

Greenacre Baptist Christian Community School Educational and Financial Reporting For 2006

Introduction

Greenacre Baptist Christian Community School (GBCCS) is a single stream primary school in Sydney's south-western suburbs approximately 30 minutes from the heart of the city. The school had 190 children in 2006 including its biggest Kindergarten intake for some time due to a large number of sibling enrolments.

GBCCS employed nineteen full-time or part-time staff at different times during the year. Apart from the regular class teachers and a non-teaching principal, the academic staff included ESL, Support and RFF teachers. The remainder of the staff were teacher aids, library and office staff. The school also utilised the services of a school councillor.

The school's long term motto has been "Grow up into Christ" and the school has not wavered from its conviction that children should be nurtured in a Bible-based environment. The school aims to assist the parents and the church raise children that demonstrate biblical thinking and attitudes in all areas of life.

All staff are committed Christians and the school is a member of Christian Schools Australia (CSA). CSA is a group of over 150 schools nationwide that seek to provide Christ-centre schooling for their local communities.

It is exciting as the new principal in 2007 to inherit a school that has such a warm environment and an exciting future.

Ken McCarron
June 2007

Student performance in Statewide Tests and examinations

As in previous years, GBCCS participated in the LANNA Literacy and Numeracy assessments.

Year 3

Students who received higher than the 2006 National Benchmark:

Numeracy	96%
Reading	100%
Writing	100%

There is no National Benchmark for Spelling. However, 88% of students performed higher than the National Average.

Comparisons 2004-2006

	2004	2005	2006
Numeracy	100%	96%	96%
Reading	100%	100%	100%
Writing	100%	100%	100%

Year 5

Students who received higher than the 2006 National Benchmark:

Numeracy	93%
Reading	100%
Writing	100%

There is no National benchmark for Spelling. However, 96% of students performed higher than the National Average.

Comparisons 2004-2006

	2004	2005	2006
Numeracy	100%	93%	93%
Reading	100%	90%	100%
Writing	100%	100%	100%

Teacher standards and Professional Development

Each of our teachers has teaching qualifications from a higher education institution within Australia or New Zealand.

Teachers possessing Teaching Qualifications from a higher education institution within Australia or New Zealand.	13
Qualifications as a graduate from a higher educational institution within Australia or New Zealand but lacks formal teaching qualifications.	0
Do not have qualifications listed in the above areas but have relevant successful teaching experience.	0

Staff development consisted of four days prior to the commencement of the school year and two days in July. Staff members also participated in training conducted by other providers. Staff development outside the school averaged one day per staff member.

In 2006, \$4231 was spent by the school on professional development for staff.

Teacher Attendance

In 2006, the average absence rate for teaching staff was 6.5 days, the maximum being 10.5, out of a school year of approximately 190 days.

All teaching staff from the previous year continued into 2006 although one staff member went on maternity leave in August 2006.

Enrolment Policies and Profiles

Our criteria for enrolment:

1. Children of families who have been attending Greenacre Baptist Church for at least twelve months.
2. Children who already have an older sibling enrolled at the school.
3. Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.
4. Where families don't fill the criteria of one parent being a Christian, they have to be able to support the Christian ethos of the school. These are also processed in order of receipt.

In 2006 there were 190 students enrolled from Kindergarten to Year 6. These families come from a wide variety of backgrounds. The delightful mix of Mediterranean, Asian and Anglo backgrounds is a reflection of the local population within a radius of five kilometres around Greenacre.

Future enrolments are predicted to be also around 190 students for some years. There are waiting lists in some grades whilst Bankstown Council has imposed a ceiling of 200 students. There are no plans to extend enrolments beyond the current limit.

Student Welfare Policies

The school's strength is in Pastoral Care and welfare policies are a part of this area. The school focuses on its mission which is to "*enable the children to take their place in the community as witnesses to the power of God in their individual lives*". Our Pastoral Care policy, which we believe is generally working most successfully, provides students with the opportunities to develop the knowledge skills and dispositions for positive relationships as defined by the National Safe Schools Framework (p. 5).

From this policy, students are taught the vital values of respect, kindness, safety and stewardship. These are entrenched in our Biblical Studies program but reinforced through our Protective Behaviours and Relationships and Anti-bullying programs. These programs allow for the children to identify and discuss issues regarding relationships in the classroom and in many cases deal more effectively with matters when they arise in the classroom.

In 2006, a School Councillor was employed to assist children who needed to work through difficulties in any area of their lives.

Occupational Health and Safety is a high priority and the school has a reputation for acting swiftly upon notice of any concern in this area. The school ensures that OH & S is a high priority and as a result the classrooms and playground are of high quality in the area of safety.

There were no changes to the policy made during 2006. The full policy can be obtained from the office.

Discipline Policy

This policy centres on three areas:

1. We want our school to be a safe place.
2. We want our school to be a safe place where students feel loved.
3. We want our school to be a place where all children are treated fairly and with justice.

The discipline policy did not change during 2006. The policy in itself is an important part of the pastoral care of the students. There are also appropriate policies in this area that sum up the school's Biblical focus on nurturing.

The school does not administer corporal punishment nor does it work with parents to administer any form of corporal punishment in partnership with the home.

The school's full policy can be obtained from the office.

Complaints and Grievances Policy

The school has a copy of the Grievance Policy. It is followed in many cases although it is recognised that there can often be extraordinary situations in human nature where other approaches may be required.

We desire to be God-honouring in the ways we deal with complaints and one way this can be done is to work through issues at the earliest possible time and at GBCCS, staff, parents and students are encouraged to “nip problems in the bud” before the matter escalates. Nevertheless, there are specific procedures to be followed in the case of more serious disputes or grievances.

No changes were made to this policy in 2006.

Priority Areas for Improvement

The school aims to improve its focus on Information Technology in two areas:

1. To investigate ways of increasing the number of computers in each classroom and other areas of the school.
2. To assist teachers to be more proficient in the use of computers in both their own skills and in developing student skills.
3. To see computers used more regularly and more productively in each KLA.

It is also the school’s intention to develop its sporting program over the coming years, particularly in regard to team sports. The school has recently developed a fitness program for Years K-3 and as these children work their way through the school, the benefits should be evident in team sports situations.

In the last two years, the grounds have been improved substantially through the building of rainwater tanks for recycling purposes. This has had the effect of seeing a greener playground as well as being environmentally friendly.

The school continues to provide well for students with disabilities and ESL children. An area that is a priority is the development of programs for Gifted and Talented Students.

Actions Undertaken to Promote Respect and Responsibility

The school has developed respect and responsibility by:

1. Providing an environment where teachers require children to be respectful to adults, Australians of different nationalities and to each other.
2. Displaying the Commonwealth’s “Values for Australian Schools” posters in its administration area and teaching those principles at all grade levels.
3. Having the children sing the national anthem in assemblies.
4. Upholding the principles of the National Safe Schools Framework and displaying the framework poster in the administration area.
5. Promoting an anti-bullying policy and following its procedures in the case of an incident.

Teacher, Student and Parental Satisfaction

There is a high level of satisfaction with the school. It is generally regarded to be an excellent place of nurturing and there is a strong sense of community. This is typified by events outside school such as the bi-annual barbecues, the School Commencement Church Service and the annual musical. These remain most popular activities and along with weekly chapel are established traditions at the school.

There is a significant “school gate” sense of community where parents feel welcome at the school in the morning and after lessons. This provides an excellent opportunity for teachers and parents to mingle and for children to show their parents their work or exciting things happening within their classrooms. It is at these occasions where parental satisfaction is expressed.

GBCCS is a school where the teachers enjoy coming to work. They are committed to the children and the general good of the school. Teacher retention rates are high with the class teachers averaging around 7 to 8 years tenure at the school. The principal of the school retired at the end of 2006 after twenty years of quality leadership.

In a happy school with a contented staff, it follows that the children will also enjoy the school environment. The children regard their primary days as special and many return to visit the school during the secondary years, particularly at school barbecues. The school has a high retention rate and proportion of students who attend the school from kindergarten to Year 6.

School Finances

Summary of Financial Performance for the year ended 31 December 2006:

Income 2006

Income from student fees	20%
Government Recurrent Grants	70%
Other Capital Income	9%
Other income	1%

Expenditure 2006

Salaries allowances and other related expenses	66%
Non-capital expenses	30%
Capital expenditure	4%