

# **Greenacre Baptist Christian Community School Educational and Financial Reporting For 2008**

## **Principal's Report**

Greenacre Baptist Christian Community School (GBCCS) commenced in 1985 with the aim of serving Christian families in Bankstown and surrounding municipalities. In 2008, GBCCS was a single stream primary school of 190 children at the August census. Enrolments increased to a maximum of 196 by the end of the year.

GBCCS employed nineteen full-time or part-time staff during the year. Apart from the seven class teachers, the school's staff included three teacher aides, a part-time librarian, two Support teachers, an ESL teacher and two RFF teachers. The school principal is a non-teaching position. The school employed one full-time and one part-time office worker and a part-time Maintenance worker.

The school is a member of Christian Schools Australia (CSA) and previously its predecessor, Christian Community Schools (CCS). CSA, with its membership of over 150 schools, has allowed the school to grow with professional support through the head office at Macquarie Park and by networking with other local Christian Schools.

“Grow up into Christ” is the school's motto. We continue to educate the children in an environment that supports the ideals of Christian parents and their churches. We are determined not to proceed down a path of elitism but to continue to strive for excellence via godliness. The school aims to assist parents and the church raise children that demonstrate biblical thinking and attitudes in all areas of life.

During 2008, the school continued its recent excellent performance on the sporting field with a number of state-wide successes in swimming and athletics. GBCCS also increased its participation in team events, providing opportunities for the children in a number of sports. Always a strong school musically, GBCCS's double musical and major assembly items continue to amaze parents and friends. Parents were canvassed about the viability of a music tutor who has been introduced for the new school year with over forty children taking lessons in drums, piano and guitar.

It has been a pleasure to settle into the role of principal at a school with tremendous staff unity and parental satisfaction. We have a terrific group of children and their overall excellent behaviour has ensured that there is a wonderful atmosphere in the school. It is a privilege to come to work at GBCCS each day.

Ken McCarron  
May 2009

## **Board Chairman's Report**

Our school has continued to grow this year with each hurdle being jumped with grace. The staff have stretched and grown as government requirements, in-service courses, new equipment and life in general have challenged them to higher things. The Board is also evolving and growing as we learn more of our role and seek God's wisdom for our school.

We look forward to all that 2009 promises to bring.

Debby Reiher  
Board Chair

## Student performance in State-wide Tests and examinations

In May 2008, the school participated in the mandatory National Assessment Program - Literacy and Numeracy (NAPLAN) to assess Literacy and Numeracy across Years 3 and 5. The results were an accurate reflection of our students' standing in these areas. The achievements in Year 5 were exceptional but the cohort is considered to be a capable class.

### Year 3

Students who received higher than the 2008 National Benchmark (Band 2 or higher):

Numeracy	100%
Reading	89%
Writing	100%
Spelling	97%
Grammar	89%

### Comparisons 2006-2008

	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Numeracy</b>	96%	88%	100%
<b>Reading</b>	100%	100%	89%
<b>Writing</b>	100%	100%	100%
<b>Spelling</b>	n/a	n/a	97%
<b>Grammar</b>	n/a	n/a	89%

The following is the percentage of the school's Year 3 students who scored the top ranking (Band 6) in the NAPLAN tests:

Numeracy	19%
Reading	15%
Writing	23%
Spelling	15%
Grammar	33%

The percentage of Year 3 children achieving the top band in Numeracy was 19%, just above the NSW state average of 18%. In Literacy, the percentage of Year 3 students who scored in the top band was 22% compared to 20% across the state.

Furthermore, 71% of Greenacre Baptist students achieved results in the top three bands compared to 67% across the state. In Literacy, the students in the top three bands made up 76% of those tested, commensurate to the state average.

## **Year 5**

Students who received higher than the 2008 National Benchmark (Band 4 or higher):

Numeracy	100%
Reading	100%
Writing	100%
Spelling	100%
Grammar	100%

Comparisons 2006-2008

	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Numeracy</b>	93%	96%	100%
<b>Reading</b>	100%	100%	100%
<b>Writing</b>	100%	100%	100%
<b>Spelling</b>	n/a	n/a	100%
<b>Grammar</b>	n/a	n/a	100%

The following is the percentage of the school's Year 5 students who scored the top ranking (Band 8) in the NAPLAN tests:

Numeracy	19%
Reading	19%
Writing	11%
Spelling	19%
Grammar	33%

The percentage of Year 5 children achieving in top band in Numeracy was 19%, well above the NSW state average of 11%. In Literacy, the percentage of Year 5 students who scored in the top band was 19% compared to 10% across the state.

Furthermore, 64% of Greenacre Baptist students achieved results in the top three bands in Numeracy compared to 52% across the state. The results in Literacy were even better with 86% of students being placed in the top three bands compared to the NSW state average of 63%.

### **English Summary**

In the context of a largely multi-cultural school, these results reflect the school's continued strong performance in English. As many children come to Greenacre in Kindergarten with little or no English, we believe that these results reflect a tremendous improvement by the time of the Year 3 NAPLAN tests. Overall, our English results were above the state average.

### **Mathematics Summary**

These statistics don't entirely reflect the actual improvement in Mathematics. The overall performance in Mathematics is much better than 2007. We believe that the results will improve due to a greater emphasis on Numeracy in Kindergarten to Year 2 than in previous years. The re-shaping of the school Mathematics curriculum has shown early signs of being profitable.

## 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 three days in January 2008 which included OH & S and Child Protection sessions. Most of the staff completed a CPR refresher course. The teachers had two further days of staff development in July which included work on programming, assessment and revision of curriculum in preparation for the upcoming Monitoring Inspection in May 2009.

Staff members also participated in training conducted by other providers. Staff development outside the school averaged 1.5 days per staff member. Significantly more time was spent by teachers in-servicing themselves outside school hours with external providers. A total of \$9352 was spent by the school on professional development for staff in 2008, an increase of over 50% on the previous year.

## Teacher Attendance

In 2008, the average absence rate for teaching staff was 5.7 days, the maximum being 18, out of a school year of approximately 190 days. The teacher who had 18 absences was away for thirteen of these days on leave without pay. All teaching staff from the previous year continued into 2008 except for the Year 3 teacher who had worked at the school for almost ten years.

## 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 2008 there were 190 students enrolled at the August census, the children coming from a diverse background of Mediterranean, Asian and western European families. There are an increasing number of children being enrolled from the Americas. The background of our enrolments is a reflection of the Bankstown district and the multicultural flavour of the school is one of its major strengths.

Future enrolments are encouraging. With waiting lists in upcoming Kindergarten classes. Kindergarten is capped at 26 with most other classes being around 28 children. More land for playground and further buildings would be needed to be acquired if the school decided to grow beyond its current single stream status as Bankstown Council has imposed a ceiling of 200 students on the current site.

## **Student Welfare Policies**

The school's strength is in the Pastoral Care and welfare of its children. This is reinforced in the school's mission statement: *"to enable the children to take their place in the community as witnesses to the power of God in their individual lives"*. At the beginning of the year, teachers were directed to that statement and in turn they have been able to work toward that goal. 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 program and a number of lessons in each class early in the year with an anti-bullying focus. 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.

Occupational Health and Safety is recognised as being a vital component in the protection of staff, students and families. The school has a reputation for listening to its community and acting swiftly upon notice of any concern in this area. Teachers have the opportunity at regular staff meetings to raise any potential hazards and a risk assessment is undertaken by the principal. As a result the classrooms and playground are of high quality in the area of safety.

Some Student Welfare Policies have been updated in recent months. Full copies of these documents are available from the school office upon request.

## **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 2008. 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. There is opportunity for procedural fairness to occur when children are accused of any act of wrongdoing where a disciplinary process is expected.

The school's full policy can be obtained from the office.  
No changes were made to this policy in 2008.

## **Complaints and Grievances Policy**

Copies of the Grievance Policy can be obtained from the school office. The policy focuses on a number of key relationships across the school community. It gives staff and parents an outline of the correct protocol to follow in case there is an area of concern. The policy is the basis for dealing with friction between community members 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 2008.

## **Priority Areas for Improvement**

GBCCS continues to improve its focus on Information Technology in three areas:

1. To continue the process of upgrading classroom computer facilities, particularly in grades K-2.
2. Introduce laptops in selected grades to assist teachers with the flexible delivery of general class lessons.
3. Continue to develop teacher competency in on-line assessment and reporting.

GBCCS has commenced a music tuition program. The aim is to see music play a more dominant role in school life, including Chapel and in whole school assemblies. In place of a musical, the school will perform a concert in the coming year and will look to the musicals and concerts being undertaken in alternate years. We hope to see the fruits of the instrumental music at the concert.

Last year, the major school improvement aims were also in the area of computer and Information technology. This was able to be achieved in the library where nine new computers have improved students' access to learning. The Year 4 classroom has also benefitted from an increase in the number of computers. The school needs to add to the number of computers in K-3 classrooms and this will complete the full roll-out of computers across K-6 as announced in 2007. This will allow for the further usage of computers across all Key Learning Areas.

A further aim in 2008 involved the development of a more comprehensive sporting program. This was achieved by allowing students to have access to a wider range of sports available in the Bankstown district and greater participation in the team sport gala days run by the Christian School Sports Association.

Another intention last year was to develop programs for the more capable students. The school has a number of bright children. Extension classes have commenced for Year 5 and 6 children and it is hoped that this will commence in Stage 2 during the coming year.

Over the next twelve months, the school needs to explore the possibility of freeing up the adjoining property owned by the school and create more classroom space. The possibility of other nearby properties being purchased also needs to be examined dependent on the success of the school's anticipated BER project.

## **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. Producing a new anti-bullying policy and following its procedures in the case of an incident.

## **Teacher, Student and Parental Satisfaction**

The teachers continue to share a good rapport with the parents and wider school community. There is an open door policy where parents feel that they can come along and speak to teachers who are only too happy to organise interviews to discuss children's progress. Each afternoon, teachers share the departure duties and this has been a major point of parent-teacher communication, particularly in the K-2 grades.

No formal surveying of parents has been completed at GBCCS. However, parents continue to give feedback to the school on a regular basis. Occasionally, it may be constructive criticism. It is extremely rare for a parent to express outright dissatisfaction and this may be due to the fact that staff are willing to listen to any concerns. Positive comments are far more common and the building up of teachers by parents is most appreciated.

In 2008, there continued to be a high parental involvement in excursions, special days and a good turnout at school functions such as the musical and bi-annual barbecues. There are still many parents who offer their services to help in the classroom with reading and writing programs and they are quickly welcomed as important members of the class community.

Again in 2008, the school experimented with some new ideas. The Athletics program was introduced into Year 3 with such positive feedback that GBCCS is now looking at the infants classes. The dual musical provided more children with opportunities for involvement in this special event on the school's calendar. Feedback was extremely enthusiastic. Further sporting opportunities arrived with the addition of a PE trained teacher and girls sport, previously poor due for cultural reasons, improved dramatically. This was duly noted by parents and the children.

GBCCS will continue to monitor parental impressions of the school's programs and look to new ways to provide for the children to the satisfaction of all sectors of the school community.

## **School Finances**

Summary of Financial Performance for the year ended 31 December 2008:

### **Income 2008**

Income from student fees	21%
Government Recurrent Grants	72%
Other Capital Income	7%
Other income	less than 1%

### **Expenditure 2008**

Salaries allowances and other related expenses	65%
Non-capital expenses	29%
Capital expenditure	6%