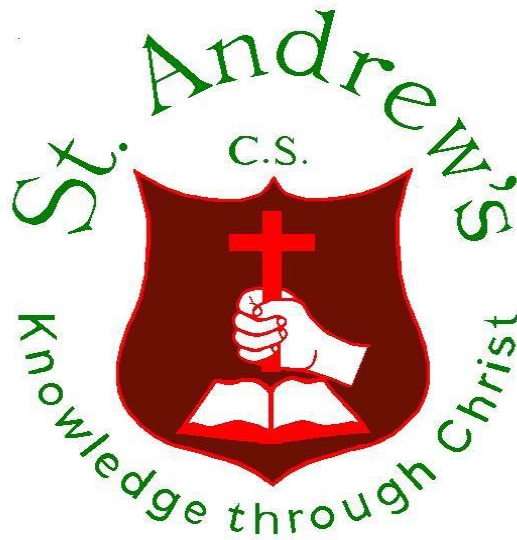


# **St. Andrew's Christian School**



## **Annual Report**

**2018**

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 Schools 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:**

### **School Board of Directors and the School Principal**

The school has appointed a Marketing Consultant to a part-time position to promote the school in the local community. This has resulted in many enquiries and subsequent enrolments. We continue to write regular reports for the local newspaper, the Daily Examiner. We also post and email regular Newsletters to our parents and friends.

The 10 Year Facilities Master-Plan has been completed and approved by the Clarence Valley Council. The school engaged Armstrong Architects to design and plan a new 2 classroom building and new toilet blocks for both Secondary and Primary students. We made an application for a Block Grant Authority Grant which resulted in the school successfully receiving a grant of \$500,000. Construction will commence in the second half of 2019.

The school continued its involvement in the National Literacy and Numeracy Action Plan. Training provided by the plan has proved to be invaluable with the up-skilling of staff and the subsequent raising of literacy and numeracy standards across our primary students. The school has established specialist small classrooms that facilitate the delivery of the focused literacy programs.

The weekly school assembly is one of the main features of the week's program. The assemblies are held on Friday mornings at the commencement of the day. There is a high level of student involvement in our school assemblies with leadership roles in speaking, music groups and leading the assembly. The assemblies involve the whole school from our Kindergarten to Year 12 inclusive. Speakers from the local community also address the whole school at assemblies. Special assemblies are held for ANZAC Day, Easter, and other important occasions.

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.

The school has competed in regional and state championships in both swimming and athletics. 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 Parents & Friends Association**

2018 proved to be another great year for St Andrew's Parents & Friends (P&F). Following are the events that were held:

- Covered the costs for the annual "Meet the Staff" evening
- Provided canteen and barbeque facilities for the School Athletics Carnival
- Provided a barbeque for the Swimming Carnival and School Cross Country
- Conducted a Bunning's barbeque
- Organised Mother's and Father's Day stalls
- Organised a very successful annual Jacaranda Fair which raised in excess of \$6000

Behind the scenes the Canteen Committee continued on the Development Application for the canteen renovations. To cater for an increase in expected food storage, an upright fridge and freezer were purchased from the P&F account.

Our most profitable activity continues to be the annual Jacaranda Fair which was well attended raising over \$6000 towards the canteen renovations. Local businesses continue to be generous for our charity auction with over 100 items donated this year. The event continues to be a great promotion for the school overall with crowds larger than expected due to the fine weather. A big thank you must go out to the team of organisers who donated their time to make the day so successful.

Mid-year a decision was made to discontinue our Commonwealth Bank School Banking service the P&F had run since early 2017 due to declining deposits, changes which required all bank processing to be done on school grounds and finding no replacement for the School Banking Coordinator. The P&F also supported the "Dress Like a Farmer" appeal by giving a generous donation to the cause.

Debbie Simpson  
P&F President 2018

## **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 honouring their teachers and fellow students through love and respect. These values are carried out into the playground and community.

Throughout 2018 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.

The Student Representative Council agreed to fund (in 2017) a special award category called a DUO Award (Do Unto Others Award) to recognise students that go out of their way to help and encourage others. The Primary recipients of this award receive a pennant and a trophy (for one week). The High School recipients receive a \$5 voucher. These awards are presented to students at our Friday Assembly. This continued during 2018 with many Primary and Secondary students receiving this award in recognition of their efforts.

A number of the Student Council are preparing for the upcoming trip to Mama Sayang Orphanage in Indonesia which will be going in late June 2019. The Missions Team will spend a week at the Mama Sayang Orphanage in Indonesia encouraging, building relationships and teaching the students some

English through games, sharing their faith and gaining an understanding of another culture. The students will be accompanied by a number of staff members (some who have been before).

We endeavour to raise funds to improve facilities and areas of our school and also to donate to various families/charities/natural disasters here in Australia and around the world. Student Representatives raise funds through holding a weekly barbeque each Thursday and organising special fundraising events such as Hotdog Day for the Westpac Helicopter, various Cupcake Days to raise money for needy families in our community or donating to the Mama Sayang Orphanage in Indonesia.

The Student Council is active in the school and we aim to continue to raise the profile of the SRC Council during 2019 by being more available to students, encouraging Christ-like behaviour, taking a more active role in the running of Assembly and being more visible representing our school in the wider community.

Daniel Dobber & Emily Batcheldor  
**School Captains, 2019**

## **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 2018**

- Area:** Teaching and Learning  
**Priority:** To utilise the Engage portal in our school computer system.  
**Achievement:** To develop the ability of all staff to produce quality academic reports of their students exam results for both Half Yearly and Yearly exams.
- Area:** Teaching and Learning  
**Priority:** To fully develop the numeracy focus in the LNAP-2 program  
**Achievement:** To develop and enhance the teaching of numeracy in both the Primary and Secondary areas of the school.

3. **Area:** **Staff Training**

**Priority:** To implement the Staff Mentoring Program

**Achievement:** To promote professional growth and the further development of effective teaching and classroom management skills.

**Achievement of Priorities from Prior Reports**

- Introduction and implementation of a Staff Mentoring Program. All staff to be involved
- Training by the Association of Independent Schools consultants in the teaching of numeracy in both Primary and Secondary areas of the school. This has raised the effective teaching of numeracy in the school.

**Promotion of Respect and Responsibility**

The school has an active and well developed outdoor program. The primary students travel to Western NSW and camp at Lightning Ridge. There is also a camping program that included junior high, the specialised camps are held separately for both male and female students. One of the major aims of this program is to develop team work and responsibility for other students.

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

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 barbeques, morning teas etc.

Our school has a comprehensively 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 2018**

We have 17 teaching staff, (15.41 full-time equivalent teaching staff)

We have 11 non-teaching staff, (8.01 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: **90.22%**

Retention: 100%

### **Summary of Professional Learning**

In 2018 teaching staff undertook 25 hours of teacher identified professional development based on NSW IT professional teaching standards, and 32 hours of endorsed Professional Development.

Staff training costs for 2018, per teacher was \$1,532.00. For 2019 we have budgeted for \$1,388.00.

# **SCHOOL POLICIES**

## **Attendance Register policy**

### **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/children 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 5 days or unsatisfactory attendance over a number of weeks the Year coordinator is to contact the parents to raise concerns over the student's attendance. If the student's attendance does not improve the Principal will contact the parent by letter, if there is still concerns the school will contact the relevant authorities.

When a student has been dis-enrolled, 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 changes to this policy since the last report.*

### **Daily Procedure**











- Each day rolls are marked via Engage by class teachers/Year Coordinators.
- If a child arrives after 9.30 a.m. on a school day they are recorded as Partial Absence.
- All students who arrive after the bell, receive a late note to give to their teacher.
- Student Reception puts all absences and partial absences into the daily notices.
- Student reception sends SMS to parents of students who are absent. This is done by 11 a.m. daily.

### **ROLL MARKING PROCEDURES**

1. Class Rolls must always be marked accurately. Principals are required to maintain an attendance register (roll) in a form approved by the Minister (Education Act 1990 section 24).
2. Teachers should be conversant with the school's Policies and Procedures.
3. Parents or carers should be informed that it is their responsibility to:
  - ensure that their child attends school regularly
  - explain the absences of their children from school promptly.
4. The following entries should be made

Present at school	Present
Absence declared (absence included in absence return)	Absent (unexplained)
Absence for part of a day	Partial Absence
Absence unexplained after 7 days or unjustified	Absent (unexplained)
Absence due to suspension (absence included in absence return)	Suspended

Absence on official school business (absence not included in absence return)	School Approved Activity
Absence with leave – reason accepted by the Principal (absence included in absence return)	Explained Absence (Principal’s Discretion)
Absence with approved exemption (absence not included in absence return)	Exempt from Attendance
Absence owing to sickness or as a result of medical appointment (absence included in absence return)	Sick
Student attending TAFE	TVET Course
Absence of a Year 11 or 12 student on approved flexible timetable or who has completed Year 10 but is below the age of 17 years, participating in: <ul style="list-style-type: none"> <li>• approved education or training, or</li> <li>• 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.</li> </ul> (absence not included in absence return)	Flexible Time

Absent (Unexplained)	A	
Exempt from attendance	M	
Explained absence Principal's discretion)	L	
Flexible Time	F	
Partial absence	P	
Present	/	
School approved activity	B	
Sick	S	
Suspended	E	
TVET Courses	H	

- Under Section 25 of the *Education Act 1990*, the Minister may grant a Certificate of Exemption. This power is delegated, subject to the Guidelines on the AIS website, to Principals, in relation to granting of an exemption from school attendance for periods totaling up to 50 days in a 12 month period for any one student.
- Details of Partial Absences i.e. times and dates are to be recorded in Engage by Student Reception.
- The Attendance Register must be available for inspection during school hours by any authorised person, who may require the Principal of the school to furnish a copy of the register or any part of it. {*Education Act 1990* section 24 (2)}

#### 8. Certificate of Exemption (Section 21/25 Ed. Act 2010)

The Principal (with no delegation allowed to anyone else) has the power to accept, process and grant, refuse or cancel a Certificate of Exemption from being enrolled and attending school, for a period of less than 100 days in a 12 month period.

A formal agreement in writing to be signed by the Principal and Parent/Caregiver. Original to the Parent/Caregiver and a copy on Engage.

Principals may grant exemption due to:

- exceptional domestic circumstances

- other exceptional circumstances such as health of the student where sick leave or alternative enrolment is not appropriate
- the child being prevented from attending school because of a direction under section 42D of the Public Health Act 1991
- employment in the entertainment industry or participation in elite sporting events for short periods of time i.e. for one or two days, and at short notice.

## **ENROLMENT POLICY & PROCEDURES**

**NESA 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 students with an education whereby the claims and teachings of Jesus Christ are accepted and seen as the ways of true living in accordance 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 5 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.

### Discontinued Enrolment.

A student's enrolment at St. Andrew's Christian School 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**

### **Child Protection Policy Summary**

The School understands that Child Protection and in particular child abuse are complex and sensitive issues. 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.

*The policy and procedure document was revised in February 2019, 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**

NESA Manual 3.6.1 & 3.6.2 (p. 33 & 34-35); 4.1.6 (p. 65)

**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 of each type per term. These are recorded in this document.

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, including drills.

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 needs to be in emergency status.

Students will not be released to parents during the 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**

Alarm – continuous sounding of evacuation alarm.

### **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. Move to area A unless advised otherwise.

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. Administrative Staff will bring a printed list of the whole school enrolment along with a printed copy of the Daily Notices which have the absent students recorded on it.

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 (or Administration Staff)** is to collect the removable hard drive backups, enter the digital sign-in program and click Evacuate button, then read the QR Code on the screen with phone, check all areas of Administration Building and proceed to evacuation assembly area. Go to URL as indicated by QR Code on phone to gain a list of who is presently on site.

**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, 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 Workshop and Rooms 4/5/6 before proceeding to evacuation assembly area.

**Administration Staff** – To collect student late note book, Student sign-out sheets then proceed to evacuation assembly area.

### **LOCKDOWN PROCEDURE**

Alarm – continuous sounding of lock-down siren.

**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.*

*This policy has been amended since the last report*

### **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 members, 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.  
*This policy has been amended since the last report.*

## **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. Placing students on NEESA Life Skills outcomes occurs by discussion with other teachers of the student, the parents and the Principal.

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 on Engage.

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 sign in according to visitors' procedures.

*This policy has been amended since the last report*

## **Behaviour Management Policy**

The overall aim of our Behavior Management 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 wellbeing of all those who work in our school community.

Students in the secondary school are encouraged to choose positive behavior and there are various incentives for this such as 'caughtya cards', merit certificates, Principal's Awards, and reward days for not having received a formal detention/suspension. Any negative behavior is monitored by the Year Coordinators and Deputy Principal following a flow chart of various stages and tracking methods. These

include: reminders, conversations for resolutions, 10 minute lunch detentions, formal detentions, internal suspension, student progress reports, behaviour (monitoring) cards and the like. With the formal tracking, the 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 a Year Coordinator, Deputy Principal 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 updates made to this policy since last year's report.*

*The full version of the Behaviour Management 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 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 record the incident on Engage and a detention or an applicable consequence is given. 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 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 2018. 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 (as opposed to the *below* or *at or below* categories).

Area	Grade and number in cohort	Year 3 10 students	Year 5 16 students	Year 7 12 students	Year 9 15 students
<b>Reading</b>		56	40	31	25
<b>Writing</b>		49	16	19	27
<b>Spelling</b>		53	38	36	15
<b>Grammar &amp; Punctuation</b>		52	38	31	27
<b>Numeracy</b>		45	33	32	30

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

We are consistently seeing our students exceed the expected growth in NAPLAN. This is attributed to the explicit and systematic approach funded by the Association of Independent School's NSW Literacy and Numeracy Action Plan – Phase 2 (LNAP2).

The percentage of students 'at proficiency' have increased from past years. The percentages in Year 3 are considerably higher as a starting point for Year 3 than in the past, showing that the LNAP2 is making a great impact.

The NAPLAN students who have attended St. Andrew's Christian School throughout primary have received the intense support of LNAP2 and bring the impact of the explicit and systematic approach into their secondary school results.

With the impact of an explicit and systematic program we expect to see our results continue to improve in years to come both in the Primary School and as these students travel through Secondary School.

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The most recent My School data is available at  
<https://www.myschool.edu.au/school/43757/profile/2017>

## Higher School Certificate Results (2018)

Examination	No. of Students	Performance in Bands % School		Performance in Bands % State	
		Bands 3-6	Bands 0-2	Bands 3-6	Bands 0-2
<b>Ancient History</b>	1	100	0	85	15
<b>Biology</b>	6	66	33	90	10
<b>Business Studies</b>	4	50	50	88	12
<b>Chemistry</b>	2	100	0	89	11
<b>Design and Technology</b>	4	75	25	97	3
<b>English (Advanced)</b>	4	100	0	99	1
<b>English (Standard)</b>	7	0	100	85	15
<b>Food Technology</b>	4	50	50	86	14
<b>Mathematics</b>	5	20	80	93	7
<b>Mathematics (General)</b>	6	17	83	80	20
<b>Music 1</b>	2	100	0	98	2

<b>Personal Development, Health &amp; Physical Education</b>	5	60	40	87	13
<b>Physics</b>	1		100	87	13
<b>Senior Science</b>	2	100	0	88	12
<b>Visual Arts</b>	1	100	0	100	0

### General Comment

11 students were enrolled and participated in the Higher School Certificate in 2018. One of these studied the HSC as a Life Skills Student. All but one of the cohort were awarded 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 in 2018 held one student above the others. He received a Band 6 in Ancient History, Band 5s in 3 courses and Band 4s in his remaining two courses. Our 2 music students both received Band 5 marks, and one Band 5 was achieved in Design & Technology.

Three students studied TAFE courses externally in Travel, Tourism and Events; Information and Digital Technology; Automotive Examination (Mechanical Technology).

### 2017 HSC Results for comparison

Examination	No. of Students	Performance in Bands % School		Performance in Bands % State	
		Bands 3-6	Bands 0-2	Bands 3-6	Bands 0-2
<b>Biology</b>	7	43	57	69	31
<b>Business Studies</b>	3	67	33	66	34
<b>Design and Technology</b>	2	100	0	77	23
<b>English (Advanced)</b>	3	100	0	92	8
<b>English (Standard)</b>	5	80	20	55	45
<b>Food Technology</b>	3	0	100	60	40
<b>Mathematics</b>	2	100	0	75	25
<b>Mathematics (General)</b>	6	33	67	51	49
<b>Mathematics Extension</b>	2	E2 - 100%		E2 - 16%	
<b>Personal Development, Health &amp; Physical Education</b>	5	40	60	60	40
<b>Physics</b>	2	100	0	66	34
<b>Senior Science</b>	4	100	0	60	40

\*alternative ranking system

### Record of School Achievement - RoSA (2018)

#### General Comment

14 students were enrolled in Year 10 in 2018.

- 9 of the cohort continued into the Preliminary course
- 1 changed schools
- 4 gained employment

All were eligible for the RoSA at the end of the 2018 school year.



# Student Information

## Characteristics of the student body

Total Enrolments	172
Girls	83
Boys	85
Indigenous	6.97%
Language background other than English	- 0%

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

The student body is P-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 e.g. architecture, urban planning etc.

We have children from Aboriginal/Torres Strait Islander background and these students account for approximately 6.97% of the school population.

Most of the students stay at school to complete their HSC studies. Results in RoSA and HSC are generally on par with state averages and our students have little difficulty in finding good employment if they seek it. The school is often contacted by local businesses when they are seeking an apprentice e.g. Electrical Engineering.

The focus on Literacy and Numeracy has intensified in the last few years with the Association of Independent Schools' Literacy and Numeracy Plan grant. Along with this, sport and creative arts are not forgotten. Many of our students are actively involved in sporting activities through representation of the school in a variety of team and individual events. We have a number of bands, choirs and individual performances on a variety of instruments.

St. Andrew's is the only school in the area who offers the Automotive Technology course, improved now with a purpose built Automotive workshop finished in 2016.

The school has a community feel and surveys of staff, parents and students overwhelmingly describe the school as caring. Faith based teaching occurs through the school, and the staff encourage the students to have a growth mindset and set goals. The staff work towards helping students achieve their goals.

## Student Attendance & Retentions Rates

### Absenses for 2018 School Report

Year	Number of students	Total Days 190	Term1 Absences	Term2 Absences	Term3 Absences	Term4 Absences	Total Absences	Percentage Absences	Percentage Attendance
K	8	1504	24	23	48	14	108	7.2	92.8
1	10	1880	16	9	19	44	47	2.5	97.5
2	13	2444	29	55	81	18	181	7.4	92.6
3	11	2068	49	59	97	31	235	11.4	88.6
4	9	1692	22	44	48	17	130	7.7	92.3
5	16	3008	52	68	100	26	245	8.1	91.9
6	14	2632	21	21	54	3	98	3.7	96.3
7	10	1880	20	27	67	15	128	6.8	93.2
8	23	4324	58	60	126	20	263	6.1	93.9
9	19	3572	135	109	146	36	426	11.9	88.1
10	15	2820	114	125	171	44	452	16	84
11	11	2068	27	34	45	13	118	5.7	94.3
12	13	2400	47	59	79	0	184	7.7	92.3
Total	172	32292	612	689	1078	241	2882	8.1	91.9

Average Attendance Rate = 91.9

### Retention Rate

Year	2016	2017	2018
K	8	7	8
1	33	52	10
2	79	79	13
3	125	129	12
4	611	612	8
5	207	202	20
6	121	16	14
7	138	132	16
8	900	94	23
9	134	137	18
10	120	140	13
11	111	118	11
12	129	12	12
TOTAL	1556	1537	133

Year 10 to Year 12 Retention Rate = 65%

## Senior Secondary Outcomes (2018)

Students attaining a HSC Certificate in 2018: 90%

### Senior Secondary Outcomes:

#### Preliminary 2018

10 Year 11 students received Preliminary prerequisite. Of these, all remained at St. Andrew's to complete their Higher School Certificate.

#### HSC 2018

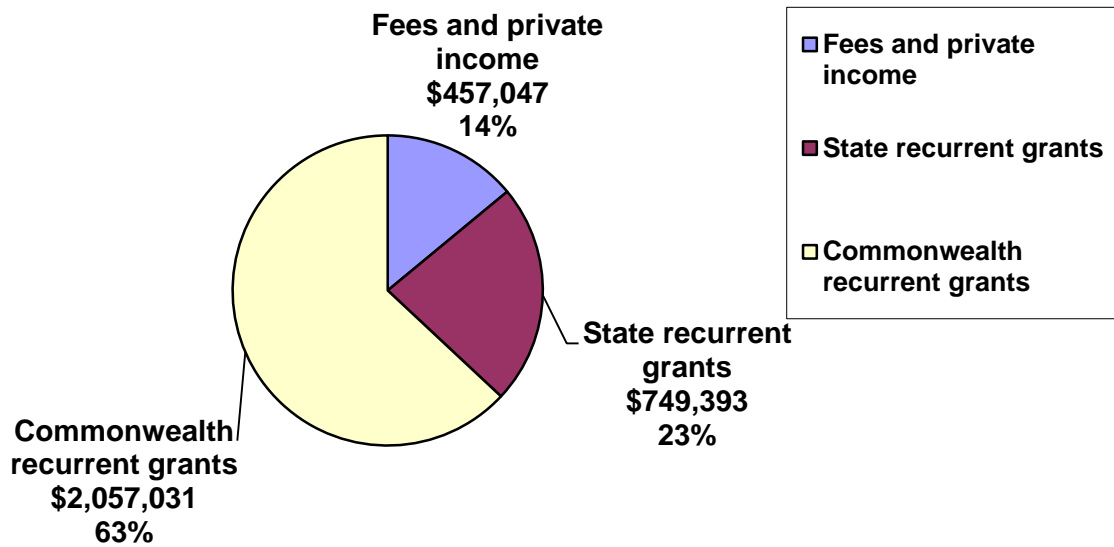
11 students completed their HSC in 2018. Of these

5	further study at University
2	trade / training
1	further study at TAFE
3	unknown

# Summary of Financial Information

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## Recurrent/Capital Income



## Recurrent/Capital Expenditure

