



Edinburgh College

ANNUAL REPORT 2017



Character ... through nurture, learning and service

Contents

SECTION 1 — College Overview

Introduction
Principal's Comments

SECTION 2 — Professional Engagement

Staff Attendance
Staff Retention
Teacher Professional Development
Teacher Qualifications

SECTION 3 — Student Progress and Achievements

College Program
Student Enrolments, Attendance & Retention
National Benchmarks, VCE results & Post-school Destinations
Pastoral Care

SECTION 4 — College Community Feedback

SECTION 5 — Financial

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Section One – College Overview

Introduction

Edinburgh College has provided quality Christian education since 1964. The College is situated on 20 hectares, positioned on a beautiful ridge in Lilydale, on the Eastern edge of Melbourne. The College consists of an Edinburgh Early Learning Centre, primary and secondary schools - thereby providing continuous education for all age groups.

In 2013 the VRQA (Victorian Registration & Qualifications Authority) approved the current name of Edinburgh College. This coincided with the 50th anniversary of secondary education on the campus. During 2015 the Board of Directors for Adventist Education determined that the early learning centre, primary school and secondary school would be amalgamated into a single entity. The VRQA approved the application for an amalgamated College in time for the commencement of classes in 2016.

Organisational changes in 2015-16 included the formation of a single College Council to determine strategic direction, review quality management processes, manage finances, resources and facilities as well as support the learning and teaching program.

The Quality Adventist Schools (QAS) program, which had been introduced in 2014, continued as an important self-improvement tool, which involves a five-year review of 20 components of an effective school. In October 2016 Edinburgh College successfully completed its first five-year review period. Three improvement goals were identified by the College team and affirmed by the QAS review team:

1. Supportive Christian Culture
2. Quality Teaching Led by Evidence
3. Effective Procedures & Communication

Commitment to being a CHILD SAFE SCHOOL

Edinburgh College is committed to the safety and wellbeing of all our students. It has a zero tolerance for child abuse and has procedures in place to protect children, support those at risk and respond to incidents or allegations of all forms of child abuse. These procedures are outlined in the Duty of Care, Child Protection and Child Code of Conduct policies. All are available on the school website.

In 2017 there were 276 students enrolled at Edinburgh College (Prep to Year 12).

Section One – College Overview

Principal's Comments

Welcome to Edinburgh College

We at Edinburgh College know 'WHY we come to work each day'. We believe and prayerfully promote the wonderful daily invitation of 'taste and see that the Lord is good; blessed is the one who takes refuge in Him' (Psalms 34:8).

Our mission is to develop children of character in a faith-nurturing environment that promotes academic excellence and a commitment to service. Our caring, talented and dedicated Edinburgh College staff and volunteers endeavour to be the best educators and support officers possible. We strive to understand each of our student's individual learning journeys; their learning preferences, what inspires them, how they can turn failure and/or disappointment into a growing opportunity, and why it is valuable to be Respectful, Responsible, Resilient and to have a Willingness to Learn in any given community.

Our Crest clearly reflects our 'Why': The crown on the crest recognises that God, in the form of the three members of the Trinity, is at the head of all that occurs at the school. This acknowledgement is supported by the motto "In Him We Live" and encapsulates the view that God is an integral part of our lives. The open Bible and the dove indicate that the Word of God as enlightened by the Holy Spirit guides the school. The laurel garland on the sides represents the prize of achievement.

Edinburgh College is an independent Christian School owned and operated by Seventh-day Adventist Schools (Victoria) Ltd. It provides a comprehensive academic program, from Early Learning to Year 12, in harmony with Christian beliefs, values and lifestyle. Edinburgh College provides Christ-centered education for the community. Adventist education is Bible-based, Christ-centred, child safe, service-oriented and Kingdom-directed. It aims for a balanced development in the lives of students, encouraging them to choose a personal relationship with Jesus, serving Him in this world until He comes again. These features, infused through the schools' policies, procedures and practices provide the Special Character of Adventist Education, based on the fundamental beliefs and values of the Seventh-day Adventist church.

Mr Tim Borgas

Principal

Section Two – Professional Engagement

Staff Attendance

College teaching staff continued to demonstrate a strong commitment to their profession during 2017 with an average attendance for the year of 92.1%.

Staff Retention

In 2017 there were 39 teachers at Edinburgh College. During 2016/17 year end, seven full-time and/or part-time teachers either retired and/or transferred to another location. This represents a retention rate of 82%.

Teacher Professional Development

The professional development program for 2017 commenced with a full-day system-wide meeting conducted by Adventist Schools Victoria. The focus for this annual conference was – ConnectEd. The presenting organisation - EdTech, presented on the G Suite for Education (formerly known as Google Apps for Education). This communication and collaborative platform is the key initiative for providing training and support for our staff over the coming years. The conference consisted of keynote speakers and dynamic workshops to enhance our understanding and experiences of the platform. The workshops were hands on and assisted our team in learning how to become more innovative and collaborative as an educator, leader or teacher using digital tools.

During 2017 teacher professional development emphasised whole-school programs focusing on learning and teaching. All teachers maintained their First Aid – Level 2 credentials and Resuscitation upgrades, Anaphylaxis and Asthma training. Student free days were utilised for training in ICT – G Suite and SEQTA as the student management software, the use of laptops and iPads for classroom teaching and learning, as well as aspects of student wellbeing as it applies to student nurture. Staff also attended specialised professional development programs targeted at their teaching fields offered by the local branch of the relevant subject association. We also implemented the PB4L (Positive Behaviour for Learning) program across the campus. We achieved Fidelity Tier #1 (first of three required Tiers in this program) in August of this year – whereby we awarded the highest ranking score out of 145 other schools in Victoria.



Teacher Qualifications

Edinburgh College teachers are well qualified and are teaching in their specific fields of expertise. The average teaching experience is 12.7 years. All current teachers have a minimum qualification of at least one Bachelors Degree in Education. Eight teachers have Masters either in Education or Leadership and five teachers have Bachelors Degrees in Education with Honours. Their experience, coupled with small class sizes afford Edinburgh College students every opportunity to succeed.



Section Three – Student Progress and Achievements

College Program

Edinburgh College operates an open enrolment policy and is therefore a non-selective school. The College provides a varied academic program for its students. Students have outstanding access to Information Technology resources through the 1:1 laptop (chromebook) or iPad program and campus-wide wireless internet access.

Our curriculum is based on Victorian Essential Learning Standards and VCE requirements, which includes:

- Early Years Jolly Phonics (ELC & Primary)
- Learning Discoveries program (Primary)
- Gifted & Talented program
- Spelling Mastery (Primary)
- Extensive use of Technology
- Music, Drama, the Arts, Physical Education and LOTE (Mandarin)
- The Challenge Program (Secondary)
- Duke of Edinburgh Award Scheme (Secondary)
- Sporting Program with Accredited coaches
- Horticulture & Service programs
- Buddy Programs (ELC, Primary & Secondary)

Our three 'House' groups expanded to include all students and staff linked to Prep – Year 12. Years 4-6 students participated in many of the in-house activities with our Years 7-12 students, which is a rich enhancement of our whole campus buddy system. From the second half of the year vertical homerooms were introduced for Year 7-12 students – with huge success!

During 2017 we continued fostering student leadership across the campus. This program expands in Year 9 to include 'The Challenge' (a personal development program that looks at the overall wellbeing of students and teaches them skills for life).

Year 10 expands the options with the introduction of Commerce and Sports Science, as well as early VCE options of Religion & Society. Vocational Education and Training in Schools (VETiS) offers students a number of options for commencing vocational education.

VCE subjects include Art, Religion & Society, English, Health & Human Development, Accounting, Business Management, General Mathematics, Mathematical Methods, Biology, Chemistry, Physics, Product & Design and Legal Studies. Students wanting to take other VCE subjects often do so through distance education.

Student Attendance

Student attendance remained at a pleasing level throughout the academic year with an average attendance rate of 91.5%.



2017 NAPLAN Results

Year 3 NAPLAN Results

Percentage of students at or above the Year 3 National Minimum Standard in:

Reading:	100%
Writing:	100%
Spelling:	100%
Grammar & Punctuation:	100%
Numeracy	100%

Year 5 NAPLAN Results

Percentage of students at or above the Year 5 National Minimum Standard in:

Reading:	100%
Writing:	100%
Spelling:	100%
Grammar & Punctuation:	100%
Numeracy:	95%

Year 7 NAPLAN Results

Percentage of students at or above the Year 7 National Minimum Standard in:

Reading:	100%
Writing:	100%
Spelling:	100%
Grammar & Punctuation:	92%
Numeracy:	100%

Year 9 NAPLAN Results

Percentage of students at or above the Year 9 National Minimum Standard in:

Reading:	97%
Writing:	93%
Spelling:	100%
Grammar & Punctuation:	93%
Numeracy:	100%

Senior Secondary Outcomes

The College seeks to attract families seeking a Christian, values based education and all students are welcome to participate in the VCE program. In 2017 a total of 9 Year 12 students completed the VCE.

The top ATAR score for 2017 was 98.6. Of the 13 VCE students in Year 12 in 2017, 8 students applied to University or TAFE. All received offers for enrolment with 87.5% of students accepting an early or first round offer. 5 of the 13 students pursued work/apprenticeship or further studies out of the state of Victoria.



Student Recognition

Recognition of Prep to 12 students' academic success and leadership potential is evident from Speech Night awards including Values-based Awards, Academic & Citizen Awards, ADF, Duke of Edinburgh, Kwong Lee Dow Scholarship (University of Melbourne), Caltex All Rounder and recognition of a wide range of sporting achievements.



Section Three – Student Progress and Achievements

Pastoral Care

College students are provided with excellent academic, co-curricular and pastoral care programs to develop young people of character.

The Student Wellbeing Coordinator, Classroom teachers, Roll Marking teachers and Chaplains, coordinates Pastoral Care programs. The program includes: social coaching and resiliency workshops such as the Buddy Programs (4-year old & Year 5; Prep & Year 6; Years 5/6 & Year 11; Year 7 and Year 11 Peer Support program); class camps; leadership workshops including attending La Trobe's Next Generation Youth Forum. Chaplains conduct Weeks of Spiritual Emphasis. The service program of the College is very important with students, from 4 – year old kindergarten through to Year 12, undertaking a number of service activities, which culminate in the Year 11 service trip to Vanuatu to assist with a community building program.



*Taste and see that the LORD is good;
blessed is the one who takes refuge in Him.*

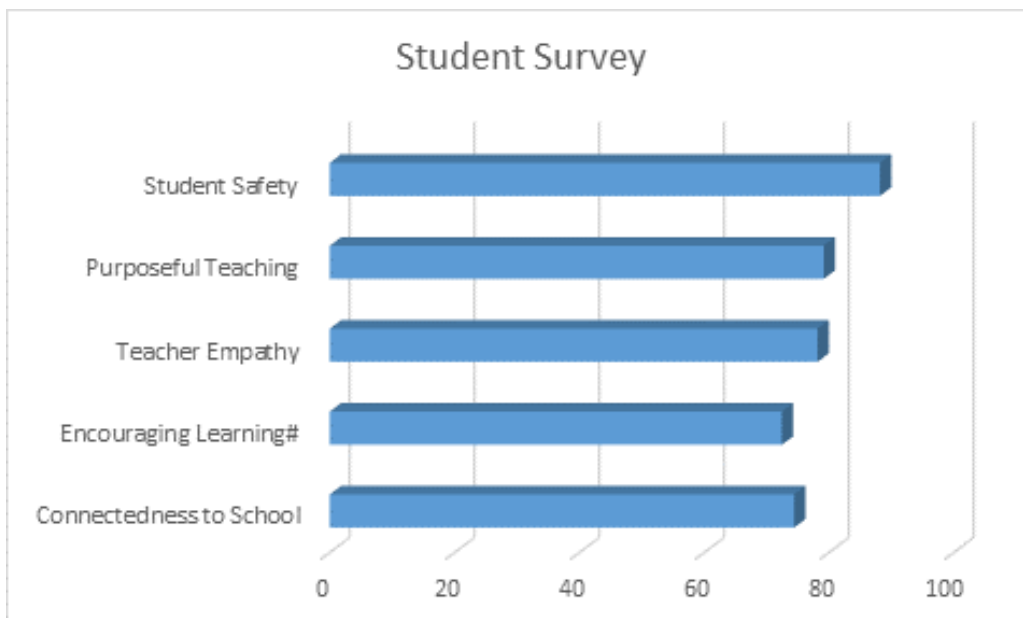
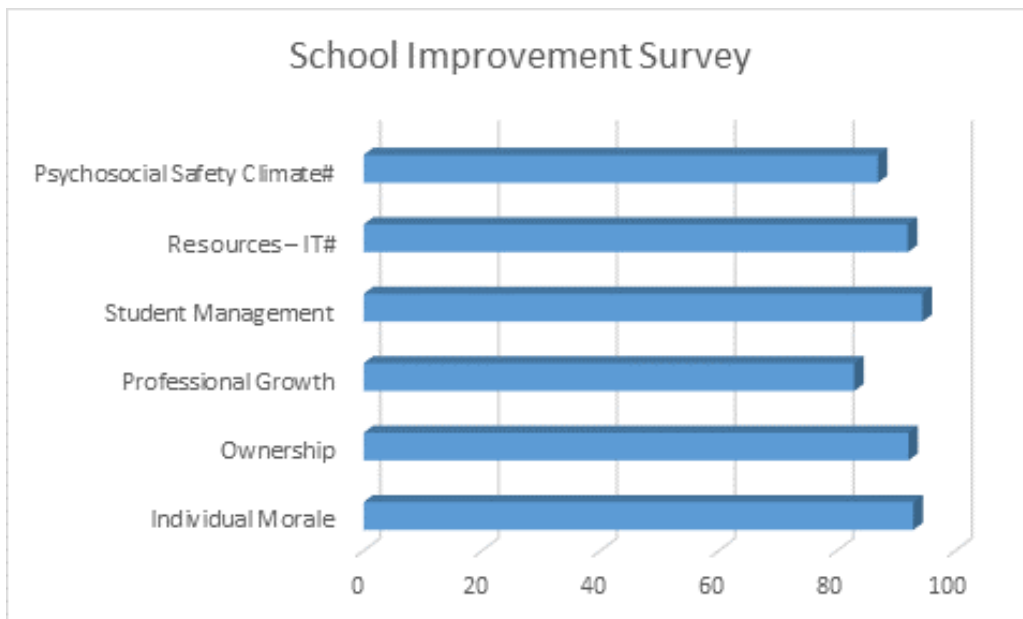
Psalms 34:8



Section Four – School Community Feedback

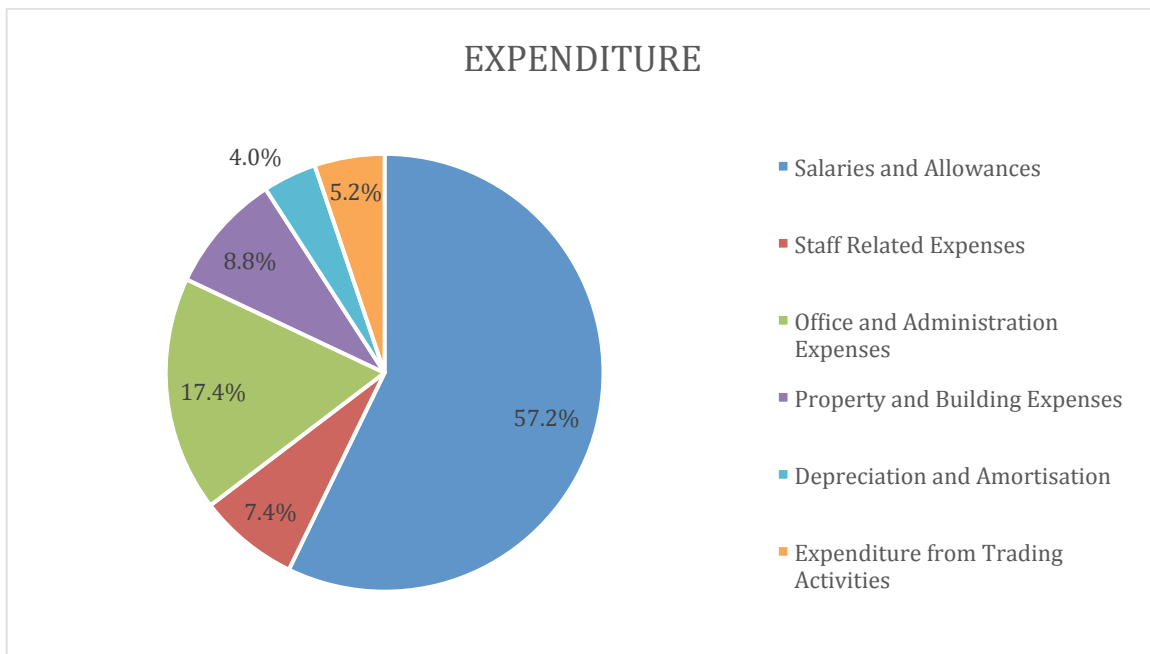
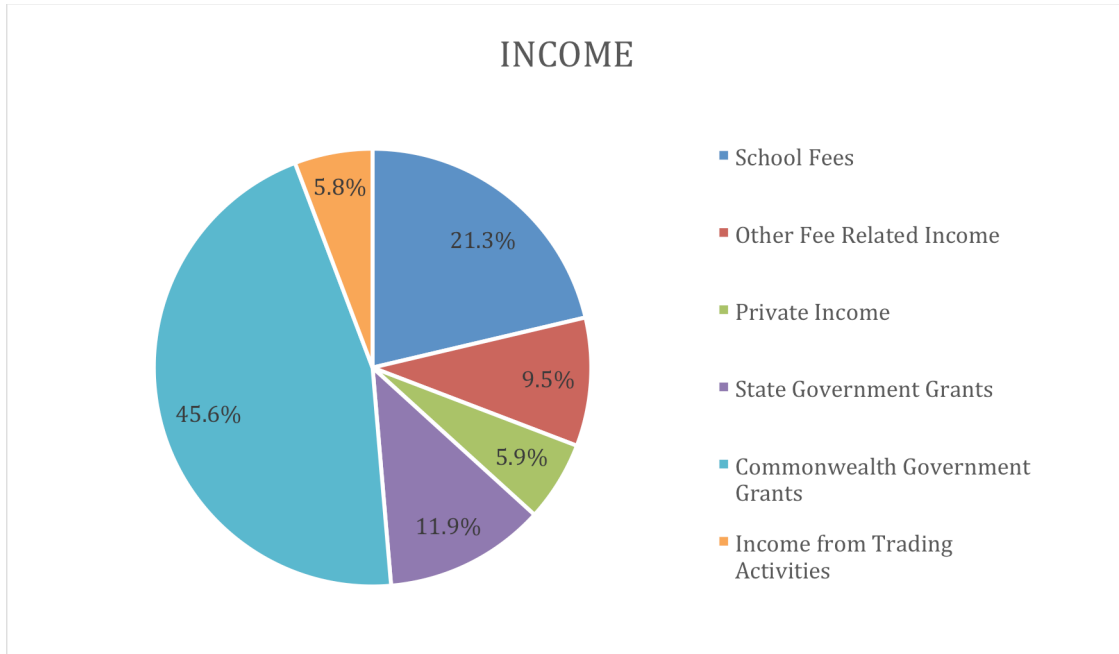
Edinburgh College seeks feedback from our community in order to improve learning and teaching as well as administrative management processes. Insight SRC, a marketing company specialising in school development, is the desired platform for our biannual surveys.

Satisfaction Surveys: Summary of Responses



Section Five – Financial

Financial activity at Edinburgh College during 2017 is summarised in the following graphic representations:





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