St. Andrew’s Christian School

Annual Report

2015

The following report is prepared according to the School’s Annual Reporting policy and the NSW Government’s Education Act. It provides general information to the community about the School’s performance in Academic and Financial terms. More specific information can be obtained by contacting the school directly.
SCHOOL OVERVIEW INFORMATION

Contextual Information about St. Andrew’s Christian School

St. Andrews Christian School is situated close to Grafton in the Clarence Valley and provides quality education for students from Preparatory Class to Year 12. The sense of community in the school provides the basis for enabling students to aim for and achieve excellence in all of life. We aim to serve Christ by providing education that pursues excellence in all facets of life. We aim to provide an education of high academic standards that adheres to the Bible as being intensely relevant to education and the whole of life. We present a Christian world view of life and an understanding of the Christian faith modelled by the life and teaching of staff. We encourage a sense of belonging to Christ’s kingdom through participation in Christian fellowship. We seek to provide a caring, supportive, secure and encouraging environment in which students and staff can learn and work. We provide a wide range of subjects and activities in order to promote the uniqueness of each individual. We recognise that each individual is created in God's image and therefore worthy of understanding and respect. We seek to be wise stewards of our resources and act ethically and with integrity in all of our relationships. Visit our website for further information. Visit the school website.

Message from Key School Bodies:
Message from the School Board of Directors and the School Principal

The Board of St. Andrew’s Christian School gives thanks to God of his faithfulness and the prayer support of many Christians who have faithfully prayed for us during the year. This year we have been blessed with a steady increase in enrolments. The school continued its extensive marketing campaign using the school website, the school bus, visiting local churches, and using the stand alone promo. We continue to write regular reports for the local newspaper, The Daily Examiner. We also post by mail and our website regular Newsletters to our parents and friends.

The school continues to offer the studies of Indonesian language. This language study is now extending from Yr 3 to Yr 10 and is proving to be most successful. Students also are involved with the Indonesian culture which includes music, food and costume. The school sent a team of students and staff to Indonesia as part of our mission outreach. The team was led by our School Chaplain, Mr Mick Schilling and Maria Waterson our Indonesian Teacher. The team worked in the Mama Sayang Orphanage and associated Christian School on the outskirts of Jakarta. The school also hosted a 4 week goodwill visit from the 8 Korean students who attend the MoonKkang English Academy in South Korea.

Our Christian Education Program continues to grow as we teach our students the importance of God’s word and the importance of walking in his ways. All of the staff continue to be an integral part of the Christian missions of the school and to be involved in the local Christian community. A Christian world view is the foundation to all of our subjects.

Music also plays a vital role in the life of the school. The national anthem is sung at our weekly assemblies that also features Christian music. We are very appreciative of the fact that the director of the Grafton Conservatorium is transferring to our school to take up the Music Teacher position for 2016. The Brass Band was featured at our School Fair, Presentation Night and community events. Music Teachers from the Conservatorium regularly visit the school to teach private lessons in piano, guitar, violin and drums.

There has been a steady growth in enrolments during the year and this is a direct result of the good name that the school enjoys in the local community.
Several of the primary students competed in the State Athletics Championships with top places achieved in Cross-Country and 200 metre finals. One of our students, Lauren Ferry is a State Champion.

The school continues to provide excellent sporting opportunities for all of our students. They are involved in both athletics and swimming carnivals as well as cross country running. The whole school community rejoices in the wonderful year that we experienced at St. Andrew’s Christian School. It is wonderful to witness what God is doing in the lives of our students, families and staff.

“The righteous will flourish like a palm tree….planted in the house of the Lord”

Praise be to God!

Mac Lindsay
Principal

St. Andrew’s Christian School Parent’s & Friends Association

2015 was another very successful year for St. Andrew’s Parents & Friends Association. Our Annual Jacaranda Fair continues to grow each year and has become a major fundraiser for the P & F second only to the canteen. The Jacaranda Fair is the culmination of many hours of organisation, preparation and hard work by the whole school community and continues to be well supported by not only our school community but also by the Clarence Valley community and visitors in the area for the Jacaranda Festival. St. Andrew’s Christian School’s Jacaranda Fair is more than just a great day of fun and entertainment but also a wonderful opportunity to promote and showcase our wonderful school.

The P & F have been fundraising over the past few years to renovate the existing double garage which houses the existing canteen in preparation for the installation of a new canteen facility which will allow food preparation. Work has now commenced on this project and will continue in stages as funds become available. Due to the commitment of the P & F to this large project the P & F have been unable to contribute to other school projects in 2015.

The school canteen continues to operate three days per week thanks to our loyal volunteers and operates on the view that it provides a service to the students and families rather than wanting to make huge profits. The canteen is well supported by students and staff.

Numerous barbeques and canteens were held throughout 2015 including the School Athletics and Swimming Carnivals, School Cross Country, and also at the AFL Gala Day which is hosted by St. Andrew’s Christian School with students and staff from other Christian Schools participating and competing on the day.

Once again the P & F volunteers held Mother’s Day, Father’s Day and Christmas stalls, and a Winter Pie Drive, along with three Bunning’s barbeques. The Bunning’s barbeques are a great outreach into the local community with hundreds of locals supporting these barbeques. A huge thank you to Bunning’s for allowing community groups such as the P & F to run these barbeques.

The P & F again sponsored the ‘Meet the Staff’ Evening which is held at the beginning of each year and provides parents with the opportunity to come along and meet their children’s teachers and the school staff at an informal and relaxed evening with the staff cooking and serving the parents and students a free barbeque dinner.
Without the support that the P & F receive from the school community, and the many hours of hard work put in by the dedicated volunteers, it would not be able to provide the funds needed to purchase items for the school nor to operate the canteen, provide barbeques or organise a very successful Jacaranda Fair. Well done and thank you to everyone for your support.

Euleen Fuller
President
St. Andrew’s Parents & Friends Association

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**St. Andrew’s Christian School Student Council**

The Student Council Representatives at St. Andrew’s Christian School are students who have been elected to be examples of Christ in our classrooms by honoring their teachers and fellow students through love and respect. These values are carried out into the playground and community.

Throughout 2015 the Student Council aimed to use our God given talents to serve the school in all areas. We believe as School Captains and Representatives of St. Andrew’s Christian School that, as a student body and school, we should be Christ’s hands and feet and a beacon of light to our community.

We endeavor to raise funds to improve facilities and areas of our school and also to donate to various families/charities/natural disasters here in Australia & around the world. Student Representatives raise funds through holding a weekly BBQ each Thursday and organising special fundraising events such Hot Dog Day for the Westpac Helicopter, a Rice Day to support World Vision and is open to various fundraising ventures.

The Student Council is very active in the school.

Cameron Colledge & Elysia Salter
(Year 12 School Captains, 2016)

**Parent, Student and Teacher Satisfaction**

The school has a large number of parent and community volunteers. These volunteers form a most important part of the parental involvement in the schools program.

The level of parental involvement in the Parents and Friends Association is high and they meet once a term during school hours. We have had discussions throughout the year and parents indicate a high level of satisfaction with the school.

The Principal often meets informally with the staff resulting in solid staff morale, conducive to a “team” ethos being firmly in-bedded in the work place. The staff appreciates the consultative leadership of the school.

As a school we will continue to work on improvements in relationships, school operations and work value recognition.
SCHOOL STRATEGIES

School Determined Improvement Strategies for 2016

Priority Areas for Improvement -

Area: Teaching and Learning - Music
Priority: To employ a skilled, qualified music teacher to develop the profile of music in the school.
Achievement: To develop a school choir in both the primary and secondary area. Raise the profile of music in the school by introducing a Brass Band.

Area: Teaching and learning
Priority: Extend Indonesian language and culture in the curriculum.
Achievement: To teach Indonesian as part of HSIE program in Yrs 9 and 10 so that the Indonesian language is now taught from Yr3 to Yr10.

Area: Staff training
Priority: To implement BOSTES requirements so that the school meets the standards required for registration 2015-2020.
Achievement: The school to meet the standards required as outlined in the inspection profile.

Achievement of Priorities from Prior Report

- Study of Indonesian language and culture successfully implemented from Yr 3 to Yr9.
- Implementation of the Numeracy & Literacy Action Plan has been instrumental in greatly improving literacy and numeracy levels in Yrs 7 and 8.
- Teachers are using the effective teaching scale to raise classroom teaching standards.

Promotion of Respect and Responsibility
The school promotes and teaches respect and responsibility by teaching these by the example of staff showing respect and valuing each of our students as a unique part of God’s creation.

Students are encouraged to be responsible for the tidiness of the school and to be responsible for their own actions.

The Duke of Edinburgh Program is an important part of our community service activities as well as visits to aged care facilities.

The school holds weekly assemblies that are led by Student Council members. Guest speakers are invited to visit the school and speak on local government, Indigenous Affairs and related issues. Service to the community is also actively encouraged through participation in the Red Shield Appeal, Cancer Council Appeal and other charities. The Student Council meets regularly to organise fund raising events such as BBQ’s, morning teas etc.

Our school has a well developed anti-bullying policy and has introduced a peer reading program where Year 9 students tutor Years 4/5 students. This program has a positive effect on both Primary and Secondary students.

In our Christian Education Program Year 10 students regularly visit an aged care facility to foster respect and care for the elderly of our community.
STAFF INFORMATION

Summary of Workforce Composition

We have 15 teaching staff, (13.8 full-time equivalent teaching staff)
We have 8 non-teaching staff, (6.8 full-time equivalent non-teaching staff)
We have no staff of Aboriginal or Torres Strait Islander origin.
All of our teaching staff are category (i)

Teacher Attendance and Retention

Attendance: **96.64%**
Retention: 86.67%

Summary of Professional Learning

In 2015 teaching staff undertook 39 hours of teacher identified professional development based on NSW IT professional teaching standards, and 32 hours of endorsed Professional Development.

Staff training costs for 2015, per teacher was $556.93. For 2016 we have budgeted for $600.

SCHOOL POLICIES

Management of Non-Attendance

Students enrolled at St. Andrew’s Christian School are expected to regularly attend the school. The school monitors attendance in line with New South Wales Attendance Register Codes.

When enrolling their child(ren) parents must sign the application form setting out the conditions of enrolment for students enrolled at St. Andrew’s Christian School. Attendance is monitored and students who are absent from school for extended or unexplained lengths of time are referred to the Principal (to meet with the Principal and the parents) to discuss their continuing enrolment.

In the case of absences, the parents are to inform the school of the reason for their child’s absence. If a child is absent for more than 3 days and the school has not been notified as to the reason, then a letter is sent to the parent requesting information regarding the absence.
In the case of continual absence of 10 days without a written explanation or contact from the parents, the students’ enrolment is terminated on the authorisation of the Principal.

When a student has been disenrolled, then the Principal will immediately inform the Home School Liaison Officer for follow-up.

Office staff will keep copies of all absentee letters sent to the parents. These copies will be kept in a central register and also on the students file.

*There have been no changes to this policy since the last report.*

*The full version of the Attendance Register Policy is included below:*
## Attendance Register Policy

### New South Wales Attendance Register Codes

**Note:** The symbol X is to be used for the first and last day that the student attended for each term.

### Symbols to be used where students are absent from school

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The student was absent on that day.</td>
</tr>
<tr>
<td>Pa</td>
<td>The student was late or was absent for part of a day. The time of arrival or departure must be recorded.</td>
</tr>
</tbody>
</table>

### Symbols to be used for explanation of student absence

**Note:** The following symbols should be recorded above the a or Pa symbol as appropriate.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student’s absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence.</td>
</tr>
</tbody>
</table>
| B      | The student is absent from the school on official school business. This symbol is recorded where the Principal approves the student leaving the school site to undertake:  
  - work experience  
  - school sport (regional and state carnivals)  
  - school excursions. |
| E      | The student was suspended from school. |
| F      | Year 11 or 12 student participating in flexible timetable not present because they are not required to be at school.  
  0r  
  Student who has completed Year 10 but is below the age of 17 years participating in:  
  - approved education or training, or  
  - if the child is of or above the age of 15 years-paid work or a combination of approved education or training and paid work. |
| H      | The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis in line with the School Policy. The symbol is recorded where a student accesses education settings separate to their mainstream school such as:  
  - tutorial centre or programs  
  - behavior schools  
  - juvenile justice  
  - hospital schools |
| L      | Principals may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the Principal. Additional days for students not of compulsory school age may be recorded at the Principal’s discretion. This symbol is recorded where a student’s absence is due to reasons accepted by the Principal. This may be due to:  
  - misadventure or unforeseen event  
  - participation in special events not related to the school  
  - domestic necessity such as serious illness of an immediate family member  
  - attendance at funerals |
- recognised religious festivals or ceremonial occasions.

| M | The student was exempted from attending school. See Guidelines for Exemption from Attendance at School on AIS website |
| S | The student’s absence is due to sickness or as the result of a medical appointment. In these cases:  
  - a medical certificate is provided or  
  - the absence was due to sickness and the Principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four days |

**ENROLMENT POLICY & PROCEDURES**
*BOS Manual 5.6.1 & 5.6.2 Safe & supportive environment & student welfare.*  
(p. 47, 48, 49.)

The school is a comprehensive school. Enrolment and continuing enrolment is conditional upon students and parents being supportive of the values and beliefs of the school.

The school exists for the prime purpose of providing our boys and girls with an education whereby the claims and teachings of Jesus Christ are accepted and seen as the ways of true living in accord with God’s requirements of mankind. The school endeavours to present a Biblical Christian worldview as the basis of truth for living. Board of Studies syllabus is used as the basic curriculum framework for Key Learning Areas. The Christian faith, lifestyle and belief are seen as something greater than the outcomes sought through the syllabus. As a Christian School we present all truth as God’s truth, but not all belief is true to belief in God.

Enrolment is open to students whose parents are willing to have their children educated in a school where a Biblical Christian worldview is presented as truth. This Biblical Christian worldview is brought to the school’s interpretation and implementation of NSW Board of Studies Syllabi.

The school is a Christian School and non-denominational in its Biblical interpretation. Non-believers of the Christian faith are welcome to enroll their children in the school on the condition that they will accept and support the Christian faith, values and teaching that is presented in the curriculum of the school as part of the overall package of education being presented to their child.

The school draws its students from a diverse set of backgrounds, including various denominations, non-believers and socio-economic settings.

Prospective enrolments:-
1. Enquire
2. Receive a Prospectus and Application Form.
3. Have an interview with Principal.
4. If appropriate, a provisional position is offered or the student is placed on a waiting list.
Priority of enrolment:
1. Christian Families
2. Siblings
3. Students from other Christian Schools
4. Others

Parents must sign the application form setting out the conditions of enrolment.

Students enrolled at St Andrew’s Christian School are expected to regularly attend the school. In the case of absences, the parents are to inform the school of the reason for their child’s absence. If a child is absent for more than 3 days and the school has not been notified as to the reason, then a letter is sent to the parent requesting information regarding the absence (see attached sample).

In the case of continual absence of 10 days without a written explanation or contact from the parents, then the students’ enrolment may be terminated. (Enrolment termination procedure is subject to principles of Procedural Fairness.)

When a student’s enrolment has been terminated the Principal will immediately inform the H.S.L.O. for follow-up.

Office staff will keep copies of all absentee letters sent to the parents. These copies will be kept in a central register and also on the student’s file.

**Continuing Enrolment**

Children are required to attend school. (Education Act 1990) Parents and carers are to be informed that it is their responsibility to:

- Ensure that their child attends school regularly
- Explain the absences of their children from school promptly.
- Provide information to the school (documentation) which offers a reasonable explanation for a child’s absence.

N.B. Failure by parents or carers to comply with the above Continuing Enrolment requirements may lead to termination of a child's enrolment.

**Procedures for Unexplained Absences.**

- If a child is absent for 3 consecutive days without notification, a school representative will endeavor to contact the home.
- If a child is absent for a prolonged period of more than 3 days and this absence is unexplained a school representative will make contact with the home to arrange an interview with a parent or carer.
- At this interview stage, the issue of the continuing enrolment of the child may be raised. (Principles based on “Procedural Fairness” apply)
- Office staff are directed to check the veracity of absent notes on a regular basis by comparing with parental signatures on file.
Discontinued Enrolment.

A student’s enrolment at SACS is subject to the Terms and Conditions of Enrolment located on the “Application for Enrolment.”

N.B. Where possible, the school will endeavour to determine the destination of students whose enrolment in the school has been discontinued. For students less than 17 years of age, where the destination is unknown, a DET officer with Home/School Liaison responsibilities will be notified of the student’s name, age, and last known address.

In all matters relating to a student’s discontinued enrolment the school will contact a parent or carer and request either written or verbal communication as verification.

Student Welfare ****BARB

Child Protection Policy Summary

The School understands that Child Protection and in particular child abuse are complex and sensitive issue. School personnel need to make the most appropriate responses that will ensure the protection of children and young people. This response depends on many factors pertinent to the individual situation.

The focus of the school’s duty of care is the protection of children and young people from abuse. The procedures followed must also be in accordance with all legislation, detailed in Section 3 of the full policy. This will take into account other appropriate practices and guidelines aimed at the protection of children. The school’s policy is reviewed as required, in line with amendments to legislation and regulations.

There have been changes to this policy since the last report.

The policy and procedure document was revised in February 2015, with the appropriate changes highlighted to staff.

The full version of the Child Protection Policy and Procedures is on the school server and is available on request from the school.

Security with reference to students

Students are not permitted to leave the school grounds during school hours unless they are signed out at the school office by parent/guardian or other authorised person.

In addition to this, any visitor, volunteer or contracted worker entering the school premises must sign in at the school office and receive a visitors tag.

Buildings and facilities

Administration area and rooms 2, 3, 5 and 6 are alarmed. All other buildings are locked and checked at the completion of the day by the last teacher in the room. A sign is displayed making each teacher aware of this. The final staff member leaving the school activates the alarm and locks the school gates.
Emergency (Evacuation/Lockdown)
Policy/Procedure
BOSTES Manual. 3.6.1 & 3.6.2 (p. 31 & 32.)
Safe and supportive environment and student welfare

TEACHERS ARE RESPONSIBLE AT ALL TIMES FOR THE SAFETY OF STUDENTS

INFORMATION

Copies of this policy will be disseminated through the staff handbook, during WH&S briefings, in the casual teacher handbook and by posters in all classrooms.

There will be at least one practice emergency drill per term.

All staff members must ensure they are clear about emergency procedures before a practice drill or emergency occurs.

Teachers will remind students of the emergency procedure at the start of each term.

All people on the school campus will participate in the emergency procedures.

In the event of an emergency, the Principal will make the decision, in consultation with police when deemed necessary, with regard to whether the site need to be in emergency status.

Students will not be released to parents during emergency.

ALARMS

The school has 2 different alarms – 1 for fire/evacuation, 1 for lock-down.

Staff and students are trained to distinguish the 2 different alarms.

The alarm system is in the (Secondary) Deputy Principal’s office in the Administration Building. The Deputy Principal activates the alarm or an executive staff member if the Deputy Principal is unable to do so.

Assembly Area A – Assembly area for all students, staff and visitors is inside the main exit gate situated at the front of the property (near the mailbox).

Assembly Area B – Adjacent to the tennis/basketball courts.

EVACUATION PROCEDURE

AVOID PANIC/NO RUNNING

Following continuous sounding of evacuation alarm, teachers are to supervise the movement of students out of classrooms and to the assembly area as quickly as possible.

Teachers are to ensure that all students have left the room following designated leaders. Teachers are to close the door upon leaving the room and escort students to the assembly area.

Once at the assembly area collect roll from Administration Staff - call the roll and report any missing students to Administration Staff.

Do not leave the assembly area nor send a student out of the area until the all clear bell/announcement.

Young students should move in twos (holding hands) with the most responsible pair going first. Older students should move in pairs or in single file.

Administration Building – Exit via the safest exit and proceed to assembly evacuation area. The Business Manager is to collect the Removable Hard Drive Backup, check all areas of Administration Building and proceed to evacuation assembly area.
**Staff Offices Building** – Exit via the safest exit and proceed to the assembly evacuation area. **Teacher’s Aide** to proceed to check Staff Offices Building, collect Staff Attendance sheet then check the canteen, Room 7 and toilets off Room 7 before proceeding to evacuation assembly area.

**Classrooms** – **Teachers** and students exit room in a safe manner and proceed to assembly evacuation area. **Deputy Principal (Primary)** to evacuate class and hand class over to nearest teacher before checking P1 – P5, Primary toilets and Rooms 1-3 then proceed to evacuation assembly area.

*Rooms 1-3*  
*In the case of a fire in Rooms 1-3 the building needs to be avoided entirely and a safer route found to the evacuation assembly area. Do not use the stairs or the ramp at the back of the building unless completely fire free.*

**Principal** – If on class, hand class over to nearest teacher and proceed to check Rooms 4/5/6 and Workshop before proceeding to evacuation assembly area.

**Administration Staff** – To collect all class rolls, Daily Notices, Student Late Note Book, Visitors/Volunteers Book, Staff Attendance Sheets, Student and Staff Sign-out Sheets then proceed to evacuation assembly area.

**LOCKDOWN PROCEDURE**

Alarm – continuous sounding of lock-down alarm.

*All persons on site are to remain in a building with blinds down and the door closed until alarm sounds/announcement for all clear.*

The Lockdown procedures apply when students, staff and visitors need to be locked within buildings for their own safety. This will occur if there is an emergency situation including a hostile intruder, terrorist attack, criminal activity, chemical spill or extreme weather event. All persons on site must adhere to the Policy and Procedures for safety.

**Procedures**

Principal/Deputy Principal to call Grafton Police (6642 0222) or 000.  
Lockdown will be called via the public address system (microphone located in the (Secondary) Deputy Principal’s office and or the lockdown siren.  
Once lockdown begins, no one is to leave any building under any circumstances.  
Teachers check that all students are accounted for (if a student is known to be out of class, do not search – they are to go into the nearest building)  
Teachers are to check walkways / toilets immediately outside their room for any students and take them into the classroom.  
Teachers lock the door to their room.  
All windows and doors are closed.  
All lighting is switched off.  
All sit on the floor and remain below window level.  
Remain in this position until further instructions.  
Mobiles should not be used as the lock-down situation requires silence in order not to alert an intruder to the presence of students and staff in classrooms.

**If students are outside**  
Students should go immediately to their homeroom.  
The above procedure should be carried out.

**If students are at the oval**  
When taking students to the oval, always notify Student Reception before leaving.  
Always carry a mobile phone to the oval.  
During a lockdown, use the buildings available at the oval.  
Await instructions by mobile phone.
Canteen/Maintenance buildings
Canteen volunteers should pull down shutters and lock the back door. Remain in the canteen until the all clear is given. Groundsmen should move inside the nearest building and remain until the all clear is given.

The following announcement may be given by Principal / Deputy Principal in the event of a lockdown:

“Activate lock-down procedures immediately.
All students, staff, parents and registered guests please proceed to your rollcall classroom.
Staff, secure your rooms and students.

OR the reason for the lock-down is… (where it is appropriate to give such information).
Authorities have been notified”

REPEAT:
“Activate lock down procedures immediately. All students and staff please proceed to your homeroom. All parents and registered guests, please proceed to the nearest room.”

Code of Conduct
This Code of Conduct is intended to create a safe place for children and young people and their teachers. It outlines appropriate behaviour for interaction between staff member, students and staff members and staff and the extended school community e.g. parents/carers.

The policy aims to help all employees understand and fulfil their legal and professional responsibilities in achieving a safe and supportive workplace environment.

Supervision
All off site activities require the completion of a number of forms by parents/carers that explain the associated risks involved in the activity. Indemnity forms are given to parents/carers with a note attached that highlights the offsite activity. All forms need to be filled out and signed by parents/carers before any student can leave the school premises.

Onsite supervision is given to students by trained teachers. Students are given appropriate resources to complete tasks in a safe manner and the student body is supervised throughout each day including before school (8:15am), recess, and lunch and after school until 3:45 or last bus. Appropriate guidelines for teachers supervising students is embedded in the schools Code of Conduct and the on and offsite policy.

A full version of the Code of Conduct and on and offsite policy is available on the school server.
**Pastoral Care**

The School Chaplain plays a major role in our pastoral care procedure. The Chaplain is available for support and care for all people within the school community including staff, students and parents/carers.

Students with special needs are given appropriate resources for their level of learning and teachers’ aides work individually with these students throughout the school year.

The distribution of medication is monitored by the administration staff. Students that require medication throughout the day report to the administration area where correct dosage is given to students. All medication required by students is on the students file and available on hard copy at student reception. All allocated medication to students must have approval in the form of writing by the allocated parent/carers.

In response to serious incidences and emergencies the school will notify emergency services immediately. All incidents are documented with all witnesses filling out an incident report.

Homework is allocated to students regularly in the school curriculum. All teachers give support and information regarding the requirements of each task. Students are expected to complete homework by due dates and the allocated time required for each year group is outlined in the school homework policy on the server.

At times paraprofessionals visit the school to assist students. They are to make an appointment with the administration staff or teacher involved before arriving. On arrival, they sing in according to visitors’ procedures.

**Discipline**

The overall aim of our Discipline Policy is to develop a sense of self discipline in all of our students and to this end our school has adopted a variety of strategies and programs in order to foster cooperation and respect which affects all aspects of school life. This policy endeavours to promote the well being of all those who work in our school community.

Students in the secondary school are monitored through a behaviour tracking sheet where students and parents/carers are informed of their behaviour. For all students who fail to comply with the Behaviour Policy, exclusion from the class will occur and that student will be referred to the Head Teacher or Principal. A copy of the secondary behaviour procedure is placed in every secondary classroom.

The Primary Department works on a positive behaviour model with students being rewarded for good behaviour. The Primary Department has a set procedure to address students who are unable to follow expected behaviour. Poor behaviour leads to in school suspensions and ongoing issues are forwarded to the Head of Primary and then to the school Principal.

There have been no changes made to this policy since last year’s report.

*The full version of the Discipline Policy is on the school server and is available on request from the school.*
**Complaints & Grievances**

**Summary**
There are four complaints and grievances policies at St. Andrew’s Christian School. These policies are in relation to Staff, Students, Parents and the Community. The school is committed to the resolution of complaints and grievances in a manner which respects all parties involved. The policy is solution driven and gives opportunity for the aggrieved party to present their case, according to the fair hearing rule.

Investigations will be the responsibility of the Principal, according to Principles of Procedural Fairness.

*There have been no changes to this policy since the last report.*

*The full version of the Grievance Policy is on the school server and is available on request from the school.*

**Anti - Bullying Policy Summary**
As a School community, we will not allow cases of bullying to go unreported. We will treat every indication of bullying seriously and carry through with the Anti-Bullying Policy to prevent bullying from occurring in our school community.

The policy at St. Andrews Christian School highlights responsibilities and requirements of staff, students, parents and the Principal of addressing any examples of what may be deemed as examples of bullying.

St. Andrew’s Christian School has a three-stage procedure to deal with bullying. The various stages take into account the range of bullying in the school. The first stage is relating to suspected bullying where it is deemed to be relatively minor and a one off occurrence. The staff member is to report the incident to the Principal. The second stage is where parents are contacted and our School Chaplain is brought in to counsel in the situation. Isolation at recess and lunch time is implemented to the offending student. The third stage is of significance where the offending student is not responding to counselling or punishment and the Principal and parents will conduct an interview which may lead to the withdrawal of the student from the school.

*The full version of the Anti-Bullying Policy is on the school server and is available on request from the school. There have been no changes to this policy since the last report.*

**Student Outcomes and Performance**

**Student Performance in State-wide or equivalent tests and examinations**
St. Andrew’s Christian School students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. This assessment involves Years 3, 5, 7 and 9. It tests Numeracy; Reading; Language Conventions (Spelling, and Grammar and Punctuation) and Writing.

The following table shows the percentage (%) of students who are at proficiency of the National Minimum Standards.

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade and number in cohort</th>
<th>Year 3 10 students</th>
<th>Year 5 20 students</th>
<th>Year 7 13 students</th>
<th>Year 9 18 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>50</td>
<td>30</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>40</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>50</td>
<td>20</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td>50</td>
<td>25</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>40</td>
<td>10</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

The number of students in each cohort should be considered when reading this data.

An explicit and systematic approach in the early years (K-2) through the AIS Funded: NSW Literacy and Numeracy Action Plan has seen the improvement of Literacy skills in Primary students, most of whom are achieving at proficiency level.
With this funding, the focus on teaching numeracy and literacy has been by way of explicit teaching through a phonics based program – Get Reading Right in K-2; Spelling Mastery in Years 1-6 and Mini lit (Tier 2) Multilit (Tier 3) implemented across the school.

We are consistently seeing a majority of students exceeding the expected growth.

With the impact of a direct instruction program we expect to see our results continue to improve in years to come.

An AIS Embedding Excellence grant has been allocated for 2016 for use to improve Literacy in the secondary school.

The My School data is available at


### Higher School Certificate

#### Higher School Certificate Results (2015)

<table>
<thead>
<tr>
<th>Test</th>
<th>No. of Students</th>
<th>Performance in Bands %</th>
<th>Performance in Bands %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bands 3-6</td>
<td>Bands 0-2</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>Business Studies</td>
<td>5</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>6</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>6</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>6</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>English Extension</td>
<td>2</td>
<td>E2*</td>
<td>E3*</td>
</tr>
<tr>
<td>Food Technology</td>
<td>3</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics (General)</td>
<td>9</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics Extension</td>
<td>2</td>
<td>E2*</td>
<td>E3*</td>
</tr>
<tr>
<td>Music 1</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Personal Development, Health, Physical Education</td>
<td>7</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Senior Science</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

*alternative ranking system

**General Comment**

12 students were enrolled and participated in the Higher School Certificate in 2015. All of whom were award a HSC.

St. Andrew’s Christian School staff endeavors to cater for both the academically gifted and those who are challenged academically.

Our Higher School Certificate results are sound. A majority of the results fall between bands 3 and 6 with most subjects achieving Band 4 results. The highest bands achieved by 2015 HSC students was a Band 5 in Mathematics, Business Studies and Design and Technology.

English remains an area where further focus and development is required.

The school dux also received a Band 6 in a TVET course (Travel, Tourism and Events), achieving third place in the state. The highest ATAR for our 2015 cohort was 85.25.
### HSC Results (2014) for comparison

<table>
<thead>
<tr>
<th>Test</th>
<th>No. of Students</th>
<th>Performance in Bands % School</th>
<th>Performance in Bands % State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 3-6</td>
<td>Bands 0-2</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>3</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>3</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>3</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>6</td>
<td>83</td>
<td>17</td>
</tr>
<tr>
<td>Food Technology</td>
<td>4</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics (General)</td>
<td>8</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics Extension</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Music 1</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Personal Development, Health, Physical Education</td>
<td>6</td>
<td>83</td>
<td>17</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

### Record of School Achievement - RoSA (2015)

**General Comment**

13 students were enrolled in Year 10 in 2015. All of this cohort continued into the Preliminary course. One of these students left to enrol at an alternative school.
Student Information

Characteristics of the student body

Total enrolments  153
Girls - 82
Boys - 71
Indigenous students  11.1%
Language background other than English - 0%

St. Andrew’s Christian School endeavors to encourage the development of respect and responsibility in all its students. We acknowledge that our students come from diverse backgrounds including economic and geographical location.

The student body is K-12 on the one campus. The students come mainly from an area of low socio economic background. Parents are engaged in mainly rural based activities with some parents actively involved in the professions eg architecture, urban planning etc.

We have a significant number of children from Aboriginal/Torres Strait Islander background and these students account for approximately 11.2% of the school population.

Most of the students stay at school to complete their HSC studies. Results in ROSA and HSC are generally above state averages and our students have little difficulty in finding good employment.

A large proportion of students in the school attend church youth groups on a weekly basis. This is a pleasing outcome as a large proportion of our children do not come from Christian homes.

A large proportion of our students are actively involved in sporting activities through representation of the school in a variety of team and individual events. Student involvement in music is another characteristic of this school. We have a number of bands, choirs and individual performances on a variety of instruments.
### STUDENT ATTENDANCE AND RETENTION RATES

**Absences for 2015 School Report**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
<th>Total Days</th>
<th>Term1 Absences</th>
<th>Term2 Absences</th>
<th>Term3 Absences</th>
<th>Term4 Absences</th>
<th>Total Absences</th>
<th>Percentage Absences</th>
<th>Percentage Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8</td>
<td>1544</td>
<td>34</td>
<td>34</td>
<td>36</td>
<td>37</td>
<td>141</td>
<td>9.1</td>
<td>90.9</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>965</td>
<td>14</td>
<td>27</td>
<td>17</td>
<td>26</td>
<td>84</td>
<td>8.7</td>
<td>91.3</td>
</tr>
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<td>2</td>
<td>7</td>
<td>1351</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>16</td>
<td>84</td>
<td>6.2</td>
<td>93.8</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>2316</td>
<td>22</td>
<td>30</td>
<td>52</td>
<td>44</td>
<td>148</td>
<td>6.4</td>
<td>93.6</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>1158</td>
<td>4</td>
<td>12</td>
<td>13</td>
<td>7</td>
<td>36</td>
<td>3.1</td>
<td>96.9</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
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<td>56</td>
<td>84</td>
<td>104</td>
<td>280</td>
<td>7.3</td>
<td>92.7</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>3088</td>
<td>23</td>
<td>80</td>
<td>82</td>
<td>58</td>
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<td>7.9</td>
<td>92.1</td>
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<tr>
<td>7</td>
<td>15</td>
<td>2895</td>
<td>49</td>
<td>63</td>
<td>80</td>
<td>163</td>
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<td>87.7</td>
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<tr>
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<td>1737</td>
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<td>64</td>
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<td>23</td>
<td>128</td>
<td>7.4</td>
<td>92.6</td>
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<td>74</td>
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<td>26</td>
<td>46</td>
<td>42</td>
<td>19</td>
<td>133</td>
<td>6.3</td>
<td>93.7</td>
</tr>
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<td>12</td>
<td>12</td>
<td>2272</td>
<td>50</td>
<td>66</td>
<td>53</td>
<td>0</td>
<td>169</td>
<td>7.4</td>
<td>92.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>153</td>
<td>433</td>
<td>686</td>
<td>647</td>
<td>645</td>
<td>2411</td>
<td>8.2</td>
<td>91.8</td>
</tr>
</tbody>
</table>

**Average Attendance Rate = 91.8%**

### Year 10 to Year 12 Retention Rate

**2013** | **2014** | **2015**
---|---|---
K | 5 | 7 | 8
1 | 8 | 4 | 5
2 | 4 | 8 | 7
3 | 15 | 7 | 12
4 | 10 | 17 | 6
5 | 11 | 12 | 20
6 | 7 | 13 | 16
7 | 11 | 12 | 15
8 | 16 | 15 | 9
9 | 14 | 14 | 18
10 | 14 | 12 | 14
11 | 14 | 13 | 11
12 | 8 | 9 | 12
**TOTAL** | **137** | **143** | **153**

**Year 10 to Year 12 Retention Rate = 85.71%**
Senior Secondary Outcomes (2015)

Students attaining a HSC Certificate in 2015: 100%

Senior Secondary Outcomes:

13 students completed Year 10 in 2015
1 studying elsewhere

10 Year 11 students were retained to Year 12
1 Year 11 student joined the workforce

12 students completed their HSC in 2015
6 enrolled in further study (University, Bible College)
6 joined the workforce
Summary of Financial Information

Recurrent/Capital Income

- Fees and private income: $369,831 (14%)
- Profit from specified activities: $0 (0%)
- State recurrent grants: $560,158 (22%)
- Commonwealth recurrent grants: $1,580,555 (62%)
- Government Capital Grants: $59,000 (2%)

Recurrent/Capital Expenditure

- Salaries allowances, related expenditure: $1,827,231 (73%)
- Non salary expenses: $476,270 (19%)
- Capital expenditure: $188,625 (8%)
- Loss from specified activities