

COFFS HARBOUR BIBLE CHURCH SCHOOL

on behalf of

COFFS HARBOUR BIBLE CHURCH Inc.

SCHOOL ANNUAL REPORT 2017

1. The School

The Coffs Harbour Bible Church School under the NSW Education Act has been deemed as 'Exempt from Registration' due to a conscientious objection to state registration. Although we comply with all government requirements as a function of our obedience to Romans chapter 13, we do maintain our objection on religious grounds.

The Coffs Harbour Bible Church School is a direct ministry of the Coffs Harbour Bible Church Incorporated.

The School Board of the Coffs Harbour Bible Church, known as the 'Diaconate', is a board of deacons elected from the members of the church, and by the members of the church in accordance with the rules dictating the incorporation. The diaconate also includes the pastors of the church. The members of the diaconate thus constitute the 'Board of Directors' of the incorporation and hence the school.

This board sits on a monthly basis for one year after which the deacons are subject to re-election.

The School Principal is Mr. Stephen Truesdale who is also an elected board member.

The Senior Pastor is a non-elected member and 'Chairman of the Diaconate'; hence, he is the chairman of the school board.

The principal oversees the administration of the school and is directly accountable to the school board, which is ultimately answerable to the church membership.

Our school, in 2017, has a registered status for K – 10 students. When students leave our school, they move into other school systems in accordance with parental choice. We comply with NSW Education Standards Authority's regulation in letting our parents know that because we are a registered K-10 school, the students are not eligible to obtain the Record of School Achievement (RoSA).

2. Message from the Principal on behalf of the School Board.

In 2017, there were 26 students enrolled comprising of 10 girls and 16 boys, with at least one student in each year from grade K-10 except grade 3.

Our 2017 term dates were:

- * Term One Tuesday, 31st January to Friday, 7th April
- * Term Two Wednesday 26th April to Thursday, 29th June
- * Term Three Tuesday, 18th July to Friday, 22nd September
- * Term Four Tuesday, 10th October to Friday, 15th December

Throughout the year, the school undertook excursions which students participated in. Some of the highlights for the year were as follows:

- ♦ Our swimming carnival was held on Thursday 6th at a new venue - Nana Glen Pool. Parent and grandparent attendance on the day was very high. The new venue was a success as the students enjoyed the facilities, with the addition of a blow up water obstacles course.
- ♦ Student's artwork were entered into the local Coffs Harbour Show Society. We had 4 successful entrants obtaining 1st, and 2nd places including a Special Award. Students were very excited to receive placings and acknowledgments for their lovely artwork.
- ♦ The School Family and Friends Night - Thursday, 29th June - was filled with poetry, songs, and drama. All students were involved in presenting well-rehearsed plays, poetry and musical items, giving each student ability to display their talents to their parents. The night was well received by parents, grandparents and guests.
- ♦ Friday, 18th August, students competed at our own Local Sports Carnival at Toormina Oval. Students used this event to gain points for their house teams. This sporting event was also used for qualifying in the Inter School's Christian Sports Carnival at Crest Park, Sydney.
- ♦ Last week of school term 3 saw all of the students go on a school camp to Baden Powell Scout Camp in Sydney (18th – 22nd September).
 - High school left Baden Powell on Tuesday and travelled to Canberra. The excursions to Canberra included Parliament House, Australian Institute of Sports, The Floriade and Canberra Zoo.
 - Primary school stayed on in Sydney and completed activities on site organised by Baden Powell then a field trip to the Maritime Museum and The Power House.
 - On the Thursday, all students attended the Inter School Sports Carnival. At the Sports Carnival, we competed against schools such as:
 - Condell Park Christian School
 - Southern Cross Baptist Church School
 - Ebenezer Christian College
 - Sherwood Christian School

On the day, all students on camp competed in the sports carnival and many students performed their personal bests.

- Friday saw all of the students travel back to Coffs Harbour.

- ◆ The Austrian Schools Sports Grant was applied for in term 1, 2 and 4 and primary students undertook various sporting activities that were covered under this grant.

- ◆ End of Term 4 concluded with our Annual Awards night. The senior students led the night, which included student performances in poetry and song followed by our awards program. The attendance on the night was very high, compared to previous years.

- ◆ This year continued the Perpetual House Trophy, which encouraged all three teams to compete throughout the year. Students competed in many events such as spelling bee competitions, sports carnival, golden apple award and the swimming carnival. Points from these events went towards achieving an overall school house champion for the year. C.T. Studd took out the trophy for 2017.

- ◆ This year our students undertook the Premier's Reading Challenge. We had 5 successful candidates who completed the challenge.

We praise the Lord for another successful year of education and student learning.

Stephen Truesdale

(Principal)

3. School Performance

1. National Assessment Program - Literacy and Numeracy (NAPLAN)

In 2017, the Coffs Harbour Bible Church School participated in NAPLAN. The following tables give an indication where the students sit in relation to the national minimum standard.

We had no students in grade 3, 3 students in grade 5, 1 student in grade 7 and two students in grade 9.

Because our student numbers are below 5 in every year, there is not enough data to give a school average of student achievement with NAPLAN scores.

Below National Minimum Standards

Years	% below NMS		% at or below NMS		% at proficiency	
	5 School	5 State	7 School	7 State	9 School	9 State
Reading	0%	6%	0%	7%	0%	7%
Writing	0%	8%	0%	10%	0%	18%
Spelling	0%	7%	0%	6%	0%	8%
Grammar & Punctuation	0%	8%	0%	9%	0%	10%
Numeracy	0%	5%	0%	4%	0%	3%

In the % below NMS tab the percentages include exempt students. The below NMS percentages of achievement represent the bottom band of achievement reported for NAPLAN. For example in Year 3 it is Band 1, in Year 5 it is Band 3, in Year 7 it is Band 4 and in Year 9 it is Band 5.

At or Below National Minimum Standards

	% below NMS	% at or below NMS	% at proficiency			
Years	5 School	5 State	7 School	7 State	9 School	9 State
Reading	0%	17%	0%	16%	0%	21%
Writing	0%	16%	100%	30%	0%	35%
Spelling	33%	13%	0%	15%	0%	19%
Grammar & Punctuation	0%	22%	0%	18%	0%	24%
Numeracy	33%	15%	0%	14%	0%	16%

The % at or below NMS tab shows percentages of the bottom two bands but excludes exempt students. This is a requirement of state reporting for the state plan where only those students who participated in testing sessions are reported in the results. For example in Year 3 it is Bands 1 and 2.

Proficiency

	% below NMS	% at or below NMS	% at proficiency			
Years	5 School	5 State	7 School	7 State	9 School	9 State
Reading	0%	40%	0%	31%	50%	25%
Writing	0%	18%	0%	21%	50%	18%
Spelling	0%	38%	0%	41%	50%	31%
Grammar & Punctuation	33%	36%	0%	30%	100%	25%
Numeracy	0%	33%	0%	35%	0%	30%

The % at proficiency tab shows achievement for the top 2 bands reported for NAPLAN testing. For example in Year 3 it is Bands 5 and 6.

Summary:

Because our student numbers are below 5 in every year, this is not enough data to give an average of student achievement with NAPLAN scores.

Year 3 – No students to report.

Year 5 - No students are below the National Minimum Standards.

Year 7 –This student had 4 out of 5 categories placed in the top 3 bands.

Year 9 – These two students were mostly placed in the top three bands, band 8 or above.

Concerning students, which are below the national averages, remedial help is given to the student and the parents are involved to work out independent learning plans for the student.

2. UNSW International Competitions and Assessments for Schools

Our school's results for grades 3-9 are as follows.

- ♦ Mathematics - 2 candidates; 1 Credit award and 1 Merit award
- ♦ English - 2 candidates; 2 Credit awards
- ♦ Spelling - 1 candidate; 1 Distinction award
- ♦ Science - 1 candidate; 1 Credit award

3. Big Science Competition - 6 candidates; 3 Credit awards.

4. National Geographic Test - 6 candidates; 1 Credit award.

5. Validation of Assessment for Learning and Individual Development (VALID)

This year all grade 6, 8 and 10 students undertook the VALID program. This program provides online end-of-stage assessments for the **science** key learning area.

The students performed very well overall.

4. School Staff for 2017

Staff at Coffs Harbour Bible Church School are members of the Coffs Harbour Bible Church and are committed Christians, subscribing to the Statement of Faith of the Bible Church. In 2017 the school staff consisted of:

- i) Category (i) Having teacher education qualifications - 1 full-time; 6 part-time
- ii) Category (ii) Teachers with tertiary qualifications but no teaching degree - 1 part-time

iii) Teachers Aids and Assistants - The school also enjoyed the assistance of 6 part-time 'monitors' to aid in the administration of the Accelerated Christian Education curriculum under the supervision of a qualified teacher.

* Teacher attendance rate was over 96% of school days.

iv) Professional Development

At the start of term 1 and term 3, the school conducts professional development for all teachers, including teacher assistants. These times are for staff to reflect on teaching practices and student learning. Topics covered this year in these sessions are listed below:

- ♦ Roles and Responsibilities of all Teaching Staff
- ♦ Work Health and Safety Review
- ♦ Teacher Resources
- ♦ Teacher Goals
- ♦ MultiLit: Spelling Program

All teachers are required to achieve and perform to the Australian Teaching Standards. All New Scheme Teachers are closely mentored, helping them to develop their proficiency as a teacher. All teachers are encouraged to undertake qualified professional development wherever possible and arrangements are made to cover their teaching load if it affects their teaching days. Some of the professional development and training undertaken this year were in the areas of:

- ♦ MultiLit's new Spell-It Program
- ♦ School Improvement Plan – AIS Schools Leading Learning project.
- ♦ VALID Assessment and Marking
- ♦ Online NAPLAN
- ♦ National Consistent Collection of Data (NCCD)
- ♦ NSW Educators' Conference
- ♦ First Aid training for more than 50% of Staff

5. Attendance and Retention Rates

Our school grades are K to year 10. Because of this, we cannot report on retention rates.

The attendance was very pleasing with an average of 95.29% for the year.

Attendance is listed below for each term:

- ♦ Term 1 – 95.84%
- ♦ Term 2 – 97.24%
- ♦ Term 3 – 94.43%
- ♦ Term 4 – 93.63%

When a student is absent, a covering note is required from the student's parents explaining the absence. If such a note had not been forthcoming the parents would be approached by the teacher.

With a low number of students, and families who are all a part of the Church community, we have not experienced long term absences. If a trend did emerge the Principal would interview the parents of the student involved and help them work through the issue.

Student upon leaving our school after year 10 filter into various educational facilities including:

- ♦ State High Schools
- ♦ Private Schools locally and via distant education.
- ♦ Home schools registered with the Board of Studies.

6. Enrolment Policies

- ♦ It is the school policy that we only include children who have at least one parent who is an active member of the Coffs Harbour Bible Church or who by virtue of their regular attendance at the Church, demonstrates their intention to take out membership sometime in the near future and who has stated the same.
- ♦ Parents, by signing an enrolment form agree to support the school's uniform policy, code of conduct, discipline practices and payment of fees.
- ♦ For further information, see School Enrolment Package.

7. Student Welfare Policies

a) Policy Statement

We take very seriously our duty of care to each student in our school, therefore the health and welfare of students are given the highest priority through the policies summarized below.

b) Child Protection

The school is committed to providing a safe and secure environment for its students. The school acknowledges that it has a duty of care in respect to all children who attend the school. The school's policy aims to reduce the risk of child abuse, and to ensure that a caring and appropriate response is in place and taken.

For this reason also, our school seeks to comply with all the regulations associated with NSW Child Protection Legislation and any mandatory reporting requirements. In 2017, this policy was updated to comply with current government legislation.

For further information, see the Child Protection Policy of the Coffs Harbour Bible Church in The Church and School Staff Manual.

c) Security

The Coffs Harbour Bible Church School acknowledges that the dignity, safety and well-being of people are central to the Church's teaching. The school realizes its responsibility for ensuring the health, safety and welfare of staff, students, volunteers, and other people who either enjoy or use the services and facilities of the school. To meet these social, moral, and legal obligations our school is committed to:

- ♦ Providing a safe and healthy environment that prevents injury and illness.
- ♦ Eliminating or controlling hazards and risks that do, or have the potential to cause injury and illness.
- ♦ Clarifying the roles, responsibilities and accountabilities of the members of the school community.
- ♦ Complying with and being guided by the related Work, Health and Safety Legislation.

To satisfy the above priorities a Work, Health and Safety Management System is in place which includes:

- ♦ A Risk Assessment Policy and Process
- ♦ A Critical Incident Policy
- ♦ A Hazardous Substances Policy
- ♦ School Accident Reports
- ♦ Risk Assessment and Control
- ♦ Emergency Evacuation Plan

- For further detail look for W.H. & S. policies in the Church and School Staff Manual.

d) Supervision

In order to maintain a proper duty of care to each student, our School Staff must agree to the following:

- ♦ Maintain an acceptable standard of supervision and discipline both inside and outside the classroom at all times.
 - ♦ Know how to keep children safe in both the classroom and playground in a time of emergency.
 - ♦ Provide an environment both inside and outside the classroom, which is safe and free from harm.
 - ♦ Deal with students who are upset or require medical attention in an acceptable fashion according to school protocols.
 - ♦ Complete risk assessments for major changes to school routines and be especially vigilant when conducting excursions and school camps.
- For further details, see the School's Policy and Procedures Manual.

e) Codes of Conduct for Staff and Students

i) Staff Conduct - All school staff will:

- ♦ Maintain a professional relationship with students at all times.
- ♦ Not place themselves in a position where a student can feel threatened.
- ♦ Model appropriate behaviour, dress and language codes at all times.
- ♦ Respect student's cultural and individual differences.
- ♦ Try not to exasperate children by always treating students with procedural fairness.
- ♦ Not be involved in acts of physical, emotional, psychological or verbal abuse towards children.
- ♦ Minister to students within the guidelines of the policies and procedures of the Coffs Harbour Bible Church's Child Protection Policy.

- For further detail see the Church and School Staff Manual.

ii) Bullying Policy - Coffs Harbour Bible Church School is committed to providing a learning environment for students that is supportive, caring and free from bullying and harassment.

- ♦ Children are reminded continually that they are to show respect to each other. Older children are reminded of their responsibility to protect those younger than themselves.

- The school deals with bullying in the following ways:

- ♦ Level 1: The classroom teacher deals with low level bullying at the time the incident takes place.
- ♦ Level 2: More serious bullying or Level 1 bullying that continues is referred to the Head Teacher. Parents of offending children are usually notified when a student reaches this level.
- ♦ Level 3: If a student demonstrates a pattern of bullying, the Principal will be informed. Parents of offending children are usually notified when a student reaches this level.

f) Pastoral Care

i) Spiritual - The school being a ministry of the Church is well placed to offer the children a caring and nurturing environment. e.g. The Church's Pastor is available on a weekly basis for spiritual and emotional help at any time in and out of school hours.

ii) Health Care - In the event of children having special health care needs the principal will arrange with parents to oversee the application of that care in the school setting.

Children who become sick at school are allowed time out from the classroom. If there is deterioration in their condition the student's parent are notified.

iii) Homework Policy - Homework is an important part of the learning process. The following are guidelines for both parents and school staff:

- ♦ Students are aware that if their daily goals are not achieved in the time permitted at school, these goals must be completed as homework. Any scoring for this work has to be done before the start of school the next morning.
- ♦ Students are expected to read literature set at the appropriate level of ability. This is checked on each day. Other homework or projects are set by the teachers according to need.

iv) Critical Incident and Trauma Counselling - The school is committed to assisting students who are traumatized through death or serious injury of someone close, through injury, or emotional and physical stress and trauma.

- The school:

- ♦ seeks to guarantee a student's safety during a traumatic situation.
- ♦ encourages students to work through the incident in a way, which will help them to grow emotionally and spiritually.
- ♦ maintains close contact with parents or caregivers during crisis.
- ♦ is committed to ongoing support after the crisis.

8. Discipline Policy

This year the school sought to update its Discipline Policy, with great attention given to procedural fairness. Please note the following points about our policy:

- ♦ The School provides discipline which encourages student's individual growth to Christian maturity. The policy is based on the principles of procedural fairness.
- ♦ In all matters of discipline students are invited to state their version of events leading up to the need for discipline. Discipline is administered fairly and according to the seriousness of the misdemeanour.

- ♦ A system of ‘merits’ to reinforce appropriate attitudes and behaviours, and ‘demerits’ to discourage the opposite is employed. All teachers and monitors have the right to give either merits or demerits within stated limits. Three demerits or more earn a student a ‘detention’. A ‘detention slip’ is sent home for a parent to sign making the parent aware of the discipline with the student and stating the reasons.
- ♦ Matters that are of a serious nature are referred to the Head Teacher who may refer the incident to the Principal.
- ♦ Suspension and Expulsion procedures are handled with procedural fairness and consultation with parents/guardians.
- ♦ To satisfy Government legislation the school does not employ the use of corporal punishment.

9. Complaints and Grievance Resolution Policies

There are occasions when parents have concerns about aspects of their child’s schooling. Since the school values the maintenance of ‘Christian harmony’ the following procedures are followed as soon as possible after the problem arises:

- ♦ Issues are to be dealt with according to Biblical principles, which in the school context, are outlined below.
- ♦ Matters of relatively minor concern should, in the first instance, be directed to the School Supervisor. Matters, which parents consider as more serious, should be referred directly to the Principal. Parents concerns are treated sensitively and fairly.
- ♦ Where there are perceived issues arising between one parent and another resulting from an issue between students, parents should leave the matter for the school to deal with. Phone calls between parents often only exacerbate the issue.
- ♦ Issues of concern relating to parents and the school should not be discussed publicly until the appropriate school personnel are aware of the matter and have had time to deal with the issues.

10. School Determined Improvement Targets

Area	Improvement	Achievement
<u>Capital Investment</u>	New entrance to school.	New foyer completed in 2017. - This improves school security and access to the school.
	Airconditioning	Main auditorium of the church has ducted air-conditioning giving students greater comfort in winter and summer.

<u>School Board</u>	<p>Seek membership with Christian Schools Association (CSA)</p> <ul style="list-style-type: none"> - This will help fulfil our responsibilities for governance training. - Access various support from CSA including industrial relations, governance requirements and policies and child protection. 	<ul style="list-style-type: none"> - CSA accepted our membership. - Governance training to be undertaken in 2018 with CSA.
<u>Principal</u>	School Improvement Plan	Working to complete a School Improvement Plan (SIP) published in 2018.
<u>Staff</u>	Teacher Staff Training – beginning of term 1 and 3	Continual development and improvement of staff.
<u>Curriculum</u>	<p>NAPLAN</p> <ul style="list-style-type: none"> - Extensive review of NAPLAN SMART data 	<p>Teachers spent more time assessing and correlating data from SMART data to understand student growth and improvements.</p> <ul style="list-style-type: none"> - This impacted curriculum development with the KLA English.
	MultiLit – Spell-Lit Program	New school based program of Spell-It introduced which included testing and assessment of all grade 3 -10 students.
<u>Equipment for Students and Teachers</u>	New Library Management System	<p>Implementation of the Access-It Library Management System.</p> <ul style="list-style-type: none"> - New Web interface for all students to access.
	IT upgrades to accommodate online NAPLAN.	Purchase of new screens for all student desktop computers to improve screen resolution.

11. Initiatives Promoting Respect & Responsibility

- ◆ Being a Bible-based school curriculum, the PACES the children use for four Key Learning Areas each contain situational examples usually in pictorial form which promote healthy attitudes at school and at home. The students are confronted with themes that help them understand and identify what respect and responsibility means in everyday life.
- ◆ Posters are also placed in the school to promote Respect and Responsibility.
- ◆ PDH&PE curricula also include these themes from the earliest years.
- ◆ Our Annual School Camp was an opportunity for cooperation and responsibility. On our various outings we had a 'buddy system' where older students looked out for younger students.
- ◆ Daily assembly focuses on having right relationships with God and others.
- ◆ Respectful words and practices are presented. Living for others is promoted on a daily basis as part of the ethos of our school.
- ◆ Support, interest in and communication with overseas missionaries promotes a global concern for others.

12. Satisfaction Report

The parents, staff, and students of our school, fellowship together on a regular basis through the various ministries of our church. There is also a very high level of parent involvement in the school including board members, teachers, and ancillary staff. Because of these factors, there is a regular communication between staff and parents at all levels. Teachers work very closely with parents especially if students have extra need requirements regarding disabilities or educational needs. Feedback is regularly given and received over every aspect of school life.

This year we undertook an online parental survey allowing parents to give direct feedback to the school concerning various curricula activities and opportunities to comment on school practices and culture. Results from this survey were positive and some recommendations from parents will be considered for coming years. We thank the Lord for the good relationships overall.

13. Financial Summary

The School operated at a net loss of (\$ 4253.00) for 2017. The school board made a provision for bad debts and therefore, this loss was a result of placing surplus funds against outstanding debts. Please see tables below for further details:

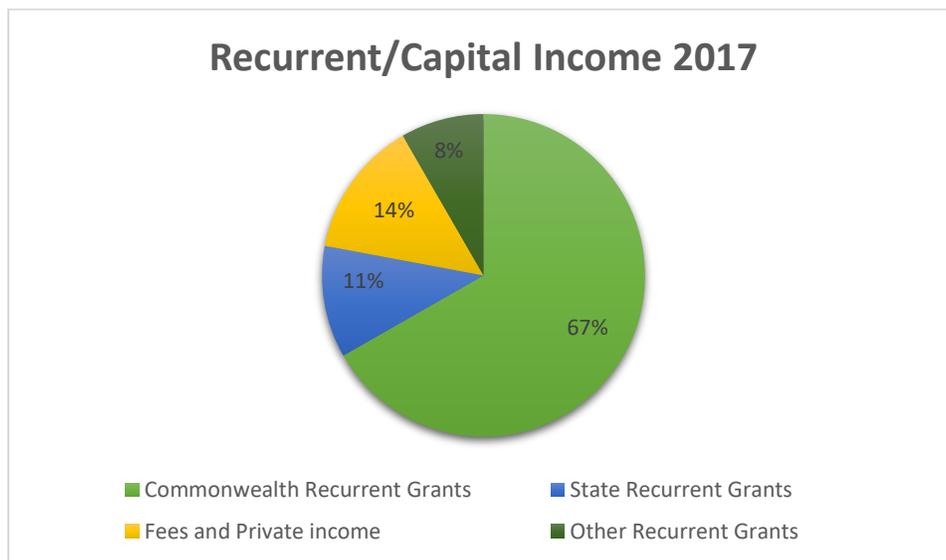
Income

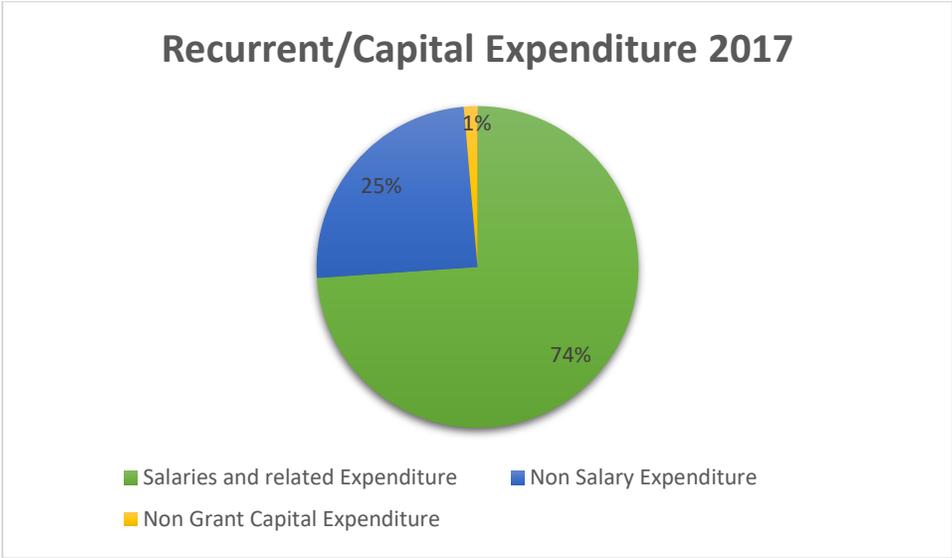
Commonwealth Recurrent Grants	<u>66.7%</u>	316111
State Recurrent Grants	<u>11.2%</u>	53138
Fees and Private income	<u>13.7%</u>	65042
Other Recurrent Grants	<u>8.3%</u>	39464
	<u>100.0%</u>	473755

Expenditure

Salaries and related Expenditure	<u>73.9%</u>	358178
Non Salary Expenditure	<u>24.7%</u>	119830
Non Grant Capital Expenditure	<u>1.4%</u>	6612
Investing in Our School Grant		
	<u>100.0%</u>	484620

The graphs listed below shows a graphic summary of the distribution of income and expenditure for the 2017 period.





14. Conclusion

We praise the Lord for another year of good enrolments in 2017. It is truly a privilege to serve our local families and school community.

Many thanks again to the dedicated staff, who toil and labour in the School. We all understand that our service is for the Lord.

It is the policy of The Coffs Harbour Bible Church School to fulfil all requirements for Public Disclosure of our educational and financial reports.

This document is posted on the following website: www.chbcs.nsw.edu.au