

Template - School Annual Report 2016 (Based on 2015 data)

Instructions: (Delete this instruction page prior to publishing the School Annual Report)

Effective school reporting provides parents, staff, students and the community with meaningful information about schools. All Queensland schools are required to publish a minimum set of information for parents and the community. The Schools Reporting Policy ensures that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. By publishing this Report, schools will meet both State and Australian Governments reporting requirements.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

This mandatory information must be published by 30 June each year

[Post-school destinations information for Year 12 completers is to be included by 30 September of each year after release of the information.]

Schools should input the relevant information in the shaded boxes and delete the explanatory notes in blue prior to publication.

Radiant life college Annual Report 2016 (Based on 2015 data)

Descriptive Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School Sector:

Radiant Life is an independent, non-denominational, co-educational Christian College.

School's Address:

1 Riley Street Innisfail Queensland 4860

Total Enrolments: Schools might wish to include comparative data from previous year(s) here

78

Year Levels Offered:

Prep to 7

Co-educational or Single Sex:

Co-Educational

Characteristics of the Student Body: For example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.

	Total Students	Indigenous	Female	Male
Primary (P-6)	71	70	39	32
Secondary (7)	7	7	4	3
Total Students	78	77	43	35

Distinctive Curriculum Offerings: This refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.

Radiant Life College provides several specialised programs which are designed to enhance our Indigenous and Torres Strait Island students' capacity to learn.

1. **Cultural Class:** Provide a connection to student's identity by addressing the knowledge gap and empowering all students with knowledge about, and pride in, their history and culture.
2. **Learning Support:** Students with significant literacy and numeracy needs receive additional one on one support to supplement and enhance classroom literacy and numeracy programs
3. **Health and Wellbeing Program:** Radiant Life College believes a student's health and wellbeing contributes to a student's learning ability, therefore Radiant Life College is proactively working with a local health service (MaMu Health Service) and parents resulting in weekly health checks for the students.

Extra-curricular Activities:

Descriptions of the activities should be provided, particularly those that involve a significant number of students.

Radiant Life College runs several extra-curricular activities which are designed to meet the specific needs of our Indigenous and Torres Strait Islander students learning capacity;

- Cultural Class
- Learning Support
- Cooking Program
- Student Performance Reward Program
- Breakfast and Lunch Mentoring Program
- Transport to and from school
- Students health and wellbeing Program – MaMu Health Service
- Participation in the "Young Performers' Competition
- Regular sessions for students with a Junior Rugby League Development Officer
 - Leadership camp , no cost to students

Social Climate: Describes the social climate of the school, including pastoral care programs (this might also include the school's commitment to child protection, reference to the school's behavior management and anti-bullying programs).

The social climate of Radiant life college continues to improve. Radiant Life College receives funding from Australian Government (Department of the Prime Minister and Cabinet) to deliver the following strategies to improve educational outcomes for Indigenous and Torres Strait Islander Students;

- A. To sustainably maintain the highest possible student attendance;
- B. To maintain and continue to improve educational outcomes in the classroom by ensuring

pupils are provided with healthy and nutritional meals;

- C. To provide opportunities for children to maintain their culture and participate equally in the economic and social life of the community through our breakfast mentoring program;
- D. To increase the engagement of parents, caregivers and community in school programs to help drive the demand for quality education; and
- E. To increase students health and wellbeing by engaging with MaMu health Service weekly to conducted children health check.

Parental Involvement: Must involve strategies for parental involvement; these might include the presence of a P& F Association, Board representation, parent committees (such as for strategic planning), reading programs, volunteer programs.

Radiant Life College maintains an open door policy which encourages parents to actively engage within the school community in a wide range of activities, These includes: assisting with fund raising, reading program, sporting activities, and school camps.

Radiant Life College has seen an increase in parent engagement through our Breakfast and Lunch Mentoring Program with parents and members from our local community such as local Indigenous Elders sharing cultural heritage, local police and health agencies providing information sharing as part of our Mentoring Program with students thus building a positive rapport between our school community and the local community.

During 2015 the governing school board implemented an adult traineeship in partnership with Tafe Cairns, targeted at parents whom had aspirations of becoming teachers. The governing board identified this opportunity as a long term investment into the school community and local community. This resulted in Radiant life college creating 5 part-time teacher aide position whom undertook the following courses certificate IV and Diploma of Education Support.

After successfully completing their studies 3 parents have commenced their Bachelor Degree in Education , Radiant Life College continues to support and provide a learning environment for our Adult Trainees as we believe these steps ensure building a stronger relationship within a school community and bridges the gap of Indigenous and Torres Strait Islanders within the education sector.

Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction Data:

Radiant Life College is currently in the development phase of a non-traditional satisfaction survey method tailored for the school population whom are predominately Indigenous and Torres Strait Islanders.

Parents and guardians prefer face to face discussions and resolutions therefore Radiant Life College has an open door policy for parents and guardians are free to discuss their child/ren's satisfaction with the school as a

whole.

To reflect over 2015 , Radiant Life College has experience 30% increase in student enrolments which indicates a positive rapport within our school and local community.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Nathanael Edwards – Executive officer

Jakita Fejo – Business Manger

Adrian Conroy - Principal

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff: Description of the school's staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

2015 Workforce Composition staff	Teaching Staff	Non-teaching staff	Indigenous
Headcounts	4	17	15
Full-time equivalents	4	6	5

Qualifications of all Teachers: Most independent schools include listings of staff, including their qualifications, in reports such as their Annual Report or School Year Book. Schools often include a list of staff on their website.

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	0
Graduate Diploma etc.**	2
Bachelor Degree	5
Diploma	6
Certificate	4

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
LNCA Workshop - 11-12 Feb	2
LNCA Workshop - 19 Mar	1
LNCA Workshop - 27 Apr	1
Small School Wshop - 16 17 Apr	1
Network Meeting - 30 Apr	2
LNCA Workshop - 15 May	2
Bandscalling PD - SFSF Indigenous Education 28 & 29 July	3
Bandscalling PD - SFSF Indigenous Education 4th and 5th August	2
Bandscalling PD - SFSF Indigenous Education 16/10/15	2
Bandscalling PD - SFSF Indigenous Education 22/10/15	2
LNCA Forum 11/11/15	2
Principals Meeting ISQ Indi SS - SFSF Indigenous Education 29/10/15	1
Total number of teachers participating in at least one activity in the program year	4

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
4	\$ 11,737	\$ 2,934
The total funds expended on teacher professional development in 2015		\$ 11,737
The proportion of the teaching staff involved in professional development activities during 2015		% 100
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

To calculate average expenditure per teacher:

$$\frac{\text{Total expenditure on teacher PD}}{\text{Total number of teachers}} = \$ (\text{average expenditure per teacher})$$

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
4	194	17.83	97.70 %
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.70% in 2015			

To calculate Average Staff Attendance Rate:

$$\frac{\text{Number of Staff* x Number of School Days}}{\text{Number of Staff* x Number of School Days} - \text{Total Days Staff* Absences}} = \text{Average Staff Attendance Rate}$$

* Where staff means permanent and temporary classroom teachers and school leaders

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
4	3	75%
From the end of 2014 75 % of staff were retained for the entire 2015 school year		

To calculate the proportion of teaching staff retained in a program year:

$$\frac{\text{Number of permanent teaching staff retained at beginning of program year}}{\text{Number of permanent teaching staff at end of previous year}} \times 100 = \text{Retention Rate}$$

For example: At the end of the year previous to the program year (e.g. 2014), there were 50 teaching staff members (by head count). 5 of these teachers resign at the end of the year. At the beginning of the new year (the program year), 45 of the teachers are retained from the original 50.

The retention rate is: $\frac{45}{50} \times 100 = 90\%$

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school:

Number of possible attendance days = number of school days x number of students in the school

Total number of days absent = addition of all days absent by all students

Total attendance = Number of possible attendance days – Total number of days absent

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
194	78	137	96

To calculate average attendance rate:

$$\frac{\text{Total attendance}}{\text{Number of possible attendance days}} \times 100 = \text{Average attendance rate}$$

The average attendance rate for the whole school as a percentage in 2015 was 96%

Average student attendance rate for each year level:

(This calculation is to be completed and reported for each year level at the school.)

Number of possible attendance days for year level = number of school days x number of students in year level

Total number of days absent for year level = addition of all days absent by all students in year level

Total attendance = Number of possible attendance days – Total number of days absent

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance

To calculate average attendance rate for a particular year level:

$$\frac{\text{Total attendance for each particular year level}}{\text{Number of possible attendance days for each particular year level}} \times 100 = \text{Average attendance rate for a year level}$$

Year levels	Average attendance rate for each year level as a percentage in 2015
Year Group (Prep)	96 %
Year Group (1)	95.6%
Year Group (2)	96.2%

Year Group (3)	95.6%
Year Group (4)	96.3%
Year Group (5)	96.8%
Year Group (6)	96.4%
Year Group (7)	95%

A description of how non-attendance is managed by the school:

At Radiant Life College managing non-attendance is a whole school process with the emphasis on consistency. When a student is absent, parents or guardians are required to notify the office by 8:45am. If the school isn't notified a phone call is made to the parents or guardians, in cases where the parents or guardian is not contactable by phone a care visit is made to the residence by the College Community Liaison Officer.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

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these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	314	426	Below
Year 5 (2015)	379	499	Below
Year 7 (2015)	451	546	Below
Year 9 (2015)		580	
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	382	416	Below
Year 5 (2015)	390	478	Below
Year 7 (2015)	421	511	Below
Year 9 (2015)		547	
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	343	409	Below
Year 5 (2015)	423	498	Below
Year 7 (2015)	494	547	Below
Year 9 (2015)		583	
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	345	433	Below
Year 5 (2015)	390	503	Below
Year 7 (2015)	442	541	Below
Year 9 (2015)		568	
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	305	398	Below
Year 5 (2015)	394	493	Below
Year 7 (2015)	453	543	Below
Year 9 (2015)		592	

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

Schools may also report the real retention rate, but this is not compulsory.

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students			

$$\text{Apparent Retention Rate} = \frac{\text{Number of Students in Year 12}}{\text{Number of Students in Year 10}} \times 100$$

You may wish to put this data in context, particularly if you are a new school or there is a reason for 'abnormal' retention rates in particular years. [Note: If your school does not have Year 12, you should include a notation to this effect.]

Year 12 student enrolment as a percentage of the Year 10 cohort is _____%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	
Number of students awarded a Queensland Certificate of Individual Achievement	
Number of students who received an Overall Position (OP)	
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded one or more Vocational Education and Training (VET) qualifications	
Number of students awarded a Queensland Certificate of Education at the end of Year 12	
Number of students awarded an International Baccalaureate Diploma (IBD)	
Percentage of Year 12 students who received an OP1-15 or an IBD	%
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	%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Other Information of Interest

Schools are encouraged to include any other information that may be of interest to parents and the community.

*****Post-school Destination Information - Mandatory Information to be published by 30 September each year**

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

Background information:

School Response Rate to the Survey

Number of Year 12 students in 2015 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		

To calculate percentage of students in each category:

$$\frac{\text{Number of students in each category}}{\text{Total number of Year 12 students}} \times 100 = \text{Percentage in each category}$$

Chart showing main destinations of students. School may choose to show a bar or pie graph.

Publication Checklist

Mandatory information to be published by 30 June every year

1. Contextual Information

- Whether the school is State, Independent or Catholic
- Whether the school is co-educational or single-sex
- The school's address
- Total number of enrolments
- Characteristics of the student body
- Year levels offered
- Distinctive curriculum offerings - regular subjects do not need to be listed
- Extra-curricular activities. Descriptions of the activities should be provided, particularly those that involve a significant number of students
- The social climate of the school, including pastoral care programs and commentary about strategies to respond to bullying
- Parent, teacher and student satisfaction with the school
- Strategies used for involving parents in their child's education
- The title of a school-based contact person for further information on the school and its policies
- School income broken down by funding source (a link to the My School website)

2. Staff Information

- Staff composition, including Indigenous staff
- Qualifications of all teachers
- Expenditure on and teacher participation in teacher professional development
- Average staff attendance for the school, based on unplanned absences of sick and emergent leave for periods of up to five days
- Proportion of teaching staff retained from the previous school year.

3. Key Student Outcomes

- Average student attendance rate (%) for the whole school and for each year level
- A description of how non-attendance is managed by the school
- National Assessment Program Literacy and Numeracy - Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results for Years 3, 5, 7 and 9 as follows (or a link to the My School website):
 - average scores for the school;
 - average scores for Australia;
 - percentage of students in each year at or above the national minimum standard.
- Apparent retention rates for Year 10 to 12. Schools may also report on real retention rates.

- Year 12 outcomes. Schools have been provided with a set of information by the Queensland Studies Authority and are to report on school websites the following:
 - number of students awarded a Senior Education Profile;
 - number of students awarded a Queensland Certificate of Individual Achievement;
 - number of students awarded a Queensland Certificate of Education at the end of Year 12;
 - number of students awarded an International Baccalaureate Diploma (IBD);
 - number of students awarded one or more Vocational Education and Training (VET) qualification;
 - number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT);
 - number of students who received an Overall Position (OP);
 - percentage of OP/IBD students who received an OP 1-15 or an IBD;
 - 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;
 - percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer.
- Post-school destination information from the current Next Step survey as follows (to be published by 30 September):
 - background information on how the Next Step survey was conducted;
 - school response rate to the survey;
 - definitions of main destinations;
 - summary of findings in relation to main destinations of students;
 - chart showing main destinations of students.

4. Other Information

Schools are encouraged to include any other information that may be of interest to parents and the community.

5. Publication Format

The School Annual Report for the previous year is to be made publicly available on the internet for a minimum of 12 months and schools are to make arrangements to provide the information, on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the internet.

6. Publication Timeline - The School Annual Report MUST be published by 30 June of each year.

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education and Training reporting web pages.