

Greenacre Baptist Christian Community School Educational and Financial Reporting For 2010

School Overview

Introduction

Greenacre Baptist Christian Community School (GBCCS) commenced operation in February 1985. The school has provided an education for hundreds of families in the Bankstown district and surrounding municipalities. In recent years, the school's catchment area has broadened and the school is increasingly attracting families from the St George district and the inner-western suburbs. The school caters for a children from a large number of ESL backgrounds although predominantly, Arabic, Korean and Indonesian families.

Principal's Report

During 2010, the school celebrated its twenty-fifth anniversary. In March, a celebration service was held that included past families and staff along with current members of the school community. Although too unwell to attend the celebrations, the Foundation Principal, Mrs Kathleen Toussaint, was later able to visit the school for an assembly and talk to the children in their classrooms. It was a pleasure to be able to welcome Mrs Toussaint back to GBCCS.

The school was able to enjoy the fruits of the Commonwealth government's BER program in 2010. The School Pride project enabled GBCCS to refurbish the Year 4-6 classrooms, improve IT facilities, including upgrading cabling, and repair the Lamson Place entrance to the school with new "Tex-crete" surfacing.

Once again, the school provided opportunities in the sporting arena with an oz-tag team created for the first time. Both of our boys' soccer teams won their way through to the CSSA Metropolitan Cup finals. On the cultural side of things, music lessons continued to grow under the tutelage of Mr New and Mr Jenner. The school presented its annual musical and poetry reading competition. For the first time, a public speaking competition was held with the standard of entrants being of a high quality.

GBCCS continues to provide a strong emphasis on the spiritual aspects of life. The school is first and foremost a wonderfully supportive place for Christian families. The school has a daily devotions time and a Chapel service each Tuesday morning that is well loved by the children and many parent visitors each week. The curriculum has a biblical focus that has been a feature of the program since 1985.

There were around 180 students during 2010. Single stream schools usually enjoy a strong sense of community and GBCCS is no exception. Children across all grades get to know each other and there is something special about such an environment. As the school proceeds into its second quarter of a century, Greenacre Baptist Church, school board and staff have demonstrated a keenness to commit GBCCS to a strong Christian focus and retain its community strength. We believe we are doing just that!

Ken McCarron (April 2011)

Board Chairman's Report

What I love most about our school is that our children are given a balanced start to life. My children have been natural academics but I could see that without confidence in a range of areas they would not grow up really prepared for life. I am so grateful for those who brought us through our first 25 years and established what we enjoy today – the poetry reading, the debating, the music lessons, the sport, the chess, the public speaking, the academic success and through it all a knowledge that God is in it all.

The board is keen to glorify God in our efforts and we have been attending conferences and reading books to ensure we are doing our jobs well. Christian Schools Australia and Resolve Consulting have been very helpful.

We thank God (and the Government) for the renovations and extensions that will make life that little bit easier for the staff, nicer for the community and prepare us just a little more for whatever God has for us in the future. We look forward to 2011 with anticipation.

Debby Reiher
Board Chair

Teacher, Student and Parental Satisfaction

Over the years, GBCCS has had a positive reputation for parental satisfaction. This has occurred largely due to the excellent communication between the school and families. The teachers are wonderful at making themselves available, particularly after school where they are committed to spending time fellowshipping with parents during the pick-up period.

We would expect that all parents could give feedback. Sometimes, this is constructive criticism; at other times it may be a questioning of process but nearly always the feedback is positive, even if it is at the conclusion of a time when concerns might be expressed. The overwhelming feeling is that the teachers provide the highest quality care and nurture of the children and that there is a high quality all-round education provided at GBCCS.

The school continues 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 has been a positive response to changes made over the last couple of years. Tinkering with the concert format, establishment of new sporting teams and an increased focus on IT have proved very popular. The school does not focus much on NAPLAN but parents have been pleased with the school's standing in these nationally-based tests. In 2010, the school expanded its focus on the popular University of NSW competitions with the addition of Computing, Spelling and Writing. This was well-received, as proven by the large number of participants.

Parents have expressed delight at the school's willingness to employ staff from a number of cultures. In 2010, there were staff members from Asian (Korean, Indonesian & Indian), Mediterranean (Italian, Greek, Maltese & Lebanese) and western European (Anglo & Irish) backgrounds employed at the school. This has had a positive effect in providing a similar balance to the student 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 school's twenty-fifth anniversary was celebrated in 2010 and the feedback was that the school has provided so many positives over the years to hundreds of students. We pray that this will continue in the coming years.

School Strategies

Priority Areas for Improvement

GBCCS is keen to set improvement targets in the following areas:

1. To explore opportunities for spiritual growth for children and families.
2. Prepare for implementation of the National Curriculum with a review of existing Scope and Sequence in HSIE (notably History) and Mathematics.
3. Continue to develop staff and student competency in the use of technology.
4. Further develop student leadership among the older students.
5. Develop options for extra-curricular activity so that children have opportunities for personal growth away from purely academic areas.

IT has been a priority area for improvement over several years. Early in 2010, remaining classrooms were fitted out with interactive whiteboards as part of the BER School Pride project and the school continues to upgrade classroom computers to ensure that the latest technology is available. The teachers have been trained in their use with in-service sessions and the sharing of knowledge among the teachers. The school continues to set major goals in the improvement of IT resources. The plan is to set up Moodle and student emails for Years 5 and 6 so that these classes can work on web-based activities and utilise the intranet for assignment communication.

The senior students were a tremendous group in 2010 with excellent leadership demonstrated far wider than the captains and vice-captains. This prompted a view of the student leadership group with a view to expanding it in 2011.

GBCCS has successfully developed further extra-curricular options for its students during the last year. The music tuition program has two tutors available to teach guitar, bass guitar, piano, drums and saxophone. This is in addition to senior classes learning how to play the recorder. The RFF teacher took over the formation of the school band and this group has played in Chapel with further opportunities to broaden their base in 2011. In 2010, the school added more sports to the program with the establishment of an oz-tag team specifically catering for those children who were not able to make the school teams in soccer and netball. Most of the senior students were able to represent the school teams in these sports or the summer team games of softball and cricket. This has been a positive way of ensuring children feel part of the GBCCS “team”.

The teaching staff are preparing for professional development in the coming twelve months that will ease the transition into the National Curriculum.

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.

Staffing Details

Executive Staff

In 2010, GBCCS employed thirteen teachers (full-time equivalent of 10.3 teachers). This included three executive staff, the latter two with class teaching responsibilities:

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

Teacher Standards and Professional Development

In 2010, the GBCCS community enjoyed a multi-cultural staff. Teachers and other staff came from a number of cultures including Indonesian, Korean, Fijian, Italian, Greek and Arabic backgrounds. No staff were from an indigenous background.

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 - Category (i).	13
Qualifications as a graduate from a higher educational institution within Australia but lacking in formal teaching qualifications - Category (ii).	0
Do not have qualifications listed in the above areas but have relevant successful teaching experience – Category (iii).	0
Teachers registered with the NSW Teachers Institute at Professional Competence	3
Teachers registered with the NSW Institute of Teachers and accredited at the point of employment	1

Staff development consisted of five days during the year.

Teachers were present for three days in January 2010. This included OH & S and Child Protection sessions at which clerical and auxiliary staff also attended. Most of the staff completed the Senior First Aid course in January. In July, the teachers were delegates at a two day conference at Penrith C.S. which covered aspects of Christian education and provided networking amongst teachers of similar teaching areas.

Teachers 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 \$10,916 was spent by the school on professional development for staff in 2010, an increase of close to 50% on the previous year. This was a return to regular spending on external professional development after the in-house curriculum and policy development necessary for the school's Registration Monitoring visit the previous year.

Teacher Attendance in 2010

The average absence rate for teaching staff was 6.6 days, the maximum being 11, out of a school year of 187 days. All teaching staff working in Term 4 of the previous year returned for 2010 although one teacher was on maternity leave in Terms 1-3. Another teacher went on maternity leave in Term 4 of 2010 and will return during 2011.

School Policies

Enrolment Policies and Profiles

Our criteria 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 ex-GBCCS students
- * 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.

In 2010 there were 178 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 of a similar size. It would be necessary for more land to be acquired for playground and further buildings if the school decided to grow beyond its current single stream status.

This policy was updated slightly in 2010 and is attached to this report.

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 conducted 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.

The school's full policy can be obtained from the office.
No changes were made to this policy in 2010.

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 an environment where students feel accepted.
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.

Children are not suspended from school or subjected to other serious disciplinary procedures without consultation with parents and a time period of at least overnight to fully consider the circumstances prior to the final decision in the disciplinary process

The school's full policy can be obtained from the office.
No changes were made to this policy in 2010.

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.

There were no changes to this policy in 2010 and a copy can be obtained from the school office.

Student Information and Performance

Student Summary

Students at GBCCS come from a variety of cultural and socio-economic backgrounds. The school draws from a ten kilometre radius with suburbs as far away as Hurstville, Allawah and Moorebank and as diverse as Croydon Park, Homebush, Riverwood, Bass Hill and Guildford. The students come from about fifty different nations and every inhabited continent with large numbers from Brazilian, Korean, Indonesian and Lebanese backgrounds. There are therefore many children who attend GBCCS's ESL program, particularly in the K-3 age groups. We believe that GBCCS does extremely well in national testing given the large number of families where English isn't the preferred language at home.

Student Performance in State-wide Tests & Examinations

GBCCS 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 GBCCS students' standing in these areas as the Year 3 cohort (with the better of the results) was a more capable group. The Year 5 cohort had changed markedly since 2008 as the top two students in that year had left the area (one moving interstate) and the number of Special Needs children rising from three to four. This somewhat distorts the statistics when comparisons are made. 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 2010 National Benchmark (Band 2 or higher):

Numeracy	100%
Reading	100%
Writing	100%
Spelling	96%
Grammar	96%

Comparisons 2008-2010

	2008	2009	2010
Numeracy	100%	100%	100%
Reading	89%	100%	100%
Writing	100%	100%	100%
Spelling	97%	97%	96%
Grammar	89%	97%	96%

The following is the percentage of the school's Year 3 students who scored the top ranking (Band 6) in the NAPLAN tests (2009 figures in brackets):

Numeracy	20% (20%)
Reading	36% (20%)
Writing	44% (33%)
Spelling	52% (37%)
Grammar	44% (37%)

The percentage of Year 3 children achieving the top band in Numeracy was 20%, above the NSW state average of 15%. In Literacy, the percentage of Year 3 students who scored in the top band was 43.75%, well above the NSW state average of 25.75%.

Furthermore, 76% of Greenacre Baptist students achieved results in the top three bands in Numeracy compared to 70% across the state. In Literacy, the students in the top three bands made up 87% of those tested, compared to the state average of 74.5% (averaging out the four disciplines).

Year 5

Students who received higher than the 2010 National Benchmark (Band 4 or higher):

Numeracy	92%
Reading	81%
Writing	77%
Spelling	80%
Grammar	76%

Comparisons 2008-2010

	2008	2009	2010
Numeracy	100%	97%	92%
Reading	100%	100%	81%
Writing	100%	93%	77%
Spelling	100%	97%	80%
Grammar	100%	93%	76%

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	12% (24%)
Reading	12% (14%)
Writing	15% (11%)
Spelling	8% (14%)
Grammar	23% (21%)

The percentage of Year 5 children achieving in Band 8 (the top band) in Numeracy was 12%, equal with the NSW state average of 14%. In Literacy, the percentage of Year 5 students who scored in Band 8 was 14.5% equal to the 14.5% across the state (averaging out the four disciplines).

In Numeracy, 64% of GBCCS students achieved results in the top three bands compared to 66% across the state. The results in Literacy were below the state average with 54% of students being placed in these bands compared to the NSW average of 61.5%.

Literacy Summary

In the context of a multi-cultural school, these results reflect the school's solid progress. The performance of Year 3 is commendable. As many children come to GBCCS in Kindergarten with little or no English, we believe that these results reflect a tremendous progress to the point of the Year 3 NAPLAN tests. Year 3 is a cohort of high capability and this is shown in the 2010 English results which were above the state average. The Year 5 results reflect the fact that there are four children with quite severe learning needs, a quite significant percentage in a cohort of 26 children.

Numeracy Summary

We are pleased with the continued solid performance in Mathematics at Year 3 level with the more rigorous K-2 program starting to show positive results. This will soon be reflected in the higher grades. The overall performance in Mathematics is sound by our own expectations.

Student Attendance

The attendance rate presented on the "My School" website was 90%. This figure, based on a record of attendance over four weeks in May, was incorrect. In fact, student attendance during that period was 94.7%. Over the whole year, the school's attendance rate was 95.7%.

The average attendance in 2010 across the grades is shown below:

Kindergarten	96%
Year 1	96%
Year 2	94%
Year 3	96%
Year 4	95%
Year 5	96%
Year 6	97%

School Finances

Summary of Financial Performance for the year ended 31 December 2010:

Income 2010

Income from fees and donations	14%
Commonwealth Recurrent Grants	33%
State Govt Recurrent Grants	12%
Government Capital Grants	40%
Other income	1%

Expenditure 2010

Salaries allowances and other related expenses	58%
Non-salary expenses	33%
Capital expenditure	9%

Appendix 1

GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL



Enrolment Policy

2010

Previous policy: 12 March 2009

Policy rewritten: 10 August 2010

Policy presented to staff: 2011

Policy due for revision: 2013

REGISTRATION OF NEW STUDENTS

1. Kindergarten children should 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 ex-GBCCS students**
 - * **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.**
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 Parents

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.

ATTENDANCE AT SCHOOL

1. All students will have their attendance monitored by the class teacher. If the student is away from school for any reason, a note must be produced by the parent within a week, and the note must have an explanation of the absence.
2. The class teacher will 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 and an explanation for absence or lateness, signed by parents, is an adequate form for parents to use. The office will forward such notes to the class teacher to be included with the class roll.
3. If a note hasn't been provided to explain the reasons for absence one week after the child's return to school, the absence must be recorded as "unexplained" or "unjustified".
4. If a family is planning a lengthy time away from school (one week or more), they should seek permission from the principal to do so. This is a Board of Studies requirement. This includes family holidays or for personal reasons. It is unlikely that such permission would be refused but is required as a courtesy.
5. All teachers and staff are requested to inform the principal if there are any irregularities in a student's attendance. Or where excessive absences are occurring.
6. The principal will investigate irregular or suspicious 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.