



ANNUAL REPORT 2020

Calvary Christian College

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Co-Educational Independent School

Early Years - Year 12

WE ARE
fearlessly authentic

Calvary Christian College is an independent, dual campus, co-educational school. The College offers a unique learning environment with a relentless commitment to ensuring each student's diverse needs are catered to. As a result, we are genuinely able to unleash the potential of each student and partner with them to develop their unique and individual talents.

The College is governed by a College Council with directors drawn from UCAQ Synod, Presbytery, Real Life Christian Church members, Community representatives, as well as P&F representatives. The College Council is responsible to the Church Council. The Approved Authority is UCAQ.

Established at Springwood in 1984 and expanding to include the campus at Carbrook in 1992, the College is a mission of Real Life Christian Church.

The College enjoys a mutually beneficial and strong relationship with Real Life Christian Church with the Intergenerational pastor of RLCC coordinating the College chaplaincy program. The RLCC youth ministry operates a Youth Group from the Carbrook campus. Volunteers from the church work alongside College staff to strengthen bonds between recent graduates, the College and the Church. Church volunteers are also active in supporting the delivery of programs such as Alpha Youth through the College Formation program. We enjoy strong alignment between the mission and vision of RLCC and the College.

At the College we seek to live out our faith with the focus on being a *Fearlessly Authentic* Christian community.

Springwood Campus

Early Years to Year 6

161 Dennis Road, Springwood, QLD 4127

OSHC and Vacation Care

Carbrook Campus

Early Years to Year 12

559 – 581 Beenleigh-Redland Bay Road,
Carbrook, QLD 4129

OSHC and Vacation Care

COLLEGE COUNCIL CHAIRPERSON REPORT

2020 began with the impressive news that the Calvary Christian College class of 2019 had achieved the best OP results in Logan, placing 27th in Queensland. Then, when the disruption of COVID-19 struck, I was again impressed by the way the Calvary family responded to the unforeseen pivot to learning from home at the end of term one and during term two, the return to on-campus learning by the end of May and the ongoing COVID-19 management processes since then. Congratulations to all staff, students and parents, on the innovation and resilience demonstrated during this season.

The year also brought many improvements to the College facilities including new shade sails, playground equipment and gardens, multi-purpose court surface and lighting improvements and new lockers in the Middle and Senior school. Several rooms across the College were recarpeted and a number of learning spaces received updated classroom furniture. Most rooms have wireless connection to large screens that enhance student/ teacher collaboration in learning. We have also launched Project 21 to redevelop the old Cunningham Auditorium and the heart of the Carbrook campus during 2021. You can support this project by contributing to the Building Fund through a tax deductible contribution.

From the youngest members of the Calvary family in Kingdom Kids, to those who completed their senior schooling in 2020, it has been encouraging to hear of so many students achieving their personal best academically and in co-curricular activities during the year and to witness each young person developing their God-given potential. While some other schools might favour teaching to the test, **at Calvary our focus remains firmly on helping each student unleash their own potential, equipping them to be lifelong learners secure in the knowledge of God's love.**

I am grateful for the ongoing support of Real Life Christian Church, the Uniting Church Property Trust and the many people without whom there would not be a Calvary Christian College. My sincere thanks to my fellow College Councillors, who donate their time so generously to the oversight and governance of the College, our Principal and CEO, Cherylynne Gostelow, and the Executive Team for so ably leading the College and to all the College staff for all you do to make each day meaningful for every child.

Parents, thank you for choosing Calvary to partner in your children's education. I am confident that Calvary offers exceptional value for money and am delighted with the quality education that my youngest daughter is receiving as a Calvary student.



Kevin Gordon
Chairperson – College Council

PRINCIPAL'S OVERVIEW

"Education is not a linear process of preparation for the future: it is about cultivating the talents and sensibilities through which we can live our lives in the present and create the future for ourselves."

Sir Ken Robinson 2011

This year marked the passing of Sir Ken Robinson – creativity thinker who has inspired so many of us to rethink education. In the quote above you can see elements of our Calvary learning model:

- Educating with a view to formation of the whole person
- What our students learn today must have relevance for them today as well as provide foundations for their tomorrows
- Identifying and working to our strengths –unleashing potential – is a powerful way to ensure personal fulfillment
- Stage-based learning groups enable students to engage with learning in personally appropriate ways
- Exercising choice leads to young people taking on ownership of their learning and the capacity to be active shapers of the future

Stepping into 2020, we moved into a new decade filled with hope. We began the year with an enrolment of 860 students P-12 and we were beginning to see the fruits of several years of hard work for Calvary staff as we re-imagined what learning could look like. We sought innovative ways to make real the wonderful theories of learning reflected in the work of people such as Sir Ken Robinson and those emerging from educational research both in Australia and around the world.

What intrigues me is that the new challenges and urgency posed by designing learning in the context of COVID-19, did not dislocate our strategic plan, but rather enabled us to accelerate the work we are already engaged in. The smooth transition to learning from home and back, the little something extra we have come to expect from Calvary staff at the weekly Junior school changeover and the events we salvaged through re-design to meet COVID safe standards are all testament to the agility of our staff and the high level of professionalism we have come to expect. Calvary embraced opportunity to connect with our community using whatever we had at our disposal. With the cooperation of our students and parents we have continued to enjoy high levels of community and belonging – even when confined to limited personal contact and lots of digital interactions.

It became my habit each evening to spend a few moments on FaceBook looking at the wide variety of learning adventures enjoyed by students in many experiences both within and beyond traditional learning spaces across the College. My hope is that we will continue to showcase for you a Window on our Work which is how I have come to think of it. I have often dreamed of the walls of our classrooms disappearing – being transparent about what we do, how we do it and most importantly why we do it is all part of what makes up our fearlessly authentic culture.

As you read this report, you will see evidence of learning in its many guises across our Vibrant Community. Our focus for 2020 was on our strategic objective Authentic Discipleship, and we found this sustained us through the many changes and challenges brought about by the presence of COVID-19. We found ourselves living out the hope we have in the unchanging foundation God provides to our lives as we live in life transforming relationship with Jesus. The staff, student and parent surveys conducted this year and the many conversations with our stakeholders reflect the power of being part of the Calvary Family.

None of this is possible without staff who live out the mission of Calvary every day through their daily work. Stepping fearlessly into the challenges we encountered this year, encouraging every community member to continue their personal journeys as lifelong learners, celebrating the many successes along the way, they have made the difference for your children and for each other.

So, we look toward 2021 with hope and anticipation of the growth that lies ahead of us as we continue to live all of life under God.



Cherylynne Gostelow

Principal and CEO

DISTINCTIVE CURRICULAR AND CO-CURRICULAR OFFERINGS

At Calvary learning is viewed as extending beyond the delivery of curriculum content. Student engagement with deep learning is valued both in and beyond the classroom.

We often say “**Mastery of curriculum content matters but skills development matters more**”

This year saw further development of the Middle and Senior School (MSS) **Leadership Academy** which focuses on developing life-long character and leadership skills in students across Year 7 to 12. Year 12 students were invited to attend a

leadership retreat weekend at Alexander Headland in January prior to the start of the school year. In November, the Year 11 students enjoyed a full week of adventure and challenge, camping at Emu Gully. College staff provided evening programs that sought to challenge student thinking about their leadership capacity. This supplemented the leadership focus of this camp experienced by students in the daytime activities. Students have begun to understand what we mean when we say that do not have to hold a title or wear a badge to lead. This realisation distributes leadership widely through both our staff and student body. EXO day, a day where the MSS community celebrates wellbeing and mental health, was again successfully organised by Year 12 student leaders.

The Junior School (JS) campuses also focus on building leadership and student leaders engage in meetings both formal and informal with MSS leaders. JS leaders play a pivotal role in community development, organising and supporting events and hosting events such as weekly chapel gatherings and Celebration evenings in November. They also lead regular House based activities. In response to COVID-19, ‘quick pick-up’ became very popular with parents and JS student leaders played a vital role in supporting this arrangement and ensuring the process ran smoothly each day.

Learning to Learn is a distinctive program introduced in 2018 where explicit attention is paid to development of learning habits and skills under a learning habits framework. In MSS we have reached the stage of reporting against the learning habits. This project extends as a high priority informing teaching and learning beyond 2020. JS students were introduced to the learning habits during 2020 and will explore these more explicitly during 2021.

Calvary Christian College has adopted a **stage-based approach** to delivering the Australian Curriculum which is written to invite a six-stage approach P-12. Up to the end of Stage 4, a strongly **integrated curriculum** approach is favoured alongside specialist areas. This approach encourages transfer of skills and learning across different curriculum disciplines. MESH (Mathematics, English, Science and HASS) form the basis of the integrated program with links made to specialist areas as appropriate.

Our students enjoy a strong **STEM program**. In Stage 6 (Years 11 and 12) this includes a wide variety of subject choices including Mathematics (at several levels), Design and Technology courses, Physics, Chemistry, Biology and a distinctive Agricultural Science program supported by the College Farm.

In Stages 4 and 5 (Years 7-10) electives such as Paddock to Plate, Creative Industries and a STEM intensive, support the inter disciplinary approach to learning.

Learning Designers in Stages 1-3 have been engaged in a STEM project working with ISQ.

Spanish is the LOTE taught across the College P-12.

Formation 1 and 2 is our distinctive Christian Education and Social and Emotional Learning program. Students of all ages are encouraged to master Biblical studies, as well as consider the wisdom the bible offers in directing how best we should live.

Calvary has an **inclusive education policy** and **Students with Disability** are supported by our learning designers who work closely with the Learning Enrichment team comprising a Director of Learning Enrichment and Learning Coaches. Counsellors, Speech therapists, Learning Assistants and other specialists work within the Learning Enrichment Team as required.

Gifted and Talented students are catered for through the many competitions available for their participation and through learning extension activities both in and beyond the curriculum. Several of our Year 12 students have moved on to tertiary studies having won significant scholarships. We are proud that the learning achievement of our students is recognised in this way by organisations beyond Calvary. Every student who applied for university entry during 2020 received an offer from their first-choice university and many offers were made ahead of the release of ATAR results.

SHEEP SHOW TEAM

During 2020 Sheep Show Team again hosted the annual Calvary Schools Livestock Challenge, attended the first agricultural shows of the year and then were disappointed by the COVID related cancellation of all other Show events. Undaunted they continued to work tirelessly on the farm and develop their knowledge and skills base. They were actively involved in the sheep breeding program and many were present to celebrate the lamb birthing. The team ran an EKKA_NOT EKKA weekend where many of the traditions and practices associated with the week were given a Calvary flavour and made for an enjoyable weekend. The ever-popular lamb cuddles available to our community was also a very successful element of the Show Team experience during 2020.

CREATIVE ARTS

The College has a strong cultural life and a commitment to the Creative Arts through curriculum and co-curricular opportunities in Drama, Art and Creative Industries. Unfortunately, the COVID-19 pandemic meant that there were few performance opportunities for students across 2020. Student in Visual Art were successful in their participation in local exhibition and competition.

SPORT

2020 was once again a very successful year for Calvary Sport. Participation numbers are continuing to grow which is a positive indication that the planning and implementation of new programs is on the right track. In particular, Futsal, Netball and Volleyball programs are thriving, and Boys Basketball was initiated with the help of Ps Adam Low. With our aim of being inclusive for all students (as opposed to running Excellence Programs or Academies of Sport), we have succeeded in developing the skills of new players, as well as continuing the progress of high-level athletes.

Calvary students were involved in competitions run by the Pacific District Sports Association (as a part of School Sport South Coast), the Queensland Christian Schools Sports Association, Underwood Park Netball Association, Australian Futsal Association, Volleyball Queensland and Football Queensland. Teams performed admirably across all levels of competition and were outstanding ambassadors for

the College. Individual achievements were also acknowledged throughout the year, with students performing at Regional, State and National level in both school sporting competitions, and club competitions. The upgrade to the Multi-Purpose Courts was a highlight, giving both students and coaches/staff a high quality environment which they could be proud of.

STUDENT OUTCOMES

Year 12 Outcomes

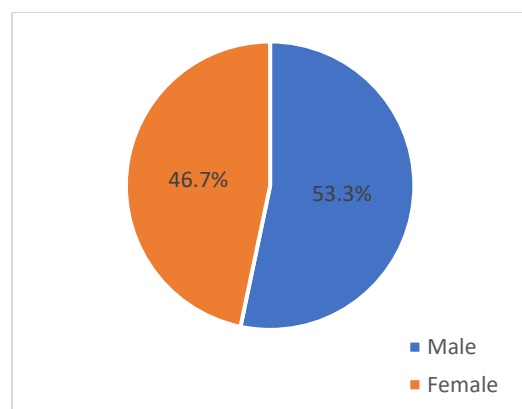
The class of 2020 achieved commendable results with 25 % of our students ranking above 90. Our top student scored 99.5 and the next two above 96. In a year as disrupted as 2020 was, we are very proud of our students' achievements. Year 12 2020 Post School Destination Information will be published on our website in September after release of the information.

The apparent retention rate of Year 10 to 12 of this cohort was 95%. Year 10 base 38 students, Year 12 base 36 students.

Number of students awarded a Senior Education Profile (SEP)	36
Number of students awarded a Queensland Certificate of Education (QCE)	32
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	4
Number of students awarded one or more VET qualifications	22
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	13
Number of students awarded a VET qualification	
Certificate I	4
Certificate II	6
Certificate III	14
Certificate IV	0
Diploma	1
Advanced Diploma	0

*The College does not offer IBD

CHARACTERISTICS OF THE STUDENT BODY



Identified as Indigenous – 1.7%

Identified as ESL – 9.7%

Social Climate

Both campuses enjoy a positive culture where student voice and choice matters to us, tempered with adult wisdom where necessary. We implement a College wide Responsible Behaviour Plan, encouraging students to make good behavioural choices and holding them accountable for poor choices.

The College manages its zero tolerance of bullying by following up all reported incidents. Students have access to Stymie an online anonymous reporting tool. Chaplains and Counsellors, working alongside all staff help to keep our learning environment safe for students and staff. It is our view and practice that Pastoral Care is the responsibility of all staff and this extends to every encounter with every child.

Parental Involvement

Parents are invited into active and authentic partnership with College staff and their children. Stakeholders often make reference to belonging to the Calvary family.

There is an active and supportive P&F community on both campuses. The two P&F groups who often work collaboratively supporting our whole College identity while preserving the unique flavour of each campus. Parents are active in fundraising as well as managing the P&F levy. Parents volunteer to support many College activities across the year particularly as parent helpers in JS, active supporters of co-curricular activities including sport, catering for events, Show Team, sports coaches and team managers and encouraging positive interactions among parent, student and teacher.

Regular weekly communications from the Heads of School keep parents abreast of current operational matters and Principal communications provide insight into the implementation of our vision and mission.

During 2020 a parent satisfaction survey was conducted and the responses will help shape service improvements and serve as a record of what we are doing well.

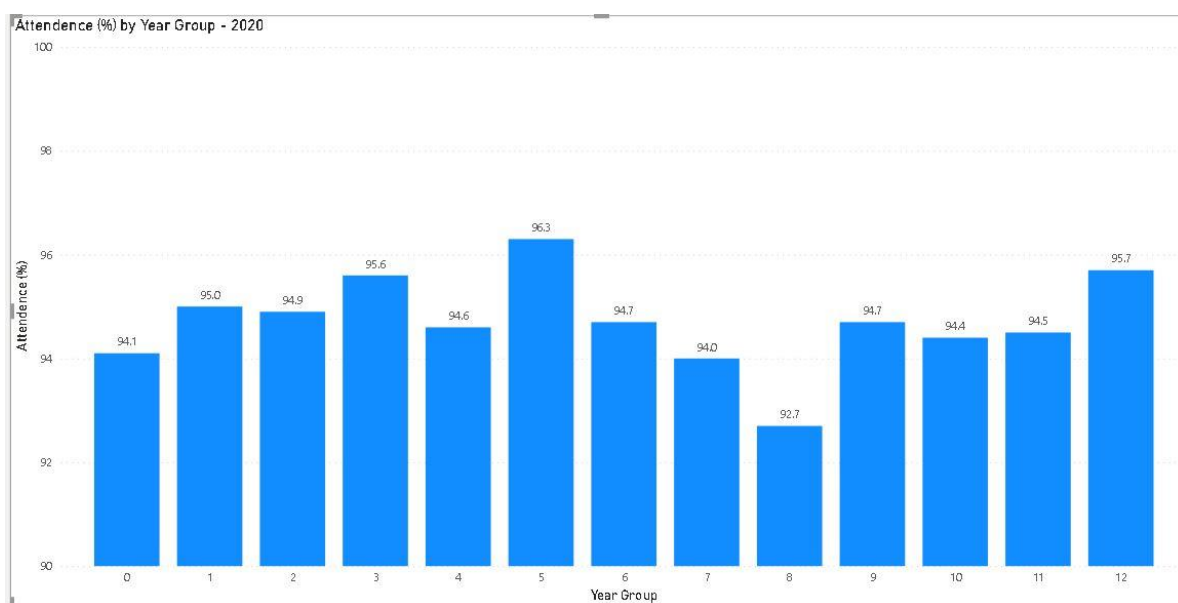
<i>Parent responses identified what matters most at Calvary?</i> <ol style="list-style-type: none">1. <i>High quality of teachers</i>2. <i>Our teaching methodology</i>3. <i>A Christian Education</i>4. <i>Behaviour of students</i>5. <i>Subjects offered</i>6. <i>Academic performance</i>7. <i>Standard of our facilities</i>8. <i>Reputation of our College</i>	<i>Quality of Teachers - 83.0%</i>
	<i>Student Behavior - 80.3%</i>
	<i>Christian Education - 80.3%</i>
	<i>Reputation of College – 63.4%</i>
	<i>The way we work with your children – 80.3%</i>

KEY STUDENT OUTCOMES

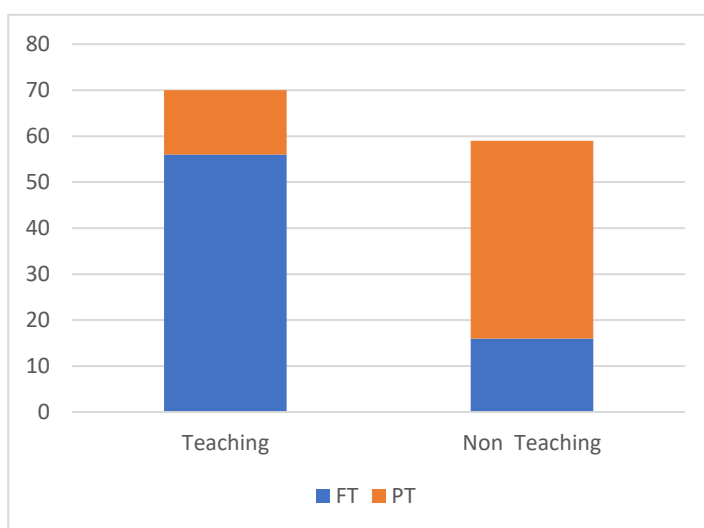
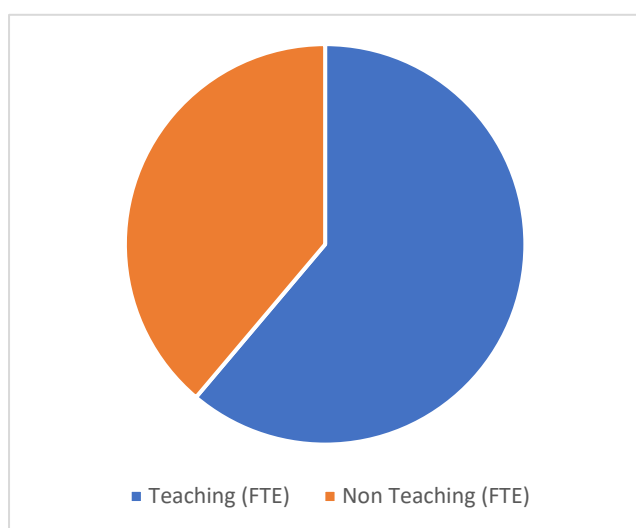
The College follows up non-attendance. In cases where students are troubled by mental health issues as well as the understandable challenges of dealing with adolescence, students are connected with College Chaplains and Counsellors. Learning continuity is often achieved through students accessing our digital platforms from home.

In some cases, the data can appear extreme where we have a small sample and at least one student with high absence from illness or extended family (overseas) holidays as is the case in Year 8 2020.

The average attendance rate for the whole school as a percentage in 2020 was 94%



STAFFING INFORMATION



Teaching Staff Retained

At the start of 2020 the College employed 65.1 FTE teaching staff. During 2020 three teachers became permanent employees. 95% of teaching staff were retained. This is a reflection of the culture and working conditions of the College.

Professional Development

As a College who take pride in our responsiveness to current research, we act on what research tells us about effective professional learning. The best professional learning is role embedded. We achieve this through many strategies. Among these are;

- Embedding action research in the way we work
- Participating in research projects in partnership with ISQ
- Providing a digital research data base for all staff to access
- Holding regular briefings where staff share the progress in their action research triads and the implementation of their learning in their daily work
- Tailored professional development sessions run in-house drawing on the expertise of our staff as well as invited guest presenters
- Networking with educators beyond our College staff
- Mentoring and coaching relationships are encouraged
- Voluntary after school sessions are held where leadership and the strategic direction of the College are discussed. These sessions are open to all staff.

