



2022

ANNUAL SCHOOL REPORT

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Message from Key School Bodies

Report from the Chairman of the Board

Our Mission

To equip students to be disciples of Jesus through Christ-centred, Biblical education.

Our Vision

Partnering with parents in a covenant community, nurturing servant-hearted students with an understanding of Christ's saving grace while providing academically rigorous education in a safe and caring environment.

As I write this reflection on the year that was 2022, I am amazed at the pace of change in our country, our society and our local community and the impact this is having on our churches, our schools and subsequently our students.

2022 was the year we began to transition from the restrictions of the pandemic to a more normal routine at school, at home and beyond. Whilst there were no more lockdowns, there were still disruptions as people were compelled to isolate and quarantine as the milder strains of COVID-19 circulated through the community, affecting student attendance and teacher absenteeism. Through this, we have all become experts at adapting our plans and reimagining our work environments.

As a school, Tyndale has approached each new challenge with determination. Despite the disruptions, we returned to hosting a number of events last year, including a well-attended Association Dinner, the school festival, new family evenings as well as graduation services and the very popular Multicultural Day.

As an Association, we thanked Tony Cassidy for his 9 years of service to the Board and I commenced as Board Chair. It's been a whirlwind and a steep learning curve, and I thank the school staff and my fellow directors for their patience as I have slowly adjusted to the demands of the role.

Our Association Committees were once again able to meet in person with Ed Com, Membership, and Finance and Audit all meeting regularly. I wish to thank all the members of those committees for their service over the past twelve months. We also formed a new Project Committee to facilitate and oversee the large building project consisting of a new STEM block, larger library and a multi-purpose classroom facility.

At the Christian Education National (CEN) National Conference in May 2022, Rebecca Hall (Principal) and I were both challenged to consider the impact that our school has had more broadly on the local community and globally as we seek to fulfil our motto of serving the Lord with gladness and in serving others with justice, love and compassion.

With this challenge in mind, the school executive, with the support of the Board, initiated and developed relationships with external organisations within our local community, providing opportunities for our students to serve in meaningful ways. For example, we have senior students assisting a local primary school in the Mt Druitt area with lunchtime groups, running games and activities and fostering relationships with underprivileged children.

We have also invested in our students in new ways. A small group of students attended a leadership camp in the July school holidays, run by CRU, connecting them with students from other Christian schools and challenging them further as to how they were using the gifts God has given them to lead and serve in their schools, churches and local communities.

Reflecting further on our mission: "To equip students to be disciples of Jesus through Christ-centred, Biblical education", I want to encourage you with some recent news from our school community. Currently we have approximately 70 students regularly attending a lunchtime bible study group held every Monday.

We also have two former students currently engaged in the Teaching Hub, an amalgamation of Christian schools across the Sydney Metropolitan region committed to training and developing teachers to serve in Christian schools at the end of their degrees. This teaching hub,



a new initiative, has student teachers working in a Christian school one day per week whilst they study, helping them to develop their skills of teaching through a biblical lens, preparing them for full-time work in a Christian school.

Over the past 12 months, more than a dozen students from our current Year 12 cohort have publicly professed their faith in Jesus, something to be celebrated. Their time at Tyndale has been acknowledged as being an important part in their journey in developing a personal relationship with the Lord.

These are just a few examples of the way our school is fulfilling the Mission of the school. We have students serving every week in local churches, and in every facet of life, proudly walking in relationship with the Lord.

Tania Vander Noord
Board Chair



Report from the Principal

An excellent Christian education must be both academically rigorous and focus on equipping and educating students to be God's faithful servants in all aspects of life. Tyndale Christian School's vision statement declares that we are committed to providing academically rigorous education that is Christ-centred and Biblical. Knight (2006) wrote, "Christian education has the capacity to be a pivotal player in the restoration of the world and to reconcile those things that are broken, distorted and disjointed in relation to their original creational intent". In 2022, Tyndale's annual theme of 'Faithful Service' reflected these ideas as we sought to purposefully live out the message of Micah 6:2 to act justly, love mercy, and walk humbly with our God in faithful service to Him and others within and outside our school community. We want our students not only to know Christ but to have such a deep commitment to Him that the justice and mercy shown to us by Jesus will shape the way they live and their desire and ability to act justly in service to others.

Our Tyndale Learner Profile defines service as something which is enacted by people who as God's image bearers serve with justice, love, and compassion. The Hebrew word for justice is "Mishpat" and refers to the concept of restorative justice, the kind of justice that seeks out the vulnerable, advocating for them and changing social structures to prevent injustice. Throughout 2022, the focus was on learning to serve faithfully, providing students with the skills and knowledge they need to use their education to enact justice and mercy in the world. Our staff was encouraged to find opportunities to teach their subjects in such a way that students were explicitly taught to consider the needs of others. The 2022 Primary school classes were named after men and women of faith who committed their lives to serve Jesus, many of whom left the safety and security of their homes, culture, family, and friends to serve on the mission field and demonstrated great courage in defending their faith and advocating for the oppressed and vulnerable.

Faithful service is about looking for opportunities to serve, broadening our perspectives, but also in humility embracing the ordinariness of our calling. Tyndale's motto is to Serve the Lord with Gladness. In Mark's gospel, we read that even Jesus "did not come to be served but to serve and to give his life as a ransom for many". In Philippians 2, His people are called to "have the same mindset as Jesus who humbled himself and took on the very nature of a servant". It is also about proclaiming the word of God in all its fullness and demonstrating hospitality.

In addition to a focus on service, our commitment to academic excellence remains a key tenet of our 2020-2025 Strategic Plan. In 2022, a major objective was the development of a Teaching and Learning Framework that expanded the six core elements of the Tyndale Christian School Learner Profile. This framework is now used for curriculum writing and development, student assessment and reporting, and staff appraisal.

The development of our site to provide facilities that encourage deep learning was also a key objective in 2022. A number of improvements, upgrades, and repairs to our facilities were undertaken in 2022. We were also thrilled to receive a BGA grant for a new library, science labs, and TAS building. This project will commence in mid-2023.

A number of staff celebrated significant milestones of 10 or more years of service. On behalf of the school community, I thank them for their loyalty and faithful service to Tyndale and to Christian Education.

We also wish God's blessings upon all the faithful staff we farewelled throughout the year as they take up new positions or enjoy their retirement.

I am thankful to God for His provision, love, and care for our community throughout 2022. It has been an honour to serve God and the Tyndale community in my capacity as Principal.

I pray for God's blessing over our School community and for His continued protection and provision as we seek to faithfully serve our Lord and community in the years ahead.

Rebecca Hall
Principal

Contextual Information about the School and Characteristics of the Student Body

What is Tyndale all about? Vision and Mission

Tyndale Christian School is committed to partnering with parents in the Christian education of their children by equipping students to be disciples of Jesus through Christ-centred Biblical education. At Tyndale, we affirm the Biblical truth that each child is made in the image of God and are therefore committed to providing a holistic education where each child has the opportunity to identify and develop their God-given talents. We seek to develop the character that supports our students to bring glory to God in all spheres of life.

Tyndale's Biblical framework for teaching and learning enables students to be seekers of Biblical truth who understand that their identity is in Christ. Through the work of the Holy Spirit and the faithful teaching of passionate and dedicated Christian teachers, our students are equipped to serve the Lord with gladness by serving others with love, justice, and compassion.

What is Tyndale's purpose?

Our Educational Creed states that it is the special task of the school to train children in the use and development of their God-given talents so that they may be equipped to serve Christ as King in all spheres of life, to the Glory of God, and the well-being of all humanity.

Tyndale works with families to equip students to grow in competence and confidence in every subject area while challenging them to develop a Christian worldview. We provide an education that is tailored to the whole child – spiritually, intellectually, emotionally, physically, and socially. The Tyndale curriculum is embedded within a Christian worldview in which each student learns how to be discerning and critical thinkers who can interpret the world through the lens of Biblical truth, develop a strong sense of purpose, and grow in their capacity to serve with humility.

In 2022, we implemented a school-wide Teaching and Learning Framework. The primary aim of our Teaching and Learning Framework is to promote engagement with learning where students are actively encouraged to become curious and tenacious learners and discerning and critical thinkers. Approaches to learning, such as promoting questioning, researching, identifying connections, and applying and transferring knowledge, all assist students to deepen their understanding. It is also expected that as students courageously take responsible risks in order to learn and develop the ability to creatively and collaboratively problem solve, they will grow and become people of character.

In the Primary School, our teachers have been actively working to improve the quality of teaching by prioritizing explicit teaching instruction in all aspects of literacy and numeracy. The positive atmosphere in each classroom, the high expectations of student learning, and the use of engagement strategies have improved the involvement of all students in every lesson as we seek to build a community of curious and tenacious learners. School subjects included English, Mathematics, Biblical Studies, GIFTS: Growing Individuals for Thanksgiving and Service, Incorporating HSIE and Science & Technology; Personal Development/Health/ Physical Education and Creative and Practical Arts, which includes Visual Arts and Dra. In addition, students attend classes taught once a week by specialist teachers in Music, Library, LOTE: Korean, and Digital Technology.

In the Secondary School, we nurture students in a way that focuses on individual gifts and talents and encourages students to be reflective and responsible learners who develop critical thinking and creative and collaborative problem-solving skills. In teaching students how to learn and emphasizing the process of learning, we are promoting a culture where students take ownership and responsibility for their learning and are able to make connections between what they are doing in the classroom and the real world. During these years of education, when young people are asking key questions concerning identity and meaning, our teachers are ready and able to help them make sense of their world and their culture, and to find purpose in their lives now, and in the future.

What does Tyndale offer?

In addition to our excellent teaching program, we provide additional staffing to support and extend student learning. Our Learning Support Department provides a 3-tiered model of intervention framework, including in-class support, small group instruction in language, literacy, and/or numeracy, and intensive long-term adjustments and intervention programs for those requiring the third level of support. We also provide Extension and Enrichment groups across all areas of the school and EALD support for students with a first language other than English, including new arrivals, refugees, and overseas students.

Tyndale provides a number of extra-curricular opportunities for students to develop their creative and sporting talents. Tyndale students play representative sports through various organizations, including the Christian Schools Sports Association and the Combined Independent Schools. **There is also a weekly Interschool Sports Competition involving a number of local schools. Tyndale's extensive Music program** has several bands and individual tuition in a variety of instruments. Our Fusion program and lunchtime clubs in Primary School offer students **weekly opportunities to develop skills in a number of personal interest areas. Finally, Tyndale's camping program enables students** in Years 5-12 to experience learning in a different setting and strengthens the bonds between students and between students and their teachers.



Tyndale also offers an Early Learning Centre for children aged 3 years and over and a Before and After School Care and Vacation Care program for families whose children attend Tyndale's primary school. **The Before and After School Care program operates under the National Quality Framework and is guided by the "My Time, Our Place" framework for school-aged care.** Tyndale Before and After School Care values each child and their relationship with God. Educators actively nurture their God-given gifts and talents and partner with the school and families to equip students for a life of service as disciples of Jesus Christ. Educators provide play and leisure opportunities that are meaningful and **support children's well-being, learning, and development.** The vacation care program is informed by the children's interests, ideas, and feedback and is designed to engage children in experiences that promote social and emotional development. Tyndale Before and After School Care values family and community engagement and aims to build collaborative partnerships that complement the learning that occurs at home and at school.

Characteristics of the Student Body

Tyndale Christian School is an independent, Christian, co-educational school from Pre-school to Year 12. It offers students a rich academic experience in a secure nurturing environment where Christian values and Biblically-based teaching are foundational. Tyndale aims to teach its students to think critically, communicate effectively, and serve gladly and compassionately, encouraging creativity and fostering the enjoyment of learning.

While the majority of families enrolling their children at Tyndale subscribe to the Christian faith, the school community includes families from a wide variety of ethnic and socio-economic backgrounds as well as many different Christian denominations. The Tyndale student body consisted of students from 31 different cultural backgrounds and 63 language groups with a significant proportion, approximately 45%, of our students speak another language at home.

Our Primary School was composed of 468 students from Kindergarten to Year 6 with 4 streams in Kindergarten and 3 in each of Years 1-6. The Secondary School had an enrolment of 408 students across Years 7-12.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Primary School

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

Percentages above benchmark – Years 3 and 5

2022 Test	Year 3 - 64 students		Year 5 - 58 students	
	Percentage of students achieving the benchmark (above Band 1)		Percentage of students achieving the benchmark (above Band 3)	
	School	State	School	State
Reading	98.4%	97.3%	100%	95.8%
Writing	98.4%	98.3%	94.4%	94.5%
Spelling	98.3%	94%	100%	95.8%
Grammar & Punctuation	96.6 %	96%	96.3%	96.4%
Numeracy	96.4%	96.7%	98.1%	96.8%

In 2022, 64 Year 3 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The results of these tests are reported in Bands, from Band 10 (The highest level of attainment) to Band 1 (the lowest level of attainment where students are below the national minimum standard).

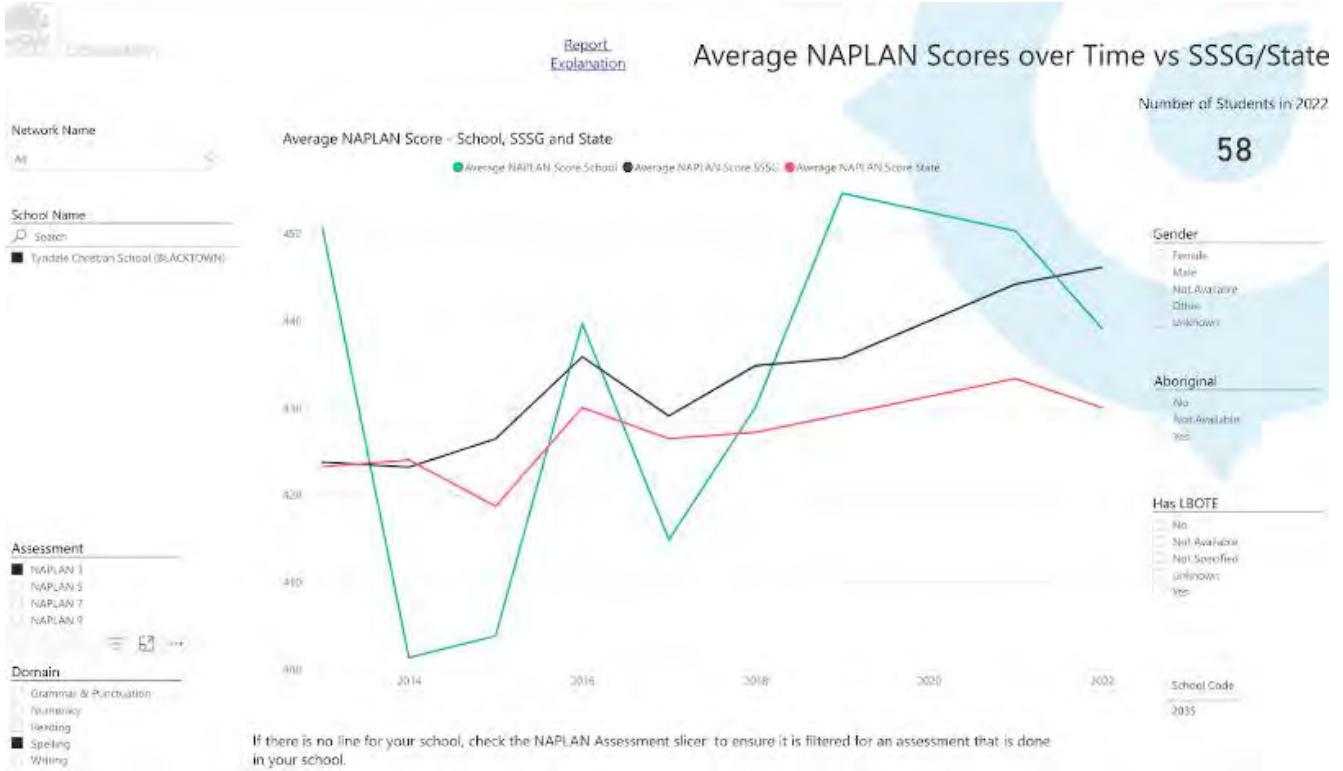
These results show that at least 96% of Year 3 Students received at or above the National Minimum Standard in all areas across Numeracy, Reading, Writing, Spelling and Grammar & Punctuation. Year 3 performed at or slightly above state average for all aspects of Literacy and Numeracy.

These results place the Year 3 cohort at a level consistently above State performances.

- 98.3% of Year 3 students performed above National minimum standard for Spelling, a result slightly above the state average of 94% for this area of literacy.
- 62.1% of Year 3 students performed above Band 4 for Grammar and Punctuation, a result above the state average of 46.4% for this cohort.
- 65.7% of Year 3 students performed above Band 4 for Writing, a result above the state average of 59.5% for this cohort.

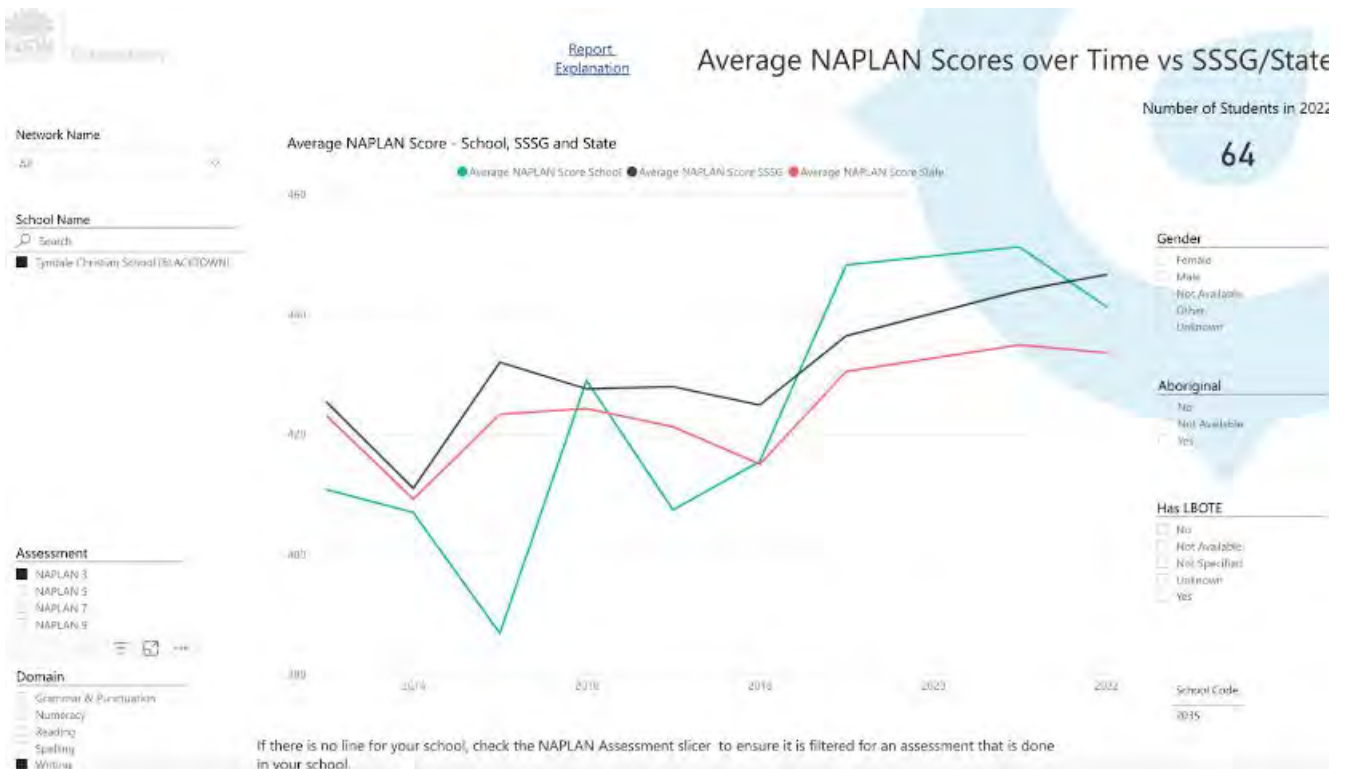


Year 3 Spelling Average NAPLAN Scores over Time



Our results have been consistently above NAPLAN average for the past 3 years.

Year 3 Writing Average NAPLAN Scores over Time



Our results have been consistently above NAPLAN average for the past 4 years.

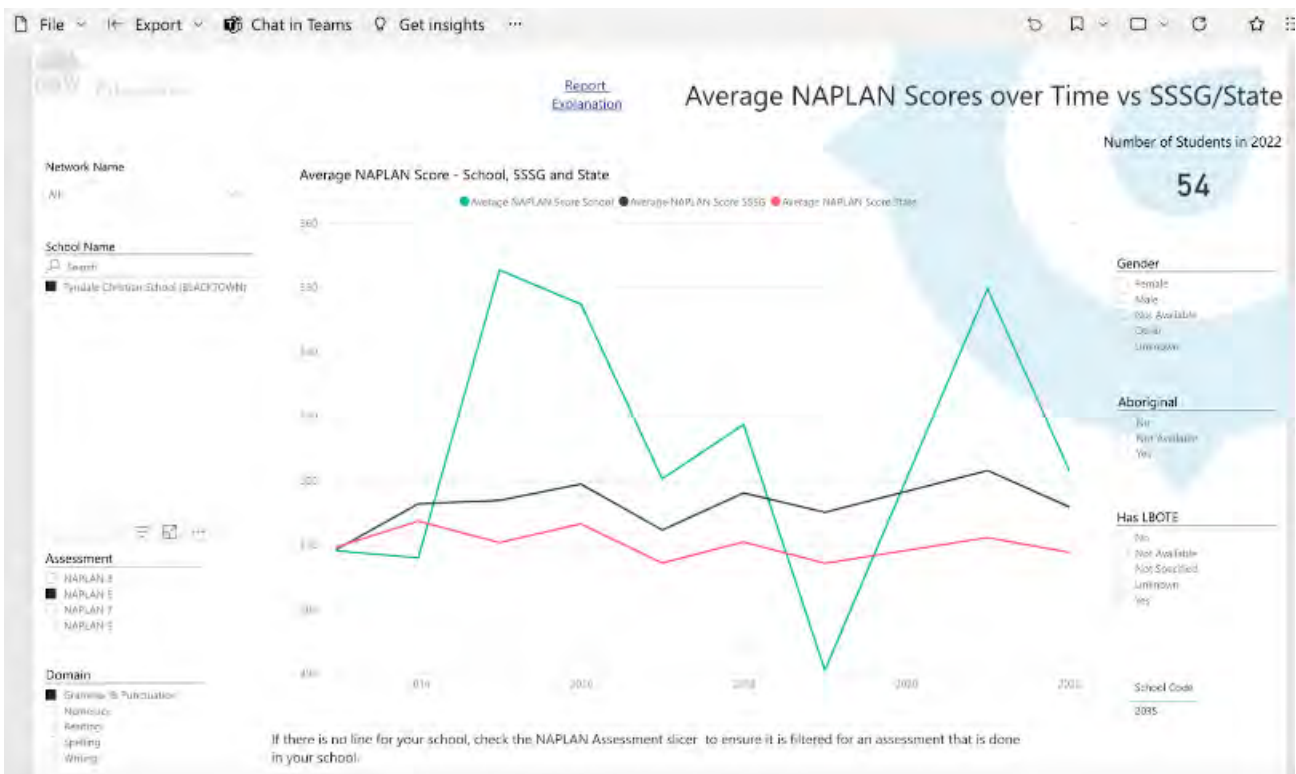
The school has had a continued focus on early literacy and numeracy skills through explicit teaching and also a continued focus in tiered interventions such as MiniLit, PreLit and MultiLit programs in Primary School. These new areas of development have been taking places since the beginning of 2017.

In 2022, 58 Year 5 students participated in the National Assessment program – Literacy and Numeracy (NAPLAN). The results of these tests are reported in Bands, from Band 10 (The highest level of attainment) to Band 1 (the lowest level of attainment).

These results show that 100% of Year 5 Students achieved at or above the National Minimum Standard in Reading and Spelling, and 98% achieved at or above the National Minimum Standard in Numeracy. These results place the Year 5 cohort at a level consistently above or in line with state performances.

- 96.2% of Year 5 students performed above Band 4 for Numeracy, a result above the state average of 81.7% for this cohort.
- 93.2% of Year 5 students performed above Band 4 for Reading, a result above the state average of 81.52% for this cohort.
- 94.5% of Year 5 students performed above Band 4 for Reading, a result above the state average of 87.9% for this cohort.

Year 5 Grammar & Punctuation Average NAPLAN Scores over Time



It was particularly pleasing to see that our Year 5 cohort showed an Average Scaled Growth that was greater than the Average State Scaled Growth in all subject areas. The Year 5 cohort also had greater growth than the state average when looking At or Above Expected Growth across all subject areas of NAPLAN in 2022.



Secondary School

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

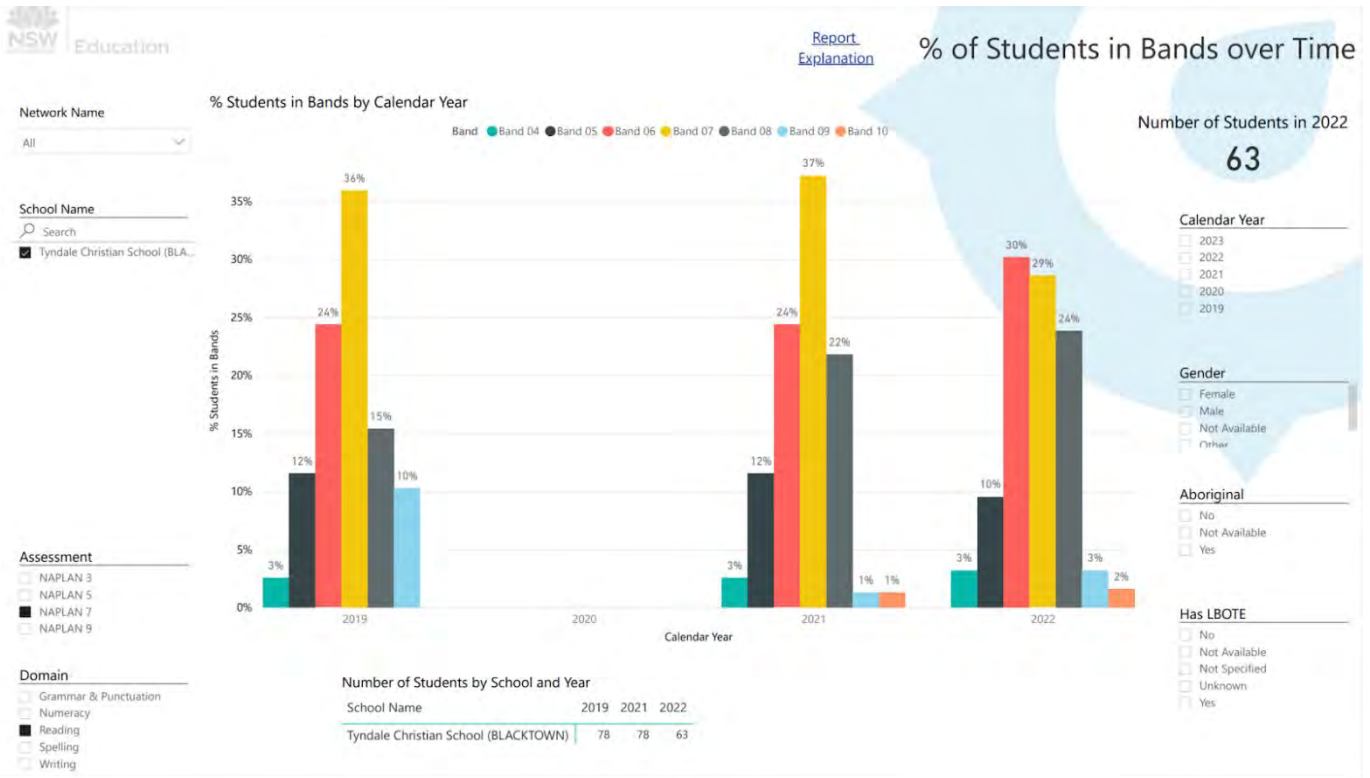
In 2022, 68 Year 7 students and 61 Year 9 students participated in NAPLAN at Tyndale. As a cohort, Year 7 Literacy and Numeracy results had the largest proportion of students in the Band 6 category for each test, with the exception of Writing, which was in the Band 8 range, and Numeracy, which was split between Band 7 and 8.

Across the board, Year 7 NAPLAN results were close to the average of all Australian students. While across the state, the larger proportion of students were in the range of Band 7, Tyndale had a larger proportion of students achieve in the Band 9 and 10 range for Grammar and Punctuation and the Band 10 range for Writing. It is not possible to gauge the comparative performance of Year 7 to their Year 5 results due to NAPLAN being cancelled in 2020.

For the Reading test, 30% of students achieved in the Band 6 range, 29% achieved in the Band 7 range and 24% achieved in the Band 8 range. Well over half of the students (58%) were achieving at a Band 7 or higher. This is similar to 2021 and 2019 where 61% of students were in this range.

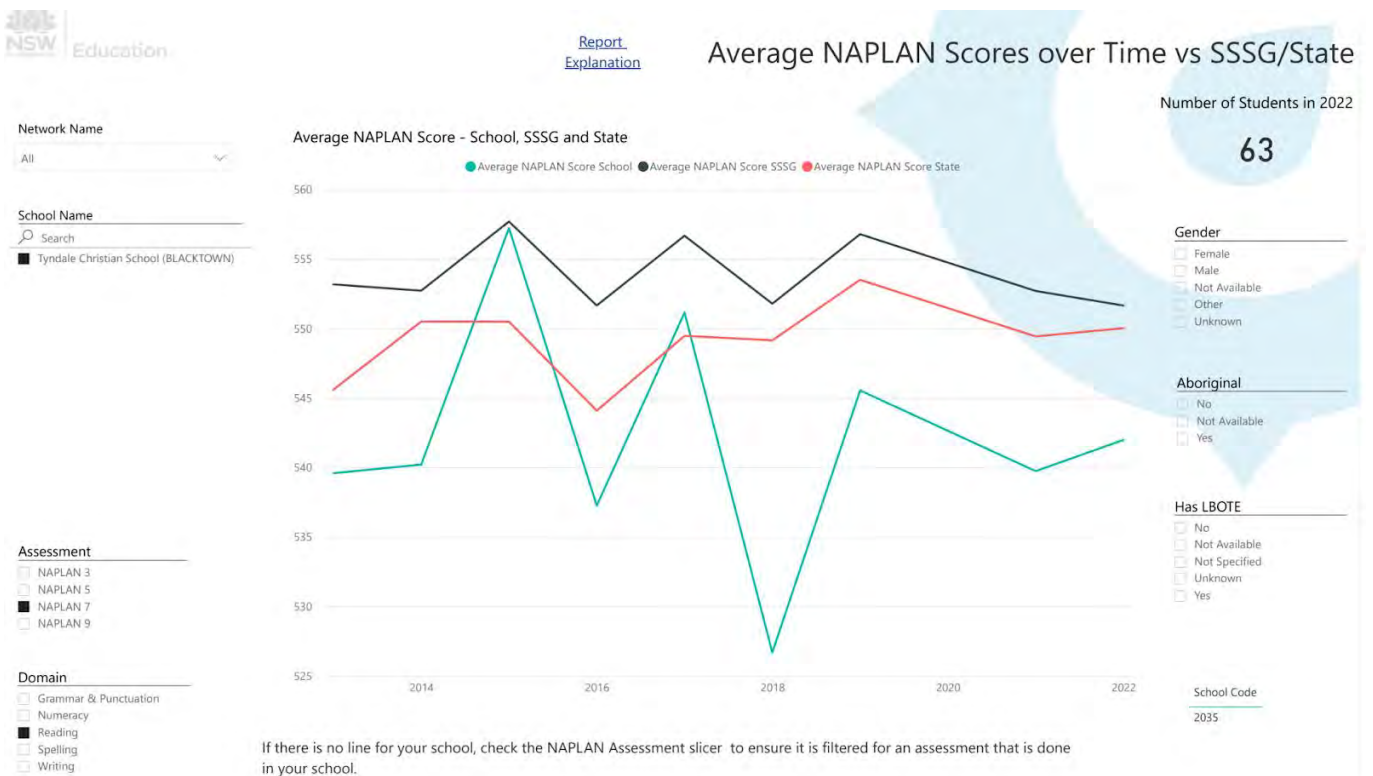


Year 7 NAPLAN Reading - Percentage of Students in Bands over Time



Overall, the Year 7 Reading results were a little below those achieved on average across the state.

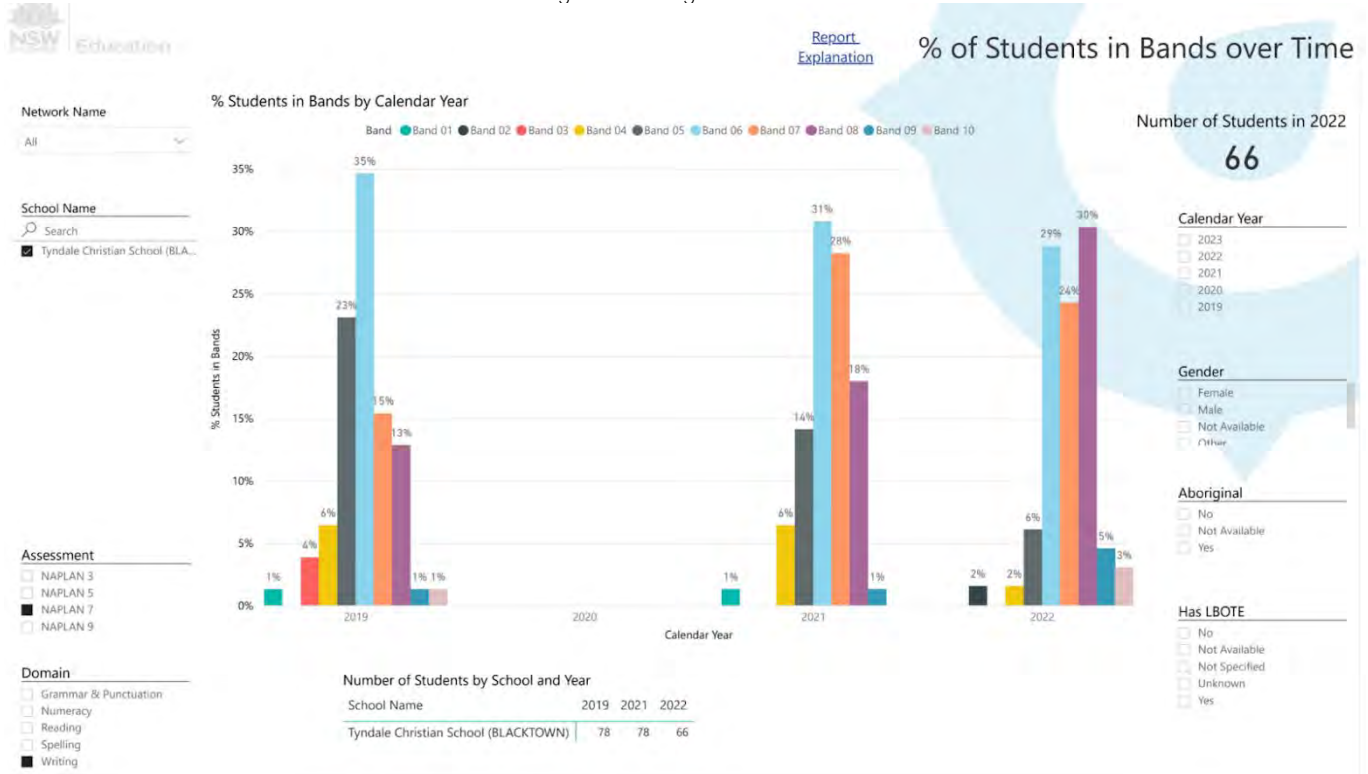
Year 7 Reading Average NAPLAN Scores over Time





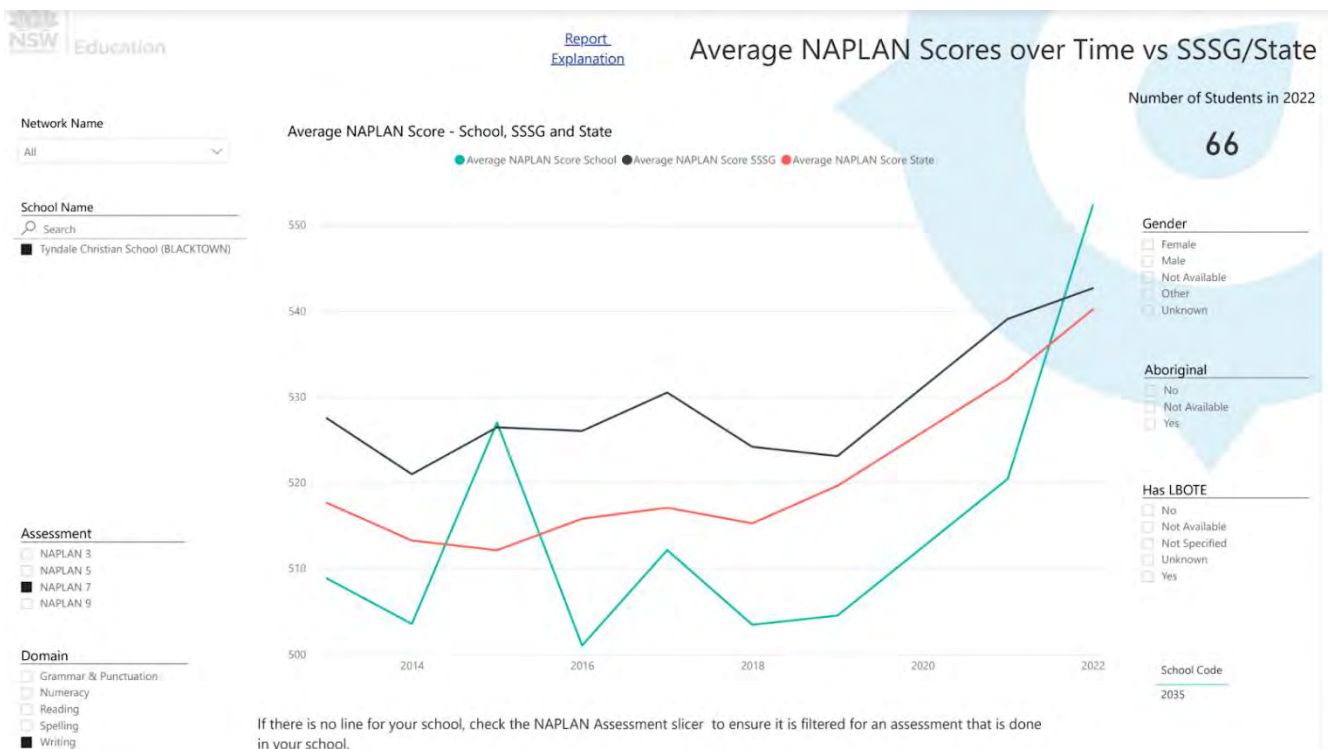
With regard to Year 7 Writing results, Tyndale students' results were higher than in previous years. In 2022, 38% of students achieved a result in a Band 8 or higher. This is compared to 2021 where there were 19% of students in this range, and 2019 where there were 15% of students in this range.

Year 7 NAPLAN Writing - Percentage of Students in Bands over Time



Their average was above that achieved by both students of similar backgrounds and across the state.

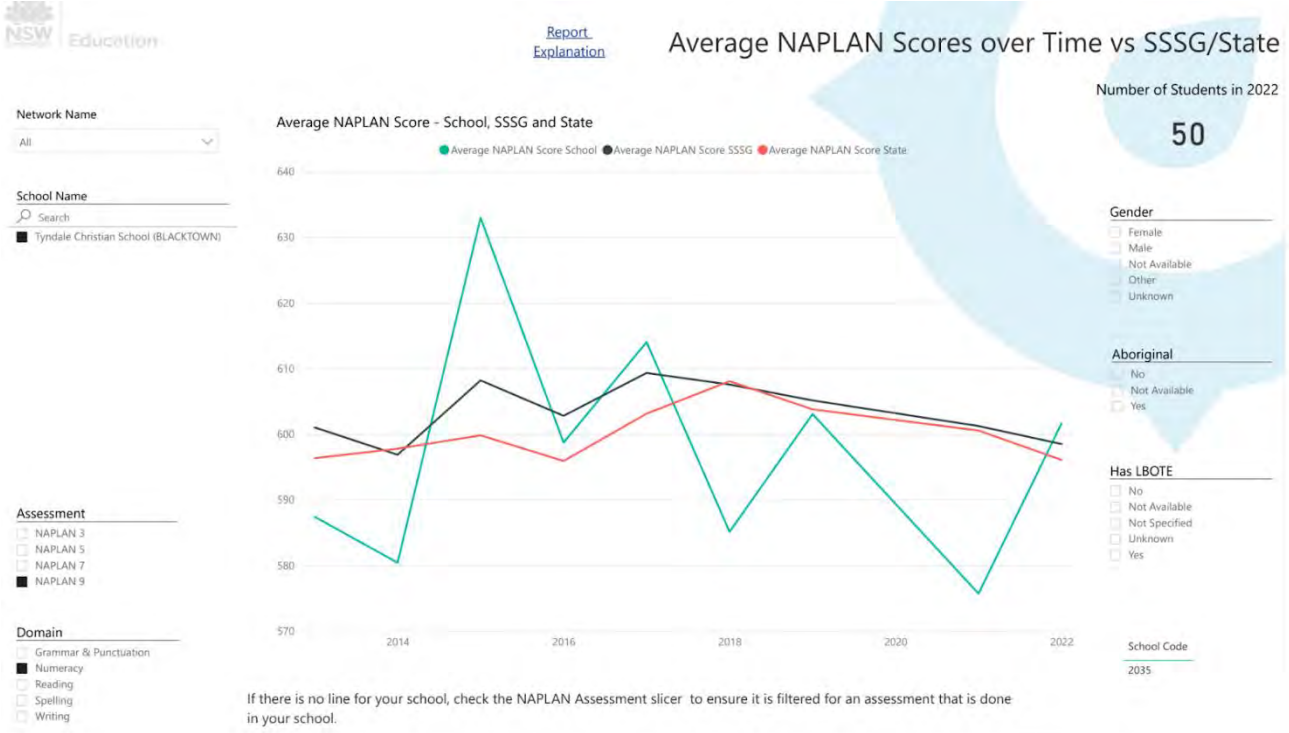
Year 7 Writing Average NAPLAN Scores over Time





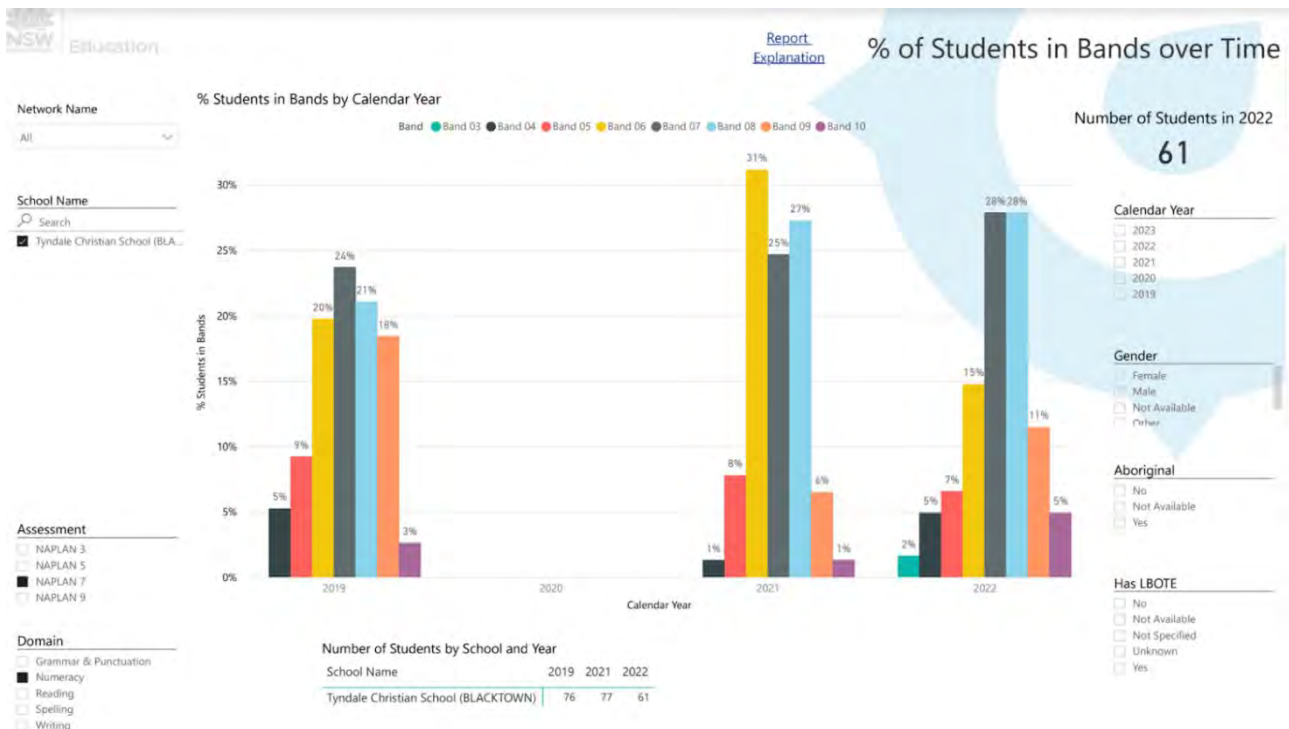
Year 7 Numeracy results demonstrated an increase in results from those achieved in 2021. This saw Tyndale students achieve a slightly higher result than comparative students of like schools and across the state.

Year 7 Numeracy Average NAPLAN Scores over Time



In 2022, 44% of Year 7 students achieved a result in Band 8 or higher for Numeracy. This is an increase on 2021, where 34% of students achieved results in the same bands. This, however, seems to be reflective of fluctuating results achieved in Numeracy at Tyndale over time.

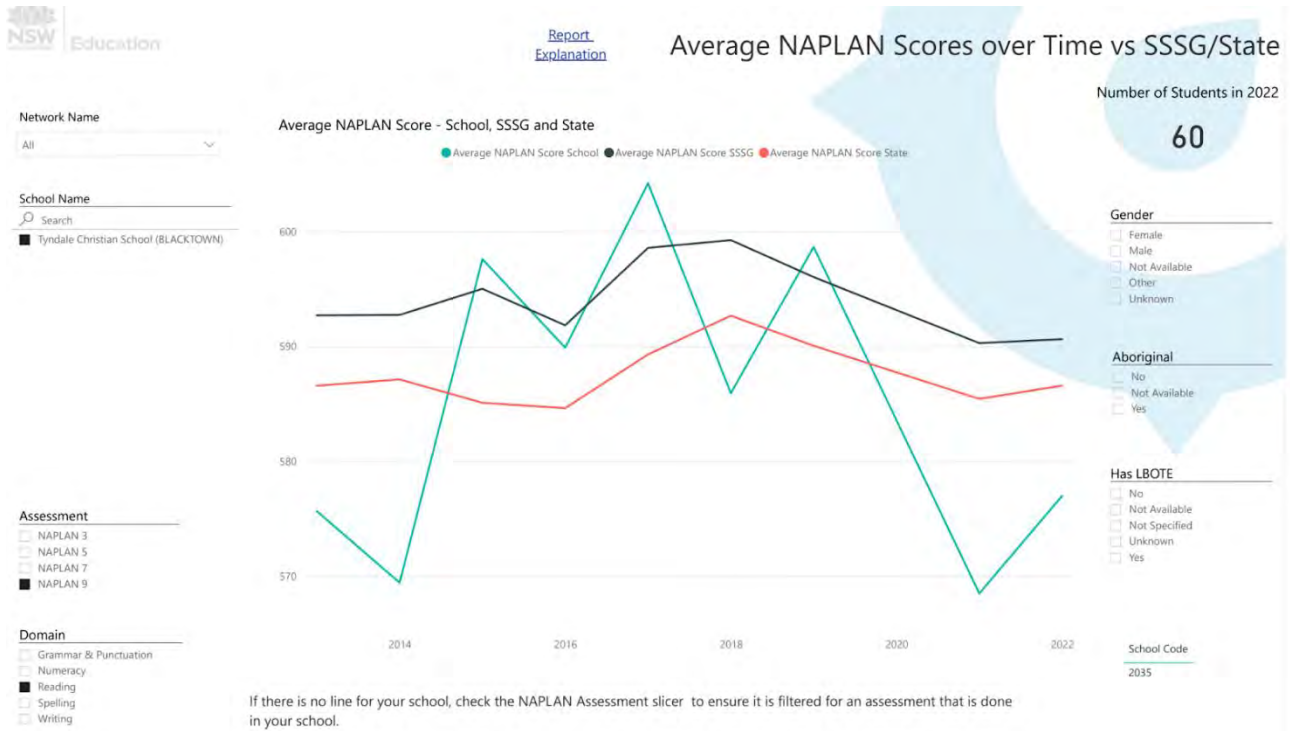
Year 7 NAPLAN Numeracy - Percentage of Students in Bands over Time



For Year 9, the Literacy and Numeracy results were on average in the Band 7 or Band 8 range. With the exception of Reading, Year 9 NAPLAN results for 2022 were close to the average of all Australian students.

With regard to student progress in Reading, Year 9 students at Tyndale showed improvement on results achieved in 2021, but compared to other Australian students, were below average.

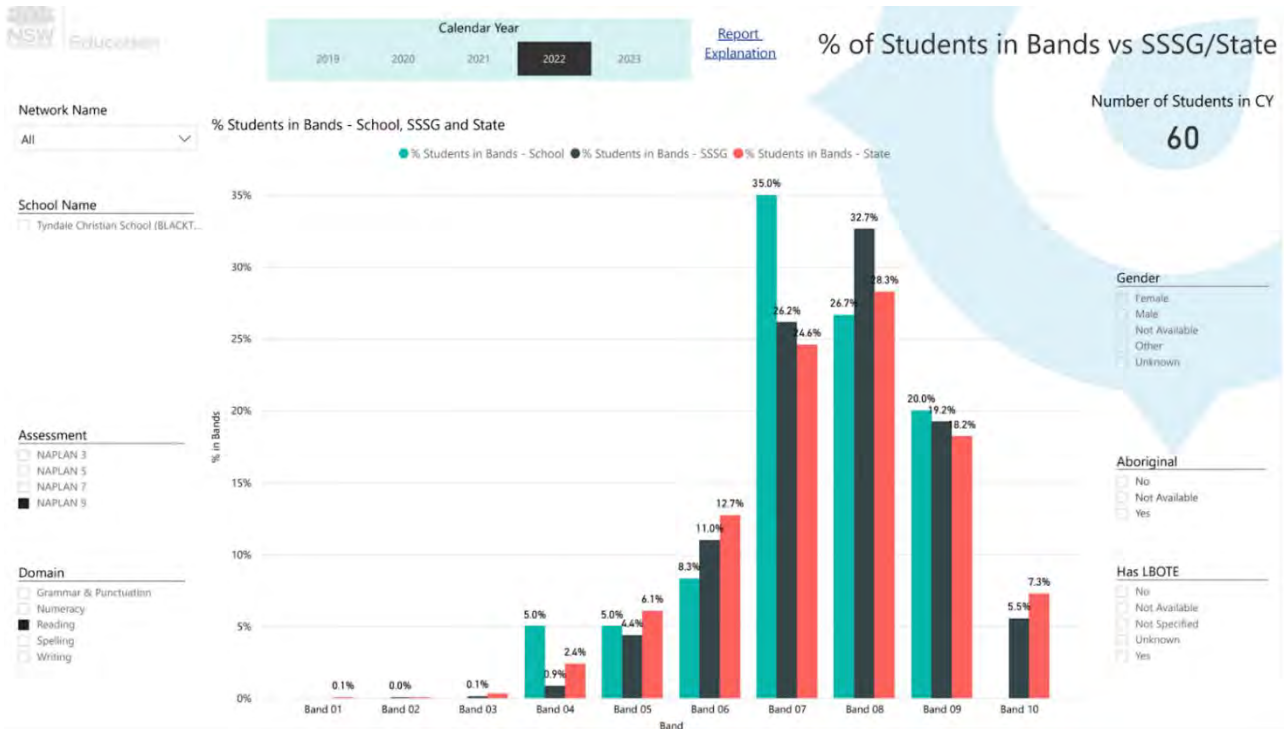
Year 9 Reading Average NAPLAN Scores over Time



In 2022, the largest proportion of students (35%) achieved a result in the Band 7 range. This was a little below similar school groups where the largest proportion of students (32.7%) achieved a Band 8. 46.7% of students in Year 9 at Tyndale achieved a result in Band 8 or 9 in Reading.

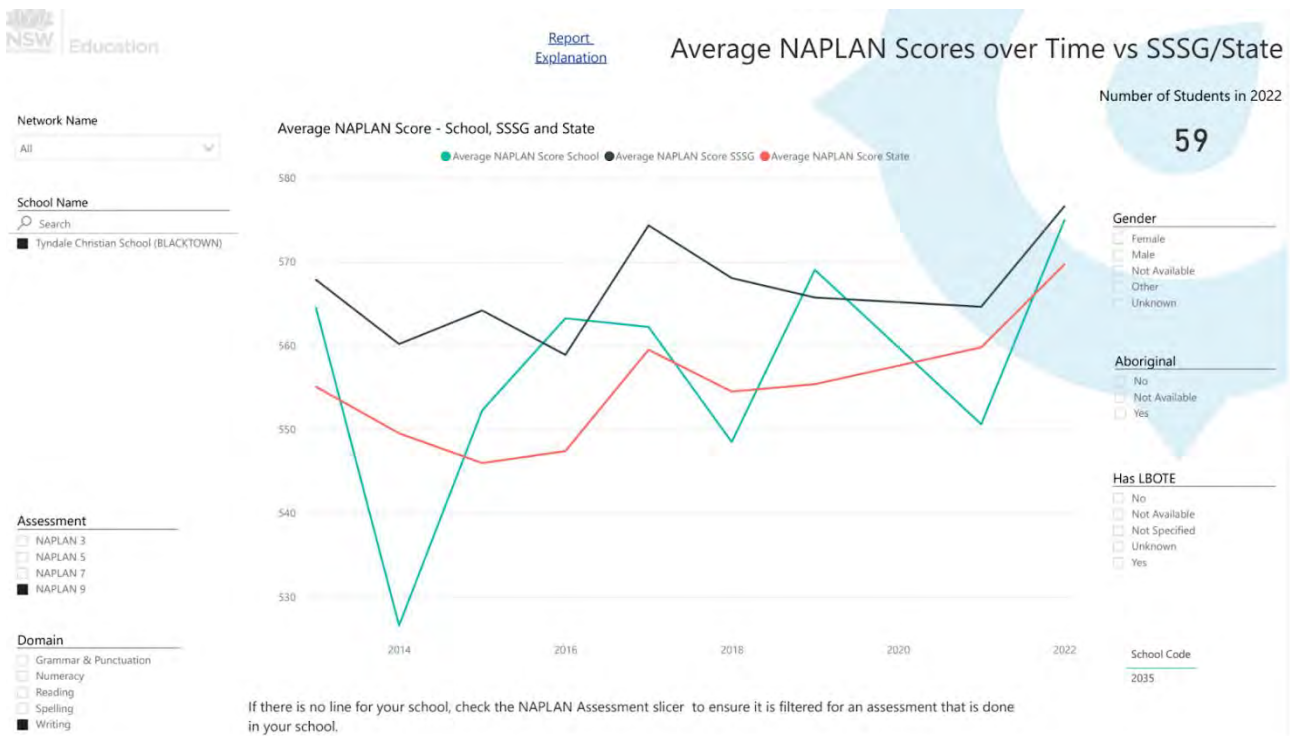


Year 9 NAPLAN Reading – 2022 Percentage of Students in Bands



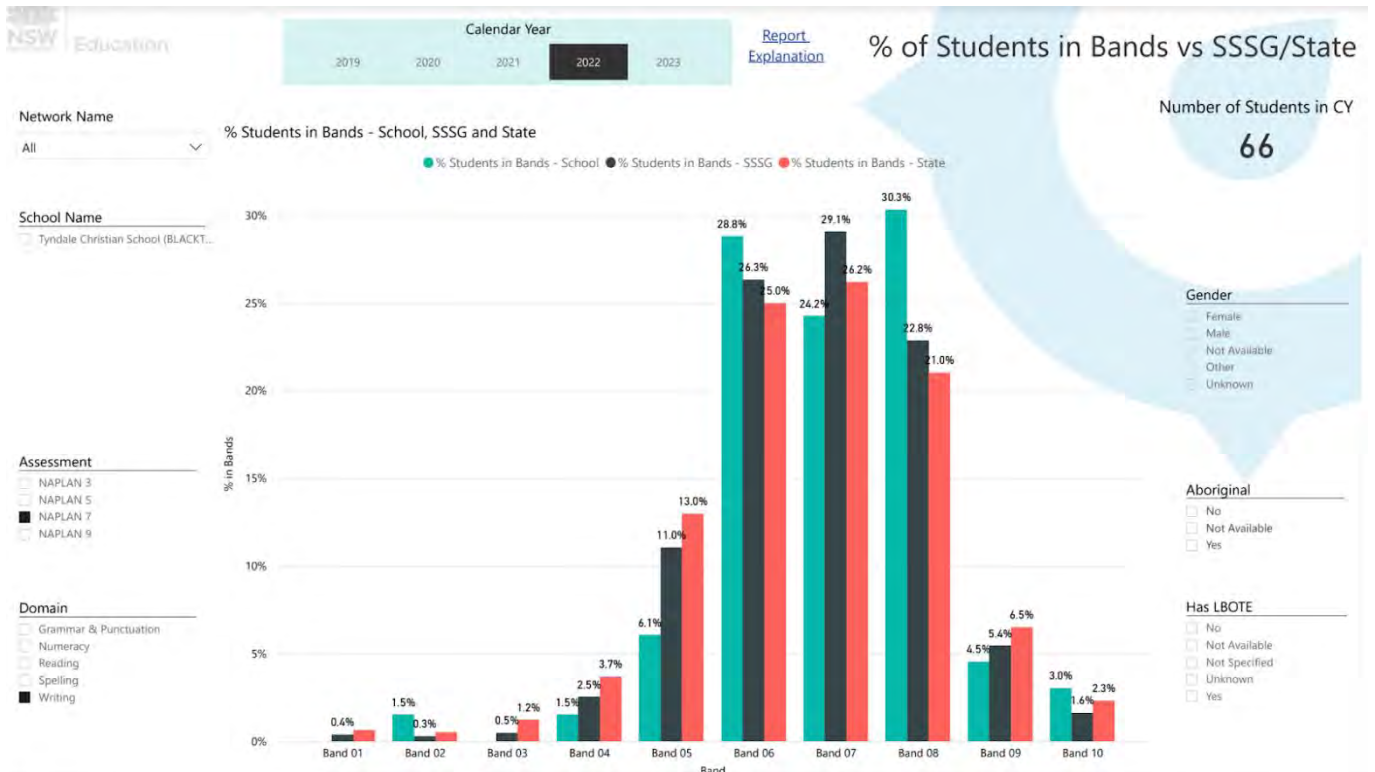
2022 Year 9 writing results at Tyndale showed an improvement on previous years and students in this cohort achieved higher results than students at similar schools and across the state.

Year 9 Writing Average NAPLAN Scores over Time



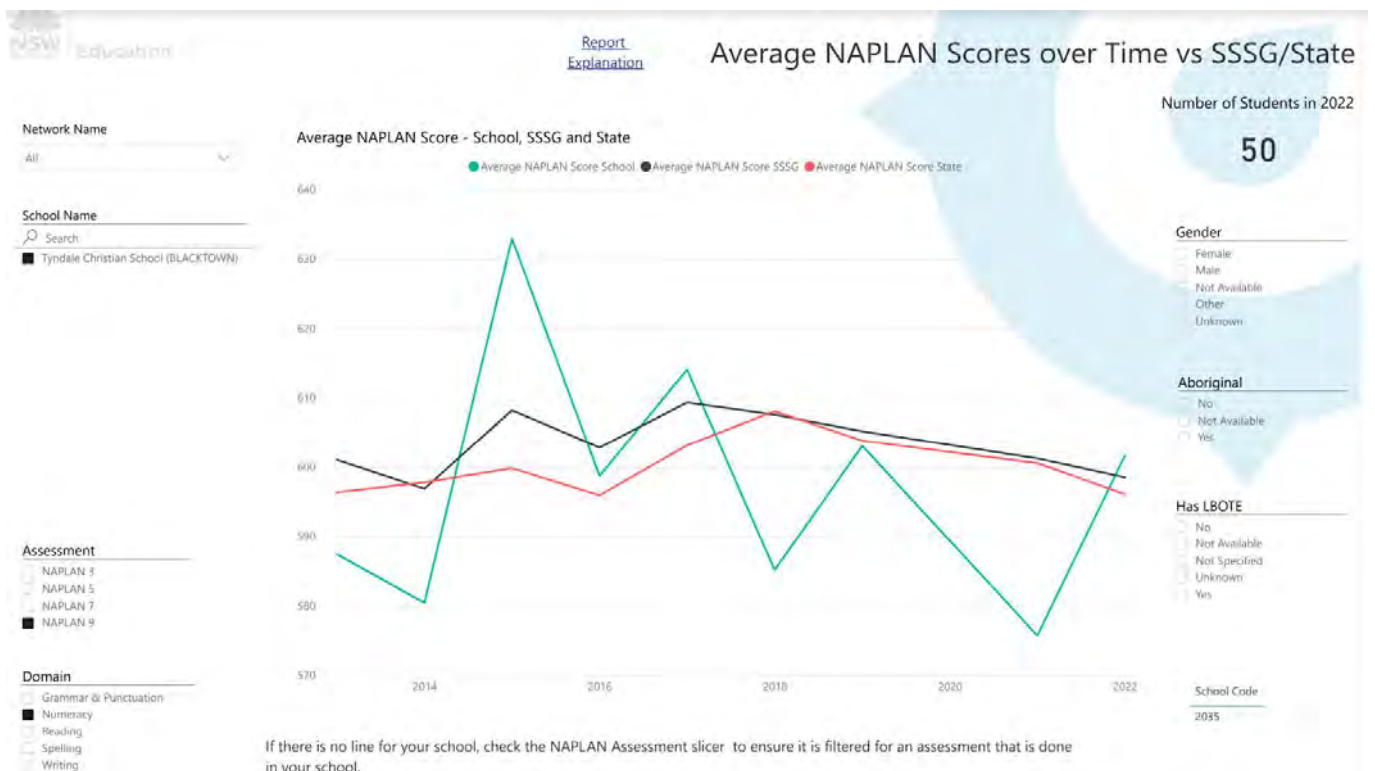
At Tyndale, 37.8% of students achieved a Band 8 or higher for Writing. Across the state, 29.8% achieved results in these bands, and 30.8% of students in similar schools.

Year 9 NAPLAN Writing – 2022 Percentage of Students in Bands



In 2022, Year 9 Tyndale Numeracy results showed an improvement on the previous year where results were below average. In 2022, Year 9 Tyndale results were above both like school and state averages.

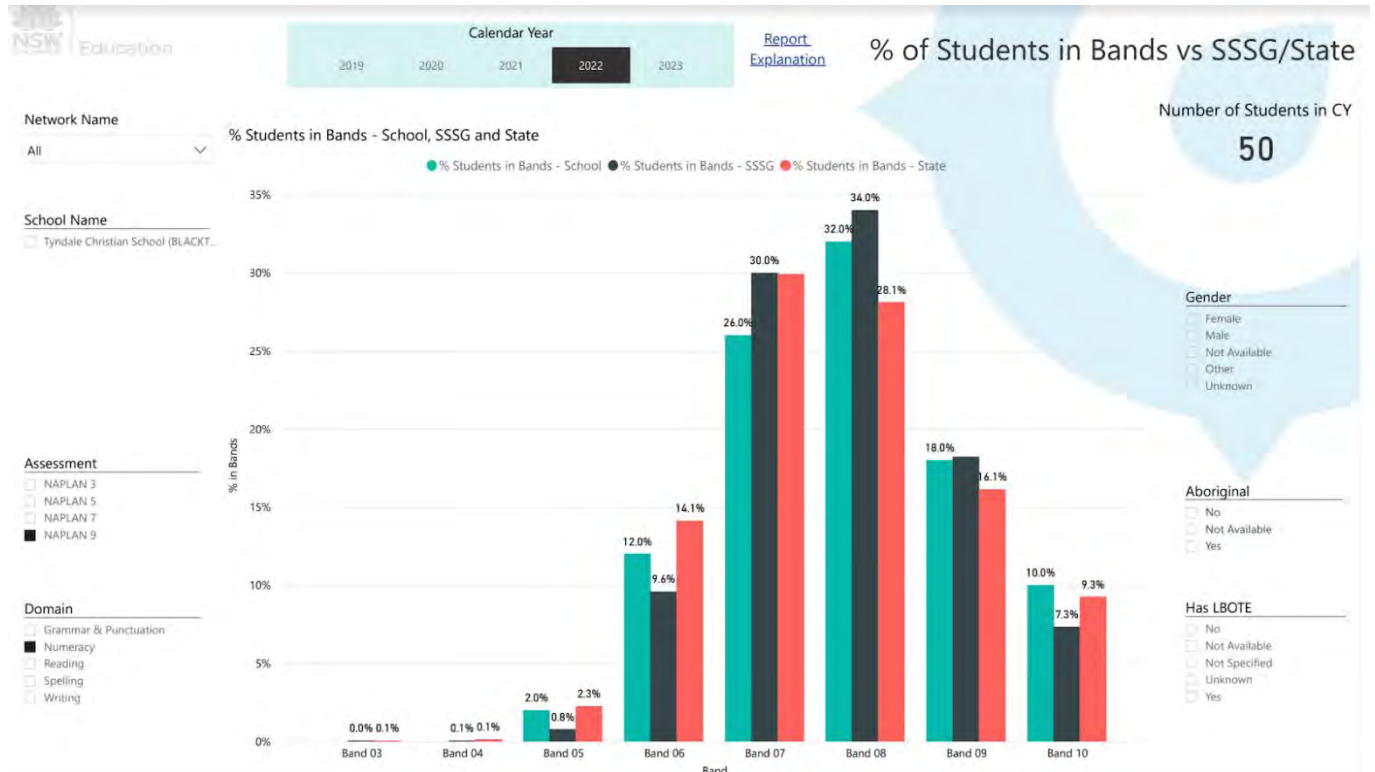
Year 9 Numeracy Average NAPLAN Scores over Time





In 2022, 28% of students at Tyndale achieved either a Band 9 or 10 in Numeracy. The largest proportion of students (32%) achieved a Band 8. More than half of students were at or above a Band 8, with only 14% achieving a result at Band 6 or lower.

Year 9 NAPLAN Numeracy – 2022 Percentage of Students in Bands



Preparation for NAPLAN included the use of past practice papers and teacher instruction with regard to how to interpret questions and to approach particular types of questions. **The school's professional learning programs assist staff members to identify areas of student weakness, design and implement improved literacy and numeracy pedagogies to enable all children to learn.** The school is continuing to focus on explicit teacher instruction, Deep Learning and on honing pedagogical practices to ensure that students at Tyndale have every opportunity to strive to do their best. Weaknesses in specific grade groups - such as Year 9 Reading - will need to be addressed in the teaching and learning strategies used with the 2023 Year 10 cohort.

Student Outcomes in State-wide Tests and Examination

Records of School Achievement

In 2022, 64 students in Year 10 completed their ROSA at Tyndale. 59 students in Year 11 achieved their ROSA.

In 2022, with regard to minimum standards in Reading, Writing and Numeracy, 58 out of 61 Year 10 students achieved their minimum standard in Reading, 45 students achieved their minimum standard in Writing, and 51 students achieved their minimum standard in Numeracy. In total, 44 students have achieved their minimum standards in all three areas. The continuing students who are still needing to meet their minimum standards requirements will be given opportunities to do so during 2023.

Year 12 - Higher School Certificate

In 2022, Tyndale had 45 students complete the Higher School Certificate. Three Year 11 students completed an HSC subject each, one student completed the LifeSkills options and another Year 12 student completed 2 subjects in 2022 and will complete his HSC at TAFE in 2023. There were 26 courses studied at Tyndale and five were completed either via distance education or through the School of Languages.

HSC Band 5, 6 Performances

Year Cohort	No. of Students	Band 6	Band 5
2013	54	5	45
2014	54	6	70
2015	29	6	21
2016	53	11	49
2017	47	3	41
2018	46	5	59
2019	59	20	78
2020	55	25	53
2021	47	3	32
2022	45	6	44

In 2022, the highest ATAR score was in the low 90s. Approximately 19% of students received an ATAR greater than 80. The state averages with regard to Band 5 and 6 results are depicted in the table below.

Subject	No. of Students	Band 5	Tyndale Average (%)	State Average (%)	Band 6	Tyndale Average	State Average (%)
Ancient History	4	2	50	24.98	0	0	8.37
Biology	12	0	0	20.48	0	0	6.36
Business Studies	16	2	12.5	24.12	0	0	10.38
Chemistry	5	0	0	23.95	0	0	9.22
Community and Family Studies	3	0	0	27.04	0	0	5.81
Design and Technology	7	1	14.28	34.29	0	0	12.73
English Advanced	10	5	50	52.59	0	0	14.5
English Ex 1	3	2	66.66	52.85	1	33.33	39.51
English Ext 2	3	2	66.66	55.46	1	33.33	29.42
English EAL/D	2	0	0	15.27	0	0	3.56
English Standard	33	5	15.15	14.81	0	0	0.55
Food Technology	7	3	42.85	20.97	0	0	8.55
Hospitality Examination	6	3	50	33.52	1	16.66	6.36
Industrial Technology	10	2	20	14.29	0	0	7.52
Japanese Beginners	9	1	0	22.33	0	0	9.75
Legal Studies	13	2	15.38	26.07	0	0	14.48
Mathematics Advanced	3	2	66.6	26.35	0	0	22.53
Mathematics Ext 1	5	2	40	38.69	1	20	34.67
Mathematics Ext 2	5	3	60	45.49	0	0	39.51
Mathematics Standard 2	30	1	3.3	21.5	2	6.66	7.32
Modern History	7	1	14.28	24.41	0	0	9.76
Music 1	4	2	50	47.54	0	0	21.52
PDHPE	9	1	11.11	20.66	0	0	5.15
Physics	7	2	28.57	28.	0	0	12.31
Retail Services Examination	12	0	0	9.39	0	0	0.13
Studies of Religion 2	2	0	0	36.37	0	0	10.10



Senior Secondary Outcomes

In 2022, all of those students who elected to study for this qualification were awarded the HSC. 6 students studied Hospitality, utilising the **school's Hospitality facilities and staff, and all of these students chose to complete the** HSC Examination Hospitality (Kitchen Operations), achieving dual accreditation for this subject. One student completed a number of Life Skills subjects.

Teacher Qualifications and Professional Learning

Teaching Qualifications

Category	Number of Teachers
a) 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)	79
b) 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	0
c) Teachers not having qualifications as described in a) or b) but having relevant, successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Professional Learning

Tyndale is committed to the professional growth and development of our staff. The opportunity to engage in professional learning online options in 2022 included: School Law seminars run by Lawsense, Christian Education National (CEN) conferences, subject-specific courses through a variety of providers, Child Protection, and student wellbeing. Tyndale held two annual weeks of professional learning in January and July. During these periods, staff were trained in Biblical Theology, Deep Learning, Literacy, Numeracy, Explicit Teaching strategies, Child Protection, First Aid, and trauma-informed classroom management strategies.

In 2022, all staff completed mandatory annual Asthma and Anaphylaxis training and we started the process of ensuring that all staff hold a full First Aid certificate. Primary School staff were able to take advantage of a final year of LNAP (Literacy and Numeracy Action Plan) funding to complete further training in Literacy and Numeracy, completing a number of Early Literacy and Numeracy Project modules online and face-to-face with Association of Independent Schools (AIS) consultants. There was also work undertaken on writing programs for teaching the new NSW K-2 syllabus and preliminary work on curriculum rewrites for other subjects where draft syllabi had been made available.

New staff participated in **Tyndale's** annual FYAT (First Year at Tyndale) induction course that was run over 8 sessions throughout the year.

General staff, including Finance and IT staff, completed modules in Cyber Security and Financial Governance. Board Directors completed Governance modules through the AIS and staff in positions of leadership also had the opportunity to engage in further learning, completing a variety of Instructional Leadership seminars, a Deputy Principals symposium, and other leadership conferences organised by the AIS and CEN.

The Principal also had the privilege of participating in a study tour to Canada with CEN in the October school holiday period. The Tour included attendance at a Christian Schools Deep Learning Conference and visiting a number of Christian Schools in British Columbia.

Workforce Composition

In 2022, Tyndale's staffing was comprised as follows:

	Count				Full-time equivalent (FTE)		
	Primary	Secondary	Both	Total	Primary	Secondary	Total
Principal	0	0	1	1	0.5	0.5	1.0
Teaching	37	39	2	78	32.5	35.6	68.1
Non-teaching	8	9	38	55	19.9	20.0	39.9
Total	45	48	41	<u>134</u>	52.9	56.1	<u>109</u>

Data on teaching numbers can also be found on the MySchool website (www.myschool.edu.au).

Non-teaching staff include all those who provide secretarial, administrative and teacher's aide support within the School, as well as counsellors, maintenance staff, bus drivers, and food services personnel.

The workforce figures do not include staff employed in the Tyndale Early Learning Centre, Kids Club (before and after school care program) or cleaners, all of whom are outside the scope of the Census definitions of staff.

Indigenous Staff

In 2022, there were no staff members employed at Tyndale who identified as being of Aboriginal and Torres Strait Islander heritage.

Student Attendance, Retention Rates and Post Schools Destination in Secondary School

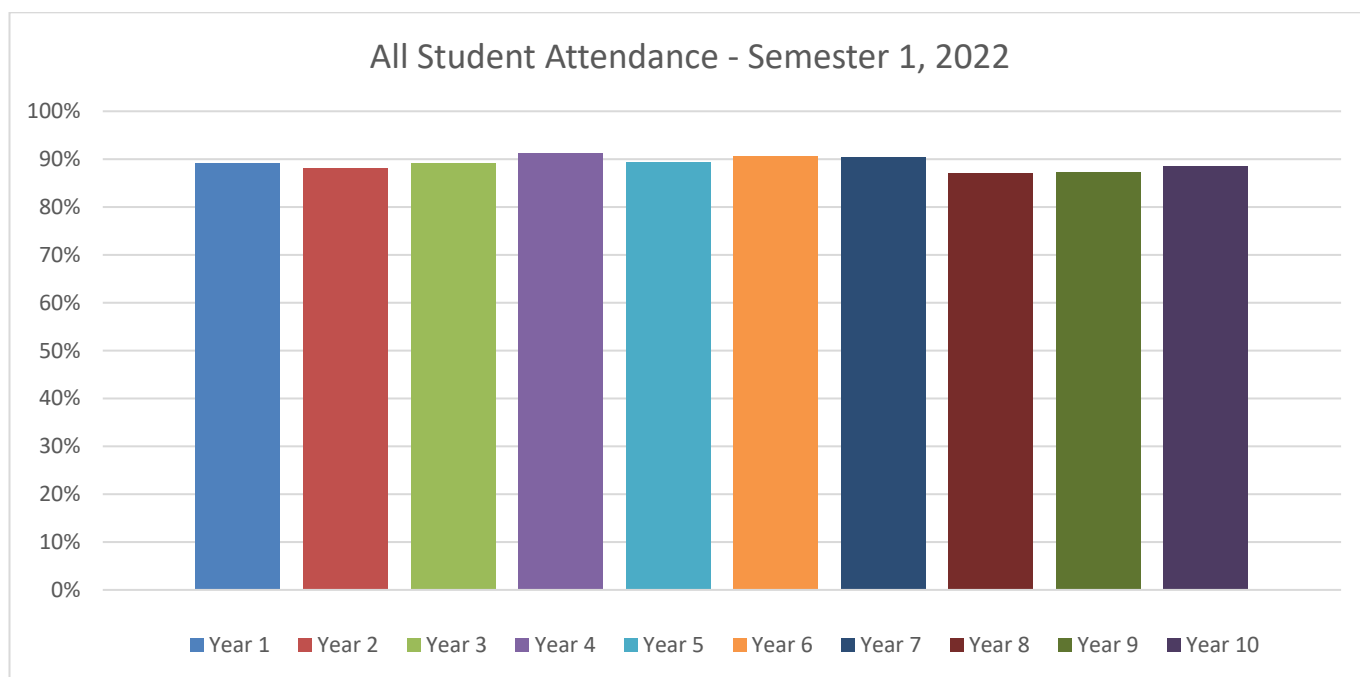
Student Attendance Rates and Management of Non-Attendance

The overall student attendance rate for Semester 1 2022, 31 January – 1 July 2022, was 88.99%. This figure showed that approximately 11% of the school population was absent throughout this period. It is to be noted that COVID-19 continued to impacted school attendance.

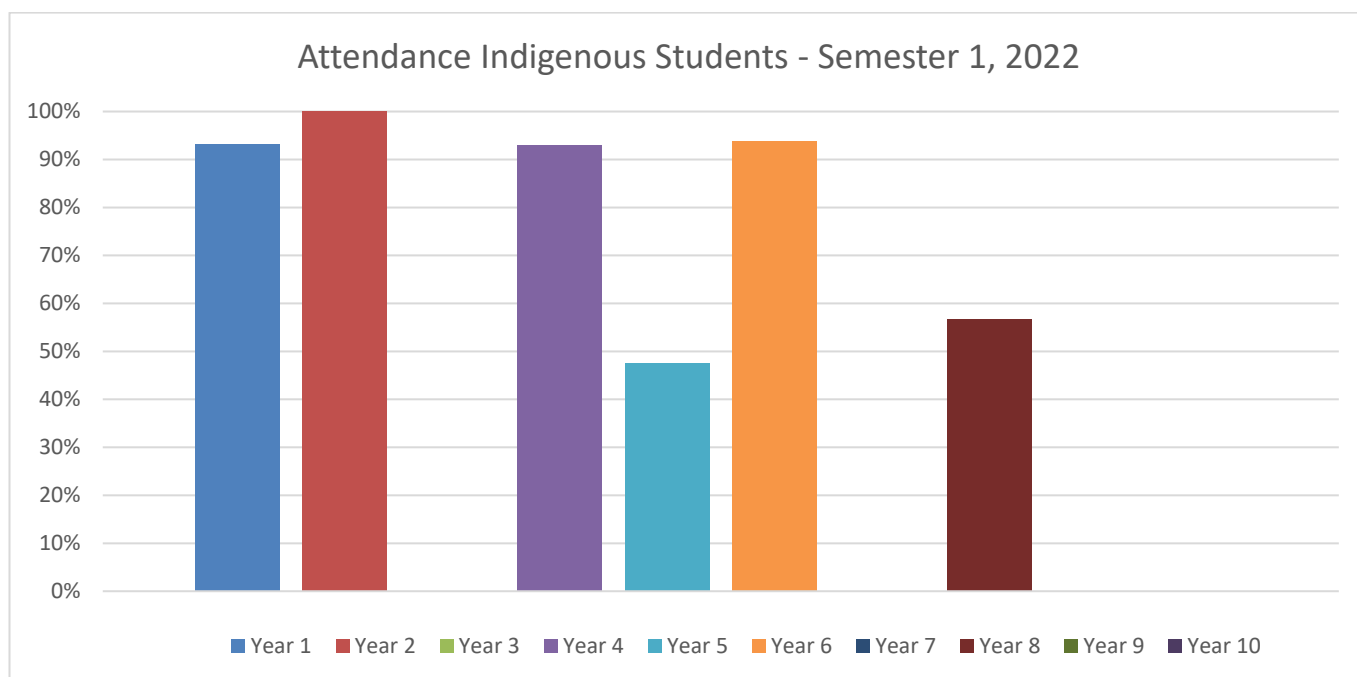
Student non-attendance is managed by close and prompt communication with parents and carers via SMS text messages on the day of the **student's absence**, **follow-up** letters, contact by pastoral care teachers and any other means of school-to-parent communication deemed necessary.

Student Services staff members also monitor attendance trends and periodically generate reports for Stage/Year Welfare Advisors and the Deputy Principal, noting any areas of concern. Families are then contacted and often called in for meetings to discuss, where appropriate, any concerns the School might have in relation to a particular student's attendance.

If a student's attendance rate does not improve despite the School's efforts and the student has been absent for 30 days within the past 100 school days, a report is made to the Department of Communities and Justice (DCJ) by the Principal and/or their delegate. The School also works with families by way of an attendance plan to improve individual student's attendance where necessary.



Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
All Students	89.17%	88.08%	89.09%	91.13%	89.25%	90.58%	90.38%	87.04%	87.25%	88.44%



Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Indigenous Students	93.18%	79.59%	N/A	92.86%	47.45%	93.88%	N/A	56.70%	N/A	N/A

Secondary Retention

48 students completed Year 12 at the school in 2022. 43 of these students had completed Year 10 at the school in 2020. All 48 students also completed the Year 11 Preliminary Certificate.

Of the 61 students who completed Year 10 at the school in 2020, 14 students left Tyndale at the end of 2020.

Of this number:

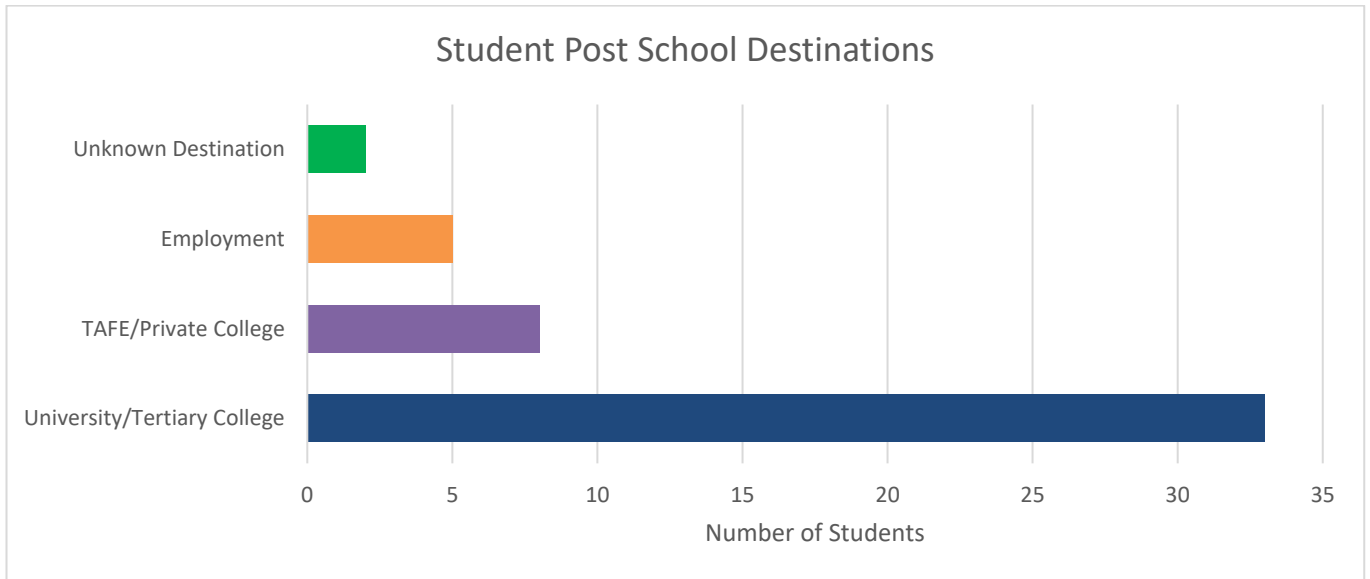
- 9 students left to attend other schools, including 2 to a local Vocational Trade Pathway High School, 1 to an overseas school and 1 student moved interstate
- 2 students entered into full-time vocational courses
- 3 students entered into apprenticeships/traineeships

Retention of existing students over the past few years has been steady. Generally, those who leave at the end of Year 10 follow similar patterns to those shown above. In 2021, some Year 10 leavers in 2020 were replaced with new enrolments for Year 11.

Post School Destinations

Students who left Tyndale at the end of Year 12 following the HSC examination in 2022 have gone on to the following post school endeavours:

- 90% went on to study tertiary education at University/College
- 8% went on to study at TAFE/Private Colleges
- 0.5% went on to unknown post school destinations or GAP year programs
- 1.5% went into full-time or part-time employment



Enrolment Policies

Tyndale Christian School Enrolment Policy

The full text to Tyndale's Enrolment Policy can be found via a link on Tyndale's website at www.tyndale.edu.au/policies/ or direct to the policy [here](#).

School Polices

At Tyndale, we believe that every student has the right to a safe and caring environment. Tyndale has a range of policies covering the health and welfare of its students. These include but are not limited to, Staff and Student Codes of Conduct, the Child Protection Policy, the Grievance Policy, the Motivating Students Policy, the Relationships and Responsibilities Policy, and the Bullying Prevention Policy. These policies seek to minimize the risk of harm and ensure that students are safe, spiritually nurtured and guided, socially responsible, emotionally mature, physically healthy, and culturally enriched during their time at school. Through these policies and school programs, Tyndale seeks to develop and foster in its students a sense of their value in Christ, self-worth, and resilience.

The following are summaries of some of Tyndale's key policies concerning student welfare, anti-bullying, discipline and complaints and grievances. Full copies of these and other policy documents are available on the school website, via the MyTyndale Portal, or upon request.

Throughout 2022 considerable work was undertaken to ensure that all of our school policies and procedures align with the 10 Child Safe Standards.

Policies and procedures are put in place to ensure that the School's Vision and Mission are fulfilled and to meet the academic and welfare needs of our students.

Policy	Changes in 2022	Access to Full-Text
Child Protection Policy The School Policies related to Child Protection cover: <ul style="list-style-type: none"> • Child Abuse and Harm Definitions, Identifications, and Initial Responses • Duty to Protect Students from Child Abuse or Harm • Mandatory Reporting of Child Abuse or Harm to DCJ • Mandatory Reporting of Child Abuse to Police • Reportable conduct of Staff, Volunteers and Others • Detecting, Reporting and Addressing Grooming Behaviours • Working with Children Checks • Information Sharing about Student's Safety and Wellbeing 	In 2022, work began on replacing Tyndale's Child Protection Policies with a Child Safe Program suite of policies to ensure that the school's child protection policies reflect the 10 Child Safe Standards. The new suite of policies was approved by the Board in November 2022 with the view to implementing them at the beginning of 2023.	Parents may obtain a copy of this policy via a request to the School Office.
Student Duty of Care Policy This policy explains what "duty of care" owed to students means, the impact of civil liability laws, how teaching staff may discharge their duty of care to students, and the circumstances in which non-teaching staff, external providers and volunteers may owe students a duty of care.	Changes in 2022 included the incorporation of sections on anaphylactic shock management, assault (student against student), asthma management, confiscation of student property, cyber safety, excursions, infectious diseases, international excursions, medication administration, overnight excursions, recreation and outdoor education, regular off campus activities, single day excursions, student use of illicit drugs,	Parents may obtain a copy of this policy via a request to the School Office.

	student use of mobile phones, and student use of alcohol.	
<p>Complaints Management Policy</p> <p>This policy assists in ensuring the safety and well-being of all Tyndale stakeholders and seeks to provide an accessible, fair and equitable complaints handling process, working together with members of the school community to facilitate the vision of Tyndale. It values its partnership with parents, and other stakeholders, to provide a quality educational experience for all students.</p>	<p>The Complaints Management Policy replaced Tyndale's previous Grievance Policy and in 2022 was updated to formalise provisions for appeals of decisions, establish complaints procedures, align with Tyndale's Whistleblowing Policy, and publish an outline of how we handle complaints of misconduct.</p>	<p>Parents may obtain a copy of this policy via a request to the School Office. Alternatively, it can be obtained online on the Policies and Protocols page on MyTyndale or via our website at www.tyndale.edu.au/policies/</p>
<p>Relationships and Responsibilities - Discipline Policy</p> <p>This policy establishes the principles and practices for discipline at Tyndale. It seeks to be restorative in its processes and works at developing within our students an understanding that discipline is provided for the student rather than to the student. It emphasises constructive measures, the encouragement of Christ-like behaviour, and seeks to build self-discipline in students. Within the policy, there are procedures for the process of dealing with issues that may arise and guidelines that identify the process that staff might go through to deal with these issues. In each instance, thoughtful and thorough communication with parents, carers, and students is highly valued and procedural fairness is sought.</p>	<p>Minor changes were made to these policies to ensure that they complied with and referenced the 10 Child Safe Standards.</p>	<p>Parents may obtain a copy of this policy via a request to the School Office. Alternatively, it can be obtained online on the Policies and Protocols page on MyTyndale.</p>
<p>Bullying Prevention Policy</p> <p>The Bullying Prevention Policy has at the foundation the belief that every member of the school community is made in the image of God and is God's precious creation therefore all students, parents, and staff have the right to feel safe at school. The policy defines bullying and outlines the steps that we take as a community to prevent and deal with instances of bullying.</p>	<p>No material changes were made to this policy in 2022.</p>	<p>Parents may obtain a copy of this policy via a request to the School Office.</p>
<p>Attendance Policy</p> <p>The Attendance Policy seeks to ensure that the school provides a safe and supportive environment for all students and clearly documented procedures for keeping a register of all student attendance data, monitoring student attendance, following up students who are absent and ensuring that we have excellent strategies to improve unsatisfactory attendance and increase student engagement in school and learning.</p>	<p>No material changes were made to this policy in 2022.</p>	<p>Parents may obtain a copy of this policy via a request to the School Office. Alternatively, it can be obtained online on the Policies and Protocols page on MyTyndale.</p>

School-Determined Priority Areas for Improvement

In 2020, a 5-year Strategic Plan was developed in consultation with an external consultant and the School Board and Executive. The plan addressed five key areas for improvement: Christian Identity, Education, Governance and the Association, Staffing and Leadership, and Financial Sustainability. Each year, there is an Annual Action Plan that stems from the Strategic Plan with targeted areas for improvement across all five areas.

Teaching and Learning

- Identify and investigate barriers to student motivation, including the role of recognition and acknowledgment of student achievement, and take steps to raise the level of student motivation. This was partially addressed through the rewrite of our Motivating Student Policy.
- Implementation of the school-wide Teaching and Learning Framework. This document is used to direct teaching and learning, goal-setting for staff and students, and staff appraisal processes.
- Continue to ensure that the integration of Biblical principles into the curriculum and across all organizational practices will remain a **hallmark of the School's identity**
- Develop effective teaching strategies to support students' literacy and numeracy development, with a focus on the explicit instruction model of teaching.
- Increase use of engagement strategies to encourage students to be more active participants in lessons, including teachers regularly giving feedback and checking for understanding.
- Development of positive teaching strategies with a specific focus on how students approach learning, shifting from behaviour management to developing a positive learning culture in our classrooms.
- Professional development, lesson observations, peer observations, demonstration lessons, and walk-throughs to improve the quality of teaching and to identify strategies for increasing student engagement.
- The use of Teaching Sprints in Secondary to improve the quality of teaching in the Secondary school
- Focus on improving our Learning Intentions and Success Criteria and implementing these in every lesson
- Development of the Fusion Program to include a Year 9 program with the CSIRO Sydney Science Park project
- Designing and implementing programs to support staff as they write programs for our new K-2 Curriculum. We met each week on a Thursday morning to develop our knowledge and understanding of the new curriculum in an English and Mathematics curriculum writing team.

Student Achievement

- Commit to raising student application, evaluation outcomes and HSC performance
- All students to set academic goals that are communicated to parents and staff, documented in their academic reports and reviewed each semester
- Implementation of an Application Point Average for student reports and using this to track and mentor student engagement and acknowledge student improvement

Facilities and Resources

- Provide information technology resources with sufficient speed and reliability to optimise the quality of student learning by moving to a Tyndale-owned device system instead of BYOD.
- Commencement of an ICT Strategic Plan to be implemented in 2023

Property Maintenance and Development

Through 2022, property and maintenance activity focused on:

- Replacement of Hall chairs and storage trolleys
- Completing the upgrade of the school's bell and emergency warning system
- Installation of additional student lockers
- Completing expansion of the Lunch Online facility
- Completion of disabled access ramp to senior staffroom
- Automation of main vehicle entry and exit gates
- Commencement of works required in advance of Stage 1 of the Master Plan (including relocation of demountable buildings)
- Completing the design and tendering for Stage 1 of Master Plan works in 2023
- Replacement of old fencing along the Eastern Boundary



2023 priorities include:

- Completion of a design for a covered outdoor learning area over the northern outdoor basketball court
- Stage 1 of the Master Plan – the building of a new library, 4 Science labs and a TAS facility
- Commencing transition to an integrated access control, alarm, and CCTV system
- Additional signage in and re-marking of the main public car park
- Commencing the installation of non-slip decking on demountable buildings
- Additional disabled access ramp to selected Secondary buildings

Student Welfare

- Identify patterns and areas where student discipline is administered inconsistently and take steps to ensure that the consequences of student actions are managed fairly
- Review of our Child Safe Framework and associated policies and procedures
- Implementation of a weekly well-being survey, Pulse, for staff and students
- Train staff and students in matters of cybersecurity and safety, incorporate lessons on this into the Year 7-12 Pastoral Care program
- **Review and amend Tyndale's Student Wellbeing structures, including a decision to appoint Stage Wellbeing Coordinators for implementation in 2023.**
- Training of staff in the Berry Street Education model
- Provide an additional avenue for student voice through the nomination and affirmation of student leaders by their peers.

Staff Development

- Implementation of a new staff appraisal that encourages professional self-improvement.
- Continue to facilitate excellent Professional Learning for all staff based on school-identified and individual needs
- Identify and nurture future and potential leaders through targeted professional development and mentoring of these staff
- Encourage staff to participate in further study by promoting a range of tertiary providers
- Our new staff program (FYAT) through weekly half-hour morning sessions with new staff to focus on teaching key concepts of the Explicit Teaching model and behaviour management.
- In Primary, planning and programming for the new K-2 syllabus, developing biblical literacy, trauma informed practice, assessment and moderation, questioning to increase rigor, student engagement
- Lesson observations, peer observations, demonstration lessons, walk-throughs to improve the quality of teaching across the school.

Initiatives Promoting Respect, Responsibility and Student Engagement

At Tyndale, part of our vision is for every student to be becoming a servant-hearted disciple of Jesus Christ. Tyndale provides a wide range of opportunities for students to develop their skills and discover how they can contribute to the School and to their local, national and global communities.

Fortunately, this year many of the restrictions we previously faced as a result of the COVID-19 pandemic were lifted, allowing the school to engage in some much-loved school initiatives and events. It was wonderful to see our parents and carers be welcomed back onto the school grounds to celebrate with us.

Both Primary and Secondary departments continued their partnership with the Association of Independent Schools (AIS) with the focus on further enhancing teaching and learning across the school. The Tyndale Christian School Learner Profile was also embedded across the school. Through this, staff and students engaged in exploring what it means to be learning, growing and serving in all areas of our school community.

Tyndale students benefited from a number of initiatives that were developed to engage the students while further developing their understanding of respect and responsibility. We once again had the opportunity to engage in whole-school events and activities, including the wonderful Multicultural Day. This celebration of the many people groups represented in our school was a highlight of the year and was the first full community event run at Tyndale for a couple of years. Commemorating ANZAC Day and Remembrance Day together as a whole school was another highlight and demonstrated our students' appreciation of the sacrifices made by others in the past. Mufti days and other special fundraising school events were used to raise funds for a variety of charity organisations. Student leaders from Primary and Secondary promoted these events and ensured that students across the year groups were educated on the work of the organisation that was being supported by the school.

The Primary department also engaged in the following initiatives:

- Increased student engagement and enhanced learning opportunities supported by the continuation of the AIS Literacy and Numeracy Action Plan. Students benefited from the further embedding of this program, which focuses on explicit teaching. Staff continued to integrate the plan into the Tyndale context.
- Sporting activities returned to some form of normality. Students were encouraged to engage in the Swimming and Athletics Carnivals, as well as the Cross Country. Primary also had the opportunity to participate in an inter-school sports program with other local Christian schools.
- Year 5 and 6 camps gave students an opportunity to engage in learning and activities away from the classroom. The Canberra and Hill End camps allowed the students' learning to come alive and be placed in a context relevant to the subject matter.
- Year 3 students had the opportunity to better understand their local community through an excursion around the Blacktown area as they explored their neighbourhood and the many groups who contribute to their local area. Later in the year, Year 3 also participated in an incursion focussed on appreciating and better understanding the Aboriginal local culture.
- Students in Primary school learnt more about the need to be active citizens through the Radical Recyclers incursion. The play was commissioned by Blacktown City Council to help increase recycling in their council area. The characters explored the concept of recycling, what can be recycled and the importance of recycling.
- Select students across Primary had the opportunity to participate in programs run by our counselling team, including the Kids with Courage Program and the Zones of Regulation group sessions. These programs assisted students in developing resilience and encouraged them to be respectful members of the school community.
- The Year 5-Kindergarten Buddy program provided opportunities for Kindergarten and Year 5 students to build respectful relationships and encourage responsibility and development of leadership skills for the Year 5 students.
- Year 6 Student Leaders ran Year assemblies, supported student activities and engaged in leadership training. The leaders developed skills throughout the year which will be useful as they continue to serve the school community in the future. The Primary daily **assemblies encouraged students to explore the Christian faith and to grow in their understanding of God's work in their own lives and the lives of others.**
- Students participated in the supply of goods for Operation Christmas Child. They also were involved in packing these boxes. Students were provided with information about the work that this organisation engages in.
- To finish the year, Year 2, 3 and the Singsters group contributed to the Advent Pageant at Westpoint Blacktown. This event was a way for our school to connect with the local community and to proclaim and celebrate the birth of our Lord Jesus Christ. The Singsters walked around the shopping centre singing Christmas Carols.

The Secondary department also engaged in the following initiatives:

- Learning and Wellbeing Assemblies. Every week an assembly was held for students with a focus on either wellbeing or learning. The Learning Assembly consisted of a faculty showcasing the learning that occurred and allowed students to model to one another

their engagement with learning. The Wellbeing Assembly primarily focussed on exploring contemporary issues relevant to young people centred on their emotional, spiritual and social development.

- Sporting activities returned to some form of normality. Students were encouraged to engage in the Swimming and Athletics Carnivals, as well as the Cross Country. Primary also had the opportunity to participate in an inter-school sports program with other local Christian schools.
- The team from Y-Safe presented to our Secondary School students. Secondary students were encouraged to consider their digital footprint and the importance of acting respectfully and wisely while online. This was followed up by a Parent Seminar.
- Students in Year 11 and 12 PDHPE and SLR achieved their First Aid certificates. This program allows these students to actively assist in situations within their families and communities that require others to receive urgent medical assistance.
- The student leadership program was further developed in 2022. Student leaders from Year 7 to 12 were selected to form a team dedicated to supporting the school vision. Student leaders in Years 10 to 12 took up additional leadership responsibilities as they ran a variety of portfolios dedicated to particular focus areas, including event organisation, community outreach and social justice.
- An anti-violence seminar with our Police Liaison Officer was presented to Year 9 and 10 students. This involved a presentation and discussion which aimed at inspiring students to make wise choices and learn from mistakes made in the past. The program aimed to educate students about issues of violence in our community and to equip them to treat each other with genuine respect.
- Students in Year 9 had the opportunity to participate in the CSIRO Science Park project through their Fusion classes. This project gave students exceptional, real world experience in considering the factors required to create a living and working environment that centres on community, equity and inclusion.
- The Pastoral Care program continued to be developed by the Wellbeing Coordinator and the Year Advisors. Each day, students were involved in Bible Journaling, devotions, year meetings and community activities.
- The camps program continued in 2022. The program encouraged students to attain new skills and challenged them on their faith journey. Staff planned the camps to develop a sense of community within the year groups and to offer them a diverse learning environment.



Parent, Student and Teacher Satisfaction

The School's annual survey into student engagement and satisfaction and staff and parent satisfaction was completed at the end of 2022.

The survey asked staff, students, and parents to rank five priority areas: Christian Character, Biblical Knowledge, Academic Growth, Pastoral Care, and Peer Group Relationships in order of importance and to rate the school on its faithfulness to the vision, student engagement in **learning, Tyndale's reputation for being a safe and caring environment, confidence** in the leadership of the School, timely and appropriate communication, appropriate facilities, professional growth and well-being of staff, the degree to which it consistently and effectively teaches from a distinctively biblical worldview and whether staff at Tyndale encourage and equip students to identify and use their gifts and talents.

The highest performing statements for staff, parents and students can be seen below. Areas that ranked lowest are being addressed as priorities for 2023.

Staff Feedback

1. I have confidence in the Board, Executive, and Senior Leadership of the School
2. Tyndale is a safe and caring environment
3. The School continues to fulfill its vision

Parent Feedback

1. Tyndale is a safe and caring environment
2. Information provided to parents about programs, activities, and teaching subjects has a distinctively Biblical worldview and draws on **the language of Tyndale's Mission and Vision**
3. Tyndale is equipping my child to live as a disciple of Jesus.

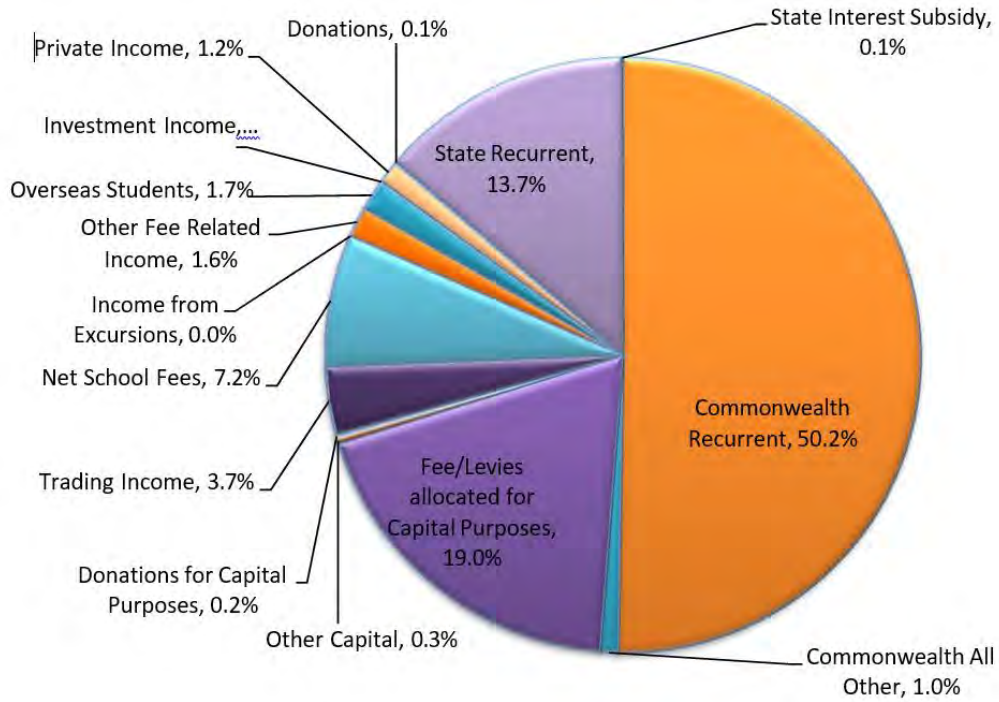
Student Feedback

1. **Tyndale's use of technology is effective for my learning**
2. Tyndale is equipping me to live as a disciple of Jesus Christ
3. Tyndale staff encourage and support my individual learning needs

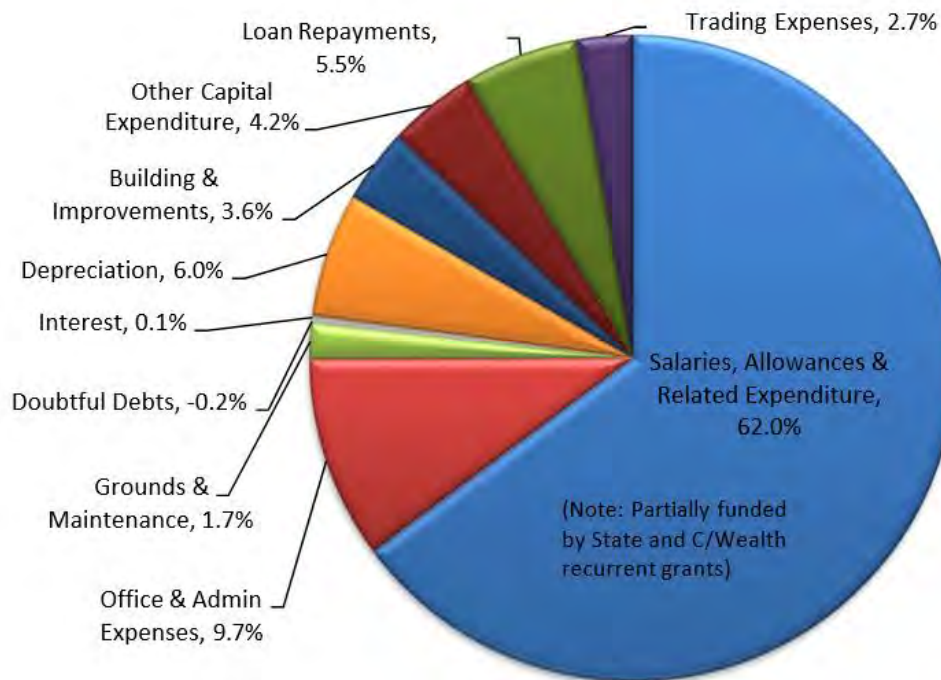


2022 Financial Statements

2022 Source of Recurrent and Capital Income



2022 Recurrent and Capital Expenditure



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



Tyndale

CHRISTIAN SCHOOL

CONTACT US

58 Douglas Road
BLACKTOWN NSW 2148 Australia
P: (02) 8811 7800
E: office@tyndale.edu.au
Office: 8am – 4pm (Mon – Fri)