

# **Greenacre Baptist Christian Community School Educational and Financial Reporting For 2009**

## **Principal's Report**

Greenacre Baptist Christian Community School (GBCCS) commenced in February 1985 and the school has therefore now completed a quarter of a century of Christian education in the Greenacre district. The school started with about twenty students and has now grown to be a single stream school of about 190.

It is a real pleasure to come to work each day at GBCCS. The atmosphere in the school has always been terrific. Our parents are a blessing to the staff and there is no shortage of encouragement between staff, parents and students. Positive relationships are a hallmark of a good school and the staff at GBCCS work well together and care about each other. This translates across to the way children are managed, to what happens within the classroom and in whole school activities such as sports days and musicals.

In 2009, the school continued to develop its IT with the purchase of Notebook computers for Years 2 and 3. Interactive Whiteboards were also purchased for three classrooms from a Commonwealth Block Grant. All other classrooms were fitted with the new whiteboards for the commencement of the 2010 school year.

The school commenced an effective music tuition program with lessons being taken in piano, guitar and drums. The tutor, Mr Eric Blair, put together numerous bands and ensembles with his students. The children were able to present many assembly items and featured at the annual concert. We were fortunate to have the Acting Prime Minister Julia Gillard present for our rehearsals at the Bankstown Town Hall.

Over the last couple of years, the school has established a much higher profile in the sporting community. Two students, Olivia Gunawan and Tony Jung represented NSWPSA at the National Championships in swimming and golf respectively. The senior girls' relays in swimming and athletics attained CIS level and our cricket team were runners-up at a Super 8s tournament; all indicating the improvement in sport across the school.

More than anything else, the spiritual development of the school has been a feature. Chapel time each Tuesday morning continues to be a favourite time of the week for staff, students and parents. The children have a positive attitude to the Bible and biblical principles. This is reflected in the excellent behaviour of the children in class, on excursions and at public occasions.

There are many other positives about GBCCS and I know the teachers enjoy each moment interacting with the school community. It is a privilege to be able to work in such a wonderful environment.

Ken McCarron  
April 2010

## **Board Chairman's Report**

GBCCS has had another good year with great results across the board.

Academically the children shone. They have enjoyed stretching themselves with chess, debate and public speaking and have delighted in their classmates' success in the sporting arena. The band's development was truly incredible with many an adult impressed by their abilities.

Its funny though how all these achievements pale as we see the children get beside each other in their times of need, praying and offering support, patiently helping those with special needs, talking easily about God. This is when we really feel successful

Debby Reiher  
Board Chair

## Student Performance in State-wide Tests & Examinations

In May 2009, 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 pleasing in that we feel that the children have improved substantially since Year 3, particularly in Mathematics. Full details can be gleaned from the school's page at the "My School" website:

<http://www.myschool.edu.au>

### Summary of Achievement

#### **Year 3**

Students who received higher than the 2009 National Benchmark (Band 2 or higher):

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

#### Comparisons 2007-2009

	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Numeracy</b>	88%	100%	100%
<b>Reading</b>	100%	89%	100%
<b>Writing</b>	100%	100%	100%
<b>Spelling</b>	n/a	97%	97%
<b>Grammar</b>	n/a	89%	97%

The following is the percentage of the school's Year 3 students who scored the top ranking (Band 6) in the NAPLAN tests (2008 figures in brackets):

Numeracy	20% (19%)
Reading	20% (15%)
Writing	33% (23%)
Spelling	37% (15%)
Grammar	37% (33%)

The percentage of Year 3 children achieving the top band in Numeracy was 20%, just above the NSW state average of 16.2%. In Literacy, the percentage of Year 3 students who scored in the top band was 32% compared to 27.5% across the state.

Furthermore, 86% of Greenacre Baptist students achieved results in the top three bands compared to 65.4% across the state. In Literacy, the students in the top three bands made up 76% of those tested, compared to the state average of 74.4% (averaging out the four disciplines). This include 100% of the children who were present on the day in the writing component (there was just one absentee)

## **Year 5**

Students who received higher than the 2009 National Benchmark (Band 4 or higher):

Numeracy	97%
Reading	100%
Writing	93%
Spelling	97%
Grammar	93%

### Comparisons 2007-2009

Note: The 2009 results include a student who was a new arrival to Australia twelve months earlier with no English-speaking background. The Reading result is therefore testament to the school's effective reading programs for ESL students.

	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Numeracy</b>	96%	100%	97%
<b>Reading</b>	100%	100%	100%
<b>Writing</b>	100%	100%	93%
<b>Spelling</b>	n/a	100%	97%
<b>Grammar</b>	n/a	100%	93%

The following is the percentage of the school's Year 5 students who scored the top ranking (Band 8) in the NAPLAN tests (2008 figures in brackets):

Numeracy	24% (19%)
Reading	14% (19%)
Writing	11% (11%)
Spelling	14% (19%)
Grammar	21% (33%)

The percentage of Year 5 children achieving in Band 8 (the top band) in Numeracy was 24%, well above the NSW state average of 13.5%. In Literacy, the percentage of Year 5 students who scored in Band 8 was 15.1% compared to 14% across the state (averaging out the four disciplines).

About 69% of GBCCS students achieved results in the top three bands in Numeracy compared to 60.5% across the state. The results in Literacy were even better with 79% of students being placed in these bands compared to the NSW average of 60%.

### **English Summary**

In the context of a multi-cultural school, these results reflect the school's excellent progress, particularly in spelling, grammar and punctuation. The performance of Year 3 where all attendees finished in the top three bands is commendable. 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**

We are pleased with the continued improvement in Mathematics. The overall performance in Mathematics is much better than 2007 and this is confirmed by the comparison of Year 5 in 2009 with their results two years earlier in Year 3. The re-shaping of the school's K-2 Mathematics curriculum is starting to show in the testing.

## Staffing Details

### Executive Staff

In 2009, GBCCS employed thirteen teachers (full-time equivalent of 9.4 teachers). This included three executive staff:

- Principal
- Year 3-6 & I.T. Coordinator
- K-2 Coordinator

Both of the coordinators also had responsibilities for their own classes.

### 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
Teachers registered with the NSW Teachers Institute at Professional Competence	2
Teachers registered with the NSW Institute of Teachers and accredited at the point of employment	2

Staff development consisted of four days in January 2009 which included OH & S and Child Protection sessions. Most of the staff completed a CPR refresher course. The remainder of the January professional development included curriculum development and the preparation of programs for the Monitoring Inspection in May.

Staff members also participated in training conducted by other providers. Staff development outside the school averaged 1.5 days per staff member. Teachers continue to in-service themselves outside school hours with external providers. A total of \$7285 was spent by the school on professional development for staff in 2009, a decrease of around 23% on the previous year. This can be attributed to more time being spent on in-school professional development undertaken in preparation for the Registration Monitoring visit.

### Teacher Attendance

In 2009, the average absence rate for teaching staff was 6.2 days, the maximum being 10, out of a school year of approximately 190 days. The teacher who had 10 absences was away for a week on leave without pay. All teaching staff from the previous year continued into 2009 except for the Year 2 teacher who had worked at the school for seven years.

## Student Policies

### 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 2009 there were 191 students enrolled at the August census, the children coming from a diverse background including large numbers of Mediterranean, Asian, western European and American families. These families are a reflection of the diverse range of cultures within the Canterbury-Bankstown district. The multicultural flavour of the school and the way it is celebrated is one of our major strengths.

Enrolments for future Kindergarten classes are promising with waiting lists expected. Kindergarten is capped at 26 with most other classes being around 28 children. More land for playground and further buildings would be need 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.

**Note: As the full Enrolment Policy has changed during 2009, it is included in this report as Appendix 1**

### Student Attendance

The attendance rate presented on the My Schools website was 96%. This figure was calculated on four weeks in May. Over the whole year, the school's attendance rate was 95.3%. Naturally this figure includes the winter months when absences are higher across all schools and workplaces.

The average attendance across the grades is shown below:

Kindergarten	96%
Year 1	93%
Year 2	95.5%
Year 3	95%
Year 4	93%
Year 5	96%
Year 6	98%

## **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 policy in itself is an important part of the pastoral care of the students. There are several other policies that contribute to the nurturing of students that sum up the school's Biblical focus on pastoral care.

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 2009.

## **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.

The policy was changed in 2009 and can be obtained from the school office.

## **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 on a regular cycle across all classrooms.
2. Introduce another round of computers in the four year cycle,
3. Continue to develop teacher competency in using interactive whiteboards and other IT resources within their classrooms.

GBCCS commenced a music tuition program in 2009. While the tutor has returned to the USA, new teachers have replaced them offering guitar, bass guitar, piano, drums and saxophone. In September 2009, in practising for the annual concert, the school band and choir played an impromptu number before the Acting Prime Minister, Julia Gillard. We aim to see a number of bands develop as more children become skilled at their chosen instruments.

The school continues to set major goals in the improvement of IT resources. In 2009 interactive whiteboards were installed in the Year 2, 5 and 6 classrooms. For the beginning of the 2010 year, the remainder of the classrooms will have the whiteboards as part of the BER School Pride Commonwealth funding. GBCCS has plans to improve access to computers for Kindergarten and Year 1 in 2010. This will complete the full roll-out of computers across K-6 as announced in 2007. This will allow for the better usage of computers across all Key Learning Areas.

In 2009, the school added more sports to the program and a girls' soccer team participated in inter-school competition. One of the hopes this year is to be able to provide competition for those who don't make the main school teams in soccer, netball etc.

Over the last twelve months, Extension programs have been developed for the more capable students. In 2009 these classes were held for Year 5 and 6 children. The school is now developing similar programs for Year 3 and 4.

Over the next twelve months, Commonwealth P21 BER funding will allow the school to construct a new hall and classroom that will also allow the current library to be expanded. This should be completed by the 2011 school year and will allow further development of musical, sporting and cultural activities.

## **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. Participating in the class Scripture program which promotes biblical principles in respect and responsibility.
6. Undertaking a bullying component in Term 1 of each class's PDHPE program.

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

GBCCS has continued to monitor the opinions of its stakeholders including students, the parent body and the sponsoring church. There has been no formal surveying of these groups but newsletters, parent information evenings, biannual barbecues and other school functions provide an opportunity to give feedback to staff.

There is a policy of making teaching staff available after school formally, in the case of organised parent/teacher meetings and informally through teachers being accessible at pick-up times. This has always been popular and has allowed parents and teachers to build relationships that reflect good communication across the year.

Again in 2009, the school experimented with some new ideas. The Athletics program was introduced into Year 2 with such positive feedback from parents across Years 2-6. In 2010, all classes will use this most successful program. The introduction of electronic whiteboards received pleasing feedback from many parents.

Again in 2009, the school experimented with a different format for its musical entertainment evening with the children presenting a concert performance made up of several class, individual and band items. The feedback was well received. Parents liked the opportunity that the concert provided in allowing their child to be seen more clearly on stage and across a wider variety of entertainment genres. The addition of a music tutor was one of the most popular changes in 2009. Over forty children took lessons in piano, guitar and drums and their performances in assemblies and the concert was duly noted by the school and church community.

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.

The children have been excited by the growth in musical and sporting opportunities over the last couple of years. Parents are excited by the new programs but the children are enthusiastic and there is a great desire to be involved in the school bands and sporting teams.

In the long term, it is pleasing to see the positive impressions of the school on the dedicated *Facebook* site for Greenacre Baptist Christian Community School. It has impacted children over a twenty-five years and we hope that it will continue to provide a safe and caring environment.

## **School Finances**

Summary of Financial Performance for the year ended 31 December 2009:

### **Income 2009**

Income from student fees	21.4%
Government Recurrent Grants	68%
Other Capital Income	5%
Other income	5.6%

### **Expenditure 2009**

Salaries allowances and other related expenses	65%
Non-capital expenses	28%
Capital expenditure	7%

# Appendix 1

## GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL



### Enrolment Policy

**2009**

**Previous policy: 12 March 2009**

**Policy rewritten: 1 June 2010**

**Policy presented to staff: June 2010**

**Policy due for revision: 2012**

## REGISTRATION OF NEW STUDENTS

1. Kindergarten children must turn 5 by the 31 May in the year they enter the school.
2. All prospective students must provide proof of:
  - Australian Citizenship or
  - Birth Certificate indicating one parent's citizenship or
  - Birth Certificate indicating a parent's permanent residency
3. All prospective students must provide an Immunisation Certificate.
4. If there is an epidemic (specified contagious disease) and a child is not immunised, they are to be excluded from school until it is clear to return.
5. Priority order for enrolment:
  - \* **Children of families who have been attending Greenacre Baptist Church for at least twelve months.**
  - \* **Children who already have an older sibling enrolled at the school.**
  - \* **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.**
  - \* **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.**
6. Successful students are entered into the Register of Admission on the first day of attendance with start date and the immediate previous school duly noted.
7. Departure details will be recorded when students leave the school, including the name of their new school. The student's records will be retained in school archives for 5 years.
8. The attendance of all students will be monitored and recorded in class rolls by the class teacher for the duration of their enrolment.
9. If the documentation in No 2 above is unable to be established appropriate authorities will be contacted for further information in regard to eligibility for government grant or other related matters before consideration of enrolment takes place.
10. The Kindergarten class is usually capped at 26 children and other classes are normally capped at 30 children.
11. On occasions, temporary enrolment will be given to children whose family are on sabbatical or other missionary leave.

## **PREREQUISITES FOR CONTINUING ENROLMENT**

We have a heartfelt desire that all GBCCS students will enjoy a rewarding and complete Christian education. We will do everything reasonable in our power to help families meet the conditions below for **continuing** enrolment of their children and believe the conditions are fair and proper for families wishing to place children in the School.

The School will move to discontinue enrolment, with full consultation in advance, if it cannot meet the child's needs or if the education of other children is seriously disadvantaged by the child's presence.

### **What the School expects of you**

The School considers that your failure to meet any of the conditions below is reason for terminating enrolment, at its discretion after reasonable effort has been made to help you meet them.

1 Parents/carers support the School's educational philosophy by continuing to allow the child to share fully in the devotional lessons and spiritual activities of the school.

2 Parents/carers agree to allow their children to be involved in the academic, sporting and cultural activities of the school including camps and excursions.

3 Parents/ carers support what they expect from the School by ordering their own lives and home so that the child will be given every opportunity to grow in God's grace and wisdom.

4. At least one parent/carer continues to maintain their Christian faith and witness and to contribute to their church. At least one parent/carer continues to support School functions or activities by their attendance.

5. Parents/carers will continue to provide the child with the correct uniform, ensuring the child wears it neatly, modestly and clean.

6. Parents/carers provide the child with all personal equipment required by the School for full participations in the education offered.

7. Parents/carers support the responsibility of the School to use discipline and give punishment, in accordance with its policies, as it deems wise and suitable for the child (corporal punishment is not school policy and is not undertaken at any time).

7. Agreed fees are reliably paid in advance at the end of the first week of a new term, or as the Bursar arranges in accordance with School policy. In the case of a family's first enrolment, agreed fees must be paid by the date set for accepting a place in the School.

8. Students will behave in a way that does not bring dishonour to the name of the Lord Jesus Christ or disgrace to the School.

## **FOLLOW UP AFTER ENROLMENT**

1. All successful students will have their attendance monitored by the class teacher. If the student is away from school or sick a note must be produced by the parent within a week, and the note must have an explanation of the absence. The class teacher must record the student's absence in their roll book (which is to be kept in the classroom) and retain all such notes with the roll. A form absence note is available at the administration office.
2. All teachers and staff are requested to inform the principal if there are any irregularities in a student's attendance.
3. The principal will investigate the child's absences and establish whether further action is required. If the principal has any concerns, the parents will be contacted or the relevant authorities if the situation appears to be of reportable nature.

## **ROLLS**

Rolls are legal documents that serve more than just to indicate absence from *Greenacre Baptist CCS* for the current year. They are evidence in case of injury, child abuse situations and at times in family law cases. Rolls at *GBCCS* will be kept for seven years and indefinitely if legal action is pending or there is an injury that has occurred at school or home. Each teacher will be given a class roll at the commencement of the school year which must be kept in a handy location on their desk in case of a quick departure due to an evacuation.

## **DAILY ROLL MARKING**

The class teacher should mark the roll each morning within the first fifteen minutes of the day. The roll should be kept in the classroom in case of an emergency evacuation and should be taken by the teacher when the class departs for the Emergency Evacuation Point. On Fridays, the roll should be sent to the office for computer updating of the week's absences. The roll should be marked according to the guidelines and procedures in the inside cover.

## **LATENESS**

The first bell of the day will sound at 8:55am and children should be at school by this time. Teachers will oversee their classes from 8:55am as they return from the playground and toilets. By 9am classes should have entered their rooms under the teacher's direction. Children who arrive within a couple of minutes of this time will be directed to class, allowing for lateness due to traffic build-up or car park congestion. Children who arrive after 9:05 should report to the office for a late note.

## **PARTIAL ABSENCES**

Children who arrive at school after 9:15am or leave school prior to 2:30pm will be recorded as a partial absence. In both cases, the parents should report to the office and record (and sign) a note giving a reason for their late arrival/early departure. It is a Duty of Care issue that partial absences are followed up and that any notes are kept with the class roll for the duration of the year. The notes may form the basis of Child Protection issues as much as a full-day absence.

## **NOTES**

Absences need to be followed with explanatory note which should indicate the dates of absence and whether the child was sick or on leave (holidays, family get-togethers, appointments etc). It is not acceptable for a parent to simply write "Johnny was away yesterday". There must be an adequate explanation. Notes will be kept with the class roll and retained for 12 months after the calendar year of the absence. In the case of an injury occurring at school or outside school, the note must be kept indefinitely.

## **FOLLOW-UP OF ABSENCES**

If a note is not produced on the student's return to school, the Absence Form should be given to the child. Parents can offer an explanation for the absence, sign the note and return it school as soon as possible. If notes are not returned, the absence will be recorded as an unexplained absence. Teachers should contact the parents if there is any concern about the absence. The principal should be informed if there is any concern over an absence or pattern of absences.

## **PRINCIPAL'S RESPONSIBILITIES**

The Principal will follow up any matters of concern over absences. This would cover any issue relevant to the school's Child Protection Policy but also any concern over the type or number of absences. Any letters sent to parents will be copied and placed in the student's file in the office.