

Reporting Template – School Annual Report

(By publishing this Report, schools will meet both State and Australian Governments reporting requirements).

Schools should input the relevant information in the shaded boxes and delete the explanatory notes prior to publication.

Mandatory Information to be published by 30 June each year

DESCRIPTIVE INFORMATION

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School sector:

Independent Christian

School's address:

P.O.Box 79 Wyalla Plaza Toowoomba QLD 4350

Total enrolments:

53

Year levels offered:

Prep to grade 7

Co-educational or single sex:

Co- educational

Distinctive curriculum offerings: (this refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.)

Special needs program

Extra-curricular activities:

Swimming
Gymnastics
Athletics
Cross Country

Parental involvement: must involve strategies for parental involvement. These might include the presence of a P& F Association, Board representation, parent committees (such as for strategic planning), reading programs, volunteer programs

Association Membership
Board Representation
Volunteer Program

Presentation of Information: Links to school web pages or the title of a school-based contact person for further information on the school and its policies

STAFFING INFORMATION

Qualifications of all teachers: Most independent schools include listings of staff, including their qualifications, in reports such as their Annual Report or School Year Book. Schools often include a list of staff on their website.

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	
Masters	
Bachelor Degree	80%
Diploma	20%
Certificate	

Expenditure on and teacher participation in professional development:

<i>Description of PL activity</i>		<i>Number of teachers participating in activity</i>
Autism		1
Literacy		2
Curriculum		1
Total number of teachers participating in at least one activity in the program year		
Total Number of Teachers	Total expenditure on teacher PL (as recorded in Financial Questionnaire)	Average expenditure on PL per teacher
4		\$808.50

To calculate average expenditure per teacher:

Total expenditure on teacher PL = \$ (average expenditure per teacher)

Total number of teachers

The total funds expended on teacher professional development in 2007 were \$3234.00
The major professional development initiatives were as follows: Autism Spectrum Disorder
The involvement of the teaching staff in professional development activities during 2007 was 100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
4	177	5	175.75

To calculate Average Staff Attendance Rate:

$$\frac{\text{Number of Staff} \times \text{Number of School Days} - \text{Total Days Staff Absences}}{\text{Number of Staff}} = \text{Average Staff Attendance Rate}$$

For permanent and temporary staff and school leaders the staff attendance rate was 99% in 2007

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of program year (Head Count)	Number of these staff retained in the following year	% retention rate
4	3	75%

To calculate the proportion of teaching staff retained in a program year:

$$\frac{\text{Number of permanent teaching staff retained at beginning of following year}}{\text{Number of permanent teaching staff at end of program year}} \times 100 = \text{retention rate}$$

For example: At the end of the program year (e.g. 2006), there were 50 teaching staff members (by head count). 5 of these teachers resign at the end of the year. At the beginning of the new year, 45 of the teachers are retained from the original 50. The retention rate is:

$$\frac{45}{50} \times 100 = 90\%$$

From the end of 2005 100% of staff were retained for the entire 2007 school year

KEY STUDENT OUTCOMES

Average student attendance rate: Number of school days x number of students in the school = number of possible attendance days

Addition of all days absent by all students = total number of days absent

Number of possible attendance days – total number of days absent = total attendance

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
53	177	342	96%

To calculate average attendance rate

$$\frac{\text{Total attendance}}{\text{Number of possible attendance days}} \times 100 = \text{average attendance rate}$$

The average attendance rate as a percentage in 2007 was 96%

Reading, writing and numeracy (and spelling from 2009) benchmark results for Years 3, 5 and 7 (and Year 9 from 2009) as follows:

Schools are not required to report on year levels where there are **five or fewer** students or where all persons in a particular group have achieved identical results, irrespective of group size. Schools should also be aware of privacy considerations when reporting on any small groups with more than five but less than, say, ten students. This section of the report requires that schools report:

- the average score for the school on each testing level;
- average score for Queensland (provided by QSA); and
- the percentage of students above the national benchmark (assistance to do this is available at www.education.qld.gov.au/schools/reporting).
- schools not currently undertaking 3, 5 and 7 (and Year 9 from 2009) testing must report this school policy.

Schools must provide the above data but they are also encouraged to report a year's results in the context of previous year's results and the distance the school has travelled. Schools mirror the communities they serve, and it is essential that the information reported contributes to a greater understanding of the challenges the school faces. This section could include descriptive comments of trends over time and on progress against expectations and targets.

It might also include the implications of the results and any follow-up actions, as well as the school's progress towards its goals.

BENCHMARK DATA

READING			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	494	517	100
Year 5	640	606	83
Year 7	637	672	43

WRITING			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	458	523	83
Year 5	568	600	100
Year 7	654	681	86

NUMERACY			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	548	521	100
Year 5	593	588	100
Year 7	603	648	43

Percentage of students in the current and previous year above the national benchmark:

To calculate the change in benchmark results from the previous year:

Current year % above benchmarks – previous year % above benchmarks = % change

Year	Reading Average Score (School)		% on or above benchmark	
	Previous Year	Current year	Previous Year	Current year
3	534	494	100	100
5	584	640	100	83
7	725	637	Percentage change = 17 %	

Year	Writing Average Score (School)		% on or above benchmark	
	Previous Year	Current year	Previous Year	Current year
3	527	458	100	83
5	641	568	100	100
7	673		Percentage change= 17%	

Year	Numeracy Average Score (School)		% on or above benchmark	
	Previous Year	Current year	Previous Year	Current year
3	572	548	100	100
5	666	593	100	100
7	701		Percentage change = 0 %	

BENCHMARK NOTES

Information on benchmarks in the Year 3, 5 and 7 tests are sent to individual schools by the Queensland Studies Authority.

1. Average Score (School): this is reported on the School Reports for Reading, Writing and Numeracy, in the bottom left hand corner;
2. Average Score (State): this is reported on the School Reports for Reading, Writing and Numeracy, in the bottom left hand corner;
3. % above benchmark: schools calculate this from the individual Class Reports.
 - a. Students below the benchmark are marked with an asterisk*
 - b. Percentage above the benchmark =

$$100 - \frac{\text{students with asterisk plus students exempt}}{\text{total students minus absent students}} \times 100$$

(Note: the Aspects of Numeracy report (Numeracy scale score) should be used to calculate the percentage above the benchmark for numeracy. The numeracy scale score is calculated from all items in the Numeracy Test)

Apparent retention rate:

The school's apparent retention rate must be published. The Year 8 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who started secondary school five years previously (this may be greater than 100%). **Data on retention is forwarded to schools by letter from the Queensland Department of Education and the Arts in June of each year.** Schools may also report the real retention rate, but this is not compulsory. Addition information related to retention rate reporting is available at www.education.qld.gov.au/schools/reporting/2005-06requirements.

Year	Year 8 Base	Year 12	Retention rate %

You may wish to put this data in context, particularly if you are a new school or there is a reason for 'abnormal' retention rates in particular years.

Year 12 student enrolment as a percentage of the Year 8 cohort is _____%

Year 12 outcomes:

Outcomes for our Year 12 cohort 2007	
Total number of Senior Certificates awarded	
Percentage of Overall Position (OP) –eligible students with OP 1-15	%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	%

Value Added: Schools are to present information in plain language on their value added in the most appropriate way according to each school's circumstances. The Australian Government has not prescribed any specific measures of valued-addedness. It will be an individual school decision to determine what might be relevant value added measures according to "each school's circumstances".

Schools might draw attention to such things as:

- Percentage improvements in benchmark testing over time
- Changes in results for individual students over a year
- Specialist programs showing improved outcomes for students with disabilities
- Scope of extra-curricular programs
- Provision of extension programs such as university courses available to senior students
- Class Professional Learning to improve student outcomes
- Specific programs in relation to student welfare, life skills, building confidence and self-esteem
- Programs to assist students in tertiary entry or entry to the workforce.

Schools may also have in place other assessment strategies for tracking student progress and may want to report on these.

Value- added

Parent, student and teacher satisfaction:

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and

teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction data: Feedback and anecdotal evidence suggests a 95% satisfaction rate

Recommended optional information to be published by 30 June each year

How computers are used to assist learning

It is recommended schools use narrative to describe the strategies

**Computer use: Computers are used as an integrated part of each KLA
Computers are used for learning assistance programmes**

Year 2 Diagnostic Net results

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	N/A
Writing	N/A
Number	N/A

School progress towards its goals each year

This section may include narrative about school progress in relation to its Strategic Plan, or may refer parents, staff and students to the Principal's Annual Report.

Mandatory Information to be published by 30 September each year

The schools 30 June report may include the following: At the time of publishing this School Annual Report, the results of the 2007 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post school destinations of our students will be posted to our website by 30 September, 2008

Schools should incorporate their data from the *Next Steps* survey into the school performance report.

School Year – 200_	Number of Students in each category	Percentage of Students in each category
University (degree)		
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		
Working full-time		
Working part-time/casual		
Seeking work		
Not studying or in the labour force		
Total Year 12 students		

To calculate percentage of students in each category:

$\frac{\text{number of students in each category}}{\text{total number of Year 12 students}} \times 100 = \text{Percentage in each category}$

Schools may wish to report any other information they have which is not covered in the *Next Step* data, e.g. Case Studies, scholarship winners.