



# OLIVET CHRISTIAN COLLEGE



## 2019 ANNUAL REPORT

ENCOURAGING...EQUIPPING... EMPOWERING

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## College Background

Olivet Christian College was established in 1979 and offers a quality Christian-based education in a caring environment to the families of Castlemaine and surrounding regions.

Our students are provided with opportunity to learn in structured classrooms where learning is encouraged through respect and care for one another.

As a Christian College, the school places emphasis on Bible-based values and the outworking, on a daily basis, of genuine faith. Our purpose is to help students discover all God made them to be, regardless of the future pathway that He may lead them on.

Individual learning styles and levels of ability and interests are catered for through a variety of teaching methods including the use of various thinking tools, individual and group work, explicit teaching, iPads and computer labs. Handwriting, Phonics, Grammar and times tables remain key foundational life skills and their value is reinforced throughout the school.

Learning takes place through a wide variety of activities, for example, discovery learning, lectures and mastery learning. The key issue is not the teaching (the method of delivery); but the overall effectiveness and efficiency of learning. Teaching can take place without learning and learning can take place without teaching. Research into pedagogy has revealed that the best learning takes place when the interest level of the child is maintained at a high level and the delivery is such that it meets the cognitive and experience levels of the child. Children are all at different cognitive and experience levels of learning and so they cannot learn effectively in a lock-step approach.

Olivet Christian College has proven itself over many years to be a school where young people are given the opportunity to develop in all areas of their lives. This includes their academic, physical, emotional and spiritual wellbeing. Supporting families who want their children educated in a Christian environment is paramount to our thinking but we are open to enrolments from all families who are willing to remain within the ethos of the College.

# Principal's Report 2019

In writing this report for 2019 in July of 2020, it makes 2019 appear as having been such a smooth, calm year. 2019 could almost now be referred to as part of the "good old days" relatively speaking.

During 2019 several large projects were completed. Our covered learning area was built and now we wonder just how we ever did without it as it continues to be not only a popular space for students to use as a play/activity space but it is also valuable during more extreme weather conditions.

The expansion of the Administration space with the conversion of a storeroom area into a third office has been of particular benefit as it has made separate offices for reception and Business Manager. This means that visitors to reception do not unnecessarily interrupt the Business Manager. With this office expansion came the construction of large cupboard space in the assembly/multipurpose area making access to storage easier and more organised. We also upgraded the floor covering in the front entrance, which also enhances the look of that space.

In 2019, we installed a twelve-camera close circuit security system. One camera is in the foyer and the remaining eleven are strategically placed externally around the college buildings and grounds. The system records 24/7 and is accessible remotely by the Principal and the Business Manager. We also installed, at the same time, A PA system that allows messages to be relayed to all classrooms and outside areas of the school. The PA system also allows us to broadcast both lockdown and evacuation sirens throughout the college property.

As part of our ongoing promotion, we continue to advertise in our local weekly papers and have had our three buses one third wrapped with student images and college contact details. This bus signage really makes our buses stand out and be noticed where ever they are.

As well as our normal activities, some highlights include the winning of the Mount Alexander Schools Chess competition and the subsequent inclusion in the State-wide Secondary Chess Finals at Brighton Grammar for our Secondary Chess Team. This was a great experience to compete against some of the powerhouse schools such as Melbourne High and Scotch College etc. Our team was not embarrassed with the majority winning at least one game in the tournament. During the year the Secondary students experienced a camp at Creswick Log Cabin Camp over a number of days, which included a day of bushfire red alert in the region. The Year Five and Six students travelled to Canberra for their bi annual excursion and the Year Three and Four had an overnight excursion to Melbourne which took in both the Zoo and the Aquarium.

At the end of 2019, we said farewell to Mrs Tracey Box who retired after serving as our Numeracy and Literacy aid for almost ten years. Many students benefited from Tracey's patient assistance, her listening ear and her Godly counsel.

During 2019, Steve Lacey stepped down from the Executive Board. The College has appreciated Steve's work on the Board and as its Chairman over a number of years. It was good to have Jim Box take up the position of Chair of the Board. We welcomed Mr Andrew Roberts to the executive. Andrews brings added insight and ideas to the Board and we look forward to Andrew's on going work on the Executive.

Although this report reflects the 2019 year, I feel that comment in regard to the COVID 19 situation we have found ourselves in is warranted. To say that this crisis is not easy for the College and its community would be an enormous understatement. Specifically the pressure placed upon both staff and all of our families is

immense. No matter how much that I would like to be talking about this in the past tense we all understand that this crisis is probably far from over.

Thank you to our teachers who have gone above and beyond in so many ways to make the Remote Learning time in Term One and Two successful. Our teachers responded to the situation with resilience and flexibility to ensure that students and families had every opportunity to be successful in terms of remote learning. We need to encourage ourselves in the fact that although this pandemic has taken us all by surprise, we can rest in the knowledge that our Heavenly Father has not been caught out and we can absolutely rest in his great love and faithfulness.

The support that we have had and continue to receive from Independent Schools Victoria and Christian Schools Australia is invaluable as we negotiate this challenging time.

We at Olivet look forward to working together to grow the ministry that is Olivet Christian College.

Steven Nicholas.      Principal

## School Professional Learning 2019



### Staff Attendance

- Average attendance rate for teaching staff: 99.90%
- Average number of days absent for teaching staff: 1.9 days

### Staff Retention

Proportion of teaching staff retained in a program from the previous year: 100%

Proportion of administration staff retained from the previous year 75%

## Teacher Qualifications

Masters/Degrees/Diplomas (or equivalent) 100%

Number of teachers participating in Professional learning activities: 100%

All teaching staff participated in ongoing learning throughout the year. The College provides teachers with access to varied internal and external professional learning opportunities to broaden teacher understanding of innovation in learning, current educational research and thinking and effective learning practices.

All teachers of the College are registered with the Victorian Institute of Teaching.

Average expenditure per teacher on professional learning: \$164 (This does not include 'in house professional learning eg staff meetings, curriculum meetings and the extensive software program and individual training used to support remote learning as a result of COVID19 shutdown in Victoria.)

## Student Attendances

Across the College, very few students have a significant number of absences from the College. Being a small school the figures are heavily affected by a small number of students. Overall, the individual attendance is very high and very satisfactory

### Average number of days absent:

- All Primary Students: 13.6 days 4.3%
- All Secondary Students: 5.75 days 3.1%

Students who have difficulty with attendance are supported by their teachers and the Principal. Thank you to all of our parents who support the college by reinforcing to their children the importance of being at school each day and through this the high value of a good education. Student learning is greatly enhanced in those students who have a high personal attendance rate.



# Student Retention

Olivet is registered to Year 10 therefore is no retention data from Years 10 to Year 12 to be reported.

## School Performance Information 2019

### NAPLAN RESULTS 2019

2019

#### School facts

School sector	Non-government
School type	Combined
Year range	Prep-10
Location	Inner Regional

#### School staff

Teaching staff	10
Full-time equivalent teaching staff	7.5
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.4

#### School links

School website

[Olivet Christian College](#)

Sector, system or association website

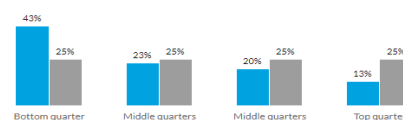
[Independent Schools Victoria](#)

#### Student background

##### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	995
Average ICSEA value	1000
School ICSEA percentile	44

##### Distribution of Socio-Educational Advantage (SEA)

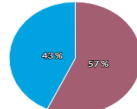


Percentages are rounded and may not add to 100

#### Students

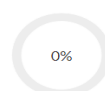
Total enrolments: 63

Boys 27  
Girls 36



Full-time equivalent enrolments: 63.0

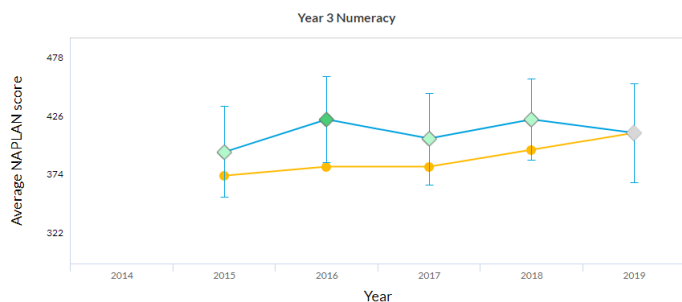
Indigenous students



Language background other than English



Year 3 Reading Submit



Select categories:

☒ Selected school ☒ Students with similar background ☐ All Australian students

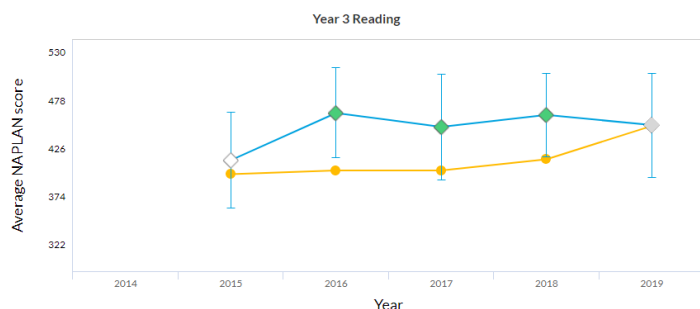
Please note that from 2019, the method for determining the colour coding of results changed.

#### Interpreting the graph

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Year 3 Reading Submit



Select categories:

☒ Selected school ☒ Students with similar background ☐ All Australian students

#### Interpreting the graph

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

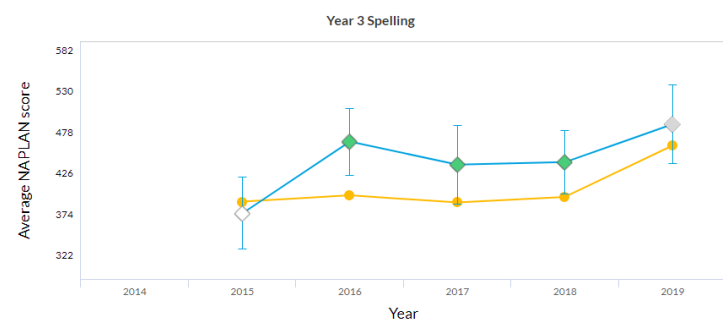
Year 3

▼

Spelling

▼

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Please note that from 2019, the method for determining the colour coding of results changed.

### Interpreting the graph

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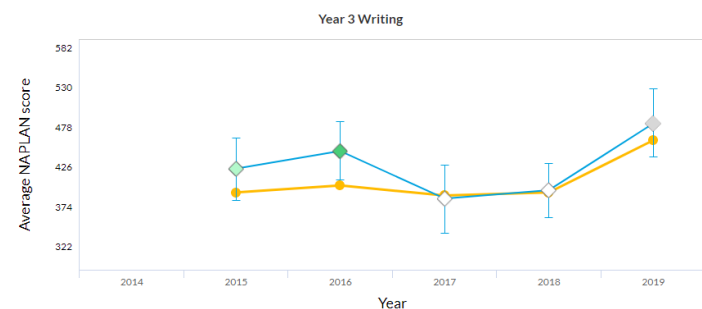
Year 3

▼

Writing

▼

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

### Interpreting the graph

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

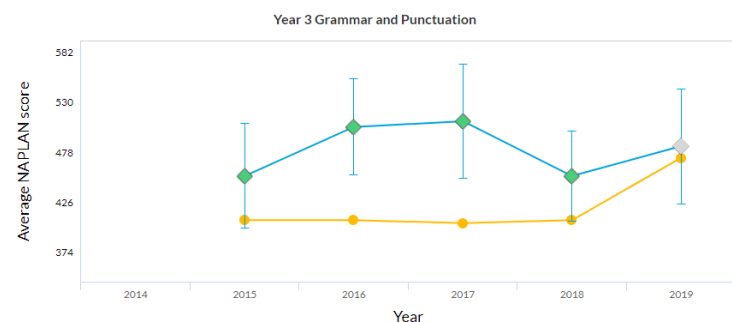
Year 3

▼

Grammar and Punctuation

▼

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

### Interpreting the graph

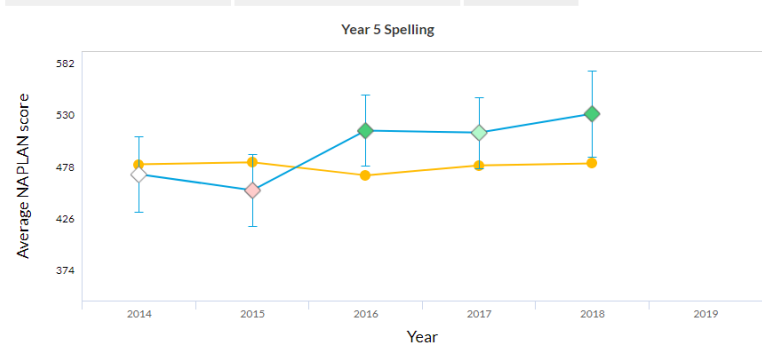
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Year 5

Spelling

Submit



Select categories:

☒ Selected school
 ☒ Students with similar background
 ☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

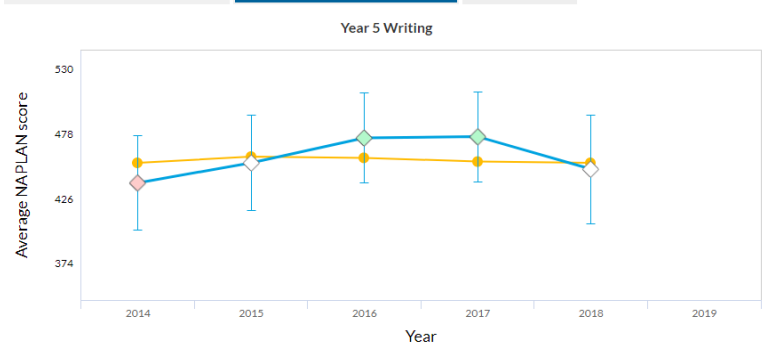
No comparison available

90% level of confidence

Year 5

Writing

Submit



Select categories:

☒ Selected school
 ☒ Students with similar background
 ☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

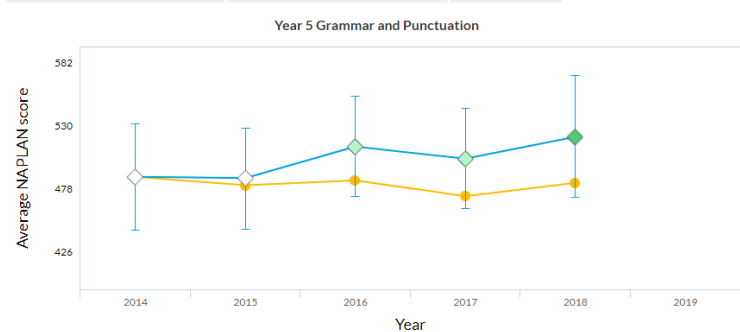
No comparison available

90% level of confidence

Year 5

Grammar and Punctuation

Submit



Select categories:

☒ Selected school
 ☒ Students with similar background
 ☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

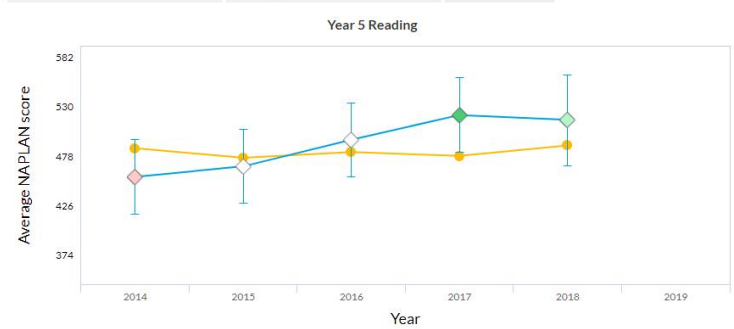
No comparison available

90% level of confidence

Year 5

Reading

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

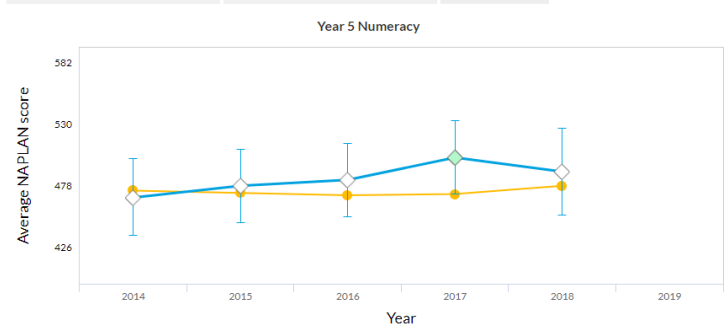
No comparison available

90% level of confidence

Year 5

Numeracy

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

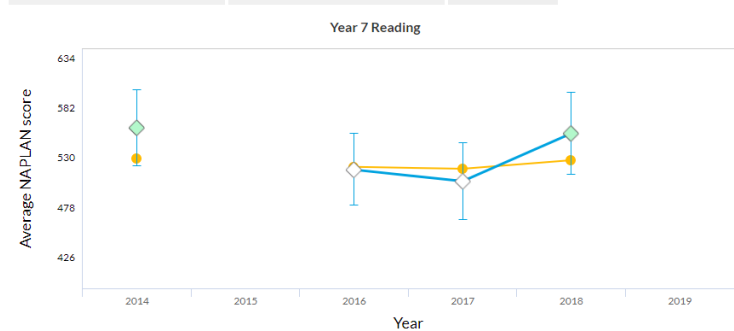
No comparison available

90% level of confidence

Year 7

Reading

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

90% level of confidence

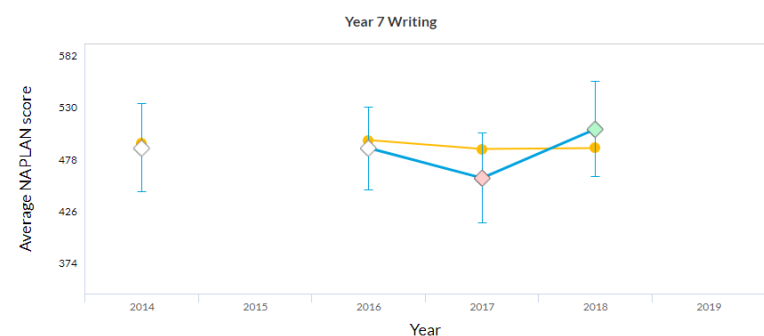
Year 7

▼

Writing

▼

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

90% level of confidence

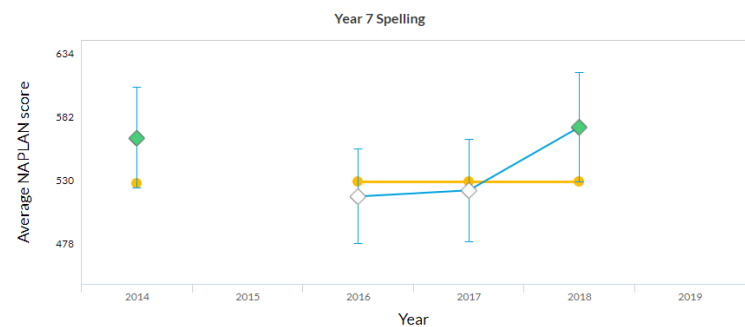
Year 7

▼

Spelling

▼

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

90% level of confidence

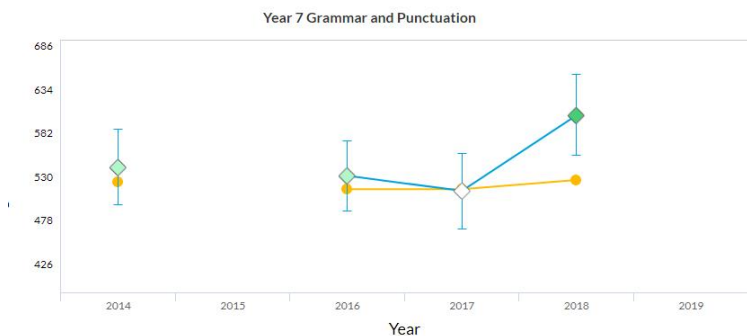
Year 7

▼

Grammar and Punctuation

▼

Submit



Select categories:

☒ Selected school

☒ Students with similar background

☐ All Australian students

Interpreting the graph

Selected school's average when compared to students with a similar background

Well above

Above

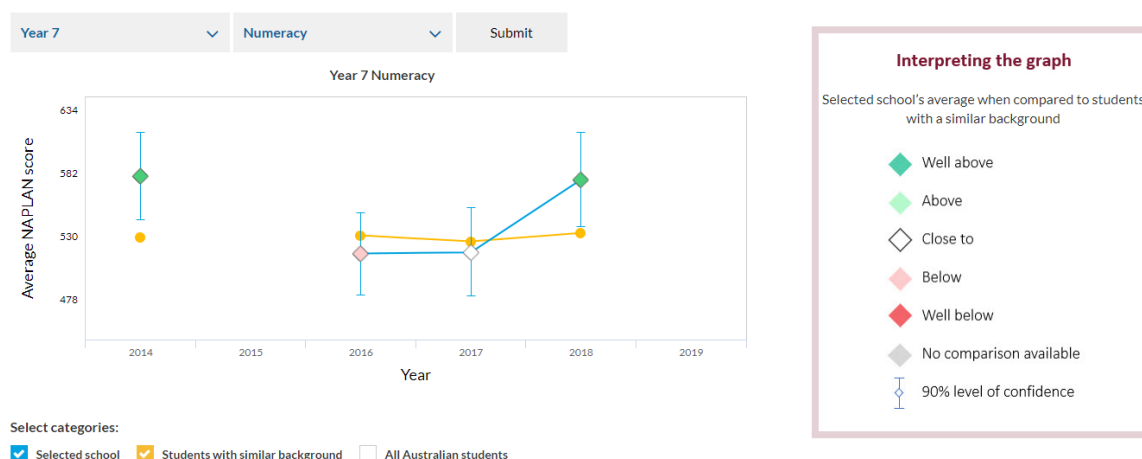
Close to

Below

Well below

No comparison available

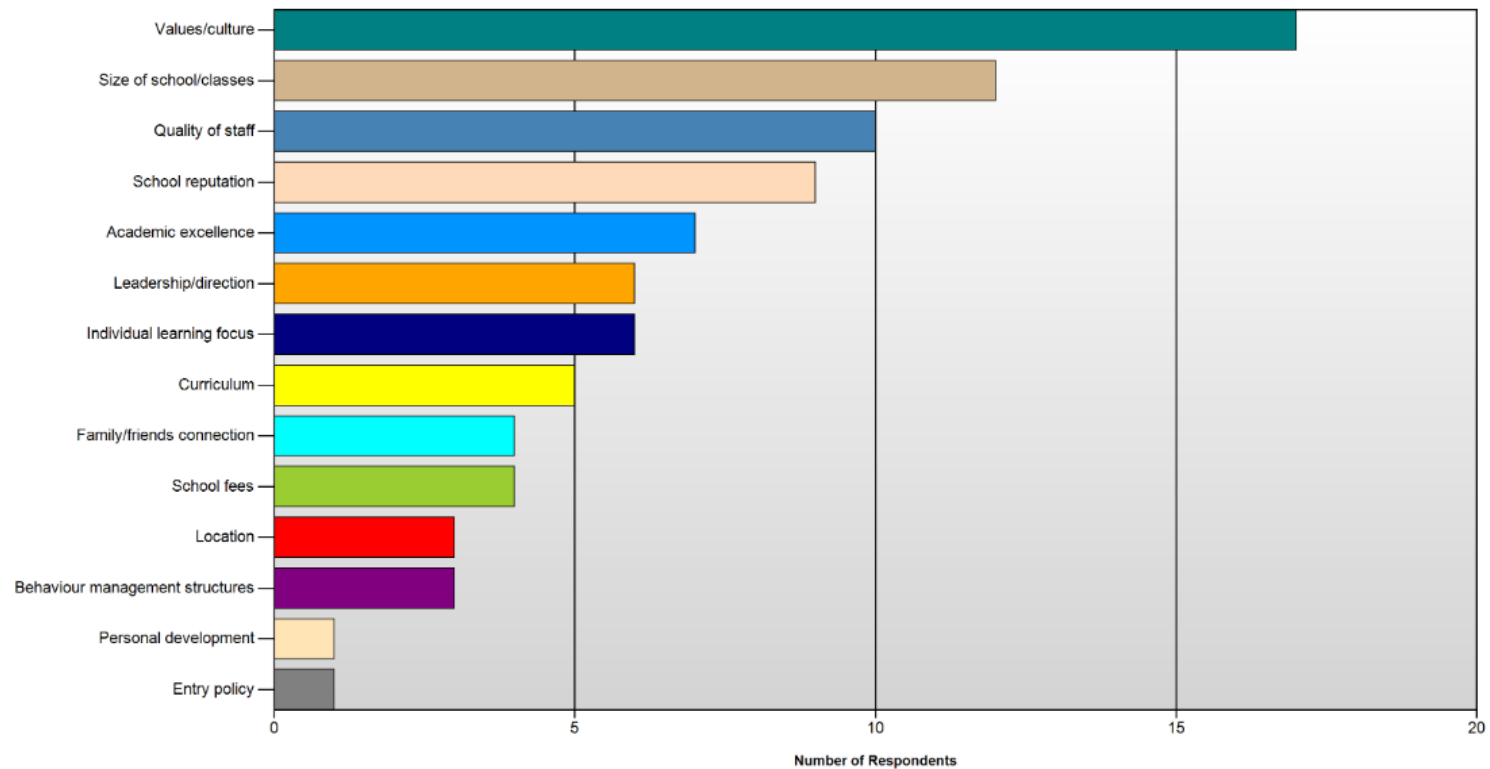
90% level of confidence



Results for Year 9 are not available due to 5 or less students in the table. As a result the College is collecting data from Semester 1 School Reports of past students who have transitioned to Year 11 to assist in reflecting student achievements in Year 10 at Olivet Christian College.

## 7. Surveys

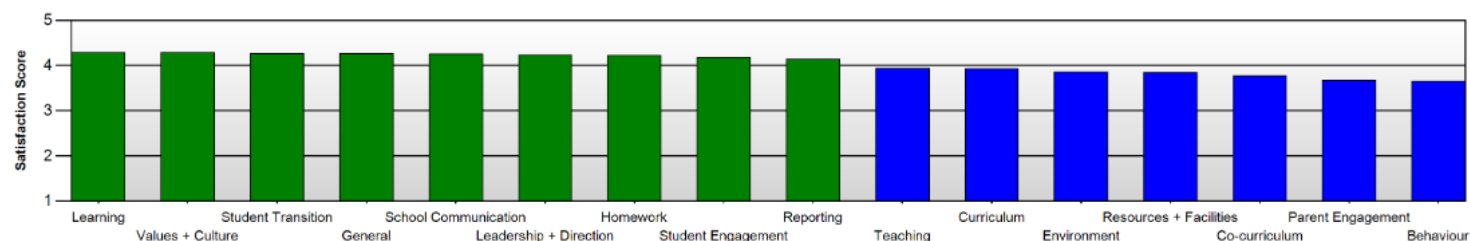
### Reasons For School Selection



# Student Survey

## 6. Section 3 - Summary of Responses by Key Area

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



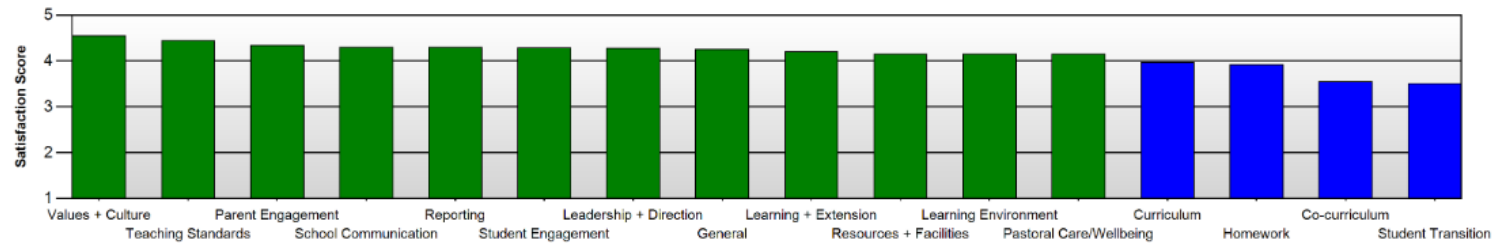
Key Area	Satisfaction	Variance
Learning	4.29	5%
Values + Culture	4.29	5%
Student Transition	4.27	4%
General	4.26	4%
School Communication	4.25	4%
Leadership + Direction	4.24	3%
Homework	4.22	3%
Student Engagement	4.18	2%
Reporting	4.14	1%
Teaching	3.94	-4%
Curriculum	3.93	-4%
Environment	3.86	-6%
Resources + Facilities	3.84	-6%
Co-curriculum	3.77	-8%
Parent Engagement	3.68	-10%
Behaviour	3.66	-11%
Average Score	4.10	

■ Excellent
 ■ Good score
 ■ Requires attention
 ■ Immediate action
 ■ Above average
 ■ Below average

# Parent Survey

## 6. Section 3 - Summary of Responses by Key Area

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



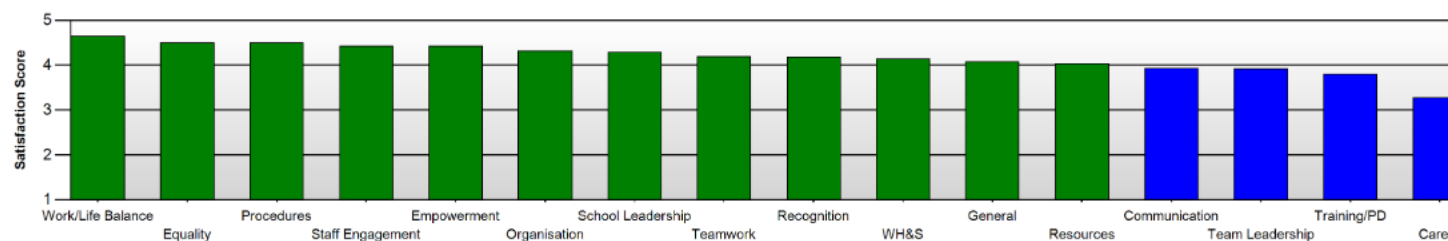
Key Area	Satisfaction	Variance
Values + Culture	4.55	8%
Teaching Standards	4.45	5%
Parent Engagement	4.34	3%
School Communication	4.30	2%
Reporting	4.30	2%
Student Engagement	4.29	2%
Leadership + Direction	4.28	1%
General	4.26	1%
Learning + Extension	4.21	0%
Resources + Facilities	4.15	-2%
Learning Environment	4.15	-2%
Pastoral Care/Wellbeing	4.15	-2%
Curriculum	3.98	-6%
Homework	3.93	-7%
Co-curriculum	3.55	-16%
Student Transition	3.51	-17%
Average Score	4.22	

■ Excellent
 ■ Good score
 ■ Requires attention
 ■ Immediate action
 ■ Above average
 ■ Below average

# Staff Survey

## 6. Section 3 - Summary of Responses by Key Area

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.

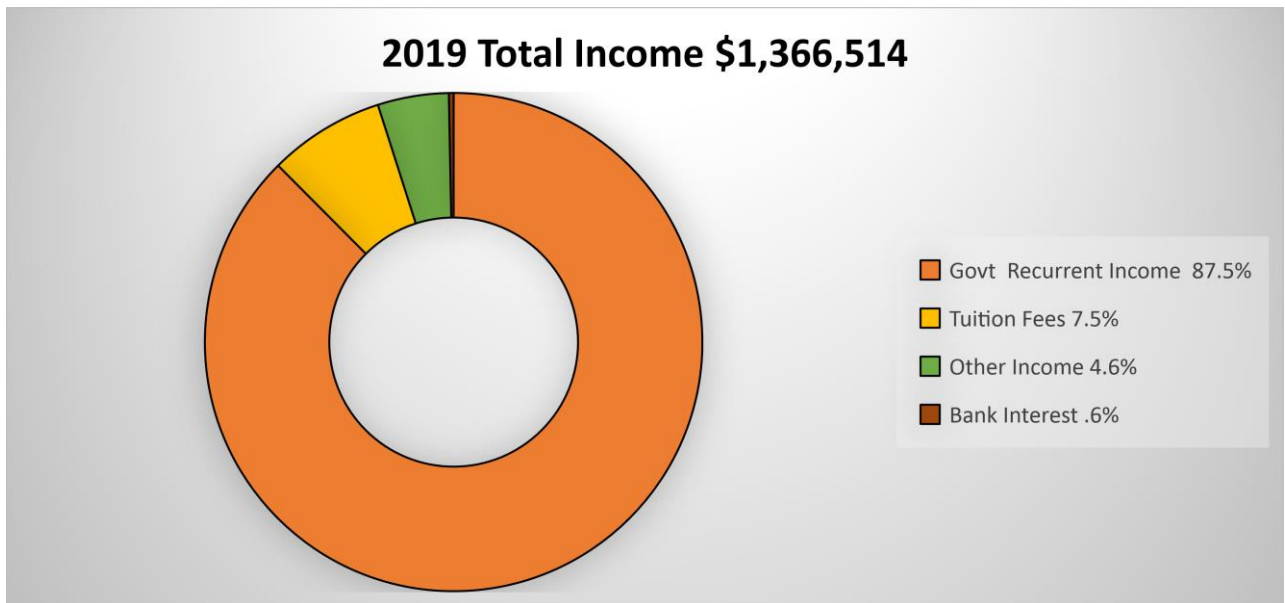


Key Area	Satisfaction	Variance
Work/Life Balance	4.64	9%
Equality	4.50	6%
Procedures	4.50	6%
Staff Engagement	4.43	4%
Empowerment	4.43	4%
Organisation	4.32	2%
School Leadership	4.29	1%
Teamwork	4.19	-1%
Recognition	4.18	-1%
WH&S	4.14	-2%
General	4.08	-4%
Resources	4.04	-5%
Communication	3.93	-7%
Team Leadership	3.92	-8%
Training/PD	3.81	-10%
Career	3.27	-23%
Average Score	4.24	

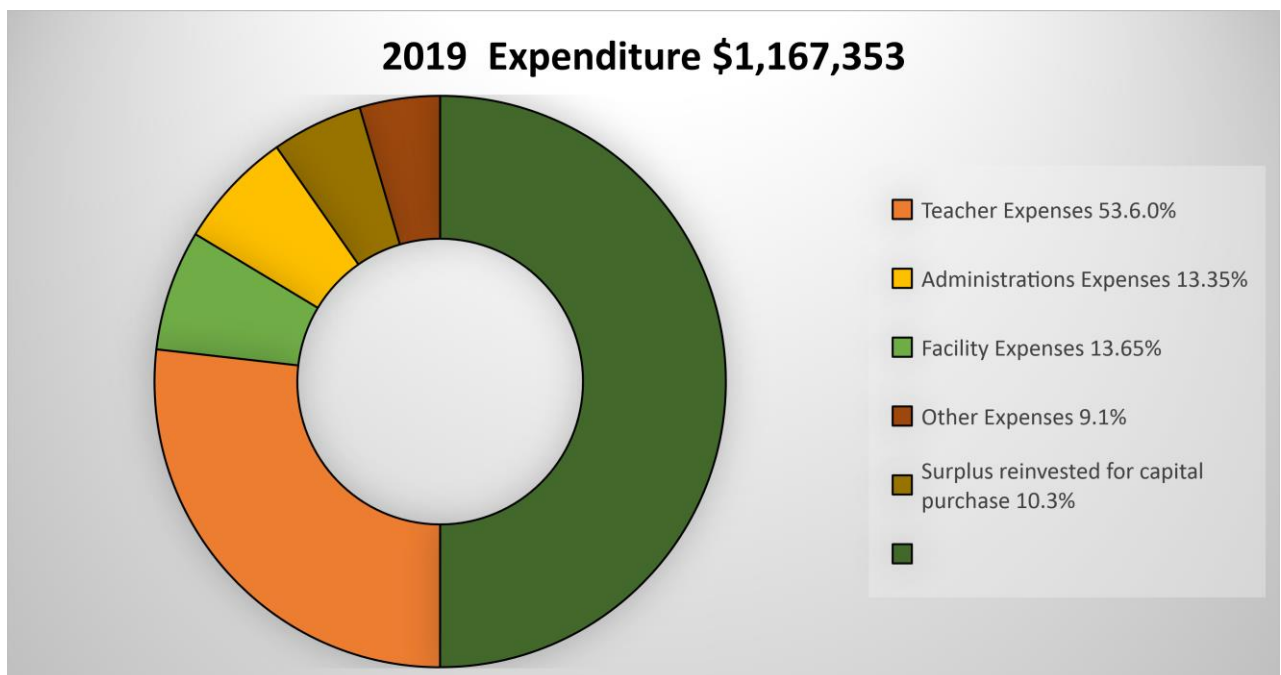
■ Excellent
 ■ Good score
 ■ Requires attention
 ■ Immediate action
 ■ Above average
 ■ Below average

## 1. Finance

Total Income and Expenditure with percentage



2019





**Buses given a new look in 2019**



**Covered Outdoor Learning Area is a great success.**