Emerald Christian College
Annual Report 2015

School details
School sector: Independent co-educational
School Address: Lot 2 Gregory Highway South Emerald, QLD, 4720
Year levels offered: Daycare, Kindy + Prep to Year 12
Enrollments January 2015: Daycare Kindy - 31, Primary - 156, Secondary - 78
Total: 265

Principal’s Foreword
Emerald Christian College is in its 15th year of operation as the only Independent school in Emerald and the Central Highlands. The town of some 15,000 people and a district of about 35,000 (living within two hours bus travel of the College), has suffered a downturn over the last couple of years as the Mining industry moved from high output to more normal levels. Some estimates put the business and population downturn at 10% to 15%. This has meant that the College also has not grown in four years, however, the student numbers have stabilized and started to rise slowly again. ECC has an important role serving the families who want a choice and prefer a school based on sound values, strong academic and social standards and a supportive Christian atmosphere. We have broadened and deepened the curriculum and co-curricular programs of the College as well as refining the facilities and campus grounds. Our involvement in the Community and competitions is also on the rise as well as experiences for secondary students in leadership training and opportunities. Our Master plan continues to unfold with our two room Kindy completed in mid 2014 and opened in Term one 2015. We offer a Kindy program with childcare before and after from 7:00 am to 5:00pm, holiday programs (except for a month over Christmas) and before and after school care for K - 12 is also on the program for the future (pending approval).

General School Information - College Values
Vision: To provide a Christian education for the students of Emerald and beyond.

Mission Statement: To educate individuals in a Christian environment enabling them, through a stimulating and dynamic curriculum, supported by the teachings of Jesus Christ, to participate meaningfully in contemporary society by providing “Learning for Life”.

Philosophy: The philosophy of Emerald Christian College is established on the belief that the Bible is the inspired and authoritative Word of God. We use the Bible as our sole standard of faith, truth and
practice. The Bible provides the framework for all truth, and is the foundation upon which our decision making is based.

Emerald Christian College embraces a close relationship between school and home, as both institutions work closely together to establish young men and women in sound Biblical ethics and morals. Every student is encouraged to examine and develop a Biblical view of what is real, what is true and what is of value in their lives. As students recognize their identity, we encourage them to diligently use all the resources, talents and gifts that God has given them. Students are taught to acknowledge God as the source of these giftings.

Educators at Emerald Christian College have a very clear understanding of both their Christian worldview and how such a worldview affects their educational practice. Teaching staff recognise that they have a calling by God to minister to students, as well as a responsibility to lead students by example into a holistic understanding of their spiritual, academic, physical and emotional development. They are expected to pursue educational leadership characterized by professional competence and to exemplify Christian character and devotion to God.

The College’s curriculum is designed from the perspective of God’s truth and integrates all subject areas within the framework of a Biblical Christian worldview. The curriculum focuses not only on what is taught, but how it is taught and why it is taught. Its central thread is an integration of faith and learning where all truth is valued as God’s truth.
Christian culture is essential to Emerald Christian College as a means in which values, beliefs and ethics are nurtured within the College community. The culture of the College is one in which we value God, Excellence, Members and Service (GEMS).

Emerald Christian College values:

- **G** God- His truth, His purposes, His character
- **E** Excellence- In every thought, word and action
- **M** Members- Of the college – relationship, attitude and commitment
- **S** Service -To God, family and community

The core values, which are at the heart of the College ethos, are ‘Gems’. When these ‘gems’ are established in the heart of an individual, the individual students develop ‘facets’ which cause them to shine with brilliance and beauty in the world around them.

- **F** Friendly
- **A** Appreciative
- **C** Compassionate
- **E** Encouraging
- **T** Truthful
- **S** Self-Controlled

**College Pledge**

*As an Emerald Christian College Student,*

*I promise under God,*

*To learn and train as Christ intended,*

*To take risks that do me good,*

*To prepare for a full life, and,*

*To make the world a better place*
College Improvement cycle
Emerald Christian College is one of 40 Queensland schools in the Independent Schools Queensland, Self Improving Schools Program. The goal of this program is to systematically review the College and identify areas for improvement. The initial three year programs, based on extensive research, supported by an experienced mentor and a series of planning days that involve the Board Chair and senior staff. The trial has finished and the system is now reviewed annually with new tasks set when seen as appropriate for school improvement. More information is available at www.isq.qld.edu.au/self-improving-schools

Leadership Structure from 2014 / 2015
i. Junior Years Laying Foundations - Daycare / Kindy / Prep to Year 4
ii. Middle Years Navigating Change - Years 5 - 9
iii. Senior Years Preparing for Success - Years 10 - 12
iv. The College Exec is made up of:-
   ● Principal (Chair of College Exec)
   ● Business Manager
   ● Dean of Junior Years (Years K - 5) (Secretary of College Exec)
   ● Dean of Teaching and Learning (Years 7 - 12)
   ● Dean of Students (Years 6 - 12)
   ● Dean of co-curricula (Years 4 - 12)

The main objectives of this structure are:-
1. Reinforcing GEMS & FACETS as the core objectives of the College from Daycare to Y12.
2. Using data (PIPS and ACER results in numeracy, literacy, comprehension and emotional wellness) to drive placement of educational resources and decisions.
3. Training for teachers to ensure intentional teaching* right across the college in all subject areas, in and out of the classroom.
4. Involving parents (and others) in learning related activities for both their support and time.
5. Deans: Ensuring each area of the college has a clear focus and blends with other areas to maximise effectiveness and minimise waste and tension.

A Dean is defined as:- noun Education. the head of a faculty, school, or administrative division in a university or college:
It was recognised that there are three main aspects to the College Program:-

**Challenge, Strength, Success** (see Diagram iv)

1. **Academic success** (this applied to students preparing for University entrance (about 40%) and trade or full time job preparation (about 60%))
2. **Character Strength** - developing a robust personal set of values and personal standards
3. **Rise to the Challenge** - Building genuine resilience based on experience and service

![Diagram iv - The three aspects of the College Program](image-url)
Curriculum on offer:-

**Junior Years - P to Y5**
From the first year of schooling to Year 6, students develop knowledge and skills in eight learning areas:
- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS) (History, Geography, Civics and Citizenship and Economics and Business)
- The Arts (At ECC we do 2 strands of the Arts, Music and Visual Arts due to the expertise available)
- Technologies
- Languages (German is taught to primary classes Prep to Year 5)

**Middle Years - Y 6 - 9**
**Core Subjects**
- English
- Maths
- Science
- Hass (Humanities and Social Sciences)

**Rotation Subjects**
- Technologies
  - Manual Arts
  - Hospitality
  - Computer Studies
- The Arts
  - Media Arts
  - Visual Arts
- Music
- Physical Education

**Senior Years - Y 10 - 12**
**Year 10 Core Subjects**
- English
- Maths
- Science
- Hass (Humanities and Social Sciences)

**Year 10 Elective options**
- Pre Fabrication (Cabinet making)
- Pre Hospitality
- Pre Health and Recreation
- Pre Information Computer Technology

**Year 11 - 12**
**University Preparation**
- Senior English
- Maths A or B
- Modern History
- Biology
- Business Management
- Information
In the early years, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the primary years, they focus more on the knowledge, understanding and skills of all eight learning areas. In secondary schooling, students are taught by specialist teachers.

### Technology Systems

**Year 11 - 12**

**Trade Based Preparation**

- English Communication
- Pre-vocational Maths
- Fabrication (Cabinet making)
- Engineering
- Tourism
- Hospitality
- Health and Recreation
- Information Computer Technology

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**Daycare / Kindy**

1. This two room, $1.4 million facility, named after June Drysdale, one of the two foundation teachers of the College (The other is Lorraine Grierson, now Dean of Junior Years) caters for a variety of College Programs and serves as the ‘front door’ to the College as it begins what will be for some future students, a fifteen year learning journey to Year 12 graduation. The building is the best of its kind in the Central Highlands and holds a prominent space on the property, easily seen from the highway in front of the College. These students are an integral part of the college student population. They wear a uniform, attend library classes and interact with the rest of the college regularly. The funding arrangements, staffing needs and regulatory requirements are more complex than Prep to Year 12, however, this service was requested by our families over a number of family surveys and now it is here!

   a. **Daycare** - Students may enrol from their third birthday and enjoy the program from 7am to 5pm weekdays all year except for one month over Christmas (48 weeks a year). Students participate in a genuine play based curriculum that introduces them to the learning journey they are starting on as well as building the social skills and routines needed for future successful learning.

   b. **Kindy** - The 15 hours a week (or in our case five days a fortnight) program for children aged 3 ½ to 4 ½ (or the year before Prep) is conducted by our Kindy teacher and her staff. The generous room size (20% larger than regulation) and outdoor areas (50% more than regulation) allow for a first class program in this critical early stage of learning.

   c. **Holiday Care** - The centre is open 7am to 5pm each school holiday except for a month over Christmas and the play based learning continues along with enjoyable activities.

   d. **OHSC** - Outside School Hours Care. This program is planned for the future and...
will cater for all school aged children from 7am to 5pm, weekdays, including school holidays except for a month over Christmas. There is a set program to ensure all students are well catered for, entertained and even has some learning and learning support programs as needed.

2. **Primary** (P - 6)
   a. The Primary Curriculum is based on the **Australian Curriculum** as it comes online.
   b. Six or more desktop **computers** are available in each Primary Classroom. Years 5 and 6 now have one Laptop per two students/ A set of i-pads are available for classroom use.
   c. Using the ACER OARS program, all students are **tested for literacy, numeracy, general ability and social and emotional wellness** (group data only) twice a year and on enrolment. This data is used by the college and individual teachers to cater for individual needs, group needs and class resourcing needs. Students with gaps or special needs are identified and catered for appropriately. The testing is done online as follows:-

<table>
<thead>
<tr>
<th>AGAT</th>
<th>Pat - Maths * From Year 5 up</th>
<th>Pat - R Comprehension * From Year 5 up</th>
<th>SEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical</td>
<td>Number</td>
<td>Retrieving Directly</td>
<td>Emotional</td>
</tr>
<tr>
<td>Verbal</td>
<td>Space</td>
<td>Retrieving Explicit</td>
<td>Social</td>
</tr>
<tr>
<td>Abstract</td>
<td>Measurement</td>
<td>Interpreting</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>* Chance and data</td>
<td>* Reflecting</td>
<td></td>
</tr>
</tbody>
</table>

b. Participation in the **Literacy and Numeracy coaching academy** in association with the Marzano Institute has been adopted to provide a clear teaching and learning framework with the goal of continually and individually raising these levels.

c. The College **Primary reading program** is based on standardised testing to allow students to take home up to four books a week at their own level. This is supported by participation in the MS Readathon program, twice a year book fair and the Premier’s reading challenge.

d. ECC teachers use **Primary Connections** Science program linking Literacy and Science as part of the National Curriculum.

e. ECC uses **i-Maths** to allow for practical tasks that enhance real life learning.

f. Inter school debating Years 5/6 started this year with one team in the town wide event. Eventually this will replace Public speaking for years 5/6.

g. **Public Speaking Competition P - 6.** Twice each year the Primary students participate in the twice a year Public Speaking Competition. Two students from
each class were selected based on the classroom competition to compete in a whole of Primary event. Many Parents attended these days. From 2015 this event will be split into P - Y4 and Y5 - Y12.
Secondary (7 - 12)

h. The Secondary Curriculum is based on the National Curriculum as it comes on line.

i. Using the ACER OARS program, all students are tested for literacy, numeracy, general ability and social and emotional wellness (group data only) at the beginning of each semester and on enrolment. This data is used by the college and individual teachers to cater for individual needs, group needs and class resourcing needs. Students with gaps or special needs are identified and catered for appropriately. The testing is done online as follows:

<table>
<thead>
<tr>
<th>AGAT</th>
<th>Pat - Maths</th>
<th>Pat - R Comprehension</th>
<th>SEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical</td>
<td>Number</td>
<td>Retrieving Directly</td>
<td>Emotional</td>
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<td>Space</td>
<td>Retrieving Explicit</td>
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<td>Abstract</td>
<td>Measurement</td>
<td>Interpreting</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>Chance and data</td>
<td>Reflecting</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td></td>
<td>Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community</td>
</tr>
</tbody>
</table>

j. Parent - Teacher e-mail communication - Parents have access to their children's teachers work email and may communicate social, homework or other concerns as needed. This both quick and easy and allows for efficient communication as is required. More detailed face to face meetings can be arranged as is needed.

k. Work Experience is undertaken by Year 10 students in Term 3 as part of their Careers Advice Program and Year 11/12 Subject Selection Process.

l. Community Service is planned for Years 10 - 12 for one afternoon a week in term 2 2016

m. Thinking skills framework:- Uses Blooms Taxonomy and higher order thinking skills, verbs, starters and tools to maximise a common approach to language and research in Secondary

n. Google Accounts. Google is used in Secondary for teachers and students to communicate by email, prepare and share documents, maintain calendars, due dates and reminders. This is guided by a Digital Technology User Agreement and follow up for students who use their “work e-mail” inappropriately.

o. College Wi Fi. Students are encouraged to bring to school devices that can access the College Wi Fi. Most students use i-pads or laptops in a "Bring your own device" college program. This is also covered by the Digital Technology User Agreement and allows the College to use e-books and resources
minimising textbooks and reducing the weight carried in school bags.

p. **Secondary Debating.** As a school we plan to host a District wide Secondary Debating competition in 2016. This will begin with years 7 - 9 and in 2017 should expand into Years 10 - 12. Four schools have agreed to be involved and eventually this should replace the public speaking competition for secondary.

q. **Competitions.** The students are encouraged to participate in a range of events that include the Central Highlands Eisteddfod, Interschool chess four times a year in Rockhampton, RACQ Technology Challenge (Human powered vehicle, Smilie Push Carts, Solar Boats, Robotics search and rescue and CO2 powered cars) and Aurecon Bridge Building. All these activities develop maths and science skills, a competitive spirit, practical teamwork, higher order thinking, perseverance and endurance.

r. **Cattle Club.** In 2016 we plan to form a Cattle club and enter in three local shows in Lead Steer, Cattle Judging and Junior Judges.

s. **Public Speaking Competition 7 - 12.** Secondary students again participated in the twice annual Public Speaking Competition. Two students from each class were selected based on the classroom competition to compete in a whole of Secondary event. Many Parents attended these days. From 2015 this event was split into P - Y4 and Y5 - Y12. From 2017 we plan to replace this with inter school debating. We also have students compete each year in the “Lion’s Youth of the Year”

t. **Morning Parade.** Each morning for 5 minutes before school starts, students assemble, hear notices, have a uniform check, rolls are marked and students are encouraged to keep standards high and improving. Our College starts with a prayer each morning.

u. **Lunchtime Homework Help.** It is not hard for students, especially in years 7 - 9 to fall behind in their studies. Each lunch time the IT lab has a teacher on duty to assist students with homework and assignments. This is mainly voluntary, however, teachers can ask students to attend if they are not meeting their study requirements.

v. **Cooperative programs.** In 2016 we plan to work with the local service clubs to sponsor students in programs such as TASTE (an introduction program for the Agricultural industry) and science week in Brisbane.

2. **Support Programs**

   a. **Tutoring** is offered by general teaching staff one or two afternoons a week between 3 and 4 pm. Groups are conducted in classrooms and individuals are tutored in the Library where library staff are also present.

   b. **Learning Support** time is allotted to students identified using twice a year standardised testing. Parents are encouraged to continue this support at home.

   c. **Special Needs** Students are identified, assessed and supported using funding provided through Government Grants.

   d. **Community Involvement**
i. The Students through the **Christian Service Badge** are expected to offer a certain number of Volunteer hours to various community organisations each year. This begins in Year 4 where students can research what community organisations do in their area. Many hours a year are provided to a variety of Christian and general community organisations.

ii. The **Annual Emerald Show** and **AGGROW** (Agricultural Field Day) have a wide range of competitions for students to enter as well as College Display and College information booth.

iii. The annual **Multicultural festival** provides two opportunities for our students. A face painting booth that is very popular and a Cappuccino stand staffed by teachers and Senior Students.

iv. The College participates in fundraising at the **Events** for The local Pet Rescue and a Church Ladies Group (bi-monthly) to support these local charities. Students and staff are involved in various ways and it allows the community to visit the College in a less formal way.

v. Our Students visit the **local nursing home** to perform music and interact with residents and serve afternoon tea on a Sunday, 5 times a year.

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**Co-curricular Activities**

**College Colour Scheme.**

To encourage students to participate in a range of co-curricular activities, a badge system was introduced in 2011 and is refined each year:-

Students can earn up to seven “Colours” in three groups:- Physical, Academic and Performing Arts. The new badge is Science and Innovation to reward participation in the science related competitions each year. Criteria is explained in the student diary and participation recorded on the Semester Report. Within the levels students can earn felts to place behind the Badge if they repeat the criteria the following year. Badges are worn on the school tie.

**Special Badges include:-**

a. **ROPE Badge** - This badge has three levels and is run in conjunction with the Expedition program with training on site at our Heights Training Facility and off
site at various suitable locations. It involves abseiling and some rock climbing and at higher levels some basic vertical rescue techniques

b. **Leadership badge** - This can be earned by attending a week long leadership course during the June/July holidays (boys) and the September holidays (girls).

c. **Compass Student Leadership Conference.** School Captains and other suitable Year 12 students are invited to attend the Compass Student Leadership Conference in Canberra each February.

d. From 2014:- **Senior Expedition** will be held on the training ship “South Passage” from Rosslyn bay to Mackay, stopping off at Percy Islands and Digby Island for curriculum related activity. This experience incorporates Christian Leadership, Science and Maths based exercises and Seamanship training. It can quality for Silver Dukes Expedition if the appropriate pre-training is completed. This camp is recognised with an appropriate badge for participants.

e. **Chess Club.** Chess teams travel to Rockhampton several times a year. From 2014 ECC held an annual chess day for the Central Highlands region at the Emerald Town hall using Gardiner chess to facilitate.

f. **The Primary Choir** participated in the Central Highlands Eisteddfod. This activity will be conducted by the Performing Arts Academy from 2013.

g. **Tuesday afternoon fitness groups** sometimes operates for students Prep - Year 4.

h. **Performing Arts Academy.** This program will begin in 2013 with a full time music teacher and Admin’ aide of two days a week. We plan to offer a range of musical instruments, as well as after school classes in drama, dance, classical art and photography.

i. **Annual Musical. Music cafe** (Term 2) and **Music Under the stars** (Term 4). These events were held in the double classroom this year due to numbers. In 2013 this event is conducted by the Performing Arts Academy and move to The 3CI Church facility in Hospital Road.

j. **Sports Association.** This started in 2013 and offer Tennis, Touch Football and Rugby Union clinics. An Admin’ aide of two days a week was appointed to oversee this program in association with our P.E. Teacher.
Camps and extended excursions Years 4 - 12

A great school camp has the power to transform students in a very short space of time. They provide opportunities to travel and live together in a Christian Community setting, refine social skills and independence, cope with change and unfamiliar surroundings, study the real thing which is much better than a textbook in a classroom, challenge themselves and enjoy the benefits of an active lifestyle. The College has a 31 seat Coach to assist in facilitating these events as well as local needs for swimming classes and the like. A review and upgrade of the College camping program is conducted each year. Curriculum excursions are also conducted. Students from years 4 - 12 have access to a camping and outdoor education program as follows:

<table>
<thead>
<tr>
<th>Year level</th>
<th>Camp</th>
<th>Days</th>
<th>Nights</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Overnight camp and star gazing at school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Camp Fairbairn (outdoor education)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Capricornia caves (+ outdoor education)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6/7</td>
<td>Canberra Excursion (biannual)</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>9/10</td>
<td>Emu Gully - group training</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Girls Brigade or Boys Brigade Leadership Course - by application</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>11/12</td>
<td>Senior Curriculum Excursion aboard the training ship “South Passage”</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5 - 12</td>
<td>Expedition (Bushwalking)</td>
<td>2 - 8</td>
<td>1 - 6</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Snowy NZ or Malaysian Cultural Immersion Experience (Biannual)</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>7 - 12</td>
<td>Thrive (for students who have excelled in their efforts for the year)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Compass Student Leadership Conference (Canberra)</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
3. **Spiritual and Social Programs**

   **Scriptural Basis of the College**

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Implementing and strengthening **College Values**

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**Weekly Chapel**

a. **Primary:** The Weekly Chapel/assembly is age appropriate (P-4 and 5-6) and allows for weekly positive reinforcement and parental participation. Awards such as “Caught Being Good” and “Student of the Week” reinforce College values and positive student interactions.

b. **Secondary:** The regular Chapel/assembly features community singing, it is student led with a short devotional. Regular guest speakers, upcoming events are explained and recent achievements recognised.

**Shine and Strength.** Students in year 6 and 9 have access to gender based self esteem courses. The aims are similar, however there are differences as follows:-

**Shine** equips girls to:

i. Identify themselves as valuable with much to contribute

ii. Build confidence and understanding of intrinsic value

iii. Develop decision making and problem solving skills

iv. Understand they are able to have a positive influence in their world

v. Identify personal desires and strengths to motivate them to set and achieve personal goals

**Strength** equips boys to:

i. Identify themselves as valuable with much to contribute to society

ii. Build confidence, self-awareness and courage

iii. Develop decision making and problem solving skills

iv. Understand they are able to have a positive influence in their world

v. Identify personal desires to motivate them to set and achieve personal goals.

**Parental Involvement in the College**

1. **Support a reader.** Parents can be trained in this valuable program that helps in school time and at home with their own children.

2. **Parental participation** in classrooms is common and integral to a diverse and deep curriculum, helping to release teachers from daily routine tasks. Some parents are trained in reading groups and other support roles.

3. Parental involvement in **sport and camps.** Many of our parents assist on excursions, camps, bus driving, grounds, sports events, coaching and managing teams.

4. **Parents and Friends Association.** In 2013 we will partly launch the ECC P & F with three main focus points:-

   a. Projects such as playgrounds, sporting facilities etc.
b. Fund raising internally and corporately.
c. Parent support programs and training.

Information on this section of the Annual report are confirmed on the “My School” website - http://www.myschool.edu.au

<table>
<thead>
<tr>
<th>College staff</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<td>Teaching staff</td>
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<td>17</td>
<td>18</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Full Time Equivalent</td>
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<td>17</td>
<td>17.2</td>
<td>19.8</td>
<td>18.8</td>
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<tr>
<td>Non Teaching staff</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Full Time Equivalent</td>
<td>7.9</td>
<td>9.3</td>
<td>12.1</td>
<td>11.5</td>
<td>8.0</td>
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An average of $850 was spent on each staff member for staff development

**Index of Community Socio-Educational Advantage (ICSEA) (average 1000)**

<table>
<thead>
<tr>
<th>Student Background</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
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<td>1022</td>
<td>1026</td>
<td>1012</td>
<td>1021</td>
<td>1017</td>
</tr>
</tbody>
</table>

**Distribution of students re: Index of Community Socio-Educational Advantage (ICSEA)**

<table>
<thead>
<tr>
<th>ICSEA</th>
<th>Australia</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top quartile</td>
<td>25%</td>
<td>5%</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
<td>18</td>
</tr>
<tr>
<td>Second quartile</td>
<td>25%</td>
<td>22%</td>
<td>32%</td>
<td>33%</td>
<td>34%</td>
<td>31</td>
</tr>
<tr>
<td>Third quartile</td>
<td>25%</td>
<td>53%</td>
<td>41%</td>
<td>35%</td>
<td>32%</td>
<td>33</td>
</tr>
<tr>
<td>Bottom quartile</td>
<td>25%</td>
<td>19%</td>
<td>13%</td>
<td>20%</td>
<td>20%</td>
<td>18</td>
</tr>
</tbody>
</table>
### Students

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care and Kindy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollments (P - 12)</td>
<td>202</td>
<td>233</td>
<td>237</td>
<td>218</td>
<td>229</td>
</tr>
<tr>
<td>Girls</td>
<td>105</td>
<td>119</td>
<td>120</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>Boys</td>
<td>97</td>
<td>114</td>
<td>117</td>
<td>110</td>
<td>121</td>
</tr>
<tr>
<td>Full time Equivalent Enrollments</td>
<td>202</td>
<td>230</td>
<td>235.6</td>
<td>217.2</td>
<td>229</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Language other than English Background</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Students Attendance Rate</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

### *VET (vocational Education and Training)*

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Enrollments</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>School Based Apprenticeships</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### *Senior Secondary Outcomes (Graduates)*

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior secondary certificate awarded</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Completed senior secondary school</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Emerald Christian College has a variety of methods of testing students in key areas. However, the NAPLAN results allow comparisons between the Independent, State and Catholic sectors. Being a small school, the small cohorts make genuine comparisons less reliable, however these charts compare Year Level and Dimension results in comparison to the National Average and the other schools in Emerald.

Our students have improved in the target areas of spelling, Grammar and Punctuation and Numeracy.

In 2016 we are aiming to lift our results in the area of persuasive writing and to do this we are introducing the “Seven steps to writing success” program.
Property and grounds

1. A temporary Canteen building was built and operates three days a week using an online ordering system.
2. The second playing field was brought up to standard in and we marked out the 300m running track and long jump pit as shown on the next page.

We have enjoyed the blessings of God in 2015 and look forward to his continued blessing in the years to come as we serve the families of the Central Highlands of Queensland.

Graeme Johnston
Principal