# Contents

**Message from Key School Bodies**
- Report from the Chairman of the Board ................................................. 4
- Report from The Principal ................................................................. 6

**Contextual Information about the School**
- Junior ........................................................................................................ 8
- Middle ....................................................................................................... 9
- Senior ..................................................................................................... 10
- Support .................................................................................................. 12

**Student Outcomes In Standardised National Literacy and Numeracy Testing**
- Junior School .......................................................................................... 13
- Middle & Senior Schools ........................................................................ 14

**Student Performance in Statewide Tests and Examinations**
- Year 10 – School Certificate .................................................................. 15
- Year 12 – Higher School Certificate ...................................................... 16

**Professional Learning and Teacher Requirements** ................................ 18

**Workforce Composition** ..................................................................... 21

**Senior Secondary Outcomes** .............................................................. 22

**Student Attendance and Management of Non-attendance** ................. 23

**Retention of Year 10—Year 12** ............................................................ 24

**Post-school Destinations** .................................................................... 25

**Enrolment policies and Characteristics of the Student Body** ............... 26

**School Policies** .................................................................................. 27

**School-determined Improvement Targets** ......................................... 29

**Initiatives Promoting Respect and Responsibility** ............................... 30

**Parent, Student, and Teacher Satisfaction** ......................................... 32

**Summary Financial Information** .......................................................... 33
The Association for Christian Education of Blacktown Ltd

CHAIRMAN’S REPORT 2011

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.

This year there are no large building projects or real estate negotiations to report on. The landscape and ambience have been recovered, the departure of earthmoving equipment and builders barricades signals a new sense of 'down to business'.

I am glad to report that we are in a sound position financially and both our creditor and auditor are pleased with our performance and progress. Enrolments are steadily increasing due to a fresh approach and a concerted effort to build our student population.

We are poised to grow.

I believe we are at a point where God’s provision and protection has provided us breathing space to strengthen what is the core and foundation of who we are as a Parent Controlled Christian School.

We have been busily engaged over the last few years with matters that were necessary, immediate and concrete. (Building projects, organisational restructures, land sales and the like). Being free of these we now focus on that which is perhaps more philosophical but nonetheless critical to guide our future growth.

Vision and mission – maintaining the integrity of our vision as we move forward.

Educational emphasis – discerning the new challenges of technology and curriculum while tirelessly labouring at the ever present challenge of creating a biblically authentic Christian education.

Engaging membership – we must grow the membership of our association, inviting new and young families to take up membership. We also need to engage our membership to strengthen our committees.

Growing community – we must not only see our community grow numerically but also strengthen the bonds that tie us together so that we are both large and strong.

Foundational truth - We are developing a history of our school so that we can be ‘guided by our past’ and stay true to the Christian distinctives that have set Tyndale apart.
We give overflowing thanks to God for our wonderful staff and volunteers who continue to make Tyndale a great and distinctively Christian school. We also appreciate the association members who faithfully offer their thoughts, prayers and efforts to uphold Christian Education in Blacktown.

A healthy school and a vibrant association will position us powerfully for growth as we build to the glory of God.

… being confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ…

Philippians 1:6 (NKJV)

Serving the Lord with Gladness

Pat Edwards
Board Chairman
Report from the Principal

On reflection this has been an exceptionally good year for praising God for His provision both in terms of facilities and staffing. The year commenced and developed into a very positive and fulfilling experience for all.

This year we welcomed the following new staff members, Mr John Hie IT, Mr Matthew Lindfield–Seager IT Coordinator, Mr Daniel Jackson Visual Arts, Miss Suzanne Rose English Coordinator, Mr Brian Schick Business Manager, Miss Rebecca Egan English/Ancient History Teacher, Miss Sarah Tran English Teacher, Mrs Jane Wallman Science Teacher, Mrs Judy Scotney Library, Mrs Carmen Green Library, Miss Esther Polur OOSH, Miss Lindsey Proctor OOSH, Miss Shannon Brown OOSH, Mr David Cutajar Maintenance and Cleaning, Mr Jason Kim Cleaning, Mr David Parker Science Coordinator and Mrs Joanne Palm Careers Coordinator as they took up full and part time positions in various sectors of the school.

The two deputy principals with Prep to Year 12 responsibilities, Mr Adam Scotney, Students and Administration and Mrs Jill Spence, Curriculum and Teaching and Learning, were both able to relinquish previous double workloads and concentrate on their primary roles as deputy principals. Mr Scotney handed over the Property Manager role to Mr Brian Schick and Mrs Spence handed over Head of English to Miss Suzanne Rose.

The highlight for the school in 2011 was most definitely the opening of two new buildings, namely, the BER School Library and the Trade Training Centre at the start of the year. We are extremely grateful to God and the Federal government for the funding which made both of these projects possible. Some of the other highlights of 2011 were our Open Day which featured having Christian radio station Hope 103.2FM broadcasting live from in front of the library. The school production of the musical “You’re A Good Man Charlie Brown” was a huge success and many students and staff were able to bring glory to God with their gifts and talents.

Our Sonic Ensemble and Concert bands represented us very well at the 2011 Yamaha Festival; we praise God for the gifts and talents of all our music students and our Music faculty, Mrs Heather Skinner, Mr David Thurlow and Mr Phil Dokmanovic. On the sporting front a number of individuals and teams did Tyndale proud both in local, state and even on an international level. The school was well represented officially and unoffically in Rugby League, Cricket, Netball, Judo, Athletics, Swimming, Soccer and Cross-Country. The school again ran a number of events during the year such as Tyndale EXPO, Engage; Converge, MADD night, as well as again supporting Fusion Australia by taking part in the annual Advent Pageant held in Blacktown.

Our school's co-curricular program was further enhanced with lunchtime clubs being offered in Junior school. The Social Justice Group and the ‘Cru’ Group were two new lunchtime clubs available to Middle and Senior students. Our school camping program in Years 5 - 12 was once again an enjoyable and valuable learning experience for all involved including students, staff and parent helpers alike. Thank you to all staff and parents who served on the camps allowing them to be memorable experiences.

There were other special events which added value to the school experience at Tyndale. Firstly, in our Junior School calendar the Grandparents’ and Special Friends’ Day, India Day and ‘Tynday’ were highlights. In Middle School there have been a broad range of special events for our students such as Digger Dan Day, Medieval Day, Slum Survivor Overnight Experience; Princess Day and
Report from the Principal

Blokes Day. In Senior School some of the events we have continued to offer have been the annual Year 12 Camp to Bourke, Engage, Converge, The Year 10 formal and the showcase event of the year, the Year 12 Graduation and Formal.

Our annual Mission Trip to Thailand saw nine Year 11 students accompanied by the following staff: Mr Mark Wang, Miss Robyn Webster, Miss Sarah Tran and Ms Lynne Wood. The students and staff again worked with a missionary organisation, ‘Uniting Hearts to Thailand’ and did a range of service activities such as helping in an orphanage and working with AIDS victims. A special vote of thanks to the staff for giving up their holidays and congratulations to our students who did us proud in serving the communities and glorifying God in such a wonderful and unselfish way.

2011 saw a continuation to our commitment as a Christian school that has a heart for the Asia-Pacific with a number of overseas student short term study tours again coming to our school. We had a special visit from our sister school Soonduk Christian Girl’s School in August after which their principal, who accompanied the group invited us to send a group to Korea in November 2012 (which the Board has approved). Our school also hosted several visiting groups from Japan. We are grateful to our teachers for going all out to make the students feel welcome, and it was good to see many of our families hosting students in their homes.

A significant event was held in November to acknowledge and pay tribute to Mr Keith Dickson’s more than 50 year involvement and commitment to Tyndale Christian School. We must acknowledge that our founding members of Tyndale like Keith have played an enormous role in not only establishing Tyndale but also upholding the vision for Christian parent-controlled schooling in Australia. I know Keith will not feel comfortable being honoured in this way; however, it would be remiss of us not to affirm his dedication and service to God and Christian education. We Praise God and give Him the glory for people like Keith and his wife Attie, for their enduring contributions over many years. I would personally like to thank Keith for his tireless efforts to uphold the vision for Tyndale as he only sought to give God the glory.

Mrs Marianne Rademaker was recognised and thanked by the Board and the Association for twenty five years of loyal service to Tyndale this year.

We say farewell and thank you to a number of staff for their service, commitment and contributions to Tyndale CS. Firstly, to Mrs Anne Weekley (10 years’ service) who retires this year, Mrs Rachel Jones commencing maternity leave, Miss Kylie Aspin, Miss Leneah Keogh, Mr Jason Kim and Mrs Heather Liney.

A special thank you to Tyndale Connect and all of our other volunteer parents and friends of the school who contributed several thousand hours either at Busy Bees; class room support; sports coaching; photocopying; wood work help; administration help; book covering; BBQ’ers and help in many other areas. Praise be to God for He is indeed a great, awesome and faithful God. We look forward to what the Lord has in store for us in 2012 with great anticipation and excitement because God tells us in His word that he has a plan and a purpose for us at Tyndale.

Jack Joyce
Principal
2011 was a fun and action packed time in Junior School. Students consistently worked hard to achieve in their classrooms as well as learning to work cooperatively with one another. It was the United Nations Year of the Forest and so our classes were named after a species of tree. Classes enjoyed learning more about their particular tree and about forests in general. While there were many exciting things happening for each year level, Junior School students also enjoyed community events such as sport carnivals, official opening of the Library and Expo.

We welcomed a healthy number of new students across Junior School including our enthusiastic new Prep and Kindergarten classes. In 2011 both our 3 day and 2 day Prep programs were full by the end of the year. This was a great result! All new students settled in well to Tyndale, enjoying their new friends and the Tyndale school environment.

In 2011 we welcomed Miss Michelle O'Keefe to our Junior School teaching team. Miss O'Keefe has fitted in very well to our Junior School staff and has joined a wonderful team of teachers.

Smart Boards were introduced into some Kindergarten, Year One, Year 2 and Year 3 classrooms. Staff enjoyed the challenge of using this new resource to inspire and excite children in their learning. Staff were in-serviced in the use of this tool and also spent much time researching and manipulating to make it useful within the classroom setting. Children and staff have responded very well to this new technology.

Grandparents Day was a terrific event and definitely a highlight of the year! The children came dressed in multi-cultural themed costumes and provided a wonderful cross-cultural morning tea. This morning tea was enjoyed by the Grand Parents and Special Friends outside the new Library. What a fantastic turn out we had. This was followed by a concert in the hall where all Junior School classes performed a song or poem in our morning recital. A brief visit to classrooms took place so that Grandparents could join in learning and helping to make kites. The day concluded with a picnic lunch and kite flying on the oval. What a fun day we had!

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. Every student in Years 6, 7 & 8 has a home-room where they undertake many of their classes. In many cases, unlike Senior 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 role 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 parents with one specific teacher whom they can contact when concerns arise. All Middle School classes have timetabled access to specialist rooms and specialist teachers for a number of subjects.

Year 6 celebrates each Term’s unit of work with a special day which brings together all the work they have done and seeks to thank God for the gifts He has given to each student. In Term 1 Digger Dan Day displayed all that has been learnt about the early gold fields of Australia. In Term 2 the unit on sailing ended with a trip to a local swimming pool where students launched their boats made from recycled materials. In Term 3 the unit on flight culminated with launching of the rockets which students constructed. In Term 4 students studied the science of bridges and designed and built their own creations.

In the unit on Federal Government students went to Canberra where they increased their knowledge of the Australian electoral system and spent time exploring Parliament House and praying for our country’s leaders.

Year 6 has prepared students for the rigours of the High School curriculum and they are looking forward to the new adventures and new opportunities that await them as they enter Year 7.

The year commences with Year 7 students departing early in Term 1 for their camp to Wedderburn Camp site. At this camp they enjoy many outdoor activities and games. This time together helps to allow all students to settle into Year 7 and consolidate friendships, welcome new students to the school 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 is a highlight for students as part of their history studies. This day allows students to get a glimpse of life in these times and to experience hands on the clothes and replica weapons of the time.

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.

Year 8 also begins the year with them enjoying an exciting and activity filled beach side camp at Elanora Conference Centre.

A highlight of Year 8 Visual Arts is their excursion to Sculptures by the Sea.

Many students have further developed their servant leadership skills by assisting at Junior School events and Middle School Games, Advent Pageant and with the SALT (Sound and Lighting Team). Year 8 concluded with their graduation assembly in which they were farewelled from Middle School. It is with eager anticipation that they commence their time in Senior School in 2012.

Mr Adam Scotney
Deputy Principal
Students and Administration
Senior School

Senior School at Tyndale consists of Years 9 – 12. Throughout this section of the school students are engaged in a large range of subjects and extra-curricula activities. The beginning of the year began with a study day for our Year 11 students. On this 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. Also in the first few weeks of term the ‘Meet the Teacher Evening’ was held, a P-12 opportunity for parents to connect with teachers and receive information relevant to their children’s year group.

Each year a selected group of Year 12 students travel to Canberra to attend the Compass National Youth Leadership Conference. This conference is designed to develop Christian leaders and bring schools together from across Australia.

Our 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 attended camp at Toukley where they undertook many outdoor activities. Year 10 were located on Cockatoo Island as the perfect base for exploring the city. Year 11 travelled to Wellington to have an outback experience, while for the first time Year 12 headed off to Winmalee for a Senior Study camp; the perfect beginning to a focused year of study and preparation for their HSC.

Term Two incorporated 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. In 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.

Terms Two and Three Creative and Performing Arts students worked diligently on major works and also preparation for a range of school events. Involvement in 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, were all part of the program for students involved in these areas of the school. Term Three also contained examinations, as well as English and Mathematics Competitions, Half-Yearly Reports and Parent/Teacher interviews for Years K – 11 students. Year 12 entertained the whole school in their final assembly and a lovely evening was held at L’Aqua in Cockle Bay to farewell this year group.
HSC and SC Examinations were held back in on our school premise as our building programs were now complete. 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 Board of Studies ‘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 students in our Junior School. This fortnight proved a valuable time, which was well-attended and enthusiastically embraced by both students and staff.

The Senior School in 2011 was 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. A real opportunity to follow our school’s motto to ‘Serve the Lord with Gladness’.

Mrs Jill Spence  
Deputy Principal  
Teaching and Learning
Support Department

In 2011 the Support Staff have 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.

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 is 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.

Learning Support Coordinator
Junior School
Years 3 and 5 – National Assessment Program – Literacy and Numeracy (NAPLAN)

In 2011 41 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 100% of Year 3 students achieved at or above the national minimum standard in Reading, Writing and Spelling, 95% achieved at or above the National Minimum Standard in Grammar and Punctuation (2 students below minimum standard) and 98% achieved at or above the national minimum standard in Numeracy (1 student below minimum standard). It is worth noting that all students enrolled in the year group participated in the testing, including LBOTE and special needs children.

Good numbers of students performing in Bands 6 and 5 in Writing (61% of students) and Spelling (46% of students) are consistent with state averages and reflect the sound teaching practices in Junior School. A relatively high number of students scoring in Band 2 in Reading in 2011 in Year 3 reflects increased numbers of children with ESL and specific learning needs, and is an area in which the Learning Support team is providing individual and small group remediation.

In Year 5, 40 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 100% of Year 5 Tyndale students achieved at or above the national minimum standard in Writing, Spelling, Grammar and Punctuation and Numeracy. In Reading, only one student did not meet minimum standards. All students in Year 5 participated in the NAPLAN tests in 2011.

Spelling and Grammar and Punctuation performances are particularly strong, consistent with previous years’ performance. 17% of Year 5 students scored in Band 8 in 2011 in Spelling, while in Grammar and Punctuation all students in the year group performed in Bands 8-5.

Percentages above benchmark – Years 3 and 5

Table 1: Percentages above benchmark

<table>
<thead>
<tr>
<th>2011 Test</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students achieving the benchmark (above Band 1)</td>
<td>Percentage of students achieving the benchmark (above Band 3)</td>
</tr>
<tr>
<td>Reading</td>
<td>School 100% State 96%</td>
<td>School 97.5% State 93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100% State 98%</td>
<td>100% State 95.5%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100% State 96%</td>
<td>100% State 95%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95% State 96%</td>
<td>100% State 93.5%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98% State 97%</td>
<td>100% State 96%</td>
</tr>
</tbody>
</table>
Middle and Senior Schools

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

In 2011 63 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). Results were a little weaker than in 2010, and reflect, to some extent, LBOTE and special needs students in the cohort, whose learning needs are being addressed with Individual Education Plans and individual and small group tuition. The number of students performing at Band 9 level was comparatively low, and indicates a need for a specific focus on reading and comprehension skills.

In 2011 57 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). Comparatively strong results were achieved in Reading in Band 10, where 16% of students performed in this band, compared with 9% of the state. Performances in all Naplan tests were at or above state averages.

Percentages above benchmark – Years 7 and 9

Table 2: Percentages above benchmark

<table>
<thead>
<tr>
<th>2011 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 97%  State 96%</td>
<td>School 91%  State 94%</td>
</tr>
<tr>
<td>Writing</td>
<td>92%  93%</td>
<td>91%  84%</td>
</tr>
<tr>
<td>Spelling</td>
<td>89%  95%</td>
<td>98%  93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92%  93%</td>
<td>84%  90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95%  96%</td>
<td>94%  95%</td>
</tr>
</tbody>
</table>

NAPLAN results across Years 3, 5, 7 and 9 reflect sound 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 and significant numbers of children with special learning needs, the NAPLAN performance meets and in some cases exceeds expectations.
Year 10 – School Certificate

In the School Certificate Tests, 74 students sat for the NSW School Certificate Tests in English Literacy, Mathematics, Science, Australian Geography, History and Civics and Citizenship. Students performed at or above state level in all School Certificate tests. 51% were placed in Bands 6 and 5 in English literacy compared to 39% of the state, and in Australian History 42% were placed in Bands 6 and 5 compared to 27% of the state. This is a considerable improvement on the previous year’s performance in these subjects. Only one student was placed below Band 3 in English Literacy, and two in History, Geography, Civic and Citizenship tests.

In Mathematics and Science School Certificate tests students at Tyndale performed at or just above state average. 49% of students were placed in Bands 6, 5 and 4 compared to 47% of the state and 74% were placed in Bands 6, 5, and 4 in Science compared to 69% of the state. In Mathematics 21% of students were placed in Bands 2, similar to state percentage results. In Science 4% of students were placed in Band 2, compared to the state’s 5%. No student was placed in Band 1.

School Certificate Test Results – English Literacy, Australian History, Civics and Citizenship

Table 3: School Certificate Test School and State Means

<table>
<thead>
<tr>
<th>Test</th>
<th>Performance band achieved by %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 5-6</td>
</tr>
<tr>
<td><strong>English Literacy</strong></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>School: 51%</td>
</tr>
<tr>
<td></td>
<td>State: 39%</td>
</tr>
<tr>
<td>2010</td>
<td>School: 36%</td>
</tr>
<tr>
<td></td>
<td>State: 36%</td>
</tr>
<tr>
<td><strong>History, Civics and Citizenship</strong></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>School: 42%</td>
</tr>
<tr>
<td></td>
<td>State: 27%</td>
</tr>
<tr>
<td>2010</td>
<td>School: 11%</td>
</tr>
<tr>
<td></td>
<td>State: 18%</td>
</tr>
</tbody>
</table>
Year 12 – Higher School Certificate

In 2011, 70 students sat for the HSC Examinations in 28 different courses. There were many solid performances, for both individual students and in subject areas. School performances in Chemistry, Standard and Advanced English, English Extension 2, Food Technology, Music 1, Visual Arts and Hospitality Examination were at or close to state average. Individual students performed creditably, with a number of Band 6 and 5 results across 13 subjects.

2011 Subjects – Band 6 and 5 results

Table 4: 2011 Subjects - Band 6 and 5 results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Bands 6 – 5</th>
<th>Percentage of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Advanced</td>
<td>7</td>
<td>33%</td>
</tr>
<tr>
<td>English Ext 2</td>
<td>1 (E4)</td>
<td>33%</td>
</tr>
<tr>
<td>Food Technology</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>Mathematics Ext 1</td>
<td>1(E4)</td>
<td>25%</td>
</tr>
<tr>
<td>Mathematics Ext 2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Modern History</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Music 1</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>PDHPE</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>Hospitality Exam</td>
<td>3</td>
<td>16%</td>
</tr>
</tbody>
</table>

An analysis (Barr Analysis) was undertaken of the school’s HSC results by an external consultant 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. Executive staff and KLA Coordinators work with staff to maximise student performance.

The Barr Analysis measures subjects in order of greatest overall school contribution to ATAR score. Results highlight strong comparative performances in English at all levels.

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

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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Average</td>
<td>47.8</td>
</tr>
<tr>
<td>Females Average</td>
<td>51.4</td>
</tr>
<tr>
<td>Males Average</td>
<td>43.8</td>
</tr>
<tr>
<td>NSW Average</td>
<td>66</td>
</tr>
</tbody>
</table>
Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI – NOOSR)</td>
<td>58</td>
</tr>
<tr>
<td>Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Teachers not having qualifications as described in a) or b) but having relevant, successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

Staff at the school attended compulsory 1 week 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, Staff not attending CEN Darwin conference remained at school for a further week of in school professional learning.

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Name of Provider</th>
<th>Date</th>
<th>Number of Staff attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal &amp; Financial Implications of Psychological Injuries</td>
<td>AIS</td>
<td>18 May</td>
<td>1</td>
</tr>
<tr>
<td>Spalding Literacy Course</td>
<td>Spalding Education</td>
<td>10 January</td>
<td>1</td>
</tr>
<tr>
<td>Snr First Aid Refresher Course</td>
<td>ST Johns</td>
<td>14-February</td>
<td>8</td>
</tr>
<tr>
<td>The First Emperor Teachers' Event</td>
<td>Art Gallery NSW</td>
<td>19-February</td>
<td>2</td>
</tr>
<tr>
<td>BOS Workshop 2011</td>
<td>Board Of Studies</td>
<td>23-February</td>
<td>1</td>
</tr>
<tr>
<td>Using Interactive Whiteboard in Maths</td>
<td>AIS</td>
<td>4-March</td>
<td>1</td>
</tr>
<tr>
<td>Building Learning Power</td>
<td>ACER</td>
<td>16-March</td>
<td>1</td>
</tr>
<tr>
<td>HSC Extension 1 - Crime Writing</td>
<td>TTA</td>
<td>16-March</td>
<td>1</td>
</tr>
<tr>
<td>Using Interactive Whiteboard</td>
<td>AIS</td>
<td>16-March</td>
<td>2</td>
</tr>
<tr>
<td>Legal Studies State Conference</td>
<td>Legal Studies Ass. NSW</td>
<td>22 March</td>
<td>1</td>
</tr>
<tr>
<td>New Wave Photocopy - Lomo Camera</td>
<td>Museum of Cont. Art</td>
<td>22-March</td>
<td>1</td>
</tr>
<tr>
<td>Professional Learning Activity</td>
<td>Name of Provider</td>
<td>Date</td>
<td>Number of Staff attending</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>SASS Conference 2011</td>
<td>SASS</td>
<td>24 March x 2 days</td>
<td>1</td>
</tr>
<tr>
<td>Differentiating the Curriculum</td>
<td>TTA</td>
<td>25-March</td>
<td>1</td>
</tr>
<tr>
<td>Early Career Training Day</td>
<td>English Teachers Ass.</td>
<td>26-March</td>
<td>3</td>
</tr>
<tr>
<td>A Focus on Persuasive Writing</td>
<td>Professional Learning &amp; Development</td>
<td>30-March</td>
<td>4</td>
</tr>
<tr>
<td>The Traffic Jam in the Brain</td>
<td>Sensory Tools</td>
<td>2-April</td>
<td>1</td>
</tr>
<tr>
<td>Rage Facilitator Training</td>
<td>Institute of Family Practice</td>
<td>7-April</td>
<td>2</td>
</tr>
<tr>
<td>Tips, Tools for Teaching General Maths</td>
<td>PD4Maths</td>
<td>7 April</td>
<td>1</td>
</tr>
<tr>
<td>OHS Consultation Training</td>
<td>AIS</td>
<td>9 May x 4 days</td>
<td>1</td>
</tr>
<tr>
<td>AIS Consultant Visit - Yrs 7/8 Extension</td>
<td>AIS</td>
<td>12-May</td>
<td>1</td>
</tr>
<tr>
<td>Christian Schools Library Conference 2011</td>
<td>Christian Schools Library Ass.</td>
<td>16 May</td>
<td>3</td>
</tr>
<tr>
<td>K-12 Technology Conference</td>
<td>ACE Events</td>
<td>17-May</td>
<td>3</td>
</tr>
<tr>
<td>Disciplined Mind</td>
<td>ACER</td>
<td>19-May</td>
<td>1</td>
</tr>
<tr>
<td>Strategies for developing BOW Stage 6</td>
<td>TTA</td>
<td>7-June</td>
<td>2</td>
</tr>
<tr>
<td>OHS Management - Science</td>
<td>AIS</td>
<td>8-June</td>
<td>2</td>
</tr>
<tr>
<td>Getting the Best Maths HSC Results</td>
<td>TTA</td>
<td>22-June</td>
<td>1</td>
</tr>
<tr>
<td>The Corporate PA Summit 2011</td>
<td>Think Tank Media</td>
<td>29-June</td>
<td>1</td>
</tr>
<tr>
<td>Focus Conference - Darwin</td>
<td>CEN</td>
<td>1 July</td>
<td>26</td>
</tr>
<tr>
<td>BOS Consultation Meeting - K-10 Mathematics</td>
<td>BOS</td>
<td>20-July</td>
<td>3</td>
</tr>
<tr>
<td>BOS Consultation Meeting - K-10 History</td>
<td>BOS</td>
<td>28-July</td>
<td>3</td>
</tr>
<tr>
<td>BOS Consultation Meeting - K-10 Science</td>
<td>BOS</td>
<td>28-July</td>
<td>1</td>
</tr>
<tr>
<td>The Masterplan Process Part 3</td>
<td>CEFPI</td>
<td>2-August</td>
<td>1</td>
</tr>
<tr>
<td>Literacy Goes Digital</td>
<td>AIS</td>
<td>9-August</td>
<td>2</td>
</tr>
<tr>
<td>On Line Course - Motivating Students</td>
<td>Pathways</td>
<td>10-August</td>
<td>2</td>
</tr>
<tr>
<td>Pathways- Mental Health Workshop</td>
<td>Pathways</td>
<td>10-August</td>
<td>2</td>
</tr>
<tr>
<td>BOS Consultation Meeting - K-10 English</td>
<td>BOS</td>
<td>17-August</td>
<td>3</td>
</tr>
<tr>
<td>CHERI Conference</td>
<td>Westmead Children’s Hospital</td>
<td>1 September</td>
<td>2</td>
</tr>
<tr>
<td>Event</td>
<td>Organiser</td>
<td>Date</td>
<td>Duration</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>Challenging Minds and Changing Hearts</td>
<td>Anglican Education Com.</td>
<td>9-September</td>
<td>1</td>
</tr>
<tr>
<td>GFA Level 1 Gymnastics Coaches Course</td>
<td>Gymnastics Australia</td>
<td>23-October</td>
<td>1</td>
</tr>
<tr>
<td>Bright Ideas - Innovative teaching PDHPE</td>
<td>AIS</td>
<td>25-October</td>
<td>1</td>
</tr>
<tr>
<td>AIS Executive Conference</td>
<td>AIS</td>
<td>30 October</td>
<td>1</td>
</tr>
<tr>
<td>Voice Care &amp; Vocal Delivery</td>
<td>TTA</td>
<td>3-November</td>
<td>1</td>
</tr>
<tr>
<td>AIS Revised OHS Act</td>
<td>AIS</td>
<td>13-December</td>
<td>1</td>
</tr>
</tbody>
</table>
Workforce Composition

In 2011, Tyndale Christian School had 58 teaching staff made up of 40 full-time teachers and 16 part-time teachers. The Full-time Equivalent teaching staff was 48.6. 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 50.6 as reported on the My School website.

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

In 2011 there were 32 non-teaching staff; 11 full-time and 13 part-time staff who provided secretarial, administrative and teacher’s aide support within the school, 1 part-time Counsellor, 1 part-time careers advisor, 2 full-time maintenance staff and 1 part-time bus driver, 1 Part-time first aide officer and 2 part-time uniform shop. The Full-Time Equivalent of our non-teaching staff was 23.2 as reported on the My School Website.

These figures do not include staff employed in our Prep Class, Before and After School Care programme or Cleaners as these are all outside the scope of the census definitions of staff.

**Indigenous Staff**

In 2011, there was 1 indigenous staff employed as a full-time teacher at Tyndale Christian School.
Senior Secondary Outcomes

In 2011, 100% of students were awarded the HSC. In addition, 37% of the Year 12 cohort participated in vocational or trade training courses, receiving additional vocational qualifications. A large group of students studied Hospitality, using the school’s Hospitality facilities and staff. Many of these students chose to further their Hospitality studies through a specialisation unit. Students studied a variety of other vocational courses through TAFE and private providers. These courses add to the richness of the educational experience for students in their final years of secondary education, while providing a vocational pathway.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Number of Students</th>
<th>HSC Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hospitality</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Hospitality Specialisation</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Retail Services</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Animal Care</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Community Services</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Community Services Specialisation</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Fashion Visualisation</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>
Student Attendance rates

The average student attendance rate per day, using 15 May 2011 as a sample showed that 54 students were absent on this day. This represents 7.6% 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 3.5% of the school population is absent due to sickness, leave, or explained absence.

Management of non-attendance

Students who are absent from school are expected to bring a note of explanation from their parent, guardian or caregiver outlining the date and reason for the absence. These reasons are recorded in the school roll and the note kept in archive. Students who do not provide a note of explanation have a letter sent home requesting explanation for absences. When this note is returned or other notes of explanation provided these are recorded and kept in archive.

Students who require extended leave from school outside of school holidays are required to request this in writing to the School Principal.
Retention of Year 10 to Year 12

Actual Student retention rates

85% of students who completed Year 12 at Tyndale in 2011 had also completed Year 10 at the school.

80 students completed Year 12 at the school in 2011. 76 students completed Year 10 at the school in 2009.

13 Year 10 students left Tyndale at the end of 2011. Of this number:-
  5 students left to study at TAFE
  7 students left to attend other schools
  1 student 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 2011 have
gone onto the following post school endeavours:-
  39 students went onto study tertiary education at University
  12 students went onto study at TAFE college
  14 students went onto study at private colleges
  15 students went into full-time or part-time employment
Enrolment Policies and Characteristics of the student body

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 2011 Tyndale Christian School had 706 students. Of these students 35 were enrolled in Prep School, 258 were in Junior School, 168 were in Middle School and 245 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. **Social Media Policy**

The school policy related to Social Media concerns items such as:-

- Student use of Social networking sites such as facebook, twitter, etc.
- Provides guidelines for student appropriate use.
- Identifies areas of use by students, parents and staff.
- May also relate to cyber bullying, harassment and discrimination
- Outlines the process for breaches of this policy.

Copies of the Social Media Policy can be obtained by a request to the School Office.

2. **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.

3. **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.
4. 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.

5. Attendance Policy

The school policy related to School Attendance concerns items such as:-

- Guidelines for maintenance of accurate enrolments and attendance records.
- Outlines Legislated expectations for students attendance in NSW schools.
- Provides guidelines related to the follow-up of absence and leave.
- Identifies the process and categories for recording absences and leave.

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

6. 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 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.
School-determined improvement targets

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
Completion and opening of BER Library.
Completion and opening of Trade Training Centre commercial kitchen.
Commenced Year 10 and 11 student laptop programme

Property maintenance and development.
Commenced painting program of all school buildings including interior and exterior surfaces
Erected fencing around Kid’s Club/ Vacation Care building.
Re-painted car park spacing
Kiss and drop lane re-developed
Vents built into Sport Hall

Student Welfare
Implementation of the Student Leadership programme at the school.
Student Counsellor employed 3 days per week to assist with growing mental health and welfare issues. Further development and assistance with programs such as ‘Kids with Courage’ and other resilience focused programmes.
Deputy principal – Student Welfare developed Cohesive Pastoral Care program for Years 6 – 12 in conjunction with Stage Coordinators to further enhance the Pastoral Care of Students across the School. Scope and Sequence for Pastoral Care and Biblical Studies developed to provide whole school approach.

Staff Development
FYAT (First Year at Tyndale) Tyndale’s distinctive staff induction programme reintroduced.
All staff attended the Christian Education National State Conference held at Darwin.
All staff underwent professional development during two specific Curriculum Weeks one held during January and the other in July
KLA specific Professional Development for individual staff members (see table)
Admin staff undertook Certificate IV in Business
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"
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 ever 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.
SATISFACTION SURVEYS

The school introduced annual satisfaction surveys in 2009 and has employed this means of gauging parent, staff and student satisfaction levels on an annual basis since then. The school values constructive feedback and it is deemed important to regularly ascertain the satisfaction levels of its stakeholders. The surveys are conducted by an independent external agency.

The results for 2011 are as follows:

**STUDENTS**

66.8% of students surveyed were in agreement with the statement “I am satisfied with the school”.

70.5% of students surveyed were in agreement with the statement “The School helps me to develop my gifts and abilities”.

72.8% of students surveyed were in agreement with the statement “Teachers treat students with respect”.

79.5% of students surveyed were in agreement with the statement “My Teachers encourage me to do my best”.

**STAFF**

78.9% of staff surveyed was positively satisfied in response to the statement “Overall satisfaction with the school”.

86.8% of staff surveyed was positively satisfied in response to the statement “The conduct of the students”.

88.2% of staff surveyed was positively satisfied in response to the statement “My partnership with parents in the education of their children”.

**PARENTS**

91% of parents surveyed were positively satisfied in response to the statement “Overall satisfaction with the school”.

93.5% of parents surveyed were positively satisfied in response to the statement “Performance of the Teachers”.

92.3% of parents surveyed were positively satisfied in response to the statement “My overall relationship with teachers at the school”.

The surveys predominantly reflect that students, staff and parents alike are very satisfied with the school’s overall performance. Areas of concern raised will be addressed by the Executive to ensure that the school listens to its constituents and continues to improve where necessary.
Summary Financial Information

2011 Source of Recurrent and Capital Income

- Commonwealth Recurrent, 39%
- Commonwealth Capital, 13%
- Net School Fees, 17%
- Fee/Levies allocated for Capital Purposes, 7%
- Other Fee Related Income, 2%
- Overseas Students, 2%
- Private Income, 2%
- State Recurrent, 15%
- State Interest Subsidy, 1%
- Other Capital, 0%
- Commonwealth Targeted, 2%

2011 Recurrent and Capital Expenditure

- Salaries, Allowances & Related Expenditure, 61%
- Office & Administrative Expenses, 15%
- Grounds & Maintenance, 4%
- Bad & Doubtful Debts, 1%
- Interest, 1%
- Depreciation, 6%
- Other Capital Expenditure, 5%
- Capital Buildings & Improvements, 8%

(Note: Partially funded by State and C/Wealth recurrent grants)

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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BUSINESS MANAGER