



# 2020 Annual Report

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Learning in God's World

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## *Contextual Information about the School*

Kuyper Christian School was established in the Hawkesbury in 1982 by people who desired Christian education for their children. As a member school of Christian Education National, there is an emphasis on Biblically grounded, culturally engaging, and academically rigorous education. Located in a rural setting in beautiful Kurrajong, the quiet surroundings of Kuyper make it an ideal environment for peaceful and focused learning. The school has students from Prep to Year 12, who enjoy leafy grounds, well equipped modern facilities, camping programs, sporting activities at local and state levels, and involvement in various community-minded activities. The educational programs are based on a solid grounding in primary school, and a clear challenge to apply a Biblical perspective to literature, the sciences, the arts and indeed, to every area of life in secondary school. Learning programs take into account that students between the ages of 12 and 18 progress through key stages of adolescent development. Consequently, Kuyper acknowledges the crucial role of teachers as they inspire and guide young minds; additionally, smaller class sizes allow for individual attention. Graduates are well equipped to face the challenges of post-Kuyper life because they have been well equipped for the road ahead.

## *School Vision Statement*

Kuyper Christian School is a community of families, teachers and friends who acknowledge Christ as the source of truth and life as revealed in the Bible and His world.

We serve Christ by supporting parents in their God-given responsibility to nurture their children.

We recognise the worth and uniqueness of each individual and provide a co-operative environment that seeks to develop the whole child, so that each one may grow in their relationship with God and serve Him.



## Chairman's Report

Well, what a year 2020 was.

A year where many decisions had to be made by our Staff and Board as we navigated matters largely beyond our control. I am reminded of passages like:-

- Proverbs 3:5-6 Trust in the LORD with all your heart and lean not on your own understanding; <sup>6</sup> in all your ways submit to him, and he will make your paths straight.
- and;
- 1 Peter 1:13-15 <sup>13</sup>Therefore, with minds that are alert and fully sober, set your hope on the grace to be brought to you when Jesus Christ is revealed at his coming. <sup>14</sup>As obedient children, do not conform to the evil desires you had when you lived in ignorance. <sup>15</sup>But just as he who called you is holy, so be holy in all you do

Our staff were amazing during this very stressful time. I cannot speak highly enough of the way our staff took up and dealt with the challenges created by COVID-19. During this time, I believe it was through trust and reliance on our Lord and Saviour Jesus Christ that helped our staff provide the amazing service they did for our community.

Likewise, our parent community were wonderfully supportive during this time. Patiently working with teachers and staff throughout the year to continue to provide quality education in difficult circumstances.

The Board made a number of decisions early on during the lockdown to assist parents in need via Fee Relief; as well as freezing School Fee increases in the 2021 year. Notwithstanding this, our Lord continues to bless our school financially such that the Board can step forward confidently with various projects completed and planned.

During 2020, new school lockers were built for high school students – a request that had been raised in previous Kuyper Association meetings. A number of smaller refurbishment projects were also completed during the year.

The Board continues to plan for additional classrooms and would appreciate your prayers as we carefully consider the ongoing needs of our school. Subject to Council approval and access to a suitable builder, we are working towards construction in 2022 for student occupation in 2023.

I would like to highlight some important executive role clarifications and a new appointment made at the beginning of 2020 in order to provide our Principal, Ian Shaw, with some additional support. These include Lyndal Mitchell, Jason Shadie, Rob Weule and Alexis Clarke as Coordinators.

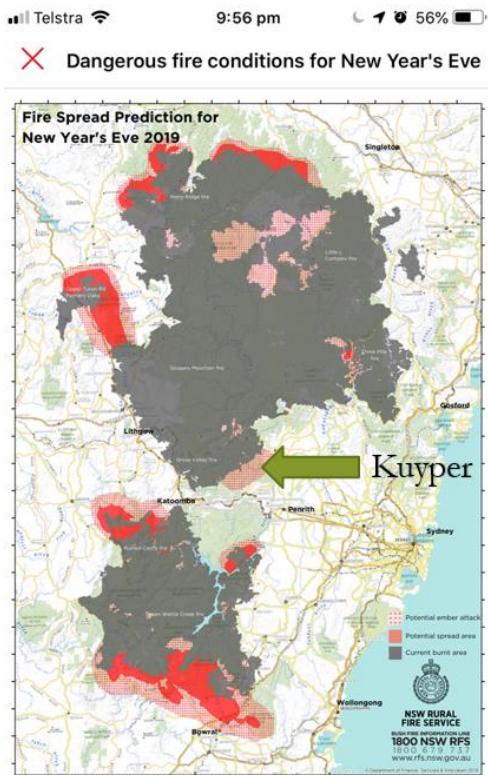
These positions reflect a school that is growing, and we have already seen fruitful improvements at school as a result. We are truly blessed to have this team with us at Kuyper and I look forward to seeing them grow into these roles.

As I close my report, I would like to again thank you for your ongoing prayers, and encourage you to keep our school families, Staff and Board in your prayers this year. Philippians 4:6 tells us "*Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God.*"

Wayne Speirs  
Board Chairman,  
Abraham Kuyper Christian Education Association Ltd

## Principal's Report

2020 commenced with calamity and uncertainty. The wonder and horror of the worst local fires within the last 100 years and rebuilding for some in our wider community. At our assembly to start the year, we heard from several families who came close to losing their homes through fire. It was very close. Some were evacuated for days and weeks in readiness for the fires approaching. We all spent many hours looking at our fire apps on our phones watching and waiting.



I must say there were days in the January holidays I was at School thinking and praying that God would protect our people and buildings. My mind did also go to the *what if* situations... *What if* people were hurt, *what if* we had no buildings to return to? This is ultimately where our foundational understanding of God comes to the fore. We believe that God is sovereign, in control of all things, ***every square inch!*** Even when we don't always understand the reason behind why bad things happen, He brings things to pass. In *this* situation, we say thank you God for protecting us!

Should the situation have been different with terrible loss, we ultimately are called to trust God through the thick and thin times in life. We can learn from a wise man who feared God named Job. In the Bible, Job once said after tremendous calamity and bereavement - "The Lord gave, and the Lord has taken away; may the name of the Lord be praised." (Job 1:21) We can only get to this point in life when we have trust in an all-knowing, all-powerful God, when we release our own desires and wants and submit them to a higher authority. A God who was willing to allow His own son Jesus to suffer a horrific death so that we might enjoy the wonder of being forgiven and brought into His family.

Reflecting on our Kuyper Pioneers who started with nothing and built a school, surely if calamity befell us as a community, we might dig deep and rise again with God's help. **If we were to lose the buildings, we still have our School.** The people are the School and buildings are just handy to have and can be replaced. Not that I would ideally want this, but I know that the Kuyper community would rally together like we have seen in other places in Australia affected by the fires and like our Pioneers did over 38 years ago and good would come.

Then the floods came. In a complete reversal of weather, heavy rains fell, and rivers rose cutting off many from our community, not able to travel to school for days. Life was certainly unpredictable.

Then, "Welcome, thank you for your patience in registering, sanitising and keeping socially distant...". Over 2020 we heard this mantra repeatedly. COVID-19 had arrived. The elephant in the room for the remainder of the year was COVID-19. Clearly the biggest challenge for schools was adjusting to the new normal in education and transforming our school to deliver the best quality Christian education via an online pathway. This response was one I was very pleased with. The staff team responded to this immense challenge with incredible energy and time-consuming diligence. Kuyper staff created a dedicated website for parents and students as a help centre for all things **School@Home**. This contained helpful links and video relating to working in G Suite for Education in Google Classroom. This was well received and appreciated by parents and students alike. Much work went into maintaining this online presence during the lockdown periods. If COVID strikes again we are ready to move back to online learning.

On a more positive note, 2020 also brought new beginnings to our Staff Team with Mrs Jennifer Gardiner and Miss Cassie Dixon joining us as teachers of Visual Arts, Japanese and English in the Secondary School. We appreciated their service and expertise over the year.

Our school leadership structure developed too. These leaders serve the School in varied and significant ways. The changes brought more clarity to each leader's portfolio as listed below.

**Lyndal Mitchell** - Head of Primary - Curriculum & P-12 Diversability

**Rob Weule** - Head of Primary - Welfare & P-12 Performing Arts

**Jason Shadie** - Head of Secondary & P-12 Logistics

**Alexis Clarke** - 7-12 Welfare Coordinator

In addition, Kuyper has been a busy place over the year with much renovation, construction and upgrades taking place in amenities, grounds, and technology.

We thank God for His providence sending these wonderful people and for protection and provision of our physical school needs that will bless our students into the future. Our deep hope is that ultimately students will understand God's grace and His world more clearly. That the unpredictable life that we witness unfolding before our eyes is something that our Creator has in His sovereign hands. We trust in the gift of God's grace shown in His son Jesus, that come what may, we stand firm with hope and the knowledge that God is good all the time. We trust Him completely.

Ian Shaw

Principal



**“There is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry, Mine!”**

Abraham Kuyper

# *Living our Learning in the Infants and Primary School 2020*

## *A Year Like No Other*

The Primary Section of Kuyper Christian School (Prep – Year 6) faced the unexpected challenge of COVID-19, and the resulting period of School@Home learning, with optimism, creativity, tenacity and faithfulness. Despite significant disruptions to the usual patterns and rhythms of learning, especially in the first half of the year, teachers maintained their delivery of high-quality learning experiences, and students and families responded with equally impressive commitment and determination. It was a year when we all learnt to rely on our saviour God with a deepened appreciation for His unchanging goodness and sovereign care.

Our teachers demonstrated just how capable and dedicated they really are as they rapidly adapted to completely new online teaching and learning platforms. The speed at which change was required was, at times, dizzying. The volume of new information, skills, procedures and protocols to be grasped, applied and utilised reached overwhelming levels at times. As a teaching team, we were acutely aware of the need to support each other and work together to achieve our common goal of providing God-honouring, Christ-centred, biblically informed, pastorally sensitive education for our precious students. We understood and lived the truth of our interdependence, perhaps as never before:

**For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you. For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. We have different gifts, according to the grace given to each of us. (Romans 12:3-6)**

### **STAFFING**

Prep: Mrs Amanda McAlpine (T, W)  
K/1: Mrs Sue Huxley  
Yr1/2: Mrs Kae McCaull  
Yr3: Mr Jason Baldwin  
Yr4: Mr Rob Weule (M-W) and Mrs Amanda McAlpine (Th-F)  
Yr5: Mrs Merrilynne Shaw  
Yr6: Mr Evan Barnes  
  
K-6 Library: Mrs Jo Kean (Th)  
K-6 Music: Mr Rob Weule (Th)  
Additional RFF: Mrs Kean  
Head of Primary: Mr Rob Weule and Mrs Lyndal Mitchell  
LNAP Instructional Leader: Mrs Lyndal Mitchell  
Head of Diversability (learning support): Mrs Lyndal Mitchell

### **LEADERSHIP**

The leadership structure of the P-6 section of the school was streamlined at the beginning of 2020. Rob Weule became Head of Primary – Welfare, and Lyndal Mitchell became Head of Primary – Curriculum. Rather than a P-2 and 3-6 distinction (as there had been in 2019) we opted for a lengthwise split of Primary leadership responsibilities. This facilitated greater consistency of emphasis and approach throughout the primary school.

## EXCURSIONS and INCURSIONS

Excursions and incursions were significantly impacted by COVID-19 restrictions in 2020. Excursions, incursions, special days and camps were rescheduled wherever possible, while other events had to be cancelled or postponed until further notice.

Special events that were able to proceed were:

- Selected primary students attended the Mayoral Morning Tea on March 6
- The Life Education visit from Healthy Harold and his caravan, which is always a highlight for Prep-6 students, was able to go ahead in Term 3. Students were encouraged to reflect on; healthy lifestyle choices, friendships and relationships, what they watch and listen to, how they use technology, and personal safety of various kinds and contexts.
- Book Week Celebrations were belatedly enjoyed in October 2020
- K-4 students enjoyed an excursion to Sydney Zoo on November 27
- Year 3/4 had a night away from home, sleeping over at school on December 3
- Year 5/6 students travelled to Bathurst to explore the goldfields for 3 days in mid-November
- The Year 7 Orientation Morning on November 11 gave new and existing Kuyper students the chance to meet and get a taste of what the coming year of school would be like for them
- A Waste Management incursion was held on November 20 with the aim of increasing student awareness of the importance of doing their part to care for God's environment, as well as empowering them with the practical know-how required to do so

## SPORTING EVENTS

K-6 students participated in the School Swimming Carnival on February 7. Some students went on to represent Kuyper at the Zone and State levels of competition.

K-6 Sport during Term 3 was a traditional gymnastics program run by Vision Gymsports in Windsor.

All students in K-6 participated in the *Learn To Swim* program at Richmond Public Pool in Term 4. Students received 8 lessons over 8 weeks.

## OTHER CELEBRATIONS

The end of year celebration and fun day for K-6 students was once again held at the Oasis Swimming Centre in South Windsor.

Year 6 rounded off the year with a COVID-safe dinner and celebration in the School Hall

### **Lyndal Mitchell**

Head of Primary - Curriculum

Head of Diversability P-12

Early Literacy & Numeracy Instructional Leader



## Literacy and Numeracy improvement in the Primary School

### Literacy Numeracy Action Plan – Phase 2 (LNAP)

In 2020, Kuyper entered its fourth year of participation in the Literacy and Numeracy Action Plan, Phase 2 (or LNAP for short). LNAP is a State Government funded project designed to raise student achievement in early (K-2) Literacy and Numeracy. As an independent school, Kuyper's participation in LNAP is administered through the AIS (Association of Independent Schools). The bulk of the substantial funding we receive through this program is directed towards providing instructional leadership within the school. According to the funding agreement, this time must primarily be spent doing classroom observations of K-2 Literacy and Numeracy lessons, providing feedback to teachers, and coaching them around planning and delivering effective Literacy and Numeracy instruction. In 2020 this was extended to include Years 3-6, although the emphasis was still required to remain on K-2. Student progress is monitored via the use of "screeners" implemented three times per year for every student in K-2. The data obtained from these screeners is analysed, and used to inform the planning, pacing and delivery of lesson content for the months that follow. It clearly shows where teaching has been both effective and less than effective, and where further teaching, reteaching and revision is needed. In 2020, the AIS released an optional three-times yearly numeracy screener for Years 3-6 as well. We have taken this on board and, like the K-2 screener, it is providing valuable data on the numeracy progress of our middle and upper primary students.

A core component of LNAP is having consultants from the AIS visit the school several times each term to deliver demonstration lessons, conduct formal lesson observations, meet with teachers for coaching and feedback, and present professional learning modules to all K-6 teaching staff. The consultants' role is to guide, support and resource both the Instructional Leader and the classroom teachers, as well as keeping us accountable for the time, funding and training being invested in our school. Due to the impact of COVID-19, most of these visits were unable to proceed in 2020.

Professional learning is a key component of the LNAP program. High quality learning modules are delivered (either after school or in Curriculum Week) by our AIS consultants. These modules are rich with evidence-based content applicable to all K-6 teachers and classes. In 2020, most professional learning was delivered remotely, either via pre-recorded presentations or live via Zoom.

Additional professional learning is provided each term for school leaders, in the form of Instructional Leadership Masterclasses. These classes offer tremendous opportunities to hear from experts in many significant and relevant fields. They also provide the updates and resources required to implement LNAP and comply with the expectations of our funding agreement. Due to COVID-19 restrictions in 2020, these Masterclasses were also delivered via online platforms.

Towards the end of 2020, the AIS announced that, due to the interruptions created by COVID-19, they would extend the LNAP Phase 2 program for a fifth and final year.

#### **Lyndal Mitchell**

Head of Primary - Curriculum  
Head of Diversability P-12  
Early Literacy & Numeracy Instructional Leader

## Supporting Learning Across the School in 2020

### What's in a name?

At the beginning of 2020, the executive leadership team decided to rebrand "Learning Support" as "Diversability", reflecting our commitment to viewing each of our students as uniquely and diversely gifted and able. While the word 'support' is still applicable in certain specific contexts, we dislike the implication that something is broken. You support a broken arm or leg or wall or fence post. Students with different learning needs are not broken. They are just different, and it's our job to help them succeed with the exact gifts, talents, and strengths that God has given them. That might mean presenting information in a different way or asking for a different kind of response. It might mean different wording, different pacing, different expectations, or a different method of content delivery. At times it might mean teaching a skill in a completely different way, or through a different program. It takes planning, preparation, prayer, and people power. The people power at Kuyper is really everyone with a teaching role, but it's especially the role of Lyndal Mitchell and our 5 amazing and diversely gifted teachers' aides: Aline Kirkby, Amy Thornton, Julie Wilson, Lisa Clucas and Mike Hottinger.

### The ongoing provision of targeted teaching to students with additional needs involves:

- Gathering recent and relevant data on student learning needs
- Organising assessment and teaching materials and resources
- Monitoring the effectiveness of classroom teaching and small group withdrawal programs
- Organising and prioritising training courses for teacher's aides so that they are qualified and confident to act as tutors, delivering high-quality, evidence-based intervention programs
- Choosing and purchasing high-quality, evidence-based intervention programs and assessment materials
- Testing and placing students in effective remediation groups
- Strategically timetabling, staffing, resourcing, monitoring, trouble-shooting and reviewing remediation groups
- Communicating and collaborating with parents and students – informing them of our plans, and seeking their support and input
- Communicating and collaborating with external health and medical professionals about the learning needs of students
- Supporting tutors (teacher's aides) in their delivery of programs to ensure fidelity of instruction and to target specific additional learning needs as they arise
- Timetabling one-to-one reading with students whose intervention program required this as an essential component. Communicating with families so that, where possible, this can happen at home. Where this is possible, we then monitor and resource those families to ensure it is effective.
- Creating, reviewing and monitoring IEP's (Individual Education Plans)
- Supporting classroom teachers in the development and implementation of IEP's
- Developing/maintaining appropriate procedures for storing and organising all documentation related to disability adjustments
- Overseeing all areas of compliance with the NCCD disability funding model
- Developing the most effective procedures for high school teachers to keep track of adjustments being made in their classes for students with specific learning needs.
- Strengthening Tier 1 (whole class) teaching practices across the school in order to reduce the need for small group and individual withdrawal of students.
- Choosing and purchasing appropriate resources and remedial programs
- Attending training and networking meetings to strengthen my (Lyndal's) knowledge and understanding of the NCCD process, including (importantly) our legal obligations and reporting/documentation requirements. The AIS is a vital source of expertise and guidance in this area and all their services related to NCCD are available free of charge for all independent schools – whether or not they are an AIS member school. We give thanks to God for this generous provision.

The sudden onset of home-based learning in March of 2020 presented tremendous logistical hurdles when it came to achieving our Diversability goals. In response to enforced government restrictions, the school leadership team quickly developed the critical *Continuity of Education Plan*, that would guide our school practices, decisions, priorities and processes throughout the duration of the School@Home period. In conjunction with this, a *Diversability@Home* plan was also developed to ensure that students from Kindergarten through to Year 12 continued to receive the support and adjustments that they needed to access the curriculum and enjoy successful learning. This support took the form of additional Google Classrooms where small groups of secondary students could interact with a designated teacher's aide, regular phone calls to at-risk students by teacher's aides, mentor teachers being assigned to our HSC students, and pre-recorded video instruction for some of our small group intervention classes (such as Spelling Mastery in secondary). These new modes and platforms of communication between students and staff necessitated the speedy development and implementation of brand-new policies, procedures and methods of documentation that would appropriately protect all concerned by keeping all interactions transparent, opposite and in line with current Child Protection rules and policies.

**Lyndal Mitchell**

Head of Primary - Curriculum

Head of Diversability P-12

Early Literacy & Numeracy Instructional Leader



## Secondary School 2020 Summary

The Secondary section of Kuyper Christian School experienced a disrupted calendar of events due to COVID-19 and the transition to the School@Home program in Semester 1 of 2020. Faced with the constantly evolving challenges experienced by schools at this time, Kuyper maintained growth in many areas including curriculum and technology.

With the onset of COVID outbreaks, circumstances lead to a radical shift in IT priorities. In March, planned infrastructural and training projects were shelved while day to day technical support, logistics, and staff training in remote learning tools became far more critical. The Secondary School provided devices for families where needed to be able to complete work from home as part of the School@Home initiative. G Suite for Education, with a focus on Google Classroom, became the go-to platform for delivering lessons to our 7-12 students.

As a result of this necessary reliance on technology to work remotely, the 1:1 Chromebook program was launched in May to provide all students in Secondary School with a device. The program was extremely well received by staff, students and families.

Technology infrastructure, systems and hardware in the Secondary School experienced extensive change in 2020, and is summarised below:

- 1:1 Chromebook Device Program for 7-12
- Computer Lab & Library Renovation
- Computer Lab PC upgrades
- New set of 30 Chromebooks
- Adobe licensing
- Oliver Library system

The school's extensive camps program experienced major adjustments in 2020. Stage 4 travelled to Lake Macquarie in December, rather than the usual start of year timeslot, for outdoor education and recreation activities and delighted in the opportunity to be involved in team building, trust and leadership activities. The warmer weather enabled students to engage in water based activities involving canoes, sailboats and swimming. The inaugural Urban Challenge camp experience was postponed due to the difficulties associated with an inner city experience and heightened COVID risks.



The annual trip to Vanuatu in partnership with Scripture Union, usually a highlight experience for Stage 6 students, was unfortunately cancelled due to international travel restrictions. Kuyper's Stage 6 students continued fundraising activities in 2020, to support schools and the wider community in Vanuatu.

In 2020, Kuyper continued facilitation of the Duke of Edinburgh program for students from years 9-12. Students regularly participated in physical activity, learning a skill and community service. The regular Duke of Ed camps were postponed, with anticipation for resumption in early 2021.

Kuyper continues to offer an extensive Stage 5 Elective program and in 2019 offered electives in Production (School Developed), Agriculture, Food Technology, PASS, Music and Visual Arts. Students in Stage 5 also had the opportunity to study alternative subjects through Distance Education at Sydney Distance Education High School.

Agriculture has now been implemented at Kuyper for 2 years. Despite the COVID interruptions in 2020, Agriculture has progressed and grown at a rapid rate in the school. Agriculture is still offered to Stage 5 as an elective and planning has started to provide more time to Stage 4 as part of the 'Food and Agriculture' syllabus. Discussions about the implementation and delivery of Stage 6 Agriculture continue to take place. In 2020, the Agriculture facilities expanded to include four poultry coops and a Belgian Bantam breeding program. Infrastructure also includes a fully fenced and fox-proof compound that has made a significant improvement to the safety of our animals, and success of the poultry program at the school.

Initial planning and planting for a native garden area took place in 2020. This project will continue to be expanded over the coming years through the Agriculture programs within the school. The native garden includes flowering plants and coloured foliage for the "Market Garden and Cut Flower" enterprises as well as edible plants and fruits for our 'Paddock to Plate' units. Due to COVID-19 restrictions, the school was unable to participate in the Royal Sydney Show, Camden Show and Hawkesbury Show. Although the birds were unable to compete in a show, students still completed the studies for the 'Egg Laying Competition' and "Meat Bird Competition", successfully studying and growing the birds to optimum condition and size.

Sport in 2020 had our students participate in a wide range of activities. Both Primary and Secondary students represented our school at Zone and State Level for Swimming before the COVID Restrictions were introduced and carnivals were cancelled for the remainder of the year. A whole school gymnastics program began in Term 3, and aquatics programs in Term 4. The school received 'Sporting Schools' grants to assist in the funding for these programs. Years 7-10 students also had the opportunity to participate in sport at different venues for team building and social sport opportunities.



Students in Stages 4 and 5 developed their knowledge and understanding of Science and focussed on building their skills in working scientifically. In 2020, Stage 6 students completed HSC Biology using the Compressed study model. Very pleasing results were achieved in this course. In Term 4, students began Stage Six Chemistry (which will continue into 2021). In 2020 the new NESA course of Science Extension was undertaken at Kuyper. This course has been designed to increase students' understanding of the nature, development and investigative processes of science, to further their interest and skills in scientific research. Extension students engage with complex concepts and critically evaluate discoveries and contemporary scientific research. Kuyper's Science Extension student carried out an investigation into the Effects of Ionising Radiation on the Tensile Strength of Common Plastic Polymers and produced a detailed research report of the high standard required for publication in a scientific journal. Guidance from mentors from ANSTO were appreciated during the project. The course has provided an invaluable foundation for tertiary study in STEM disciplines.

2020 was a challenging year in the Music faculty at Kuyper, but it did provide an unlikely benefit, more music in the home! Years 7 and 8 students learnt to apply structure and detail to their God-given creativity in musical compositions, creating some very interesting and unique music via a collaborative cloud-based compositional platform. Students were able to spend more time autonomously working on developing skills on instruments of their choice and utilising these skills in group performance upon return to school. Year 9 and 10 Music enjoyed working on and refining their performance ability as a group, working on many musical pieces culminating in a

performance of "The Show Must Go On" by Queen, which was performed at 'Limelight', our end of year performance night which was streamed on our Kuyper Christian School YouTube channel.

2020 would also have been the year of Seussical, the musical, would it not have been for COVID-19. Our Elective Musical Production class worked diligently to create costumes, designing sets including a painted Seussical themed wall in the Hall, working on audio and lighting design, ticket design and many other projects to make the Seussical possible. We hope to see the fruits of their work when Seussical is planned to run in 2022.

2020 was also a year of development in the Music faculty in Kuyper, planning and organising the foundations of a fully functional Kuyper sound studio to run a brand-new Audio Production course in 2021, as well as opening up further opportunities to utilise our gifts and resources for the Glory of God.

In 2020, Kuyper Debating Club continued to meet once per week at lunch time. The debaters enthusiastically learned the skills of developing logical and persuasive arguments and working as a team to create their team line. Debating assisted the students to consider both sides of an issue rather than only their own initial opinions. As well as developing teamwork and having fun, the students have gained skills that will assist with essay writing and strengthening communication skills that will benefit them throughout life. COVID prevented inter-school debates in 2020 but the students worked to develop skills that allow for potential debates against teams from other schools in the future.

In 2020, The Technological and Applied Studies area experienced continued growth and success. Senior students excelled in HSC Food Technology and Design & Technology. Two-thirds of students in Food Technology received results of Band 5 and above, with one student making the honour roll. Students studying design worked through the uncertainty of COVID to create and produce major works of high quality. Elective Food Technology students prepared and presented food for a variety of school and community events including Christian Education National morning teas and Kuyper canteen for school students.



Unfortunately, COVID restrictions halted many of the planned events and catering that students usually experience, including the infamous Kuyper Cookies production. Junior students celebrated Medieval and Egyptian Day, preparing historical banquets to share as part of the cross-curricula celebration. Textiles students designed and made a variety of textiles rolls to contribute to Operation Christmas Child Boxes. Investment into STEM resources for digital technologies resulted in the purchase of Beebots, Sphero Bolts and Lego Mindstorm EV3's for implementation from Kindergarten to Year 12 in 2021.

In 2020, the Secondary school celebrated the graduation of 13 students attaining the HSC award. This celebration included a graduation dinner for our senior students, extended family and staff. Subjects offered in 2020 in compressed format included 2 Unit Ancient History, 2 Unit Biology, 2 Unit Food Technology and 2 Unit Design and Technology. Students also completed HSC studies in 2 Unit English Standard, 2 Unit Mathematics Standard 2, 2 Unit Mathematics Advanced, and Science Extension. The school continued to participate in the offering of VET courses through the Key Alliance Trade Training Centre and opportunities for study through the Sydney School of Distance Education and other distance education providers. Overall, the HSC results were strong with students achieving results as high as Band 6 and completion of these courses was considered very successful. The compressed courses for Stage 6 continue to be successful and a distinctive component of the pattern of study for Kuyper students.

Jason Shadie,  
Head of Secondary & P-12 Logistics

## *Initiatives Promoting Respect & Responsibility*

Through our ethos, practice and beliefs we exercise and teach the importance of student respect and responsibility in and beyond the school environment. Our school community is committed to producing students that belong to and represent a civil, caring and just society. This includes the contribution to a socially cohesive and culturally rich society.

Respect and responsibility are important values at Kuyper Christian School. The school is guided by a distinct set of values centred on a Christian Worldview. Accordingly, it does not limit itself to current NSW State and Australian Commonwealth Government programs for values education. Kuyper acknowledges that these government sponsored values programs provide a useful tool in building social cohesion. NSW Government expectations for promotion of rights and responsibilities are met within the school's overall values framework that forms the basis for a number of school programs and initiatives. A 'whole-school' approach impacts on student learning through a collaborative approach of staff, parents and students. Home-school partnerships promote respect and responsibility. Student leaders have a great impact on other students across the school.

Using the Kuyper Christian School Values as a guide:

### **1. Care and Compassion**

- Students at Kuyper are encouraged to look out for the needs of other students. Students are expected to be inclusive of one another in the playground and in class activities.
- Buddies continues to be an integral part of the primary school, with Year 6 students teaming up with a Kindergarten student to support and encourage their start to school.
- Students in the Secondary school are each assigned to a core class where they meet with a teacher each morning for a time of devotions and pastoral care.

### **2. Doing Your Best**

- At Kuyper, we believe that God has called us to use our gifts and abilities to His glory. Students are encouraged to produce work of a high standard for the purpose of glorifying their Creator.
- At Kuyper, we run Celebrations assemblies to celebrate and acknowledge the work students have done.
- Staff give regular and meaningful feedback to students to encourage them to take responsibility in their learning.



### **3. Fair Go**

- Students and staff at Kuyper are expected to include each other in all activities regardless of ability or background.
- The school's support department encourages an inclusive approach towards support, working alongside children so that they can access the curriculum along with their classmates.

### **4. Freedom**

- Students are given the opportunity to express the freedom they have in Christ through opportunities they have to make choices in their learning.
- Student assessment tasks give students opportunities to make choices about how they present materials based upon their learning styles.
- Students are given a wide range of choice through electives in Stage 5, including the opportunity to study via distance education.
- Students have the opportunity to enter local Art competitions.

- A variety of camps are offered to students at Kuyper, giving them the chance to explore and learn in new parts of the world.

## 5. Honesty and Trustworthiness

- Students are expected to respect the property of the school and others.
- Students are taught from a young age to act with honesty and trustworthiness through collecting class roll, raising the school flag each morning, emptying class bins, running a recycling program, planting and growing gardens, looking after the school Hall's sound system and many other responsibilities.

## 6. Integrity

- Students are expected to act with integrity in their relationships and in their work.
- Students are taught to reference and cite information accurately in secondary school and to acknowledge all sources used.

## 7. Respect

- Students are taught to respect their teachers and other adults. It is expected that students will speak appropriately to teachers without arguing or complaining.
- Students are expected to wear uniform correctly and adhere to the guidelines outlined in the school policies.
- Students are taught to respect one another through speaking one at a time and listening to each other.

## 8. Responsibility

- Primary students have the opportunity to take responsibility through the school buddies program, where they care for and help younger students entering the school. They also monitor sport equipment, flag raising and emptying of school bins. Primary students have begun growing a garden in the school and running a recycling program.
- In Secondary school, students have opportunities to be a part of the school band, to attend and assist in running Bible Studies, attend the Bible Society Masterclass, run the 40 hour famine and Run4Bibles fundraising activities, speak and run assemblies and many other opportunities each year.
- Physical Activities and Sports Studies Elective students organise Sports carnivals and events across the entire school.
- Our Band students also serve by performing to and greeting residents at local nursing homes.

## 9. Understanding, Tolerance, Inclusion

- We have interschool programs for Primary and Secondary students.
- We are also involved in exchange programs, hosting visits from Japanese students, when borders are open
- We celebrate diversity and self-awareness, whilst taking a stand against bullying, gender inequity, discrimination and harassment.
- The school takes a no tolerance stance towards bullying.

## 10. Wisdom and Discernment

- Our school runs a Device Program for students in Year 7 to 12, where students are learning to use communication technology appropriately and in service to others.
- The Secondary and Primary School students are exploring ethical use of technology.
- Careers guidance, assessment, careers markets and advice on further education is provided to Years 10 - 12.
- Year 10 students attend a Career's Expo, which is a valuable time for them to explore options for their future.
- Visits from School Liaison Police, local ministers, Members of Parliament and others challenge the students to understand the importance of right choices and the consequences of actions.

## 11. Faithfulness to God

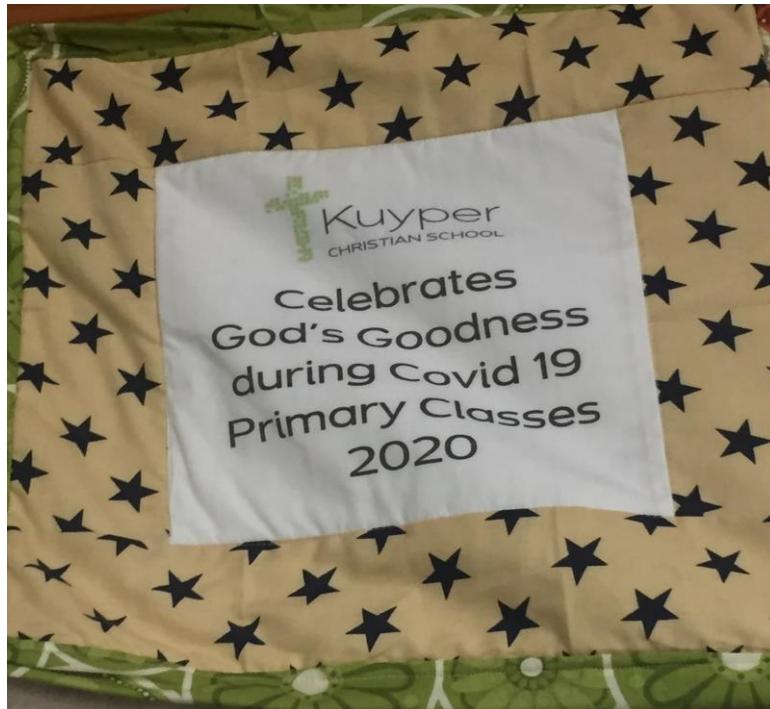
- The Biblical Studies program, from Kindergarten to Year 10, encourages every student to base their spiritual growth on God's Word and to live it out.
- The Drama Group prepare a Christmas play and perform this several times in public schools in our area, working with local Scripture teachers and ministers.
- Students in Secondary run Bible Study and Prayer groups for younger students.
- 'Crusaders' and members of the local churches are involved in developing leadership skills in our older students for the benefit of younger ones.

## 12. Family

- Included in Kuyper's academic program, is a balance of active and practical subjects, including Agriculture, Food Technology, Industrial Technology, Music, and Physical Activity and Sports Studies.
- The school recognises that we are whole people and seeks to foster and encourage growth in all areas.
- Homework programs are often individualised in consultation with families to account for the many facets of life.
- We believe in and promote consistent communication between families and school. Education is a partnership.

## 13. Hope

- Kuyper is committed to providing learning that gives students a sense of hope that the world can be a better place and that it is possible to have an impact.
- Students in the school have opportunities to learn about people less fortunate than ourselves and act to raise awareness.
- In Year 3, students have a Compassion sponsor child who they support through organising and running fundraising activities.



## *School Determined Improvement Targets for 2020*

- Our **Literacy and Numeracy Action Plan (LNAP)** continued as a joint venture with the Association of Independent Schools to focus on our K-2 students and additionally engagement with Years 3-6 students seeking to monitor and improve literacy and numeracy skills. The benefits from this program have been pleasing. We have been thrilled with the support the AIS consultants have given us in professional learning for staff and look forward to the future improvements we will see in our students at a significant foundational time of their schooling. Ongoing professional development of staff in Literacy and Numeracy continued throughout the year. See the previous detailed report by the Head of Primary – Curriculum.
- **Website development.** Within the progress leading to a new School website, Kuyper staff created a specialised mini website for parents and staff to traverse schooling from home during COVID lockdowns. This site, ***School@Home***, was well received by the community. The school also launched our new main website which has been a wonderful showcase of our school and an essential first contact point for new enrolments.
- **Parent Portal and Edumate app development.** This development was placed on hold whilst staff attended to other priorities created by COVID-19. It will be resumed in the following year.
- **School Hall heating and cooling.** This was achieved via air conditioning enabling greater use of the building during hot and cold weather. Examinations and evening meetings will now be possible in cooler months giving greater flexibility to resources.
- **Upgraded Toilet facilities for Primary and Secondary students.** This was completed with a very satisfactory outcome.
- **Secondary student locker facilities in response to parent requests.** This was completed again with a very satisfactory outcome. New lockers in a weatherproof facility.
- **Agriculture and animal facilities.** Improved safety for animals was achieved with new fencing and security measures.
- **Improved NBN internet connection.** The NBN finally arrived in beautiful Kurrajong albeit not without teething issues. Working through bureaucratic hurdles and some limitations has been testing.
- **New phone system once NBN connection is active.** The school enjoyed new connectivity across the school which has been a blessing.



## 2021 Targeted Areas for Improvement

- Continue to develop Literacy and Numeracy with the LNAP program extended into a further year due to COVID.
- Adapt to a new normal living with COVID at school.
- NBN enhancements to improve speed and connection.
- Continue plans for building additional classrooms on site to accommodate increased numbers of students.
- Increase visibility of the school in the community via new community avenues.
- Parent App development to enhance parent access and communication.
- Increased personnel in the management of school business and property.
- Reduce the pressure on staff with additional staffing and leadership appointments.



## School Policies

The following are summaries of some key policies within the school. Full copies of these and other policy documents are available from the School Office:

### **Anti-Bullying**

Kuyper Christian School is committed to providing an educational environment in which students are valued and feel secure. Kuyper Christian School rejects all forms of bullying.

- The school does not tolerate, condone or trivialise bullying.
- All students and staff have the right to feel and be safe in the school grounds, and when travelling to and from school.
- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.
- No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the school.
- All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.
- Each member of the school community has a responsibility to ensure the safety of each other member of the community.
- Victims of bullying, and witnesses to bullying, are encouraged to report the incident.
- All reports of bullying will be taken seriously and investigated according to principles of procedural fairness.
- Cyber bullying which is engaged in while not at school, which impacts upon the learning of any student, will be addressed by the School, in conjunction with parents. The appropriate response will depend on circumstances.
- The school will have a suitable program of education for the prevention of bullying.
- Serious incidents, or threats, of violence may be reported to the Commission for Children and Young People, as required by law; and to the Police, depending on circumstances.

Bullying is repeated intimidation over time, by negative actions of a physical, verbal or psychological nature, by one or more persons. Bullying is never acceptable behaviour and our school will strive to identify and eliminate all forms of this kind of behaviour.

### **Student Welfare**

Parents are able to access the Student Welfare Policy from the School Office:

Kuyper Christian School is committed to:

- providing a safe environment for students;
- preventing harm to a student in any form within the school;
- dealing seriously with any reports that a student is at risk of harm in a prompt and appropriate manner.
- educating students concerning their rights and equipping them with appropriate skills for avoiding and reporting uncomfortable or abusive situations.

Specific requirements are set out in our Child Protection and Anti-bullying policies and procedures, among others. These include:

- ensuring that staff appointed are fit and proper people to occupy those positions through interviews and employment screening;
- requiring staff to abide by a Staff Code of Conduct, which is actively monitored;
- training staff procedures to identify when a child is at risk of harm and to notify the appropriate authorities;
- procedures to notify and investigate complaints of improper conduct by staff and report to appropriate authorities.

students. A supportive environment strives to be one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the school community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- consultation takes place on matters relating to students' education and welfare.

### **Managing Student Behaviour (Discipline)**

Parents are able to access the Managing Student Behaviour Policy & Procedure from the School Office:

As mature Christian teachers and parents, we have the responsibility to 'make disciples' of the children in our care. Our goal is that students might willingly cooperate with our God, who desires them, like us, to become more like Him. This process involves modelling, encouraging, teaching and at times correcting.

- Kuyper's Managing Student Behaviour Policy and procedures is based on the following principles, which are drawn from Scripture.
- Discipline should:
  - Be founded on love and concern for the child and those around him/her.
  - Contribute towards a student's growth in Christ. Thus, it may involve repentance, reconciliation and restitution and include positive and negative elements - confirming, commending, encouraging, as well as correcting, reproofing, punishing.
  - Be clearly defined as to the expectations and wherever possible, be exercised promptly.
  - Be consistent and administered fairly.
  - Reflect on the action or attitude not the person, so that it is clear we love the child.
  - Consider the maturity of the child.
  - Seek to develop self-discipline and thus does not depend on external motivation, such as structured rewards and punishments.

Specific structures include positive comments, both verbal and written and different levels of recognition for commending students.

### **Complaints & Grievance (Conflict Resolution)**

Parents are able to access the Complaints & Grievance policy from the School Office:

When dealing with any complaint, grievance or concern in relation to another person we need to consider biblical principles. Specifically, all parties need to:

- first speak directly about the issue to the person most concerned,
- treat the matter seriously,
- act fairly towards each other,
- expect that they will be treated in the same way,
- treat others involved in the situation with respect
- act discreetly and maintain confidentiality.
- If a person feels they cannot speak to the person concerned directly (e.g. in a case of bullying or fear) they should speak with another more senior person. In the case of a student, this may be the class or core teacher or some other person they trust.

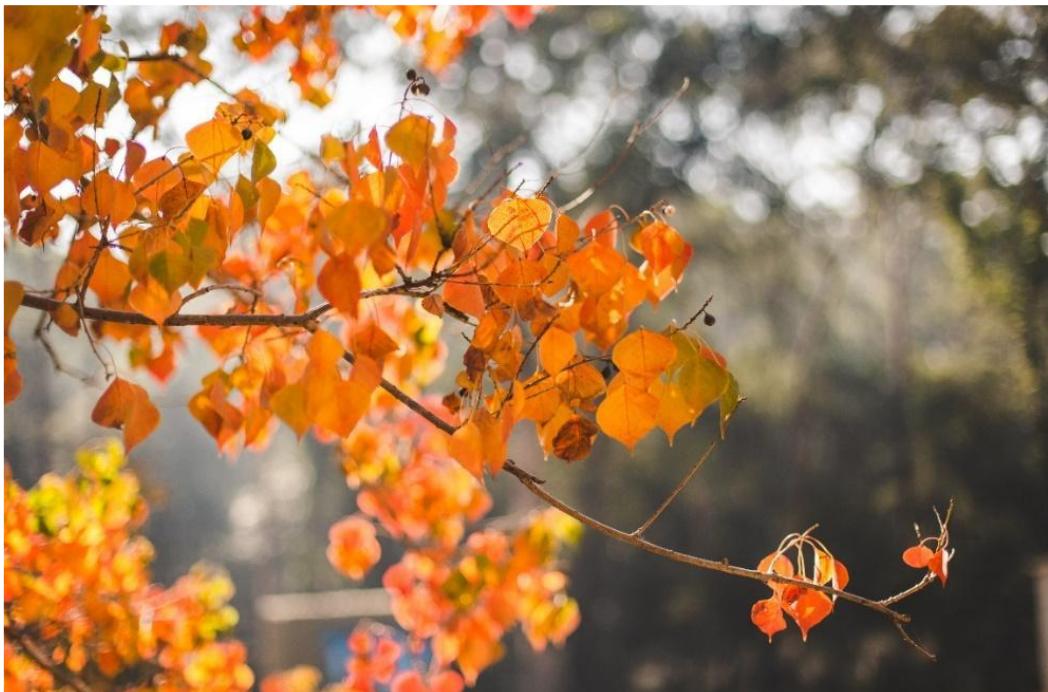
If a resolution is not achieved then the matter should be taken to the Secondary or Primary Coordinator, then to the Principal for a decision. Any parent who is unhappy about a decision of the Principal, or who for other reasons would like to take a matter further, may take it in writing to the Board.

## **Enrolment**

Parents are able to access the Enrolment policy from the School Office

- Kuyper Christian School is open to all children whose parents are seeking to give them an education which is consistent with the basis and aims of the school, provided the school has the resources to meet the child's particular needs, and subject to the availability of places.
- Rules of eligibility shall be determined by the Board of Directors from time to time.
- Priority of enrolment is on the basis of commitment to the basis and aims of the school, existing attendance of siblings, and date of application.
- Initial priority will be determined on the basis of answers to questions on the enrolment application and a letter of reference from the pastor of the church currently attended. This will be later confirmed through an interview with the parents.
- Order of priority for enrolments in Prep and Kindergarten is as follows:
  - Sibling of current family;
  - Students of employees;
  - Child of a member of the School Association of at least 12 months standing;
  - First child in a Christian family OR a child from Christian family who have applied to transfer all children into Kuyper;
  - Prep or Kindergarten child in a Christian family with all children waiting for places at Kuyper;
  - Christian family where some children attend another school;
  - Non-Christian family, supportive of the ethos of the school
- Order of priority for enrolments in Years 1 – 12 is as follows:
  - Sibling of current family;
  - Students of employees;
  - Child of a member of the School Association of at least 12 months standing;
  - Family transferring from another Christian school;
  - Christian family who have applied to enrol all children at Kuyper;
  - Christian family where some children attend another school;
  - Non-Christian family, supportive of the ethos of the school.
- Within each category, priority will be on the basis of time order of application.
- A Christian family is defined as one which regularly attends and is involved in a local church.
- The aim of the school is that no more than two thirds of any Grade shall be made up of any one gender. The number of children to be accepted into any Class is a maximum of 30. Any increase will be at the Board's discretion and temporary.
- Normally children will be accepted into Kindergarten only if they have turned five before 30 April that year. However, in exceptional circumstances, after careful testing, the Principal may admit younger children if they are considered socially, physically and intellectually mature enough to benefit from full time schooling.
- Application for enrolment must be made on the appropriate form and accompanied by copies of their birth certificates, vaccination record and copies of the last two academic reports and most recent NAPLAN results for the child/ren.
- Interviews are generally conducted by the Principal, the appropriate Coordinator and a Board Member. When these are not available, the Principal will nominate interviewers. Before offering a place to a student, the parents and student(s) will be asked to attend an enrolment interview to determine or confirm:
  - Their commitment to or support for the Christian ethos of the school;
  - Their support for the policies and practices of the school;
  - Any special educational or other needs of the student and how these will be met.
- If it is clear that the parents do not support the ethos and/or policies of the school, the school will not offer a place.
- Testing of all new students according to the School's testing or readiness policy after the enrolment interview will be organised by the school office.

- If the readiness testing for Kindergarten indicates that a child does not meet the school's readiness criteria, the school will consult with the parents and determine whether to offer a place in the following Year. If a child is not offered a place for that year a place will be offered for the following year provided the family meets other enrolment criteria.
- Whenever the documentation from the parents or the school's testing indicates that a student has special needs these are to be discussed with the parents to determine whether the school is able to meet the student's needs. Where the school could not provide the resources needed to meet the needs of the student without causing unjustifiable hardship the school will not offer a place.
- The final decision about any offer of a place rests with the interviewing committee.



## Satisfaction Surveys

The surveys below were conducted anonymously amongst all school staff, students and families at the end of 2020.

<b>STUDENT SURVEY</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My school encourages me to develop a Christian worldview	27.7%	48.9%	21.3%	2.1%	0.0%
I feel safe when I am at school	36.2%	38.3%	25.5%	0.0%	0.0%
I am confident that the teachers are helping me to achieve high standards in all that I do	23.4%	57.4%	17.00%	2.1%	0.0%
I think teachers treat students fairly and with respect	21.3%	44.7%	21.3%	12.8%	0.0%
Teachers at my school are a good example of the beliefs and values of the school	37.8%	39.1%	26.1%	0.0%	0.0%
The teachers' discipline is fair and consistent	19.1%	38.2%	29.8%	10.6%	2.1%
I enjoy the facilities provided by my school	17.0%	46.8%	37.0%	2.1%	0.0%
I am satisfied with my school and the quality of education I receive	29.8%	46.8%	19.1%	4.3%	0.0%

Survey results were based on 47 respondents.

PARENT SURVEY	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Vision:</b> Kuyper Christian School is committed to being a caring community providing quality Christ centred Education	72.7%	18.2%	0.0%	0.0%	9.1%
<b>Standards:</b> The school sets and maintains high standards for students	45.5%	36.4%	18.2%	0.0%	0.0%
<b>Staffing:</b> The staff is competent and committed to the vision of the school	81.8%	27.3%	9.1%	0.0%	0.0%
<b>Student Culture:</b> The school culture encourages students to thrive	63.5%	36.4%	9.1%	0.0%	0.0%
<b>Satisfaction:</b> I am satisfied with the outcomes of the education offered by this school	81.8%	9.1%	9.1%	0.0%	0.0%
<b>COVID 19:</b> I am satisfied with the way the school handled COVID-19	81.8%	9.1%	9.1%	0.0%	0.0%

Survey results were based on 11 respondents.

<b>STAFF SURVEY</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Vision:</b> Staff understand and are committed to the "Christ-centred" vision of the school	75.0%	25.0%	0.0%	0.0%	0.0%
<b>Resonance:</b> The practices of the school resonate with its stated beliefs and values	62.5%	21.3%	6.3%	0.0%	0.0%
<b>Standards:</b> The school sets and maintains high standards for both students and staff	25.0%	43.8%	25.0%	0.0%	0.0%
<b>Curricula:</b> Curricula are thorough, engaging and provide a strong basis for teaching	37.5%	56.3%	6.3%	0.0%	0.0%
<b>Leadership:</b> Leadership in the school is strong, coherent and effective	75.0%	6.3%	12.5%	6.3%	0.0%
<b>Board Leadership:</b> The board gives strong and coherent vision that supports the operation of the school	56.3%	31.3%	12.5%	0.0%	0.0%
<b>Respect for students:</b> Staff treat students with respect	81.3%	18.8%	0.0%	0.0%	0.0%
<b>Facilities:</b> Facilities are adequate, comfortable and well appointed	25.0%	37.5%	18.8%	6.3%	0.0%
<b>Professional Development:</b> Staff are well supported in their professional development	37.5%	37.5%	18.8%	6.3%	0.0%
<b>Workload:</b> Workloads for staff are reasonable and adequately monitored	6.3%	25.0%	18.8%	50.0%	0.0%
<b>COVID 19:</b> Do you feel that the school has adequately handled situations regarding COVID-19	53.3%	40.0%	6.7%	0.0%	0.0%

Survey results were based on 12 respondents

## *Student Attendance, Retention Rates & Post Schools Destination in Secondary*

### **Student attendance**

#### **PRIMARY**

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.50%	91.20%	91.20%	94.10%	96.00%	94.10%	92.10%

#### **SECONDARY**

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.70%	92.80%	92.10%	94.40%	94.80%	95.70%

#### **WHOLE SCHOOL**

93.28%
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During COVID – 19 the school remained open for students whose parents were front line workers.

### **Managing Student Attendance**

An electronic attendance roll manages non-attendance at school and mandatory attendance codes are used. If a parent explanation for non-attendance is not received when the student returns to school, an email is sent home seeking an explanation. If an explanation is not forthcoming, a follow-up email is sent. If no explanation is received, senior staff are alerted to determine the appropriate follow-up, including consideration of potential student welfare issues. Where attendance patterns may affect the ability of a student to achieve educational outcomes for an external certificate, formal warning letters are provided to the student and parent.

### **Students departing the school for another school or for full-time employment**

Where a student is leaving Kuyper before they have completed Year 12, the parents or guardians of that student must inform the school of the student's intended place of schooling. In the event that this does not occur the school will notify the local Home School Liaison Officer.

Where a student is of compulsory school age (i.e. below 17 years of age) and is leaving Kuyper after completing Year 10, the parents or guardians of that student must inform the school of the student's intended place of education or education and training, or full-time work position or the combination of education/ training and employment. In the event that this does not occur the school will notify the local Home School Liaison Officer.

**Retention rates:** 11 students were enrolled in Year 10. At the end of 2020, 1 student left to continue studies at TAFE, 3 students acquired an apprenticeship and 1 student gained full time employment. 6 students from this cohort will continue studying in Year 11 in 2021.

**Post school destinations.** Based on information provided when students left the School

13 students completed their HSC in 2020. 9 students enrolled in university, 3 commenced trade apprenticeships and 1 student entered full time employment.

## Professional Learning & Teacher Standards

All teachers at Kuyper Christian School are required to be accredited with the New South Wales Education Standards (NESA).

In 2020 the school had:

Full time Teaching staff	11
Part time teaching	11
Teacher's Aides	5
Non-Teaching staff	8
Total Staff	35

Of the teaching staff:

- 21 Teachers who have teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.
- 0 Teachers who have a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.

The attendance rate of staff is calculated as 98%.

Summary of Professional Learning	Staff attending
NESA – HSC Marking – Music	1
NESA – HSC Marking – Mathematics	1
TTA - How to deliver Online Learning with Google classroom	4
TTA - How Australian Schools Are Adapting to Covid-19 Pandemic	1
TTA – Resurrecting The Cities Of Vesuvius With Sources & Evidence	1
TTA – What all Educators Need To Know About Childhood Trauma	1
TTA – Google Classroom Crash Course – Part II – your questions answered	4
TTA – First Aid for Teacher Wellbeing	1
TTA – Teacher Assistant Online Training	1
TTA – Google Classroom Training	1
TAA – Twice exceptional (2E) students	1
TAA – Exploring Growth Mindset – Masterclass with Dan Haesler	1

TAA – Use Thinking Tools to Strengthen the Primary Curriculum	1
COVID-19 Managing Your Workforce Through Disruption	10
Barnabas - Building Community in a Fractured World	1
AIS - LNAP Training onsite x 2	6
Compliance, Risk and NESA	1
WHS for School Leaders	1
Child Protection in the School Setting	1
2020 Briefings by NESA: Renewal of registration/accreditation & TAA approval in 2021	1
Adjusting Teaching During COVID-19	1
The Emerging Leader	1
Think3 – Robotics in the Classroom	4
Think3 – Coding in the Classroom	4
LAWSENSE - Law for School Counsellors	1
LAWSENSE - Privacy, Confidentiality & Sharing Information	1
LAWSENSE – Note Taking & Record Keeping	1
Cornerstone Teaching – Leading Writing Improvements	3
AIS – Child Protection	1
CEN – Deputy Principals' Workshop	3
CEN – Principals' Workshop	4
CEN – Online Teaching & Learning Conference	1
IEU – Course Interview – Angela Hay	1
AIS – Instructional Leadership Webinar: Planning for 2021	1
ETA – Webinar Series Revision Strategies for the HSC	1

## *Student Performance in Australia wide or Equivalent Tests & Examinations*

### National Assessment Program - Literacy and Numeracy

No NAPLAN tests were undertaken in 2020 due to COVID-19.

### HSC Results

Our school offers both a traditional and compressed model of HSC studies meaning that students complete up to two of their HSC subjects in Year 11 and the remainder in Year 12. In 2018-2020 students completed studies in Ancient History, Biology, Design & Technology, English, Food Technology, Advanced & Standard Mathematics, Science Extension. Many students were successful in attaining ATAR results enabling them to enter the university course of their choosing.

#### Board Developed Courses

Subject	Students	School Mean	State Mean
Ancient History 2 unit	8	73.10	72.10
Biology 2 unit	6	75.73	72.39
Design & Technology 2 unit	11	75.33	78.54
English Standard 2 unit	13	72.55	69.93
Food Technology 2 unit	6	82.00	72.15
Mathematics Advanced 2 unit	2	88.00	79.20
Mathematics Standard 2 unit	10	60.40	68.40
Science extension 1 unit	1	36.70	37.04



## Summary Financial Information

### Overview Accounts 2020

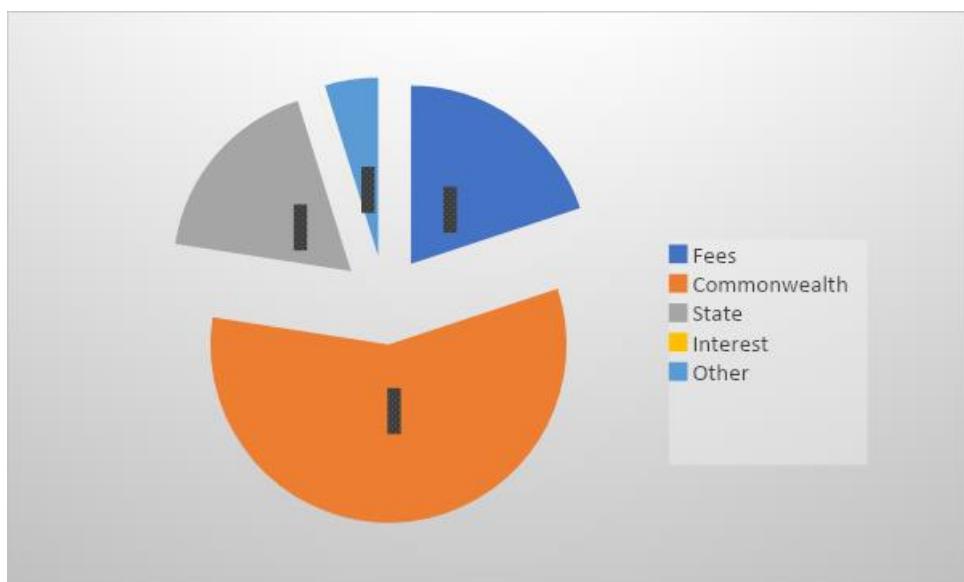
The Audited Financial Accounts for 2020 show a net operating surplus of \$603,192. Spending on capital inclusive of loan repayments amounted to \$445,917.

#### Fees

The basic fee structure for 2020 remained unchanged from the previous year. Fees rose by an average 4% for parents from 2019. In 2020 our uncollected fees at year end was \$206,952, an increase of \$32,558 from the prior year. The school community is grateful to the many families who stayed the course through the 2020 pandemic and who continue to make prompt payment of fees. We encourage others to partner with us in this way in 2021 through this challenging time. The school has a provision for doubtful debts of \$81,660. The Finance Committee is vigilant on the payment of fees. This is a very difficult and time-consuming area, so again thank you to those who pay on time or early.

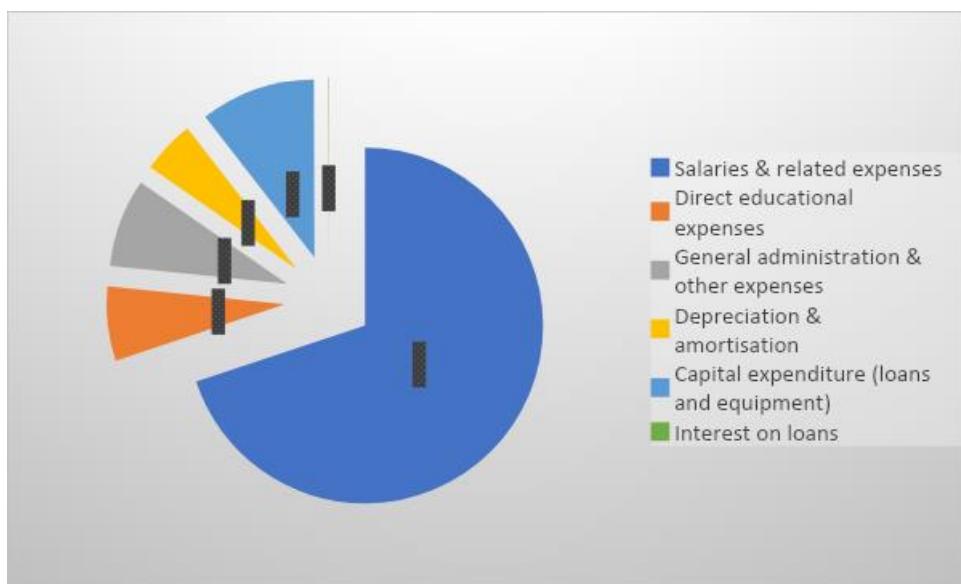
#### Income

Income from families equates to around 20% of total income and recurrent government grants equate to approximately 70%. This is consistent with the prior year. We need to prayerfully support our governments and ensure they realise we are appreciative of their financial input. The pie chart below shows the above percentages. Each school is allocated a score dependent on the socio-economic surveys of the families in the school. The score then determines the wealth of the area. In 2020 a new methodology was introduced based on direct measure of income (DMI) to calculate the school's capacity to contribute (CTC). This will improve the school's funding entitlements moving forward, as some of our parents struggle to pay their fees. We are thankful for the steadfast commitment many of our parents have to Christian education.



## Expenditure

As is the case of all schools the major recurrent expense is salaries. In 2020 our salaries were about 70% of our total expenditure.



### The year ahead

We expect the 2021 year to be one of increased financial stability buoyed by strong steady growth.

Alan McCartin  
Business Manager