

Radiant Life College School Annual Report 2021

(Based on 2020 data)



College Profile

Radiant Life College is an established independent non-denominational Christian College located in the township of Innisfail in Far North Queensland. The mission of the College is to provide educational opportunities to Indigenous and disengaged students.

Radiant Life College welcomes enrolments from First Nations and non-Indigenous students alike, however it is anticipated that the educational philosophy of Radiant Life College will continue to attract a predominately First Nations student population.

At Radiant Life College our vision, mission and values is to provide a holistic and integrated approach to education and other related activities where the aim is to educate and train the whole person by integrating intellectual, spiritual, emotional, physical and social aspects of education and training from a Biblical and First Nations perspective.

In line with the Alice Springs (Mparntwe) Education Declaration DECEMBER 2019 RLC aims to:

1. Provide access to a safe learning environment with high quality education necessary to enable the completion of school education from Prep to Year 7
2. Implement the Australian Curriculum, especially focusing on embedding Aboriginal and Torres Strait Islander perspectives
3. Ensuring RLC students can embrace their cultures, languages and identities and see themselves and their cultures reflected in the curriculum
4. Encourage family participation and engagement with their children's education
5. Ensure alignment between curriculum, teaching, learning, assessment & reporting
6. Have high expectations of students and provide them with opportunities to reach their full potential
7. Tailoring our program to meet the needs of individuals and providing the necessary support to those students identified as 'at risk'

The College firmly believes in strengthening involvement of families and local First Nations Elders in developing cultural connection as well as promoting engagement of the broader community in creating harmonious relationships and co-existence of First Nation Peoples and non-Indigenous people alike.

Radiant Life College is not alone in its passion to preserve our First Nations Peoples cultures.

In 2008, a recommendation by the Australian Human Rights Commission, that Australia ratify UNESCO's 2003 Convention for the Safeguarding of Intangible Cultural Heritage; stated:

"Maintaining Australia's cultural heritage, in all its many forms, has both a human capital and an economic capital dividend. Respecting, nurturing and supporting intangible cultural heritage has clear social benefits as well as health benefits."



SCHOOL SECTOR	Independent, Non-Denominational, Christian College
YEAR LEVELS OFFERED	Preparatory to Year 7
CO-EDUCATIONAL OR SINGLE SEX	Co-Educational
SCHOOL'S ADDRESS	1 RILEY STREET, SOUTH INNISFAIL, QLD, 4860
PHONE	(07) 40 617 022
EMAIL	principal@radiantlife.qld.edu.au
SCHOOL WEBSITE WWW.	radiantlife.qld.edu.au

Characteristics of the student body

STUDENT ENROLEMENTS

Table 1: Student enrolments

TOTAL ENROLMENTS	INDIGENOUS	FEMALE	MALE
91	89	42	49

* Student counts include headcount of all full- and part-time students at the school.

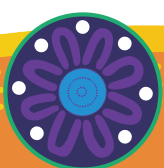
* Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Average class sizes

Table 2: Average class size information for each phase of schooling

YEAR LEVELS	2020
Prep - Year 3	21
Year 4 - Year 7	24

* Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.



Social Climate

Parent, Teacher and Student Satisfaction with the School

In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

However student satisfaction is indicated by a commitment to regular school attendance and their willing participation in additional activities offered within and through the school.

Teacher satisfaction is evident in the stability of staff and a willingness to actively contribute to the development of curriculum, strategies and programmes to meet student needs. Staffs readily support a wide range of learning and extra curricular activities.

Management of non-attendance is managed by the school

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A letter or phone call is made to the parent/guardians of those students who are regularly absent from school. If the parent or guardian is not contactable by phone School Indigenous Liaison will visit the home ensuring appropriate supports are offered to address student's absentee.

Workforce Composition

Staff composition, including Indigenous staff.

WORKFORCE COMPOSITION	TEACHING STAFF	NON-TEACHING STAFF
Headcounts	6	16
Full-Time Equivalents	6	10
Indigenous	1	14

* Teaching staff includes school leaders.

* Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

* FTE = full-time equivalent



Staff Profile

Teacher standards and qualifications

The Teacher registration eligibility requirements: Policy (p.1) states: To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the Australian Professional Standards for Teachers (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the Education (Queensland College of Teachers) Regulation 2005 (the Regulation).

The qualifications required for teacher registration are successful completion of either -

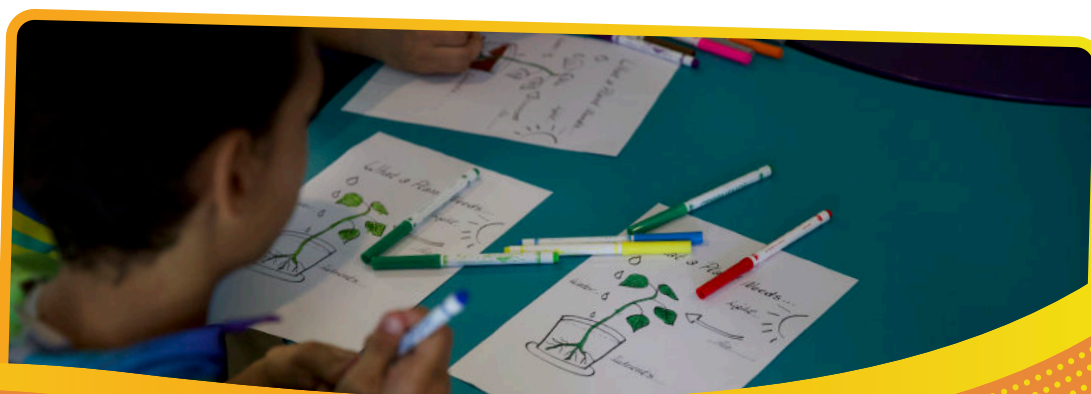
- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b)
These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Table 4: Teaching staff qualifications for this school

HIGHEST LEVEL OF ATTAINMENT	NUMBER OF TEACHING STAFF (INCLUDES SCHOOL LEADERS)
Doctorate	
Masters	1
Post Graduate Diploma/Certificate	2
Bachelor Degree	7



School Funding Information

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the My School website.

How to access our income details

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on Finances and select the appropriate year to view school financial information.



Student performance

Student attendance

Tables 5–7 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in most Non-State Schools and Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 5: Overall student attendance at this school

Overall student attendance rate for whole the school as a percentage in 2020	94%
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* The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

* Full-time students only.

Table 6: Overall Indigenous student attendance at this school

Overall Indigenous student attendance rate for whole the school as a percentage in 2020	93%
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* Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

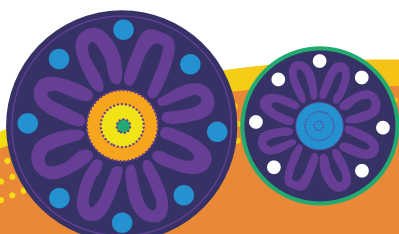


Table 7: Student attendance rates for each year level at this school

Prep attendance rate	94%	Year 4 attendance rate	96%
Year 1 attendance rate	93%	Year 5 attendance rate	93%
Year 2 attendance rate	92%	Year 6 attendance rate	95%
Year 3 attendance rate	91%	Year 7 attendance rate	93%

* The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

* Full-time students only.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

How to access our NAPLAN results

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector ▼
School type ▼
State ▼
🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

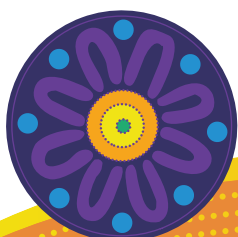


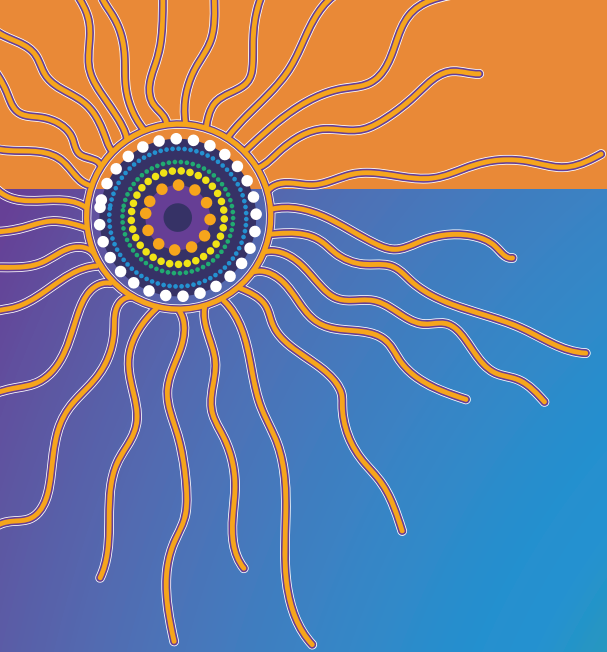
4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.





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Radiant Life College wish to acknowledge the custodians of this land, the Ma:Mu (Innisfail region) people of the Ma:Mu nation and their Elders past, present and future.

Radiant Life College acknowledges and respects their continuing culture and the contribution they make to the life of this township and this region.

