



Vibrant Community



Exceptional Learning



Authentic Discipleship

ANNUAL REPORT 2021

Calvary Christian College

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Early Years – Year 12

Co-Educational Independent School



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 and their parents to develop their unique and individual talents.

The College is governed by a College Council with members drawn from UCAQ Synod, Presbytery, Real Life Christian Church (RLCC) 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

For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body...

We have different gifts, according to the grace given to each of us. Romans 12. 4-6

The Calvary Christian College community has dealt admirably with another year of snap lock downs, wearing of masks and other impacts of the current COVID-19 pandemic. However, reflecting on 2021, I see COVID-19 as part of the context, in much the same way as our geographic location, not the main story.

The main story is the way in which each member of the Calvary community, from the youngest to the oldest, has developed academically, emotionally and spiritually. 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.

As important as academics are, at Calvary learning extends way beyond the academic content measured in assessments and exams. In addition to celebrating students achieving their personal best academically in 2021, we have enjoyed the success of students in a national chemistry titration competition, in debating, public speaking and across a variety of sports. In performing arts, we have been entertained by students in Clue, The Lion King and showcase evenings. The livestock show team have been great ambassadors of the College at agricultural shows across Southeast Queensland, in addition to helping to keep the animals fed and healthy throughout the year. Among other activities, students have been able to engage in chapel services, trips to Canberra, year level camps, service opportunities and vocational traineeships.

Work has continued improving our campus facilities at Springwood and Carbrook. In the largest of these projects, three redundant buildings were demolished and the disused Cunningham auditorium reimaged into the new Cunningham Pavilion at the heart of the Carbrook campus. Thank you to all who make tax-deductible donations to the building fund.

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.

It is my honour to lead the College Council, dedicated volunteers with a diverse range of skills and experience, who invest generously of their time and skills in the oversight and governance of the College.

My sincere thanks to the College staff, under the leadership of our Principal Mrs Cherylynne Gostelow, for all that each one of you does every day. Each member of the College staff, in the classroom, on the grounds or in the office has a key role in shaping the Calvary we know and love.



Parents and Carers, thank you for choosing Calvary to partner with you in educating your sons and daughters. Choosing an independent education for our children comes at a financial cost but 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

2021 brought us another year interrupted by COVID and we adjusted to snap lockdowns, mask wearing at school and maintained our health vigilance and cleaning regimens. But 2021 brought us so much more than that!

The highlight for me this year has been the way in which we have sought to close the distance between Springwood and Carbrook. This was an idea explored by College leadership in January 2021 and the outcome is that we have enjoyed taking sheep and alpacas to Springwood and JAG has been so successful there. We have also taken senior students to Springwood and brought many students from Springwood to Carbrook on countless occasions. We have enjoyed carnivals together, The Lion King, and many senior staff members have worked from either campus across the year. We are ONE College and proudly celebrate this!

We have been excited to see Project 21 unfold. This development at the heart of our Carbrook campus creates a central community space where we can enjoy vistas of distant hills, enjoy community gatherings, and view many of the elements that make Calvary Carbrook the special place it is. One of the intentions of the landscaping of this project is to draw attention to the mango tree. This tree plays a significant part in our story, and visitors to our campus are invited to pause in its shade and read the information board reflecting this part of our history. The story of the Cunningham will be found here too. The next project is to repurpose the Culbert (the former library on the Carbrook campus). We look forward to its transformation into a contemporary Middle School learning environment.

There have been numerous upgrades to facilities as we continue to stretch into the future of teaching and learning through both our implementation of stage-based learning and the Student Development Team that supports the growth and development of ALL our students and staff.

We have taken our cue from the way we personalise learning for students and, this year, all staff have had the opportunity to design their own professional learning. Staff action research triads (sometimes duos and sometimes quads) have brought to life many innovations and improvements in the way we do things at Calvary and staff have enjoyed sharing their learning with colleagues.

The newly established Student Development Team has been active in building a culture that supports and extends not only student learning but also the formation of faith and character. This team comprises learning enrichment staff to support and extend student learning, a growing team of counsellors available to all in our community to help us ensure age and stage appropriate development of self, behaviours and mental health. All staff work interactively in mutual support to ensure 'we grow the whole child'. Our focus for 2022 will extend to activating community engagement more fully to provide even more meaningful opportunities for stakeholder partnerships.

This year the College underwent the usual five yearly Accreditation process for Non-State Schools and the report that came from this- our report card for the College - is excellent and once again reflects the powerful impact of a College where the staff are committed to supporting the growth and development of every child.



Of course, I do none of this alone and I would like to thank the College Council, the many supportive parents, the staff, and the many students who help make my days productive and fulfilling. Thank you for 'holding my arms up' and helping me be fearlessly authentic every day.

I trust that as you read this report you will be made aware of the professionalism that drives Calvary's success and the many moments we have to celebrate with our students their learning journeys, growth, and development.

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 development program** which focuses on developing life-long character and leadership skills in students across Year 7 to 12. With COVID

still disrupting bookings at venues off campus, Year 12 students were invited to attend a leadership retreat day on campus 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 students’ 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 a person does not have to hold a title or wear a badge to lead. This realisation distributes leadership widely through both our staff and student body. In 2021 MSS introduced a process where any student who demonstrates leadership can be awarded a leadership badge. Badges were awarded to senior students for initiating and running a coding club for Junior School (JS) students, supporting Middle School (MS) student Book Clubs and to MS students for coaching sports teams. The initiative comes from the student, they demonstrate they are self-aware, taking responsibility for personal growth, (leading self) and making a contribution to the community (leading or influencing others for good.) EXO day, a day where the MSS community celebrates wellbeing and mental health was again successfully organised by Year 12 student leaders. Many student leaders were engaged in providing fundraising activities and social activities for their peers across the academic year.

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 2020 MSS reached the stage of reporting against the learning habits. Students self-report and their teachers also report. The comparison of outcome leads to deep conversations about learning and what effective learning looks like. The ‘Learning to Learn’ project continues as a high priority informing teaching and learning across the College. This is one way the College seeks to deliver a research-informed and evidence-based learning model. JS students were introduced to the learning habits during 2020 and have explored 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. In Years 7 and 8, MESH (Mathematics, English, Science and HASS) forms the basis of the integrated program with links made to specialist areas as appropriate.

Our students enjoy a strong **Science, Technology, Engineering and Math (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, and a STEM intensive, support the inter disciplinary approach to learning.

Spanish is the Languages Other Than English (LOTE) taught across the College P-12 with Japanese is to be introduced in 2022, replacing Spanish. This change does not impact student subject selection in MSS and is a response to student voice and choice.

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 three Learning Development Coordinators and Learning Assistants. Counsellors, Speech therapists, and Chaplains are all part of a collaborative team 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. The MSS Inquiry afternoon provides opportunity for student directed projects under the supervisors they nominate and overseen by a mentor teacher - rather like a University Honours or Masters project. We are proud that the learning achievement and talents of our students are also often recognised by organisations beyond Calvary in the Arts, and Sport as well as academics.

Every student who applied for university entry during 2021 received an offer from their first-choice university and many offers were made ahead of the release of Australian Tertiary Admissions Rank (ATAR) results.

SHEEP SHOW TEAM

Once again COVID disruption affected the Sheep Show Team with Agricultural Shows and other events cancelled. 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. In 2021, the College managed two lambing windows, one of which involved AI and the students learnt a lot from this process. Once again, 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 2021. Senior students were also actively involved in sharing the program with the Springwood Junior School students with animals visiting the Springwood campus. The Show Team students are proud ambassadors for the College.

CREATIVE AND PERFORMING ARTS (CAPA)

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. Despite the COVID-19 pandemic, there were many performance opportunities for students across 2021. Students in Visual Art were successful in their participation in local exhibitions and competitions.

The Middle and Senior School drama team performed *Clue* which showcased the acting talents of many students. Comedy of this sort is an extremely challenging genre to direct and perform and the performances were impressive. The team involved can be justifiably proud of this success.

The highlight for the year was the Junior School performance of *The Lion King Jr* with casts from each campus providing fine entertainment. The College hosted its Annual Showcase event after the interruption of 2020. The evening was enjoyed by many.

For the first time, the College held a Christmas Celebration event including student performances and community singing on the last Sunday of term 4 and this was well attended and enjoyed by all.

SPORT

2021 began with the appointment of Chris Paech to the position Head of Sport P-12. This extends the responsibilities of Chris, a long serving member of the College staff, to provide a clear P-12 journey for our students. The year was once again a highly successful one 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 has grown following its inaugural year in 2020 under the coaching and supervision 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. The College also supports a few elite athletes e.g. a state gymnast in JS, a men's cyclist who performs at national level in MSS and an aspiring Paralympian swimmer in MSS who holds several national titles.

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.



STUDENT OUTCOMES

NAPLAN Results

Benchmark Data for Year

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	466	522	554	592
Average Score (National)	438	511	542	577
Average Score (Queensland)	426	506	536	568
Writing				
	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	421	462	541	571
Average Score (National)	425	480	522	551
Average Score (Queensland)	414	468	510	538
Spelling				
	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	410	497	547	588
Average Score (National)	421	504	548	580
Average Score (Queensland)	408	496	543	574
Grammar and Punctuation				
	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	431	496	558	597
Average Score (National)	433	503	533	573
Average Score (Queensland)	422	496	529	567
Numeracy				
	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)



Average Score (School)	413	494	560	590
Average Score (National)	403	495	550	588
Average Score (Queensland)	392	486	542	579

Year 12 Outcomes: *¹

Outcomes for our Year 12 cohort 2021	
Number of students awarded a Senior Education Profile	44
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students eligible for an ATAR	36
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	17
Number of students awarded one or more Vocational Education and Training (VET) qualifications	31
Number of students awarded a Queensland Certificate of Education at the end of Year 12	44
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of Year 12 students who disclosed their ATAR scores with the College	26
Percentage of Year 12 students who disclosed their ATAR, and received an ATAR above 90	27%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a first round tertiary offer	89%

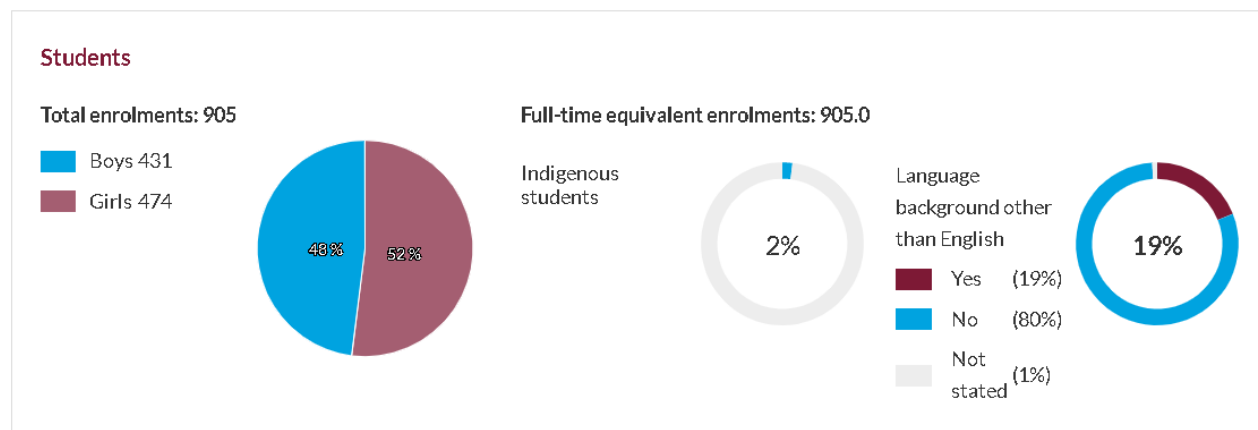
Year 12 Outcomes

The 2021 cohort was small with only 44 students. Only 72% of ATAR eligible students revealed their ATAR to the College, which, given the size of the cohort, made this a small sample. Regardless, the ATAR data shows that this cohort did well academically. The data also shows a significant investment in VET studies with 31 of the 44 students completing a VET qualification while attending school. 89% of students received a first-round offer to university.

¹ Australian Education Regulation 2013 s60 (1)(h)(i)



CHARACTERISTICS OF THE STUDENT BODY



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.

In response to our experience of the impact of COVID 19 on student wellbeing, the College introduced a Student Development team at the start of 2021, bringing together chaplains, counsellors and those who case manage students with additional need (Learning Development Coordinators) to ensure strong coordination and varied expertise is available to respond to student needs. This initiative has been a worthwhile investment. The Head of Student Development has a P-12 responsibility and is a registered teacher who is also a registered psychologist.

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.

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, 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 as well as our management of COVID-19.

During 2021 the annual parent satisfaction survey was conducted. There was a very low response rate and the College will review the way the survey is conducted in the future as well as exploring



other avenues for sourcing data about parent satisfaction. Both the student and staff surveys provided useful data that will help inform planning in the future.

Parent responses identified what matters most at Calvary?

1. *High quality of teachers*
2. *Teaching methodology*
3. *Subjects offered*
4. *Behaviour of students*
5. *A Christian Education*
6. *Standard of our facilities*
7. *Academic performance*

**Parent satisfaction rating scale.
rating scale of 1-5.**

<i>The way Teachers work with students - 4</i>
<i>Teaching methodologies/philosophies – 3.8</i>
<i>Range of subject offerings – 3.5</i>
<i>Student behaviour – 3.7</i>
<i>Providing Christian education – 4.2</i>
<i>Standard of learning facilities – 3.6</i>
<i>Academic performance – 3.5</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.

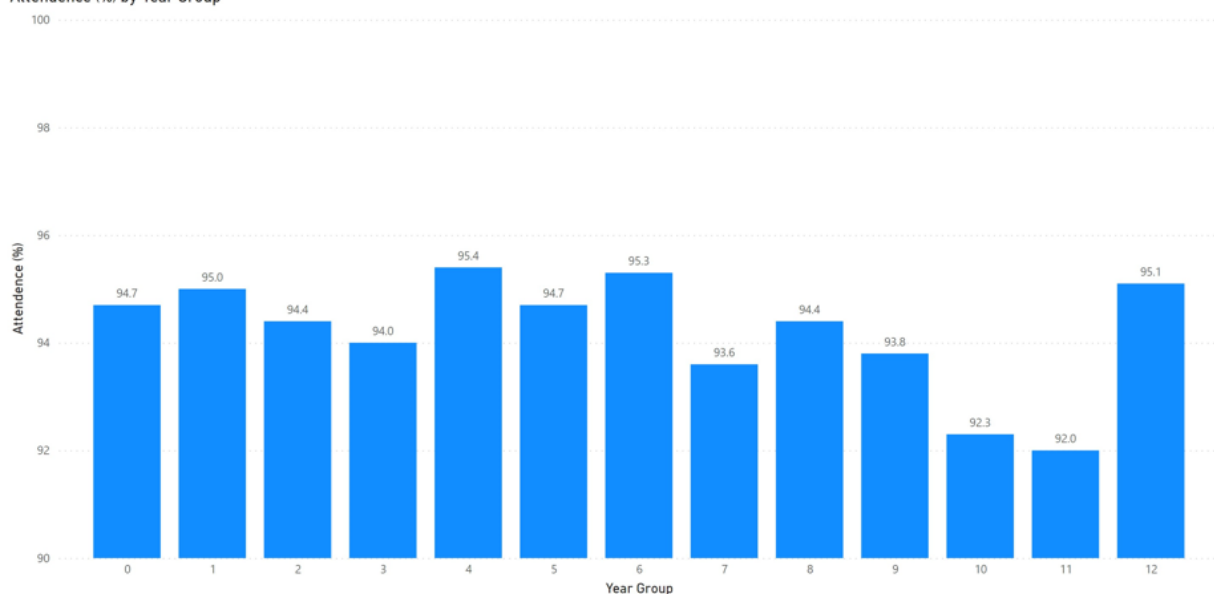
In some cases, the data can appear extreme where we have a small sample and at least one student with high absence from illness or extended family holidays. Learning continuity support is provided for all students with COVID related absence from campus.

Student Attendance Data

Year 2021

Average attendance for the whole school. (%) 94.20

Attendance (%) by Year Group



The average attendance rate for the whole school as a percentage in 2021 was 94%



FUNDING INFORMATION

College income broken down by funding source

Net recurrent income	\$ Total	\$ per Student (Average)
Australian Government recurrent funding	\$8,863,107	\$9,793
State/territory Government recurring funding	\$2,982,155	\$3,295
Fees, charges and parent contributions (Average)*	\$6,099,186	\$6,739
Other private sources	\$151,714	\$168
Total gross income	\$18,096,162	\$19,996
Less deductions	\$67,701	\$75
Total net recurrent income	\$18,028,461	\$19,921
Capital Expenditure	\$ Total	\$ Accumulated¹
Australian Government Capital Expenditure	\$0	\$0
State / Territory government capital expenditure	\$200,000	\$221
New School Loans	\$0	\$0
Income allocated to Current Capital Expenditure	\$0	\$0
Other	\$1,419,974	\$1,569
Total capital expenditure	\$1,619,974	\$1,790

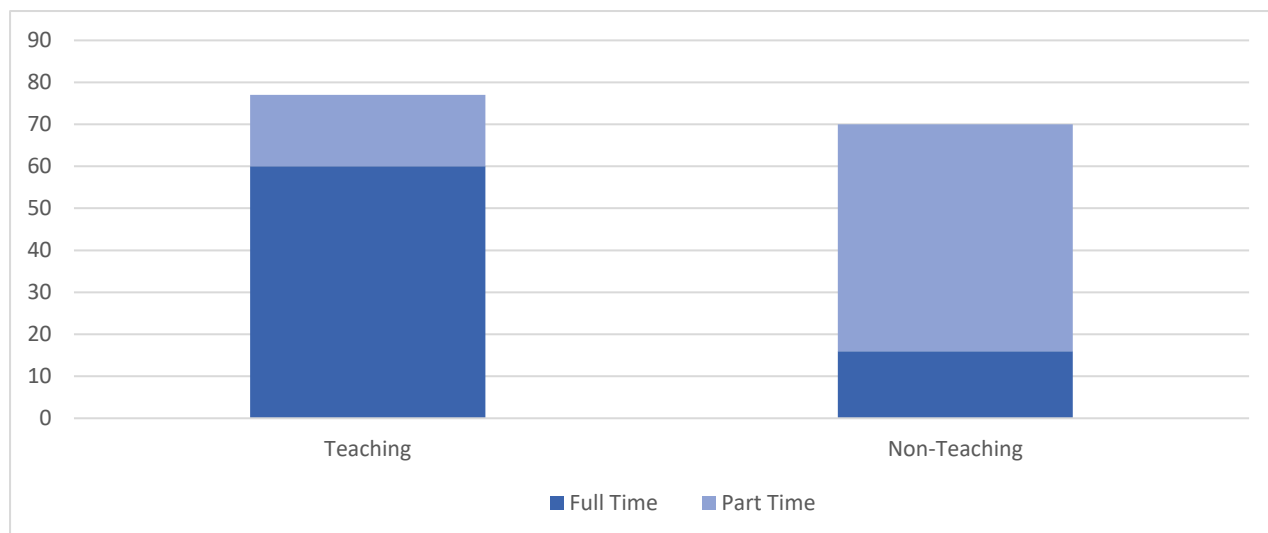
¹ Accumulated capital expenditure is the sum of three consecutive years.

* Parent contribution is by stage and fees vary by year/stage. The range for 2021 was \$5,800 per annum for Prep and \$10,400 per annum for Year 12.



STAFFING INFORMATION

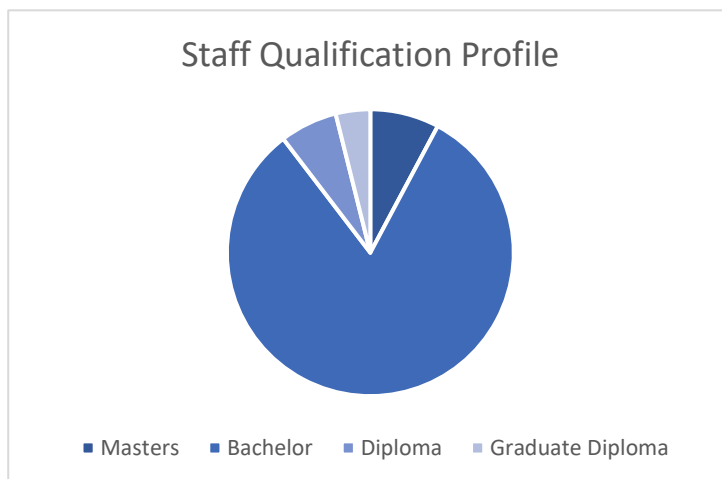
Staff Profile (Head Count)



At the start of 2021 the College employed 67.8 FTE teaching staff. During 2021 six teachers became permanent employees. The College enjoyed 95% of Teaching staff retention. This is a reflection of the good culture and working conditions of the College.

We strive to create an inclusive work environment, with particular attention to gender balance and the inclusion of Indigenous people.

Staff Qualification Profile



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 Independent Schools Queensland (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
 - Several staff members are engaged in further tertiary study
-