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Re-structure
During 2010 the school worked through the re-structure of the leadership team and the allocation of leadership roles. Most of the senior job descriptions were reviewed and re-written to ensure that duties and expectations are identified and accountability is included. While we are still in the process of bedding down some of these changes we are thankful for the co-operation of all staff in this difficult process. We are pleased to report that in their management letter, attached to the 2010 Audit Report our Auditors, who were re-appointed, commented favourably on the improvement of our financial position and the improved management and reporting structures at Tyndale.

Refalo Property and Wallaby Close cul-de-sac
For some time we have striven to sell the “Refalo” property adjoining to the school, in order to make a substantial repayment of our indebtedness to the Bank. About 2 years ago the Association approved a selling price of $800,000. As reported at the 2010 EGM, all five residential blocks have been sold for a total of $1.3 million. Settlement is expected to take place in the very near future. The Wallaby Close cul-de-sac is now complete, giving us a new side entrance to the property, and concluding an obligation dating back many years.

New Library and Hospitality Building
Our new library and the Hospitality Trade Training Centre have fast become the focal centre for Tyndale and are the delight of staff, students and parents. The library team is excited about this long prayed-for resource centre, and teachers and students are making excellent use of the multiple meeting places. The old library building now provides a very congenial environment for staff rooms and work stations. The expanded Hospitality Program has already added a very enjoyable, as well as professional, aspect to both participants of the course and the wider school community and has attracted students from Toongabbie Christian School. The new facilities provide state of the art commercial kitchens and equipment to the envy of many training colleges. It has been encouraging to see how God has led the Federal Government to provide most of the funding for these projects under the Building Education Revolution Programme. Our challenge now is to ensure that these and all other resources the Lord has given us are used to train our students to develop and use their God-given talents to the full for service in God’s Kingdom. For most of the year access to other areas has been restricted, and industrial noises from up to 3 building sites were a challenge to the learning process. The Property Committee has obviously been very busy with these projects as well as a number of working bees. We thank the staff and students for the exemplary manner in which they conducted themselves and carried out their duties during the year.

Vision and Mission Statement
The School Association has recently confirmed the Vision and Mission Statement of Tyndale, the Board has decided to promote the conscious pursuit of this Vision in all areas of the School. The Board has also reviewed the Strategic Directions for the next 5 years. The Board seeks to increase the commitment to the distinctive characteristics of Tyndale and to have a sustainable school in which a Biblical World and Life view guides us in all areas of the School and becomes the conviction of all students attending Tyndale. We also aim to be able to provide affordable quality Christian education for all Christian families who share our Vision and Core Values. A Vision Implementation Policy (VIP) has been introduced which requires all policies and proposals to quote the Vision of the Association, to describe clearly the proposed policy or proposal and to provide a rationale reconciling the proposal to the Vision and Mission Statement. Where an existing policy is to be varied, a proposal will include the rationale for abolishing or changing these policies or practices. A laminated copy of the Vision Statement is now displayed in all classrooms, meeting rooms and public areas and Staff has been asked to refer to and discuss the Vision and Mission Statement with pupils and in the staffroom whenever appropriate.
Report from the Chairman of the Board

Staffing
The Board again expresses its appreciation for the Staff who have had a difficult and at times stressful year. They not only experienced the effects and adjustments due to the re-structure and new job-descriptions, budget restraints were still the order of the day, and throughout the year they were affected by the disturbance of three building projects. Sometimes simultaneous! To assist staff we appointed a School Counsellor, Mrs Suzanne Hughes, to assist students as they deal with sometimes serious personal and relationship problems. This task has in the past been shared by the teaching staff at a cost of many hours of private time, both during and after school hours.

Enrolments
Enrolments this year were on budget and according to early indications we expect increased enrolments for 2011. Prep now consists of a 2-day and a 3-day class. Both classes are reaching full capacity. Prep has now been recognised as an entry point for Tyndale and parents are interviewed accordingly to ensure that they meet enrolment criteria and to ensure that we serve the members of the Association well.

Education
Edcom (the Education Committee) has worked long hours on a revision of the Motivation and Reward Policy which re-enforces the concept that we learn and live to serve the Lord as a response to His love and care for us in Christ. External rewards and prizes for possessing gifts are not appropriate teaching aids in a Christian Society where we should be encouraged to do the best for God because of who He is. Acknowledging God’s blessings in our lives gives Him glory.

The Board of Studies continues to present schools with new challenges and regulations, such as the MY School reporting data base on the internet and the NAPLAN Tests, increasing the work-load of teaching staff. In summary we praise God for His many blessings and provisions. We have been reminded time and again that our God reigns and that His Mercy endures forever. We therefore look forward with confidence to a new School year Anno Domini 2011, a year of and with the Lord.

Keith Dickson
Chairman of the Board
Perspective - Gratitude
Gratitude is an appropriate response for those involved in the life of Tyndale Christian School. As a school community we are grateful to God for his provision in many areas in the school year of 2010.

Prep School
The Prep school numbers continue to grow, and Prep School has proved to be a very positive endeavour since its inception in 2008. We now have a three day program and a two day program operating.

Property
Under the capable leadership of Mr Adam Scotney (Head of Middle School and Property Manager), we had two major building projects underway. Firstly, as part of the Federal Government’s BER funding the new school library is expected to be ready for occupancy Term 1, 2011, while the new Trade Training Centre commercial kitchen should be ready at the commencement of Week 2, Term 1, 2011.

Student Formation
Preparing students to become responsive disciples of Jesus Christ is an important focus for the school and is addressed in a multitude of ways – from devotional times with students during roll-call, morning assemblies, pastoral care lessons, in the context of camps and through regular classroom interactions. Significant work has been done by group of staff on a policy for implementing a Student Leadership Council in 2011.

External Exams
Graphs and tables of results from the 2009 NAPLAN (National Assessment Program Literacy and Numeracy, together with results from the 2009 School and Higher School Certificate has been uploaded onto the school’s web-site.

Parents in Partnership and Parental Responsibility
One of the critical questions that we seek to address at Tyndale is: “Who is responsible for the education of children?” Others in the wider community might suggest that it is the government’s responsibility to ensure that every child receives an education, and while we respect those who hold this perspective and appreciate the government’s support for our school, this is not our viewpoint. If this was a school that belonged to a church we might be inclined to suggest that it was the responsibility of the particular church and the teachers they employ to educate children. This is not the perspective of Tyndale either.

This school acknowledges the responsibility of parents in the education of their children.
It is to parents, therefore, that God has given the responsibility of ensuring that this school maintains its ethos as a Christian school, a responsibility that is exercised in partnership with teachers and other Tyndale staff. This responsibility is realized in a myriad of ways – in the day to day of listening to reading, assisting with camps or excursions, assisting at working bees, encouraging children with their homework and the wearing of uniform and so on.
In terms of giving the school its direction, parents can fulfil their responsibilities by joining the school association, serving on committees, attending association meetings and even standing for election for the school board.

What is the role of the teacher then, if parents are doing all this? The responsibility of the teacher is to partner with parents in this process – to guide and teach children in curriculum areas in which a parents may not have expertise, e.g. helping students to see that Mathematics and Science have an incredible beauty, consistency and dependability because God has made the universe in that way, or helping students to see the beauty of language and appreciate the wonderful ways it can be used to praise God and bless other people or helping students to see the beauty of Timber, of Music, of Art, of the Sciences … etc.
Every year a very high percentage of our students achieve university entrance and a number of our former students have earned PhD’s in areas such as Science and Law. We are equally proud of former students who are seeking to serve God in non-academic pathways. Tyndale is a school that takes very seriously its responsibilities to ensure that it is academically rigorous – but academics are not our sole concern:

The School’s Vision statement reads –

“To see parents and children experience the benefits of Bible-based, Christ-centred, Parent-controlled education in order that they might be prepared and equipped for a life of service as disciples of Jesus Christ”.

The parents who started Tyndale over 40 years ago had high aspirations for their children and their school – they wanted their children to be taught in an environment that honoured Jesus Christ, an environment that equipped children with academic, social and relational skills, with spiritual insight and with a love for God and humanity – children who would be life-long learners and life-long servants of Jesus – whether that was as retail assistants, university lecturers, corporate executives, missionaries, musicians, builders, child care workers or poets.

Academic rigour is a focus and priority right through the school but this is not at the expense of, but rather in conjunction with a celebration of all of God’s gifts including sport, music, imagination, art, craft and humour.

An underlying purpose of schooling at Tyndale is that children have a full educational experience encompassing the depth and breadth of the Creation and that through experiences lived in community with classmates and guided by dedicated teachers and other staff, they will come to love and serve the Creator and live full and joyful lives as followers of the Son.

In Colossians 3 we read “Whatever you do, work at it with all your heart, as working for the Lord, not for human masters ... It is the Lord Christ you are serving”.

Jack Joyce
Principal
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Junior School

2010 was a great year in Junior School. Junior School classes were named after classic artists, and the classes enjoyed learning about the works, skills, techniques and life of ‘their’ artist. They of course also spent much time learning about God and His world, about literacy and numeracy and about so many other aspects of life. Junior School students enjoyed working hard and working together in community.

We welcomed a healthy number of new students across Junior School including our enthusiastic new Prep and Kindergarten classes. The Prep program has been so successful that in 2010 it commenced a 3 Day program (Monday to Wednesday) and a 2 Day program (Thursday and Friday). All new students settled in well to Tyndale, enjoying their new friends and the Tyndale school environment.

In 2010 we welcomed two new teachers to our Junior School teaching team, Mrs Nicole Winter and Mr Paul Shoemark. We also welcomed Mrs Lisa Gillard as a part time Teachers Aide in Prep. These staff have been fabulous additions to our dedicated staff in Junior School.

A highlight of the Junior School year was our Clubs. In 2010 the Junior School students had the opportunity to be involved in a lunch time Club. The Clubs in 2010 were: Singsters, Jump Rope for Heart (Skipping), Story Time, Gymnastics, Gymnastics, Water Colour Painting, Walking, Boom Whackers and Bells, Digital Photography and Editing, No Bake Cooking, Kindy Club, Beginners Guitar, Lego, Sketching, Green Group (Gardening) and Chess. Junior School students had fun learning new skills, meeting new friends and participating in Clubs!

In 2010 Junior School were involved in two Fusion events, Year 2 in Blacktown and as a new event Year 3 in St Marys. Fusion Australia organised Advent pageants in many of the local shopping centres across the country to bring the hope of the real meaning of Christmas to local communities. The students walked through the shopping centre in costume, singing Christmas carols and re-enacting the Christmas story. The children also participated in a small performance item. Tyndale Middle and Senior School volunteers provided activities such as face painting etc. What a wonderful way to proclaim and celebrate the birth of our Lord Jesus Christ! Junior School did a great job of collecting games to go to Thailand. The bags and bags of games were well
received by HIV families, students in a sponsorship program and children at a children’s home. They also collected enough coins during a Mufti Day to cross the width of the basketball court 5 times! Well done for your generosity Junior School families.

Our Year 5 students were involved in many exciting learning experiences throughout the year the most memorable being the camp to Fitzroy Falls. Year 5 had a fabulous time, observing Fitzroy Falls waterfall, listening to a talk about Aboriginal lifestyle and bushtucker, playing on the trampoline, playing tennis, swimming, bush walking, getting lost in the dark, toasting marshmallows on the camp fire, attempting the low ropes course, at their camp concert, on the treasure hunt, at Pioneer Village, on camp! Sadly we said goodbye to our Year 5 students after Water Fun and a Thanksgiving Service. They had been a pleasure to teach over the years and helpful to many.

Our Terrific Music Program continued with Mrs Fiander teaching many musical concepts to our K-3 and Year 5 students. Year 2 and 3 learned recorder and Year 5 learned the Ukulele. Year 5 worked hard to create their own song, which was performed at the thanks Giving Service at the end of the year. Year 4 Band continues to be a huge success, with a Year 4 students being tutored in a musical instrument each week and working towards becoming members of a school Band. We are thankful for Mrs Skinner and Mr Dokmanovic and for their hard work in this area of our school!

We were thankful for the assistance of both Mrs Janina Jackson (Drama), Mrs Sue Seckold (Prep) and Mrs Kalista Klomp (Prep) who worked in a part time capacity during 2010 and beyond. We thank them for their hard work and service. We are so blessed to have a fantastic group of dedicated, enthusiastic and talented staff working with our students.

Michelle Kennedy
Junior School Coordinator
Middle School

Middle School at Tyndale comprises Years 6, 7 & 8. It is an area of the school in which we seek to nurture and develop emerging adolescents in a way that recognises this significant developmental stage. Middle School students are located in a specially designated and specifically designed area of the school. Every student in Years 6, 7 & 8 has a home-room where they undertake many of their classes. In many cases, unlike High School, the teachers will come to the students, rather than the students moving from room to room. This home-room allows students to take ‘ownership’ of a classroom, using it as a place to store their school equipment and display their work.

Many teachers in the Middle School have the wonderful privilege of teaching a core class. This core class allows teachers and students to form relationships over a longer period of time, allowing the child’s teacher to know them better, and providing one specific teacher whom students and parents can contact when concerns arise. All Middle School classes have timetabled access to those specialist rooms in which many subjects need to be taught.

In Year 6 we celebrate every unit of work with a special day which brings together all the work we have done and thanks God for the gifts he has given to each person. This year our unit on flight culminated with launching our rockets. Our unit on sailing ended with trip to a local swimming pool where we launched our boats made from recyclables. Digger Dan Day displayed all we had learnt about the early gold fields of Australia. The blankets we knitted to send to people in need was the practical working of the work we did about refugees. We have studied the science of bridges, designed our own creations and built an entire gold mining town from little more than the early settlers did themselves. The greatest celebration we had was going to Canberra where we increased our knowledge of the Australian electoral system and took pride in exploring Parliament House and praying for our country’s leaders.

This year has prepared our Year 6 class for the rigors of the High School curriculum and they are looking forward to the new adventures and new celebrations that await them as they enter Year 7.

Year 7 is equally as eventful and exciting as Year 6. Students depart early in Term 1 for their camp to Wedderburn Camp site and enjoy many outdoor activities. This time together helps to allow all students to settle into Year 7 and consolidate friendships and get to know their teachers better. The year continued with a range of excursions and events which sought to build upon the knowledge and skill learnt in class. Medieval day was a highlight for students as part of their history studies. This days allowed students to see the way life was for people in these times and hear and see the type of clothes and weapons that were used in these times.

In Art students travelled to the NSW Art Gallery to view the Archibald exhibition and also spent time looking at other forms of art making to enhance their studies in this subject.

Students in Year 7 study Japanese as their Language other than English (LOTE). In this subject students learn about the Japanese language and culture. As part of this subject students visit and eat at a Japanese restaurant which is an experience that many have not had before. Often during the year the school also has some visiting international students from Japan who are very warmly welcomed into our Year 7 classes, especially for Japanese studies.

For Year 8 the year begins with them enjoying an exciting and luxurious beach side camp at Elanora Conference Centre, with heaps of water activities, fun in the sun and fantastic fellowship. They also showed off their Music, Art, Drama and Dance skills on MADD night and challenged and extended their knowledge within their Core Studies. Year 8 has a growing appreciation of God’s
beautiful creation, which was highlighted by their excursion to Sculpture’s by the Sea. Many
students have embraced their servant leadership skills by serving at Junior School events and
Middle School Games, Advent Pageant and with the SALT (Sound And Lighting Team). We have
also been dazzled by their outstanding musical ability and creativity in the Arts and awestruck by
many students’ ability within sporting activities. It has been a delight getting to know sixty-four
unique and dynamic students. Year 8 has been blessed with many talents and it has been
wonderful to see each individual student embrace the person that God has made them to be, and to
grow on their individual journey. It has been a joy to see Year 8 mature and develop in 2010. We
pray that each student will grow in their faith and love for Jesus as they go into Senior School.

Mr Adam Scotney
Deputy Principal
Students and Administration
Senior School

Term One opened for 2010 with the Year 11 Study Day. Students were reminded of the importance of developing a study mindset for success in senior study and were introduced to a number of study skills. The Study Day ensured a focussed beginning to the year for Year 11. Early in Term One a group of Year 12 students participated in the Compass National Youth Leadership Convention, held in Canberra each year. Also 'Meet the Teacher Evening', was held, a K-12 opportunity for parents to connect with teachers and receive information relevant to their children’s year group.

Senior School students participated in a variety of camping experiences designed to open them to new experiences and challenges, promote cohesion amongst students and allow for more meaningful interactions between students and teachers. Year 9 students camped out at Lake Tabourie, Year 10 were located on Cockatoo Island as a base for exploring the city, Year 11 travelled to Nowra and Year 12 headed off to Bourke. During Term Four this year, Year 12, 2011 also experienced Bourke in a week-long camp, in order to allow for a Study Camp the following year. The camping program was, once again, a highlight of the year for many students.

Term Two saw Half-Yearly Examinations for Years 10, 11 and 12, as well as NAPLAN tests for Year 9 students. The Senior School held two parent/student occasions early in Term Two - Year 12 Parent/Teacher/Student Conferences and the Introduction to HSC Study Evening for Year 10 families. Meanwhile, teachers supplemented lessons with a variety of excursions and special events, including Year 12 Study Days and workshops, site visits, weekend camps and visiting speakers. During Terms One and Two, sporting competitions had a high profile in the Senior School, with students involved in Swimming Carnivals, CSSA Gala Days, other inter school competitions and the School Athletics Carnival.

In Terms Two and Three Creative and Performing Arts students were hard at work, with the annual Band Camp, the Yamaha Music Festival, ‘Engage’, the Senior Creative Arts Evening and ‘Converge’, an evening for Year 12 students to display Major Works. Term Three also contained examinations, as well as English and Mathematics Competitions, Half-Yearly Reports and Parent/Teacher interviews for Years K – 11 students. Careers lessons for Years 9 and 10 were timetabled into Terms Three and Four, in order to prepare this age group for the decisions ahead. Year 12 entertained the whole school in their final assembly and a lovely evening was held at L’Acqua in Cockle Bay to farewell this year group.

HSC and SC Examinations were held in the adjoining Serbian church auditorium, due to the building program on the school site. Yearly Reports dominated the final weeks of school, along with the Year 10 ‘Foundations’ course, which was held over the last two weeks of the school year, before Year 10’s Farewell assembly and dinner. The Foundations course involved Year 10 students in Life Education courses, such as Driver Training and First Aid, the BOS ‘All My Own Work’ program, interest groups in English and HSIE areas, community service opportunities with Samaritan’s Purse and Year 10 led activities for Years 3-5 students. This fortnight proved a valuable time, which was well-attended and enthusiastically embraced by both students and staff.
The Senior School 2010 year was once again a productive year in which students and staff were engaged in the exciting, challenging task of learning more of God’s purposes, serving him and celebrating his goodness and grace.

Mrs Jill Spence
Deputy Principal
Teaching and Learning
Support Department

The Support Staff has continued to work diligently and faithfully throughout the school, for the glory of God and the benefit of the entire school community.

Integration funding for students with fundable disabilities and literacy and numeracy funding provided teaching aides who worked throughout the school in a variety of ways. Sometimes the work was unseen, because the support was for the teacher, in ways such as modification of texts, finding resources, creating social stories for camps or other outings and transitions within the school. Assistance was also given to students, especially in small groups, throughout the school. The aim was to improve the relevant skills of students to the point where they could cope comfortably in the classroom. Support Staff have therefore worked with students to develop their gifts and abilities and to empower them to work independently. Some small groups were withdrawn in Years 9 & 10 for a term or a unit from English or HSIE and a group of Yr 10 Mathematics 5.1 students was withdrawn in Maths lessons in Term 4 to better prepare for General Maths in Yr 11. Years 11 & 12 have received assistance during study lessons.

Homework Club has continued to run 4 lunchtimes and 5 afternoons after school. It is very beneficial to those struggling to complete their work, or for those who do not have the Internet at home.

Staff development has also been a part of our work, both in inservicing and in consulting with staff. In addition there has been liaison with outside agencies to obtain help for students, develop expectations for students, prepare submissions for integration funding for students, update IEPs for students, and arrange developmental testing for students. Pre-enrolment assessment has been carried out which has been very worthwhile in assessing all students before they begin their schooling at Tyndale. It has enabled us to sum up the skills of each student, and make recommendations for placement at the correct level in Mathematics.

Our school has indeed been blessed to have such a diverse group of teachers and teaching assistants, all trained in Special Education, working together to support both staff and students for the glory of God.

Anne Weekley
Learning Support Coordinator
Junior School

Years 3 and 5 – National Assessment Program – Literacy and Numeracy (NAPLAN)

In 2010, 50 Year 3 students participated in the National Assessment program – Literacy and Numeracy (NAPLAN). The results of these tests are reported in Bands, from Band 6 (the highest level of attainment) to Band 1 (the lowest level of attainment where students are below the national minimum standard).

These results showed that 98% of Year 3 students achieved at or above the national minimum standard in Numeracy and Spelling, 96% achieved at or above the National Minimum Standard in Writing and 94% achieved at or above the national minimum standard in Reading and Grammar and Punctuation.

Good numbers of students performing in Band 6 in Spelling (30% of students) and Grammar and Punctuation (34% of students) reflect the sound teaching practices in Junior School. Overall Year 3 performances were consistent with 2009 results across all areas.

In Year 5, 43 students participated in the NAPLAN tests, with results being reported from Band 8 (the highest level of attainment) to Band 3 (the lowest level of attainment). These results showed that 96% of Year 5 students achieved at or above the national minimum standard in Writing and Spelling, 93% achieved at or above the National Minimum Standard in Grammar, Punctuation and Numeracy and 91% achieved at or above the national minimum standard in Reading. Year 5 (Boys) were 40 scale scores above the State average in Grammar and Punctuation, while our LBOTE students’ performances in Reading and Grammar and Punctuation were particularly impressive.

Table 1: Percentages above benchmark

<table>
<thead>
<tr>
<th>2010 Test</th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students achieving the benchmark (above Band 1)</td>
<td></td>
<td>Percentage of students achieving the benchmark (above Band 3)</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td></td>
<td>96%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96%</td>
<td>94%</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Middle and Senior Schools

Years 7 and 9 – National Assessment Program – Literacy and Numeracy (NAPLAN)

In 2010 51 Year 7 students’ NAPLAN results were reported in Bands, from Band 9 (the highest level of attainment) to Band 4 (the lowest level of attainment where students are below the national minimum standard). Strong results, particularly in Reading and Spelling reflect sound and systematic skills teaching. In Numeracy 24% of Year 7 students earned Band 9, compared to the State average of 15%. Performance in Writing was a little below expectations, and indicates a need to better prepare students for the test situation.

In 2010 70 Year 9 students’ NAPLAN results were reported in Bands, from Band 10 (the highest level of attainment) to Band 5 (the lowest level of attainment where students are below the national minimum standard). In most areas Year 9 students performed at or above State mean. In Spelling 9 students earned Band 10, significantly above the State performance.

Table 2: Percentages above benchmark

<table>
<thead>
<tr>
<th>2010 Test</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students achieving the benchmark (above Band 4)</td>
<td>Percentage of students achieving the benchmark (above Band 5)</td>
</tr>
<tr>
<td>Reading</td>
<td>School 100%</td>
<td>State 96%</td>
</tr>
<tr>
<td>Writing</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96%</td>
<td>97%</td>
</tr>
</tbody>
</table>

NAPLAN results across Years 3, 5, 7 and 9 reflect strong teaching practices, where Literacy and Numeracy skills are part of systematic, integrated learning experiences. Particularly given the school’s large Language Background Other than English (LBOTE) cohort, the NAPLAN performance meets and in some cases exceeds expectations.
Year 10 – School Certificate

In the School Certificate Tests, 56 students sat for the NSW School Certificate Tests in English Literacy, Mathematics, Science, Australian Geography, Civics and Citizenship, Australian History and Computing Skills. The cohort performed at or above State mean in every subject.

Table 3: School Certificate Test School and State Means

<table>
<thead>
<tr>
<th>2010 Course</th>
<th>School Mean</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – literacy</td>
<td>76.87</td>
<td>76.87</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76.49</td>
<td>72.10</td>
</tr>
<tr>
<td>Science</td>
<td>79.55</td>
<td>76.67</td>
</tr>
<tr>
<td>Australian History</td>
<td>72.40</td>
<td>70.16</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>75.76</td>
<td>72.38</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>79.95</td>
<td>79.44</td>
</tr>
</tbody>
</table>
Student Outcomes in Statewide Tests and Examinations

Year 12 – Higher School Certificate

In 2010, 54 students sat for the HSC Examinations in 27 different courses. There were a number of outstanding results, for both individual students and in subject areas. The Music 1 mean performance was 6 marks above the State mean result, the Extension 2 English mean performance was 5 marks above the State mean, and in both Drama and Ancient History the mean performance was 10 marks above the State mean. Individual students performed creditably, with 20 Band 6 results (the highest performance Band) across 11 subjects. One student featured in the State Honor Roll, achieving the highest band in 6 courses, and an ATAR result of 99:25.

Table 4: 2010 Subjects - Band 6 and 5 results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 6</th>
<th>Band 5</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>-</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Business Studies</td>
<td>-</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>English Advanced</td>
<td>4</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>English Ext 2</td>
<td>3 (E4)</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Food Technology</td>
<td>-</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>-</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>2</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Ext 1</td>
<td>1(E4)</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Modern History</td>
<td>-</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Music 1</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>PDHPE</td>
<td>-</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>-</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>1</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Hospitality Exam</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Armenian Continuers</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Retail Services Exam</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
An analysis was undertaken of the school’s HSC results by an external consultant (Barr Analysis) in order to determine how students performed in particular subjects in relation to their overall performance. Such an analysis enables the school to identify whether particular classes have performed according to expectations. Senior School staff are committed to ensuring that students achieve results commensurate with their ability, and KLA Coordinators work with staff to maximise student performance.

Teachers are committed to ensuring that students are enabled to perform to their ability academically, not only because of the importance of student results in accessing further study options but also because of the understanding that students should use their gifts to the utmost, in order to prepare themselves for a life of service to God and others.

Performance in the HSC, when examined in gender terms, continues to reflect the continuing trend at Tyndale Christian School, and State wide, that girls achieve more highly academically than boys. This is an area of concern that the school is addressing through a range of measures in consultation with the Education Committee.

Table 5: Gender ATAR Results

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Average</td>
<td>58.3</td>
</tr>
<tr>
<td>Females Average</td>
<td>67.6</td>
</tr>
<tr>
<td>Males Average</td>
<td>44.9</td>
</tr>
<tr>
<td>NSW Average</td>
<td>66.0</td>
</tr>
</tbody>
</table>
Professional Learning

Staff at the school attend two compulsory weeks of staff development time (student free) to work in faculty and stage areas to develop curriculum, undertake training and work in a collegial manner to ensure the delivery of high quality education to students.

In addition to these two weeks, the following professional learning activities have been undertaken by staff.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Provider of course</th>
<th>Date</th>
<th>Number of Staff attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Up to Speed – Teaching Stage 6 PDHPE</td>
<td>AIS</td>
<td>1 March</td>
<td>1</td>
</tr>
<tr>
<td>Studies of Religion Focus Conference 2010</td>
<td>Affinity Organisation</td>
<td>5 March</td>
<td>1</td>
</tr>
<tr>
<td>Wetland Ecology Workshop</td>
<td>Education Unit Sydney Olympic Park</td>
<td>5 March</td>
<td>1</td>
</tr>
<tr>
<td>Human Impacts and Management Teachers Development Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet the Music</td>
<td>Australia Music Centre</td>
<td>6 March</td>
<td>1</td>
</tr>
<tr>
<td>Imaginative Writing in Extension I</td>
<td>AIS</td>
<td>9 March</td>
<td>1</td>
</tr>
<tr>
<td>Working with African Families</td>
<td>Family Working Training and Development Program</td>
<td>17 March</td>
<td>2</td>
</tr>
<tr>
<td>Education Knowledge Network</td>
<td>UWS</td>
<td>17 March</td>
<td>2</td>
</tr>
<tr>
<td>Preparing to teach 2 unit Math HSC Course</td>
<td>TTA</td>
<td>19 March</td>
<td>1</td>
</tr>
<tr>
<td>Preparing to teach Extension 1 Maths</td>
<td>TTA</td>
<td>25 March</td>
<td>1</td>
</tr>
<tr>
<td>Legal Studies State Conference</td>
<td>Legal Studies Association of NSW</td>
<td>25 &amp; 26 March</td>
<td>1</td>
</tr>
<tr>
<td>Senior First Aid Course</td>
<td>St Johns Ambulance</td>
<td>25 &amp; 26 March</td>
<td>2</td>
</tr>
<tr>
<td>A Vision for Leadership</td>
<td></td>
<td>27 – 30 April</td>
<td>1</td>
</tr>
<tr>
<td>AIS Secondary Mathematics Education Research Conference</td>
<td>AIS</td>
<td>7 May</td>
<td>1</td>
</tr>
<tr>
<td>Course Description</td>
<td>Provider of course</td>
<td>Date</td>
<td>Number of Staff attending</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>TEA Conference 2010 Ideate, Innovate &amp; Create</td>
<td>TEA</td>
<td>14 &amp; 16 May</td>
<td>1</td>
</tr>
<tr>
<td>Christian Teacher Librarians Conference 2010</td>
<td>Christian Teacher Librarians Association</td>
<td>17 &amp; 18 May</td>
<td>2</td>
</tr>
<tr>
<td>Podcasting for Classroom</td>
<td>AIS</td>
<td>18 May</td>
<td>1</td>
</tr>
<tr>
<td>Leading in PDHPE</td>
<td>ACHPER</td>
<td>19 May</td>
<td>1</td>
</tr>
<tr>
<td>Spreadsheets and Slides of Scientists</td>
<td>TTA</td>
<td>19 May</td>
<td>1</td>
</tr>
<tr>
<td>Motivating Students to think Scientifically</td>
<td>AIS</td>
<td>19 May</td>
<td>1</td>
</tr>
<tr>
<td>HSC Music 2010</td>
<td>AIS</td>
<td>21 May</td>
<td>1</td>
</tr>
<tr>
<td>Enhancing Skills for Pastoral Care</td>
<td>AIS</td>
<td>9 June</td>
<td>1</td>
</tr>
<tr>
<td>Multilist Word Attack Extension Professional Training Workshop</td>
<td>Multilit</td>
<td>10 June</td>
<td>1</td>
</tr>
<tr>
<td>Senior First Aid Refresher Course</td>
<td>St Johns Ambulance</td>
<td>15 June</td>
<td>1</td>
</tr>
<tr>
<td>From Fractions to Algebra</td>
<td>AIS</td>
<td>16 June</td>
<td>1</td>
</tr>
<tr>
<td>Joining the Dots – Designing Successful HSC Case Studies</td>
<td>TTA</td>
<td>19 June</td>
<td>1</td>
</tr>
<tr>
<td>Senior First Aid Refresher Course</td>
<td>St Johns Ambulance</td>
<td>23 June</td>
<td>7</td>
</tr>
<tr>
<td>Senior First Aid Refresher Course</td>
<td>St Johns Ambulance</td>
<td>28 June</td>
<td>1</td>
</tr>
<tr>
<td>Assemblage &amp; Mixed Media</td>
<td>National Art School</td>
<td>2-9 July</td>
<td>1</td>
</tr>
<tr>
<td>Senior First Aid Refresher Course</td>
<td>St Johns Ambulance</td>
<td>17 July</td>
<td>1</td>
</tr>
<tr>
<td>Teacher @ UTS: IT Day</td>
<td>UTS</td>
<td>19 July</td>
<td>1</td>
</tr>
</tbody>
</table>
### Professional Learning and Teacher Standards

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Provider of course</th>
<th>Date</th>
<th>Number of Staff attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher @ UTS: IT Day</td>
<td>UTS</td>
<td>19 July</td>
<td>1</td>
</tr>
<tr>
<td>Debating and Public Speaking</td>
<td>NIDA</td>
<td>5 August</td>
<td>1</td>
</tr>
<tr>
<td>Debating and Public Speaking</td>
<td>NIDA</td>
<td>5 August</td>
<td>1</td>
</tr>
<tr>
<td>Creating a Quality Teaching and Learning Program</td>
<td>TTA</td>
<td>6 August</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Music</td>
<td>TTA</td>
<td>6 August</td>
<td>1</td>
</tr>
<tr>
<td>AIS Pastoral Care Conference – Rising to the challenge of creating Mentally Healthy Schools</td>
<td>AIS</td>
<td>6 August</td>
<td>2</td>
</tr>
<tr>
<td>New Scheme Teachers Evidence Guide Workshop</td>
<td>UWS</td>
<td>11 August</td>
<td>1</td>
</tr>
<tr>
<td>K-6 PDHPE Conference</td>
<td>AIS</td>
<td>12 August</td>
<td>1</td>
</tr>
<tr>
<td>The Learning Matrix</td>
<td>SCIL</td>
<td>16 August</td>
<td>4</td>
</tr>
<tr>
<td>Information Technology Teacher Training Orientation</td>
<td>AIS</td>
<td>23 &amp; 24 August</td>
<td>1</td>
</tr>
<tr>
<td>Rick Tasks in Primary Mathematics</td>
<td>AIS</td>
<td>26 August</td>
<td>1</td>
</tr>
<tr>
<td>AIS Primary Conference</td>
<td>AIS</td>
<td>1 &amp; 2 September</td>
<td>3</td>
</tr>
<tr>
<td>CHERI Conference</td>
<td>CHERI</td>
<td>2 &amp; 3 September</td>
<td>1</td>
</tr>
<tr>
<td>Getting Started with Oliver</td>
<td>Christian Teachers Librarian Association</td>
<td>9 September</td>
<td>1</td>
</tr>
<tr>
<td>AIS Screen Writing</td>
<td>AIS</td>
<td>10 September</td>
<td>1</td>
</tr>
<tr>
<td>Mental Health &amp; Wellbeing of Young People</td>
<td>Generation Next</td>
<td>10 September</td>
<td>2</td>
</tr>
<tr>
<td>Powerful Professional Learning Conference</td>
<td>APTA</td>
<td>28 September</td>
<td>1</td>
</tr>
</tbody>
</table>
### Professional Learning and Teacher Standards

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Provider of course</th>
<th>Date</th>
<th>Number of Staff attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s new for T-L’s: Keeping abreast of new developments</td>
<td>AIS</td>
<td>15 October</td>
<td>1</td>
</tr>
<tr>
<td>Understanding Autism Workshop</td>
<td>FABIC</td>
<td>15 October</td>
<td>1</td>
</tr>
<tr>
<td>Understanding Autism Workshop</td>
<td>FABIC</td>
<td>15 October</td>
<td>1</td>
</tr>
<tr>
<td>Senior First Aid Course</td>
<td>St Johns Ambulance</td>
<td>25 &amp; 26 October</td>
<td>1</td>
</tr>
<tr>
<td>Senior First Aid Course</td>
<td>St Johns Ambulance</td>
<td>25 &amp; 26 October</td>
<td>1</td>
</tr>
<tr>
<td>Navigating the National Curriculum</td>
<td>ACSET</td>
<td>29 October</td>
<td>1</td>
</tr>
<tr>
<td>Engaging Maths</td>
<td>AIS</td>
<td>29 October</td>
<td>1</td>
</tr>
<tr>
<td>Gifted &amp; Talented Conference</td>
<td>GATSTA</td>
<td>29 October</td>
<td>1</td>
</tr>
<tr>
<td>Science Teachers Workshop</td>
<td>University of Sydney</td>
<td>4 &amp; 5 November</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Moodle</td>
<td>TTA</td>
<td>8 November</td>
<td>1</td>
</tr>
<tr>
<td>Gymnastics Workshop</td>
<td>Gymnastics NSW</td>
<td>8 November</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Maths Conceptually Stage 5</td>
<td>TTA</td>
<td>16 November</td>
<td>1</td>
</tr>
<tr>
<td>Science SASS 2010 Lab Assistants Conference</td>
<td>NSW DET</td>
<td>24 – 26 November</td>
<td>1</td>
</tr>
<tr>
<td>Getting Ready for 2011 Orientation &amp; Beyond</td>
<td>Education Events</td>
<td>6 December</td>
<td>1</td>
</tr>
</tbody>
</table>
Teaching Standard

Details of all Teaching Staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skill Recognition (AEI-NOOSR) guidelines, or</td>
<td>61</td>
</tr>
<tr>
<td>b. Teachers who have qualifications as graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</td>
<td>1</td>
</tr>
<tr>
<td>c. Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

The teacher in category b has been employed due to his expertise in his subject. He is working under the supervision of a qualified teacher and is currently undertaking study to complete his teaching requirements. He is registered with the NSW Institute of Teachers.
In 2010 Tyndale Christian School had 60 teaching staff made up of 36 full-time teachers and 24 part-time teachers. The Full-time Equivalent teaching staff was 47.2. In addition to this there were 2 full-time teachers who held positions of responsibility but did not deliver Board of Studies curriculum, these were the Principal and the Librarian. This gave a total FTE for teaching staff of 49.2 as reported on the My School website.

Data on teaching numbers can be seen at http://www.myschool.edu.au.

In 2010 there were 26 non-teaching staff; 4 full-time and 19 part-time staff who provided secretarial and administrative support within the school, 2 full-time maintenance staff and 1 part-time bus driver. The Full-Time Equivalent of our non-teaching staff was 16.7. This number differs from the 27 non-teaching staff and the FTE of 17.3 shown on the My School website due to an amendment made following a DEEWR Audit, the results of which have not yet been reflected on the My School website.

**Indigenous Staff**

In 2010, there were no indigenous staff employed at Tyndale Christian School.
Senior School Outcomes

In addition to Board Approved Courses, a number of students undertook Content Endorsed Courses (CEC) as part of their HSC program of study in 2010. Students studied CEC courses including Photography, Video and Digital Imaging, Early Childhood and Sport, Recreation and Lifestyle.

The school offered Hospitality as a VET course onsite, and 12 students studied this course, most also completing a Hospitality Specialization Study, resulting in the attainment of Certificate 11 in Hospitality. Several students studied TAFE-delivered VET courses, including Electro technology and Accounting. These students attained a Year 12 Higher School Certificate as well as attaining a VET qualification.

In addition, 3 students received a Retail Services qualification through a School-based traineeship.
Student Attendance rates

The average student attendance rate per day, using 3 June 2010 as a sample showed that 26 students were absent on this day. This represents 3.7% of the school population on this day.

The average attendance rate throughout the year based on 5 randomly chosen days throughout the year showed that generally 3.8% of the school population is absent due to sickness, leave, or explained absence.
Actual Student retention rates

92% of students who completed Year 12 at Tyndale in 2010 had also completed Year 10 at the school.

54 students completed Year 12 at the school in 2010. 61 students completed Year 10 at the school in 2008.

11 students left Tyndale at the end of 2010. Of this number:-
- 3 students left to study at TAFE
- 5 students left to attend other schools
- 3 students went to full-time employment.

Retention rates of existing students over the past few years have been steady. Generally those who leave at the end of Year 10 follow similar patterns to those shown above.

Students who leave Tyndale at the end of Year 12 following the HSC examination in 2010 have gone onto the following post school endeavors:-

- 22 students went onto study tertiary education at University
- 9 students went onto study at TAFE college
- 8 students went onto study at private colleges
- 4 students went into full-time Christian Ministry Training
- 11 students went into full-time or part-time employment
Post-school Destinations

Students who left Tyndale at the end of Year 12 following the HSC examination in 2010 have gone onto the following post school endeavors:

22 students went onto study tertiary education at University
9 students went onto study at TAFE college
8 students went onto study at private colleges
4 students went into full-time Christian Ministry Training
11 students went into full-time or part-time employment
Tyndale Christian School Enrolment Policy

Vision Statement
To see parents and children experience the benefits of Bible based, Christ-centred, parent-controlled education in order that they may be prepared and equipped for a life of service as disciples of Jesus Christ.

Mission Statement
To serve Christian families by operating one or more schools, as the Lord enables and prospers us, and that while remaining faithful to our vision, and to the Reformed faith and the worldview of our founders, to provide Christian education of the highest quality for as many as desire it for their children.

Enrolment Policy - Our selection criteria and ethos
Our selection criteria are established to reflect the ethos of our School. Consequently, we seek to enrol those children we judge to be best able to benefit from the academic program we offer, who demonstrate a willingness to participate in the full range of activities we offer, and whose families understand, accept and are supportive of the Christian aims and objectives of the School as stated in our Vision Statement, Mission Statement, and Educational Creed.

Procedures
1. All applications will be processed within the School’s Enrolment Policy
2. The school will consider each application and supporting information contained in the application form regarding their suitability and willingness to support the school’s Vision and Mission.
3. The school will consider each applicant’s educational needs. This will be done using information provided and in consultation with the parent/family and other relevant persons.
4. The school will identify any strategies which will need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The school will inform the applicant of the outcome.

Student Population
In April 2010 Tyndale Christian School had 689 students. Of these students, 28 were enrolled in Prep School, 255 were in Junior School, 160 were in Middle School and 246 were in Senior School. Students within the school are drawn from a wide geographical area, though a large number live within 15km of the school. There are many cultural groups and nationalities represented at the school and many have language backgrounds other than English and include some overseas students.
The School believes that every student has the right to a safe, supportive and caring environment which seeks to:-

- Minimise the risk of harm and ensure that students feel safe.
- Encourage students to be challenged academically, spiritually nurtured and guided, socially responsible, emotionally mature, physically healthy and culturally enriched.
- Provide student welfare policies and programs which develop and foster in students a sense of their value in Christ, self-worth and resilience.

To ensure that the School’s Vision and Mission meet the welfare needs of our students the following policies and procedures are in place.

1. **Child Protection Policy**

The school policy related to Child Protection relates to:-

- Legislative requirements
- Roles and responsibilities
- Reporting and investigating
- Reportable Conduct
- Investigation processes
- Documentation

Copies of the Child Protection Policy can be obtained by a request to the School Office.

2. **Chemical Safety Policy**

The Chemical Safety Policy is in response to the regulations regarding Occupational Health and Safety and as a significant role in the school’s duty of care related to students to students. The policy seeks to address the following issues:-

- Eliminate and control the use of chemicals and dangerous substances within the school.
- Ensure safety of students from chemicals and dangerous substances.
- Assist staff to identify and deal appropriately with chemicals.
- Keep staff, students and visitors to the school healthy and safe within the school environment.

Parents may request copies of this policy through a request to the School Office.
3. Relationships and Responsibilities Policy

The Relationships and Responsibilities policy seeks to address:

- The roles and responsibilities for staff and students.
- The school discipline procedure.
- The process for students to seek assistance from others (i.e. staff, School Counsellor, etc).
- The roles of Stage and KLA Coordinators.
- Correct use of the School Diary and Boomerang Book for communication between parents and staff.

Parents may request copies of this policy through a request to the School Office.

4. Motivating Students Policy

Motivation has to do with the reason behind a particular behavior, or the purpose for acting in a certain way. Our motivation for doing things is very much connected to our understanding of reality (our world view) and our perception of our place and significance within that reality. Motivation for living and learning within God’s world as members of a covenant community of disciples of Christ is different to the motivation of those adhering to a secular, materialistic world view that places the individual in the place of God as the final authority to determine meaning in life. This policy seeks to identify and the following:

- Motivation through relationship.
- Motivation through cooperative learning.
- Motivation through relevant and Meaningful Learning experiences.
- Motivation through a love of learning and discovery.
- Motivation through a focus on intrinsic rewards.
- Motivation through development of gifts, abilities and skills.
- Motivation through appropriate feedback.
- Regaining lost motivation in students.

Parents may request copies of this policy through a request to the School Office.
Teaching and Learning

Deputy Principal: Curriculum & Teaching & Learning created to attend to student learning and teaching methods and professional development as part of a whole school approach (P-12).

Student Achievement

The School was encouraged by the HSC results which reflected the God-given talents of Year 12 students working to the fullness of their potential. Our NAPLAN results which were all above the state averages indicating a sound approach to Literacy and numeracy in Junior and Middle School.

Facilities and Resources

Preparations and building programme commenced for the long-awaited BER Library. Due for completion and use in January 2011.
Preparations and building programme commenced for Trade Training Centre (government grant for a commercial kitchen). Due for completion and handover February 2011.

Clear and remove old demountable GLA’S.

Refurbishment of several demountable classrooms.
Solar panels (as a result of a federal grant) installed on Hall roof.
Conversion and refurbishment of former library into staff preparation area.
Upgrade and resurface the outdoor basketball court.

Student Welfare

Discussion, planning and meetings held to reinstate a student leadership programme at the school. Student Counsellor employed three days per week to assist with growing mental health and welfare issues.
Deputy Principal: Students position created with a special focus to be given to pastoral care of students from P-12, and to create a whole school approach to pastoral care.

Staff Development

Deputy Principal: Teaching & Learning created to not only attend to student learning but also focussing on staff professional learning and growth.
FYAT (First Year at Tyndale) Tyndale’s distinctive staff induction programme reintroduced.
All staff attended the Christian Education National State Conference held at Covenant Christian School in July.
All staff underwent professional development during two specific Curriculum Weeks one held during January and the other in July.
Introduction

The school community acknowledges the authority and rights of parents in the education of their children.

School Creed Section 7: 1-3 "We confess that God has given the parents the responsibility for the nurture of their children by discipline and instruction according to the Word of the Lord. That, in accordance with this responsibility, God has given parents authority over their children to guide and direct them in the way of righteousness. That God has given children on their part a corresponding responsibility to honour, respect and obey their parents in the Lord".

School Creed - Section 8:7 - "That the authority of the teacher over the student, which is upheld by the whole school community, is given for the effective nurture of the child ... with the recognition that all authority is of God to whom all who exercise authority must give account."

Teachers, acting in the place of the parents, who themselves derive their authority from God; will seek to lead students to become like Jesus Christ in their behaviour, both in their personal development and in their relationship with others. To this end, students are taught, guided, advised and instructed according to scriptural principles. As the staff attempts to imitate God in dealing with students, so students too are encouraged to be Christ-like and to become His disciples. Part of such discipline involves, among other things, a genuine respect for authority and a willingness to care for those set over them in authority. The qualities of commitment, reliability, trustworthiness and care for each other are emphasised. Each student is encouraged to see his/her talents as a gift from God, to be employed in serving Him in trust and obedience. Discipline is something that is done for the student not to him/her. It means guiding the student toward maturity and the development of character. Discipline is to instruct, educate, guide and train with faithful consistency. It is more than giving orders and rules or punishing misbehaviour. It is the making of a disciple, the development of Christ-like behaviour. There are two elements to discipline: constructive and corrective. Constructive measures (the encouragement of Christ-like behaviour) seek to build self-discipline in students. Corrective measures (or rather the discouragement of unChrist-like behaviour) are also necessary at times. The purpose of discipline is to disciple students in the Lord's way. It addresses the future, while punishment only looks back. Discipline is an opportunity to redirect students: to strive against sin and to overcome weakness, to build inner peace and righteousness, to partake in the holiness of God. Through discipline students must realise the grace of God. Discipline may not be harsh retribution. It may not cause bitterness from perceived lack of grace and forgiveness. Walking with God in the Classroom Van Brummelen, p.69

The desired goal of discipline is for students to take responsibility for their own behaviour. Students are encouraged to live in community, sensitive to the needs of others and willing to serve others. Students are encouraged to develop their own internal restraints on behaviour, i.e., self-discipline. Being well behaved is not merely a matter of obeying a set of rules but derives from a personal discernment of what is appropriate and Christ-like behaviour.

Discipline is one of the means by which the student becomes like Jesus. It is a means of discipleship where in the school setting, students are discipled to use the skills and knowledge they are acquiring to be God’s person, in God’s place under God’s rule. Discipline redirects a student and addresses the future and not just the past. Discipline should be a demonstration of God’s grace. Both teachers and students are encouraged to consider the words of Paul:-

Philippians 1:27
"Whatever happens, conduct yourselves in a manner worthy of the Gospel of Christ"
Initiatives Promoting Respect and Responsibility

Show respect and earn respect

Each person in the school community is an image bearer of God. Each of us then should treat others with respect and be treated with respect at all times. A very important lesson for students to learn is to show respect for people in authority, e.g., parents and teachers. Teachers should model respect at school by the way they treat students – with self-control and courtesy – at all times guarding students’ integrity.

Learning to get on with others in a respectful and courteous manner is a sign of a person who cares about other people and not just about himself; it is a sign of maturity. It is putting into practice what the Bible says: ‘Look not only to your own interests, but also to the interests of others’ (Philippians 2:4).

To be a responsible member of our school community students are required to:

a. Always follow instructions from a member of staff.
b. Make frequent use of words such as ‘Thank you’, ‘Please’, ‘Excuse me’.
c. Be honest; tell the truth.
d. Stand aside for members of staff, parents and visitors on pathways and when passing through doorways.
e. Greet members of staff – by name if possible- when meeting or passing. If you do not know their name, use the titles ‘Sir’ or ‘Miss’.
f. Older students should take responsibility for the needs of younger children – at school and to and from school.
g. Do not make a noise outside a classroom while lessons are in progress, especially during examinations.
h. When visiting another classroom (e.g. as a messenger) knock, enter and wait for the teacher’s attention. When the teacher acknowledges you, say ‘Excuse me.... Teacher's name’ and give your message.
i. Be courteous when approached by members of the public.
j. Treat others in the same way that they would like to be treated.
k. Do not answer back or argue when spoken to. If every a student feels that a teacher has not treated them fairly they are not to argue or be rude. The student is to do what they are told BUT make sure that they speak to the teacher at an appropriate time later, in private, and explain their concerns. If they are still unhappy with the situation, they may wish to seek the help of a third party e.g. a trusted member of staff to talk to the teacher again with you. If they are still unhappy, inform a Coordinator about the situation.
Over the past two years the school has been conducting annual satisfaction surveys amongst the parents, students and staff by an outside provider. This has been initiated to help the school determine levels of satisfaction across the entire school community. This exercise has helped improve communication at all levels and between all sectors of the community as well as creating an additional forum (other than our ‘Boomerang Book’ in the Junior school; regular contact between teachers and parents via notes/one-to-one interviews; School Diaries; Reports; Parent-Teacher Information nights; Friday morning ‘coffee time’ with the Principal on Fridays); for parents, students and staff to voice their views and opinions.

The survey findings are derived from the data and are prepared by an outside organisation which provides an outsiders perspective. They are further interpreted in light of the school’s history, culture and present circumstances. These identify themes and moods across various sections, departments and faculties of the school. The challenge is to quantify the strength, source and extent of each “mood” and then examine the relevant strategies which need to be put in place to address them appropriately.

**Overview Parents satisfaction levels:**

In the 2009 survey the Junior and Middle school parents formed a relatively satisfied group as distinct from the Secondary school parents. Overall there has been a marked increase in the satisfaction of the parent body. However when split by school level we see that the Junior school parents are now very satisfied, the Secondary school parents satisfaction level has improved considerably and the Middle school parents satisfaction level has slipped.

In summary, the 2010 results show that, overall, the junior school parents are highly satisfied whereas the Middle and Secondary school parents are satisfied but with concerns. Many parents commented that they really appreciated the Christian values of the school, that it was family/community oriented and that they felt that most teachers are dedicated and supportive.

**Overview of student satisfaction levels**

The students were overall satisfied but with some concerns about strict rules. They described the school as having a ‘good atmosphere’, focused on God while being friendly and interesting. They expressed an appreciation for their caring teachers and were particularly impressed with sport, physical education, music, art and camps.

**Overview of Teacher satisfaction levels**

The levels of staff satisfaction during 2010 were negatively impacted by an organisational restructure which took place and hence was reflected in the survey. However, many staff reported that they appreciated the friendly, supportive and Christian community at the school.
Summary Financial Information

2010 Source of Recurrent and Capital Income

- Commonwealth Recurrent, 34%
- Commonwealth Capital, 22%
- Net School Fees, 12%
- State Recurrent, 13%
- Other Fee Related Income, 4%
- Private Income, 2%
- State Interest Subsidy, 1%
- State Capital, 0%
- Fee/Levies allocated for Capital Purposes, 10%
- Commonwealth Targeted, 2%
Other Capital, 0%

2010 Recurrent and Capital Expenditure

- Salaries, Allowances & Related Expenditure, 51%
- Capital Buildings & Improvements, 27%
- Depreciation, 4%
- Bad & Doubtful Debts, 1%
- Interest, 2%
- Grounds & Maintenance, 4%
- Office & Administrative Expenses, 10%
Other Capital Expenditure, 3%

Note that these graphs are based on the Commonwealth Government Financial Questionnaire and therefore do not include income or expenses from Prep.

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