

Sattler Christian College 2022 Annual School Report



SATTLER
CHRISTIAN
COLLEGE



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Vision Statement

The vision statement of NT Christian Schools is:

'We desire to be a Christian community, learning together to live life as God intended, offering hope for the world'.



**SATTLER
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COLLEGE**

Sattler Christian College's motto is:

'Changing Lives'.

Principal's Message

A remarkable 2022 was experienced by the Sattler Christian College community. It commenced with the uncertainty of whether the Northern Territory Government would allow us to open in a face to face manner with restrictions or not due to Covid and it ended much in the same way, with the Northern Territory Government directly targeting the freedom of religion of Northern Territory Christian Schools with legislative reforms seeking to reengineer how faith based schools operate, whom they can employ and what parts of religious texts could still be believed and adhered to by faith communities.

In the midst of these Northern Territory Government head winds, another year of enrolment growth greeted us in 2022, this continued into 2023. So much so that an additional seven fulltime staff were required to be added to the already enlarged staff from the previous year. This demonstrates that families are willingly exercising freedom of choice in selecting, genuine and authentic faith-based schools who adhere to a statement of faith and exclusively employ staff who adhere to those beliefs. Further to this Sattler Christian College continues to buck the trend of declining enrolments being experienced across the independent school sector in the Northern Territory. We credit this continued enrolment growth, the likes the school community has never seen in its 26 years existence to being genuine and authentic to the Christian faith in word and deed and the excellent staff that deliver the Australian Curriculum through the Christian Worldview.

Strategic cultural reforms to Sattler Christian College's practices in governance, leadership, operations, behaviour management, fiscal management, welfare, learning support and literacy support have been key pillars in the success story. These reforms are embodied in the continuous reflective cycle we pursue called *disciplined dialogue*. Disciplined Dialogue asks three fundamental questions:

1. What does the data say?
2. Why do we think the data is the way that it is?
3. What if anything can be done about it?

Students thrived throughout 2022 thanks to the systematic delivery of literacy and numeracy programs. A mixture of best practice evidence-based teaching approaches, including direct instruction, explicit direct instruction and project-based learning, assisted to bring out the best in our students and prepare them for life and the workforce in the years ahead. Our NAPLAN results continued to average around 30% higher than other Northern Territory schools because of this.

Targeted literacy intervention programs to catch up students who didn't start their schooling with us were used including Minilit, Maqlit, Spelling Mastery and GEM. By utilising targeted benchmarking data the right interventions are provided to the right students. It is credit to our staff that they know precisely where each of our student's academic progression is and how to extend them.

Being an early adopter of synthetic phonics and decodable readers as our key reading strategies, we were pleased to see the official Australian Curriculum follow in our footsteps, as we have known for years that this approach works.

Our community communication culture towards staff of Manners Before Matters continues to be embedded, and when coupled to classroom management techniques, ensured staff are supported and the learning environment is not disrupted so that students can learn without distraction. This also enables parents to know that their children are safe at Sattler Christian College.

Our deep hope is that we continue to see lives changed at Sattler Christian College that causes generational blessings on our current and future families as we together seek to change lives in all that we do, at all times, for the glory of Jesus Christ.

I am pleased to share some of our 2022 highlights with you and commend to you our Annual Report on behalf of the Sattler Christian School community.

Blessings,

Michael Tooler
Principal Sattler Christian College

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Staffing Information

All teachers have a minimum of four years training and are registered with the NT Teacher Registration Board.

2022 Staffing Profile	FTE	Qualifications (Teachers)/Role (Non-Teaching Staff)
Teaching Staff		
Michael Tooler (Principal)	1	Graduate Certificate in Management (Education), Bachelor of Laws, Bachelor of Arts and Graduate Diploma of Education
Karina Fishlock	1	Bachelor of Music, Bachelor of Arts and Graduate Diploma of Education
Beverley Garside	0.4	Bachelor of Arts with Hons in Textile Design and Post Graduate Certificate in Education
Cassandra Reed	0.2	Bachelor of Music, Bachelor of Education and Master Clinical Audiology
Rebecca Cholmondeley	1	Bachelor of Education
Jacqui Durrheim	1	Bachelor of Education
Bronwyn Fahey	1	Bachelor of Education, Graduate Certificate in Teaching of English to Speakers of Other Languages and Graduate Certificate in Education Leadership
Ruby Gulab	1	Bachelor of Primary Education, Master of English, Master of Economics and Master of History
Danielle Jessup	1	Bachelor of Natural Resource Management and Graduate Diploma in Secondary Education
Madia Schatz	1	Bachelor of Education and Diploma of Teaching
Mark Twine	1	Bachelor of Education and Bachelor of Arts with Hons in Psychology
Deborah Unwin	1	Bachelor of Primary Education
Sarah Gordon	1	Bachelor of Teaching Early Childhood
Lyka Zarate	1	Bachelor of Accounting and Graduate Diploma in Education
Non-teaching Staff		
Laura Bortolli	1	Reception and Enrolment Officer
Stephen Durrheim	0.8	Teacher Aide
Anita Jones	1	Teacher Aide
Jessica Nowland	0.65	Teacher Aide
Odette Thurber	1	Teacher Aide
Mary Vaatstra	0.5	Teacher Aide
Early Learning Centre Staff		
Leta Buckley	0.8	Educator
Leticia De Guzman	0.8	Teacher Aide
Nicole Goosen	0.8	Educator
Joanne Wright	0.8	Director of ELC
Katherine Bayas	1	Educator

Staffing Summary Excluding ELC	Total
Total School Staff	20
Full-time Equivalent Total School Staff	17.55
Teaching Staff	14
Full-time Equivalent Teaching Staff	12.6
% Indigenous	0%
Non-teaching Staff	6
Full-time Equivalent Non-teaching Staff	4.95
% Indigenous	0%

Teacher Qualifications Summary (excluding ELC)	Total	%
Teachers with Post Graduate Qualifications	8	57
Teachers with Bachelor Degree or Equivalent	14	100
Teachers with Other Qualifications	9	64
(NB: Totals can extend beyond 100% as some teachers have more than one qualification)		



Highlights of the School Year



We were excited to start the year with Transition's first day at school in a COVID safe manner, with just those parents of Transition students onsite in a COVID safe space. We were so grateful to get close to normalizing a tradition that had been subject to great social dislocation with COVID measures imposed. Smiling faces of the kids and parents made all the effort well worthwhile.

We revitalised our aquaponics area with students growing vegetables and cultivating fish. Students learnt how the process can be used to develop and harvest food and reduce waste byproducts.

We undertook many school culture shaping activities with a staff v students volleyball match and a middle school student and staff community building retreat at Riyala camp grounds.

Team building activities and group work activities were run on the day to connect our new students with existing students well as the school continues to see year on year sustained enrolment growth.



Mother's Day and Father's Day breakfasts hosted out of our new Food Technology building were well attended and we always enjoy the special times we can come together on the lawns as an intergenerational community.



Our Carnivals also were well enjoyed Athletics, Cross Country and Swimming. We love having parent volunteers at these events as on camps as they are highly crucial to effective days being facilitated and enjoyed by all. Our students were then able to further their participation at regional level representative events.





Our primary school and secondary school camping experiences extended to both local venues, onshore and offshore adventures and further afield in the Northern Territory. A great time were experienced by our students as we ready for interstate trips recommencing post Covid in 2023.

Primary and Secondary departments instigated Chapel services as a part of our school's pastoral care programs, adding a rotation to the scheduled assemblies and our daily pastoral care group lessons.



As a part of our inclusive practices we experienced wheel chair basketball for sport to recognize the skill of the athletes that excel in the sport and learn the basic skills required to start out in the sport.

Being a rural school, our community adores wildlife, which as the campus continues to expand we seek to further incorporate this into our practices alongside conservation which is deeply ingrained in our partnership with the Territory Wildlife Park.



Parents and Community

We reinstituted an annual parents survey, to compliment the School Council and Open School Council Forums, in addition to one to one meetings with the principal to seek feedback for our continuous improvement cycle and feed into as one data source into our Annual Action Plans. The following responses were provided to questions asked in the 2022 Parents Survey:

- Parental understanding of the Biblical basis and Christian vision of the school.
 - 87% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- The School encourages the development of faith in its students.
 - 100% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- Teachers in this school are excellent Christian role models.
 - 73% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- This school strives for high achievement in all that it does.
 - 67% Agree or Strongly Agree.
 - 7% Disagree or Strongly Disagree.
- My child/ren's learning needs are being met at this school.
 - 73% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- I know how to support my child/ren's learning and development.
 - 73% Agree or Strongly Agree.
 - 7% Disagree or Strongly Disagree.
- My child/ren is making good progress at this school.
 - 73% Agree or Strongly Agree.
 - 7% Disagree or Strongly Disagree.
- Christian perspectives are strongly embedded in the curriculum.
 - 93% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- My child feels safe at this school.
 - 87% Agree or Strongly Agree.
 - 7% Disagree or Strongly Disagree.

- I can talk to my child/ren's teachers about my concerns.
 - 80% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- My child/ren like/s being at this school.
 - 93% Agree or Strongly Agree.
 - 7% Disagree or Strongly Disagree.
- I support the school's Christian vision and values.
 - 100% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- I feel that my personal beliefs and values are well aligned with those of the school.
 - 87% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- I support the school's approach to teaching and learning.
 - 93% Agree or Strongly Agree.
 - 7% Disagree or Strongly Disagree.
- I highly recommend this school to others.
 - 87% Agree or Strongly Agree.
 - 0% Disagree or Strongly Disagree.
- I have high confidence in the teaching staff at this school.
 - 73% Agree or Strongly Agree.
 - 13% Disagree or Strongly Disagree.



Facilities

The general condition of School buildings and facilities is improved with all identified WHS requests actions and upgrades undertaken as needed. The oldest buildings are 27 years old, and are of solid construction and sensible design for the Northern Territory, with wide verandahs.

In 2022 the following facility projects occurred:

- Covered walkways constructed between our Library Block and Middle School classrooms.
- Administration Block staffroom was reconfigured and refurbished to cater to increased staffing levels.
- Undercover sitting area with shade sails and decking for Middle School students.
- Undercover shelter for 30 new rows of Middle School student lockers.
- Primary School and Middle School classrooms renovated and reconfigured with new joinery and cabinetry to maximise available learning spaces.
- Library Block renovated and reconfigured to maximise available learning spaces.
- Withdrawal spaces, offices and teacher resource room renovated and reconfigured to maximise available learning spaces.



Critical Incidents

There were no critical incidents in 2021 at Sattler Christian College.

School Self-Assessment

Each year, the School undertakes a cyclic review of its six aspects of school health and functioning using a School Improvement and Renewal Framework (SIRF). The six areas are:

- Christian Identity (Faith Matters)
- Care and Wellbeing (People Matter)
- Schools & Programs (Learning Matters)
- Governance & Leadership (Leadership Matters)
- Community & Culture (Relationships Matter)
- Finance & Resources (Stewardship Matters).

The community, staff and parents together, are involved in a process of collecting information reflecting on the life and direction of the College, and formulating goals for the future in-line with the vision of the College. Discussion of feedback and suggestions happen in a number of forums, including staff meetings, school council meetings, and open council meetings. Resulting from this community engagement review processes our 2022 Annual Action Plan had the following focuses.

(Faith Matters) At Sattler, we will aim to strengthen:

- the embedding of Christian character throughout interactions in our school community.
- our service as Christ's representatives within Sattler Christian College and more widely with increased engagement with outside churches and community organisations.
- our staff and community culture of grace.

(People Matter) At Sattler, we will aim to strengthen:

- our care for one another by developing a culture that places high importance on staff being valued, actively engaged and professionally developed.
- our pastoral care and wellbeing practices.
- wider community connections in the pastoral care and wellbeing realm.
- our pastoral care and intervention culture.

(Learning Matters) At Sattler, we will aim to strengthen:

- our culture of continual improvement.
- clarity of the teaching, learning and reporting cycle.
- our teaching, learning and reporting cycle through enhanced planning practices and analytical feedback of data gathered.
- the learning experiences for students with additional needs.
- the culture of curious, creative and reflective practitioners.

(Leadership Matters) At Sattler, we will aim to strengthen:

- the culture of life-long learning for staff and students.
- our commitment to, service in and participation surrounding NT Christian Schools, Christian Education National, CEN Connect, private and public schools.

(Relationships Matter) At Sattler, we will aim to strengthen:

- the culture of feedback to families to create discussion touch points for collaboration.

(Stewardship Matters) At Sattler, we will aim to strengthen:

- individual budgetary parameters and operational lines of communication, responsibility and accountability.
- current facilities and maintenance management and project communication, timelines and workflow.
- current HR management and project communication, timelines and workflow.

NT CHRISTIAN SCHOOLS STRATEGIC FRAMEWORK



We believe the Gospel informs, impacts and ultimately permeates the spirit and culture of our organisation. Our Christian identity is not merely theoretical; it is intensely practical. Our hope is to allow the Gospel to guide all our personal and organisational decision making and actions.

All people are made in the image of God. Therefore, we have a responsibility for the personal wellbeing and safety of all people with whom we have contact, particularly for those who God places in our care. We also believe that people have a responsibility to care for themselves and each other.

Our organisation exists to provide Christian education, training and care through schools and other programs. We seek to do this in ways that value and strengthen our distinctive partnerships with parents and communities and honours their ultimate responsibility for their children. This is our mandate.

Strong and responsive governance structures and Godly leaders provide our organisation with the capacity to effectively and efficiently fulfil its mandate. We recognise that God calls people into strategic and operational leadership roles for a season. We have a responsibility to train, equip, mentor and support our leaders.

God created us to live and work in community. We therefore have a responsibility not to act in isolation, to look for opportunities to work cooperatively, to enhance our understanding and appreciation of others, to value others' strengths and perspectives and to look not only to our own interest but also to the interests of others in the building of the Kingdom. The culture of our organisation is the expression and outworking of our understanding of who we are in community with others.

Regardless of the immediate source, we acknowledge that all our material resources are a part of God's generous provision to us. We therefore have a responsibility to be wise stewards of these resources. This understanding influences all decisions relating to finance, development and use of facilities and management of resources.