



Ellenbrook
CHRISTIAN COLLEGE

2024

Annual Report



Swan Christian
EDUCATION ASSOCIATION



Beechboro
Christian School



Ellenbrook
CHRISTIAN COLLEGE



Kalamunda
CHRISTIAN SCHOOL



Mundaring
CHRISTIAN COLLEGE



Northshore
Christian Grammar School



SOUTHERN HILLS
Christian College



Swan
Christian College

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Our College

Vision

Building character, fostering commitment and embracing community.

Mission

We are a Christian community dedicated to sharing God's love for the world through an exceptional educational experience. We value the uniqueness of every child and understand the crucial place educators have in assisting them to reach their full potential.

Values

The College has a well-developed, biblically grounded and Christ-centred education philosophy, built on the pillars of Character, Commitment and Community. These values are woven into every aspect of our educational offering. They are on display in our classrooms, in how we greet you in reception, in how we talk to one another and in how we nurture and support our students. They are in everything we do, and this all stems from our faith.

Our Graduates

We aspire to exhibit a highly developed moral compass, displaying integrity, humility, and purpose, and leading by example. Our graduates possess an awareness of the global community, inspired by a genuine Christian foundation that fuels a desire to contribute positively to society. They view challenges as opportunities to achieve personal excellence and possess skills and passion to pursue lifelong learning.

Our Community

Ellenbrook Christian College enjoys a diverse and vibrant community of families from over 40 different nations around the globe. We embrace diversity and value the synergy of interculturality as we grow together. We look for opportunities to gather and unify our community through connections such as Coffee Connected, Parent Prayer Group, Parents in Partnership and whole College events such as Carols on the Green.

Relationships with local churches, Christian organisations and SCEA schools continue to be explored and grown. Pastors and leaders from around the area have been invited to share a devotional with staff at ECC and explore over time where we can mutually benefit each other in our ministries.



Principal's Report

'Because of the Lord's great love we are not consumed, for his compassions never fail. They are new every morning; great is your faithfulness.' Lamentations 3:22-23

The faithfulness and mercy of our God have been evident throughout the history of Ellenbrook Christian College, and 2024 was no exception. This year was marked by significant leadership changes, bringing both challenges and opportunities for growth.

In April, we welcomed a new Business Manager, and mid-year saw the conclusion of the Principal's tenure. An Acting Principal stepped into the role, supported by a strong and stable senior and middle leadership team. Their steady hands, commitment, and dedication were instrumental in navigating the complexities of the year and contributed greatly to the successes we experienced.



This period of transition brought a stark juxtaposition—times of difficulty and uncertainty interwoven with moments of undeniable blessing. Student enrolments held strong, our staff continued to work with unwavering faithfulness, our families remained steadfast, and the Association rallied in support of the College. Even in the midst of challenge, God provided opportunities to reflect, refine, and strengthen our practices and structures—all in service of our students and families.

Looking back, it is fair to say that 2024 was both tough and good. The work was hard, but the fruit of this labour has been positive. As we stand at the close of the year, the College is in a significantly stronger position than the year before, and the future looks bright. While much work remains, I am confident that, with the Lord's leading and the ongoing support of our wonderful parents, our dedicated staff will continue to build upon the important work started this year.

Our commitment remains firm: to ensure that every student experiences rich and meaningful learning in all its forms—within an environment shaped by a Biblical worldview and grounded in the nurturing and preparation for a life of responsive discipleship.

Throughout the year, students embraced a range of opportunities to grow academically, socially, emotionally, and spiritually. A particular highlight was welcoming three Year 7 cohorts for the first time in several years. While this presented some logistical challenges, it also provided an incredible opportunity for connection, particularly at the Year 7 camp. There, students—new and existing—were able to forge friendships and embrace the "ECC way." Most significantly, several students made the life-changing decision to accept Jesus as their Lord and Saviour during the camp—a cause for great celebration.

Service and community engagement remained central to College life in 2024. Year 8 students participated in the Homeless Sleepout in partnership with The Salvation Army, gaining firsthand understanding of the challenges faced by vulnerable members of our society. Our Year 10 students embarked on a three-day camp at Yanchep National Park, focused on building resilience, leadership, and teamwork. For our senior students, the Year 11 Headstart program was once again a highlight, offering vital experiences to help prepare them for Year 12 and life beyond school.

Creativity also flourished this year. In August, we hosted the inaugural Creative Lab, a wonderful event that showcased the creative talents of both staff and students, and gave parents a unique opportunity to experience the Arts at ECC. We also celebrated the remarkable achievements of graduating students Josiah Dunjey and Peter Sullivan, who were involved in the WA-based film *Before Dawn*.

In all these things—the challenges, the changes, the celebrations, and the everyday moments—the Lord's hand has been evident. Though the year required significant dedication, time, and energy, it also brought the gift of stability to our College community.

On behalf of the Ellenbrook Christian College community, I extend my heartfelt gratitude to every person who served the College in 2024. Your contribution has been invaluable, playing a vital role in the rebuilding, restoring, and rediscovering that took place.

Mrs Michelle Cockrell
Acting Principal

Christian Education

General Culture

The Christian Living class at Ellenbrook Christian College continues to be a place where students are invited to see the bigger picture of humanity, and a better way of living through Jesus Christ.

We have been reminded that God has purposefully placed each teacher at ECC and it is He who empowers us through His Spirit to:

- Engage students with the Good News about Jesus through our courses and activities based on the Biblical narrative.
- Create spaces of safety and meaningful relationships where the Gospel message is seen and experienced using the teacher's unique gifts.
- Highlight how the Gospel Message invites everyone to be a part of God's family and how students can live it out both at school and home.

The lunch time Bible study has continued to grow this year as students invite friends and come with questions they've been contemplating about Christianity. The Bible study meets weekly under the guidance of Mr McKerney. During these Bible Studies, students share passages that have impacted them, encourage each other, pray for each other, and worship together.

The Youth Alpha course was run during semester one, drawing many students to gather and understand what the Gospel of Jesus is. This then transitioned into a lunchtime program called "Student Equip" where students encourage each other with testimonies of how God has been moving in their lives.

Christian Living Program

In the classroom, students at Ellenbrook Christian College are guided through units of work that progressively explore Biblical topics and themes based on the Biblical Foundations Framework. Each unit of work not only helps students develop their academic skills but explores how their learning fits into the wider context of the world.



Our Students

Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent & Temporary Resident Visa	Total	Streams
Pre-Kindergarten	13	10	0	1	2	23	3
Kindergarten	29	21	0	0	7	50	3
Pre-Primary	23	21	18	0	9	44	2
Year 1	26	24	20	0	4	50	2
Year 2	19	28	21	0	4	47	2
Year 3	22	13	10	0	1	35	1.5
Year 4	22	22	9	0	4	44	1.5
Year 5	21	17	11	0	3	38	1.5
Year 6	10	18	8	0	6	28	1.5
Year 7	44	47	22	0	5	91	3
Year 8	36	23	6	0	7	59	2
Year 9	32	31	9	2	6	63	2
Year 10	23	23	5	0	9	46	2
Year 11	29	23	9	0	5	52	2
Year 12	24	22	5	2	7	46	2
Total	373	343	153	5	79	716	31

Student Country of Birth

Country of Birth	Number of Students	Country of Birth	Number of Students
Afghanistan	1	Namibia	1
Australia	585	Netherlands	1
Botswana	2	New Zealand	9
Brazil	1	Nigeria	1
Canada Count	3	Phillippines	6
China (excludes SARs and Taiwan Province)	1	Qatar	1
Colombia	2	Sierra Leone	1
England	6	Singapore	1
Ghana	4	South Africa	37
Hong Kong (SAR of China)	1	South Sudan	1
India	16	Thailand	1
Indonesia	1	Uganda	1
Iraq	1	United Arab Emirates	2
Kenya	8	United Kingdom, Channels Islands and Isle of Man	5
Mauritius	1	United States of America	2
Total: 715			

Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Pre-Kindergarten	95.79%
Kindergarten	93.00%
Pre-Primary	91.80%
Year 1	92.85%
Year 2	93.38%
Year 3	92.98%
Year 4	93.38%
Year 5	93.26%
Year 6	91.71%
Year 7	90.96%
Year 8	93.51%
Year 9	93.15%
Year 10	91.11%
Year 11	91.69%
Year 12	91.14%
Total	Total 92.40%

How Attendance is Managed

How parents communicate an absence to the College

Parents are required to contact the College on the morning of their student's absence from school by:

- Telephoning the College
- Sending a Text Message
- Sending an email
- Through Parent Lounge
- Through the College app.

If no explanation is given before 09:30 AM, the College sends a text message requesting this information.

Marking the rolls

- Use TASS to record absence in all classes.
- Check attendance by calling names or positively checking faces one by one from the class list.
- Check attendance within the first five minutes of the commencement of Pastoral Care class and of all learning periods.
- Notification via the College App or SMS sent to parent nominated mobile number notifying of student absence at the beginning of the day.

Early Departure

Parents must notify Student Services if their child needs to leave school early on a given day. If they are leaving the College early, parents must attend Student Services to collect their child. Student Services will organise for the student to be retrieved from class.

Late Arrivals

Students who arrive at school after Pastoral Care are required to sign in at Student Services so TASS can be updated. If the parent does not present with the student for late sign in then Student Services will send an email to the parents advising the student has signed in late and requesting an reason why.

Unexplained Absences

No later than 9.30am, a notification on the College App or SMS is sent to parents. If the parent/guardian does not reply to the notification by 12:00 PM, a phone call is made to establish a reason for absence. At the end of each day, if an absentee is still unresolved, an email is sent to the parents/guardian. All attendance explanations are recorded in a database which calculates the student's absence over the calendar year. If a student is absent for three days consecutively without contacting the College, the student's Pastoral Care teacher or an Administrator will endeavor to contact their parents/guardian to source an explanation for the child's absence. Once a week, Administration generates a list of any unresolved absence for follow-up.

Excessive Absences

For students whose absences are noticed to be continuing or excessive, Student Services staff will notify the Pastoral Care Teacher will make contact with the parents. Should the incidence of absentees be considered an unexplained issue, a meeting will be requested with the parents to establish circumstances for the absences and to work with the parents to put in place support structures and strategies to encourage a greater rate of attendance. The parent and child may be referred to the Pastoral Care Team for further support or a referral to an outside support service. Attendance will be monitored and reported regularly to the relevant Head of Student Care and Heads of School. Documentation of the problem must be included in the student confidential notes in TASS. In extreme cases, absentees can be reported for further action to the Education Department in accordance with the Education Act. Strategies for support can be further developed with their assistance. This would be a final process in trying to reintegrate the student back into regular attendance.



Our Staff

Executive Staff

The 2024 College Executive Team consisted of the following staff:

Name	Position
Mrs Michelle Cockrell	Acting Principal
Mr Matthew Dufty	Head of Secondary
Mrs Vicky Follington	Acting Head of Primary
Mr Craig Chouveaux	Business Manager

College Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	Total
Male	3.4	12.5	0.6	2	18.5
Female	8	28.4	11.7	2	50.1
Indigenous	0	0	0	0	0
Total	11	41	12	4	68

Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	0
Master's degree	6
Postgraduate Diploma	23
Bachelor's Degree	51
Graduate Diploma	4
Diploma	9
Total	93

Staff Retention Rate

The proportion of Primary and Secondary School teaching staff retained from 2023 to 2024 was 89.41%.

TRBWA Registration for Teachers and Leaders

All teaching staff and leaders are registered with TRBWA. Graduate teachers and Provisionally Registered teachers are assigned mentors who work alongside them to obtain Full Registration.

Staff Professional Learning

Whole School:

A whole College focus for 2024 was on intentional student wellbeing. Staff engaged in professional learning to support the implementation of a whole-school wellbeing program. This professional learning guided the development of a bespoke wellbeing program for secondary students, informing the content and delivery of pastoral care lessons to address their unique developmental needs. In Primary, wellbeing lessons were delivered by a specialist teacher, ensuring a consistent and intentional approach to building emotional literacy, resilience, and social skills.

Secondary:

Secondary professional learning explored John Hattie's effect size research, highlighting evidence-based strategies that have the greatest impact on student learning outcomes. By understanding which practices deliver the most significant gains, we can make more informed decisions about our teaching. We also revisited Bloom's Taxonomy as a valuable tool for designing learning experiences that move students from surface-level understanding to deeper, more complex thinking. Together, these frameworks help us focus on high-impact teaching and intentional lesson design, ensuring every student is challenged and supported to reach their full potential.

Primary: Explicit Teaching in Mathematics

After reviewing data, it was determined by staff that a core focus on improving and enriching mathematics teaching and learning across the primary years. These sessions provided valuable opportunities for teachers to work closely with AISWA specialists to refine and enhance their mathematics programs and lesson planning. A key focus was developing a cohesive, whole-primary approach to mathematics, ensuring consistency in pedagogy, language, and strategies from year to year. Staff explored best-practice approaches to lesson design, incorporating hands-on learning, problem-solving, and reasoning, while also aligning with curriculum expectations.

Teachers: Individual Professional Learning

As part of the Professional Support and Accountability (PSA) process, all teachers create Development Plans outlining their personal and professional learning goals, which are reviewed with line managers and reported on by year's end.



Our Care

Pastoral Care and Behaviour Management

At the beginning of 2024, a House-based Pastoral Care (PC) classes, bringing together students from Years 8 to 12, while Year 7 students remained in year-level PC groups to support their transition into secondary school. These 20-minute PC sessions provided opportunities for students to connect across year levels, strengthening House identity and fostering cross-age relationships. As this was a significant shift from our long-standing year group PC structure, teachers initially found the change challenging, particularly without a fully developed program to follow from the outset.

To support engagement, PC teachers were encouraged to incorporate weekly devotions and a variety of student-led activities. However, feedback indicated that 20 minutes could feel difficult to fill effectively without clear direction. In addition, the introduction of wellbeing lessons, set assembly times, and the appointment of House leaders created some uncertainty around roles and responsibilities, which occasionally impacted the smooth running of events.

While several House events were planned, student engagement varied, and some events were adjusted or postponed to ensure they aligned with the intended positive outcomes. These experiences provided valuable insights into the importance of clear structure, defined responsibilities, and purposeful planning. Moving forward, this feedback will guide the development of a more consistent, engaging, and student-centred approach to PC and House-based activities, helping us to build a strong, vibrant House culture across the school.

In 2024, we identified some challenges around student behaviour, particularly in shared spaces such as the bathrooms. In response, we took decisive action to address serious incidents and reinforced our expectations around respectful behaviour. The installation of additional cameras across the College significantly improved our ability to monitor key areas and gather clear evidence when investigating incidents.

To strengthen our overall approach, key staff undertook a thorough review of the behaviour management policy, ensuring it was clear, consistent, and aligned with the College's values. This review led to the development of a new levels and steps system, providing clear processes for staff, students, and families. One key improvement was the introduction of earlier, proactive phone contact with parents for low-level behaviours, recognising the importance of partnering with families to address concerns before they escalate. This collaborative approach, supported by clear guidelines for Pastoral Care Deans, is designed to foster a more positive school culture where expectations are understood, and students are supported to make positive choices.

In 2024, we undertook a review of the Student Community Agreement, incorporating valuable feedback from our Year 11 students. This Agreement will remain a key focus at the start of each year, ensuring all students understand the expectations and responsibilities that come with being part of our school community. Another significant step in 2024 was the formation of the primary Student Representative Council, made up of two elected students from each year level in Year 4 - 6. Meeting each term with the Dean of Wellbeing (Year 4 -6), this group provides students with a meaningful voice in school matters and opportunities to contribute to positive change.

Student Wellbeing

Student wellbeing remains a key focus at ECC continuing old initiatives and introducing new proposed ideas in order to ensure that students feel safe, included and supported in their school environment. Our Head of Student Care continues to oversee Student Wellbeing along with our wellbeing coordinator. We currently have 2 school Chaplains and a College Counsellor.

A range of student initiated lunchtime clubs have been running and the attendance is increasing. These student initiated activities have allowed students from all year groups to build networks with one another and allowed the older students to mentor, guide and speak into the younger students.

This year we have implemented the You Can Do It! program across the College focusing on the 5 keys to success; Organisation, Persistence, Resilience, Organisation and Getting along as a team. The program has been well received and students are already integrating the language into their every day conversations.

The Year 7's began the year by going on camp. This is always a great way for students to build new friendships as they enter High School. The camp is also a great introduction to our You Can Do It! program; incorporating all 5 keys to success when attempting activities, particularly the ones that require students to step out of their comfort zone.

The wellbeing of students at our ECC is imperative in achieving success in all other areas and aspects of College life.



Our Priorities

School Improvement Plan 2024

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Improve awareness of student and staff wellbeing	<ul style="list-style-type: none"> • Develop and implement a PK – 12 Wellbeing program, taught through an explicit lesson. • Improve awareness of wellbeing of staff. • Build cohesive, smaller communities through Houses. • Grow mentoring relationships through vertical PCs. • Create student voice and student leadership. 	Y Y Y N/A Y
Quality teaching and learning	<ul style="list-style-type: none"> • Data from NAPLAN, OLNA, Brightpath, PAT will be analysed and used to determine any necessary interventions. • Design and implement effective differentiation 	Y Y
Building school-community partnerships and interculturality	<ul style="list-style-type: none"> • Develop our Parents in Partnership team. • Organise family events for the College Community. • Develop connections with churches within the Ellenbrook area. 	Y Y Y

Student Achievements

In the primary years, small group interventions and dedicated one-to-one support provided by Education Assistants address individual learning needs. Speech pathologists conduct assessments and deliver intervention programs to support early language development. In secondary, tutoring in English and Mathematics offers additional academic support, ensuring students have the tools to succeed. These evidence-based interventions, combined with ongoing professional learning for teachers, reflect ECC's commitment to continuous improvement and to ensuring all students are equipped to reach their full potential

NAPLAN (National Assessment Plan Literacy and Numeracy)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake.

It's a measure to see whether young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community.

The following is a summary of Ellenbrook Chrisitan College's results from Years 3, 5, 7 and 9 for 2024.

Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	404	404	416	402	409
State Mean (Average)	396.3	391.7	408.7	395.3	399.3
College Mean (Average)	406.1	413.2	413.9	415.7	432.5
% of College students above the National Minimum Standard	67%	67%	82%	62%	67%

Year 5

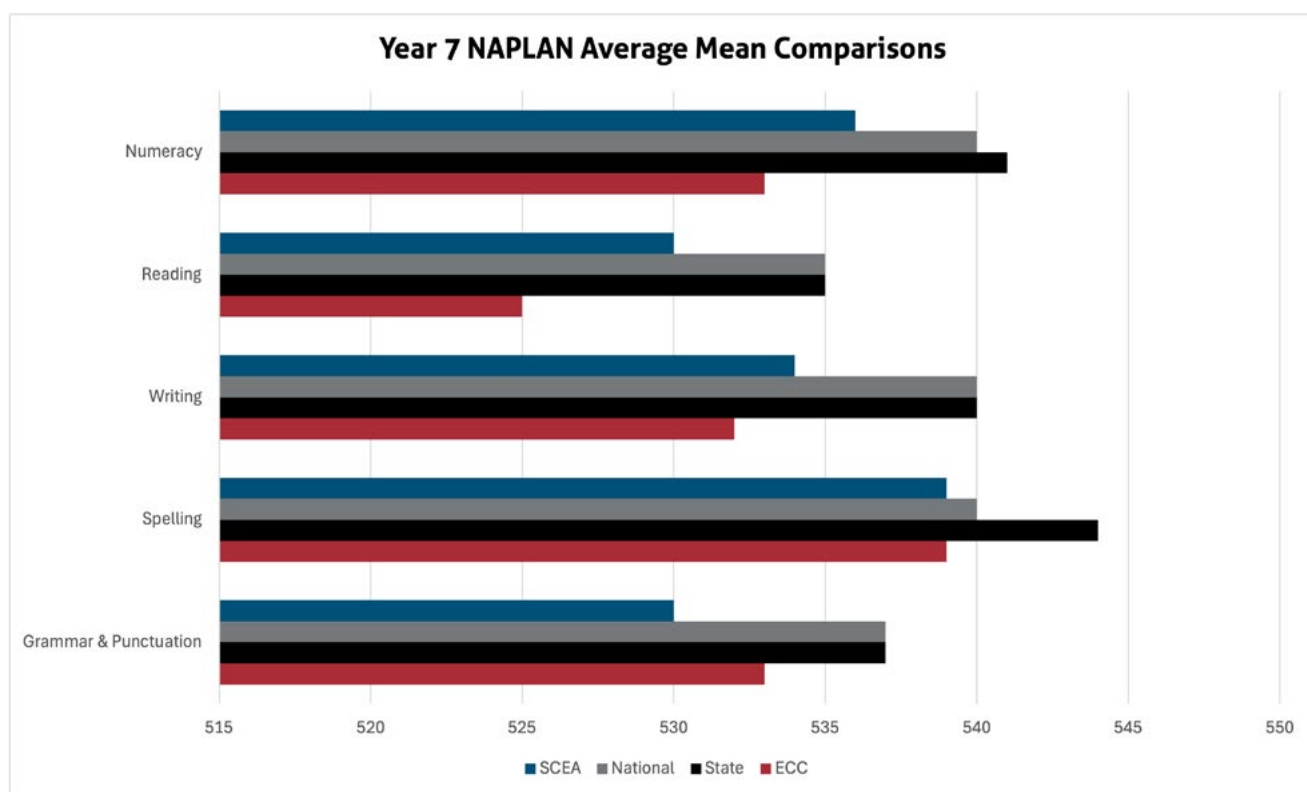
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	489	491	485	486	498
State Mean (Average)	484.8	483.8	478.2	485.3	492.1
College Mean (Average)	497	491	487.1	505.5	491.9
% of College students above the National Minimum Standard	70%	72.5%	72.5%	72.5%	55%

Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	540	535	540	540	537
State Mean (Average)	541	535	540	544	537
College Mean (Average)	533	525	532	539	533

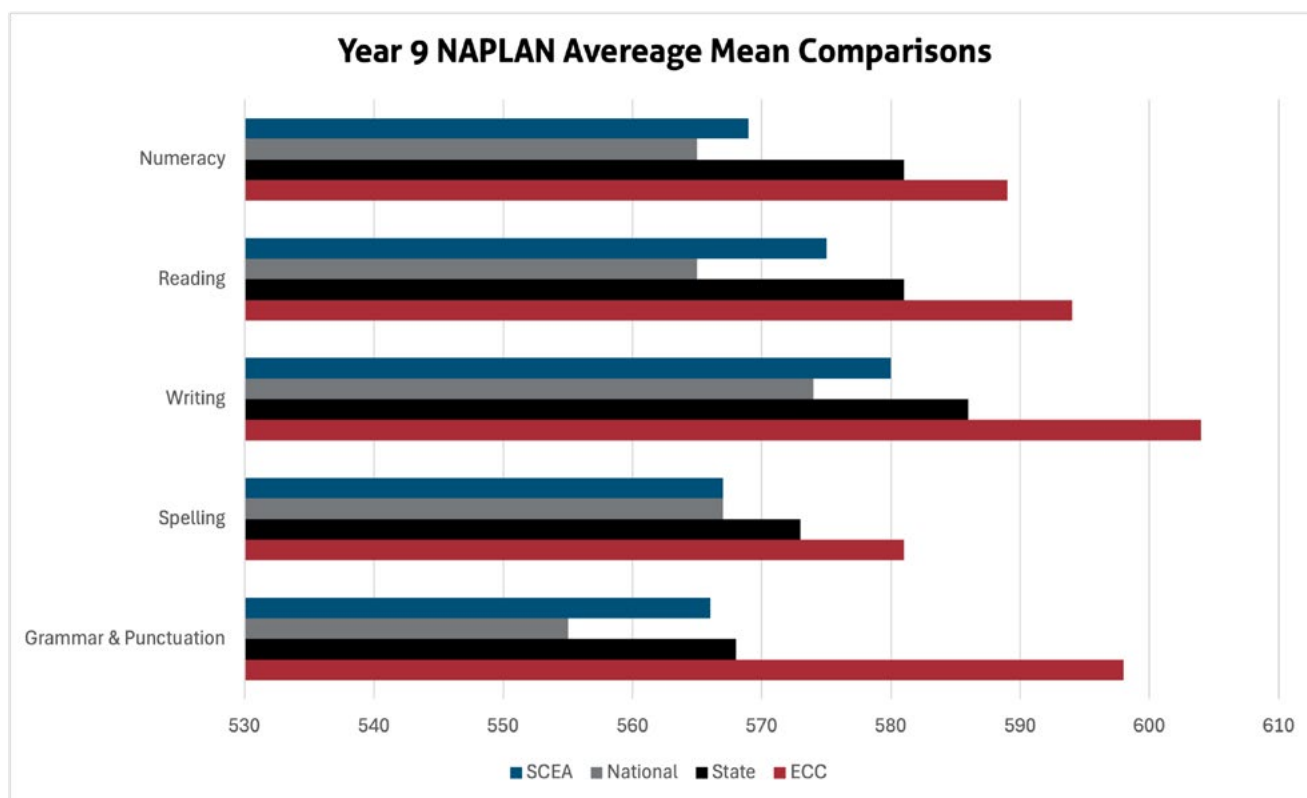
Year 7 NAPLAN Proficiency

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Need support	11%	11%	8.6%	7.3%	8.6%
Developing	25.6%	24.3%	23.4%	20.7%	19.7%
Strong	51.2%	51.8%	61.7%	47.5%	45.6%
Exceeding	12%	12.3%	6.2%	24.3%	26%



Year 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	565	565	574	567	555
State Mean (Average)	581	581	586	573	568
College Mean (Average)	589	594	604	581	598



Year 12 Results

Ellenbrook Christian College is pleased to celebrate the achievements of our Australian Tertiary Admissions Rank (ATAR) students and those who attained nationally recognised qualifications under the Australian Qualifications Framework (AQF). In 2024, the College recorded a median ATAR of 82.25, marking a 6% improvement from 2023 and achieving the highest rank in the past seven years. Notably, four students attained an ATAR of 90 or above, while over 84% of ATAR students achieved a rank of 70 or higher. Our dedicated teachers have worked diligently to support student success, ensuring access to a broad range of subjects despite the constraints of a smaller school. The combined delivery of General and ATAR courses or Year 11 and 12 ATAR courses has allowed students to pursue their preferred subjects, broadening academic opportunities.

In terms of WACE and OLN outcomes, five students did not achieve WACE, with four of these students unable to pass OLN. However, despite this, they still met WACE requirements. One student did not meet ATAR requirements, though all students received strong support throughout their studies.

Vocational Education and Training (VET) programs continued to be a vital part of the College's curriculum. Completion rates for both internally and externally offered VET courses remained strong, aligning with a five-year trend of increasing participation. While hybrid pathway students faced some challenges, the College continues to refine a balanced mix of WACE, hybrid, General, and VET offerings.

The introduction of the UniReady program for 2025 will provide students with further opportunities to pursue university pathways. Enrolments in Certificate II and III programs remained strong, and in 2024, the College expanded its internal VET offerings to include a Certificate II in Sport and Recreation. TAFE programs remained popular, supported by the appointment of a VET Support Officer, while Workplace Learning (WPL) continued to grow in popularity, reinforcing practical skill development and career readiness.

The College is proud to recognise the achievements of students who successfully completed a Certificate II, III, or IV, as well as nine students who completed Endorsed Programs. Ellenbrook Christian College remains committed to providing diverse educational pathways that support the aspirations of all students. We look forward to building on this success in the coming years.

There were 33 students who successfully completed a Certificate II, III or IV:

Certificate II in Building and Construction: 9
Certificate II in Electrotechnology: 1
Certificate II in Engineering: 3
Certificate II in Engineering Pathways: 3
Certificate II in Civil Construction: 1
Certificate II in Assembly and Repair: 1
Certificate II in Resource and Infrastructure Work Preparation: 1
Certificate II Building and Construction: 2
Certificate II in Rail Infrastructure: 1
Certificate II Sport and Recreation: 1
Certificate II in Work Skills: 15

Certificate III in Population Health: 1
Certificate III in Screen and Media: 1
Certificate III in Early Childhood Education and Care: 1
Certificate III in School Based Education Support: 1
Certificate III Business: 17

Certificate IV in Preparation for Health and Nursing Studies: 1
Certificate IV in Sport Development: 1

WACE results

- 89 % of students achieved a WACE certificate
- 33 students completed VET certificates – 38 Cert II; 21 Cert III and 2 Cert IV
- The College was delighted with the overall results of all our Year 12 students in ATAR, VET and General subjects.
- We are extremely proud of the outstanding achievements of our Year 12 students. Through dedication and consistent effort, they produced high-quality work and achieved commendable success.

ATAR results

- 3 students achieved above the 90th percentile. With the loading from university, two students achieved in the 99th percentile.
- Students Taniesha Brown and Ron Roshan achieved a Certificate of Distinction.
- Thomas Cross gained a Certificate of Merit.

Summary of Results	2022	2023	2024
Number of Year 12 students	45	34	46
Number of students achieving WACE	38	32	41
Number of Students with an ATAR	18	19	13
Percentage of students in the top third of state performance	50%	63.12%	84.6%

2024 ATAR Subjects Offered	
Chemistry	Mathematics Specialist
Engineering	Modern History
English	Physical Education
Human Biology	Physics
Mathematics Applications	Politics and Law
Mathematics Methods	Psychology

Median ATAR Scores

2019	2020	2021	2022	2023	2024
72.5	75.65	81.75	69.96	76.25	82.25

VET Qualifications Attained

VET Course	Cert II	Cert III	Cert IV
Electrotechnology	1		
Engineering	3		
Civil Construction	1		
Assembly and Repair	1		
Resource and Infrastructure Work Preparation	1		
Building and Construction	2		
Rail Infrastructure	1		
Population Health		1	
Screen and Media		1	
Early Childhood Education and Care		1	

Post-secondary Pathways

	Curtin	ECU	Murdoch	UWA	TOTAL
Students offered 1st preference	4	9	1	5	19
Students offered 2nd preference	3	8	1	4	16
Students enrolled in University	3	8	1	5	17
Students deferred University Course	0	0	0	0	0



Satisfaction Surveys

	Parent	Staff	Student
Number and % of Responses	14 (2.7%)	29 (34.1%)	54 (7.6%)
Satisfaction with the College Overall	76 % of parents were 'likely' or 'very likely' to recommend the school.	70 % of staff were 'likely' or 'very likely' to recommend the school.	36 % of students were 'likely' or 'very likely' to recommend the school.
Christian Ethos / Christian Education	67 % of parents were 'satisfied' or 'very satisfied' with	92 % of staff 'agreed' or 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment.	60% of students 'agreed' or 'strongly agreed' that Christian Values are embedded in all aspects of learning and school life.
College Leaders and Support Provided	55 % of parents 'agreed' or 'strongly agreed' that leaders are accessible and interested in their concerns.	60 % of staff 'agreed' or 'strongly agreed' that Senior leaders respond effectively to feedback and suggestions.	Only 8 % of SEC students and 0 % of PRIM students claim to not be challenged by teachers
Staff Behaviours	80 % of parents 'agreed' or 'strongly agreed' that staff are always helpful and professional.	81 % of staff 'agreed' or 'strongly agreed' that staff are competent, treat each other with respect, and have a strong sense of teamwork and collaboration.	76 % of students 'agreed' or 'strongly agreed' that their teachers work hard to support their learning.
College Safety	75 % of parents surveyed 'agreed' or 'strongly agreed' that their children feel safe at school.	100 % of staff surveyed 'agreed' or 'strongly agreed' that they work in a safe environment.	6 % of SEC students and 0 % of PRIM students report any feelings of being unsafe at school.

College Income

For additional financial information please visit the My School website (www.myschool.edu.au)

School Net Recurrent Income

Net Income 2024	\$ Total	Per Student
Australian Government	\$7,787,755	\$10,877
State Government	\$2,114,941	\$2,954
Fees, charges and parent contributions	\$4,549,904	\$6,355
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$184,640	\$258
Total gross income (Excluding income from government capital grants)	\$14,637,240	\$20,443

