from a lower preference institution.

Other Schools

Better Education http://bettereducation.com.au/results/vce.aspx ranks schools and other VCE providers on median VCE scores and the percentage of scores over 40.

For 2020, Carrum Downs was ranked as follows:

- 344 out of approx. 530* schools for median and % scores over 40

This is a significant drop from previous years. For 2019, Carrum Downs was ranked 266 out of approx. 530* schools for median and % scores over 40. In 2018, CD was ranked 149/533 for median score and 173/533 for % scores over 40. The rankings show a significant downward change In 2017, CD was ranked 113/532 and 165/532 respectively on these two criteria. In 2016, CD was ranked 107/532 and 175/532 respectively on these two criteria and in 2015, CD was ranked 186/528 and 193/528.

**Note changes to the website since 2019 make it difficult to determine how many Victorian schools offered VCE in 2019 and 2020.*

Looking Forward

The results for the 2020 Year 12 VCE cohort are significantly lower than in recent years. While 2020 presented many difficulties for our students, these difficulties were experienced across the state. Since study scores and ATARs are based on ranking and VCAA introduced measures to account for disadvantage, we cannot attribute the poor results to Covid.

It was noted in the 2019 VCE Performance Report that the then year 11 students Unit 3/4 study scores tended to be lower than their year 12 counterparts. In 2019, the median study score for accelerants was 28.5 compared to the overall median of 29. (Historically accelerating students tend to outperform the year 12s in the cohort.) So, it was anticipated that the 2020 VCE results may be lower than other recent VCE results.

A number of strategies were proposed for the 2020 academic year. These included

- Providing mentoring support for some specific VCE teachers
- Reviewing teaching practices in subjects with low mean study score
- Teaching heads of Faculties how to use the VCE Data Service to identify patterns in results and assist in implementing improved teaching strategies.
- Discussion with colleagues in other schools to identify successful strategies employed
- Using VCE Data Service and Naplan results to identify students at risk of underperforming in VCE
- Building resilience in students so they can better manage the stress of VCE and strive for excellence.

Owing to the challenges of delivering online VCE education and travel restrictions, there was limited progress towards implementing these strategies. For example, plans to meet with teachers from other schools could not be realised and the emphasis moved to responding to the changes brought about by online learning. It would be anticipated that these strategies will be reconsidered as part of the VCE review.

Other strategies previously introduced may not have been as fruitful due to online learning. Fewer students sought the support of private tutors as such help would have to be conducted online and both students and tutors were reluctant to participate in this kind of arrangement. Formative assessment and following up of learning activities was more difficult as it relied on students being proactive about uploading or sharing their work while they were actually becoming disengaged. The timing of the October trial exams was less ideal as students were still finishing coursework in the week prior.

One promising statistic from the VCE data service, is the median study score by year level. This shows us that the overall median was 28.1 but the median for Year 11 students was 33.5 compared to 27.8 for the Year 12 students. While typically the Year 11 median is higher than the Year 12 median, a difference of this size has not been seen since 2016 – which was followed by excellent results in 2017.

If this trend is repeated, we may expect far better results for 2021.

During 2021 a review of VCE at Flinders is to be undertaken. It is anticipated that this process will examine a broad range of issues relating to VCE success, including

- Review of strategies which have successfully raised the performance of the lower ends of the cohort
- Examination of reasons for higher the higher end of the cohorts underperforming
- Subject selection processes
- The value of mentoring programs at VCE
- Supporting teaching staff to stretch more able students
- The effectiveness of tutoring programs for senior student implemented by the college
- The role of the pre-VCE teaching and learning towards promoting excellence
- Finding the balance between striving for excellence and succumbing to anxiety and stress
- Empowering teachers to improve their teaching through targeted PD, understanding the VCE data and Examination marking

In summary, the 2020 VCE cohort did not perform as well as some recent previous cohorts and their performance was below what was anticipated from their Year 9 NAPLAN data. The cohort endured unprecedented circumstances which makes comparisons a little less reliable. It can be noted that the mid-high achieving students underperformed but the weaker end of the cohort were supported to perform better than anticipated. However, the majority of students have either been accepted into a desired tertiary course or have found employment for 2021 and beyond.



VCE Achievement
Tyabb Campus

Simone Pennicuik - VCE Coordinator



Comparative Overview

Number of students	2016	2017	2018	2019	2020
Enrolled in Year 12	79	101	110	89	83
Completed external VCAA exams	73	87	99	77	74
Completed an unscored VCE	4	2	5	2	0
Completed VCE exams over 2 years (*year finished)	1	1*	0	0	0
Undertook VCAL	2	11	6	10	9
Accelerated in a Unit 3 & 4 subject (Currently in Year 11)	43	42	34	39	31
Granted Special Exam Arrangements	-	11	17	17	5
Granted Derived Exam Scores	-	4	6	5	0
University Extension Program	3	-	-	4	1
VCE completion rate	99	100	100	100	100
Study scores obtained	403	476	530	417	387
Median study score	31	29	30	29	29
State median study score	30	30	30	30	30
Independent Schools median study score	33	33	33	33	33
Percentage of study scores over 40	8.4%	5.0%	5.3%	4.8%	3.4%
Percentage of study scores over 40 for all Victorian schools	8.8%	8.8%	8.8%	8.8%	8.8%
Percentage of study scores over 40 for Victorian Independent Schools	15.8%	15.8%	15.3%	15.6%	15.2%
Perfect study score of 50	1	1	0	1	1

Historical ATAR Comparison of Tyabb Campus from 2015-2020:

2020: Top ATAR score was 97.4
Mean ATAR score 64.37 and the median ATAR 65.63
18.92% received ATARs over 80

2019: Top ATAR score was 97.6
Mean ATAR score 63.81 and the median ATAR 65.45
19.50% received ATARs over 80

2018: Top ATAR score was 99.4
Mean ATAR score 64.84 and the median ATAR 62.93
19.09% received ATARs over 80

2017: Top ATAR score was 96.85
Mean ATAR score 60.84 and the median ATAR 61.95
11.49% received ATARs over 80

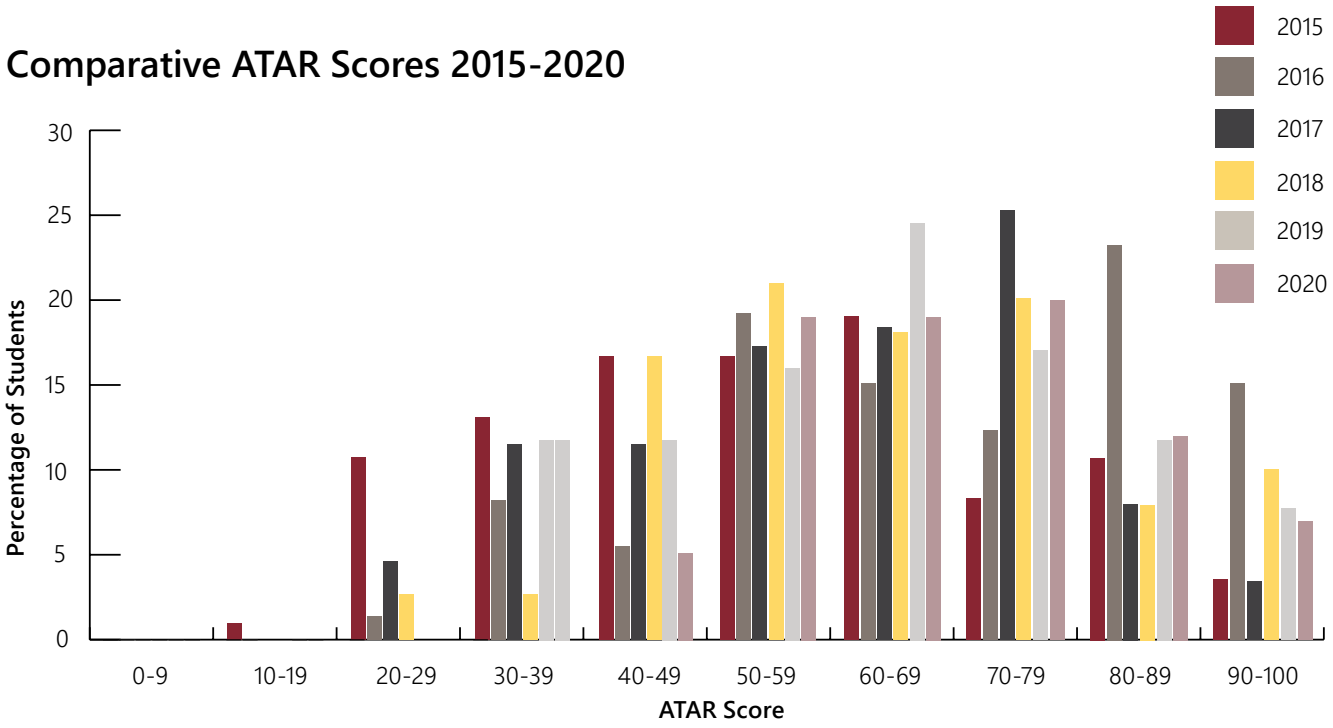
2016: Top ATAR score was 99.2
Mean ATAR score was 68.87 and the median ATAR 70.7
38.36% received ATAR scores of 80 and above

2015: Top ATAR score was 97.15
Mean ATAR score 55.8 and the median ATAR was 56.5
14.2% received ATAR scores of 80 and above

ATAR Scores: Tyabb 2015-2020	2015	2016	2017	2018	2019	2020
Highest ATAR	97.15	99.2	96.85	99.40	97.6	97.4
ATAR of 90 or above - ranked top 10% of the state	3.6%	15.07%	3.44%	11.23%	7.8%	6.76%
ATAR of 80 or above - ranked top 20% of the state	14.2%	38.36%	11.49%	19.09%	19.5%	18.92%
ATAR of 70 or above – ranked top 30% of the state	22.5%	50.69%	36.78%	39.31%	36.36%	39.19%
ATAR of 60 or above	41.6%	65.76%	55.17%	57.29%	61.03%	58.11%
ATAR of 50 or above	58.3%	84.94%	72.41%	78.64%	76.62%	77.03%
ATAR below 50	41.7%	15.07%	27.59%	21.36%	23.28%	22.97%
Lowest ATAR			25.5	27.8	33.4	27.3

Of the 74 students completing VCE Year 12 at Tyabb 74 acquired ATAR scores. The mean ATAR in 2020 was 64.37 and the median ATAR was 65.63.

Comparative ATAR Scores 2015-2020



VTAC / Higher Education Preferences

Round One Offers Report 2018

90% of students applied for a Tertiary position. 81 students received first round offers of a possible 91 who applied, which equates to: 89%

Preference	No of students	%
1	47	58.02
2	18	22.22
3	9	11.11
4	5	6.17
5	1	1.23
6	-	-
7	1	1.23
No offer	10	10.98

Round One Offers Report 2019

78.41% of students applied for a Tertiary position. 54 students received first round offers of a possible 69 who applied, which equates to: 78.26%

Preference	No of students	%
1	23	42.6
2	10	18.52
3	9	16.66
4	6	11.11
5	4	7.41
6	1	1.85
7	1	1.85
No offer	15	21.74

Round One Offers Report 2020

84.43% of students applied for a Tertiary position. 64 students received first round offers of a possible 70 who applied, which equates to: 91.43%

Preference	No of students	%
1	30	42.86
2	15	21.42
3	8	11.42
4	6	8.57
5	3	4.29
6	1	1.43
7	-	-
8	1	1.43
No offer	6	8.58



VCE Achievement

Tyabb Campus - continued

Victorian Schools Better Education Ranking Trends 2016-2020

Flinders Christian Community College - TYABB	2016	2017	2018	2019	2020
Better Education Rank	135	240	188	243	258
Scores of 40+ (%)	8.4↗	5↗	5.3↗	4.8↗	3.4↗
Median VCE Score	31	29	30	29	29
Median Score Percentile	23	41	32	41	44
Unit 3-4 Cohort	127	142	151	122	115
http://www.bettereducation.com.au/Results/vce.aspx					

The 2020 cohort, despite the challenges of COVID, were creative, courageous and contented with the simple things. They embraced opportunities to be together and completing SACs on Campus became the social highlight of May. Some students thrived during remote learning but for many, study became secondary to surviving four walls at home. The impact of COVID on students needing sport, physical comraderie and social interaction was significant and a number of parents expressed concern that their child had withdrawn and that sleep patterns, diet and motivation had changed.

Remote Learning:

- Staff were instructed to use a range of formative and summative assessment indicators to make informed factual judgements, to adhere to authentication advice and to modify assessments.
- Study designs were adjusted and external assessment dates were rescheduled to provide more time to deliver content.
- Staff implemented changes to study designs across Units 3 & 4, designed tasks to assess multiple outcomes, extended deadlines and reordered the learning program to meet the needs of all students in the classroom.
- We rolled out authentication policies and expectations surrounding completion of work and assessment at home.
- We coordinated all Unit 3 & 4 & internal assesments to be scheduled on Campus to ensure standards and authentication requirements were not compromised.
- Staff ensured resources were deliverd to students requiring supplies for Studio Art & Food Studies.
- Mentors and Heads of House were intentional about creating a sense of belonging and many VCE teachers did fun things via Zoom to improve student morale, engagement and motivation including cooking competitions, 'show and tell', Scribblio, wearing fancy dress to class, music jam sessions, crazy hat days and anything to bring a smile to faces. Students were very appreciative of the time staff invested.
- Care packages were delived via Australia Post to all Year 12 students with exam resources, staff encouragments, keepsakes and food prior to the Term 3 holiday break.
- The Consideration of Educational Disadvantage process was implemented to a high standard. Heads of House and mentors met to share holistic insights following completion of student statements. The CED Team then distributed key information to teaching staff. Unit 3 & 4 Teachers considered available evidence in terms of expected performance and submitted initial and expected scores in light of ranking and spread of students for statistical moderation. This data was cross-checked by the CED team before entered on VASS.

Other events in 2020 which had a positive or negative impact on results:

- The Year 12 Retreat was yet again, a wonderful opportunity for staff and students to build relationships and strong foundations. The watermelon hunt leaves a lasting impression and the encouragement to persist and 'dig deep' when faced with challenges is recalled by students throughout the year.
- Improved health. Students did not experience the general health concerns typical of a normal year. We had a significant decrease in applications for Special Exam Arrangments and no Derived Exam Scores.
- 100% VCE completion rate. No parents requested that their son or daughter complete unscored VCE.
- Students who complete an acceleration subject in Year 10 and an extension program in Year 12, which carries a generous increment, continue to attain the highest ATAR results.
- Expectations surrounding administration of SACs has led to a reduction in the number of cheating/ plagiarism incidents. Two interviews and one VCE panel were conducted in 2020 regarding authentication of student work.
- Increased numbers enrolled in Distance Education with lower study scores highlights that this mode of learning is less than ideal for most students, even if they are self-directed learners. Students are encouraged to select subjects offered by the College but choices in some blocks are limited. The process needs to be further refined.

- Having a designated room for Distance Ed, VSL and staff rostered to take the roll has assisted with attendance and authentication requirements, but most students do not utilise the time well.
- Transition from VCE into VCAL occurred seamlessly in 2020 and prior to cut off dates which ensured the remainder of the cohort were not negatively impacted by results being recorded on VASS.
- There is a greater need for Career Counselling prior to students selecting subjects in Year 10.
- Conducted zoom sessions to inform students of the VTAC process.
- Updated the VCE Policies & Procedures Handbook, conducted sessions across 10, 11 and 12 during Kickstart and amended templates to streamline subject variation requests.
- Procedures surrounding change or withdrawal from a subject and applications to reduce subject load have been improved upon and are carried out between Careers, VCE and VCAL where applicable to ensure pathways are agreed upon by all parties in conjunction with families.
- Implementation of contracts for students on a reduced load has ensured 80% attendance requirements are met.
- Edrolo and Studyclix were made available to both Year 11 and 12 students during COVID to ensure class teaching was supplemented with quality resources.
- VCAA bulletins were distributed to staff via email and the benefits of being a VCE assessor was promoted.
- Careers Expos were conducted online.
- Promotional materials and free revision resources were made available to students. Many students attended free ATAR Note revision sessions or attended TSFX lectures in January.
- Revision sessions typically conducted by VCE staff during the September holidays did not run.
- Tutoring by alumni students continues to expand.
- We created personalised study timetables with almost half the cohort.
- Mid-year examinations were conducted in class time due to COVID restrictions.

CONCLUSION

2020 was a challenging year, and the impact of COVID will no doubt be felt for years to come but we did it as a community and we did it well. Our students knew that we cared and from all reports at the Valedictory event are embracing life and new directions with work and study. The focus on performance and results may have shifted for some but life lessons about the value of belonging, friendship and enjoying the simple things will endure.



People and Culture

All academic staff are registered with the Victorian Institute of Teaching and have approved tertiary academic qualifications.

Corporate Services Executive Staff

Mr	Cameron	Pearce	BA; Dip.Ed.; MEd; MBA; MPT; GAICD	Executive Principal
Mr	Tristan	Pham	B.Com; CPA, FGIA; MBA	Chief Financial Officer
Mr	Stuart	Cumming	B.Ec.	Head of People and Culture
Mr	Brett	Graham		Head of Technology and Innovation
Mrs	Monica	Wulff	B.Econ.	Head of Marketing
Mr	David	Hausler	B.Bus.	Head of Finance
Mr	Phillip	Gruzska	M.OHSE.Mgt; B.Dip.Mgt.; Cert.TAA	Risk and Compliance Manager
Mrs	Maddalena	Bradley	Cert. IV Bus.Mgt; Dip.Sec Studies	Executive Assistant
Mr	Kell	Jackson	Adv.Dip. Game Dev.	Property and Maintenance Supervisor, Carrum Downs
Mr	Andrew	Ogden	B. Theol.; Dip. Ministry	Property and Maintenance Supervisor, Tyabb

Corporate Services Staff

Peter Christensen, Jordan Clyne, Illana Cornell, Shane Elvey, Cary Fawcett, Caitlin Fraraccio-Hill, Malcolm Garrett, Karen Gibbons, Georgie Honrado, Les Lindenburg, Vanessa MacDonald, Ross McCleary, Stacey McKenzie, Melissa Moran, Kirsty Neil, David Owens, Steven Phyffer, Carrin Raabe, John Renshaw, Ian Tamplin, Andy Tran, Cindy van Straaten, Nadine Walters, Kat Ware, Deborah Wood, Michael Woods.

Carrum Downs Campus Executive Staff

Mr	Andrew	Watts	M.Ed.; B.Theol; Grad.Dip.Ed; Grad.Dip Counselling; Dip.Ministry	Campus Principal
Mr	Paul	Manley	B.Sc.(Hons); M.Sc.; Grad.Dip.Ed.; M.Ed.	Deputy Principal
Mr	Nicholas	Greenwood	B.Ed; Dip.Teach	Head of Junior School
Mr	Adam	Swain	B.Sc.; B.Teach; M.Ed.	Head of Teaching & Learning Junior School
Mr	Michael	McLean	B.Ec; Dip Ed; Grad Dip; ICT Ed.	Head of Middle School
Mr	Daniel	Stanley	B.A; Grad.Dip.Ed; M.Ed	Head of Teaching & Learning Middle School
Mr	Jonathon	Flack	B.Phys.Ed; Cert. IV.Youth Dev.	Director of Wellbeing

Carrum Downs Academic Staff

Chris Alley, Peter Anderson, Claire Ball, James Barlow, Yolanda Barnes, Peter Beissmann, Blake Bevis, Kerri Bevis, Catherine Blakeney-De Kretser, Penny Bowen, Jordyn Bracegirdle, Robert Burford, Dave Campbell, Georgina Chambers, Carey Cole, Adam Copeland, Shay Cosgrave, Nicky Cowling, Deb Dalton, Toby Daniel, Olivia Davey, Maria Del Rosario, Alex Douch, Deborah Eastman, Natalia Emanuel, Amy Fitzgerald, Gaye Franklin, Carol Gere, Kerri Greenwood, Rodney Hardy, Sarah Harland, Teon Haywood, Jacqui Hodder, Caterina Hou-Toth, Lyndel Hoy, Wendy Jordan Pelz, Robyn Keeley, Wendy Kincses, Kirsten Laurie, Dasha Lepustin, Megan Levey, Alex Maher, Paul Mangan, Daniel Mason, Kiara McCrory, Cristi McCleary, Lauren McCleary, Vinorma Meston, Davina Muller, Duncan Neil, Kelly North, Veronica Pallot, Lee-Anne Partridge, Rachelle Partridge, Tamlyn Paterson, Deb Patterson, Lauren Preston, Ronelle Prior, Tom Pugh, Danielle Reeves, Michelle Rowse, Amy Scott, Hong Shen, Alexandra Skinner, Emma Smith, Odette Smith, Eddie Taing, Mary Clare Terrill, Linda Toporzisek, Claire Tyrrell, Louise Van Niekerk, Austin Van Strijp, Chaneen Vorster, Elaine Wang, Christina Ward, Marissa Watts, Fiona Withers, Samantha Woolnough, Lauren Zuidema.

Carrum Downs General Staff

Rosslyn Allen, Andrea Allison, Rob Anderson, Cathie Bailey, Merrin Blashki, Relly Bruce, Rebecca Buchanan, David Campbell, Michelle Campbell, Peter Cappel, Sook Wei Cosby, Tracey Davenport, Erika Dax, Alesha De Vries, Kristine Gardiner, Kathryn Gardner, Rinalda Geldenhuys, Chenny Glenton, Kerryn Graham, Margaret Graham, Carissa Haines, Vivi Harianto, Fiona Hawkins, Jessica Kendall, Greta Kerrigan, Lesley Lansdown, Suzanne Lokot, Vanessa MacDonald, Sume MacDonald, Alexander Maher, Jackie McCann, Joshua McCarthy, Suzanne McCleary, Angela McLaren, Dilomi Mendis, Marianne Morgan, Andrea North, Lorraine Nuon, Carolyn Nuttall, Renate Peacock, Michelle Philips, Alison Phillips, Helen Piner, Linda Reeves, Kate Rowe, Lois Salisbury, Mellanie Samuel, Cindy Shacklock, Emmy Singer, Jeanene Slabbert, Amelia Swanton, Noah Swenson, Josephine Tejeda, Nick Toovey, Sue Treanor, Julie Vernon, Julie Wachter, Nadine Walters, Joanne Walton, Joey Watts, Tilly Watts.

Tyabb Campus Executive Staff				
Mr	Nick	Haines	B.Sports & Outdoor Rec.; B Ed; MBA (Ed. Leadership)	Campus Principal
Mr	Luke	Swain	B.Sc.; Dip.Ed.	Deputy Principal
Mr	Julian	Van Tienen	Dip.Ed.; B.Ed.	Head of Junior School
Mr	James	McGhie	M.Ed; B.Ed; Dip Teach	Head of Teaching & Learning Junior School
Mrs	Corline	Esterhuizen	BA; Dip Teach	Head of Middle School
Mr	James	Kumnick	B.ASc.; Grad.Dip.Ed	Head of Senior School
Ms	Karen	Bryant	PGCE; B.A; Cert. TEFL	Health of Teaching & Learning Secondary School
Mr	Richard	Van Orsouw	B.A.; Grad Dip.Ed; Grad. Cert. Religious Ed.	Director of Wellbeing

Tyabb Campus Academic Staff

Jo-Anne Adriansz-Morel, Stephanie Akers, Jenny Anderson, Helena Anggraeni, Lauren Bach, Dan Balan, Skye Barbour, Meredith Bell, Lorna Brooks, Karen Bryant, Andrew Bylart, Caitlin Cahill, Jake Candy, Adam Carson, Kathryn Chan, Natalie Chatfield, Carol Chatterjee, Clare Davidson, Anna Dewar, David Dobric, Gayle Dodge, Bernd Dremel, Joshua Dux, Laura Eddington, Karen Erasmus, Trevor Farr, Judy Flack, Shirona Forbes, Jane Giddings, Julie Gillett, Justin Gillett, Fiona Goding, Elizabeth Goldberg, Ann Hammond, Christine Harrison, Cynthia Hema, Leanne Hemburrow, Laura Jackson, Casey Jones, Josh Leeson, Paul Lewry, Val Mason, Vanessa Matheson, Helen McLoughlin, Louise Mead, Stephanie Murphy, Gabriel Njuho, Esmari Oosthuizen, Mark Pennicuik, Simone Pennicuik, Ross Rafferty-Brown, Jane Rijkmans, Simon Rowley, Rosemary Russo, Stephen Salisbury, Jennifer Schwarze, Walter Sheridan, Helen Smith, Felicity Taylor, Heidi Trewin, Simone Trist, Stephen Trouse, Penny Valk, Kees Van Niekerk, Sammantha Van Tienen, Marlie Van Vuuren, Nicole Waring, Jenny Watkins, Fiona Way, Eric Wilson, Brandon Wong, Phoebe Yang, Julia Yong.

Tyabb Campus General Staff

Tony Barnden, Jenny Bell, David Bell, Finn Bently, Sally Bentley, Mark Berry, Jordan Berry, Karyn Bishop, Gary Bosdorf, Karen Bouwmeester, Sharon Bouwmeester, Sally Britton, Kim Brown, Jasmine Campbell, Adam Carson, Kerryn Clarke, Miriam Cole-Sinclair, Judy Cooper, Tracey Cranch, Joanne Devota–Rando, Carrie Fisher, Judy Flack, Jamieson Flanigan, Tanya Fong, Melissa Forrest, Loretta Giuliano, Warren Gomez, Jenni Gradon, Berniece Hallatt, Monica Hearn, Cathy Hughes, Julia Johnson, Samantha Kinder, Cheryl MacDonald, Sheryl MacDonald, Janine Mann, Marianne Marks, Matthew Mayne, Patricia McKenna, Amy McKenzie-McHarg, Sarah McMahon, Robert Millar, Kerryn Mitchell, Lucylle Nicolson, Rejieli Paulo, Asher Pennicuik, Melissa Priest, Ornella Raponi, Linda Read, Suzette Ryan, Lois Salisbury, Kylie Sheedy, Anne Shirley-Peel, Margaret Simpson, Carolyn Smith, Andria Van Otterloo, Marcus Wickham, Fred Zantuck.



People and Culture

Stuart Cumming - Head of People and Culture



The Department's key targets for 2020 all fell down the priority list as COVID-19 forced us to focus totally on Staff Wellbeing and Welfare and on working very hard to ensure that our staff were effectively utilised and fully engaged during lockdown. While we didn't expect all staff to be sitting in front of their screens at home for 7.6 hours straight, we did have a challenge to organise effective and useful work for those staff who cannot do their work from home (eg Maintenance, Bus Drivers). We are proud that no staff were laid off and no staff had to take a pay cut. Not every school can say that.

Outside lockdown and COVID-19, the HR Team continued to closely partner with internal staff to help manager the staffing and HR issues facing them. Data integrity and security continued to be a key focus for HR.

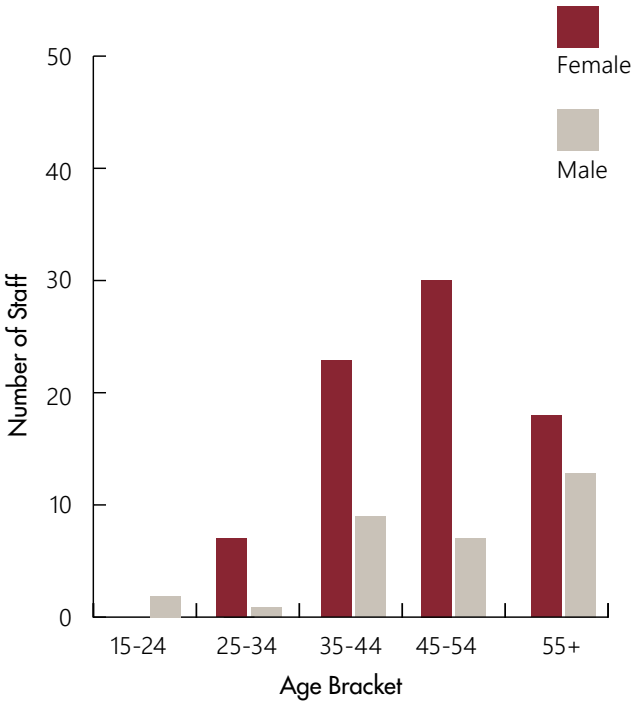
The HR Team bid farewell to Caitlin Fraraccio-Hill who left to take up an Industrial Relations role in the City. Melissa Moran joined the team as HR Administrator and brings significant HR experience from the not-for-profit and Christian sectors. Welcome Melissa!

The HR Team is looking forward to working closely with all staff in what promises to be an exciting 2021! Hopefully, precedented.

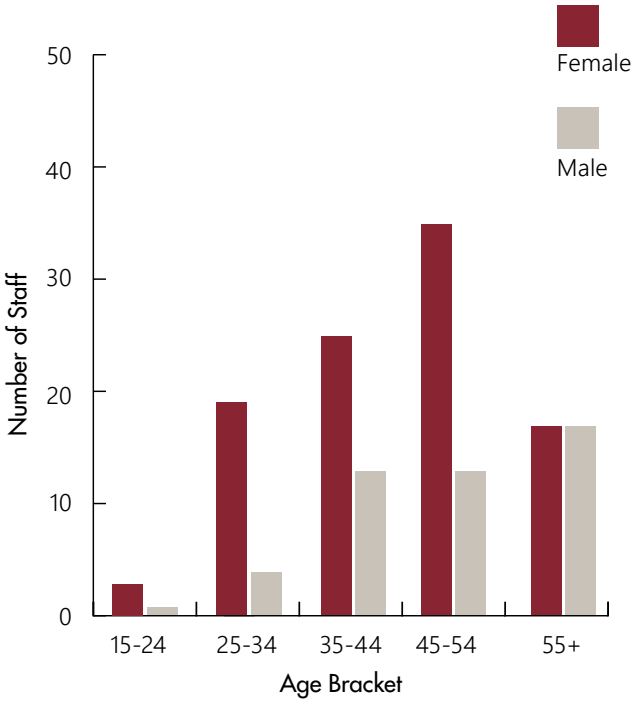
Stuart Cumming
Head of People and Culture



2020 Age Profile - General Staff



2020 Age Profile - Teaching Staff



2020 Staffing - Full Time Equivalent (FTE)

Staffing 2020	Carrum Downs Campus	Tyabb Campus	Flinders Total
Teaching Staff (including Principals)	63.29	61.55	124.83
Corporate Services	8.40	19.46	25.86
Administrative (including Aides & Teacher Assistants), Building Maintenance and Other Staff	29.70	26.09	55.79
TOTAL	**101.39**	**107.09**	**208.48**



Finance, Building Improvement & Maintenance



Tristan Pham - Chief Financial Officer

FINANCE REPORT

Over the last 12 months, in the midst of the challenges faced together as a school community, we have journeyed together in faith through the COVID crisis. In line with our Christian ethos and values, the College has supported a number of families who have suffered and in need during these circumstances, which has reduced our non-government revenue compared to last year. The College revenue was significantly impacted by the refund of relevant levies and bus revenue during the periods of remote learning. As a result, non-government revenue was down 16% compared to FY2019. However, our exceptional educational offer during the extended periods of remote learning proved to be resilient, with strong retention in enrolments, contributing to a 4.8% increase in government funding, and resulting in the overall reduction of 4.8% in total revenue compared to FY2019.

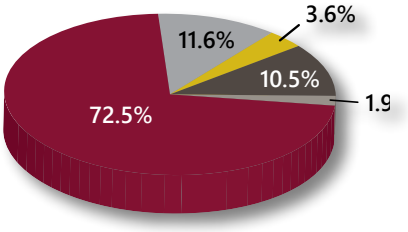
Expenditure fell by 3.1% compared to FY2019 as remote learning allowed for savings to occur, particularly in transport costs, but higher costs in COVID high touch cleaning costs.

Without the effect of COVID, the result for the year would be comparative to prior years. As we look to a season post COVID, we have continued refurbishments to classrooms and other infrastructure across both Campuses. Our surplus has further maintained our liquidity and financial strength. We thank both the State and Federal Governments for their funding and ongoing parent support in a very challenging 2020.

Tristan Pham
Chief Financial Officer

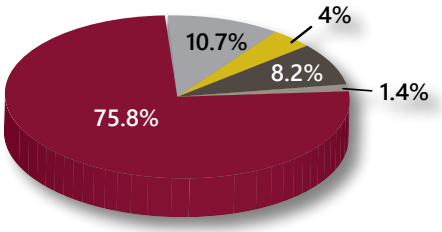
2020 INCOME

- Federal Govt Funding $14.88M
- State Govt Funding $2.89M
- School Tuition $10.84M
- Capital $0.48M
- Other Income $1.21M



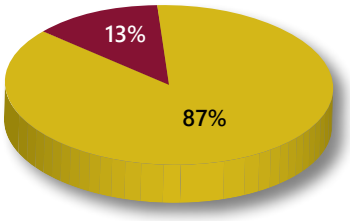
2020 EXPENDITURE

- Employee Benefits $22.28M
- Transport $0.57M
- Teaching & Student Related $3.22M
- Administration $1.12M
- Property, Depreciation & Interest $3.56M



2020 CAPITAL EXPENDITURE

- Plant, Furniture and Equipment $144K
- Buildings/Property Improvements $980K



BUILDING IMPROVEMENT & MAINTENANCE

The College invested $1.1m in building capital works and our key projects across the Campuses for 2020 were:

Tyabb Campus

- Establishment of the vineyard in the Ag Studies area
- Room renovations across Middle School
- Resurfacing of the pathways near the gym as well as classrooms and gym foyer
- Improvement to woodwork area

Carrum Downs Campus

- Resurfacing of the outdoor Basketball courts
- Redesign and building of the Steam room
- Renovation of the Year 7 centre
- Upgrade of Junior Soccer pitch

CHILD SAFETY

The College is proactively embedding a child safety culture across all Campuses and areas within the College with a key focus on digital safety and awareness during the Coronavirus pandemic. We emphasised the importance of child safety with refresher training for staff and processes to ensure our staff and students were safe during remote learning and within our supervision centres. We will continue this journey in 2021 to embed empowerment for students at levels and growing awareness for all of our community stakeholders.

We firmly believe that these standards will further strengthen our existing practices already in place to prevent and respond to child abuse while also maintaining consistency in how we manage any potential concerns in our College. The College is committed to the safety and wellbeing of all children and young people.







Love Integrity ***Grace*** **Perseverance**

Faith Humility *Excellence*

www.flinders.vic.edu.au

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