Faith is to believe what you do not see; the reward of this faith is to see what you believe. And a living faith will last in the midst of the blackest storm. Faith is taking the first step even when you do not see the whole staircase. Be faithful in small things because it is in them that your faith lies. Faith is the strength by which a shattered world shall emerge into the light. You are in integrity when the life you are living on the outside matches who you are on the inside. The high road is always respected. Integrity and honesty are always rewarded. Integrity is the essence of everything successful. The greatness of a man is not in the wealth he acquires, but in his integrity and his ability to affect those around him. Live a life so that others may follow you positively. A life lived with integrity - even if it lacks the trappings of fame and fortune - is a shining star in whose light others may follow in the years to come. One of the highest gifts of integrity is its blunt refusal to be compromised. Honesty and integrity are absolutely essential for success in life - all areas of life. The really good news is that anyone can attain both honesty and integrity. To achieve these, you must add something to your character that cannot be bought or measured in money, and that is sincerity and integrity. To think and to plan alone with God will transform your character and increase your devotion to Jesus Christ. Integrity and honesty have to do with looking down into the darkness and knowing that you are right. Don’t be an example to all believers in what you say of him who is called the Lord. Let your roots grow down into him, and let your lives be built on him. Your faith will grow strong in the truth you were taught, and you will overflow with thanksgiving.

Pursue righteousness and a godly life, along with faith, love, perseverence and endurance.

Your faith will grow strong in the truth you were taught, and you will overflow with thanksgiving.

Think about things that are excellent and worthy of praise.

Excellence, Faith, Integrity

FLINDERS CHRISTIAN COMMUNITY COMMUNITY COLLEGE
ANNUAL SCHOOL REPORT 2013
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Flinders Christian Community College is a not-for-profit Incorporated Association which operates three campuses located at Carrum Downs, Latrobe City and Tyabb.

Flinders mission is to provide Christian education that enables students to learn, to develop in character, and to build a relationship with Jesus Christ so preparing them to take a purposeful place in community.

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Chairman’s Report

David Flack - Chairman
Board of Governance

O ur news bulletins daily bombard us with a huge variety of items, many of which fit into the category of disasters, accidents or catastrophes, be they political, natural, social or military. One, in particular caught my attention, for a specific reason. The cruise liner Costa Concordia ran aground off the island of Giglio, in Italy on January 13, 2012; there it lay partially submerged until salvage crews re-floated the stricken vessel in September 2013, having been an eyesore for the locals for some 18 months. 32 people lost their lives following the accident, and the recent salvage effort has been billed the largest of its kind, ever!

The reason it caught my interest is the profound fact that the decision of just one person, or perhaps the absence of any decision, precipitated such a devastating outcome. The full story is yet to be told, but what we do know is that this disaster has affected many thousands of lives, and the cost of dealing with the aftermath of the accident has been astronomical. One estimate puts the insurance bill at $1.2 billion. A suitable title for a report on this tragedy could be ‘The Power of One’. In the book of Romans in the Bible, Paul refers to this same principle in relation to a greater disaster that took place in the Garden of Eden, which has ramifications even to the present day.

Here, it is the reality that a simple act of disobedience subsequently wreaked havoc on the whole human race, culminating in the sentence of death. What Adam and Eve did has impacted every living person since. Thankfully, owing to the obedience of another man, the ‘God-man’, the damage has been reversed so that the possibility exists for the ‘justification that brings life for all men’ (Romans 5:18).

A passage in Ezekiel further illustrates how the decision of one person can impact a whole enterprise. Ezekiel 22 describes a deplorable situation in the Israelite nation. The priests ‘profane my holy things’ (v.26); ‘they teach that there is no difference between the clean and the unclean’ (v.26). The prophets and officials, likewise, have totally rejected God’s ways. In response God … ‘looked for a person … who would stand before me in the gap on behalf of the land’ (v.30). Sadly, the outcome of the search was that ‘…I found none’ (v.30). Not a single person could be found to uphold righteousness, truth and justice!

My conviction is that God still looks ‘for a person’, a person who is willing to ‘step up to the plate’, a person characterised by faith, vision and obedience to Him. The Old Testament character of Esther was challenged by her uncle Mordecai to use her unique position to ‘stand in the gap’ because, as he suggested, she was ‘born for a time such as this’. Christian Education offers a wonderful opportunity and responsibility to encourage a new generation of young people to use their abilities and strengths for good; to be agents for righteousness, truth and justice.

2013 has proved to be just as busy as any other year for the Board of Governance. The student cohort of the College has continued to increase, reaching 2170 at the August census. Increasing growth in the school has driven change in other areas as well, especially in the area of Corporate Services. We welcome Glenn Kruithoff to the position of Director of Corporate Services, and David Hausler as Head of the Finance Department. Jayne Gillespie is now heading up the portfolio of Human Resources. These have been useful structural changes and we are seeing positive outcomes.

A driving force for the Board of Governance is its mandate to ensure that Flinders Christian Community College stays true to its vision and mission. At the very heart of Flinders College’s operation is the commitment and passion to ensure that we provide Christian education that enables students to learn, to develop in character and in relationship with Jesus Christ, and so, preparing them to take a purposeful place in community. As a Board, we are frequently reminded that it is our responsibility to ensure that the mission of the College remains strong and clear. I am thankful for the talented, Godly people on the Board, who are committed to this vision. They truly are people who have committed themselves to ‘stand in the gap’.

The Board has operated with eight members through this year, and it has met nearly every month to receive College reports and discuss College affairs. Andrew Streets stepped down from the Board late in 2012 to take up the position of Acting Head of Finance. We value and appreciate Andrew’s contribution through this time of significant change, and prior to that, his contribution to the College Board.

June 20 this year was a significant day in the life of Flinders College. On June 20th 1983, the embryonic Hastings Christian College (Flinders College) commenced with 15 students enrolling during the 1983 School year. Avril Howard has documented the first ten years of the life of the College in her suitably titled book ‘Born to Bear Fruit’, in which it is clear that the early pioneers were nothing short of visionary, not afraid of personal sacrifice and highly dedicated. Funding, as one might expect, was a significant challenge, so a cooperative was formed, using members funds to guarantee loans from the National Australia Bank. The constraints of funding meant that construction of new buildings was out of the question, and it was discovered that army huts from Balcombe were available at $100.00 each. Sixteen were purchased, with four being immediately relocated to the grounds of Hastings Uniting Church, where the school operated for some months before relocating to the present Tyabb site. Over the years two more campuses have been added to the school. Out of little things big things have grown. And the story hasn’t finished yet!

On behalf of the Board, commendation goes to so many who have worked so hard to fulfil the mission of the College. You, too, are people who are ‘standing in the gap’.

The Board would like to extend special thanks to the Campus Principals and Executive Principal, Mrs Jill Healey. Their diligence and commitment to seeing the job done, whilst often working under extreme pressure, is exemplary!

To God be the Glory

Mr David Flack
Chairman - Board of Governance
Board of Governance Members 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>Meetings attended - (10 meetings held throughout 2013)</th>
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</thead>
<tbody>
<tr>
<td>Mr David Flack - Chairman</td>
<td>10/10</td>
</tr>
<tr>
<td>Mr Stuart Campbell - Vice Chairman</td>
<td>9/10</td>
</tr>
<tr>
<td>Mr Justin Coates - Secretary</td>
<td>10/10</td>
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<tr>
<td>Mr Adrian Price - Treasurer</td>
<td>10/10</td>
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<tr>
<td>Mr David Champion - Member</td>
<td>9/10</td>
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<tr>
<td>Mr Matthew Harridge - Member</td>
<td>9/10</td>
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<tr>
<td>Mr Frank Hoogenraad - Member</td>
<td>8/10</td>
</tr>
<tr>
<td>Mrs Valerie Mason - Member</td>
<td>5/10 Interstate/Overseas Feb &amp; March 2013 Acting Principal LC April &amp; August 2013</td>
</tr>
</tbody>
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Board of Governance Meeting Dates 2013

- Wednesday 30th January
- Wednesday 27th February
- Wednesday 20th March
- Wednesday 17th April
- Wednesday 22nd May
- Wednesday 24th July
- Wednesday 21st August
- Wednesday 18th September
- Wednesday 23rd October
- Wednesday 20th November
Our Mission

Flinders aims to provide excellent Christian education that enables students to learn, to develop in character and to build a relationship with Jesus Christ so preparing them to take a purposeful place in community.

In August this year, I had the privilege of taking part in a Harvard Graduate School of Education program led by Professor David Perkins and Dr Daniel Wilson: Leading Learning That Matters (LLTM). The program, facilitated by Independent Schools Victoria (ISV), involved 12 experienced Principals from Victorian independent schools and provided inspirational and stimulating experiences to challenge our thinking about leading learning that matters in our schools.

The sites we visited and the projects embarked upon by the Principals centred around: identifying what learning matters and what good learning looks like; building capacity and capability within our schools; examining what defines an effective teacher in our schools; considering sustainability.

Whilst on the LLTM Study tour we visited Apple's headquarters in San Francisco where education is in Apple's 'DNA' – 'Lead with what you are trying to do... For Flinders, this is Learning!' Have you observed that Apple stores are organised by what you want to do? Over the past 3 years, Flinders Christian Community College has intentionally focused on leading with learning through the framework of 'Flinders by Design' (FbD). Like Apple, we believe that if we lead with learning then technology will enable us to do things with teaching and learning that have been impossible without technology.

What is important in education? What learning matters to prepare our young people to adapt and thrive in an ambiguous and changing environment? What do our parents and members of the public consider important in the education of young people?

At Flinders, we strive to better understand the nature of the scaffolding needed to promote deeper learning competencies of teachers and students. Again this year, the College has hosted a steady stream of local, interstate and international educators to the Carrum Downs and Latrobe City UTE Centres (Understanding Through Engagement) and received overwhelming affirmation from highly esteemed educators for the UTE programs, Academies (Tyabb 2014) and Reporting System. Research and careful planning of the learning environment is beginning to enable effective use of technologies to enrich and enhance the educational experience of students and teachers and improve student learning by exploring pedagogy that achieves engagement and cognitive development.

Over the past 3 years, Flinders has developed and is continuing to develop a reporting system which is designed to: report on assessment appropriate to 21st century skills; inform the teaching and learning process by giving immediate feedback on tasks; increase teacher contact and capacity to directly speak to the student each day; obtain feedback from more than one teacher, use rubrics which assist students to assess and take responsibility for their own work.

We hope that Flinders graduates will demonstrate the following characteristics in their lives beyond school: an understanding of the Christian faith and its relevance in life and society; a deepening relationship with Jesus Christ; a clear value system of love, respect, justice and mercy; an understanding of their own learning and taking responsibility for it; a capacity to think creatively and solve problems; the ability to adapt to change, make decisions and be resilient.

Proverbs 3: 1-6

My son, do not forget my teaching, but keep my commands in your heart,
for they will prolong your life many years and bring you prosperity.
Let love and faithfulness never leave you;
bind them around your neck, write them on the tablet of your heart.
Then you will win favor and a good name in the sight of God and man.
Trust in the Lord with all your heart and lean not on your own understanding;
in all your ways acknowledge him, and he will make your paths straight."
In May, 2013, we welcomed Mr Glenn Kruithoff to the new position of Director of Corporate Services and have been delighted with the new and efficient systems the Corporate Services teams are introducing into the business areas of the College. Mr Kruithoff is a member of the Principal Team and attends regular Principal Team meetings to understand how best to lead Corporate Services to facilitate the College vision to provide excellent Christian education for as many young people as possible. All members of the Principal team are focused on leading learning that matters at Flinders.

I wish to express my deep appreciation to the 2013 Principal Team who have worked with the utmost dedication and commitment to develop and promote a school culture which inspires creative thinking and innovative practices. The Principal team comprises:

Executive Principal - Mrs Jill Healey
Principal Education Research and Development - Mrs Sue Starling
Director of Corporate Services - Mr Glenn Kruithoff
Principal, Tyabb Campus - Mr Maxwell Cuddon
Principal, Carrum Downs Campus - Mr Cameron Pearce
Principal, Latrobe City Campus - Mrs Jill Healey

Facilities and infrastructure:

At the time of writing this report, the W Block at Tyabb Junior School is almost complete and comprises two large learning spaces to accommodate two of the three Grade 4-6 Academies commencing in 2014. These new spaces enable learning designed around new paradigms, facilitating technology-enabled pedagogical change.

Over the December 2012 and January 2013 holiday period, Mr Peter Cutting, Special Projects Manager redesigned and created the following exciting flexible learning spaces for the:

- Year 7&8 UTE Program (Understanding Through Engagement) at Latrobe City campus by reconstructing and refurbishing the lower level classrooms of D block
- Year 8 UTE Program at Carrum Downs campus by reconstructing and refurbishing D block
- Year 6 UTE Program at Carrum Downs campus by reconstructing and refurbishing the south end of H block

Parents are welcome to visit the UTE Centres on any school day and you will observe students who are genuinely engaged in, and taking responsibility for their learning.

We have been granted $600,000 from the Commonwealth Government Block Grant Authority (BGA) towards the construction of a $1.2M Music Centre at Carrum Downs campus similar to the Music Centre recently constructed at Tyabb campus. The Centre will have music classrooms, instrumental, vocal, choir and concert band practice rooms.

Projects such as these could not be achieved without commitment to FbD and the collective talents of the following Corporate Services personnel and their teams of dedicated staff:

Finance - David Hausler
Technology and Innovation - Brett Graham
Human Resources - Jayne Gillespie
Property - Peter Cutting and Ben Carr

On Friday 22 November 2013, we celebrated our 30th Anniversary with a magnificent Twilight Carnival at Tyabb campus organised superbly by Mrs Sally Bentley, Parents & Friends and Events Coordinator. It was wonderful to reunite with past students, teachers and parents to thank God for his abundant blessing and provision over the years. Flinders is going from strength to strength to the Glory of God.

My sincere thanks to our Board of Governance for their leadership and support, to our dedicated teachers, administration staff, teacher support staff, Corporate Services staff and Parents & Friends for working together to make our 30th year the best ever.

Farewell to our Year 12 classes of 2013 at Tyabb, Carrum Downs and Latrobe City as you leave Flinders to begin your journey into adult life and the future. We wish you God’s richest blessings as you follow your dreams.

Jill Healey
Executive Principal

Happy 30th Birthday, Flinders
Grow in Love
Principal Education Research & Development  
2013 Report  
Sue Starling  
Principal Education Research & Development  

2013 A Year of Deepening Understanding

A significant achievement in 2013 was the refinement of the FCCC Strategic Plan 2013-2017 based on the Schooling by Design (SbD) framework. The plan clearly articulates our curriculum, assessment, teaching and learning goals and provides leaders and teachers with a consistent message to support the major task of implementing UbD and inquiry based pedagogy at Flinders. Having a plan is vital if we are to effectively challenge rituals and habits of the past and to determine how to purposefully engage each learner in the future.

2013 saw the significant expansion of Understanding Through Engagement (UTE), piloted by a team of teachers at Carrum Downs in 2012, as well as the continued development of the Flinders by Design Reporting System. Both these initiatives again attracted a number of local, interstate and international visitors during 2013 which also created opportunities for us to share and to learn from others. The anecdotal evidence is positive and the ISV LEAD Student Satisfaction Report indicated upwards trends in all areas of academic achievement for all Years 5-9 in 2013 compared with 2012.

This is attributable to a number of teaching teams at Carrum Downs, Latrobe City and Tyabb which demonstrated the great wealth of teacher professionalism, experience and momentum that has emerged through the innovative education program at Flinders. Whilst there have been many challenges in launching new pedagogical approaches, the consistent restatement of the 10 learning Principles and our Flinders mission, has provided the guiding rubric against which teachers can measure their progress and steer the course.

10 Learning Principles

1. A key goal of school learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners constantly see the value of their worth and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills and experiences so that the new challenges can be met and new experiences understood.
4. An understanding is a learner realisation about the power of an idea. Understandings cannot be given; they have to be engineered so the learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards.
7. Understanding can be attained by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer requires willingness to think, and rethink, and push beyond one’s normal comfort level, learners need a safe and supportive environment for intellectual risk taking and for questioning assumptions and habits.
10. Learning is enhanced when it is personalised – when the learners’ interests, preferences, strengths, contributions and prior knowledge are sufficiently honoured.

(Wiggins and McTighe’s UbD Learning Principles in Schooling by Design: Mission, Action and Achievement, 2007 pp.113-114.)

10 Focus Areas in the FbD Education Plan

The management of Flinders Education, Research and Development is planned against 10 focus areas.

1. Flinders by Design
The induction of teachers and leaders to Flinders and Schooling by Design has become a significant task given the integrated nature of our programs. This is particularly true for interdisciplinary curriculum planning and learning the sophisticated IT system we have developed to support the education program. Teachers are provided with the clear understanding of the link between the Flinders vision to provide excellent Christian education for as many young people as possible and the 10 learning principles seen through a biblical lens.

2. Teaching from a Biblical Perspective
Supporting teachers to gain an applied understanding of teaching from a biblical perspective, in an authentic way is an ongoing challenge for many Christian schools. This year we facilitated workshops on Teaching from a Biblical Perspective and introduced the use of the 3 biblical lenses representing the Creation, Fall, Redemption and Recreation narrative; God’s purpose, What went wrong, How can we care. We are asking teachers to use these 3 lenses to view teaching concepts before they plan and to connect what students learn, with the biblical narrative and their lived experience in a meaningful way.
3. **UbD Curriculum Planning and Mapping**
Our goal this year was to further develop the quality of UbD curriculum planning so it aligns with the Australian Curriculum. We ran a number of UbD team planning workshops at each campus. The development of a fully aligned UbD curriculum takes many years and considerable Professional Learning for teachers.

4. **Formatative Assessment and FbD Reporting System**
In 2013 we launched FbD Reporting Stage 2 which incorporates student attainment target setting supported by formal coaching. The Heads of Teaching and Learning were responsible for local campus implementation and managed student coaching days in a range of formats. The customisation of the FbD Reporting system to cater for a personalised, vertical curriculum in the Tyabb Year 4, 5, 6 Academies was a great team effort. Thanks to all concerned for the many hours of discussion and design and for wrestling with possible flaws in order to produce another excellent IT product for our College.

**Using Data to inform teaching**
This year we have begun to analyse the mass of rich data generated by the FbD Reporting system. We are designing easy to read graphics for teachers that show individual student attainment and learning dispositions using the Tableau program. This will support the development of an individual student profile within the FbD Reporting system. Data will be used to plan how to close the gap between actual performance and expected performance.

Academic Data Analytics, online Professional Learning and high level IT provision supporting BYOD now exist across the 3 campuses. All these areas are integral to the education reform process at Flinders. I would also like to acknowledge the cutting edge and sophisticated work of Brett Graham, Michael Woods, Dan Stanley, David Leeding and the entire IT team. I would also like to acknowledge and thank the support of Sue Rivett and the many admin staff who work behind the scenes to create great materials and provide the endless catering that has contributed to welcoming the unprecedented number of visitors this year.

5. **Differentiation**
Differentiation means making assessment and teaching suit the individual student. The goal for 2013 was to develop a greater awareness of differentiation through disseminating good information and some strategic workshops. Differentiation and assessment are both target areas for 2014.

6. **Inquiry Based Learning**
Understanding through Engagement (UTE) is based on structured inquiry and has become our overarching learning framework at Flinders. It is expressed differently at each campus from large flexible team based learning programs to encouraging individual teachers to adopt these principles and to collaborate as much as possible. Special thanks to every team leader, HOTL and Head of Section responsible for putting legs on the FbD reform, the centre of which is improved student learning.

7. **Coaching and Reflective Practice**
In 2013 we introduced Student Coaching as part of the FbD Reporting System. Teaching staff were trained in how to coach students through FbD PL workshops. Executive Leaders also had the privilege of attending 2 full day workshops with Annette Gray from GROWTH Coaching International. These opportunities provided leaders with very important management skills as we continue to develop a collaborative and reflective school culture.

8. **Digital Fluency**
We live and work in a digital age and Flinders is preparing students for their future and not just our past. It is therefore vital teachers are digitally fluent and this year Daniel Stanley has worked hard to create short instructional videos as part of the FbD Professional Learning site. Flinders now has a very sophisticated online learning management system.

9. **Building Learning Communities**
As from 2013 a national approach to improve teacher quality has been adopted by AITSL, the Australian Institute for Teaching and School Leadership. This year we designed a process based on the National standards and added biblical elements. The process of supporting teachers to improve will be outworked in each campus by building learning communities as well as giving very clear standards and expectations for teaching performance. This will be managed via a team of leaders, teachers, IT and Human Resources.

This year has seen the creation of an online Professional Learning portal for teachers known as FbD PL. It houses workshop notes, video clips, links and professional reading for each of our 10 focus areas. In 2014 we plan to develop a Moodle instance and attach assessment for teachers which may articulate into tertiary awards through Tabor Adelaide.

Over the past year I have facilitated a number of workshops within Flinders on UbD, Induction to Flinders, Coaching Students, Teaching from a Biblical Perspective, UTE Planning. It has also been a privilege to present at conferences including at Vavalerian Christian College, Tabor Victoria, CSA NSW Big Ideas Forum, CSA NSW State Conference, CSA QLD Principals leading and Learning.

Flinders has become known for its global perspective and our leaders have engaged in workshops, conference and study tours within Australia and to USA, UK, Denmark, Sweden and the Netherlands over the past few years. The goal is to explore the latest trends in education and learning spaces. We also provide a minimum of 1.5 hours of Professional Learning for our staff per week supported by high quality reading material.

10. **Restorative Practices**
This year we formally introduced Restorative Practices to our staff with the long term goals of infusing restorative practices into all our work with staff and students. Adam Voigt of Real Schools has been engaged to provide expert input and support in 2014.

**Personal Achievement**
A personal achievement in 2013 was graduating with a PhD from Flinders University (Adelaide) after a long haul of research. It was good to be able to include the findings from UTE in the concluding chapter on shalom pedagogy. My thanks and much gratitude goes to Mrs Jill Healey and the Board for their support of this project.

At the 2013 CSA National Leaders Conference in Hobart I shared devotions based on Colossians 2. The theme was how to translate the biblical call to restore young people to God’s intended purpose; to give them hope, peace, meaning and delight in their study. This requires a critical examination of the traditions and habits of education in the light of scripture, and to be courageous enough to make the necessary changes. None of this work is done by individuals, but God uses communities of people to do his work.

Finally, I acknowledge the outstanding commitment and dedication of Jill Healey (CEO) who without fail has directed, supported and resourced the huge education reform underway at Flinders. She will be greatly missed in her retirement at the end of 2014. My prayer is that this community keeps learning at its very heart, and restorative justice as its energy and the love of Christ as its way. Thank you to my Principal Team colleagues Jill Healey, Maxwell Cuddon, Cameron Pearce, Glenn Kruitoff and Julian Van Tienen for the amazing journey in making this a reality!

**Sue Starling**
Principal Education Research & Development
Unity: One in Heart and Mind

For any student who embarks on an educational journey at Flinders Christian Community College, Carrum Downs, they are not only creating an opportunity to achieve their academic personal best but also embracing what it means to take on a purposeful place in community. The theme that has underpinned the 2013 school year is that of “Unity: One in Heart and Mind (Acts 4:32).” The significance of this theme is based on the importance of community and the role that this plays in maximising the mental, emotional and spiritual development of young people. True education looks to open us to the potential of our intellect, so that we can think deep, critical thoughts in conjunction with forming sound, values-based character. At all levels of the College this endeavour has been passionately pursued in order to adequately cater for each child, regardless of age or capacity.

The strength of our school rests with the outstanding staff that permeates each classroom and pastorally pursues the best for our students at each level of the College. Our Junior School is no exception to this as they have worked hard to provide an outstanding primary program. Under the leadership of Mr Nick Greenwood (Head of Junior School), we have witnessed ongoing advancement both inside and outside of the classroom. Mr Greenwood aptly led and initiated the introduction of an after-school care program that has been very successful. The highlight of the year for our Lower-Primary cohort has been the realisation of a vision formed by Mrs Kerri Greenwood through the addition of a new outdoor adventure playground, which has brought with it much fun and enjoyment for our younger students. Our Upper-Primary team has also been innovative throughout the year with our new flexible learning space at Grade 6 proving to be very popular. Much credit must be given to Mr Toby Daniel (Head of Teaching and Learning – Junior School) and his team for the outstanding and ground-breaking work that has emerged out of Grade 6. Technology has also increasingly become an essential feature of Upper-Primary through the use of iPads and interactive technology initiated by Adam Swain (Grade 3&4 Coordinator). Overall it has been an engaging year for the Junior School with some exciting growth anticipated for the future.

Our Middle School, under the leadership of Mr Nick Haines (Head of Middle School), has continued to thrive and further develop our Understanding Through Engagement (UTE) philosophy within the middle years. With the opening of our newly renovated Year 8 UTE centre at the start of the year, we have seen our students evolve into the next stage of their Middle School journey. Our Year 8 Coordinator, Mr Mark Oliver and his dedicated team have ensured that our students have further developed an in-depth, inquiry-based approach to their learning which will act as a strong foundation for future years. Under the leadership of Mr Allister Rouse (Deputy Principal), Mr Haines and Mr Michael McLean (Head of Teaching and Learning – Middle School) the foundations have been set for an exciting Year 9 program in 2014 that will see our current Learning Resource Centre transformed into a multi-functional, flexible learning area that caters for the important transition from Middle School into Senior School. Recognising the importance that service plays in building character, Mr Ugo Torcasio (Year 7 Coordinator) has ensured that mission plays an important role in our community. Many of our Middle School students have had the opportunity to engage in outreach initiatives at City Life Church in Frankston where they help to prepare and serve meals for those in the local community who find themselves in unfortunate circumstances. Such activities help our students to form a healthy perspective towards the world around them and support our desire to instil life-long values of service and sacrifice as an essential aspect of their character development.

Under the new leadership of Mr Paul Manley (Head of Senior School) the Senior School leadership team and the Senior teaching staff have continued to facilitate a strong academic program and community-centred pastoral care atmosphere. There were many highlights at Year 10, but the standout was the week-long ‘City Experience’ camp that included a Flinders version of the Amazing Race and many unique experiences within our state capital. Mrs Carol Gere (Careers Coordinator) continued to inspire vision and hope for the future amongst our students with the Year 10 work experience week. Once again, this week proved incredibly valuable in providing life experience and clarity as each student began to discern their future pathway. The VCE group at both Year 11 and 12 were outstanding in their application to their studies, whilst also enjoying some very special moments throughout the year. The Debutante Ball was a highlight for the majority of our Year 11 students and an amazing
opportunity to witness the transition of our young students into adulthood. We were blessed with a very special group of Year 12 students who will be greatly missed within the College. I would like to personally thank our School Captains, Bronte Gere and Liam Dix along with the rest of the prefect group for embracing the value of servant leadership through their conduct and love of the school. Our Year 12 students are a true symbol of everything that Flinders Christian Community College embodies as a school.

At each stage of the learning journey at Flinders Christian Community College, Carrum Downs, our students are given the opportunity to ‘Grow in Love’ through the example and support of our staff, through the provision of excellent facilities, through engaging programs and learning spaces but, most of all, through a genuine sense of belonging in the midst of a true Christian community. I would like to thank all of the parenting body for their ongoing care and, in particular, offer praise and gratitude to the Parents and Friends committee who have continued to do an amazing job in supporting the school. As we unite in one heart and mind we can, together, help our young students to mature into the people that Christ intended them to be.

Yours in faithful service,

Cameron Pearce
Principal Carrum Downs Campus
This year I have had the privilege of being the Campus Principal of Latrobe City as well as continuing with my usual Executive Principal responsibilities. I have thoroughly enjoyed working closely with the wonderful families, students and staff at Latrobe City, a treasure I have missed in the Executive Principal role. Mr Julian Van Tienen, previous Head of Senior School at Tyabb Campus for many years, was warmly welcomed to our leadership team as Deputy Principal from the beginning of Term 3.

Flinders, Latrobe City campus is a lovely place to be, we have a great school and this was very evident in the various activities students were engaged in throughout 2013.

“Do you have a talent?” Joel Richardson cried as he spruiked his idea for a ‘Flinders Got Talent Quest’ for students in years 6 to 12 earlier in the year. “The quality of the completion and the depth of detail in the planning and execution could only be matched by the excited and enthusiastic roar of the student crowd at each performance”, reported Ms Cox, Head of Secondary. This was quickly followed by a ‘Flinders World Record’ event for the whole school to participate in and attempt to break various and unusual records.

Some of our senior students organised a Ladies High Tea to raise funds for a needy cause. What a splendid event this was as our young ladies adorned themselves in their finery, sipped tea and politely consumed petite bites of elegantly served delicacies. The Senior and Junior formalists offered another opportunity to transform the gym, dress up and dance the night away to the beat of great music. ‘Meet me in Central Park’ was the fitting theme for the Presentation Ball. What a spectacular evening it was! Thank you to Ms Uzzell for providing the dance training and to the Parents and Friends for their incredible work to make this evening such an amazing success for everyone.

Only Flinders LC could offer two musical productions in one year - what an amazing achievement! The senior students performed Midsummer Night’s Dream in March and primary and secondary students performed Joseph and the Amazing Technicolour Dreamcoat later in the year. The depth of musical talent combined with the outstanding leadership of Mrs Richardson, Head of Music and Mrs Mirtschin, together with gifted drama students led by Mrs Lindsey, always guarantees a quality performance.

Any major new initiative has a few preliminary bumps along the way and the UTE 7/8 was no exception, but we seized the challenge with both hands and by the beginning of Term 2, saw some amazing work being produced by our year 7 and 8 students and a functional UTE Centre where students were beginning to take responsibility for their own learning and to enjoy being able to make their own decisions about how they directed their learning.

They were all engaged in the Science Expo involving many year 6 students from local schools who were ‘wowed’ by the amazing and complex science experiments conducted by our students for their learning pleasure.

“Do unto others as you would have done unto you”... a clear motto that ran through the year 9 students minds as they went out into the community to give selflessly of their time and energy to help others less fortunate. This also applied to the year 10 missions trip to Derby where students designed, prepared and delivered lessons to indigenous primary students in challenging conditions. These students’ lives have been changed forever by this awesome trip.

“Are you wanting to make a difference?” “Do you want to have your say?” Then join the newly invigorated SRC... and they did! Many dedicated and hardworking students nominated to represent their student body on the SRC. Many fundraiser and hot food days, casual clothes day and fun activity days were run; solely by the wonderful SRC teams. They generated more ideas than could possibly be conducted in one school year and their enthusiasm knew no bounds”, Ms Cox proudly stated.

A window into Primary by Mrs De Bruyn ....

2013 saw the Primary school begin with five classes. Mrs Noah joined the primary team in the Year 4/5 class and she brought with her a wealth of expertise in the IT area. With more enrolments stretching the size of the classes it was decided towards the end of Term One to separate the Year 4/5 class into a Year 4 and a Year 5 and Mr Burns returned to us to take the Year 5 class. We welcomed new students and have loved watching them develop in friendships and their learning.

Ms Duke and Ms Daniels continued to develop the Prep UTE (Understanding through Engagement), with help from Mrs Calway. To observe a 5 year old (reporter) connect the class camera to the computer, upload the photos she took of the focus student, choose which ones she wanted to use for her report, print them out and then write her reflections was amazing. The students are writing, reflecting, analysing and giving verbal reports to the grade, sharing discoveries and perspectives.

In 2014, the program will expand into the Prep-2 UTE, with renovations planned over the summer holidays.

On one memorable day, “Do unto others as you would have done unto you”...a clear motto that ran through the year 9 students minds as they went out into the community to give selflessly of their time and energy to help others less fortunate. This also applied to the year 10 missions trip to Derby where students designed, prepared and delivered lessons to indigenous primary students in challenging conditions. These students’ lives have been changed forever by this awesome trip.

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In 2014, the program will expand into the Prep-2 UTE, with renovations planned over the summer holidays.

Thank you to the primary school leaders who have demonstrated their leadership capacity by running Assembly each fortnight and have shown that our school is in great hands for the future. The SRC is made up of representatives from Year 2 to 6 and they have helped run activities such as Soup Friday, Red Nose day, Footy Day (supporting the Secondary SRC) and Christmas hampers.
Throughout the year the students have also been involved in rich learning experiences, both inside and outside the classroom. During Multicultural Week everyone dressed in different cultural costumes and enjoyed the varied foods that come from these countries. Our Kitchen Garden has expanded this year as the Year 9 & 10 Agricultural Studies students built more garden beds and planted seeds as part of their studies. The first Farmer’s Market held in March was a great success. Thank you, Mrs Lear for your tireless passion and encouragement.

Our primary students have derived much pleasure from caring for others through weekly visits to Yallambee, collecting money to support the Jodie O’Shea Orphanage in Bali and providing food for Christmas hampers to be distributed to our local community.

This year, our College community farewelled a much loved member of our Flinders family when Mr Phillip Barnes lost his long fight with cancer. His dedication and commitment to Parents and Friends, Mainly Music, Trivia nights and classroom programs will never be forgotten and we continue to love and care for his family.

Congratulations to our College Captains, Jordon Russell and Grace Arnott for their outstanding leadership of our students in 2013. We wish you and your Year 12 Colleagues all the very best for the future, whether in employment, further study or travel. Thank you to our Primary Captains, Gabe Winkel and Chelsea Pitzner for your amazing leadership in the primary school.

Thank you to Mr Van Tienen, Deputy Campus Principal, Ms Cox, Head of Secondary, Mrs De Bruyn, Head of Primary and Mr Hodges, Head of Teaching and Learning for your excellent leadership and support that you gave so willingly through the year to assist me in the leadership of such a great school as Flinders Latrobe City Campus. Thank you to all students, teachers, support staff, administrators, technicians, maintenance personnel and the incredible ‘Parents and Friends’ for making 2013 such a successful year of learning.

Mrs Jill Healey
Principal Latrobe City Campus
In celebrating the year, what should one comment on? In a school like Flinders there is such diversity in its curricula and co-curricula offerings and our students are truly blessed to have so much to engage with. I am extremely grateful for the skill and expertise shown by Mr Stephen Bach in capturing a great deal of Flinders ‘life’ in the 2013 edition of the school magazine. This publication bears testimony to the diversity and complexity of our campus.

2013 has been a year of celebration as we thank God for His provision from humble beginnings to now – a campus of well over 1000 students. This year has seen additional classes in both the Junior School and Middle School. There has been increasing demand for places at Flinders Tyabb and one can only assume that people are eager to be a part of a community that offers academic challenge, co-curricula opportunities and sound principled teaching. Flinders Tyabb draws students from a large geographical area covering most of the Mornington Peninsula. When parents are considering schools for their children there are many measures they use including published statistics about schools’ performance. It is pleasing to report that NAPLAN and VCE statistics speak very well for our school.

In March this year I was fortunate enough to participate in a study tour to Denmark, Finland and England. The program was organised by the Melbourne Graduate School of Education. The question was asked, ‘What can Australia learn from international education systems?’ A major aim of the tour was to be able to critically analyse, understand and report on education policy issues in a range of international systems and apply these skills to our own work in the Australian context.

Members of the Tyabb Campus Executive have, for many years now, been reading current literature based on education research to keep informed of world’s best practice. Many of the ideas and practices gleaned from this literature are being progressively introduced at Tyabb. It is one thing to read about these innovations and research, however, to see them in practice and have a chance to evaluate them ‘in situ’ was invaluable. A small number of principals and two academics from the university toured through these countries, where their education systems are hailed as the world’s best, and it gave us ample scope to assess what we observed and consider what the consequences might be for our schools.

The development of the new academy structure for our upper Junior School is a direct result of these observations made in Europe and, whilst this is a new educational paradigm, more schools in Australia are emulating these European models. One of the major factors that contribute to the success of the students in these countries, when looking at the international test results, is the value these countries place on education. In speaking with students in Denmark and Finland, they see education as not something to be taken for granted, but something worthy of striving for and the possibilities that it opens up for them. It was also evident that employer groups have a voice in shaping vocational education and work hand in glove with educational providers to ensure there is a good match between schooling and employment.

The changing pedagogy in the Tyabb Middle School is also evident when walking through the Middle School precinct. Again, current educational research as articulated in journals and other professional literature, is being translated into our practice. Under the leadership of Mr Andrew Watts, Middle School teaching teams are working to implement what has become known as 21st Century Learning. When viewed from a distance, the layout of the Middle School learning spaces may appear quite informal. However, when viewed more closely, one can see young people learning in a setting that allows them to be collaborative, engaged and successful.

Our task is to prepare our young people for the world they will enter. Teaching is not about ‘telling kids stuff they have to memorise’. It is about developing young people who know how to access knowledge, critically analyse it and use it in their own context. Recently a staff member gave a devotion about the half-life of knowledge. Many of you will have learnt of a dinosaur called a Brontosaurus. Sadly, or maybe not, the name Brontosaurus is now scientifically redundant. Knowledge changes. Years ago we talked about the 3 Rs: Reading, Writing and Arithmetic. Interestingly, only one of these words actually begins with an R. Now we talk about the 6 Cs: Collaboration, creativity, Communication, Critical Thinking, Character and Citizenship. The co-curricula and off-campus experiences have been extended in the Middle School offerings and our young people are participating in real life training which ties very closely with the Mission of the College.

Whilst focusing on our school as a whole we recognise that different parts of the school need to be structured in different and specific ways. The pastoral care system in the Senior School was changed this year as we moved from a year level grouping of students to a House model. All students at the College have been assigned to a House, however in the Senior School students meet together for devotions and other mid-week meetings in House groups. This change has been implemented to strengthen the pastoral care program of the school. When a student enters the Senior School they will work with the same House staff mentors for Years 10, 11 and 12 where possible. Parents too will form stronger relationships with these key staff over a longer period of time, rather than changing every 12 months. Being a member of a House is much more than swimming or running in a sports carnival.

In identifying and supporting many of the emotional needs of our students a new position was introduced this year. The Director of Student Wellbeing was a position established to coordinate all the various levels of pastoral care provided by the college. This is a Prep to Year 12 role. Mr Richard Van Ossouw accepted this new
role and has worked skilfully in assisting many students and parents in dealing with a range of challenges. Given the sensitive nature of his work, much of what is done occurs without public knowledge, as does the work of many of our staff in providing the various levels of pastoral care.

The Centre for Inclusive Learning, run by Ms Michelle Webb-Smith, provides support and extension for a number of our students. This year we have seen this work expand and, more recently, incorporate a new dimension in student support and training. Independent Schools Victoria (ISV) has founded a program of training for all Victorian Independent Schools in the methods developed by Professor Reuven Feuerstein. Ms Webb-Smith has undertaken this training and has started to implement these methods as a means of supporting students whose learning needs lie at the extremes of the learning spectrum. The underpinning belief in this approach to instruction is that intelligence is modifiable and not fixed. The brain can be retrained.

As you would be aware, this year the college released the next stage of the online reporting portal. One of the major motivators for students in developing their learning is to be directly involved with the process. The new element introduced to the reporting system was the inclusion of target setting by the students. All students in Years 5 to 12 were given instructions in what was required and why target setting was being introduced. For each reporting cycle these students set targets for their learning outcomes and learning dispositions. At the end of each reporting cycle students meet with their classroom teacher, homeroom teacher or House mentor to discuss the comparison of targeted results and actual results. What followed was constructive coaching in how best to optimize their learning outcomes. The research shows that when students have a greater degree of input into their learning, they are more aware of how they learn and so understand the best ways to optimize their learning. This developmental work at Flinders has been strongly influenced by the work at the Ravens Wood School in Bromley, Kent, United Kingdom. I was able to witness firsthand the impact of this approach to student learning two years ago and have now seen it incorporated into a Flinders model. Next year this approach to reporting will be strengthened and implemented for all students from Grade 4 to Year 12.

Earlier this year the Master Plan for the Tyabb Campus was accepted by the Board, along with a proposed timeline for its implementation. These are exciting times for the campus with the development and redevelopment of our facilities to accommodate the increasing numbers of students and the expansion of our curriculum offerings.

This year we witnessed the occupancy of the new music school and with that project completed, the commencement of a new Junior School facility to house two of our new Academies.

Refurbishment of the Junior Discovery Centre will provide for the third Academy. Modifications to the E Block are currently underway for the modified Middle School learning spaces. These modifications will better cater for the 21st Century learning we are seeing at this campus. Plans for the redevelopment of the D block (VCE area) are awaiting approval from the Mornington Peninsula Shire Council. This redevelopment is scheduled to occur throughout 2014 in readiness for the 2015 academic year. Over the ensuing years the remainder of the Tyabb site will be completed.

With this year being the 30th year of the College it was thought timely and appropriate to launch an Alumni association. With the increasing number of students graduating from the college it is important that we remain in touch with them all and provide opportunity for them to reconnect. Mrs Sally Bentley has begun the painstaking task of collecting and collating contact details of all our past students in order that we can maintain regular contact with our former students. An interesting measure of the school’s “coming of age” is seeing more and more children, whose parent(s) were Flinders graduates, now being enrolled at the school.

In the late 1970s and early 1980s, there was a major trend in independent schooling that saw a number of Christian Schools being established. Flinders was one of those schools and we are grateful and thankful for the vision of those early pioneers who had the faith and the courage to start this school. From humble beginnings in the back of the Hastings Uniting Church has grown a College with three campuses, this site alone now catering for over 1000 students. We praise God for His provision and guidance in this extraordinary journey. Thank you for your support over this past 12 months.

Mr Maxwell Cuddon
Principal – Tyabb campus
In 2013 Flinders Christian Community College (FCCC) introduced the new role of Director of Corporate Services (DoCS). This role covers all non-teaching aspects of the college at the corporate level. Specifically DoCS oversees all Finance, Human Resources, Property, Technology and Innovation, Marketing (Corporate), Risk and Compliance and elements of Corporate Governance as a support to the Executive Principal.

2013 has been a year of review, research and analysis in regard to the senior management systems and structures within the college. We have appointed a new Finance Manager, David Hausler, who comes to us with a long history of financial management and leadership in the not-for-profit industry. We have developed two new departments in the college: Human Resources and Risk and Compliance.

Jayne Gillespie has been appointed the Head of HR, who comes to the role with significant qualifications and experience in HR Management and a significant history with the college assisting the Executive Principal in matters of industrial relations. Assisting Jayne is Mariska Mostert who has extensive experience in corporate Human Resource Management and administration, and Julie Fisher who has been assisting the Executive Principal in Human Resource administration for many years.

Lyn Rogerson (formerly Facilities and Services Manager) has been appointed to the role of Risk & Compliance Manager and will be assisted by Heather Rogers and Illana Cornell who are both existing staff members within the college and have a background in compliance, safety, workcover and risk management. This new department will work to strengthen existing areas within the college by establishing a compliance framework for department managers and principals to ensure that we not only tick the right boxes, but add significant value to the operations of the college. The Risk & Compliance department will also work with the newly formed Risk and Compliance Board of Governance Sub-Committee and will be responsible for outworking the Board’s Risk Management Framework and Strategy.

In addition we are moving toward establishing a new Property Department advancing Brian Skarratt later in 2014 into the position of Property Manager from his current position as Property Maintenance Manager. This new role follows changes to Property Management at a campus level with the introduction of campus based Leading Hands to locally manage all areas of property maintenance and development.

The Information and Communication Department has been rebranded to become the Technology and Innovation Department to better reflect its innovative work in integrating technological tools into education delivery and reporting. Brett Graham heads this department which has over the past several years been leaders in the educational industry for the development of online reporting tools to assist the student, teacher and parent in aiding better learning and reporting.

While 2013 has been a year of planning and review, we have been able to deliver a brand new double storey academy building at Tyabb on cost and on time. This new building will house 2 of Tyabb’s brand new grades 4-6 Academies.

In 2014 we will be continuing our review and assessment of levels of corporate management within the college in an aim to assist the campuses to not only deliver world class academic programs, but support families as we partner with parents in the development of their child. We will be adding three new much needed buildings to the college with a new senior centre at both the Tyabb and Carrum Downs campus and a Music Building at Carrum Downs. We will be strengthening the administration process at a campus level to ensure parent queries and needs are met on the ground as they arise. A Master Plan review of spaces between buildings is already underway to develop the landscape design of each campus.

Overall our continued aim will be to provide our students and families with an experience that is more than excellent Christian education, but aligns with the hopes that we know parents carry for each of their children: that your child grows safe, secure, confident, included, known, cared for and equipped with an education that will transition them successfully into the next stage of their life.

Mr Glenn Kruithoff
Director of Corporate Services
Student Attendance – 2013

Attendance is recorded electronically in period 1, period 3 and period 5 each school day. Parents are requested to ring the attendance ‘hotline’ number by 9am on the day their child is absent. Parents of students who have not advised the College of their child’s absence are contacted by phone and a follow up letter is required to explain the absence.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrum Downs</td>
<td>96.9%</td>
</tr>
<tr>
<td>Latrobe City</td>
<td>95.7%</td>
</tr>
<tr>
<td>Tyabb</td>
<td>96.4%</td>
</tr>
</tbody>
</table>
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 2013, 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 compared with the National percentage of students whose NAPLAN results were in the top 3 bands, is 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 2013, 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 2013

#### Percentage of Grade 3 students who achieved results in the Top 3 Band Levels

#### Percentage of Grade 5 students who achieved results in the Top 3 Band Levels
Percentage of Year 7 students who achieved results in the Top 3 Band Levels

- Reading
- Persuasive Writing
- Spelling
- Grammar & Punctuation
- Numeracy

Percentage of Year 9 students who achieved results in the Top 3 Band Levels

- Reading
- Persuasive Writing
- Spelling
- Grammar & Punctuation
- Numeracy
Overview of the year

The introduction of the homework club held in the SLC has been a major success allowing our students to further improve their work ethic. Our students have been able to access VCE staff during this time.

The emphasis this year was to strengthen the student’s resilience in order to reduce the stressors in VCE. Outside agencies where engaged to help with this process.

The introduction of coaching in 2013 has ensured that students are well supported throughout their VCE journey.

VCE Study Scores

66 students commenced Year 12, but 2 students did not complete all VCE requirements. The VCE completion rate was therefore 97%, 64 Year 12 students from Carrum Downs campus were presented for the VCE and VCE/VET exams in October/November 2013.

These students successfully obtained 319 study scores, including study scores obtained while they were in Year 11. One Student declined to sit the VCE examinations, choosing a “non-scored VCE”.

There were 27 study scores over 40 (7.6%). This is a slight improvement over 2012 (20 scores = 7.4%) and historically is the best result so far for CD.

The top study score achieved was 49.

Overview of 2013 ATAR results:

Of the 65 students commencing Year 12 at Carrum Downs, 7 students (or 11%) received ATAR scores over 90; 12 received ATAR scores over 80 (19%); 22 received ATAR scores over 70 (34%); 42 received ATAR scores over 60 (66%); and 54 received ATAR scores over 50 (84%).
Historical ATAR Comparison of Carrum Downs Campus from 2011 - 2013

2011: Top ATAR score was 96.85  Mean ATAR was 66.60  28% received ATAR scores of 80 and above
2012: Top ATAR score was 94.8  Mean ATAR was 63.35  22% received ATAR scores of 80 and above
2013: Top ATAR score was 99.15  Mean ATAR was 65.67  19% received ATAR scores of 80 and above

ATAV Scores - Flinders Christian Community College Carrum Downs Campus in 2011, 2012 and 2013

Offers of Tertiary Placement

The VTAC website states that the 61 students applied for places at University/TAFE with a 97% success rate. 97% of our students obtained first round offers. This is a pleasing achievement.
Overview

Our focus for VCE in 2013 was to create a sense of unity between the Year 11s and 12s in the Senior Learning Centre. The VCE camp on Day 1 was a great success in encouraging positive relationships. We also had a strong pastoral care focus with Cat Barlow consolidating her role as Senior Learning Mentor. Some of our achievements include:

- Community Service - the majority of VCE students gave blood to the Red Cross
- Introduction of mid-year practice exams
- Two after school Sex Education programs specifically catered to VCE students
- Collaboration with many organizations and speakers, including representatives from TAFE, Universities, Centrelink, Headspace and others.
- Introduction of goal setting and coaching
- Improved parent communication - calling and emailing parents on a regular basis

Room for Improvement

Heading into 2014, there are a few things we would like to improve on as a result of 2013:

- Strengthening our Careers programs and counselling from Year 9-12. We would like to engage more speakers from outside the school who can give students an idea of the standard required in VCE.
- Communication to parents about how their students are progressing - we will be contacting any parents of students who fall below the 50% benchmark in their coursework. We will provide ‘Boost’ sessions weekly so students can receive extra assistance.

VCE Results

18 students commenced and completed Year 12.
18 Year 12 students and 19 Year 11 students from Latrobe City campus presented for the VCE and VCE/VET exams in October/November 2013. These students successfully obtained 107 study scores.

There were 3 study scores over 40 in Art, Literature and Physics (2.8%). Two of these were achieved by Year 11 students.

ATAR Scores:

Of the 18 students commencing Year 12 at Latrobe City, no students received ATAR scores over 80; 3 received ATAR scores over 70 (17%); 6 received ATAR scores over 60 (33%); and 11 received ATAR scores over 50 (61%). 39% of students received an ATAR score below 50.

Offers of Tertiary Placement

Out of 18 Year 12 students, 14 applied for tertiary places.
Out of the 14 who applied, 100% received first round offers and 71% (10 students) were offered their first preference of course.
Historical ATAR Comparison of Latrobe City Campus from 2009 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Top ATAR Score</th>
<th>Mean ATAR</th>
<th>Above 80%</th>
<th>Above 90%</th>
</tr>
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<tbody>
<tr>
<td>2009</td>
<td>91.85</td>
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<td>22%</td>
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<td>2010</td>
<td>78.85</td>
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<td>21%</td>
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<td>2011</td>
<td>72.15</td>
<td>56.31</td>
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<tr>
<td>2012</td>
<td>95.10</td>
<td>60.91</td>
<td>25%</td>
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</tr>
<tr>
<td>2013</td>
<td>76.25</td>
<td>52.90</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>
VCE Achievement

Tyabb Campus

Danielle McDowell
VCE Co-ordinator

Overview

In 2013, 76 students from the Tyabb campus commenced Year 12, however one student withdrew from the college in May and did not complete all VCE requirements. The VCE completion rate was therefore 99%.

Number of students sitting the VCE and VCE/VET exams in October/November 2013:

- 75 Year 12 students
- 1 student doing Year 12 over two years,
- 46 Year 11 students
- 1 Year 10 student

These students successfully obtained 423 study scores. NB: One student did not complete two subjects due to health issues.

This was a smaller VCE Year 12 cohort at Tyabb compared to 87 students in Year 12 in 2012.

The mean study score was approximately 30.47 and the median study score was 30.

The top study score was 48.

The benchmarks for “over 40s” was 8.8% for all Victorian schools, and 16.2% for Victorian Independent Schools. The graph below depicts the distribution of study scores of 40 plus over the past four years.

ATARS

The mean ATAR was 64.23 (Median ATAR 63.35).

Of the 75 students completing Year 12 at Tyabb:

- 6 (8%) received ATARs over 90;
- 16 (21.3%) received ATARs over 80;
- 30 (40%) received ATARs over 70;
- 43 (57.3%) received ATARs over 60;
- 57 (76%) received ATARs over 50;
- 18 (24%) received ATARs below 50.

The top ATAR was 96.45,

VTAC Applications

68 of our 75 (91%) Year 12 Tyabb students made VTAC applications.

63 of these 68 (92.6%) students received first round offers.

33 of these students received offers for their first preference courses. This means that 49% of Tyabb students who applied got a first round offer of their first preference.

Summary and Conclusion

2013 Year 12 results were not as strong as previous years. This was not unexpected based on previous assessment results for this cohort.

In 2014, greater emphasis will be placed on:

1. Encouraging Year 12 teachers to become examiners. This is great Professional Development and a means of gaining a greater understanding of the intricacies of preparing students for examinations as well as giving staff a better knowledge of the key things that examiners identify as important for assessment.

2. Helping students build skills and confidence. Implementation of an afterschool tutorial program for students to access.

3. Encouraging Year 12 teachers to work with subject teachers of Year 10 and 11 (which eventually feed into the Year 12 subjects) to provide guidelines to improve students’ skills to strengthen learning outcomes.
**Historical ATAR Comparison of Tyabb Campus from 2010 - 2013**

2010: Top ATAR score was 97.90
Mean ATAR was 68.31
30.4% received ATAR scores of 80 and above (excluding 3 students who did not obtain an ATAR)

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

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

2013: Top ATAR score was 96.45
Mean ATAR was 64
21.3% received ATAR scores of 80 and above (excluding 2 students who did not obtain an ATAR)
**Human Resources – 2013 Staff**

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

### Corporate Services Executive Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Given Names</th>
<th>Surname</th>
<th>Qualifications</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs</td>
<td>Jill</td>
<td>HEALEY</td>
<td>B.Sc, Dip.Ed, M.EdSt</td>
<td>Executive Principal</td>
</tr>
<tr>
<td>Dr</td>
<td>Susan</td>
<td>STARLING</td>
<td>Dip. T. B.A, Grad Dip. C.E, M. Tch; PhD</td>
<td>Principal, Education, Research and Development</td>
</tr>
<tr>
<td>Mr</td>
<td>Glenn</td>
<td>Kruthoff</td>
<td>B.Com.; Post Grad.; Grad Dip.</td>
<td>Director of Corporate Services</td>
</tr>
<tr>
<td>Mrs</td>
<td>Jayne</td>
<td>GILLESPI</td>
<td>Adv. Dip. HRM; Adv. Dip. Mgmt; Dip. HRM; Dip. Mgmt; Cert IV T&amp;A; Cert III Comm Services</td>
<td>Head of Corporate Services</td>
</tr>
<tr>
<td>Mr</td>
<td>Brett</td>
<td>GRAHAM</td>
<td></td>
<td>Head of Technology and Innovation</td>
</tr>
<tr>
<td>Mr</td>
<td>Brian</td>
<td>SKARRATT</td>
<td>Cert. IV OHS</td>
<td>Property and Maintenance</td>
</tr>
<tr>
<td>Mr</td>
<td>Peter</td>
<td>CUTTING</td>
<td>Cert. C.E.; Reg. Building Practitioner</td>
<td>Special Projects Manager</td>
</tr>
<tr>
<td>Mrs</td>
<td>Lyn</td>
<td>ROGERSON</td>
<td>Dip.T.; Cert IV Property Services</td>
<td>Risk and Compliance Manager</td>
</tr>
<tr>
<td>Ms</td>
<td>Susan</td>
<td>RIVETT</td>
<td>B.A.; Dip. Schools Marketing, Dip. Bus Admin, Sec Dip.</td>
<td>Executive Assistant</td>
</tr>
</tbody>
</table>

### Corporate Services Staff


### Carrum Downs Campus Executive Staff

| Mr             | Cameron     | PEARCE     | B.A, Grad.Dip.Ed; M.Ed. MBA                                                   | Campus Principal                                 |
| Mrs            | Allister    | ROUSE      | B.Ed; M.Ed                                                                    | Deputy Campus Principal                           |
| Mr             | Nicholas    | GREENWOOD  | B.Ed. Dip. T                                                                 | Head of Junior School                             |
| Mr             | Nicholas    | HAINES     | B.Sport & Outdoor Recreation; B.Ed                                             | Head of Middle School                             |
| Mr             | Paul        | MANLEY     | B.Sc; M.Sc; M.Ed                                                              | Head of Senior School                             |
| Mr             | Toby        | DANIEL     | B. App Sci, B. Nursing, Grad Dip. Ed, M.Ed                                   | Head of Teaching & Learning (Junior)              |
| Mr             | Michael     | McLEAN     | B.Ec; Dip Ed; Grad Dip; ICT Ed.                                               | Head of Teaching & Learning (Middle)              |
| Mrs            | Michelle    | CUDDON     | B.BSc; M.Psych; Dip.Ed; MAPS                                                   | Head of Teaching & Learning (Senior)              |

### Carrum Downs Academic Staff


### Carrum Downs Support Staff

Roslyn Allen, Robert Anderson, Dianne Bevis, Rebecca Buchanan, Sally Cahill, David Campbell, Peter Cappel, Sook Wei Cosby, Fiona Daniels, Ruby Durai, Tronell Eveleigh, Gaye Franklin, Kristine Gardiner, Johanna Gower, Kerryn Graham, Lyndel Keith, Courtney Krause, Kath Lamb, Leslie Lansdown, Katrina Lawrence, Pamela Leeding, Suzanne McCleary, Marianne Morgan, Esmari Oosthuizen, Renate Peacock, Elaine Peters, John Renshaw, Kate Rowe, Mellanie Samuel, Sue Treanor, Julie Vernon, Joanne Walton
### Latrobe City Campus Executive Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Given Names</th>
<th>Surname</th>
<th>Qualifications</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs</td>
<td>Jill</td>
<td>HEALEY</td>
<td>B.Sc; Dip.Ed; M.EdSt</td>
<td>Principal</td>
</tr>
<tr>
<td>Mr</td>
<td>Julian</td>
<td>VAN TIENEN</td>
<td>B.Sc; Dip.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>Mrs</td>
<td>Jenny</td>
<td>COX</td>
<td>B.Ed</td>
<td>Head of Senior School</td>
</tr>
<tr>
<td>Mr</td>
<td>Andrew</td>
<td>HODGES</td>
<td>B.A.; Dip.Ed</td>
<td>Head of Teaching &amp; Learning (Secondary)</td>
</tr>
<tr>
<td>Mrs</td>
<td>Joy</td>
<td>FRENCH</td>
<td>Cert III Business Admin</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Ms</td>
<td>Megan</td>
<td>DORMANS</td>
<td>B.Ed; B.A.</td>
<td>VCE Coordinator</td>
</tr>
<tr>
<td>Mrs</td>
<td>Annette</td>
<td>ARNOT</td>
<td>Cert IV Library and Info</td>
<td>Curriculum Administrator</td>
</tr>
<tr>
<td>Mr</td>
<td>Andrew</td>
<td>DINGEY</td>
<td>Dip Teach (Sec), Assoc Dip App Sci - Building Insp., Adv Dip Building Insp.</td>
<td>Timetabler/Careers Coordinator</td>
</tr>
</tbody>
</table>

### Latrobe City Academic Staff

- Naomi Bakker, Cat Barlow, Steve Burns, Rosalie Calway, Keith Coverdale, Angela Daniels, Jillian Dickison, Andrew Dingey, Hettie Duke, Ingrid Glanowski, Rob Glanowski, Sharon Gordon, Dianne Goulding, Krystal Lear, Susan Lindsay, Jeff Loh, Angela McCann, Patrick McCann, Sue-Ann McGowan, Mary McLaughlan, Mary Mistchin, Janice Muir, Madhuri Noah, Stacey Perkins, Dean Richardson, Sharon Richardson, Tamika Uzzell, Joel Walton, Bryce Wiegand

### Latrobe City Support Staff

- Christine Bremner, Nicole Christensen, Cathryn Cornwell, Rhonda Dingey, Giuliana Duffy, Susan Edwards, Karina Ellis, Joelle Hines, Malcolm Howard, Elizabeth Kirakidis, Carley McGrath, Patricia Russell, Tonya Russell, Nicole Shaw, Pamela Streets, Naomi Thorne, Astrid Williams

### Tyabb Campus Executive Staff

| Mr      | Maxwell     | CUDDON      | BSc., Dip Ed                                                                  | Campus Principal                                                           |
| Mrs     | Carol       | CHATTERJEE  | BSc., Dip Ed                                                                  | Deputy Principal                                                            |
| Mr      | Greg        | PARTRIDGE   | Dip.Ed; B.Ed                                                                  | Head of Junior School                                                      |
| Mr      | Andrew      | WATTS       | M.Ed; B.Theol; Grad Dip.Ed; Grad Dip Counselling; Diploma of Ministry          | Head of Middle School                                                      |
| Mr      | Julian      | VAN TIENEN  | B.Sc; Dip.Ed                                                                  | Head of Senior School                                                      |
| Mr      | Matt        | SMITH       | B.Ed                                                                            | Head of Learning Innovations                                               |
| Mr      | Luke        | SWAIN       | B.Sport and Outdoor Recreation; B.Ed                                            | Head of Teaching & Learning (Middle School)                                |
| Mr      | Andrew      | McMellon    | B.A. Politics; PGCE Citizenship with Humanities                               | Senior School                                                               |
| Mr      | Richard     | VAN ORSOUW  | B.A.; Grad Dip.Ed; Grad Cert Religious Ed.                                    | Director of Student Wellbeing                                               |

### Tyabb Academic Staff


### Tyabb Support Staff

- Laurie Adland, Jeanine Batty, Jenny Bell, David Bell, Sally Bentley, Karyn Bishop, Gary Bosdorff, Karen Bouvmeester, Sharon Breninger, Michelle Copeland, Daniell Cornellio, Ann Cottrill, Omella Crema, Carrie Fisher, Melissa Forrest, Malcolm Garrett, Peta Hockley, Carolyn Iverson, Charlotte Kenna, Yvonne McCaig, Melissa Priest, Lynda Prowse, Daniel Prowse, Linda Read, Robyn Remington, Margaret Renshaw, Margaret Simpson, Helen Van Niekerk, Marcus Wickham, Barbara Woon-Moloney
### 2013 Staffing - Full Time Equivalent (FTE)

<table>
<thead>
<tr>
<th>Staffing 2013</th>
<th>Carrum Downs Campus</th>
<th>Latrobe City Campus</th>
<th>Tyabb Campus</th>
<th>Combined Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff (including Principals)</td>
<td>61</td>
<td>28.8</td>
<td>72.1</td>
<td>161.9</td>
</tr>
<tr>
<td>Specialist Support</td>
<td>2.1</td>
<td>0.3</td>
<td>1.2</td>
<td>3.6</td>
</tr>
<tr>
<td>Administrative &amp; Clerical (including Aides &amp; Teacher Assistants)</td>
<td>27.8</td>
<td>13.2</td>
<td>18.9</td>
<td>59.9</td>
</tr>
<tr>
<td>Building Operations Maintenance &amp; Other Staff</td>
<td>3.6</td>
<td>1.8</td>
<td>4.1</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>94.5 FTE</td>
<td>44.1 FTE</td>
<td>96.3 FTE</td>
<td>234.6 FTE</td>
</tr>
</tbody>
</table>

* FTE Staffing taken from Aug 2013 Census

### 2013 Staff Turnover by head count

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Carrum Downs %</th>
<th>Latrobe City %</th>
<th>Tyabb %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service concluded during 2013</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Service concluded end 2013</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Conclusion of Fixed Term Contract</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Teaching Staff</th>
<th>Carrum Downs %</th>
<th>Latrobe City %</th>
<th>Tyabb %</th>
<th>Corporate Services %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service concluded during 2013</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Service concluded end 2013</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Conclusion of Fixed Term Contract</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance 2013

<table>
<thead>
<tr>
<th>Campus</th>
<th>Average Days Absent per Teaching staff member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrum Downs Campus</td>
<td>6.62*</td>
</tr>
<tr>
<td>Latrobe City Campus</td>
<td>4.87</td>
</tr>
<tr>
<td>Tyabb Campus</td>
<td>6.45**</td>
</tr>
</tbody>
</table>

* 5 Staff members absent for extended period of leave owing to ill health (20+ days personal leave taken in 2013)
** 6 Staff members absent for extended period of leave owing to ill health (20+ days personal leave taken in 2013)
2013 Staffing - Full Time Equivalent (FTE)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Teaching Staff (including Principals)</th>
<th>Specialist Support</th>
<th>Administrative &amp; Clerical (including Aides &amp; Teacher Assistants)</th>
<th>Building Operations Maintenance &amp; Other Staff</th>
<th>TOTAL FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrum Downs</td>
<td>61</td>
<td>2.1</td>
<td>2</td>
<td>3.6</td>
<td>94.5</td>
</tr>
<tr>
<td>Latrobe City</td>
<td>28.8</td>
<td>0.3</td>
<td>7</td>
<td>1.8</td>
<td>44.1</td>
</tr>
<tr>
<td>Tyabb</td>
<td>72.1</td>
<td>1.2</td>
<td>8</td>
<td>4.1</td>
<td>96.3</td>
</tr>
<tr>
<td>Combined Campus</td>
<td>161.9</td>
<td>3.6</td>
<td>13.2</td>
<td>9.5</td>
<td>234.6</td>
</tr>
</tbody>
</table>

** FTE Staffing taken from Aug 2013 Census

2013 Staff Turnover by head count

<table>
<thead>
<tr>
<th>Campus</th>
<th>Service concluded during 2013</th>
<th>Service concluded end 2013</th>
<th>Conclusion of Fixed Term Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrum Downs</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Latrobe City</td>
<td>2.8</td>
<td>4.2</td>
<td>4</td>
</tr>
<tr>
<td>Tyabb</td>
<td>4</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Combined Campus</td>
<td>11.8</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

Teaching Staff Attendance 2013

Average Days Absent per Teaching staff member

- Carrum Downs Campus: 6.62
- Latrobe City Campus: 4.87
- Tyabb Campus: 6.45

* 5 Staff members absent for extended period of leave owing to ill health (20+ days personal leave taken in 2013)

** 6 Staff members absent for extended period of leave owing to ill health (20+ days personal leave taken in 2013)

2013 Age Profile - Teaching Staff

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>20-24</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>25-34</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>35-44</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>45-54</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>54+</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

2013 Age Profile - General Staff

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>20-24</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>25-34</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>35-44</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>45-54</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>54+</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
Flinders Christian Community College again performed well financially in 2013. Annual income increased by 5% in 2013 to $31.7 million. Overall Government funding increased 6.2% to $17.2 million, while Tuition income increased 7% to $11.9 million. Recurrent expenditure during 2013 increased 4% to $29.6 million, while capital expenditure grew 3% to $3.0 million as the Tyabb music building was completed and the Tyabb academy commenced. 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 its Capital Works Program.
Building Improvement & Maintenance

Lyn Rogerson
Facilities and Services Manager

The 2013 year has been an extremely busy one for the building, maintenance and property teams. Projects to enhance and develop the learning facilities at our Tyabb, Carrum Downs and Latrobe City campuses have been undertaken throughout the year as well as the regular cyclical maintenance tasks that keep our grounds looking so attractive.

At Tyabb campus the beginning of the year saw the School of Music M Block fully operational for both primary and secondary music classes, smaller tutorial groups and individual lessons. The beautiful and spacious concert band room hosted many lunchtime concerts during the year as Compassion fundraisers. Landscape works have been under development in the precinct to create an attractive space for students and staff.

Primary Art moved out of its former space and portables were relocated to begin construction of the double storey W block Academy building. This building was completed over the 2013 Christmas break with six primary flexible learning spaces for our grade 4, 5 and 6 students to enjoy at the commencement of the 2014 school year. A third Academy space was developed on the top floor of the Junior Discovery Centre. Colourful soft furnishings and flexible learning areas have been used to create stimulating learning environments.

At Carrum Downs campus the UTE program was extended to Year 8 with the redevelopment of D block and N block in the Junior school for the grade 6 students. The strategic use of colour, flexible soft furnishings, practical wet areas and large open learning areas have been introduced for both students and staff to enjoy.

The Prep - grade 2 classes have been excited by the addition of a pirate themed outdoor adventure area. New directional signage in the school colours on the entry roads into the College have helped to signpost key areas of the school. The caretaker house on site was redeveloped to become the new home for the IT corporate staff, enabling team members to work and plan together more effectively.

Latrobe City campus has enjoyed the construction of new outdoor synthetic courts adjacent to the gymnasium for games and sports. The year 10 classrooms were redeveloped with fresh colours and soft furnishings. Development of the kitchen garden has generated much interest from the secondary students. A dedicated building for the Parents and Friends uniform shop and other activities was installed on site during the year and has provided a much needed permanent venue.

Thank you to all team members for a wonderful year of development serving the college community.

Mrs Lyn Rogerson
Facilities and Services Manager

Mr Peter Cutting
Special Projects Manager

Mr Brian Skarratt
Property and Maintenance Manager