

Coffs Harbour
Bible Church
School



on behalf of
COFFS HARBOUR BIBLE CHURCH Inc.
SCHOOL ANNUAL REPORT 2020

Index

1.	The School Context	Page 3
2.	Message from the Principal	Page 3
3.	School Performance	Page 5
4.	School Staff	Page 8
5.	Attendance and Retention Rates	Page 9
6.	Enrolment Policies	Page 9
7.	Student Welfare Policies	Page 10
8.	Discipline Policy	Page 14
9.	Complaints and Grievance Policy	Page 14
10.	School-Determined Improvement Targets	Page 15
11.	Initiatives Promoting Respect and Responsibility	Page 17
12.	Satisfaction Survey	Page 17
13.	Financial Summary	Page 17
14.	Conclusion	Page 19

1. School Context

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 2020, 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 2020, there were 27 students enrolled, comprising of 13 girls and 14 boys, with at least one student in each year from years 1-10. There were no Kindergarten students enrolled in the year.

Our proposed 2020 term dates were:

Term 1:	31st January - 9th April
Term 2:	27th April - 3rd July
Term 3:	20th July - 25th September
Term 4:	12th October - 15th December

This year say a pandemic of Covid 19 and thus we altered the year to reflect the following term dates.

Term 1:	31st January – 3 rd April
Term 2:	27th April - 3rd July
Term 3:	20th July - 25th September
Term 4:	12th October - 15th December

At the end of term 1, move to encourage all students who could isolate to remain home and kept school open according to our adjusted term. Most students isolated for a short time and we accommodated their schooling with a multi-approach of materials sent home and an online presence with teachers.

All students were back to school by week 3 of term 2. This was a parental choice as the parents decided the best place for student to attend school and being regional, we had no local transmitted Covid cases.

Covid had a significant impact on all excursion and planned community-based programs. The following events were the only programs to go ahead as we had restrictions of Covid lifted.

- ♦ Premier Reading Challenge was undertaken by 16 students and completed by 16 students.
- ♦ We decided to provide more internal special events for students and thus the creation of a Mother's Day and Father's Day stalls. This was to allow students to purchase gifts for their parents without having to shop externally.
- ♦ We undertook our annual Book Week (19th October) dress up day celebration and also incorporated an artistic competition for which we had special judges adjudicate on the students work.
- ♦ We had a 'Silly Socks and Slippers Day' for all students to come dressed in their fancy socks and slippers (16th June).
- ♦ 25th of September saw year 9 and 10 students hold a banquet for all students and teachers. This was a mandatory component for Food Technology 9 & 10.
- ♦ An annual Speaking Competition was created to give students an opportunity to demonstrate their oral skills. This was undertaken on the 1st June, and went very well with 15 students from the school competing.

- ♦ The Australian Schools Sports Grant was utilised in Term 2 for purchasing sporting equipment. In term 4 the Primary and High School. The students undertook surfing and tennis for school sport.
- ♦ The last day of Term 4 concluded with our Annual Awards' Night. The senior year 10 graduating student led the night. The awards night included student performances in poetry and music followed by our awards program. The attendance was limited due to covid safety plan requirements.
- ♦ 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 schoolhouse champion for the year. Eric Liddell took out the trophy for 2020.
- ♦ Monday, 2nd November, saw our own school sports carnival get underway finally on Toormina Sporting Oval. Students used this event to gain points for their house teams. Our usual barbeque was cancelled due to Covid restrictions.
- ♦ The swimming carnival was held on 7th December, at Sawtell Pool. Parent and grandparent attendance on the day was very high. The day was a success as the students enjoyed the facilities, with the addition of a blow-up water obstacles course.

The following events were cancelled due to Covid requirements –

- ♦ The School's Family and Friends Night was postponed.
- ♦ Our Yearly Camp was cancelled for all students.

We praise the Lord for another successful year despite the implications of Covid which severely impacted our school.

Stephen Truesdale

(Principal)

3. School Performance

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

In 2020, all NAPLAN tests were cancelled due to Covid.

3.2. UNSW International Competitions and Assessments for Schools

Our school's results for years 2-10 are as follows.

- ◆ Mathematics - 2 Participations
- ◆ Spelling - 2 Participations; 1 Distinction
- ◆ Science - 1 Participation; 1 Merit

3.3. National Geographic Test

Nine students were entered into this exam.

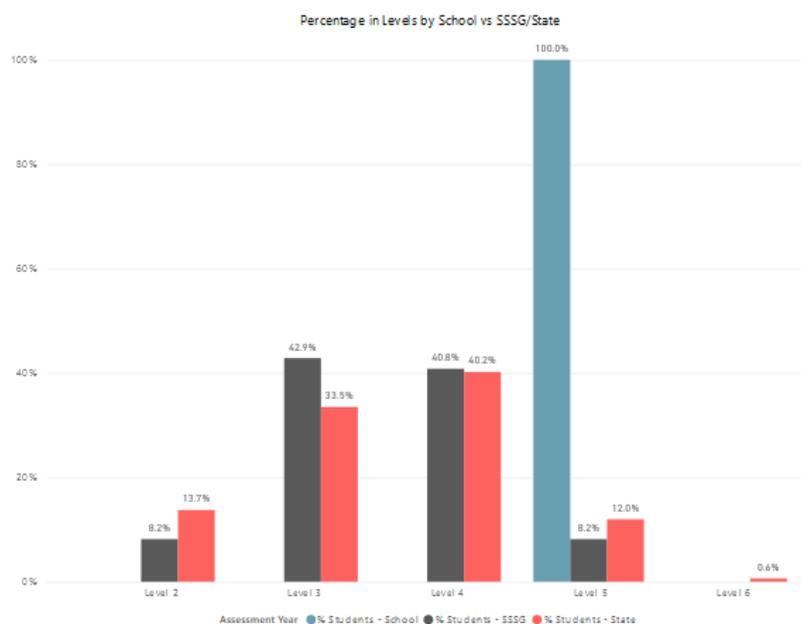
- ◆ 2 Distinction Award
- ◆ 1 Credit Awards
- ◆ 6 Participations

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

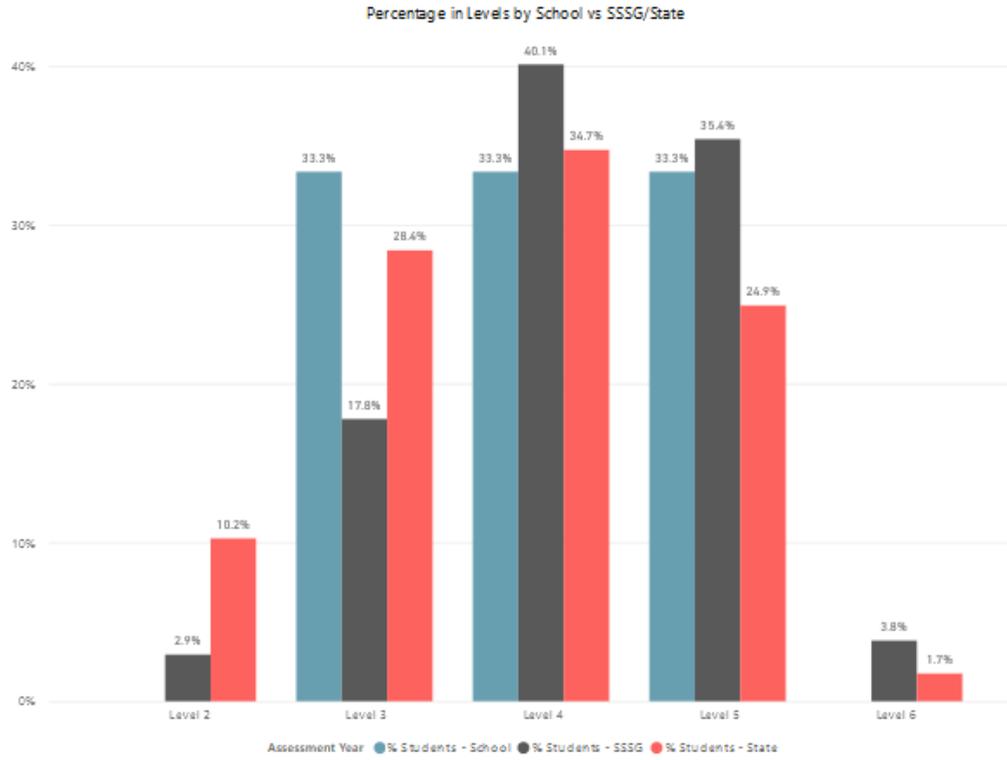
This year all year 6, year 8 and year 10 students undertook the VALID program. This program provides online end-of-stage assessments for the **science** key learning area.

- 1 students in Year 6
- 3 students in Year 8
- 1 student in Year 10

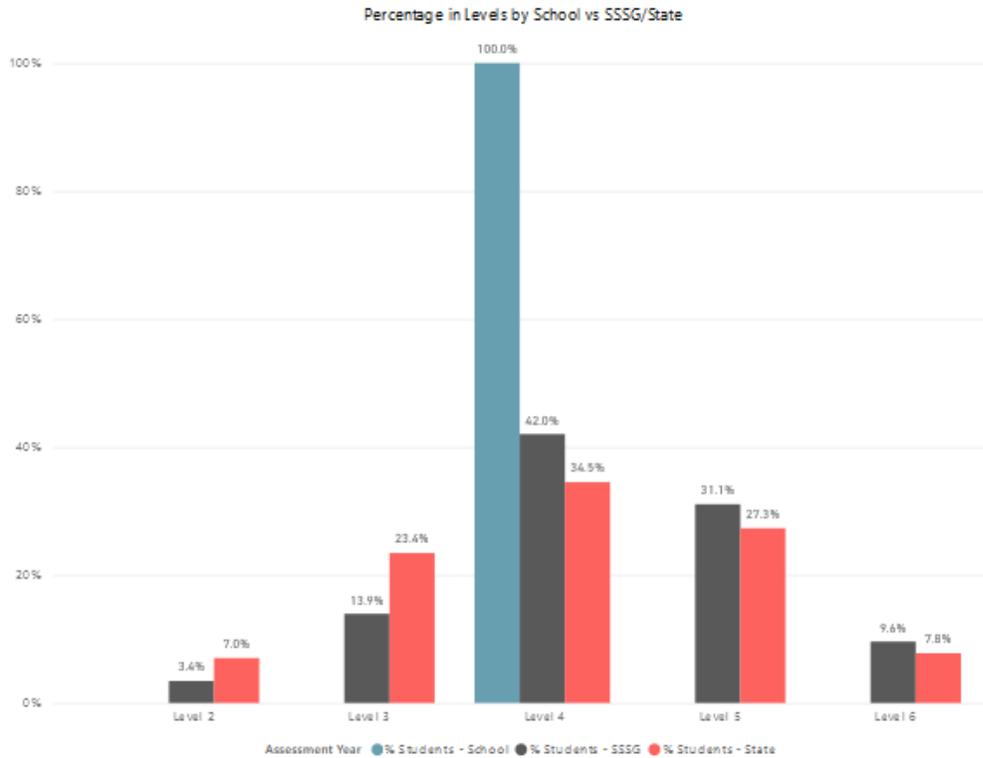
Year 6 Results



Year 8 Results



Year 10 Results



The students performed very well overall, with increases in all areas from the previous year.

4. School Staff for 2020

4.1. Employed Staff

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 2020 the school staff consisted of:

Registered Teachers:

- 1 full-time “proficient” registered teacher
- 5 permanent part-time “proficient” registered teachers
- 3 permanent part time “conditional/provisional” registered teachers

Teacher attendance rate was 98.0% of school days. This figure includes Long Service Leave (LSL). More than 50% of our teachers have worked between 14 and 31 years and are eligible for LSL.

4.2. Professional Development

At the start of Term 1 and Term 3, the school conducts professional development for all teachers, including teacher assistants. Term 3 was conducted under a Covid safety plan. 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

All teachers are required to achieve and perform to the Australian Teaching Standards. All new conditional/provisional 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 by staff were in the areas of:

- VALID Assessment and Marking
- First Aid training for more than 50% of Staff – CPR Training (completed later in the year due to Covid)
- Child Protection Seminar
- PETAA – Primary English Courses

- Sound Waves – English Phonics K - 2

Note: Many courses were cancelled due Covid restrictions.

5. Attendance

Our school year levels are Kindergarten to year 10.

The whole school attendance had an average of 97.18% for the year.

Whole school attendance is listed below for each term:

- ♦ Term 1 – 97.79%
- ♦ Term 2 – 95.61%
- ♦ Term 3 – 96.29%
- ♦ Term 4 – 99.01%

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 New South Wales Education Authority (NESA).

5.1. Attendance Policy

The school recognises that regular attendance at school is essential to assist students to maximise their learning potential. Therefore, in partnership with parents, the school will take responsibility to promote the regular attendance of students and make sure that all students' details, including contact details of parents, are up-to-date.

The school understands that encouraging regular attendance is a core school responsibility.

Accordingly, the school's attendance register will reflect the highest professional standards, which include the latest register codes approved by the Minister.

For further details on attendance, please see the school's attendance policy on the school's website: www.chbcs.nsw.edu.au

6. Enrolment Policies

It is the school's policy that we only enrol children who have at least one parent as an active member of the Coffs Harbour Bible Church or who, by virtue of their regular attendance of the Church, demonstrates their intention to apply for membership sometime in the near future and who have stated the same. This assumes they would reasonably be expected to be voted into membership.

For enrolment policy, please look on the school's website: www.chbcs.nsw.edu.au

7. Student Welfare Policies

7.1. 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.

7.2. 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, our school seeks to comply with all the regulations associated with NSW Child Protection Legislation and any mandatory reporting requirements. In 2020, this policy was updated to comply with current government legislation.

For further information, see the Child Protection Policy of the Coffs Harbour Bible Church on the church's website: www.coffsbiblechurch.com.

7.3. 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 please see the Principal for the school's policy and procedures.

7.4. 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 detail please see the Principal for the school's policy and procedures.

7.5. Codes of Conduct for Staff and Students

7.5.1. Staff Conduct

The staff code of conduct has its foundations based on God's Word. God's Word gives Christians clear instructions and specific commands concerning how to conduct ourselves around children (Matthew 18:1-6), the command to respect, love and honour one another (John 15:12) and to obey those in authority over us (1 Peter 2:13-15).

Therefore, this code of conduct is developed to assist all staff to understand their rights,

responsibilities and obligations before God and the governing authorities of the school, and to provide guidance if they are faced with an ethical dilemma at school.

It applies to all employees of the school including:

- The Principal
- Head teachers
- Teaching staff
- Non-teaching staff including administration staff
- Cleaning, grounds and maintenance staff

The code of conduct consists of the following component areas:

- Christian Lifestyle
- Dress Standards
- Work Health and Safety
- Privacy Matters
- Dispute Resolution

Please see the Code of Conduct Policy on the school's website: www.chbcs.nsw.edu.au

7.5.2. Bullying Policy

The 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 has implemented an anti-bullying plan that is available on the school's website: www.chbcs.nsw.edu.au.

7.5.3. Pastoral Care

7.5.3.1. 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.

7.5.3.2. 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.

7.5.3.3. Homework Policy

Homework is an important part of the learning process, and is an essential part of all students achieving their potential. Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, spiritual needs and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning (infant, primary and secondary)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and spiritual activities.

Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Please see the Homework Policy on the school's website: www.chbcs.nsw.edu.au for further information.

7.5.3.4. Critical Incident and Trauma Counselling

The school is committed to assisting students who are traumatized through death or serious injury of someone close, or emotional and/or physical stress.

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

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.

For further information the discipline policy is available on the school's website: www.chbcs.nsw.edu.au.

9. Complaints and Grievance 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.
- ♦ Student matters of relatively minor concern should, in the first instance, be directed to the School's Class Teacher.
- ♦ Matters, which parents consider as more serious, should be referred directly to the Principal. Parent's 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.
- ♦ 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.
- ♦ Any complaints and grievance matter in relation to child protection or reportable conduct are reported directly to the Principal or another Board Member. Please see Child Protection Complaints Policy on the Church's website: www.coffsbiblechurch.com

For further details about complaints and grievances, please see the policy on the school's website: www.chbcs.nsw.edu.au.

10. School-Determined Improvement Targets

Area	Improvement	Achievement
<u>Capital Investment</u>	Updating the school's Router.	Completed 2020. - To upgrade the Wi-Fi's performance to the school and its connection to the internet.
	New Laptop for the Principal.	Completed 2020 - Replace an old laptop that was no longer performing as it should.
	Updating Library computers for students & Librarian.	Completed in 2020 - Improved student use and performance. - Updated to improve NAPLAN online testing capabilities.

		<ul style="list-style-type: none"> - Increased performance to the Library Software.
	New Timber Slatted Picnic Table (Outdoor Furniture).	<p>Completed 2020</p> <ul style="list-style-type: none"> - Replaced an old existing table that was no longer safe to the students to use during recess & lunch.
	New Bookshelves for the Library.	<p>Completed 2020</p> <ul style="list-style-type: none"> - Increase storage capacity to the library. - Enable easier access to books for student's borrowing.
	New Student's Desks in the High School classroom.	<p>Completed 2020</p> <ul style="list-style-type: none"> - Upgrade and replace very old furniture that was no longer functional for the students to use.
	Install a Commercial Glass Door to the main entrance of the school.	<p>Completed in 2020</p> <ul style="list-style-type: none"> - Improve security and access to the school.
<u>School Board</u>	Review of some church and school policies and procedures.	<ul style="list-style-type: none"> - Homework policy updated.
<u>Principal</u>	<p>Review of some</p> <ul style="list-style-type: none"> - Policies and Procedures - Curriculum 	Started the review process in 2019 and continued to 2020.
<u>Staff</u>	Teacher Staff Training – beginning of term 1 and 3.	Continual development and improvement of staff.
<u>Curriculum</u>	Primary	<p>Kindergarten to Grade 2 review of curriculum 2020 for 2021 start.</p> <ul style="list-style-type: none"> - New iMaths® program which is interactive. - New Sound Waves® to be introduced.

	Secondary	<p>Reviewed in 2020 for 2021 start.</p> <ul style="list-style-type: none"> - English curriculum to be completely reviewed for high school with new resources – Connecting English®. - Science curriculum to be completely reviewed for high school with new textbooks from Pensacola University – Abeka. - PDHPE Health curriculum to be completely reviewed for high school with new textbooks purchased – Total Health®.
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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 mean 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 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.

13. Financial Summary

The school operated at a profit of \$7,262 for 2020. These details are verified by our independent auditors - Clayton & Foster Accountants. Most of our government funding goes back into wages for all staff.

See below for our income verses expenses:

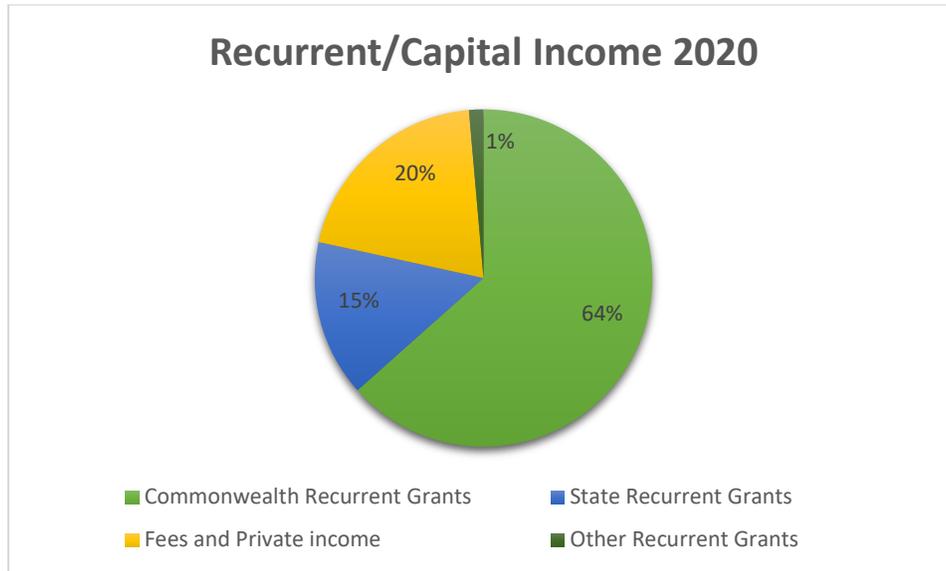
Income

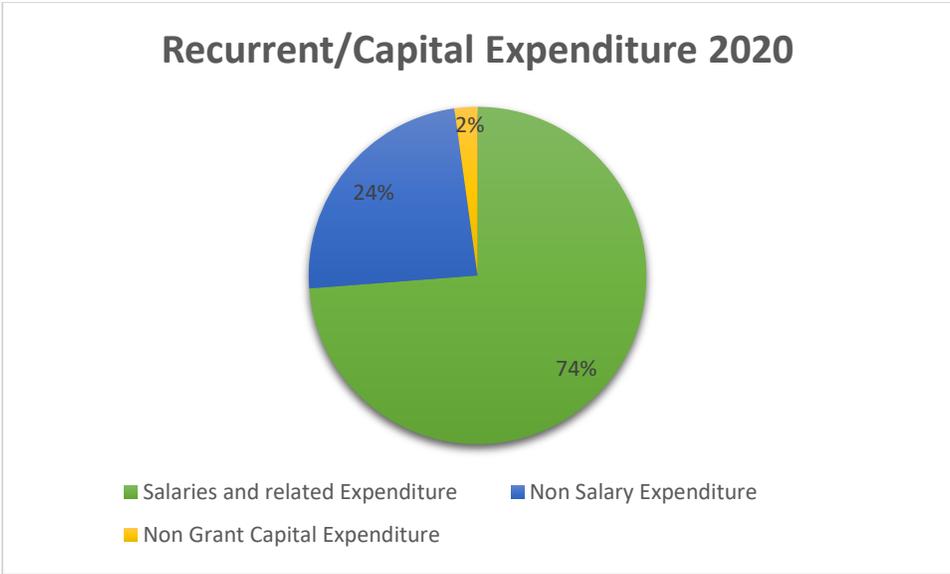
Commonwealth Recurrent Grants	<u>63.4%</u>	378298
State Recurrent Grants	<u>15.0%</u>	89612
Fees and Private income	<u>20.2%</u>	120454
Other Recurrent Grants	<u>1.4%</u>	8250
	<u>100.0%</u>	596614

Expenditure

Salaries and related Expenditure	<u>73.8%</u>	444577
Non Salary Expenditure	<u>24.0%</u>	144775
Non Grant Capital Expenditure	<u>2.2%</u>	13257
Investing in Our School Grant		
	<u>100.0%</u>	<u>602609</u>

The graphs listed below show a graphic summary of the distribution of income and expenditure for the 2020 period.





14. Conclusion

The school praises the Lord for another successful year in 2020. It is truly a privilege to serve our local families and school community. We had a difficult year with Covid 19, however our teachers were highly committed to the task or provide a quality education for our teachers.

2020 saw the school undergo a NESAs inspection for registration renewal. The School received a 5-year registration for K – 10. The school board and principal would like to thank all staff for their hard work in contributing to this achievement. The Lord should, however receive all the praise for His provisions for this school.