Contents

School Profile 1
Chairman's Report 2
Executive Principal's Report 4
Principal's Report - Carrum Downs Campus 6
Principal's Report - Traralgon Campus 8
Principal's Report - Tyabb Campus 10
Academic Achievements 12
Human Resources - 2015 Staff 20
People and Culture Report 22
Finance Report 24
Building Improvement and Maintenance 25

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Flinders Christian Community College is an independent, co-educational, interdenominational Christian school (with an open and inclusive enrolment policy) for students in Prep to Year 12, with three campuses located on three beautiful sites at Carrum Downs, Traralgon and Tyabb.

To be a Transformative Christian Learning Community.

We encourage, challenge and inspire each student to learn, develop in character, understand the world in which they live and develop. As a Christian school, we seek to work with parents and guardians to develop principled, thoughtful and analytical young people prepared to take a purposeful place in the community.

Our Vision
To be a Transformative Christian Learning Community.

Our Purpose
We bring hope and purpose to our community through Christian education.

Our Values
Love
Faith
Integrity
Humility
Grace
Excellence
Perseverance

We bring hope and purpose to our community through Christian education.

Flinders Christian Community College - Annual Report 2015
1
Chairman’s Report
David Flack - Chairman, Board of Governance

TO WIN OR ...................

Competition exists all around us; whether it be competition in sport, exam results, in our jobs, or in social standing. The winners in the Grand Finals of the AFL and NRL competition have been decided, with all the hype and razzmatazz surrounding the winning team’s track record and performance. Each team in the Grand Final goes into the game knowing full well that only one team will take the flag, while the team that doesn't win has to be satisfied with having made it to the finals. Sadly, for some players, losing the game can be equated to being a loser. For some fans, who come to the game with high expectations of winning, a loss in the game is tantamount to failure.

So then, whether student or teacher, parent or staff member, what should our attitude be towards competition, winning and losing?

Jesus, in a parable he told recorded in Matthew 25, spoke of a landowner who entrusted some of his money to three of his servants. One received five talents, another two, and the third received just one talent. In time, when they were each called to account, the servant who received five talents, gained five more; the servant who received two talents, gained two more, and the servant who had been entrusted with just one talent, failed to make anything extra. Interestingly, the servant who had made two extra talents received the same commendation as the servant who had made five. Seemingly, the ‘winners’ in this parable were the ones who were faithful and diligent with the resources entrusted to them.

Paul, in 1 Corinthians 9, gives us his insight into winning. He reminds us that although only one runner in the race gets the prize, we should all ‘run in such a way as to get the prize’ (vs. 24). Our striving to win must be characterised by discipline (‘I do not run like a person running aimlessly’), and with strategy, (‘I do not fight like a man beating the air’). The implication being that there is no room for mediocrity.

A winning attitude is enhanced by the human touch, as displayed by the behaviour of John Landy in a well remembered race in 1956.

Landy is remembered for his performance in the 1500 metres final at the 1956 Australian National Championships prior to the Melbourne Olympic Games. In the race, Landy stopped and doubled back to check on fellow runner Ron Clarke after another runner clipped Clarke's heel, causing him to fall early in the third lap of the race. Clarke, the then-junior 1500 metre world champion, who had been leading the race, got back to his feet and started running again; Landy followed. Incredibly, in the final two laps Landy made up a large deficit to win the race, something considered one of the greatest moments in Australian sporting history. Said the National Centre for History and Education in Australia, "it was a spontaneous gesture of sportsmanship and it has never been forgotten."

May we each, then, ‘Do our best to present ourselves to God as one approved, workmen who do not need to be ashamed’ ...(2 Timothy 2:15).

Change is inevitable in any organisation, and Flinders College is no exception. At the beginning of 2015 three key executive positions changed hands; that of the Chief Executive Officer, and also that of two Campus Principals. Diligent application and faithfulness have certainly characterised the approach to the changes effected by Mr. Cameron Pearce and his team as they have sought to expedite their new roles at Flinders College. Cameron, as CEO, has brought to the job a very strategic and structured approach to the governance of Flinders College. One of his early initiatives was to initiate a review of the vision, values, mission and goals of the school, this was achieved collegially and collaboratively, receiving input from all the key stakeholders, and the response has been very encouraging. Processing such a significant task took some months to bring to conclusion, resulting in the production of a Purpose and Values document that clearly articulates our purpose, which is to ‘Bring hope and purpose to our community through Christian Education’ and the purpose statement is backed up by seven core values: love, faith, integrity, humility, grace, excellence and perseverance. Building on from a Purpose and Values document, Cameron has also developed a strategic plan for the school for the next five years. And the list could go on to many other important strategic initiatives.

The Board heartily commends Cameron for the way he has gone about his job with diligence, integrity, commitment, strong conviction and humility. Above all, we know that we are inordinately blessed that the person at the helm of the College consistently focuses on the centrality of the gospel message of transformational love.

In January of this year we welcomed Brad Buchanan onto the Board of Governance. Brad brings his sales and marketing skills to the table, but more critically, a passion to keep alight the vision of Flinders College which he experienced as a student at the Tyabb Campus. In the earlier days of the Carrum Downs Campus he also served as a chaplain for some years. It is encouraging to observe the constituency of the Board, consisting of people who have a long history of involvement in Christian Education as a student or parent, (or grandparent!).

I was reminded, just recently, of the impact that Christian Education can have on a child.

At a conference where the leadership style of Nelson Mandela was being discussed, mention was made of his education, especially in early years. One biographer commented that ‘Mandela was also deeply influenced by his early education in Methodist church schools.’ The Board of Flinders College is driven by the strong conviction that effective education, centered on the Christian faith, has the power to transform the lives of young people ‘...’. Our joy and delight is to hear accounts of young people whose lives have been transformed and who are making a positive difference in their community.

Our sincere thanks go to the staff of the College who work so diligently, often over and above the call of duty. They make Flinders College into the place that it is today.

‘Not by might, nor by power, but by my Spirit says the Lord’

Sincerely
David Flack
Chairman - Board of Governance

To God be the glory
### Board of Governance Members 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Meetings attended</th>
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<tbody>
<tr>
<td>David Flack - Chairman</td>
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<td>Adrian Price</td>
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<td>Matthew Harridge</td>
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<td>Brad Buchanan</td>
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### Board of Governance Meeting Dates 2015

- Wednesday 28 January
- Wednesday 25 February
- Wednesday 25 March
- Wednesday 22 April
- Wednesday 20 May - AGM
- June - No Meeting
- Wednesday 22 July
- Wednesday 19 August
- Wednesday 16 September
- Wednesday 28 October
- Wednesday 25 November
- December - No Meeting
Hope and Purpose

“For I know the thoughts that I think toward you, says the LORD, thoughts of peace and not of evil, to give you a future and a hope.”
Jeremiah 29:11

As I sit down to write this reflective article for the 2015 school year, I quickly realise that it is not the past that I am reflecting on, but rather the future. A future, that is not of my own, but my son’s and the children of those families who trustingly send their children to our very special College. In 2016, my own son will be engaging in his first Prep orientation at Flinders Christian Community College and will be starting his own educational journey. Interestingly, my heart is full of hope for what his journey may entail and the opportunities that lay ahead. A journey that will shape his beliefs, cement his values and form his character in a way that will ensure he not only prospers but that he may go on to find a purpose that will inspire him to contribute to making the world a better place. Every year, as a principal, I witness other parents exuding the same sentiments as they too have hopes and dreams for their children, not only academically, but as people. Recognising the importance of these elements, throughout 2015, we have attempted to re-visit the very reason for which we exist and the values that reflect who we are as a community. The outcome of such efforts is a new purpose statement that reads:

We bring hope and purpose to our community through Christian education.

At the core of this statement is the acknowledgement that we are more than a basic provider of education. Instead, we recognise that each child and their family enter our gates with genuine hopes and dreams for the future. That one of the most vital gifts we can give to any student is the capacity to discern their God-given purpose in the world and equip them to fulfil that calling. When our hopes and our purpose align, then the transformation and growth within an individual is limitless. Every day, I have the privilege of witnessing the power that realised purpose plays in the lives of young people. When such a purpose is combined with a clear and internalised set of beliefs and values, people grow in ways that were previously unimaginable, and have an increased capacity to weather the storms of life. The importance of this combination for the development of young people cannot be understated.

In conjunction with reviewing our purpose statement, we also re-visited and refined the College values. The great Christian philosopher, St Augustine, once wrote that ‘I believe, therefore I know’. The importance of St Augustine’s words reflects on our capacity to learn and engage with the world. Our beliefs and our values shape the way we view and interact with the world. They also influence the way we obtain and grow our knowledge base, both of ourselves and the environment in which we live. As a community centred on the Christian faith, we accept that each child is born in the image of God and, therefore, has limitless capacity to grow into the person that God designed them to be – regardless of their current state or capacity. In clearly defining our values we recognise, as a Christian school, that to effectively grow each child, both academically and as people, we must invest in the moral development of our students and instil values that will carry them in the journey through life.

Our renewed College values are:

Love  |  Faith  |  Integrity  |  Grace  |  Humility
Perseverance  |  Excellence

These values are a visible and active part of community life at Flinders and are, in many ways, one of the greatest gifts that we can give to the wonderful students that God has accorded us to serve. As individuals and collectively, the future of Flinders Christian Community College is looking bright.

Some great things have been achieved throughout 2015 due to the outstanding work of our Campus Principals, the executive teams and the dedicated staff across the College. In addition to this, some exciting new opportunities at each campus are ready to emerge in 2016.

The Carrum Downs campus has thrived throughout 2015 under the exceptional leadership of its Campus Principal, Mr Andrew Watts and the dedicated staff that serve the community. Mr Watts is a passionate educator with a genuine desire to see all students thrive. In particular, we have seen the application of the great research that Dr Guy Claxton has done with Building Learning Power, combined with Dr Carol Dwecks’ focus on fostering a Growth Mindset. This combination has effectively equipped our students to be self-motivated and resilient learners with willingness to persevere and face life’s challenges head-on. An exciting addition to the campus has been the new Music Centre, which caters for junior and senior music classes, in conjunction with specialist instrumental music rooms and band performances. Our Senior School students in 2016 will also benefit from a new VCE Centre, which will house all VCE classes and incorporate state-of-the-art internal fixt. Finally, we are blessed to be opening our first Kinder@ Flinders in 2016. The new Kindergarten building directly adjoins our Junior School precinct and we have full classes running at 3 and 4 year old levels. We are blessed to have so many wonderful developments happening at the Carrum Downs campus.

The Traralgon campus has continued to blossom under the inspiring leadership of Campus Principal, Julian Van Tienen and Deputy Principal, Jenny Beckwith. With the support of the passionate staff at Traralgon, they have seen some great strategic growth throughout 2015. The 2016 school year brings
with it some exciting new additions, with the introduction of VCAL into the Senior School and the launch of a new 4 year old Kinder@Flinders. Both of these advancements will prove to further our capacity to develop and cater for a diverse range of students and their families. Community engagement has been a significant focus for the Traralgon team, some examples being the production of ‘Grease’, which was a huge success, and the popular car-boot-sale which brought many locals to the campus. The Traralgon campus has much to look forward to moving into 2016.

Despite being our oldest campus, Tyabb has moved into a new and exciting season under the leadership of Campus Principal, Nick Haines, and his executive team. The theme for Tyabb throughout 2015 has been, ‘Unity’, with a specific desire to build community and engagement amongst all members. The Middle School continues to also evolve its work on Building Learning Power under the guidance of Mr Luke Swain, and we are seeing some transformational work amongst our student body. The Senior School is looking forward to also taking ownership of the new VCE building in 2016.

This large, multi-functional building will take our VCE learning program into the future and equip our students to excel in the academic and personal pursuits. In conjunction, the Senior School will be introducing VCAL for the first time in order to further expand the pathway options for senior students. Construction will also begin in 2015 for a new Visual Arts building that will cater for all our Art and Design subjects. Overall, the Tyabb campus is going from strength to strength as we build community and further expand our program offerings.

Flinders Christian Community College could not exist without the tremendous leadership of our Board of Governance and the Incorporated Association. The Board, under the guidance of our Chair David Flack, continues to be a source of wisdom and professionalism with a collective heart to see young people thrive through knowing Christ and fulfilling their purpose. Our thanks go to all Board and Incorporated Association members.

In humble service

Cameron Pearce
Executive Principal
Dear Flinders Community,

2015 proved to be a most fruitful and exciting year at the Carrum Downs Campus of Flinders Christian Community College. There was much to celebrate and much to look forward to in the future.

This annual report will provide a snapshot of the many successes and activities enjoyed by the students. Flinders Christian Community College is indeed a special place where students can grow and learn in a safe and supportive environment.

During my first year as Campus Principal, I have emphasised some important concepts that are central to effective Christian education. The first has been in the area of learning. For many years, the primary focus of schooling has been the delivery and retention of knowledge. There was little discussion about the process of learning and the dispositions students require to learn effectively. I have drawn upon the work of Carol Deck, Elizabeth Duckworth and Guy Claxton to promote how we can learn more effectively at Flinders. We have worked hard to establish a growth mindset in the students. A student with a growth mindset will readily take on challenges and not fear failure; they will be eager for critical feedback, and any struggle is seen as a positive step forward to achieving success. Neuroscience confirms that our brains grow when we embrace struggle and challenge. Intelligence is not fixed; we will get smarter as we take on new challenges. There are two words students repeatedly heard in assemblies and the classroom during 2015. They are YET and GRIT. The presence or absence of these attributes is a critical variable in predicting student success. The emphasis at the College has been for students to change “I can’t do it” to “I can’t do it YET.” The presumption is that we will get there if we stay focused and do not give up.

Achieving success does not simply involve more effort. We need to equip students with skills and learning dispositions they can use to find a pathway forward. Professor Guys Caxton has established an approach to learning called “Building Learning Power.” The four pillars of BLP are Resilience, Reflectiveness, Resourcefulness and Reciprocity. To make this concept easier for students to grasp, especially those in the Junior School, I have created the following mantra for learning at Flinders.

When we get stuck we add a YET, apply some GRIT, take time to REFLECT, use all our RESOURCES, I CAN LEARN FROM YOU AND YOU CAN LEARN FROM ME.

When we get there we say YES.

It has been very exciting to observe how Growth Mindset and Building Learning Power have empowered students in their learning. Teachers have noticed that difficult topics that previously met with groans, are now eagerly embraced not because they are easy but because they are hard.

Another area I am passionate about is well-being. We have done a lot of work raising awareness about mental health and healthy living this year. A particular highlight was our inaugural RUOK day. Students from the Middle and Senior School wore a splash of yellow on the day. During lunch, we handed out yellow balloons, cup cakes and banana lollies. This was done to raise awareness about mental health and to encourage students to keep an eye out for their colleagues and to ask them if they are OK if they suspect someone is struggling. The truth is every day should be a “RUOK” day. Mental health issues affects one in five people. If we take care of well-being, academic grades will take care of themselves.

We have also been exploring the concept of what it means to be a Christian in the world. What does it mean to be a follower of Jesus in 2015? Utilising the series, “Letters to the Exiles”, we have been reminded that being a Christian is not about hiding from the world, or attacking the world. Unfortunately, that is often the perception people have of Christianity. A healthy perspective is that we are here to bless the world and help it develop and grow in a positive direction. Jeremiah 29:7 states, “Also, seek the peace and prosperity of the city to which I have carried you into exile. Pray to the Lord for it, because if it prospers, you too will prosper.” Our mission statement is that we exist to bring hope and purpose to our community through Christian Education. I sincerely hope that we brought hope and purpose to every child at Flinders and the wider community of Carrum Downs in 2015.

The most important aspect of being a teacher at Flinders is to live out our faith and support all students in their exploration of the Christian faith. As a College, we are convinced that the Christian faith is an excellent way to find peace, joy, hope and purpose. Leading Christian thinker, Rob Bell states, “I’m convinced being generous is a better way to live. I’m convinced forgiving people and not carrying around bitterness is a better way to live. I’m convinced having compassion is a better way to live. I’m convinced pursuing peace in every situation is a better way to live. I’m convinced listening to the wisdom of others is a better way to live. I’m convinced being honest with people is a better way to live.”

2015 was a year when the Carrum Downs Campus developed in a positive direction. Whether it was through academic growth and success in learning, meeting the challenge of camps and outdoor adventures, success on the sporting field and other school competitions our students have excelled. Every student and Flinders Christian Community College should be immensely proud of what they have achieved in 2015.
A positive culture is only achieved through people. I want to thank and recognise the incredible hard work and dedication of the teachers and administrators at the College. I also want to acknowledge the support and partnership of parents and guardians, who consolidate and promote the values we hold dearly. To all the students of Flinders Christian Community College, I offer my sincere congratulations for an outstanding year of growth and success. Finally, let us give thanks to God for his ongoing blessing and presence within our College community.

Andrew Watts
Carrum Downs Campus Principal
2015 has been a successful year for our Traralgon Campus and we are encouraged by the positive student outcomes that are occurring. We have a real sense that we are living the vision of transformational change as the result of a robust Christian educational program. Our school community can be encouraged by its steadily improving academic results reflected through data derived from VCE scores and the NAPLAN results occurring in the early Junior School years.

Building the quality of our staff through intentional professional development initiatives has seen their capacity as teachers, administrators, innovators and team leaders show great fruit. The ongoing progress of aligning our objectives with the College' Strategic plan has seen our Traralgon staff produce contextually targeted goals that we believe are being incrementally achieved with the direct result of realising improved student outcomes.

This year we have seen staff work in small teams within our three sub-schools and administration department. The results of the teams’ collaboration have included our VCE teachers setting academic targets for their students that are aligned with our whole campus’ objectives. This has resulted in our VCE scores once again showing an improvement. A number of these staff will apply to become VCE Examiners in 2016.

Our Senior Sub School team initiated the introduction of the VCAL program to cater for a wider and more practical skill base of students. Two students completed their VCAL program and in 2016 we expect to have five students pursue the program. Our Junior and Middle school has continued to develop its student leaders through the SRC which has provided opportunities from a number of student led charity and mission fundraisers.

In 2016 we will launch the Duke of Edinburgh program. VCAL students will help prepare our annual mission trip to Western Australia and a series of Year 7 – 12 activities will be run by student leaders during lunchtimes. One particular success that demonstrates the staff building capacity and encouraging student leadership through innovation, was the introduction of Chapel leaders. Our chapels are managed and prepared by dedicated Christian leaders under the guidance of our School Chaplain, Mrs Hannah Warner. Chapels are interactive, provide opportunities for small group discussions and often have students sharing their own personal stories of their Christian growth and journey.

This year we have seen the completion of our new four-year old Kinder@ Flinders building. Constructed by Tyler Builders, a local school family, this renovated portable has an outstanding and cleverly designed interior space which boasts an inspiring outside playscape area. Our Kindergarten building has been nominated for a 2016 award for its construction and innovative concepts. The enthusiastic involvement of local tradesman and our school families has helped to strengthen our feel of community involvement that typifies our small, rural campus.

An exciting development over the 2016 summer holidays will be the development of what will be known as The Hub. This will integrate a library space with a small classroom, reading area, computers for research, first aid, technology support and general student support. The Hub will be a place where students can relax, research, read and mix together during lunch and recess and will be the place where parent information sessions and after school enrichment classes such as our Boost Program will occur.

Our campus has seen the gradual introduction of the “Building Learning Power” teaching approach in 2015 which will be more fully realised in 2016. This approach has created a positive shift in our use of appropriate and instructional language in the classroom resulting in students becoming more resilient, encouraged, collaborative and enthusiastic about their learning. We intend this approach to be reflected across all areas of our campus and we are looking forward to seeing it improve the capacity of our staff to deliver their content and inspire students to learn more effectively.

We continue to enjoy sporting success in the areas where our students excel. This includes clay target shooting, basketball and netball. It has been wonderful to see our lunchtime basketball competition flourish. Led by our School Captains, students from Years 7 – 12 are mixed into multi aged teams and various levels of skill ability to compete in an atmosphere of fun and friendship.

We performed a version of the musical “Grease” at the local Traralgon Arts centre and this was a wonderful success. Managed and organised by a team of dedicated staff, ex-students and parents under the leadership of our musical director, Mrs Sharon Richardson, this production was one of the highlights of our school year. Colourful costumes, brilliant stage sets and the singing voices of our students were almost outdone by the highlights of our school year: Colourful costumes, brilliant stage sets and the singing voices of our students were almost outdone by the staff dressed as “angels” and singing their musical item as a surprise to all who sat in the audience. This was truly another wonderful community building event and was able to showcase just some of the musical and theatrical talent that exists within our campus.

Mainly Music is a Christian based pre-kindergarten program run each week in our school gym by a series of volunteers. Managed and organised through the local church that hire our school facilities each Sunday, this program outreaches into the local community by supporting young families and providing them with opportunities to become integrated.
into our school. Other organisations continue to request the use of our school facilities and in 2015 these have included the annual Christian women’s conference, “Victorious” and a Seventh day Adventist Youth Rally. In 2016, the local Baptist Church working with Youth with a Mission (YWAM) will use our school gym for an outreach program.

I wish to acknowledge the team of 2015, Mrs Jenny Beckwith, Mrs Annette Arnott, Mrs Megan Easton, Mrs Helen Lyn, Mrs Ingrid Glanowski, Mrs Joy French and Mrs Keryn De Bruyn. The untold, behind the scenes sacrificial hours of care, commitment and dedication to our students and their families is something that I am deeply appreciative of.

We are continually grateful for the work and effort of our school chaplain, Mrs Hannah Warner. Her support of students and their families has been invaluable and we are appreciative of the government funding support that continues to aid in this.

I am also very appreciative of the energetic and collaborative Executive team that supports our campus.

Our Parents and Friends team will take on a new look in 2016, however, the incredible work of this team coordinated by the very capable duo of Mrs Susan Edwards and Mrs Astrid Williams is something that cannot be overlooked. We appreciate the parents of our community who support our school in so many ways such as the Presentation ball, Working Bees, Gardening, Excursions, Camp support, School Productions and Sports Coaching to name just a few. Many parents write or make appointments to pass on helpful advice and suggestions and these too are also gratefully received.

Our school is a great place of learning, fun and friendship. The scripture below is located on the plaque of our new Kindergarten and I hope that it encourages and inspires when you next drop by.

“Everyone who heard this wondered about it, asking, “What then is this child going to be?”

(Luke 1:66a NIV)

Julian Van Tienen
Traralgon Campus Principal
It has been a great honour and privilege to take on the role of Principal at the Tyabb campus of Flinders Christian Community College, and the 2015 year has certainly been a very positive and productive one for our school community. There have been many developments in all sections of the school this year which have contributed towards creating a positive and caring college community.

Under the leadership of Mr Partridge and his team, the Junior School have continued to build a sense of community and connection between students, staff and parents. There have been many events and opportunities that have allowed our parents to feel a part of our school, ranging from the Mother’s Day morning tea, book week parade, weekly assemblies and more recently, the Fathers Fun night. 2015 has been a year of consolidation for our upper primary program, and it has been very encouraging to see our Grade 4, 5 and 6 students settle into their respective learning spaces and experience the benefits of a collaborative learning environment. Our Grade 6 leaders have done an outstanding job this year in being role models for the Junior School community and being proactive in contributing to a positive school culture. They were especially appreciated by both the College and prospective parents as they hosted tours of the Junior School in our three open days this year.

The Middle School has seen a change in leadership in 2015, with Mr Luke Swain stepping into the position of Head of Middle School, and Mrs Corline Esterhuizen as the Head of Teaching & Learning. Both have done an outstanding job in leading the Middle School, particularly in the area of developing students who are independent and collaborative learners. The Middle School have continued to build and develop a connected and collaborative culture amongst the staff and students which has seen changes in the design and utilisation of our learning spaces and curriculum program. The summer break was a frenzy of renovation works in the Middle School to provide a learning environment that now allows greater connectedness between classes, and an opportunity for teachers to be more collaborative in how they teach. Another unique addition for the Middle School this year was the introduction of Independent Learning Days, in which 10% of the curriculum has been dedicated to students engaging in unique and often self-directed learning experiences. A particular highlight of this was the Year 8 market day, in which students prepared and ran a small business in the Woods Plaza. It was fantastic to see many students discover their ability and interest in business, and I was pleased to see that many stalls turned a profit!

Under the leadership of Mr Kuc as Head of Senior School and Mr McMellon as Head of Teaching & Learning, the Senior School has continued to focus on equipping students for life beyond the school gates as they move into various career pathways. The Senior School team have been working incredibly hard to further diversify the opportunities for our students. We are very excited to be able to launch VCAL into the Senior School program as of next year. The growth of the Senior School in the future brings with it the excitement of the new Senior School building being open and operational as of the 2016 school year. The multi-story precinct will provide students with not only a collaborative and engaging learning environment, but will also form a community hub for students to enjoy.

I would like to thank our students and families at the Tyabb campus for their support, encouragement and contribution to the culture of being a caring community. We look forward to continuing to partner with you in 2016. I would also like to take this opportunity to thank our dedicated staff for all that they have done throughout the course of the year. Their commitment to providing our students with a sense of hope and purpose on top of an excellent academic and extra-curricular program is a blessing to our community.

Yours faithfully

Nick Haines
Principal, Tyabb Campus
Academic Achievements

The My School website was developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in 2010 using information based on the government’s National Assessment Program – Literacy and Numeracy (NAPLAN) national testing.

In 2015, all students in Years 3, 5, 7 and 9 participated in the NAPLAN testing. The percentage of Flinders students whose NAPLAN results were in the top 3 bands as compared with the National percentage of students whose NAPLAN results were in the same bands, are shown in the graphs below. NAPLAN data, available on the myschool website (www.myschool.edu.au), indicates that Flinders students are generally performing well in literacy and numeracy.

Flinders uses NAPLAN data to inform the teaching and learning program and will continue to actively use this data to improve our curriculum provision, especially for students who need additional support. In 2015, the College increased teaching and support staff allocated to students who are underachieving according to NAPLAN results, school performance and other standardised testing results.

### NAPLAN Results 2015

#### Carrum Downs Campus

The percentage of students in Years 3, 5, 7 and 9 achieving ‘above the minimum national standards’, at the ‘minimum national standards’ and ‘below the minimum national standards’ in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

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<th>Year Level</th>
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<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
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## Traralgon Campus

The percentage of students in Years 3, 5, 7 and 9 achieving ‘above the minimum national standards’, at the ‘minimum national standards’ and ‘below the minimum national standards’ in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

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## Tyabb Campus

The percentage of students in Years 3, 5, 7 and 9 achieving ‘above the minimum national standards’, at the ‘minimum national standards’ and ‘below the minimum national standards’ in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

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Flinders Christian Community College - Annual Report 2015
Overview of the year

The 2015 cohort performed as follows:

- 6% of students received an ATAR over 90
- 13% of students received an ATAR over 80
- 33% of students received an ATAR over 70

2015 has seen an increase in the high end of students achieving over 90, however, there continues to be a significant “tail” of students receiving ATARs below 50. The 2015 cohort was also characterised as a year level lacking in resilience and personal ambition, which is considered (subjectively) to have contributed to their learning achievements. In response, the Senior School executive is introducing the work of Guy Claxton, “Building Learning Power,” and Carol Dweck’s “Growth mindset” practices into the classroom to address these areas of weakness.

Furthermore, the growth of VCAL in Year 12 for 2016 will broaden student’s pathways and enable students who are not primarily interested in University studies to pursue an alternative, individualised learning pathway to achieve their goals.

VCE Study Scores

In 2015, fifty-eight (58) students commenced Year 12 with fifty-two (52) students completing VCE successfully. Four (4) students undertook the Victorian Certificate of Applied Learning pathway. From the cohort, one student declined to sit the VCE examinations choosing a “non-scored VCE,” and one student was withdrawn to complete an apprenticeship. The VCE completion rate was therefore 96.5%.

Fifty-two (52) Year 12 students and thirty-eight (38) Year 11 students from Carrum Downs campus presented for the VCE and VCE/VET exams in October/November 2015. These students successfully obtained 249 study scores in 28 subjects.

The mean study score was 30.23 compared with 30 in 2014. There were fourteen (14) study scores over 40 (5.62%). This is an increase with the historic average for the Campus since 2006 (4.3%). It is, however, a decrease from 2013, where 7.8% of students achieved study scores over 40, historically the highest ever achieved at Carrum Downs.

No perfect study scores of 50 were obtained. The top study score achieved was forty-five (45). Fourteen (14) study score over 40 were achieved, approximately 5.62%.

For comparative purposes, please note that for every individual subject (study), VCAA sets the following statistical constants that apply year-on-year:

- the median student score for any subject is set at 30.0
- the proportion of students that will receive a score of 40.0 or more is 9.0%

These are regarded, and sometimes incorrectly referred to as, “State-wide means.”

Overview of 2015 ATAR results:

Of the fifty-two (52) students completing their VCE at Carrum Downs, 3 students (or 5.77%) received ATAR scores over 90; 7 received ATAR scores over 80 (13.46%); 17 received ATAR scores over 70 (32.69%); 27 received ATAR scores over 60 (51.92%); and 35 received ATAR scores over 50 (67.31%).

The mean ATAR was 59.97. This mean ATAR was lower than previous years and below the target mean of 70 identified in the Senior School Strategic Plan for 2013-2017.

Historical ATAR Comparison of Carrum Downs Campus from 2011-2015:

<table>
<thead>
<tr>
<th>Year</th>
<th>Top ATAR Score</th>
<th>Mean ATAR Ranking</th>
<th>Percentage of ATAR Scores 80 and Above</th>
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<td>2012</td>
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<tr>
<td>2011</td>
<td>96.85</td>
<td>66.60</td>
<td>28%</td>
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</table>

The graph on the following page illustrates the distribution of ATAR scores at Carrum Downs Campus.
Commentary on results

Of our students, there were forty-five (45) applications (77.59%) to tertiary studies.

Thirty-seven (37) first round offers - 82%

Twenty-two (22) first round, first preference offers - 48.8%

Twenty-three (23) first round, first or second preference offers - 51%

Last year, 98.2% of our students obtained first round offers.

Our reduced percentage of tertiary applications is due to twelve (12) student not applying for further tertiary study through the Victorian Tertiary Admissions Centre (VTAC). These twelve (12) students applied directly to the institution provider and not through VTAC, others commenced full time employment upon completion of year 12.

Other schools


For 2015, Carrum Downs was ranked as follows:

- 186 out of 528 schools for median score
- 193 out of 528 schools for % scores over 40

In 2014, CD was ranked 213/532 and 273/532 respectively on these two criteria.
Overview of the year
Our focus for VCE in 2015 was to maintain our attention on students practising formal examinations and building their study skills through seminars and supervised study lessons each Wednesday afternoon.

Some of our achievements include:

- Setting a rigorous approach to the GAT and all practice exams
- Improving SAC procedures, keeping both staff and students accountable to school policies and processes
- Continued connections with organizations such as Federation University, TAFE, Centrelink, Headspace and VCAL providers
- Senior School Expo required the compulsory participation of students from Year 9 – 10. The evening involved parent sign in, a series of mini lectures on specific subjects and VCE subject displays
- Continued involvement with “Elevate” to focus on study skills with students and a parent meeting to improve study skills

Steps for improvement
In 2016 we aim to:

- Increase our connection with Federation University by having University students assist in aspects of PE classes, Senior School Expo and the Duke of Edinburgh scheme
- Have Dr Harry Ballis (Head of Campus, Gippsland - Federation University) speak to students and parents in May regarding tertiary selection
- We will have a minimum of 3 VCE staff apply to become VCE examiners in 2016
- All VCE staff will complete their own individual strategy for improved VCE outcomes in their classes
- VCE staff will be urged to develop networks with other campus and local school experts in their field of study
- Introduce a formal VCAL program at Year 11 and 12

Strategic plan goals
1. Improving Pathways in Years 10-12
2. Develop VCE staff capacity by urging networks with other expert staff
3. Encourage staff innovation by encouraging PD action plans of their choice
4. Regular PD sessions within school that are focussed on small groups and topic discussion
5. Introduction of BLP mindset and language
6. Celebration of VCE successes and recognising staff that have achieved improved success in their subject areas
7. Introduction of VCAL with staff trained and skilled in the delivery of the content
8. VCAL to be promoted as a viable and exciting opportunity to students that would otherwise leave our school for other educational institutions

VCE Results
19 Students commenced VCE, 17 completed Year 12 (1 student is completing year 12 over two years, the other student moved to VCAL). 1 student commenced VCAL, 2 students completed their VCAL certificate.

17 Year 12 students and 12 Year 11 students from Traralgon presented for the VCE exams in 2015. These students successfully obtained 98 study scores. There were 7 scores (7.2%) over 40 which were achieved in Biology (1), Business (1), English (2), Food and Technology (2) and Information Technology (1). The top study score of 46 was achieved in Business Management.

ATAR scores
Of the 17 students who received an ATAR score, 4 students (24%) received ATAR scores over 80; 6 received ATAR scores over 70 (35%); 8 received ATAR scores over 60 (47%); and 9 received ATAR scores over 50 (53%). 10 received ATAR scores over 40 (59%). 41% of students received an ATAR score below 40.

Top ATAR score was 97.35
Mean ATAR ranking was 53.44
Median study score was 28
24% of students received an ATAR score of 80 and above.
7.2% of study scores were 40 or above

Tertiary Offers
Out of the 17 students who completed their VCE, 15 students applied for Universities. 13 students received a Round 1 offer and 1 student received an offer for a diploma, which was not through VTAC. 1 student also received a Round 2 offer. 6 students (35%) got into their first preference of course, as well as 1 student applying interstate who received an early offer.

Angela McCann
Head of Pathways
Overview of the year

84 students from Tyabb campus commenced Year 12 (one student was doing Year 12 over two years). The VCE completion rate was 100%.

Number of students sitting the VCE and VCE/VET exams in October/November 2015:

- 84 Year 12 students
- 1 student doing Year 12 over two years and completed it in 2015
- 50 Year 11 students doing at least one Year 12 sequence

These students successfully obtained 470 study scores.

In 2015 the Year 12 cohort at Tyabb was smaller (84) compared to the Year 12 cohort in 2014 (105 students in Year 12 in 2014). The median study score was 29. In comparison to the state median of 30 and for the Victorian Independent Schools the median study score was 33.

The percentage of study scores over 40 was 4.7 %, (a total of 22), lower than 2014 which was 5.9 %. In comparison the percentage for “over 40s” was 8.8 % for all Victorian schools, and 15.7 % for Victorian Independent Schools.

There was one perfect study score of 50 obtained.

ATAR scores

The mean ATAR was 61.6 (Median ATAR 65.1).

Of the 84 students completing Year 12 at Tyabb:

- 3 (3.6%) received ATARs over 90 (10.9% in 2014)
- 12 (14.2%) received ATARs over 80 (24.8% in 2014)
- 19 (22.5%) received ATARs over 70 (40.6% in 2014)
- 35 (41.6%) received ATARs over 60 (58.4% in 2014)
- 49 (58.3%) received ATARs over 50 (68.3% in 2014)
- 35 (41.7%) received ATARs below 50 (30.7% in 2014)

The top ATAR was 97.15,

Tyabb’s median ATAR 56.5 and mean ATAR 55.8 results.

In comparison to the previous year’s results this cohort, which was smaller, has overall performed below the standard of the previous year’s cohort.

Historical ATAR Comparison of Tyabb Campus from 2011-2015:

2015:  Top ATAR score was 97.15
Mean ATAR ranking was 65.1
14.2% received ATAR scores of 80 and above

2014:  Top ATAR score was 97.85
Mean ATAR score was 61.6
(excluding 3 students who did not obtain an ATAR due to doing Year 12 over multiple years and 1 student who chose an unscored VCE).
24.8% received ATAR scores of 80 and above

2013:  Top ATAR score was 96.45
Mean ATAR was 64.23
(excluding 1 student who did not obtain an ATAR)
24.8% received ATAR scores of 80 and above

2012:  Top ATAR score was 98.10
Mean ATAR was 72.47
(excluding 1 student who did not obtain an ATAR)
39.1% received ATAR scores of 80 and above

2011:  Top ATAR score was 99.55
Mean ATAR ranking was 68.14
(excluding 1 student who did not obtain an ATAR)
27.6% received ATAR scores of 80 and above

The graph on the following page illustrates the distribution of ATAR scores at Tyabb Campus.

VTAC / Higher Education Preferences: information provided by Careers /VET Coordinator - HML

Round One Offers Report 2015 students

Students received Round 1 offer 66
No Offer 11
Did not apply 6
Total 83
Conclusion:

This cohort has historically been known to be academically weaker than previous years. In anticipation of this cohort coming through the Senior School implemented some new strategies to help them improve their academic results over the course of Year 11 and Year 12. We enforced supervised Thursday afternoon study periods for Year 11 students. We strongly encouraged all Senior School Students to utilise the after school XLR8 program. The Year 12’s were a high percentage of the students who regularly attended this study time. Staff who were regularly supporting the XLR8 program were from the following faculties: English, Mathematics, Science. Other faculties such as SOSE, Business, LOTE and Physical Education were available upon student request.

Year 12 English Teachers also organised a 40+ club weekly on a Monday lunchtime in Terms 2 & 3 to encourage Year 12 English students who were aiming to get 40+ in English. The Year 12 staff met with Year 12 students to discuss the English Texts and to help develop the students critical thinking skills.

Two Senior School staff members were VCAA examiners in 2015. In 2016 the Year 12 English teachers specifically have been strongly encouraged to apply for VCAA Examination marking. Each year we strongly encourage all Year 12 staff to become examiners as a means of upskilling and as an excellent source of professional development.

Another strategy implemented to assist the 2015 Year 12 cohort was to invest all of the available ‘external providers’ budget to the Year 12 cohort, using the funds to employ Mental Blank to run four Thursday sessions on sessions such as distractions, memorizing, speed learning, stress reduction, plus a free DVD on how to succeed at VCE. We also used some of the budget to again employ ‘Elevate’ to run one Thursday seminar “How to Ace your exams”. All of these seminars were aimed to improve the motivation of the cohort and upskill them to achieve to the best of their abilities.

This cohort was also provided with a dedicated study room in G04 – a room full of study carrels and a small section with tables. The room was strategically placed next to the HOSS and HoTL office so as to provide an intervention mechanism.

In summary, a lot of human and financial resources were directed to this cohort in the hope of lifting their academic performance.

Kind regards

Danielle McDowell
VCE Coordinator
People and Culture 2015

All academic staff are registered with the Victorian Institute of Teaching and have approved tertiary academic qualifications.

Corporate Services Executive Staff

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<tr>
<td>Mr</td>
<td>Tristan</td>
<td>PHAM</td>
<td>B.Com; CPA, FGIA</td>
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<tr>
<td>Mrs</td>
<td>Jayne</td>
<td>GILLESPIE</td>
<td>Prof. Dip HR; Adv. Dip. HRM; Adv. Dip. Mgmt; Dip. HRM; Dip. Mgmt; Cert IV T&amp;A; Cert. III Comm. Services; MAHRi, AIMM</td>
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<td>HAUSLER</td>
<td>B.Bus</td>
<td>Head of Finance</td>
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<tr>
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<td>Brian</td>
<td>SKARRATT</td>
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<tr>
<td>Mrs</td>
<td>Lyn</td>
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Corporate Services Staff


Carrum Downs Campus Executive Staff

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<td>Mr</td>
<td>Andrew</td>
<td>WATTS</td>
<td>M.Ed.; B.Theol; Grad.Dip.Ed; Grad.Dip Counselling; Dip. Ministry</td>
<td>Campus Principal</td>
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<tr>
<td>Mr</td>
<td>Allister</td>
<td>ROUSE</td>
<td>B.Ed; M.Ed.; FAIM</td>
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<tr>
<td>Mr</td>
<td>Nicholas</td>
<td>GREENWOOD</td>
<td>B.Ed; Dip.Teach</td>
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<tr>
<td>Mr</td>
<td>Adam</td>
<td>SWAIN</td>
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<td>Head of Teaching &amp; Learning Junior School</td>
</tr>
<tr>
<td>Mr</td>
<td>Michael</td>
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<tr>
<td>Mrs</td>
<td>Emma</td>
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<tr>
<td>Mr</td>
<td>Paul</td>
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<tr>
<td>Ms</td>
<td>Hannah</td>
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<td>Head of Teaching &amp; Learning Senior School</td>
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<tr>
<td>Mr</td>
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<tr>
<td>Mrs</td>
<td>Sally</td>
<td>CAHILL</td>
<td>Dip.Ed.; Cert.Adolescent Counselling; Cert.Chaplaincy</td>
<td>Head of School Welfare</td>
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Carrum Downs Academic Staff


Carrum Downs General Staff

Rosslyn Allen, Louise Anderson, Rob Anderson, Dianne Bevis, Rebecca Buchanan, David Campbell, Michelle Campbell, Peter Cappel, Ben Carr, Maggie Christensen, Sook Wei Cosby, Alison Cronk, Alesha De Vries, Tronell Evelleigh, Kristine Gardiner, Kerryn Graham, Margaret Graham, Carissa Haines, Roselle Harrison, Jillian Hudson, Ryan Hudson, Annette Huon, Henry Huon, Yolande Jansen Van Vuuren, Kath Lamb, Kate Lang, Lesley Lansdown, Pam Leeding, Vanessa MacDonald, Suzanne Mc Cleary, Marianne Morgan, Danielle Ng, Renate Peacock, Elaine Peters, Karen Poke, Janine Robinson, Kate Rowe, Melianne Samuel, Sue Treanor, Julie Vernon, Frik Verster, Joanne Walton, Olivia Williams.
**Traralgon Campus Executive Staff**

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<tr>
<td>Mrs</td>
<td>Jenny</td>
<td>BECKWITH</td>
<td>B.Ed</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Mrs</td>
<td>Kerryn</td>
<td>De BRUYN</td>
<td>B.A. Special Ed; Dip. Ed.</td>
<td>Head of Primary, Head of Teaching &amp; Learning (Primary)</td>
</tr>
<tr>
<td>Mrs</td>
<td>Helen</td>
<td>LYNN</td>
<td>B.Ed</td>
<td>Head of Middle School</td>
</tr>
<tr>
<td>Ms</td>
<td>Cat</td>
<td>BARLOW</td>
<td>B.Ed</td>
<td>Head of Senior School</td>
</tr>
<tr>
<td>Ms</td>
<td>Megan</td>
<td>EASTMAN</td>
<td>B.Ed; B.A.</td>
<td>Head of Teaching &amp; Learning (Secondary)</td>
</tr>
<tr>
<td>Mrs</td>
<td>Annette</td>
<td>ARNOT</td>
<td>Cert IV Library and Info Services; B.A.</td>
<td>Operations Manager</td>
</tr>
</tbody>
</table>

**Traralgon Academic Staff**

Catherine Barlow, Steven Burns, Callum Clarke, Elysha Clarke, Keith Coverdale, Ian Dickinson, Hettie Duke, Michelle Georgeson, Ingrid Glanowski, Rob Glanowski, Sharon Gordon, Hannah Gray, Daniel Joseph, Krystal Lear, Helen Lynn, Susan Lloyd, Angela McCann, Sue-Ann McGowan, Mary Mirtschin, Janice Muir, Madhuri Noah, Gabriel Palmer, Stacey Perkins, Mihaela Ranga, Dean Richardson, Sharon Richardson, Samantha Van Tienen, Vashon Weaver.

**Traralgon General Staff**

Christine Bremner, Cathlyn Cornwell, Giuliana Duffy, Susan Edwards, Karina Ellis, Joy French, Yolanda Harvey, Joelle Hines, Elizabeth Kirakidis, Carley McGrath, Patricia Russell, Tonya Russell, Nicole Shaw, Hannah Warner, Astrid Williams.

**Tyabb Campus Executive Staff**

| Mr          | Nick       | HAINES      | B.Sports & Outdoor Rec.; B.Ed         | Campus Principal                                    |
| Mrs         | Carol      | CHATTERJEE  | BSc.; Dip.Ed                          | Deputy Principal                                    |
| Mr          | Greg       | PARTRIDGE   | Dip.Ed; B.Ed                          | Head of Junior School                               |
| Mr          | James      | McGHIE      | M.Ed; B.Ed; Dip Teach                 | Head of Teaching & Learning Junior School           |
| Mr          | Luke       | SWAIN       | BSOR; B.Ed                            | Head of Middle School                               |
| Mrs         | Corline    | ESTERHUZEN  | BA; Dip Teach                         | Head of Teaching & Learning Middle School           |
| Mr          | Tony       | KUC         | B.Comm; Dip.Ed; Grad.Dip. Bus.Man; Cert IV OSHT; Cert IV Training & Assessment | Head of Senior School                               |
| Mr          | Andrew     | McMELLON    | B.A. Politics; PGCE Citizenship with Humanities | Head of Teaching & Learning Senior School           |
| Mr          | Richard    | VAN ORSOUW  | B.A.; Grad Dip.Ed; Grad Cert Religious Ed. | Director of Student Wellbeing                      |

**Tyabb Campus Academic Staff**


**Tyabb Campus General Staff**

The 2015 College Year has been an exciting journey!

We commenced the year as the ‘People and Culture’ Department. This reflects our commitment to all stakeholders of our Flinders Community, and the important values that underpin our community relationships and decision making.

People and Culture devolved locations in 2015, with Mariska Mostert – Assistant Head of People and Culture partnering with our Carrum Downs campus, and Daniella Gapes – People and Culture Generalist, partnering with our Tyabb campus. This has been a positive step for ease of communication and building of relationships with our campus staff. Traralgon campus and Corporate Services were supported under the umbrella of Head of People and Culture, with regular days at Traralgon and interaction with Corporate Managers. We continue to work as a dynamic team across many contexts, utilising the capabilities and behaviours described by the Australian Human Resources Institute (AHRI) ‘Model of Excellence’.

We have focussed on key components of our employee lifecycle this year – with a specific emphasis on the induction program for new employees. This has resulted in the inception of a 6-month program with various milestones and support mechanisms, the streamlining of employee on-boarding to an electronic interactive process, and revision of compliance training. The first day for new employees at the start of the year now includes a family picnic, which provides a great opportunity to connect and build partnerships as we launch into the new year.

Other priorities include strategic assessment of performance review planning; workforce planning, streamlining of processes and a review of all aspects associated with the mandatory reporting legislation. Active involvement in Executive strategic planning days are also a highlight for 2015.

We have really enjoyed working in cross functional teams with various campus and corporate stakeholders. This reflects the innovative culture of Flinders, as departments partner together to utilise their areas of expertise, with a view to providing optimal outcomes for our employees and students. People and Culture are now represented in an advisory capacity at the College Executive, and adds a strategic human resources skillset to this forum.

Connections have been strengthened through various networks including Independent Schools Victoria, Industrial Relations networks, AHRI and the Australian Institute of Management. We have been involved in an exciting pilot with the Centre for Workplace Leadership at Melbourne University as they work nationally to focus on the skills needed for our future leaders and workforce. Post graduate studies have also been completed with AHRI this year.

It is humbling to have the opportunity to serve in a community such as Flinders. I would like to express my appreciation to all of our staff for partnering with us, as we work together to bring hope and purpose through Christian Education.

So neither the one who plants nor the one who waters is anything, but only God, who makes things grow.

1 Corinthians 3:7

Jayne Gillespie (MAHRI, AIMM)
Head of People and Culture
## 2015 Staffing - Full Time Equivalent (FTE)

<table>
<thead>
<tr>
<th>Staffing 2015</th>
<th>Carrum Downs Campus</th>
<th>Traralgon Campus</th>
<th>Tyabb Campus</th>
<th>Combined Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff (including Principals)</td>
<td>63.19</td>
<td>24.51</td>
<td>75.78</td>
<td>163.48</td>
</tr>
<tr>
<td>Specialist Support (including Aides &amp; Teacher Assistants)</td>
<td>15.90</td>
<td>2.95</td>
<td>10.50</td>
<td>29.35</td>
</tr>
<tr>
<td>Administrative &amp; Clerical</td>
<td>17.23</td>
<td>9.49</td>
<td>23.88</td>
<td>50.59</td>
</tr>
<tr>
<td>Building Operations Maintenance &amp; Other Staff</td>
<td>6.37</td>
<td>2.20</td>
<td>6.40</td>
<td>14.97</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>102.69</strong></td>
<td><strong>39.15</strong></td>
<td><strong>116.55</strong></td>
<td><strong>258.39</strong></td>
</tr>
</tbody>
</table>

*** FTE Staffing taken from Aug 2015 Census

### Turnover of Staff 2015

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Carrum Downs Campus</th>
<th>%</th>
<th>Traralgon Campus</th>
<th>%</th>
<th>Tyabb Campus</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service concluded during 2015</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Service concluded end 2015</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Conclusion of Fixed Term Contract</td>
<td>7</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Teaching Staff</th>
<th>Carrum Downs Campus</th>
<th>%</th>
<th>Traralgon Campus</th>
<th>%</th>
<th>Tyabb Campus</th>
<th>%</th>
<th>Corporate Services</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service concluded during 2015</td>
<td>7</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Service concluded end 2015</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Conclusion of Fixed Term Contract</td>
<td>4</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>10</td>
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</table>

### Teaching Staff Attendance 2015

**Average Days Absent per Teaching staff member**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrum Downs Campus</td>
<td>6.094*</td>
</tr>
<tr>
<td>Traralgon Campus</td>
<td>3.437</td>
</tr>
<tr>
<td>Tyabb Campus</td>
<td>5.364**</td>
</tr>
</tbody>
</table>

* 1 Staff members absent for extended period of leave owing to ill health (20+ days personal leave taken in 2015)
** 1 Staff member absent for extended period of leave owing to ill health (20+ days personal leave taken in 2015)
Flinders Christian Community College performed well financially in 2015, despite a challenging year of declining enrolments. Annual turnover increased by 2.8% to $33.58 million. Overall Government funding increased 3.2% to $18.46 million, while Tuition income increased 2% to $12.55 million. Recurrent expenditure during 2015 increased 4.1% to $32.86 million, while capital expenditure grew to $11.55 million as major capital works continued. The College continues to operate within its long term plan that not only ensures long term financial viability but will also facilitate the expected growth in student numbers across all campuses of the College. Positive financial results are crucial in order to maintain and develop the facilities and infrastructure across all campuses of the College through it's Capital Works Program.

### 2015 Income

- **Federal Government Funding** $15.02M (45%)
- **State Government Funding** $3.44M (8%)
- **School Tuition** $12.55M (37%)
- **Other Income** $2.57M (10%)

### 2015 Expenditure

- **Property Depreciation & Interest** $2.82M (9%)
- **Administration** $0.93M (3%)
- **Teaching and Student related expenses** $3.94M (4%)
- **ICT** $1.32M (72%)
- **Salary & Staff Related** $23.82M (45%)

### 2015 Capital Income

- **BGA Tyabb Music Block** $466.8K (94%)
- **Capital Donations** $28.9K (6%)

### 2015 Capital Expenditure

- **Buildings** $9.34M (81%)
- **Repayment of borrowings** $0.9M (8%)
- **Plant, Furniture and Equipment** $0.25M (9%)
- **Property Improvements** $1.07M (2%)
2015 was another big year for the property maintenance teams across all 3 campuses, with a large number of projects undertaken at each of the campuses. A new D Block building coming online at Tyabb and the new V & M Block buildings at Carrum Downs. This allowed the college to return a number of leased portable buildings towards the end of 2015, four Mod 5 buildings and two 6x3m music practice rooms were also able to be returned resulting in a significant saving in lease costs to the College, there was also some redesigning of other existing teaching spaces across campuses, as well as some newly landscaped areas to enhance the College grounds.

Below are just a couple of projects from each campus that the property maintenance team have been working on throughout 2015.

I would like to give a special thanks to our Special Projects Manager Peter Cutting. During 2015 Peter has undertaken an incredible amount of work in the design and construction of three major building projects - Tyabb D Block Senior School, Carrum Downs M Block Music and the Carrum Downs B Block conversion to the Kinder Building as well as playing a big part in the design of some of the other projects throughout year. Thank you and well done Peter.

Carrum Downs:
C Block renovation & Prep playscape
C Block was converted into two new prep classrooms for the start of 2016. We installed a glass bi-fold door, on the inside, to separate the two rooms and allow for the open learning space if needed. We also installed two external sliding doors to allow access to the playscape. The area at the rear of this space was landscaped to create a new outdoor playscape consisting of winding pathways, log seating areas, synthetic grass mound, cubby building areas where the students can build their own little play space to promote free play and creativity, along with an area of new paving and newly laid instant turf in between the paved area and the playscape.

Conversion of the Rotunda into a café/meeting space
The Rotunda has been redesigned to better utilize the space as a meeting place both for students, families and staff alike. We enclosed the open side of the structure and fitted double French glass doors on the other side allowing the space to be more usable during the colder months. We are now running a café on a regular basis and have held a number of events in this wonderful new space. We have just recently completed a paved court yard area and steps just outside the rotunda allowing for better access to the precinct. We have some plantings to do around the area and plan to have this completed in the coming months.

Tyabb:
Renovation of K block house:
The Tyabb House was completely internally renovated early in 2015 to accommodate the relocation of a number of the Corporate Services departments. This involved turning a domestic house into 10 office spaces, housing approximately 15 staff with a newly designed kitchen, amenities and meeting spaces. The Corporate Service teams are enjoying the new space and have found it be a great benefit in building relationships amongst the teams.

Created open leaning spaces in F, B, N & Upper H Block.
This involved removing sections of dividing walls in F block and the installation of 4 x 8m bi-fold glass doors that allows for the whole upper level of F block to be opened up, creating one large space or closed down to 5 individual rooms as required. A similar installation for B, N, H blocks created two separate spaces or again the one large room to allow for collaborative learning opportunities.

Traralgon:
New Kinder building & playscape:
Towards the end of 2015 we converted a portable building, that we owned, into a brand new early learning centre. This consisted of a complete refit of the existing building to accommodate the requirements of an early learning centre and also included an outdoor playscape complete with a running water river that is pumped out at the top by the kids themselves. The water is then fed back into a line that waters the surrounding garden beds, winding pathways, sand pit, slide, sensory gardens and many other exciting features for the kids to discover as they play in this exiting space.

Created new storage area at rear of gym:
This was a much needed space as storage is always in short supply. The area at the rear of the gym was only very narrow but quite long and not used a great deal, so we decided that this would be the best place as it was able to be connected via a linking door to the main hall. This area is used to store items such as chairs for assemblies, sporting equipment and other furniture items.

Tyabb Property Maintenance Team - Justin Mason - Supervisor, Cary Fawcett - Maintenance Officer, Shane Elvey - Maintenance Officer, Shane Sparey - Maintenance Officer
Carrum Downs Maintenance Team - Kell Jackson - Supervisor, Lee Fallon - Maintenance Officer, Ross McCleary - Maintenance Officer
Traralgon Maintenance Team - Andrew Ogden - Supervisor, Anthony Davis - Maintenance Officer
Love    Integrity     Grace     Perseverance

Faith    Humility    Excellence