



REDLANDS COLLEGE

Annual Report 2016

Christian. Co-educational. Prep to Year 12.



APRIL 2017

This report has been produced by Redlands College to meet reporting obligations of the Queensland and Australian Governments

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Welcome

Redlands College has been intentionally building a Christ-centred community of excellence for 30 years, focussing on developing a supportive, innovative and challenging educational environment in which all students can learn and be provided with opportunities to embrace their gifts and talents.

Our learning community consists of 1320 students, 195 staff, and thousands of parents, grandparents and wider community members. Our College students are characterised by a love for learning, formation of authentic relationships and participation in a broad suite of learning pathways. Our College staff are characterised by passion, speciality knowledge and an ability to teach and relate to students from a Christian worldview. Our College parents are characterised by active involvement in their children's learning and participation in effective partnerships with College staff. Our College Board are characterised by a desire to serve, as they seek spiritual wisdom, understanding and direction in their decision making.

Undergirding the relationships that are established between each section of the College community is an awareness of the reality that schools are powerfully formative environments. Redlands College provides an holistic approach to the formation of students, focussing on academic, spiritual, social, physical and emotional aspects, to ensure that students are equipped with character, values and an appreciation of their particular gifts and abilities, as an essential aspect of a "Redlands Education".

In 2016, a number of key staffing changes occurred at Redlands College. We farewellled Mrs Janet Kohlmannhuber who retired from her role as Head of Junior School and Mr Mark Bensley who concluded his tenureship as College Principal. We express our appreciation to Janet and Mark for their service and leadership.

This annual report presents an overview of the educational provision, student achievements and unique aspects of an education at Redlands College. Thank you for being an active participant in this community as we strive together for Christ-centred excellence.

Dr Andrew Johnson
Principal

Social Climate

As a key component of developing our Christ-centred approach to education, we are committed to the employment of practising Christian staff who support the ethos and mission of Redlands College.

Our Christian faith is foundational to all aspects of the College, from the units of work we teach, to our behaviour policy and the relationships between staff, students and parents. The pastoral care program is a direct result of this Christian perspective and is an integral part of the educational process, placing emphasis upon the welfare of the individual.

This philosophy is based on Biblical encouragement, coming alongside students in order to understand their needs and then seeking strategies together to better meet those needs. The program teaches wisdom and life skills that are experienced proactively through classes including Bible Studies, Personal Development and Religion & Ethics.

Chaplaincy

Our Chaplains offer support in personal, family, scholastic and relationship matters, playing a large support role empowered by faith in the truth of Jesus Christ.

House System

A House system operates throughout the College to provide opportunities for all students to participate in intra-school competitions.



Behaviour Management

The College provides a behaviour management program based on the Responsible Thinking Process, employing a counter-cultural approach where the individual is accountable for their choices. The aim of the program is that discipline should be to develop the whole child - to assist and guide them to the fulfilment of their potential.

Pastoral Care

The Pastoral Care program supports students' development of responsible behaviour and attitudes, equipping them to successfully engage in the educational opportunities offered to them.

Across the College, teachers mentor personal values, leadership qualities and responsible behaviours that will help students in their daily life. In addition to this, proactive approaches to developing values-based leadership are provided. The results of this are evident in the provision of lunchtime activities and increased ownership of the programs by the students.

Spiritual Life Teachers know their students well, communicate with parents when required and take an active role in the behaviour management program. Supported by a number of Personal Development programs, students are equipped with the necessary social and personal skills to thrive in a community environment.

Bullying

Whilst the College makes it clear that there is a zero tolerance to bullying behaviour, individual student issues are addressed in terms of the positive behaviours that are desired as a member of the College community. The College also aims to respond diligently to reports of suspected or actual harm, bullying or harassment. As well as responding to reports of bullying, the College incorporates anti-bullying education into the curriculum.

Wellbeing

As a learning community, we recognise the importance of emotional, social, mental and physical wellbeing for ensuring students feel safe and engage with learning. Students from Years 6-11 participate in a subject called Wellbeing which incorporates Core PE from Years 6 - 9 and provides the context for physical activity as well as a focus on issues impacting on student wellbeing. Our understanding of Being includes the acrostic concepts of Body, Emotions, Intellect, Neighbour and God.

Distinctive Curriculum Offerings

The College offers diverse pathways for all students, including several extension subjects and developmental programs, OP and Vocational Education pathways, and professional alliances, all supported by qualified teaching staff.

Junior School – Prep to Year 5

The Junior School seeks to provide a solid foundation for each child's education. The highly qualified and experienced teachers plan and implement the College program, which focusses on developing literacy and numeracy, promoting critical and creative thinking whilst effectively meeting the requirements of the curriculum. Study of Society & the Environment (SOSE) and Science allowed the children to investigate the world around them. Each year level also enjoys lessons with specialist teachers in Art, Music, Health & Physical Education and the library.

Middle School – Year 6 to Year 9

The Middle School provides a bridging mechanism between Junior and Senior schools within which there is a gradual progression away from having a main teacher with whom students have a strong supportive relationship to specialist teachers keeping supportive relationships alive during times of significant change. Students are required to undertake a range of compulsory subjects, which provide a grounding in essential areas as well as begin to experience the range of elective subjects that the College offers in later years.

Senior School – Year 10 to Year 12

The Senior curriculum provides an extensive range of subjects and is well balanced between rigorous foundation learning and opportunities to explore unique gifts and talents. Programs are continually reviewed and refined so that they reflect the best in educational practice. Individualised vocational pathways provide an alternative for students wishing to pursue studies leading to a trade or skill.

In Years 11 and 12, students may pursue an academic program that will give them an OP for university entrance or they may pursue a Vocational Education & Training (VET) Program based on nationally accredited VET modules and structured industry placement.

The academic program caters for a wide range of interests and abilities. English, Mathematics (Maths A or Maths B), Religion & Ethics and Sport are compulsory subjects and are studied together with four electives.

The Senior School offers more than 23 QCAA subjects, plus several VET registered components.

The Redlands College Vocational Education and Training program is renowned for providing students with the necessary skills for their future careers. The program is designed for those who seek employment at the end of Year 12 rather than a tertiary place, although tertiary placement is available through this course. The VET program has the flexibility to cater to the individual needs of students. The VET program includes Business Administration, Retail, Hospitality, Childcare, Horticulture, Recreation, Graphics and other selected trades, dependent on the career aspirations of the students involved. In 2016, the VET program proved its success once again with several Redlands College students gaining tertiary offers, apprenticeships and traineeships.

Co-curricular Opportunities

Redlands College offers students an extensive range of performing arts, sporting and community service programs, where students develop life skills such as teamwork, leadership and fellowship.

Performing Arts

The College's performing arts program of tuition, instrumental, choral and music ensembles is designed to challenge and extend students' musical horizons through rich and diverse learning experiences.

The College offers opportunities for involvement in biennial musicals and plays, Dance, Action Song, Big Band, Chamber Singers, College Strings, Chorale, Chorus, College Singers, Drama, Jazz Ensemble, Junior School Choir & Strings, Middle School Strings & Choir, Music Extension, Senior Strings, Singing Club, String Ensemble, Symphonic Band, Wind Ensemble, Wind Orchestra and Year 6 Band.

Sport

The College provides sporting development, where body awareness and co-ordination skills are promoted. On-campus facilities include a multipurpose 3 court Sports Centre, 25m indoor heated swimming pool, large undercover outdoor area, 2 ovals, undercover handball courts and multipurpose centre court. Involvement in sport is actively encouraged with the interschool Bayside competition held weekly. The College also participated in the Christian Schools Association cross country, swimming and athletics competitions throughout the year. Opportunities are also available for involvement in Basketball, Cricket, Cross Country, Hockey, Netball, Soccer, Softball, Squash, Swimming, Tennis, Touch Football and Volleyball.

Additional Co-curricular Offerings

The following is a list of some of the College's additional co-curricular offerings - Chess Club, College Magazine, Computing Club, Debating, The Duke of Edinburgh's Award, Maths Enrichment, Public Speaking, RIZN, SALT, Outreach and Service opportunities such as annual Mission Trips.

Student Retention & Attendance Management

Redlands College continues to have a very high retention rate for its Senior School students, while attendance rates indicate a high degree of student satisfaction and dedication to their schooling. The retention rates for Redlands College students over the past four years are outlined below.

Year 10 / Year 12 Apparent Retention Rate

Year	Enrol	%
2013	149	95.00%
2014	153	100.00%
2015	139	92.66%
2016	148	106.08%

At Redlands College student attendance is a high priority and it is a requirement that students be in attendance for the entirety of all scheduled school days. The average student attendance rate as a percentage for the whole school in 2016 was 94.45%. A breakdown of the average student attendance rate for each year level is included.

Year Level		Attendance %
Junior	Prep	95.20%
	Year 1	94.96%
	Year 2	95.25%
	Year 3	94.82%
	Year 4	94.55%
Middle	Year 5	94.85%
	Year 6	95.18%
	Year 7	95.01%
	Year 8	94.12%
	Year 9	94.37%
Senior	Year 10	93.47%
	Year 11	93.35%
	Year 12	92.76%

The College uses an SMS communication system to automate the absentee contact process, resulting in significant time savings for teachers and school support staff. More importantly, it assists in reducing the level of unexcused student absences.

Enrolments in 2016

There has traditionally been a strong demand for placement at Redlands College. The main entry points in 2016 were: Prep (50 places); Year 5 (30 places) and Year 7 (60 places). Places are allocated approximately 12 months in advance.

Contributing factors to this success are Christ-centred excellence in all College and curriculum endeavours; a strong reputation in the wider community; great facilities and an affordable fee structure.

For information about entry points in **2018** and beyond, please contact our Enrolments Office on 3286 0222.

National Assessment Program: Literacy & Numeracy (NAPLAN)

For NAPLAN results please visit the myschool website:

<https://www.myschool.edu.au/SchoolProfile/Index/111309/RedlandsCollege/48092/2016>

Year 12, 2016 Performance Outcomes

Number of students awarded a Senior Statement	157
Number of students awarded a Queensland Certificate of Individual Achievement	NA
Number of students who received an Overall Position (OP) (131 students were OP eligible)	127
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	30
Number of students awarded one or more Vocational Education and Training (VET) qualifications	78
Number of students awarded a Queensland Certificate of Education at the end of Year 12	156
Number of students awarded an International Baccalaureate Diploma (IBD)	NA
Percentage of Year 12 students who received an OP1-15 or an IBD	88.0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.3%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	114%

On average, 27% of eligible students have achieved an OP 1 to 5, and 87% achieved an OP 1 to 15. Typically, over 98% of our students who apply receive an offer for tertiary study. The College has a very high success rate with helping students to achieve their Queensland Certificate of Education (QCE). Over the history of this qualification, at least 99% of students achieve their QCE at the end of Year 12.

Staffing Information

Redlands College employs a diverse range of teaching and administrative staff.

Composition

Teaching staff - full time equivalent	35 males and 64.8 females
Non teaching staff	14.7 males and 41.6 females

Staff Qualifications

Our highly skilled teaching staff are committed to their current and future roles in education.

Qualifications, % of Teaching Staff

Masters 14%	Double Degree 21%	Triple Degree 2%
Bachelor Degree 67%	Diploma 17%	Doctorate 1%
Grad Cert 6%	Grad Dip 17%	

Professional Development

Redlands College is dedicated to professional learning. The total funds expended on professional development for all staff in 2016 were over \$96000. The major professional development foci were: assessment design and moderation; brain function; careers and post-school pathways; chaplaincy, counselling and mental health; curriculum development and delivery; first-aid training; ICT in teaching and learning; innovative teaching and learning; languages other than English education; leadership development; Gifted and Talented programs; literacy and numeracy education; Myers-Briggs personality preferences; online safety; outdoor education; sport coaching; subject specific content and pedagogy; VET training and assessing. Staff also engaged with role-specific seminars and conferences provided by relevant professional associations. The involvement of the staff in professional development activities during 2016 was 100% of teaching staff.

Staff Retention & Attendance

Redlands College teaching and administration staff are dedicated to providing a continuous caring educational environment. As a result, staff attendance for the school continued to be very high for 2016, with the average rate of 98% based on unplanned absences of sick and emergency leave periods of up to 5 days. The average attendance rates for teaching and non-teaching staff is indicated below.

Total number of Staff	197
Total number of School Days	195
Average Teaching Staff Attendance Rate	98%
Average Non-Teaching Staff Attendance Rate	97%

Staff retention for 2016 was also very high, with 87% of staff retained for the school year. Maternity leave, long service leave and retirement were the main factors for staff absence and departure.

Parental Involvement

Parents and Caregivers were actively encouraged to participate in the life of the College. An active Parents and Friends Association met monthly throughout the school year. All community members over the age of 18 are entitled to membership of the P&F Association. Members were encouraged to take an active role in the P&F Association through regular attendance at meetings, participating in fundraising activities as well as assisting at other College functions.

As well as their involvement with the P&F Association, parents and caregivers were provided with opportunities to be involved in educational, sporting and cultural events held throughout the year. This involvement provided opportunities for parents to share their child's successes both within the College and in the wider community. It was pleasing to see Parents and Caregivers involved in Reading and Literacy programs across the Junior School, coaching sporting teams, volunteering in the Library, Music programs and Camps and Excursions.

Parent, Teacher & Student Satisfaction

Strong retention rates of students across the three sub-schools is indicative of parent satisfaction and the ability for the school to provide a safe and nurturing Christian environment. It is also implied that the College's response to the needs and wants of the Redlands College community is appropriate.

Redlands College staff retention rates illustrate strong employee loyalty and satisfaction. Long-term employees are stabilisers that

enable projects and innovations to continue smoothly over extended periods of time. This strong sense of community throughout the staff body, assists Redlands College to continue to deliver a Christ-centred caring educational environment while responding to the needs of the market and implement changes collaboratively.

Governance

Redlands College was birthed in the faith tradition of Churches of Christ and continues to be owned and governed from this faith heritage. The College is owned by an Association called Redlands Combined Independent College Inc comprised of current members of autonomous Churches of Christ. The Board of Management are elected from this Association. The College Board provides governance, spiritual oversight and strategic vision for the College and works in close partnership with the College Principal and Executive staff.

Technology

Redlands College is also leading the way in exploring new technologies in learning. The College is broadly recognised as a pioneer in iPad-based digital learning and is recognised as an Apple Distinguished School. We regularly host local, national and international visitors for tours and presentations about our digital learning programme.

Mission Opportunities

Redlands College plays an important role in the community with regular overseas Mission trips, fundraising for local and international causes and sponsoring overseas children. Students regularly visit a retirement village to provide support and also run the RE program at a local state school. In 2016, 12 students participated in a Missions Trip to Cambodia where they worked with the "Milk and Honey" organisation and assisted with English language education.

Summary

Redlands College looks to the future for its students while maintaining a base of traditional Christian values. The College provides continuity of experience on a single campus. As students grow, from Junior to Middle to Senior School, they are encouraged to identify their unique gifts, striving to extend and empower their individual talents.

The College offers students a range of activities, where they develop life skills such as teamwork, self discipline and camaraderie. These experiences have resulted in numerous academic, music and sports accolades.

Redlands College believes every child is gifted and talented, regardless of classification of ability or disability. Each child at the College is valued as a unique individual, created in the image of God, with values and individual abilities.



Established in 1988, the College has grown to accommodate over 1320 students and 190 staff.