



Plenty Valley
CHRISTIAN COLLEGE
In Christ: Wisdom & Knowledge

COMMUNITY REPORT
2014



Introduction from the Principal

Plenty Valley Christian College has the great privilege of educating students in close partnership with their families. We are a non-denominational College focussed on a Christian understanding of the world. We have a vision to be a learning community with the creative and responsive 'mind and spirit' of Christ as mentioned by the apostle St Paul in his letters to Christian communities long ago.

Our College values are those of trust, compassion and well-being in relationships. We value resilience, wisdom, good character and service amongst our community. Alongside our inclusive enrolment policies, we value an excellence in teaching and learning that sets a school apart.

Christian foundations provide a basis for people to become the agents of transformation. The challenge is to live out Christian virtues in an Australian democratic context. We hope the College is a high-

quality training ground for that purpose. We believe we have a good balance between, and focus on, the nurture of children, quality teaching and learning, and engagement with the wider community.

Plenty Valley is an active and involved community where staff and families work together for the common good and a well-rounded education. Whilst academic achievement is the main element of our core business, we know student learning encompasses far more than school and national assessments will reveal.

In our thirty-fourth year of operation, I commend the fine reputation the College has for the education and formation of the whole person.

Douglas Peck



Highlights of 2014

Like any community, Plenty Valley Christian College depends on all members' gifts and talents to become something greater than the individuals who make it up. We appreciate the Board of Directors role in high levels of governance right through to the interest and enthusiasm of the most recent families enrolled at the College.

Domestic and global partnerships continue to be developed by the College through our accredited International Baccalaureate Primary Years Program. The outstanding features of the Program for our College remain its teaching methodology and international perspective. We are able to use its units of inquiry to present a Christian perspective in quite influential ways. In addition, the International Baccalaureate commits our teachers to a program of rigorous and continuous professional learning. The College received its 'authorization' status in 2011. Our next IB review is scheduled for 2016.

A highlight for the Secondary school this year was the College biennial production. On this occasion, The Wizard of Oz was performed in a matinee and over

two evenings in August. College productions have set an amazing standard of performance and have gained a high level of recognition and interest in the wider community. The 'Wiz' was no exception!

Another focus for the Secondary School calendar was the annual College missions' trip. Whilst limited to a relatively small number of students their experience of the Northern Territory, Vanuatu and Thailand was for them a profound and emotional occasion. Events like these are memorable in themselves, but the College leadership sees them as being amongst the highly supportive activities of engagement that underpin a learning centered on the academic disciplines and guided inquiry based methodologies.

Extended year-level excursions are also a frequent but great event in the calendar. Primary students travel to Mill Valley Ranch and Canberra. Special mention is made here of the Year 9 program that includes the Woolongara experience in Victoria's high country and a city-life (City-Cite) experience. All this is in addition to their annual adventure camp and week of service to others in the general community.





Our community billeted some 30 students from France for two weeks as they participated in College programs. The French students were part of a larger cohort on tour of Australia. This was a significant cultural exchange for the College and one that has given LOTE leaders an appetite for an ongoing program of some sort.

The College had a number of significant outcomes in the sporting arena in both sections. Sporting success is underpinned by our intentional approach to students participating in life rather than merely being the spectators of life. We often have student representatives in national and international teams.

College surveys of our local community help us better understand our community and to identify the opportunities for improvement. A continuing air of optimism about Plenty Valley as a great place is evident on the faces of students in photographic records. It is well founded as the changes of the past few years and those on the near horizon will lead to an even greater appreciation of the grace of God in the provision and experience of a Christian education here.

As one component of its strategic plan, the College has an educational and co-curricular framework that is summarized under four elements. They are:

1. The development of a responsive Christian world-view and community.
2. Quality teaching and learning.

3. Engagement with the learning community, local community and wider culture.
4. Development and integration of Information and Communication Technology (ICT) in teaching and learning.

The College has appointed staff to provide the necessary impetus to drive the new elements of this educational framework.

As part of its strategic plan, the College has recently built a multipurpose hall and associated classrooms. Additional classrooms were added later. Overall the \$3.5M project included the development of an adjacent amphitheatre, external courts and a large amount of landscaping. The hall followed the new building in the Primary School through the Building Education Revolution stimulus funding provided by the Federal Government. These state of the art buildings and facilities consisted of classrooms with IWB's, administrative offices, meeting rooms, and an amenities block. In 2014, an additional \$2.4M development of an adjacent oval, roads, bus bays and shelter, and a wetlands area was completed. Looking forward, the College is now planning to build a new K-2 centre.

This year, the College also successfully continued an out of school hours care program through Camps Australia.

Four years ago the College subscribed to the Rubicon Atlas online curriculum mapping software. The software is especially suited to the International Baccalaureate Primary Years Program. A curriculum map allows the College to ensure a guaranteed and viable curriculum with an efficient means of describing and developing scope and sequence, and standards. Some of the many advantages of this software are the ability to leverage curriculum horizontally between years and studies, and vertically as an integrated package. Our P-12 strategy is to have public documentation of the curriculum presented under the headings of enduring understandings, essential questions, central ideas, skills, performance tasks, standards, assessment and resources. This software has allowed the College to readily incorporate the mandatory elements of the new Australian Curriculum and its standards into our program in recent years.

Last year saw the completion of research into an effective delivery of information and computer technology (ICT) in the College. We purchased class sets of iPads for trialing student use and bought an individual iPad for all our teachers. This move set the College up for a progressive introduction of iPad technology at years 4 and 7 levels. Beginning this year and from now, every year following, the technology and its integration into curriculum will therefore spread through both school sections. Our iPad program has strong support from families.

Amongst the purchase of other major software, Plenty Valley committed to a new means of communication and data based software known as SEQTA. This has a parent portal that will allow us to communicate directly with parents and to provide online reports of assessments and learning. SEQTA is not a pure learning management system, but it has enough features in this area to allow for an adequate curriculum and learning adjunct.

Given these developments in ICT, we have taken cyber-safety seriously. The College is e-smart and conducts considerable professional development for staff in cyber safety.

Another year full of success!

Our College community's energy, passion and commitment to vision have made the year not only memorable, but eminently successful. A summary here can only allude to the Plenty Valley experience!

Staff:

Teachers at Plenty Valley are highly qualified and enjoy the College experience. This is reflected in the following statistics for 2014:

- Average attendance rate: 97.5%.
- Staff retention rate: 94%.
- Average teacher service: 12.7 years.
- Professional Development:

Participation: 95%

Average expenditure per staff member on training and PD: \$1200p.a.

- Whole College teacher : student ratio is 1:12

The College introduced two important people this year. Both Heads of School, Guy Mason and Paul Oldman, have begun 'life at Plenty Valley'. We are profoundly appreciative for their contribution to date and wish them every blessing as they continue to put their leadership stamp on the College.

Students:

Our students continue to excel in academic, sporting, co-curricular and community based engagements. Student enjoyment of the College is reflected in their voluntary work and through the traditions of the Christian community. This is reflected in the surveys conducted at the final year of Secondary schooling. Senior students in both sections of the College believe they have been provided an excellent education and that the College has a fine reputation in the community.

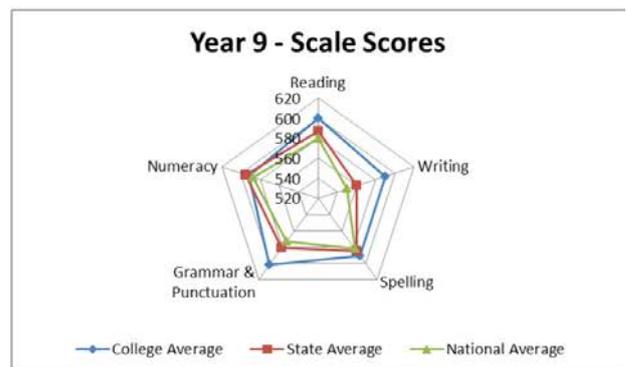
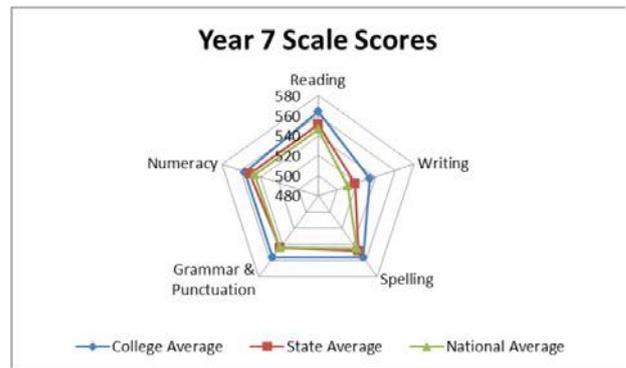
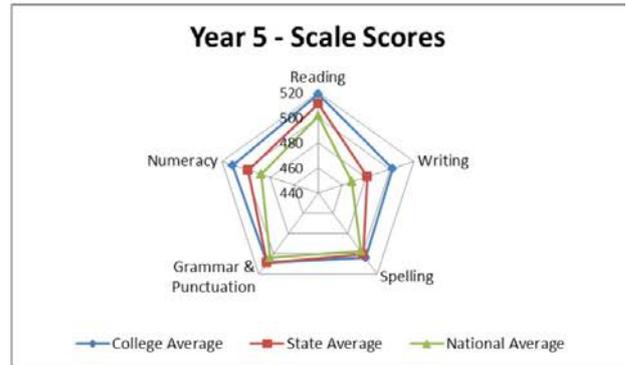
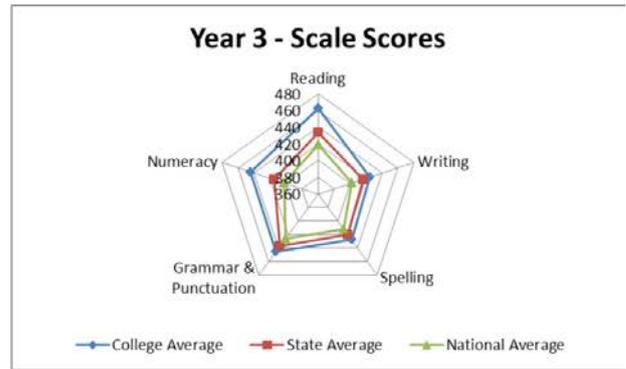


The percentage of students reaching national literacy and numeracy benchmarks over last seven years is shown below. Variations in the national benchmarks over a two year period may represent a single student and also reflect our assistance for families with extra learning needs and our year 7 student intake. The comparable years in the following table are the 2008, 2010, 2012 and 2014 cohort, the 2009 ,2011 and 2013 cohort.

NAPLAN 2008	Year 3	Year 5	Year 7	Year 9
Reading	100 %	98%	100%	99%
Writing	97%	96%	99%	99%
Spelling	100%	98%	97%	99%
Grammar	97%	100%	99%	99%
Numeracy	100%	100%	100%	99%
NAPLAN 2009	Year 3	Year 5	Year 7	Year 9
Reading	100%	95%	100%	99%
Writing	100%	100%	100%	99%
Spelling	100%	95%	100%	95%
Grammar	100%	98%	100%	100%
Numeracy	97%	98%	100%	99%
NAPLAN 2010	Year 3	Year 5	Year 7	Year 9
Reading	98 %	98%	100%	98%
Writing	100%	98%	100%	95%
Spelling	96%	98%	97%	92%
Grammar	98%	100%	95%	99%
Numeracy	98%	100%	100%	100%
NAPLAN 2011	Year 3	Year 5	Year 7	Year 9
Reading	100%	100%	100%	100%
Writing	100%	100%	98%	99%
Spelling	98%	98%	99%	99%
Grammar	98%	98%	97%	99%
Numeracy	100%	98%	99%	100%
NAPLAN 2012	Year 3	Year 5	Year 7	Year 9
Reading	100%	98%	98%	100%
Writing	100%	97%	100%	100%
Spelling	100%	100%	98%	97%
Grammar	100%	98%	100%	100%
Numeracy	95%	100%	100%	100%
NAPLAN 2013	Year 3	Year 5	Year 7	Year 9
Reading	98%	100%	97%	97%
Writing	98%	98%	97%	96%
Spelling	98%	98%	94%	97%
Grammar	100%	100%	95%	100%
Numeracy	98%	96%	98%	97%
NAPLAN 2014	Year 3	Year 5	Year 7	Year 9
Reading	100%	98%	100%	100%
Writing	98%	100%	95%	97%
Spelling	100%	98%	97%	97%
Grammar	100%	97%	99%	97%
Numeracy	100%	97%	100%	100%

The figures above summarize the 2014 College performance on the NAPLAN relative to the state and national averages. Generally speaking, the College has performed well in these assessments. Comparative variations every 2 years are to be expected as students leave and enter the College throughout the primary and secondary schools.

NAPLAN GRAPHICALLY IN 2014



NAPLAN results are available on the 'My School' website. We report them here because we are required to, but the College values their accompanying diagnostic data over the summative data provided here.

In 2014, 95.5% of our students enrolled in Year 9 three years prior, were studying in Year 12 at the College. Indeed, 15 students had been with the College since Preparatory year. Most students who leave in senior years do so because families move their residential address.



Highly notable achievements

We congratulate all final-year students on a fine effort in their studies. Senior students especially have left a very positive legacy of serious learning mixed with fun and enjoyment. The College community congratulates our VCE Coordinator Shirley Patterson, Year 12 teachers and graduating students on their outstanding success in 2014. It is clear that senior students can be very high achievers at Plenty Valley.

Highly notable achievements came from:

- Chelsea Christelow, the Dux of the College
- Harrison Wilson who received the McEwen Award.
- Emily Collum receiving the Piere de Coubertin Award.
- James Green was named as the 'Best all Rounder' for year 12 receiving the Caltex Award.
- Jesse Noble who received the MMM International Award for outstanding Christian service to the College and wider community.
- Chelsea Christelow and Zarah Ogden who received the ADF Awards.
- Lauren Evans who received the Dean Spedding memorial trophy for sport.
- Morgan Evans received the Year 12 citizenship award.

- Student participation in the Nillumbik Youth Summit and Cornerstone Christian leadership camp.
- Student participation in music recitals and interschool competitive sports associations.
- Graduating students who have entered a diverse range of tertiary studies including business, aviation, bio-medicine, law, computer systems, banking, criminology, engineering, industrial design, nursing, music, physical education and sports therapy, teacher education, early childhood, the sciences, the arts, business, psychology and health sciences, hospitality, computer science and other fields of ICT.

Our VCAL enrolment increased substantially following the 2013 inaugural year. The VCAL community service award was presented to Aimee Simpson.

Ninety-eight percent of applicants from Plenty Valley received first-round offers from tertiary institutions. Eighty eight percent of these were to a university. All applicants were included in second round offers.

College Captains Chelsea Christelow and Harrison Wilson were active in encouraging student leadership and involvement in the many College events. There was also a continuing level of exemplary leadership in the Primary School with Rhys Chivell, and Chloe Sabawo as Primary school captains.

The College has a history of students being welcomed into the Kwong Lee Dow young scholars program at Melbourne University. This program supports students by way of study scholarships and leadership training. The 2014 scholar is Sienna Frost. In addition, student leaders continue to represent our College as young Christians being invited to training at the University of Queensland. Initially this is a 2 week project of studies that set the stage for mentoring these people in a Christian worldview through their tertiary studies and into their eventual careers.

Seven years ago the College undertook a program of improvement in its Secondary school middle years with the express aim of improving its VCE outcomes. These were both organizational and curriculum improvements led by respective Heads of School since then. We are cautiously optimistic that these changes continue to show positive results through our increasing median ATAR scores and improving percentage of study scores above 40.

Similarly, with the intention of improving the quality of teaching and learning in the Primary school, we became a candidate school for the International Baccalaureate Primary Years Program five years ago. We received accreditation as an International Baccalaureate College in 2011. The IB-PYP is for us the methodology to achieve our educational plan in the Primary School.

Parents:

Our College is blessed by its families. Parental involvement is at all levels, from governance to voluntary assistance in class-rooms and College functions. A team of dedicated parents in the P&F group plan special

community occasions and fundraising events. We are deeply appreciative of their efforts under the leadership of Sally Agostino, our Community Development Officer. First-time parents of the College shared a meal at the beginning of the year with the College Board and Executive.

The annual survey of parents revealed a continuing high level of satisfaction about education at Plenty Valley, with 90% of families indicating that response. Similarly, the vast majority of families appreciate the level of care provided for their children.

Communications:

Plenty Valley relies on email and daily bulletins for internal communication. A weekly edition of the newsletter 'College Connections' is now provided in electronic format and is supplemented by the Grapevine magazine; a pictorial news and events on three occasions per year. Valley Vine is the annual College record of student life and co-curricular activities. Including the surveys we conduct, parents have many opportunities to provide the College with feed-back.

Summary:

The College community abounds with supportive relationships. Professional care and prayerful wisdom underpin a great learning program and contribute to our significant educational place in the region. Further information about the College is available on the website:

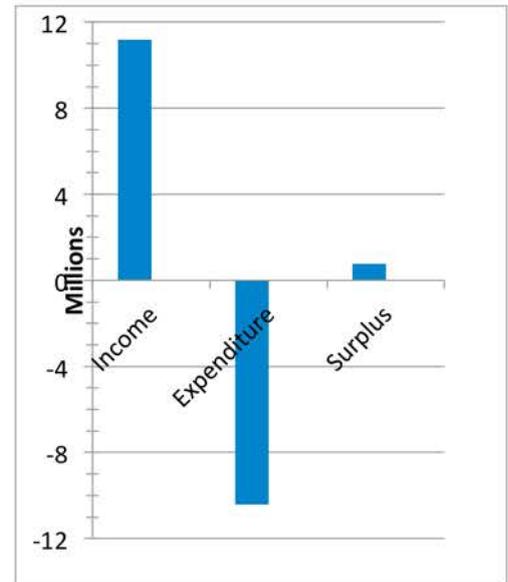
www.plentyvalley.vic.edu.au



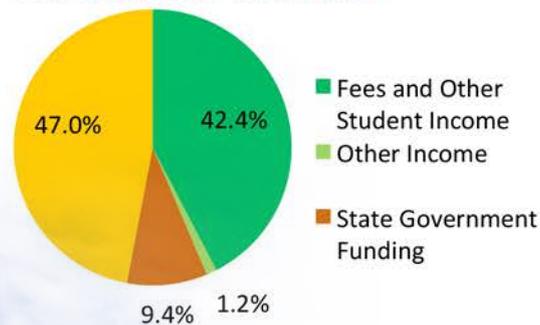
Financial Summary

Recurrent Income and Expenditure

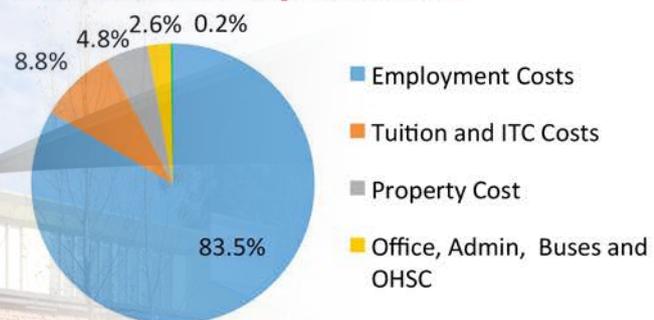
	Actual
Fees and Other Student Income	4,743,373
Other Income	134,250
State Government Funding	1,045,779
Commonwealth Govt Funding	5,257,231
Income	\$ 11,180,633
Employment Costs	8,359,436
Tuition and ITC Costs	882,430
Property Cost	482,883
Office, Admin, Buses and OHSC	262,842
Finance Costs	24,729
Loss on Trading	7,899
Loan and Interest Payments	-
Depreciation	392,961
Expenditure	\$ 10,413,180



Recurrent Income



Recurrent Expenditure



Capital

	Actual
Operational Surplus	767,453
Building Fund Donations	2,655
Equip Tech Levy	463,555
Capital Grants VISBGA	-
Other incl. Profit from Sale of Assets	9,210
Total Capital Funds Available	\$ 1,242,873

	Actual YTD
Total Capital Expenditure	\$ 1,904,737



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www.pvcc.vic.edu.au