



KING'S CHRISTIAN COLLEGE

ANNUAL REPORT 2020

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DESCRIPTIVE INFORMATION

SCHOOL SECTOR

Independent Schools

SCHOOL'S ADDRESS

68 Gemvale Road, Reedy Creek, Queensland
198 Pimpama-Jacobs Well Road, Pimpama, Queensland
38 Anzac Avenue, Logan Village, Queensland

TOTAL ENROLMENTS

	End of Year	August Census Date
Reedy Creek	2237	2225
Pimpama	790	780
Logan Village	81	75

YEAR LEVELS OFFERED

Reedy Creek - Prep to Year 12
Pimpama – Prep to Year 8
Logan Village - Prep to Year 3

CO-EDUCATIONAL OR SINGLE SEX

Co-educational

CHARACTERISTICS OF THE STUDENT BODY

The proportions of boys and girls from Prep to Year 12 and the number of Indigenous students for 2020 based on the August Census date are below:

Reedy Creek	Boys	Girls
Prep – 12	1164	1061
Indigenous	13	11

Pimpama	Boys	Girls
Prep – 7	366	414
Indigenous	7	5

Logan Village	Boys	Girls
Prep – 12	35	40
Indigenous	0	0

DISTINCTIVE CURRICULUM OFFERINGS

King’s is a non-denominational co-educational Christian College. It offers a wide range of subjects and caters for both very advanced learners and students who need additional help. It has a comprehensive sporting program and an unusually wide range of co-curricular programs.

EXTRA CURRICULAR ACTIVITIES

Due to COVID restrictions, extra curricular activities were not offered.

THE SOCIAL CLIMATE OF THE SCHOOL

The King’s Chaplaincy team is involved in a number of programs to support families both in and out of school, particularly focusing on families who have a need of additional support. This is done by a program of working with small groups providing safe places for students to go during break times, being involved in camping programs, organized activities and at times academic help to a limited level. They also are involved in after-hours work assisting families in liaising with youth groups and responding to emergencies. They are also involved in assisting school staff with school activities such as after-hours surfing, excursion, preparation etc.

King’s has an anti-bullying and harassment policy which seeks to ensure that a positive College culture is maintained through community leadership, in the form of behavioural boundaries, while also providing the opportunity for spiritual redemption from the impact of sin for all members of the College community.

PARENTAL INVOLVEMENT

King’s was established to work in partnership with parents in educating their children. We strongly encourage parental involvement in the P&F, volunteer program and in the many sport, co-curricular and pastoral activities.

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

Findings of surveys or studies of parents, students and teachers for the purpose of marketing and school improvement.

For general College information visit our website at www.kingscollege.qld.edu.au.
Stephen Wruck, Community Relations Manager, can be contacted on 07 55787600.

STAFFING INFORMATION

STAFF COMPOSITION

The staffing composition is set out below:

REEDY CREEK	Male	Female
Full-time Teaching Staff	59	70
Part-time Teaching Staff	3	18
Full-time Non-teaching Staff	37	77
Part-time Non-teaching Staff	35	64
Indigenous Teaching Staff	0	1
Indigenous Non-teaching Staff	0	0

PIMPAMA	Male	Female
Full-time Teaching Staff	13	36
Part-time Teaching Staff	0	3
Full-time Non-teaching Staff	11	24
Part-time Non-teaching Staff	6	30
Indigenous Teaching Staff	0	0
Indigenous Non-teaching Staff	0	0

LOGAN VILLAGE	Male	Female
Full-time Teaching Staff	2	5
Part-time Teaching Staff	0	0
Full-time Non-teaching Staff	4	8
Part-time Non-teaching Staff	2	9
Indigenous Teaching Staff	0	0
Indigenous Non-teaching Staff	0	0

Reedy Creek Qualifications	% of classroom teachers and school leaders at King's
Doctorate	0.27%
Masters	7.69%
Bachelor Degree	52.75%
Diploma	25%
Certificate	18.96%

Pimpama Qualifications	% of classroom teachers and school leaders at King's
Doctorate	0%
Masters	7.32%
Bachelor Degree	52.85%
Diploma	21.14%
Certificate	15.45%

Logan Village Qualifications	% of classroom teachers and school leaders at King's
Doctorate	0%
Masters	0%
Bachelor Degree	36.67%
Diploma	6.67%
Certificate	0%

*Some teaching staff have more than one qualification.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The total funds expended on teacher professional development in 2020 was \$169,207.99. The major professional development initiatives were as follows:

- Hillsong Colour Women's Conference
- Various staff meetings and planning days
- Various Independent Schools Qld Professional Development Days

- Middle Management Retreat
- The Global leadership Conference
- First Aid and CPR
- ASBAQ conference and professional development days
- New Tech Network - Coaching support
- Strengths and Emotions
- Learning space design
- Peacewise training
- Dr Justin Coulson - Happy Families Family Education
- Cert 4 Ministry
- Live2 Lead Conference
- Diploma of Wellness
- Training - Timetabling solutions

The involvement of the teaching staff in professional development activities during 2020 was 98%.

AVERAGE STAFF ATTENDANCE, BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENCY LEAVE PERIODS OF UP TO 5 DAYS

For permanent and temporary staff and school leaders, the staff attendance rate was 98.36% at Reedy Creek, 98.53% at Pimpama and 98.71% at Logan Village in 2020.

PROPORTION OF TEACHING STAFF RETAINED FROM PREVIOUS YEAR

From the end of 2019, 92% of staff were retained for the entire 2020 school year.

KEY STUDENT OUTCOMES

AVERAGE STUDENT ATTENDANCE RATE

The average attendance rate as a percentage in 2020 for Reedy Creek was 94.3%, Pimpama 94.2% and Logan Village 95.1%.

Average attendance rate in 2020			
Year Level	Reedy Creek	Pimpama	Logan Village
Prep	92.1	92.4	93.4
1	92.7	93.2	94
2	94.8	94.4	96.9
3	95	95.9	96
4	98.9	95	
5	95.7	94.6	
6	94.9	94.5	
7	94.4	94.2	
8	94.3	93.7	
9	93		
10	94.2		

11	92.2
12	93.1

Roll call is conducted at the beginning of each day. Where student absences are unexplained, parents are contacted by SMS.

READING, WRITING AND NUMERACY BENCHMARK

Year 3, 5, 7 and 9 National Test was not held due to COVID19.

APPARENT RETENTION RATE

Year 12 student enrolment as a percentage of the Year 10 cohort for 2019 is 95%.

YEAR 12 OUTCOMES

Outcomes of our Year 12 cohort 2020	
Number of students who received a Senior Education Profile (SEP)	158
Numbers of students awarded a Queensland Certificate of Education (QCE)	149
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	9
Number of students awarded one or more VET qualifications	142
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	43
Number of students awarded a VET qualification -	
Certificate I	16
Certificate II	34
Certificate III	114
Certificate IV	3
Diploma	14
Advanced Diploma	9
ATAR - Percentage of Students received	
95 and above	13
90 and above	31
85 and above	43
80 and above	55

In 2020, the College's 1 to 1 program in Years 5-12 continues to grow with a device in the hand of around 1500 students and 430 staff across the Reedy Creek and Pimpama campuses. Each Prep to Year 4 class has 10 shared iPads allocated to them at both campuses. Internet bandwidth has been elevated to 900/900 Mbit/s at Reedy Creek and Pimpama also received a speed boost to 1/1 Gbit/s with our Anzac Avenue campus connected by a 50/50 4G connection.

Additional infrastructure builds included a complete refresh of our wireless network, a new security system and switch upgrades at Pimpama as well as numerous IT infrastructure installations at Anzac Avenue.

At Reedy Creek, the Primary School iHub continues to be used widely for all grades from P-6. The laser cutter and our four 3D printers have been overhauled and are now being used regularly across all year levels. All Prep to Year 4 classes have ten shared iPads per class being used within an integrated curriculum framework.

The new Lego Spike robotics kits have now been implemented in Years 5 and 6 at both Reedy Creek and Pimpama campuses. This has encouraged greater engagement with design, digital creativity and innovation.

Our communication and learning management platform Compass, has been a great success for all stakeholders. Staff, parents and students have used it widely to develop community. This has been particularly pertinent throughout the period of online learning experienced this year. Compass has proven extremely effective through the development of lessons by staff to benefit our students learning from home.

Covid 19 restrictions across all three campus's pushed staff to develop more IT skills and we saw a greater use of our technology infrastructure, particularly iPads across all campuses which many staff used regularly to film and edit lessons.

After the COVID restrictions were over, a committee was formed to identify where we could use the learning from this time and improve our practice. One of the initiatives that came from this was a move to a continuous assessment model which will be implemented in Term 1 of 2021.

Another unexpected benefit of the lockdown and restrictions was the movement of our parent partnership meetings online. Many parents were able to join us from places far and wide, including while waiting to pick their children up from dance practice or two parents joining us while one was away on business. This was a great success for both parents and staff.

While this year was an unexpected one and you might expect professional development to wane, the pandemic has afforded us further opportunities via the digital medium. These included the Gold Coast Digital Learning Forum, pupil free days to plan and implement online learning, QCAA training for Senior School staff, Apple Professional Learning and even an international conference via zoom with the NewTech Network in the United States.

Increased use of digital teaching aids, including recorded lessons and class notes, and building a library of resources for students which can be referred to in the future seems to have been our greatest achievement in a year that brought us our greatest challenges.

NEXT STEP SURVEY 2020

In 2020, 87.9% of Year 12 completers from King's Christian College were engaged in education, training or employment in the year after they completed school. Of the 91 respondents, 52.7% continued in some recognised form of education and training. The most common study destination was bachelor degree. A further 35.2% transitioned directly into paid employment and no further study. All Year 12 completers were assigned to a main destination. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Number of students who completed Year 12 in 2020	Number of Respondents	Response Rate (%)
129	91	70.5%

Main Destination in 2020	% of students in each category
University (degree)	38.5
VET total (Cert IV+III, I-II, apprenticeship, traineeship)	14.3
Working full-time	5.5
Working part-time/casual	29.7
Seeking work	11
Not studying or in the labour force	1.1
Total Year 12 students	129