



As a condition for receiving Australian Government funding under the Schools Assistant Act 2008, the Australian Government has outlined a range of accountability requirements, including taking part in national sample assessments, collecting student background characteristics, providing “plain language” reports to parents and reporting on school performance information.

This information will be presented to all families through the newsletter and via the College website. www.tcc.wa.edu.au.

Item 1 **STAFF INFORMATION**

Item 1.1 **Staff Attendance**

This is calculated as a percentage of the fulltime equivalent of the school staff who were absent through sickness, family (carers’) leave, long service leave etc. Camps and other school activities are excluded from the calculation.

All Teaching and Non Teaching staff are included in this calculation.

The average attendance rate for the staff listed at TCC for 2009 was 98%.

Item 1.2 **Staff Retention from 2008 to 2009**

This information was derived by comparing information given to the Commonwealth Government as part of our Census requirements in August 2008 and 2009 and represent **fulltime** equivalents.

	<u>2008</u>	<u>2009</u>	<u>Variation</u>
Teaching Staff – Primary	18.90	19.70	+ 0.80
Teaching Staff - Secondary	22.80	21.70	- 1.10
Non Teaching Staff	22.20	23.50	+ 1.30

The retention rate for teaching staff from 2008 to 2009 was 85.1%. There were 40 of 47 staff retained from the previous year.

The retention rate for non-teaching staff from 2008 to 2009 was 92.9%, with 26 of 28 non teaching staff returning from the previous year

Item 1.3 **Teachers Highest Qualification**

The following is a list of the highest teaching qualification held by the teaching staff of 2009

Masters	5
Certificate of Education	2
Bachelor of Education	22
Graduate Diploma of Education	15
Bachelor of Arts	2
Other	9
Total	55

Staff Professional Development

All staff are required to attend PD in order to fulfil obligations required by their WACOT registration.

During 2009, TCC staff received Professional Development in the following areas:
Secondary School Professional Development

CURRICULUM

WACE Course Moderation and Consensus Meetings for all courses in Years 10-12

HOLA seminars for all Learning areas

Literacy and Learning workshops

Investigating National Heritage in S&E

National Curriculum seminars

HOTS and Reading strategies

Understanding Persistent Math Problems

Effective Teaching and Paragraphing Workshops

NAPLAN Testing and Preparation for testing workshops

Financial Literacy seminar for S&E

National Science programming

Curriculum Leadership in languages

Reading Strategies in Spelling in Lower Secondary

Vision Education for Braille

Programming for the Gifted and Talented

Essay Writing for Struggling students

Curriculum Organiser workshop for programming

Implementing Christian and Religious Studies

Economic and Industry Challenges or Career and Enterprise

Woman in the World in Asian Studies

ICT and Apple Training

VET Moderation and Auspicing Workshops

OTHER

Networking with other schools for Library Teachers

Behaviour and Classroom Management

Bushrangers Conference

UWA Pilot Mentoring Programme

Sustainable Schools Initiatives

Inclusive Schooling

Enhancing Educational Outcomes for Boys

Creating and Engaging a Challenging Classroom

Combating Stress and Burnout

Dyslexia and How To Treat and Recognise the illness

Autism Spectrum Disorder workshop

Curriculum Differentiation training

Reporting and Recording of Results

Waste-wise for Schools

MAZE programme training

Copyright Information seminar

Keys For Life Programme instruction

St Johns First Aid training

Primary School Professional development:

AFL Ambassador Training
Assessment for Learning
Behaviour management for children with Autism
Bridging the gap – Reading Intervention
Cyber Bullying conference
Develop a Literacy Programme
Diana Rigg Narrative Programme
Education Assistants - Instructing small groups & individual students with specific literacy and learning areas
Early Childhood Network
Effective Numeracy Practice
Field Study
First Steps (reading)
Guided Writing and more
Inquiry based learning
Level One Cricket Coaching Course
Literacy Support Network
Making School Algebra (AISWA)
Mental Computation
National Curriculum Forum
Numeracy Learning Experiences
Picture book Workshop
Play Matters
PLD – Diana Rigg
Positive behaviour support
S7E Primary Network Day
Science – Natural & Processed Materials
Scitech - Earth & Beyond
Social & Emotional Learning Through Games
Supporting Children with Autism
Teaching Comprehension 1-7
Teaching Language Through Narratives
The Game Factory – Workshop 1
Think Ahead Roadshow
Understanding NAPLAN
Wastewise Schools
Word Whizzer
Working Smarter in the Literacy Block

Staff also received Professional Development **outside of working/school hours** which involved attending seminars on evenings and weekends.

A **Christian Schools Australia (CSA) conference** was held at Grace Christian School (Bunbury) at the beginning of the third term. Attendance was mandatory for all Teaching and Non Teaching Staff Members.

Average days Professional Development / staff member: 7

Total cost of professional Development for 2009: \$ 52,212 (including payment for relief staff)

Item 2 KEY STUDENT OUTCOMES

Item 2.1 Enrolment Statistics for 2009

August 2009 Census return numbers, upon which all Federal Government funding and 50% of State funding is based, were as follows;

Year Group	Boys	Girls	Total	Average Class Size
K / PP	42	54	96	24
Year 1	25	18	43	21.5
Year 2	28	23	51	25.5
Year 3	22	21	43	27.5
Year 4	19	24	43	27.5
Year 5	17	12	29	27.5
Year 6	24	26	50	27.5
Year 7	18	19	37	18.5
Year 8	30	30	60	30
Year 9	30	27	57	28.5
Year 10	42	27	69	23
Year 11	32	23	55	27.5
Year 12	13	19	32	16

Total number of students: 665

Item 2.2 Student Attendance Rates

Average student attendance rate for 2009: 95.0%

Item 2.3 Student Retention Rates

Of the 60 Year Nine students studying at Thornlie Christian College in 2006, 24 (40%) commenced Year 12 in 2009.

All 24 students completed Year 12 in 2009.

Item 2.4 NAPLAN Results

The Year 3, 5, 7 and 9 cohort of students were tested under the Benchmark System of Testing, (National Assessment Programme for Literacy and Numeracy) These are a new set of results and cannot be compared with the old WALNA assessments. Individual students are plotted against the National Benchmark and the percentage of students achieving better than the benchmark are listed. The NAPLAN testing is used by the majority of Schools in Western Australia.

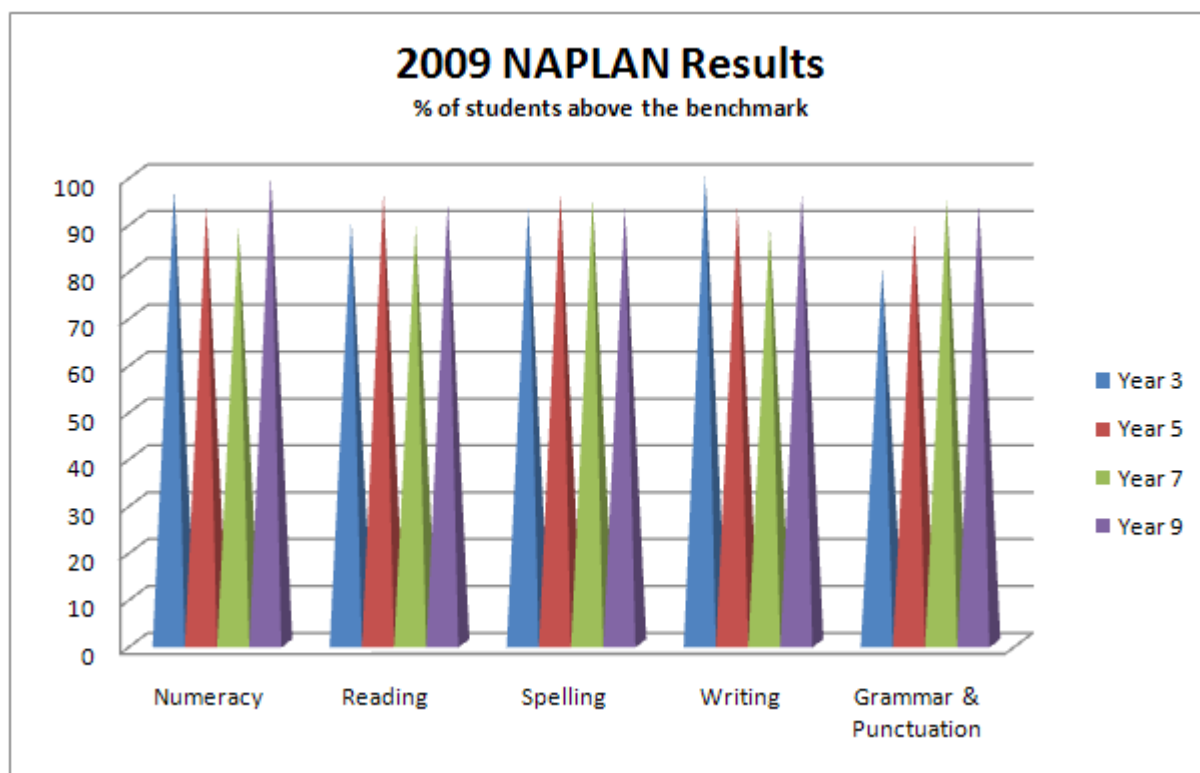
Benchmarks are in **BOLD PRINT**

Curriculum Area	Year 3	Year 5	Year 7	Year 9
Numeracy	268	372	424	476
TCC	97%	93%	89%	100%

Reading	268	372	424	476
TCC	90%	96%	89%	94%
Spelling	268	372	424	476
TCC	93%	96%	95%	93%
Writing	268	372	424	476
TCC	100%	93%	89%	96%
Grammar & Punctuation	268	372	424	476
TCC	80%	89%	95%	94%
Number of LBOTE*:	8 (20%)	9 (32%)	7 (18%)	7 (18%)
Number of ATSI**:	1	0	1	0

LBOTE* = Language background other than English

ATSI**= Aboriginal or Torres Strait Islander



Item 2.5 Value Added

In 2009 the College continued to build on the Strategic Planning process initiated by the Leadership Team and Board of Directors in 2006.

It is important to be reminded that our Strategic Plan is not simply a document but rather a series of aims, goals and behaviours that are being adopted by the entire College community so that our united efforts can bring about the strategic changes required to achieve our Vision.

The following value-adding developments took place at TCC during 2009:

Theme: The College's annual theme for 2009 was "**Courtesy.**" This theme served to remind the College community of the need to engage one another with respect. It also specifically targeted the issue of online behaviour and the challenges arising from the use of online chat-rooms.

Student life and learning: A particular emphasis has been placed on encouraging students to identify their particular God-given talents and then use them to the best of their ability.

Our Behaviour Management programme focussing on 'Choices and their Consequences' has encouraged students to reflect on their choices from a Christian perspective. It is our aim to create a culture in which our students learn to honour God in all that they do.

All students at TCC have attended a variety of excursions and incursions that have added value to the learning process.

Students in the Middle and Senior School have had the opportunity to join our Bush Rangers Unit where they are able to participate in a variety of camps, and excursions while learning about issues pertaining to our ecology and the fauna and flora that make our area so unique.

The College now has choirs in Junior Primary, Senior Primary and Secondary School.

This year the Music Department was able to provide a Barbershop Group and a Jazz Ensemble as well as host a Talent Contest.

The College's parent-managed soccer club, Southern Force Football Club, continues to grow from strength to strength, sending a dozen representatives to the state games and competing well in all age groups from Kindy to the dads' team.

Staffing: Staff retention at TCC is at its highest levels in five years. The College has worked hard to provide a positive, affirming, supportive environment for all staff.

The College provides specialist teachers in LOTE (Bahasa Indonesian) in both the Primary and Senior Schools.

The Primary School has a specialist Information Technology and Physical Education teacher to enhance provision in these critical areas of learning.

Additional staffing in the Senior School has enabled us to broaden our curriculum offering. The appointment of a part-time Primary Curriculum Coordinator has resulted in improved coordination and development, primarily in the areas of literacy and numeracy in the Primary School.

Learning Area Guardians have been appointed to further the best interests of the respective core subjects in the Primary School.

The provision of part-time administrative support to the Assistant Principal of the Primary School has relieved some of the pressure being experienced in this area.

Buildings & Infrastructure: By the end of 2009 building of the new Administration Centre had reached an advanced stage with an expected completion date of March, 2010.

Upon completion, the new Administration Centre will allow us to convert the existing Administration area back into General Learning Areas and Learning Support Areas, providing much-needed additional teaching space in the Secondary School as well as additional administration facilities.

The Primary School received a new waterproof undercover area to replace the old shade-cloth tent.

The Senior Primary Play Area was moved to a more central position and provided with a new rubberised soft-fall.

All play-areas in the Primary School now have shade-cloth sun protection.

The walkway from the C-Block to the Hospitality and Science Block was provided with a roof which allows for dry passage from one side of the secondary school to the other.

Lockers were provided for all Secondary Students.

Staff Conditions of Service: Thornlie Christian College continues to endeavour to remain competitive in the employment market. The Board has continued to work to bring teachers' salaries in line with those on offer by the Catholic Education Office.

V:\Leadership Team\Justin\School Performance Information\School Performance Information 2009 (Final).docx

A Board-Staff Liaison Committee provides an avenue for open discussion in order to ensure that the College's conditions-of-service are competitive and equitable.

Professional Development: This has been aimed at developing the skills of staff in their respective subject areas, ensuring compliance with legislation and building unity of purpose among the staff in their ministry at TCC.

Staff at TCC have continued to attend relevant Professional Learning opportunities in their respective subject areas. Additionally, the Year 11 and 12 teachers have attended a number of consensus and moderation meetings relating to their subjects in the senior years.

Primary Staff have been involved in the Field Study, focusing primarily on Literacy development.

I.C.T: Substantial upgrades to the College servers and intranet as well as the continued provision of computers to all staff means that all staff are now able to operate and communicate via the College intranet.

The new Administration Programme, MAZE, has done much to alleviate the pressure that the expanding College has been experiencing. Absentees, Assessments, Timetabling and Record-keeping have all been greatly enhanced with the advent of the new system.

The Federal Government's Digital Revolution funding saw the provision of new computers in the Secondary School. The College now has 3 dedicated IT Laboratories, one of which is an Apple Mac laboratory and each secondary school classroom has between 6 and 16 desktop computers.

The College has retained the services of an independent provider to oversee the development of the ICT Master Plan for the College.

Mission & Service: The College Chaplain has begun working on a Mission & Service programme that will see our student body involved in service at community, local and state levels, culminating in the opportunity for a Mission trip to India in partnership with Thornlie Church of Christ.

Item 2.6 Year 12 Senior School Reports:

YEAR 12 - WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) RESULTS

STUDENT POPULATION

Number of Students in Year 12 32

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Number of full-time eligible students to graduate 31
Percentage of full time eligible students who graduated 100%
Number of full-time eligible students with English Language competence 32

THORNLIE CHRISTIAN COLLEGE CERTIFICATE OF GRADUATION

Number of full-time eligible students to graduate 31
Number of full-time eligible students who graduated 31
Percentage of full time eligible students who graduated 100%

TERTIARY ENTRANCE EXAMINATION STUDENTS

Number of full-time eligible students with 4+ Tertiary Entrance subjects 19
Number of full-time eligible students with 1+ scaled mark over 75% 0

Number of full-time eligible students with 1+ A in a Tertiary Entrance /COS subject 10

WSA AND VOCATIONAL STUDENTS

Number of full-time eligible students enrolled in 1 + WSA subject 32
Number of full-time eligible students with results in 3+ WSA subjects 12
Number of full-time eligible students with 1+ A in an E code subjects 5

WACE COURSE UNITS (2 or more WACE course units)

Number of full-time eligible students with results in 2+ course units 31
Number of full-time students with 1+ A grade in a course unit 8

VOCATIONAL EDUCATION AND TRAINING STUDENTS

Number of full-time eligible students enrolled in 1+ Unit of Competency (Yr 12) 16
Number of full-time eligible students with a result in 1 qualification at Certificate 1 in (Yr 11 or 12) 14
Number of full-time eligible students who achieved 1+ qualification at Certificate 11 or higher (in Year 11, or 12) 7
Number of full-time eligible students with a result in WPL (Year 11/12) 28
Number of full-time students involved the Work Experience Programme (Yr10) 70

ENDORSED PROGRAMMES OTHER THAN VET

Number of full-time eligible students enrolled in 1+ endorsed programme (Year 10, 11, 12) 28

COLLEGE COMMUNITY SERVICE PROGRAMME

Number of full-time eligible students involved in the College Community Service Programme in (Year 10, 11, or 12) 114

Item 2.7 General Reports: Academic Competitions

Item 2.7.1 AUSTRALIAN MATHEMATICS COMPETITION FOR THE WESTPAC AWARDS

Secondary School

- 101 Participated (Year 7-12)
- 9 students received a Distinction
- 26 students received a Credit

AUSTRALASIAN PROBLEM SOLVING MATHEMATICAL OLYMPIADS (Extension programme students)

- 28 Participated (Year 6-9)
- 1 student in the top 10% (1/11 Senior competition)
- 1 student in the top 25% (1/17 Junior competition)

ACADEMIC ACHIEVEMENTS

Number of students' work entered into the "Outside The Frame" competition	4
Number of Third Places	2
Number of students involved in the WALGA Banners in the Terrace	9
Banner chosen to be displayed in St George's Terrace Perth	

UNIVERSITY SCHOLARSHIPS

Number of students offered Scholarships to a University	5
---	---

Item 2.8 Post - College Destinations

Of the 2009 Year cohort we have established that:

UNIVERSITY ENTRANCE

Number of full-time eligible students - average Tertiary Entrance Rank	75.5 %
Number of full-time students applied to go to University	17 (53%)
<i>Number of full-time students applied to go to University State statistics</i>	49%
Number of full-time students offered entry to University	13 (76.5%)
<i>Number of full time students offered entry to University State statistics</i>	90.8%
Number of students who enrolled into University	9 (69.2%)
<i>Number of students who enrolled into University State statistics</i>	73.4%
Number of students who deferred offers into University	2
Number of students who were offered a University Preparation Course	2
Number of students offered and accepted entry to Notre Dame University	1

TAFE ENTRANCE

Number of full time students eligible for entry into TAFE	32
Number of full-time students made application for TAFE	17
Number of full time students offered a position into TAFE	14
Number of students who accepted offers into TAFE	13

BIBLE COLLEGE

Number of students who accepted offers into Bible College	1
---	---

WORKPLACE/APPRENTICESHIPS

Number of students who accepted offers into the Workplace/Apprenticeships	6
---	---

THORNLIE CHRISTIAN COLLEGE ALSO OFFERS

- A safe Christian learning environment
- Dedicated and caring Christian staff
- All subjects taught from a Biblical perspective
- Daily morning devotions and Form time
- Extra tutoring in all subjects by staff
- Extension and Enrichment Programs
- Music and Instrumental tuition
- College Choir, Orchestra, Band
- Drama Productions
- A College canteen open daily at Recess and Lunch
- Extra Curricular sporting activities
- Bushrangers – available from Year 8
- Counselling: College Psychologist and Chaplain
- Library Services for Students and Parents
- Camps and Personal Development Programmes
- Student Leadership Programmes