

COOMERA

ANGLICAN

COLLEGE

ANNUAL REPORT

2008

Introduction

Welcome to the 2008 Annual Report for Coomera Anglican College.

After a large enrolment increase in 2007, 2008 saw us return to the steady growth that has been the hallmark of Coomera Anglican College since our beginnings in 1997. With the Primary Campus full, the Junior Secondary campus expansion was completed with the fourth stream moving into Year 9. We commenced the year with 1120 students.

The Childcare Centre was renamed Coomera Anglican College Early Learning Centre to better describe its operation. We were pleased to welcome new Director, Mrs Jenny Rees to our College.

In 2008, the focus for our College was to move from being a 'Good College' to becoming a 'Great College'. With the theme *Good-to-Great in 2008* we spent time identifying the aspects of our practice that required some fine tuning. The staff collectively identified the need for greater consistency in all aspects of College operations. Consistent application to all that we do is a key ingredient in moving toward becoming a great College.

This Annual Report provides members of our community with some detail of the operations of our College during 2008. It is not possible to report on every significant aspect of a busy learning community like ours, but this report brings together some of the highlights of 2008.

I commend this report to you and invite you to contact the College for further detail should that be required.

Yours sincerely

Dr Mark Sly
Principal

EARLY LEARNING CENTRE

2008 saw the Coomera Anglican College Childcare Centre open with a new name, many new children and new staff. Now known as the Coomera Anglican College Early Learning Centre we provide a nurturing, educational environment for 133 children, with 75 attending on a daily basis.

A Staff team of 16 with the support of a small group of casual relief staff share a commitment to creating a caring, stimulating and positive environment that ensures all children are able to develop to their fullest potential. Our Centre's philosophy recognises the family as the primary carers, and staff work to develop and maintain a supportive partnership between the Centre and family.

Learning through play is the focus of our Centre through the 'Emergent Curriculum' framework to support each child's ability to create, choose and define their learning. The children are encouraged to be active participants in determining what is occurring, where play goes, working together with others or individually. Success is incorporated and celebrated by staff, children and parents. These play experiences provide children with opportunities for life experiences, developing social skills, determining personal physical limits, promoting questions and inquiry rather than just acceptance and to explore new experiences confidently. On-line Documentation has been our focus for the last 12 months. All staff have been trained using the technology, to record the children's daily progress. Each parent has a secure password to access daily, information about their child's day, play experiences and social interactions with supporting digital photographs. Each child's individual portfolio is placed on this site for parents to access and download at their convenience. Parents interstate on business or grandparents overseas, provided the parent gives them access, can see what is happening in each day their child is in care.

Accreditation is a process each Centre must undertake over a three year cycle. It comprises of a Self Study Report written by the Director, survey forms completed by Staff and Parents and a Validation Visit by an independent validator who comes to observe and comment on the policies and practices of the Centre. This year we completed the Accreditation process in October with high quality in all seven Quality Areas, as all 708 indicators were occurring throughout the Centre. 2008 has been a very successful year in all areas of the Early Learning Centre.

ROOM REPORTS

Toddler's Room (10 children 15months – 3 years) 2 Staff

Miss Beth, Miss Vanessa, Miss Neryl

The tears of sadness as they wave good-bye to their parents are replaced now by the laughter, conversation and a genuine love of being a toddler in the Toddler Room. The staff have nurtured and gained their trust, given them support and helped them grow. They have learnt to feed themselves, paint, discover new things, enjoy stories, care for the environment and make new friends.

Their world has opened up to the delights of language. They eagerly rush to the mat to choose their favourite story or to recite their favourite rhyme and sing their favourite songs. Puppets are a favourite as the children take on the characters of their favourite puppet retelling to the group a well known story. Conversations that were once few and far between dominate the day as they engage with their teachers and one another.

Paint and other sensory experiences allow them to feel, smell, hear, see and even when the teachers are not looking taste the wonders of jelly, ice, goop, play dough and paint. Being messy and getting dirty are all part and parcel of belonging to Toddlers.

Kindergarten Room (16 children 2.5 years – 3.5 years) 2 Staff

Miss Trish, Miss Roz, Miss Neryl

Life in the Kindy room is filled with the buzz of busy children, secure in the knowledge that they are unique little people in a nurturing environment. Staff work with families to ensure that each child is supported as mum or dad leaves the centre. Hugs, kisses and then big waves goodbye from our fence allow children to bid farewell and then move on to selecting an activity of their choice.

Swings, sand, sand toys, bikes, climbing equipment and balls are all activities that our Kindy children have enjoyed as they have developed their gross motor skills.

A BEAR!!!! Our favourite activity is to venture out on a Bear Hunt, searching and conquering the best route to take through the obstacle course to find the 'Bear'. Over, under, along beams, up and down ladders, we searched high and low. Unfortunately the bear always manages to escape and we can't seem to track him down. Luckily we could go inside to sit on the mat and listen to the story told by our teachers.

Language development is enhanced through storytelling, rhymes and songs. Puppets help the children express their feelings and inspire their imagination. It is through many different media that we focus on our Values Culture. We **imagine** how others feel when we don't share, we **listen** to one another as we learn to share and ask for turns during play and we **respect** each other even though we may not like what they ask us to do. The children continue to learn to negotiate and respond positively to one another in many ways throughout their play experiences.

We have grown in independence and are confident in our conversation and interactions with our peers and with our teachers. We are ready to move up into the older age groups to take on a bigger play space and more challenging play experiences.

Senior Kindy/Preprep M (24 Children 3-5 years) 2 Staff.

Miss Helen, Miss Shiree and Miss Olivia

Friendship is the area of greatest achievement this year. Skills such as turn taking, listening to one another, sharing, discussing feelings both our own and those of others around us have been role modelled through a variety of interactions. The children have practised making positive choices that include, not only their wants or needs, but also those of their friends. It is important for the children in this age group to see that everyone is treated fairly and justly. Discussions around room expectations and rules help the children have a starting point when negotiation is needed in play situations. These expectations have been set in consultation with the children so the whole group identifies with one another to ensure a positive, supportive learning environment.

Independence is a powerful thing, especially for this age group. They have persevered and achieved making their own beds, finding their name, writing their name and assigning themselves their own lockers. The staff are very proud of their accomplishments and know that they will move to the next age group with confidence. This confidence is evident in the children's approach to computers. They are fearful of nothing and no program is unconquerable as they click, drag and progress from one level to the next. In the world of

computers our group explores many programs. This one activity provides the children with the opportunity to secure their place in the queue by writing their name on a waiting list, practise patience as they wait for their turn and negotiate with others what to do next.

Stories have created wonderful opportunities for the children to interact as a group and to expand their imagination. *'Where the Wild Things Are'* is a favourite that was requested time after time. The children became the *'Wild Things'* that crept into Max's room but they came to Kindy instead. Their screams and gnashing of teeth filled the room with an imaginary world of magical beasts and scary monsters that all fell asleep and quietly were replaced by 3-5 year old friends ready to read the story again.

We have enjoyed our year and are proud of each child's accomplishments.

Preprep B (25 Children – 4-5 years) 2 Staff.

Miss Maire, Miss Cassandra and Miss Rachael

Our focus this year has been to develop the children's confidence and perseverance with their play and learning experiences, and to accept responsibility for their own learning in a supportive fun filled environment.

Parent involvement has enabled the staff to work in partnership with parents to achieve our goals. Professional boxing displays illustrating discipline and skill; shared reading experiences in languages other than English acknowledging respect for families with links to other cultures, creative movement and music allowing imagination to take the children to different places are all ways parents have played an integral part in their child's involvement at the Early Learning Centre.

Language and literacy have been supported through 'Show and Tell' opportunities with a specific focus for each month. Did you know that a corn chip comes in the shape of a triangle? 'Kindy Live' provided the children with an opportunity to perform their favourite song, tell a joke, share a story or perform a dance routine in front of an audience. We have been amazed with the children's confidence and astounded with their talents. The audience has learnt the value in sitting quietly and listening carefully while each child shares an important part of them.

Discovery, prediction, sequencing, experimenting, reasoning are just a few of the skills and learning opportunities provided to the children this year. Blue roses appeared magically before the children's eyes as they added colouring to water and placed flowers in the coloured water; grass growing through stockings as the hair appeared on their people; musical instruments created from recycled rubbish can make the most beautiful sounds and how many bugs can you discover hiding in amongst the plants in the garden.

Bugs and creatures in the environment have also been a focus this year with bug displays coming in from home to share with the whole class group. It is interesting to observe how some of the children took to this subject incorporating their interests not only in outside exploration but also within the inside activities as they busily created homes for their insects using blocks from block corner. Our curriculum and program is wonderful in its flexibility to allow the children with opportunities to take their interests into all the areas and to all different levels.

All year we have prepared the children for the 'Big School' and going to Prep. Our 'Round Robin' program provided the children with small group learning based upon Early Literacy, Early Numeracy, Gross motor and Fine motor skills. Games and activities saw the children identify tasks and work through each one until it was completed. This program also provided

the children with an opportunity for teacher directed activities focused on listening and following directions. All these skills are important in the big school.

Finally, in the last month the children worked very hard learning their farewell song and creating small replicas of themselves. To 'Big School' they will take the gifts of themselves, each with their own unique gifts and talents to share with others. We are very proud of the grown up people the Preprep children have become.

PRIMARY CAMPUS REPORT

At Coomera Anglican College the strength of ethos relies heavily on the relationship status that exists. We are fortunate to have a College that is based on positive relationships. The people in our community have, over the years, established a wonderful environment of trust, co-operation and respect. Every day within our student body we see wonderful examples of positive living and positive relationships. Students, teachers and parents are always working together to create the best possible outcomes in whatever they are doing. Our wonderful staff do so much that encourages our children to come each day with a feeling of happiness, contentment, safety and friendship. The staff provide those exciting learning experiences and educational activities that inspire and enthuse our students.

Teachers of Excellence

Mr Matthew Jorgensen and Mrs Jennifer Suhr were awarded an Australian College of Educators World Teachers' Day Award. Mr Jorgensen and Mrs Suhr have been recognised for their contribution to teaching and their contribution to the future of teaching through their involvement in the coordination and mentoring of student teachers at Coomera Anglican College. The College is very proud of them both!

In 2008 the following staff were farewelled from the Primary Campus:

Mrs Katie Heyer who left the College after 12 wonderful years. Mrs Heyer was a teacher of significant ability and the College wishes her well as she moves to the next chapter of her teaching career in 2009.

Miss Caroline Mullins also left the College after 10 years of loyal service. Miss Mullins was a dedicated and caring teacher and she will be missed by everyone at Coomera Anglican College.

Mr Greg Watkins left after three fine years of teaching. Mr Watkins has been an invaluable asset to the Primary Sport and HPE programme.

Mr Josh Stafford also left the College from the OSHC/Vacation Care. Mr Stafford has been a wonderful asset to the College and we wish him well as he takes up his first full time teaching position.

We thank and farewell Mrs Rebecca Anderson (Primary Teacher Assistant). Mrs Anderson leaves after one year's service.

PROFESSIONAL DEVELOPMENT

This year, staff were involved in a wide variety of Professional Development activities, ranging from seminars relating to the eight KLAs as well as thinking and memory skills,

assessment, learning connections, technology, NAPLAN strategies, customer service and more. Details can be found on the PD Register.

Mrs Amanda Shuttlewood was chosen to attend the Australian Government sponsored, Summer Schools for Teachers Programme. The [Australian Government Summer Schools for Teachers Programme](#) provided opportunities for some of Australia's best teachers to further enhance their knowledge and skills in one of the five areas of Literacy and Numeracy, English, Mathematics, Science and Australian History.

Teacher effectiveness is the most important school variable in raising student achievement. It begins with quality teacher preparation and is maintained throughout a teacher's career by accessing ongoing professional learning. The 10-day residential Summer School provided teachers with an opportunity to access high quality professional development. The Summer School ran between 7 January 2008 and 25 January 2008.

Mrs Shuttlewood has applied her learning to her own teaching and has shared her newly acquired knowledge and skills with colleagues here at Coomera Anglican College.

Mrs Brigitte Sadler, Ms Caroline Mullins and Mrs Annette Lee were all involved in a Learning Connections Professional Development over the College Christmas break. Learning Connections (founded in 1976) is based on a series of movement activities which assist the brain to make essential connections, resulting in the maturation of perceptual and motor functions leading to improved learning, concentration and focus. One student increased their reading age by 13 months during this seven week trial last year and two other students increased their spelling ages by 10 months. We have been very impressed with this programme so much so that a total of four members of staff attended further training during the summer break. This programme will now be implemented in Prep and Year 1 in 2008. Assessments will be carried out at the beginning and end of the year to monitor students' progress. We are looking forward to implementing Learning Connections in the Early Years here at Coomera Anglican College and seeing the effects on children's learning and development.

Mrs Vikki Rees and Mr Andrew Marshall were involved in a Mathematics Professional Development called MLATS. They spent a number of days working with other teachers and administrators to enhance not only their skills in Math teaching and learning but they will also be working with other staff so that the information that they gained is shared with all teachers at Coomera Anglican College.

GENERAL

Worship

Worships have always been an integral part of the students' life at Coomera Anglican College and shall continue to be so as they are a vehicle for developing and enhancing the very important areas of socialisation, communication, self discipline especially in listening and group movement, participation and the nurturing and developing of a belief in Christ. In our College, Worships assist in the transmission of the traditions of the Anglican style of worship, taking into account the diversity of those traditions. This year we welcomed our Primary Campus Chaplain, Reverend Michael Stalley. Reverend Michael has had a very positive and proactive affect on the Primary Campus' spiritual growth and development.

Students worship through stories and song and participation and enjoyment are encouraged by Reverend Michael.

Book Week - Fuel Your Mind - The Book Week activities this year were very popular with all concerned. The highlight of the week was the special Book Character Parade held on Grandparents' Day. The variety, colour and creativity of the costumes were wonderful. Our students, teachers, parents and grandparents all looked fantastic! I thank Mrs Wellham for her wonderful organisation of the week. Thanks also to Mrs Owen-Jones for designing and making the two wonderfully decorated, delicious cakes. The Best Decorated Classroom Door cakes were won by 3D and 5R. The most creatively dressed classes at the Book Character Parade were 5L and their buddy class 2N and PM and their buddy class 6F.

Some of the highlights were as follows:

- Scholastic Book Fair
- Book Character Parade
- Decorate your Classroom Door
- Colouring in Competition

Grandparents' Day

What a wonderful success our Grandparents Day was again! We assembled for the Book Character Parade in the Ivan Gibbs Centre, followed by classroom activities and morning tea. Many of our grandparents also dressed up. The tooth fairy, Bee from the Bee movie, Red Riding Hood, Captain Feather Sword, Mother Hubbard and many more came along. Some of the highlights were as follows:

- Mrs Wellham (The Wicked Witch from the West) and the Year 6 Library Leaders who coordinated the parade.
- Our two Primary Captains who compeered the parade.
- The two prize cakes made by Mrs Owen-Jones
- Seeing all of our wonderful students in costume
- The Grandparents who dressed up
- Three Generations of Snow White
- Mr Parlett's Aussie Undies (Boxer Shorts)

We raised close to \$2700.00 from book sales of approximately \$9000.00 in the Primary Library. Thank you so much to all the Grandparents and special friends who purchased and donated books. Many thanks to Mrs Wellham, and the Primary and Early Learning Centre staff for the organisation of the day.

Public Speaking Competition

Congratulations to every student in the Primary Campus for the wonderful speeches that were delivered during the Primary Campus Speech Competition this year. This event led on to the Interschool Speech Competition where many students took part.

Year 12 Mentor Programme - The Year 12 Mentor Programme was again a wonderful success. Our Primary Campus class groups had a number of Year 12 mentors assigned. The mentors acted as a link between the Secondary Campus and the Primary Campus. The initiative provides leadership opportunity for our Year 12 students and allows our primary

students to develop a relationship with our Year 12 students. This will allow students in the Primary Campus to gain understanding and learn more about the Secondary Campus. Transition therefore becomes easier for our students as they move through the College.

Lanterns at Twilight - Visual Art Display

On Wednesday 30 July, the Primary Campus hosted Lanterns at Twilight. All students from Prep to Year 6 made their own lanterns as a part of the Visual Arts Programme. The lanterns were illuminated by LED tea lights or glow sticks and many parents and friends came along to watch the evening display. All students wore predominately white clothing and runners and they looked magnificent.

Asian Festival Week –The Asian Festival week was again a popular event for staff and students and parents. The children were involved in lots of Asian cultural activities throughout the week.

Many activities were held during the week with the Asia Festival Day was held on the final day. Students came with costumes or accessories to mark this special day.

Community Success – “The Order of Australia Primary Schools’ Citizenship Award”

Congratulations to our very talented Year 6 students! Coomera Anglican College Year 6 students this year were awarded the prestigious “**Order of Australia Primary Schools’ Citizenship Award**” for their work in two areas:

1. Citizenship through the Junior Leader project (CAC Service Leadership Programme)
2. Aussie, Aussie, Aussie – Who Are We project. (Australian Citizenship Programme)

A representative group of students were presented on Monday 20 October in Brisbane at the Undumbi Room, Queensland Parliament House. Her Excellency Ms Penelope Wensley AO, Governor of Queensland presented the awards.

Congratulations Year 6 on your exemplary efforts in being excellent citizens of Australia! Congratulations also to Mrs Nicole Findlay (Coordinator) and Year 6 teachers!

APS Towards Excellence Day – This year there were a number of students involved in the APS Towards Excellence Day. The day was an exciting one full of enhanced learning for students across the eight APS schools on the Gold Coast. This event is a celebration of the gifted and talented students within our College.

World Trivia Championships

The 2008 World Trivia Championships were held again this year and once again Coomera Anglican College showed great strength of general knowledge and resulted in success. The Year 5 team achieved Champion School in the Brisbane/Gold Coast area. The Year 4 team achieved Runner Up Champion Team. Congratulations to all students involved in the World trivia Competition.

Kaleidoscope Classic

The Coomera Anglican College team once again achieved great success in the 2008 Kaleidoscope Schools Challenge. We achieved first place overall in the challenge and in doing so we achieved a number of individual student successes. We also won the Staff Championship prize – well done Mr Parlett!

English Prize

This year one of the Year 3 students, won the top Queensland award for English in the ICAS English Competition.

Human Relations Education - 2008

On Wednesday evening Wednesday 15 October n The IGC, parents of students in Years 5, 6 and 7 attended an Information session, which provided information about this year's Human Relations Education programme. The College worked, this year, with Mrs Shona Charters from Family Planning to help run this programme, which deals with issues of growth and development, relationships, puberty and social and emotional growth. The evening allowed parents to hear about what their children would learn in the Human Relations Sessions. This was then followed by a series of days of Human Relations Education with The Family Planning Group. The outcome was most successful.

World Cheerleader Championships

This year the CAC Cheerleader Team won some wonderful accolades in the World Cheerleader Championships. The team achieved a number of First and Second places in the various competitions held around the Brisbane/Gold Coast area. The success that this team has had has been unprecedented and the students involved have worked hard to make such amazing achievements in such a short time. Congratulations, Cheerleaders and Mrs Sharon Winter for your excellent achievements.

ACADEMIC

Reporting

Coomera Anglican College is committed to regular communication between teachers and parents about the on-going progress of children. Teachers are always willing to talk about and explain educational programs and to discuss children's individual progress or other matters of concern. Parent/Teacher interviews are conducted late in Term 1 and 3 to enable parents and teachers to discuss the progress and development of each child. A written report on each child is provided for parents at the end of terms 2 and 4. Over the past year, the Primary campus has refined the reporting process and modified both the Student Report and the Student Portfolio. Part of the reason for our large focus on reporting was that the College needed to acknowledge the new *Commonwealth and State Reporting Requirements*. We have incorporated the five point grading scale, an overall mark in each Key Learning Area and we provide written information to parents about the achievements of their child in comparison to other children in the year group.

Curriculum Development - 2008

Mathematics

- Update Mathematics Syllabus P-9

English

- Update English Syllabus P-6
- Refined the levels students move through
- Established extension program
- Purchased more readers

Science

- Update Science Scope and Sequence incorporating CCEs, HOTs and ICT, DRAFT Syllabus P-9 is written for implementation in 2009

ICT

- Draft ICT P-9 Syllabus is written for implementation in 2009
- ICT Syllabus for P-6

Reporting/Student Portfolios

- Modified reporting and assessing process
- Modified reports
- Modified Required Assessment Tasks for folios
- Updates Student Portfolios Policy
- Made plans for 2009 – teach teachers how to moderate and Rubrics to be in place for all Required Assessment tasks that are marked (refer to folio policy)
- ICT tasks embedded into Required Assessment Tasks for 2009

Professional Development

- Worked and presented a Teaching and Learning/ICT PD
- Primary staff has PD presented in CCE's, Occupational Therapy, English, ICT, Teaching and Learning, Home work Grid, Interactive Whiteboards, Moderation, QCAR, Speech Therapy etc

Enrichment Group

- Teaching – identify, plan and implement lesson catering for Enrichment students P-6
- Students involved have been encouraged to develop higher order thinking skills, stimulate their love for learning and develop processing, reasoning, enquiring, creative thinking and evaluation skills through interacting with a variety of resources and students with similar abilities within a range of areas
- Students in Years Preparatory to Year 6 have participated in this program throughout the 2008 College year both in the areas of Mathematics and English. Some of the many activities included:
 - Daily brain teasers to test our minds
 - Designing and building pulley systems for our cubby houses
 - Maths Olympiads Competition
 - Responding to texts in a higher order way
 - Research challenges for students to investigate
 - Participation in the EngQuest program
 - Kaleidoscope Classic games - Frank Dyksterhuis come and present a workshop
 - Writing, illustrating and publishing children's books

Teaching and Learning Overall

- Developed College Plan with Head of Teaching and Learning
- Developing a whole College approach to Planning

General

- General areas: Spelling Mastery, Prep Screening/Orientation, planning feedback, staff meetings, Professional Development, curriculum plan, TED, FOG, Arts Council, Lit/Num Week, booklists, new P-2 Diaries etc

Learning Support

The main focus in Learning Support this year has been the introduction of Learning Connections to Coomera Anglican College with twenty members of staff completing the two day training. It is a movement based programme which helps to develop connections in the brain, promoting learning, concentration and focus. This daily exercise programme has been implemented in all Prep and Year 1 classes and also with sixteen students in upper primary. Year One students were assessed at the beginning and end of the school year and have achieved some great results with increases in their reading and spelling ages. Over a period of ten months a Year One student increased their spelling age by twenty-eight months and another student increased their spelling age by thirty-four months! Prep students were also screened using the Kindergarten Screening which included outside motor and fine motor activities and language assessments. Their great results are detailed below:

Coomera Anglican College Kindergarten Screening Test Results Early Year 2008			
Age Group	Age Band	School Average	Average Norms
Age 1	4.6 – 4.11 years	62	53
Age 2	5.0 – 5.5 years	57	61
Age 3	5.6 – 5.11 years	65	65

Please note: Age Group 1 became Age group 2, Age Group 2 became Age Group 3, Age Group 3 became Age Group 4 (6 years and over) in the Late Year testing.

Coomera Anglican College Kindergarten Screening Test Results Late Year 2008			
Age Group	Age Band	School Average	Average Norms
Age 2	5.0 – 5.5 years	88.7	68
Age 3	5.6 – 5.11 years	83.8	73
Age 4	6 + years	88.7	78

All members of the Learning Support team attended training events that included areas of autism spectrum disorder, boys in education, sensory processing, maths, funding, reading and

attention issues. We continued to receive invaluable support from Mary Hughes (Speech Pathologist), Louise Hunt (Occupational Therapist) Denise O'Shea (Advisory Visiting Teacher for the Hearing Impaired), Solutions for Life and Louise Hunt (Occupational Therapist).

Primary English Curriculum Report 2008

This year has been very busy in the area of English. The development of our scope and sequences in writing, reading, handwriting, grammar and punctuation and spelling have all been completed. Currently, review work is underway to further refine the handwriting scope and sequence and to finalise the trial of the spelling and grammar and punctuation scope and sequences.

The primary students achieved strong results on the English benchmark tests and this demonstrates the positive effects of the genre based teaching of writing.

A great deal of work has been completed on the reading programmes. Both the guided and home reading schemes are operating fluidly through the primary campus ensuring every child is reading continuously. During 2008, a need arose for an enrichment reading programme to be created. This has been completed and successfully implemented. The programme focuses on a range of texts from various genres with accompanying tasks created from Blooms Taxonomy. A small number of students from year 3 are using the enrichment reading programme.

Throughout the end of 2007 and 2008, continual professional development sessions were provided to staff focusing on writing, critical viewing and reading and spelling. The feedback from staff has been positive with responses indicating that these sessions were beneficial.

Primary Science Curriculum Report - 2008

Science Week was very busy and included special guests (Ruben the Surfing Scientist – ABC), a trivia challenge and a week of scientific facts. The challenge was fitting everything into that week as it was also book week. I would like to think of some things that can also be done throughout the year and some more activities for P-3 during Science week.

Gloop was successful during Under 8s week. I need to make sure next year I order more cornflour to make it last longer. It was definitely a favourite amongst the children.

Science For Girls – Towards Excellence activity went well. I will add some extra activities as some girls finished earlier than expected.

This year the Science Programme is close to being completed and is now almost ready with the scope and Sequence being almost ready for publishing.

The Primary Mathematics Curriculum Report – 2008

The following developments with the mathematics programme this year occurred:

- have had 2 more staff trained with MLATS
- Participated in NLNW challenge, as well as having other class activities and parent information letter
- Developed a plan / programme to prepare students for the State / National testing
- Written a CAC P - 9 Scope and Sequence (Almost complete)
- Developed ongoing assessment tasks for Yr 3 - 6
- Purchased resources for classroom teaching
- Inserviced teachers on the use of computer programmes to compliment teaching

- Re written the report card indicators for each semester
- Attended the National Numeracy and Literacy Conference

Under 8s Day

Under 8s Day was to be held on Friday 30 May. However, in true Coomera Anglican College tradition, our day was cancelled due to heavy rain! We rescheduled the day to Friday 13 June and the weather did not disappoint us this time!

The children enjoyed bubble blowing, construction, play dough, necklace making, chalk drawing, pipe cleaner modelling, biscuit making and a variety of gross motor activities. They made wands, masks, balloon people and fantastic hats. The face painting was very popular again this year and we certainly had some very interesting characters created for the students' faces! It is fantastic to have so many parents and special friends sharing this day with our younger students.

This year the Preparatory students trialled a new developmental motor programme called Learning Connections. Each morning the Prep students participated in a half hour of exercises that worked on improving their gross motor, balance, coordination and fine motor skills. Their progress over the year in these areas, and also academically, has been amazing. The current Prep students will continue with the Learning Connections programme when they move to Year One. We look forward to introducing our new Preps to the programme in 2009.

PARENT PARTICIPATION

Coomera Anglican College has an open door policy for parents. This means that parents are encouraged to help within the classrooms during the College day, after first consulting with the class teacher. Parents are required to sign in and out at the Primary Administration before going to the classroom and when leaving.

Parents gain significant insight into their child's education by actually being a part of the learning process. The open door policy also plays a big part in offering our students the best developmental programme possible.

It is envisaged that parents taking advantage of this opportunity do so with the aim of helping students in the class. The open door policy is an effective educational tool. The parent's role is to facilitate the class teacher in activities such as listening to reading, making simple teaching resources and helping with "busy" activities such as art or science.

Communicating with Parents

Close and effective two-way communication between the College and the home is vital to the educational process. Parents are encouraged to contact the College if they wish to talk to their child's teacher or whenever a concern arises. Parents are always welcome to visit the College. The main forms of communication from College to the home include:

- the weekly newsletter issued each Thursday;
- parent/teacher interviews;
- informal gatherings such as coffee afternoons;
- formal reporting;
- information evenings;
- Parents and Friends Association meetings and functions.

OUTDOOR EDUCATION

Outdoor education makes a valuable contribution to the complete education of students as it provides experiences, challenges and skills which may lead to life-long educational pursuits.

The challenge is tailored to meet the needs and capabilities of the students.

In Year 3 students took part in a sleep-over at the College. This was almost successful evening with great achievements being made.

Years 4–6 students take part in three day camps in the South East Queensland area.

The Outdoor Education Programme at Coomera Anglican College is one based on students developing skills and attitudes otherwise not taught in the classroom. Students have the opportunity to engage in outdoor pursuits that will challenge and extend their learning.

YEAR 6 Camp

Tyalgum Ridge – Bush Camp with a Leadership Focus

YEAR 5 Lake Ainsworth Camp

Lake Ainsworth – Beach Camp with a Team Building Focus

YEAR 4 Camp

Miginbil Hill – Country Camp with an Independence Building focus

YEAR 3 Sleepover – Group Dynamics focus

Coomera Anglican College

PRIMARY CAMPUS LEADERSHIP

Leadership in the primary school has always been an important part of our program in developing life skills within our students. Leadership is one area of the Primary Campus that is considered essential in the developing of self-esteem and confidence. Teachers take advantage of the many areas of leadership opportunities that there are for students. Within our current structure all of our students are experiencing leadership in some form. In many cases it may be within the class environment where students become actively involved in various tasks/responsibilities, which aid the running of the primary Campus. Many students are involved in monitoring roles, which allow students the opportunity to peer tutor and assist in various learning tasks.

Year 6 Leaders

The Year 6 Leadership Programme allows all students the opportunity to be involved in some form of structured leadership. All Year 6 Students are involved in some leadership responsibility. There are two forms of leadership:

-**The Junior Leaders.** These students have specific responsibilities. This consists of all year 6 students

-**The Primary Captains and House Captains.** These consist of the boy and girl primary captain and the boy and girl house captains for each of the four houses.

The Year 6 Leadership concept is aimed at promoting the following:

- developing leadership qualities within all students in the Year 7 area
- giving students in years P-5 and opportunity and a goal to strive for a position of Primary leader therefore developing a sense of responsibility.
- Giving students of Year 6 the opportunity of gaining a varied array of leadership positions suited to their individual needs and differences

- Allowing the Year 6 students a voice in the operation of the primary area
- Giving staff assistance in carrying out duties
- Giving young students a role model to look up to

The Primary Captains

1. Primary Captain (Boy) Badge – PRIMARY CAPTAIN
 2. Primary Captain (Girl) Badge - PRIMARY CAPTAIN
 3. House Captains for each house (Boy and Girl) Badge – HOUSE CAPTAIN
- (Students should not be eligible for more than one role)

The Primary Captains' Areas of Leadership:

1. To assist with the operation of some aspects of the primary area
2. To assist the Head of Primary and teachers in carrying out duties
3. To be a role model for younger students
4. To welcome and farewell special guests
5. To perform special duties at special events and days
6. To attend regular meetings with the Student Welfare Coordinator

The Junior Buddy Programme

This year students continued the Peer Buddy Programme in the Child Care – Year 6 area. This provides an opportunity of integration between the year levels. Students develop an understanding of their buddies and a tolerance of the various age groups within the College. The benefits of the Junior Buddy Programme are significant in terms of student relationships. The groupings are as follows:

Year 6 – Year Prep; Year 5 – Year 2; Year 4 – Year 1; Year 3 – Child Care

The Year 12 Leaders' Programme

Year 12 Leaders have responsibilities within the Primary Campus classrooms and are directly responsible to the class teacher. Year 12 Leaders act as a link between the Primary and Secondary Campus. The Year 12 Leader role is a mentoring role. The Year 12 Leaders become fine examples to the students of the Primary Campus.

Students in the Primary Campus form close friendships with their Year 12 Leaders and the process of integration within the Years P-12 College is made more meaningful by this programme.

CO-CURRICULAR

The Co-curricular Activity Programme at Coomera Anglican College allows our students to gain learning experiences otherwise not offered within the classroom. The programme is a wonderful way for students to extend themselves within the academic, physical, cultural and musical life of the College.

The programme predominantly caters for students in Years Prep - 6. There is a wonderful variety of healthy, enjoyable and worthwhile activities. They are as follows:

Art Club, About Football, Athletics, Auskick, Show Chorus, Cantabile Orchestra, Chess, Chinese Club, Computer Club, Computer Club (advanced), Craft Club, Dance, Debating, Elite Rhythmic Gymnastics Club, Fit, Fun and Fab (Primary), Junior Concert Band, Maths Olympiads, Memory Skills, Minnesingers, Mountain Biking, Mosaic design, Public

Speaking, Running Club, Scrapbooking, Soccer Clinic, Speech Choir, Swimming Club, Tennis.

JUNIOR SECONDARY REPORT

There is a special energy that exists throughout the Junior Secondary as we move towards the consolidating stage of our Middle Schooling reform initiatives. It is fuelled by excitement, a sense of accomplishment fuelled by our achievements in 2008 and anticipation of what lies ahead on our journey from Good to Great in 2009.

This year has seen significant changes to our structures and surrounds as we moved to year level pastoral care systems and refurbished the classrooms to further enhance the learning opportunities for our students. An improved alignment of our curriculum and pedagogy and our technology upgrade have greatly enhanced the learning opportunities for our students. A number of new community building initiatives including our Partnerships for Success Parental programmes, Student Leadership programme and our Mentoring connections with Senior Secondary students will continue to be refined and enhanced in the coming years as we strive to embed sustainable innovations in all aspects of our operations as a learning community. On the horizon there are also further developments in areas of sporting pursuits, co curricular activities and rich inquiry based learning experiences. Each of these innovations will also help move us from Good to Great as a College.

Innovation and perseverance are required in equal measure to ensure that our change, growth and evolution as a College continue to place us as a leader in Education. Nonetheless, change and innovation are only successful when they are underpinned by strong foundations. We continue to strive towards excellence and to be true to our values culture and mission statement; equipping our students with the skills and knowledge needed to reach their full potential and encouraging community mindedness so that our students are successful learners and good citizens.

Our students and teachers continue to inspire hope and optimism as they engage with one another and with a curriculum that incorporates deep thinking and the development of understanding about themselves and the world. It is our strong relationships and our collective determination to ensure all students reach their full potential that assures me that the generation of young people passing through Coomera Anglican College will not only be able to handle the challenges they will face in the future but they will be creators of their own destinies and live as responsible global citizens.

The opening of the Senior Secondary building at the start of Semester Two provided state of the art facilities and a lovely space for learning for our Senior students. It also allowed Junior Secondary students to further spread their wings and to feel greater ownership of our wonderful Junior Secondary quadrangle and buildings.

Earlier this year, we were inspired by Tim Costello (Chief Executive Officer of World Vision) as he spoke about the narratives of our children's lives and the optimism we can instil by acknowledging that while the future will certainly be different each individual has the capacity to change the world for the better and to script the narrative of their life. He spoke at length about the importance of parents and teachers in their capacity to influence the stories of our children through modelling and instilling values, self-belief and community mindedness.

And so, 2008 has been another chapter in the story of our College: A narrative which embraces the many stories of our students, parents and teachers and collectively binds us together in a caring, Christian community where each individual is valued. Every success experienced at Coomera Anglican College is a testament to the community coming together; staff, students and parents and working holistically towards a common goal – happy, optimistic and well educated young people.

We continue to be inspired as we work together to move towards greatness each day. Our focus remains on our young people and on preparing them to be leaders and responsible citizens of this country. College staff are positive and passionate about building the potential of our young people. This is an upward spiral and as we move from good to great as a College it is in no small part due to the strong commitment to excellence and the development of relationships that are authentic, supportive and respectful between our students and their teachers. Great organizations are founded on great relationships, common goals and purpose. Here our purpose is to equip our young people with the skills, knowledge and self-belief that they will need to conquer their future. Assisting them to reach their full potential within a safe and supportive Christian community, a place where young people can grow, dream, develop resilience and experience the elations of success while shaping and reshaping themselves into the young adults they will go on to become.

Our students are optimistic, articulate, opinionated, motivated and interested in learning about new things – they show genuine care for others and while they make mistakes, they are always willing to learn from them and move on. They breathe life, hopefulness and joy into the College buildings and surrounds.

We continue to encourage our young people to think independently, to be responsible, to act morally and to become engaged, contributing members of the community. Above all else, what we want for them is what we want for ourselves – to lead happy and fulfilling lives.

DEVELOPMENTS in TEACHING and LEARNING

During 2008, initiatives in teaching and learning in the College have focused on promoting the cognitive development of students as well as the affective domain learning outcomes such as views, attitudes and values, thereby preparing them as informed citizens who will make a significant contribution to and connection with the wider society (College Mission Statement). Connections of all sorts are clearly of great importance in a community such as Coomera Anglican College, where we are building solid relationships while we cater for the needs of students and other members of the community.

Staff teams have worked together this year to engender the sort of environment where holistic learning that keeps pace with change in our wider contemporary society enables students to have fun while they make connections and develop the required skills and understandings. Teams responsible for steering teaching and learning in the College in the move from ‘good-to-great’ in 2008 have been so successful in helping students to make effective connections that a group of staff is going to deliver a presentation “Connections that Count” at the Middle Years of Schooling (MYSIA) International conference in May 2009. Debra Tedman, Michelle Leftwich, Alex Delaforce and Matthew Jorgenson will share teaching and learning innovations with other teachers and academics from Australia and overseas.

Developments in teaching and learning in our College this year have been based upon the belief that during the years of schooling, students are empowered and switched on to their learning through ‘connections that count’. These connections come from two aspects of school life; the connections involved in the process of students building understanding through higher order thinking and the connections involved in collaborative and collegial learning.

In our technologically advanced digital society, adolescents are substantially different from what they were in previous generations and this has profound implications for teaching and learning. The use of technologies by adolescents in the 21 Century has become such an integral part of their lives that they have different neural pathways to process that same information when compared with older people. Twenty-first century adolescents need to learn by using interactive resources and digital technologies like the ones we have used to engage our students this year.

We have also continued to focus upon ways of making connections and developing understanding in our students by creating a classroom culture of thinking. We have researched and refined techniques to drive the design of a thinking curriculum across our College. The focus has been upon the core processes and issues involved in moving from a knowledge-centered teaching and learning practice to a student centered and then student directed learning process.

Clearly, in order to facilitate this enterprise, all stakeholders (students, teachers and parents) need to be involved in the learning process as partners in success. The way we have established these sorts of successful partnerships included Parental Study Skills Workshops in our College as an innovative way of consistently building ‘connections that count’.

Partnerships for Success

The development of relationships is the foundation for success in a learning environment. In our College community, students, teachers and parents work in partnership with each other to facilitate the success of student learning. Further development of partnerships between parents and teachers was called for in the results of a survey “What Parents Want” published by Independent Schools Queensland in March, 2007. Parents wanted to be involved in their children’s learning and decision-making in schools. This year we have responded to this request by offering a Parental Study Skills Workshop as well as Information Evenings and interviews with parents.

The first Parental Study Skills Workshop on Thursday 1 May 2008 was an outstanding success, as indicated by the evaluation completed by parents and the smiles and positive comments all around. The 59 parents who attended the evening enjoyed a programme of workshop sessions, student presentation, a round-table parent discussion and even singing as a memory tool. The warmth and enthusiasm shown by the teachers and students was appreciated by parents and useful handouts were provided for the participants to take home and use with their children.

For parents, the many benefits of the workshop extended far beyond the understanding of the study needs of their children. Strong relationships, always the foundation of success, were encouraged and positive attitudes were engendered towards staff and students at Coomera Anglican College. There was much fun for all concerned. A booklet containing some of the information presented at this workshop was made available for all parents.

Teaching and Learning Presentations

One way of raising the awareness of all members of the College community in regard to teaching and learning initiatives was through presentations and workshops. These included:

- parental study skills workshop;
- subject information sessions for students;
- subject information afternoons;
- senior secondary information evening and junior secondary information evening for parents and students;
- presentations on teaching and learning issues for full staff meetings and senior secondary staff meetings; and
- presentations on procedures for student assignment extensions and administration of exams to students who have missed exams due to illness;

Presentations to staff on teaching and learning included:

- consistent incorporation of common curriculum elements in teaching and learning throughout the College;
- Higher Order Thinking in the curriculum;
- classroom teaching that incorporates higher order thinking;
- vision for teaching and learning at Coomera Anglican College;
- Higher Order Thinking and digital storytelling; and
- priorities for teaching and learning at Coomera Anglican College in 2009.

Documents that have been developed to help with teaching and learning included:

- documents for professional development of staff in relation to curriculum;
- procedures for students who have missed assessment tasks due to illness; and
- the Editorial guide with assistance from the Heads of Faculty.

A major strength in the work towards the development of teaching and learning during 2008 has been observed at the Heads of Faculty meetings, where there have been discussions that have consistently been productive and sometimes quite lively. It is in this forum that the groundwork for teaching and learning such as “teaching students to think” and the consistent incorporation of Common Curriculum Elements (CCEs) and Higher Order Thinking into the curriculum, classroom teaching and assessment has been accomplished.

The development of the P-12 Syllabus document has been continued by Michelle Leftwich, throughout the year. This has been fine-tuned by the work on a planning proforma that aims to ensure that the documentation includes the consistent incorporation of the CCEs across the College. This proforma also assists the embedding of higher order thinking tasks in teaching and learning across our College. An Editorial Guide has been developed and introduced for use by teachers. This, plus the use of generic proformas and frameworks for planning written work, in addition to continued effective programmes in the Primary School will help increase students’ literacy. The Editorial Guide will appear in the 2009 student diary for the College.

SENIOR SECONDARY REPORT

When you walk into a school you can usually quite quickly gain a feeling for the ethos of the place. It is therefore very pleasing to note that the feeling of the Secondary campus is

characterised by enthusiasm, vitality, optimism, respect, good humour and sound leadership at all levels.

To create this feeling takes a considerable amount of commitment, understanding and effort from staff and students alike and this year I have been delighted with the quality and level of endeavour displayed by all members of the Secondary campus. This is what lies at the heart of what makes Coomera Anglican College so successful and such an enjoyable place in which to work and learn.

Some of the highlights this year have been the outstanding performances of the musical ensembles and orchestras, at various concerts and eisteddfods throughout the year, culminating in the amazing sounds captured on the first recording of Coomera Anglican College students: *Jazz Jives and Vocal Vibes*.

This CD has captured the excellent performances of the members of the Jazz Combo; Show Chorus; Il Coro and the Dilberries (Senior Acoustic Rock Band) playing a variety of music from Country Rock to Movie themes and to Jazz.

Equally impressive has been the quality of student performances at weekly assemblies and worship services as speakers, performers and backstage technicians which clearly reflects the many talents of Coomera Anglican College students.

Acts of service are central to the call and witness of the Anglican Church. Consequently, service is a central element to the life of Coomera Anglican College, and the means through which we explore models of empowering leadership. So it is particularly gratifying when students themselves take the lead in promoting such worthwhile charities as the 40 Hour Famine which resulted in over \$5000 dollars being raised for this very worthy cause. Initiated by a group of socially minded Year Eleven students, the World Vision 40 Hour Famine eventually involved almost two hundred students, in both the Secondary and Primary campuses. These students made many personal sacrifices in order to do something for others in the world who are less fortunate than themselves and in recognition of this effort World Vision presented these students with a State Award - for Outstanding Achievement. Thanks must also go to Mrs Materne who was the staff member responsible for facilitating this highly commendable and very successful event.

In acknowledging the efforts of the staff and students of the Secondary campus in 2009, it is difficult to go past the outstanding example provided by the student leadership team this year, and by the student executive in particular. Student Representative Council Chairperson - Julia Baker, and the College Captains - Caitlin Bishop and Joshua Griffiths can be justifiably proud of their leadership and achievements this year. They have been outstanding role models and acted as highly effective advocates on behalf of the entire student body through their enthusiastic, respectful and positive contributions.

As always the secondary staff have been selfless, optimistic and good humoured in their efforts to produce the best possible outcomes for their students. Their success, as well as that of the Year Twelve students themselves, can be measured in the excellent results of our Year Twelve graduates in 2008. Over 83% of those students who were awarded an Overall Position Score achieved OPs from OP1 – OP 15 which was of course well above the average for the state. Two students were awarded the highest possible result in the form of OP1s, and more than 50% of all OP eligible students achieved OPs of 10 or better. Of course, what is

most important is that the majority of students endeavoured to *do their best* and in the end it is this success that really matters – regardless of the individual’s resultant OP score. These very pleasing results were the consequence of a lot of hard work on the part of the students themselves and they are to be congratulated on their success, both as individuals and also as an entire year level.

We look forward to building on this success in 2009.

ACADEMIC RESULTS

2008 NATIONAL ASSESSMENT PROGRAMME LITERACY AND NUMERACY (NAPLAN) TEST RESULTS

READING			
	Average Score (Coomera Anglican College)	Average score (State)	% of our students above the Benchmark 2008
Year 3	430	372	100
Year 5	537	467	100
Year 7	545	529	98.1
Year 9	589	569	96.4

WRITING			
	Average Score (Coomera Anglican College)	Average score (State)	% of our students above the Benchmark 2008
Year 3	439	391	100
Year 5	518	468	97.6
Year 7	540	521	95.4
Year 9	585	553	94.5

SPELLING			
	Average Score (Coomera Anglican College)	Average score (State)	% of our students above the Benchmark 2008
Year 3	437	366	100
Year 5	504	461	100
Year 7	538	527	98.1
Year 9	595	568	96.4

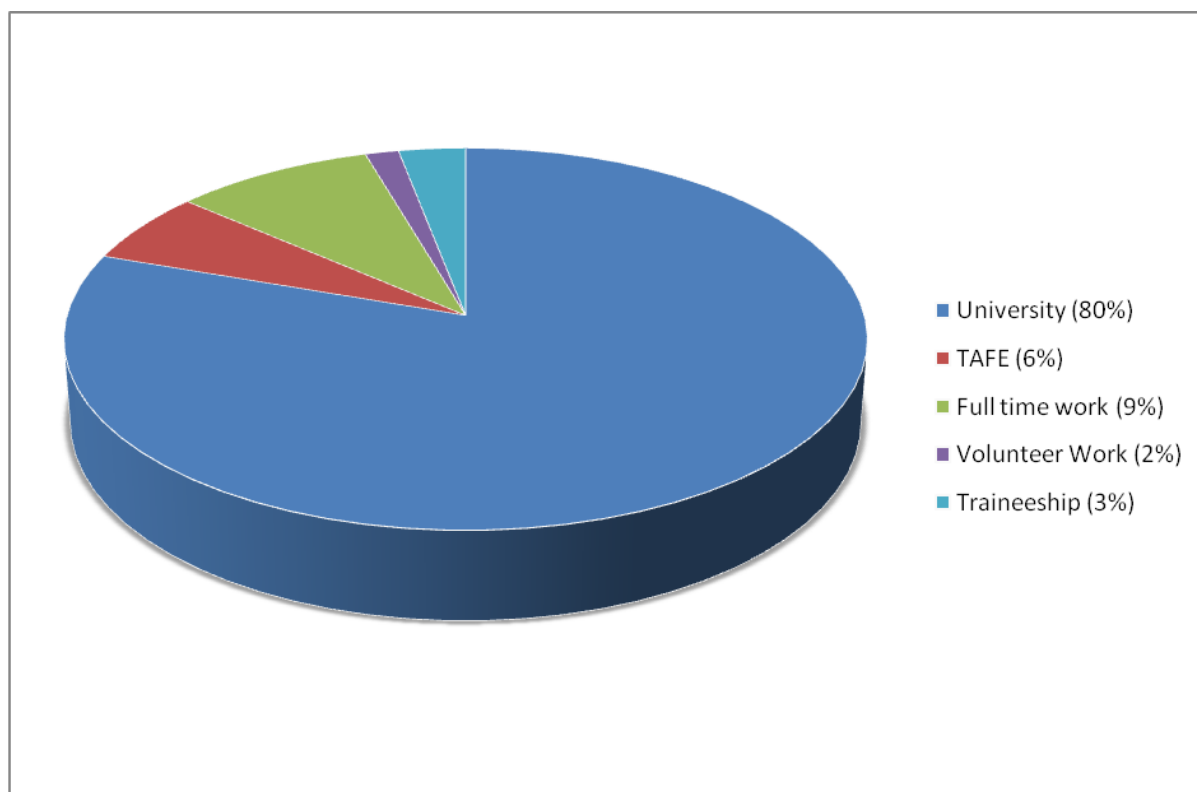
GRAMMAR AND PUNCTUATION			
	Average Score (Coomera Anglican College)	Average score (State)	% of our students above the Benchmark 2008
Year 3	438	370	100
Year 5	555	477	97.6
Year 7	532	519	97.2
Year 9	582	566	94.5

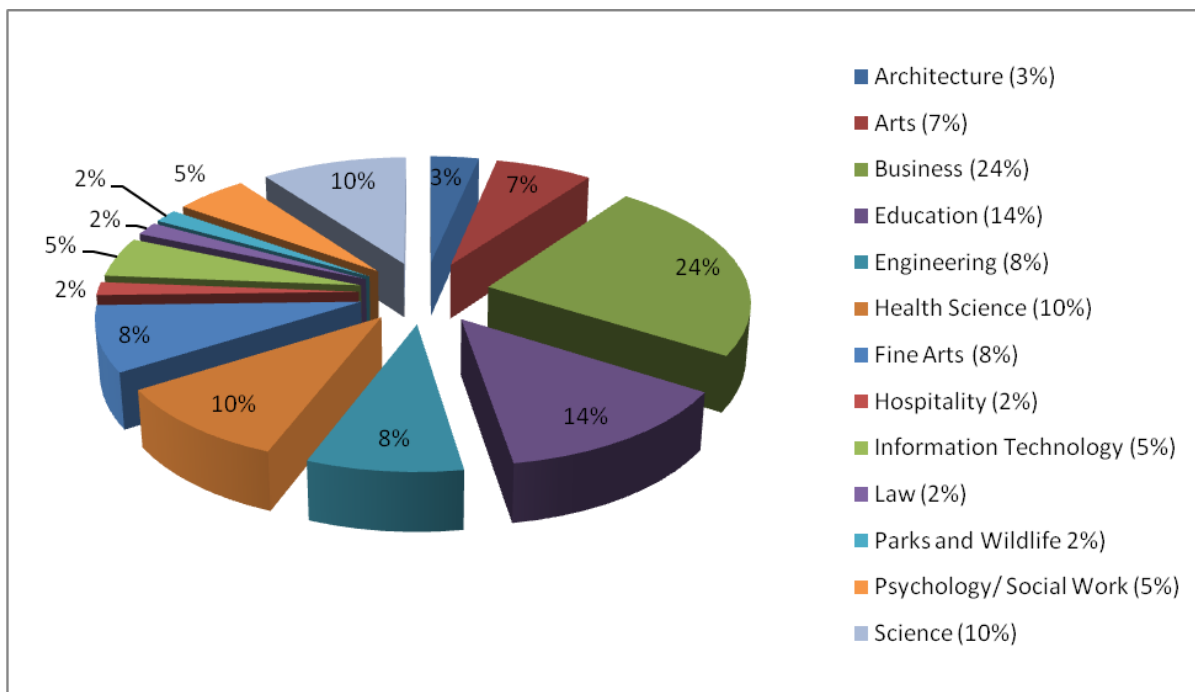
NUMERACY			
	Average Score (Coomera Anglican College)	Average score (State)	% of our students above the Benchmark 2008
Year 3	426	368	98.8
Year 5	529	457	97.6
Year 7	548	540	99.1
Year 9	592	573	96.4

YEAR 12

Year 12 Outcomes 2008	
Total no. of students Completing Year 12	66
Senior Certificates awarded	66
Percentage of OP- eligible students with OP 1-10	52% (Above State Average)
Percentage of OP- eligible students with OP 1-15	83%
Percentage of OP- eligible students applying to QTAC with OP 1-10	96%
Percentage of QTAC applicants receiving an offer	96%

Year 12 destination survey





SPORT

The 2008 sporting year again proved to be a very busy year with all students having the opportunity to display their individual talent. Personal and College highlights for the 2008 include:

College/Personal Achievements:

- Fielding 142 teams throughout the year in APS sporting competitions.
- Winning 10 Secondary APS premierships in Volleyball, Hockey, Touch, Basketball, Tennis and Softball.
- Competing in competitions such as:
 - Vicki Wilson Netball Competition
 - Clarke Keating AFL Cup
 - McDonalds' Primary Rugby Union Cup
 - Queensland Hockey Cup
- Abigail Godfrey and Rhys Smith being selected in the Queensland Primary Schools' Cricket and Swimming Teams.
- The success of our rowers in many Regional, State and National regattas. In particular, Thomas McAuley's personal success in his age division.
- Primary students competing for the South Coast and Gold Coast North region in Swimming, Cross Country, Athletics and Hockey.
- Secondary students competing for the South Coast and APS/HDSA region in Swimming, Cross Country, Athletics, Soccer, Basketball, and Cross Country.
- Placing 2nd in the Percentage Trophy at the Secondary APS Athletics Carnival.
- Winning the All Age 4 X 100m relay at the Primary APS Athletics carnival.

- Winning the South Coast Division of the Queensland Hockey Cup completion in the Open Boys division.
- Jack Payne winning the U/11 Athletics Age Championship at the Gold Coast North Athletics carnival for “B” division schools.
- Sophie Letcher achieving the number one ranking in Australia in Tennis for her age group.

Representative honours

Students from our College achieved representative in APS teams in swimming, athletics, rugby, soccer, basketball, cricket and hockey. Students made District teams in swimming, athletics, cricket, hockey and rugby. Students achieved state team selection in rowing, hockey, cricket tennis and swimming.

APS SPORTING CARNIVALS

Swimming

Congratulations to all the swimmers who competed in the Primary and Secondary APS Swimming carnival this year. It was quite evident how competitive our swimmers were and it was most pleasing to see the self-belief and obvious enjoyment in their faces as they supported each other. Our teams this year has been our best to date and this showed in the competitiveness and determination of our swimmers in the pool. In the Primary competition, our overall aggregate total - 917 points was the highest it has ever been and is a real accomplishment for our swimmers. A real highlight for the primary carnival was the 12 Yrs Boys Age Group coming second in their age division.

Cross Country

Once again this year our Cross Country runners did the College proud in both the Primary and Secondary APS Cross Country Carnivals.

Athletics Carnivals

Congratulations to all the students who competed at the Secondary and Primary APS Athletics carnivals this year. The Primary team was extremely competitive and proved to have one of the best track teams at the competition which was highlighted when the College won the All Age 100m relay sprint at the conclusion of the competition.

Although the team achieved 8th in the Aggregate, the competition was very close with only 200 points separating 3rd and 8th place.

The Secondary team had probably their best result ever with the team’s overall points tally improving by nearly 400 points on the 2007 result. The team eventually finished 8th in the Aggregate but were rewarded for their efforts by achieving runners up in the Percentage trophy.

In 2008, our College was well supported by volunteer coaches who assisted with teams throughout the year. This is always much appreciated.

COLLEGE COUNCIL REPORT

During 2008, the College Council underwent some changes. Mr Rod Lane resigned as Chair of Council at the end of 2007, leaving former Deputy Chair, Mr Brian Hallewell to stand in as Acting Chair. In August 2008, the Archbishop appointed Reverend Paul Bland to be the Chair of the College Council. Mr Miles Murrell also ended his long association with the College at the end of 2007, and Mr Frank Vos and Mr Brian Hallewell resigned from Council at the end of 2008.

The College Council acknowledges the tremendous work of all staff and senior leaders in 2008. We were pleased to construct a classroom and amenities block for our senior secondary students during the first half of 2008. These 8 classrooms contain state of the art technology in an excellent learning environment for our senior students. This building is the first constructed on the senior secondary campus, and provides a wonderful start to the development of that site.

The College Council is pleased with the current financial position of our College. Despite significant loan and interest repayments, the College is well resourced and sensibly run. The Council closely monitors the budget and has ensured the long-term viability of our College. Thank you for all the support we receive from staff, students and parents.