

Plenty Valley Christian College

Community Report

2011



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 community. 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, pastoral care, quality teaching and learning, and operational sustainability.

Plenty Valley is an active 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 the state and national tests of achievement reveal.

In our thirtieth year of operation, I commend the fine reputation the College has for the education of the whole person.

Douglas Peck



Highlights of 2011

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 this year, which was a significant highlight of 2011.

Another highlight for the Primary school was the biennial production. On this occasion, 'Alice the Musical' captivated audiences over two evenings in August. These productions have set an amazing standard of performance and have gained a high level of recognition and interest in the wider community.

A focus for the Secondary School calendar is the annual College missions' trip. Whilst limited to a relatively small number of students their experience of the Northern Territory, East Timor 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.

Year-level camping excursions are also a common but great event in the calendar. 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. This

year also saw one of the biennial visits to New Zealand by our senior students.

The College had a number of significant outcomes in the sporting arena in both sections, including winning the EISM Division 2 swimming carnival. Jessica and Ryan Adams are new EISM record holders.

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 element 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 built a multipurpose hall in 2011. Its completion will be early in 2012. This \$3M 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. State of the art buildings and facilities there consisted of classrooms with IWB's, administrative offices, meeting rooms, and an amenities block.

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

Early in 2010 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. We are still in a three year plan to collect the necessary data, analyze the College program and undertake a P-12 review. 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. Rubicon Atlas staff are assisting the College with the development of templates and use of the software.

There is little doubt the subscription to this package will allow the College to readily incorporate the mandatory elements of the new Australian Curriculum and its standards into our program during 2013.

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 2011:

Average attendance rate: 96%.

Staff retention rate: 94%.

Average length of teacher service: 7.5 years.

Job satisfaction survey: 90% of all staff indicated higher levels of job satisfaction, whilst 5% indicated moderate levels and 2% made no comment.

Professional Development:

Participation: 95%

Average expenditure per staff member on training and PD: \$750.

Whole College teacher : student ratio is **1:13**

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. Perhaps unexpectedly, some 78% in Year 12 continue to agree with this in their annual survey.

The overall student average attendance rate was 96%.

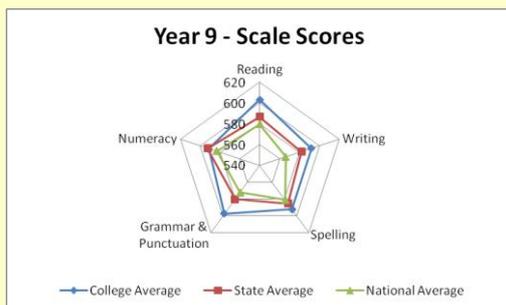
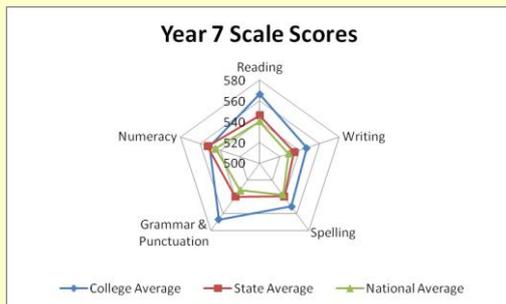
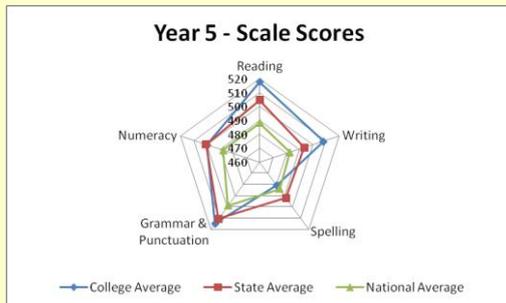
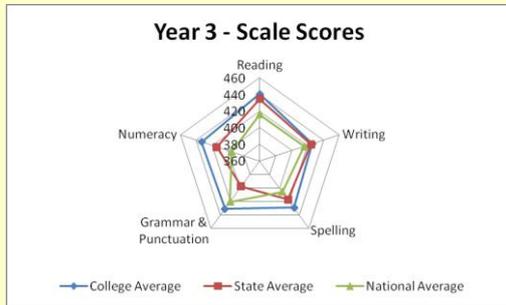


The percentage of students reaching **national literacy and numeracy benchmarks** over last three years is shown below. Variations in the national benchmarks over a two year period may represent a single student and also reflect our assistance for families with extra learning needs. The comparable years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

The figures below summarize the 2011 College performance on the NAPLAN relative to the state and national averages. Generally, the College has generally performed well in these assessments.

NAPLAN 2011



NAPLAN results are available on the 'My School' website. We report them here because we are required to do so, but it does not represent the College view on their usefulness or otherwise.

In 2011, 95% of our students enrolled in Year 9 three years prior, were studying in Year 12 at the College. Most students who leave in senior years do so because families move their residential address.

We congratulate all 63 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 Mrs. Shirley Patterson and graduating students on their outstanding success in 2011.

Highly notable achievements came from:

- Benjamin Mahoney the Dux of the College.
- Angus Pritchard in recognition of being one of the eight finalists in the state VCE Achiever Award Program. Angus also received the City of Whittlesea Award for outstanding community service.
- Katey O'Keefe and Christina Cardile who received Australian Defense Awards for leadership.
- Sam Gorfine who received the MMM International Award for outstanding Christian service to the College and wider community.
- Student participation in the Nillumbik Youth Summit.
- Student participation in music recitals and interschool competitive sports associations.
- Graduating students who have entered a diverse range of tertiary studies including accounting, bio-medicine, law, computer systems, counseling, education, commerce, engineering, industrial design, nursing, music, sports therapy, the sciences, the arts, business, health sciences, hospitality, fashion, network design and other fields of ICT.

One hundred percent of applicants from Plenty Valley received first-round offers from tertiary institutions. Eighty four percent of these were to a university. Six of our senior students took up employment in preference to further studies and one student deferred their studies.

College Captains Christina Cardile and Matthew Young were active in encouraging student leadership and involvement in the many College events. There was a continuing level of exemplary leadership in the Primary School with Shaylah Harrison and Ethan Smith as Primary school captains, and Rachael Wake and Ethan Thomas leading the SRC.

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 2011 scholars are Melissa Hall and Ben Pettingill. 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.

Six 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 ATAR scores.

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 four 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.

Our thirtieth year celebrations continued in 2011 with a formal dinner held in honour of the foundation members of the College and those who have served faithfully ever since. Hugh Evans of Oak Tree foundation fame was a guest speaker at the dinner.



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 share a meal at the beginning of the year with the College Board and Executive.

This year's annual survey of parents concluded that 89% believe the College has a great reputation in the local community and over 90% indicate the College delivers an education in line with their high expectations! Students and parents are increasingly critical observers of schooling and their satisfaction of a College partnership in education is important.

There is a continuing high level of support for the College uniform and co-curricular programs.

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



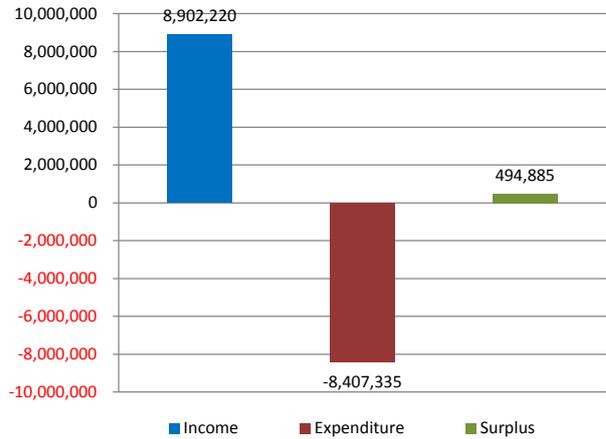
College Financial Summary

Recurrent

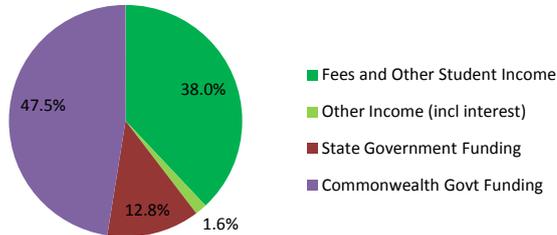
Income and Expenditure

	Actual YTD
Fees and Other Student Income	3,385,441
Other Income (incl interest)	145,292
State Government Funding	1,142,670
Commonwealth Govt Funding	4,228,817
Income	\$ 8,902,220.00

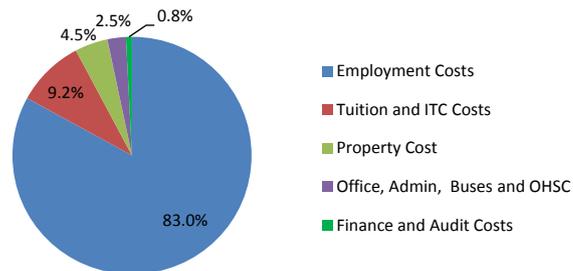
Employment Costs	6,688,269
Tuition and ITC Costs	742,814
Property Cost	358,834
Office, Admin, Buses and OHSC	202,504
Finance and Audit Costs	65,314
Loan and Interest Payments	-
Depreciation	349,600
Expenditure	\$ 8,407,335.00



Recurrent Income

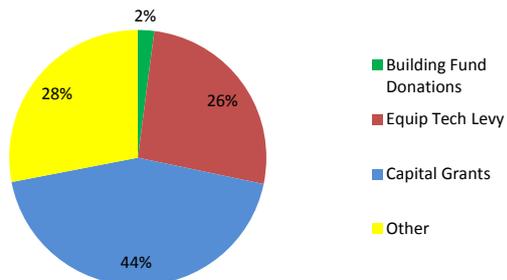


Recurrent Expenditure



Capital Income

Building Fund Donations	25,468
Equip Tech Levy	324,634
Capital Grants	540,000
Other	347,095
Total Capital Income	\$ 1,237,196.53



Capital Expenditure

Total Capital Expenditure	\$ 3,842,223.15
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