

Coffs Harbour
Bible Church
School



on behalf of
COFFS HARBOUR BIBLE CHURCH Inc.
SCHOOL ANNUAL REPORT 2021

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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 monthly 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 2021, 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 2021, there were a maximum of 30 students enrolled for most of the year, comprising of 15 girls and 15 boys, with at least one student in each year from years 1-10. There were no grade one students enrolled in the year. We had a late enrolment or a couple of students for the last couple of weeks which was like an orientation for them. This took the total to 32 students, 16 Boys and 16 Girls.

Our 2021 term dates were:

Term 1:	Monday, 1 st February – Thursday, 1 st April
Term 2:	Monday, 19 th April - Friday, 25 th June
Term 3:	Tuesday, 13 th July – Friday, 17 th September
Term 4:	Tuesday, 5 th October – Friday, 10 th December

This year was significantly impacted by Covid as the school was subjected to periods of lockdown. 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. We had no Covid cases in the school with either staff or students.

Covid had a significant impact on all excursion and planned community-based programs. The following events were the only programs to go ahead during this time.

- ♦ Premier Reading Challenge was undertaken by 19 students and completed by 16 students.
- ♦ We decided to provide more internal special events for students and thus the continuation 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 dress up day celebration, and also incorporated an artistic competition at this time for which we had special judges adjudicate on the students work. This artwork was also entered this into the local agricultural show which brought many prizes. 82 pieces received 43 places.
- ♦ An annual Speaking Competition commenced for the second time to give students an opportunity to demonstrate their oral skills.
- ♦ The school had its own Sports Carnival and Swimming Carnival which ran without parents present. Some students also competed in cross country CSSA event in Sydney which was one of the only external events to go ahead for the year.
- ♦ The Australian Schools Sports Grant was utilised in Term 1, 3 and 4. Sports covered in this funding was for surfing, tennis, cricket, football and swimming.
- ♦ 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 2021.

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

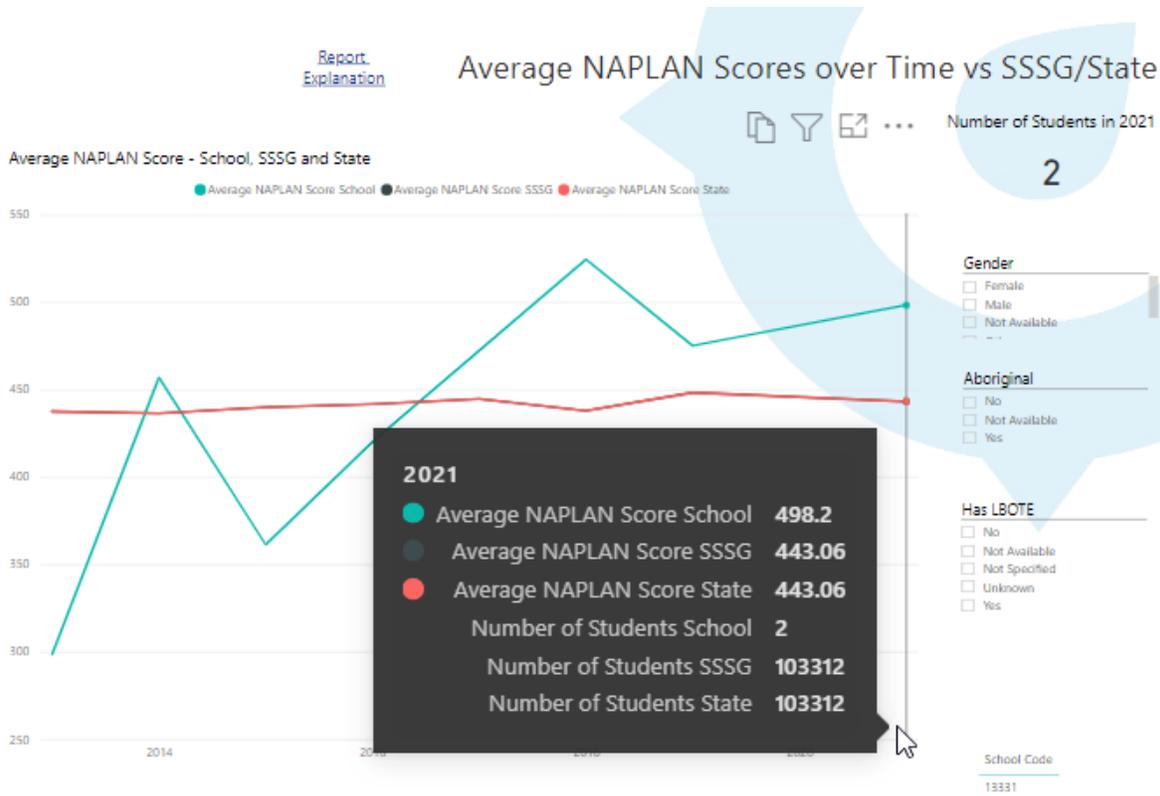
(Principal)

3. School Performance

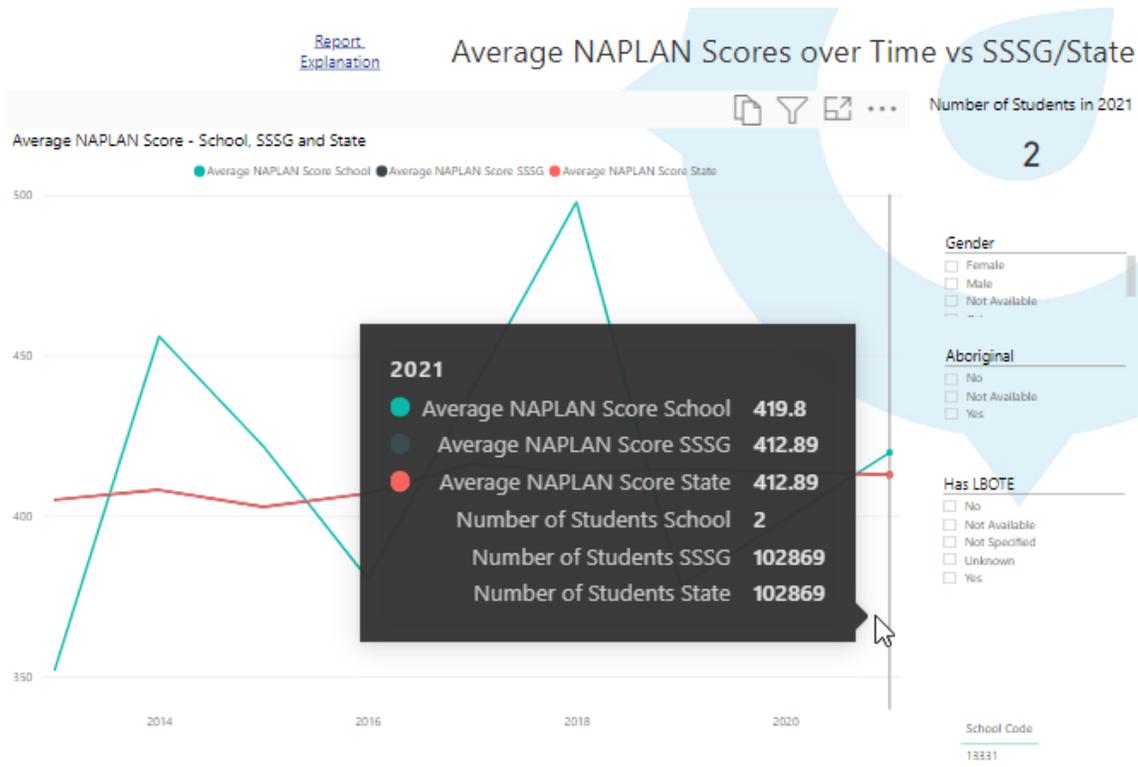
3.1. National Assessment Program - Literacy and Numeracy (NAPLAN)

In 2021, all NAPLAN tests went ahead as compared to last year. In most cases we are at or above state averages. Please see below for details.

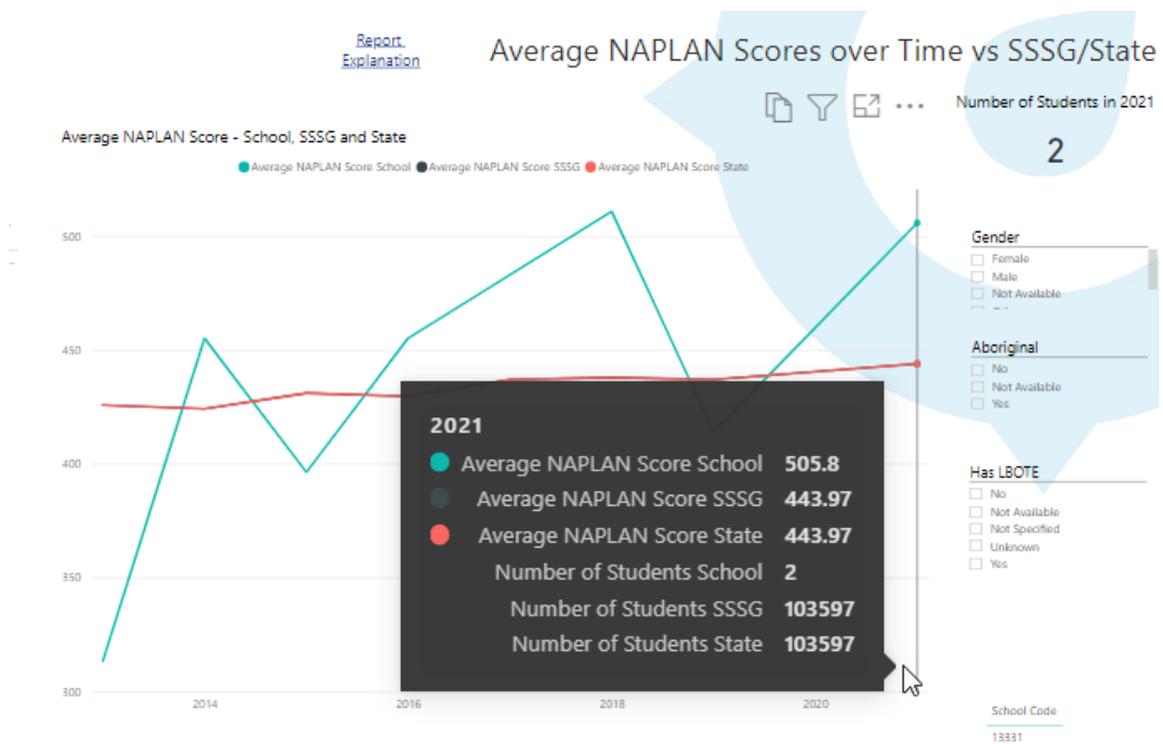
Year 3 Grammar and Punctuation -



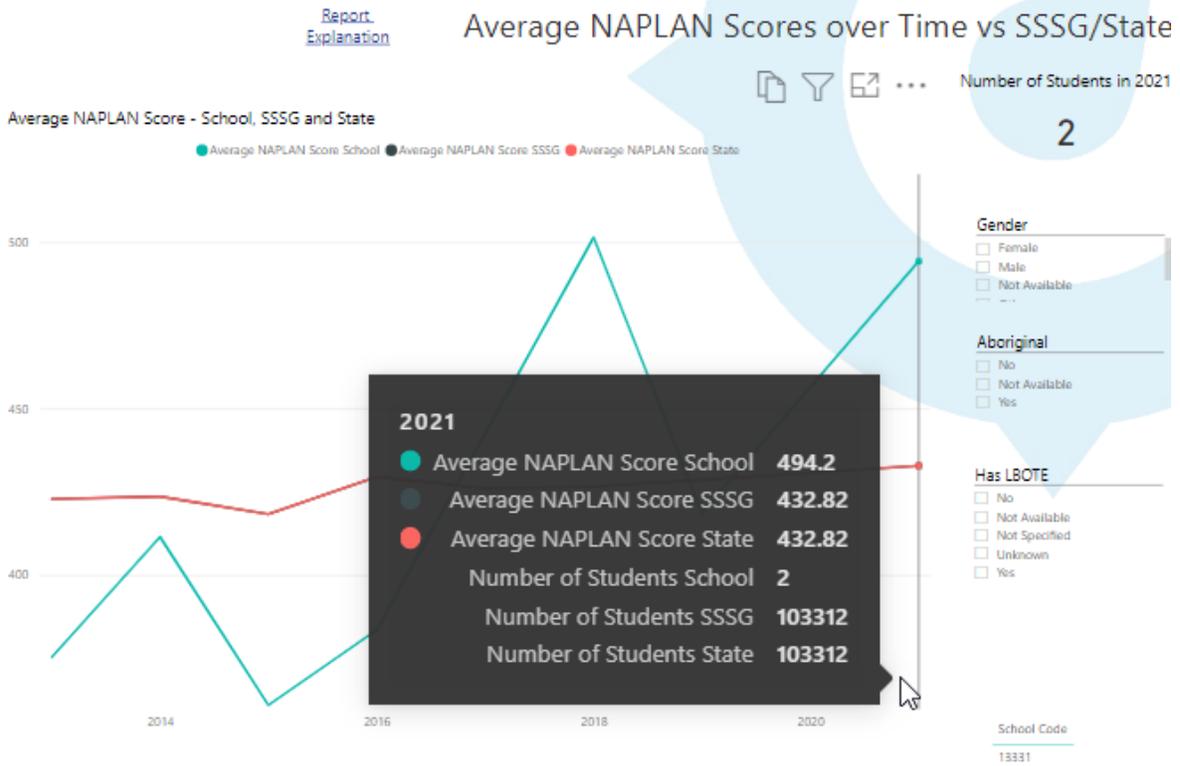
Year 3 Numeracy -



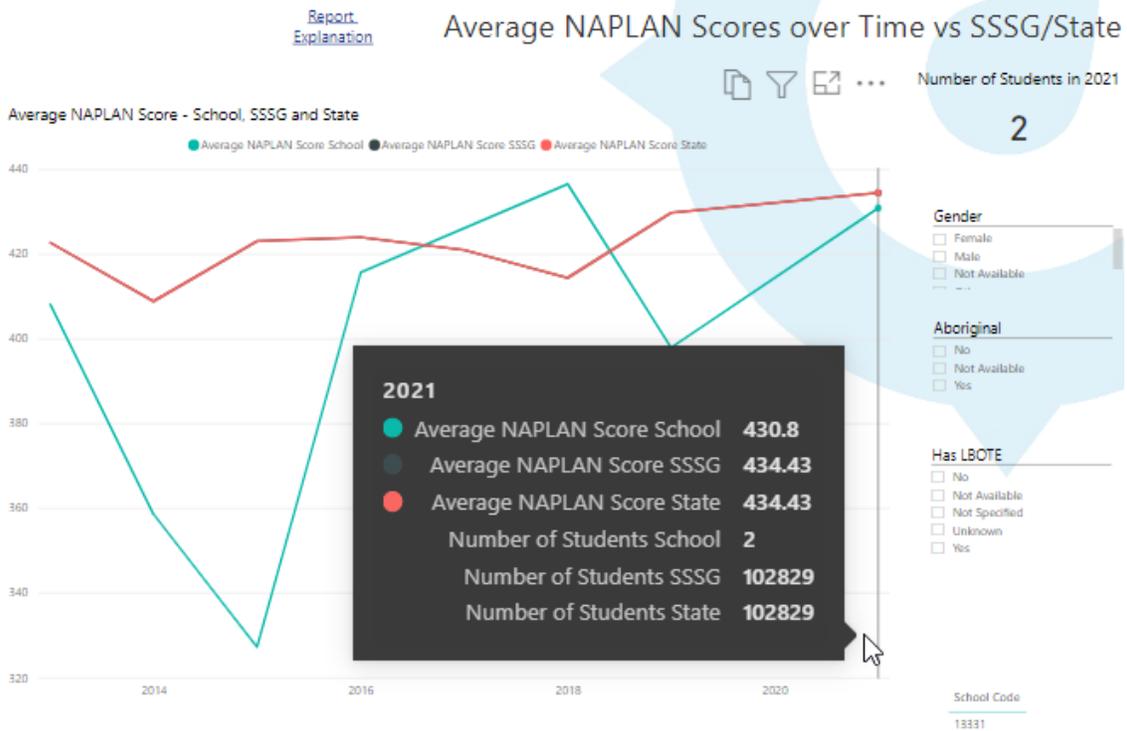
Year 3 Reading -



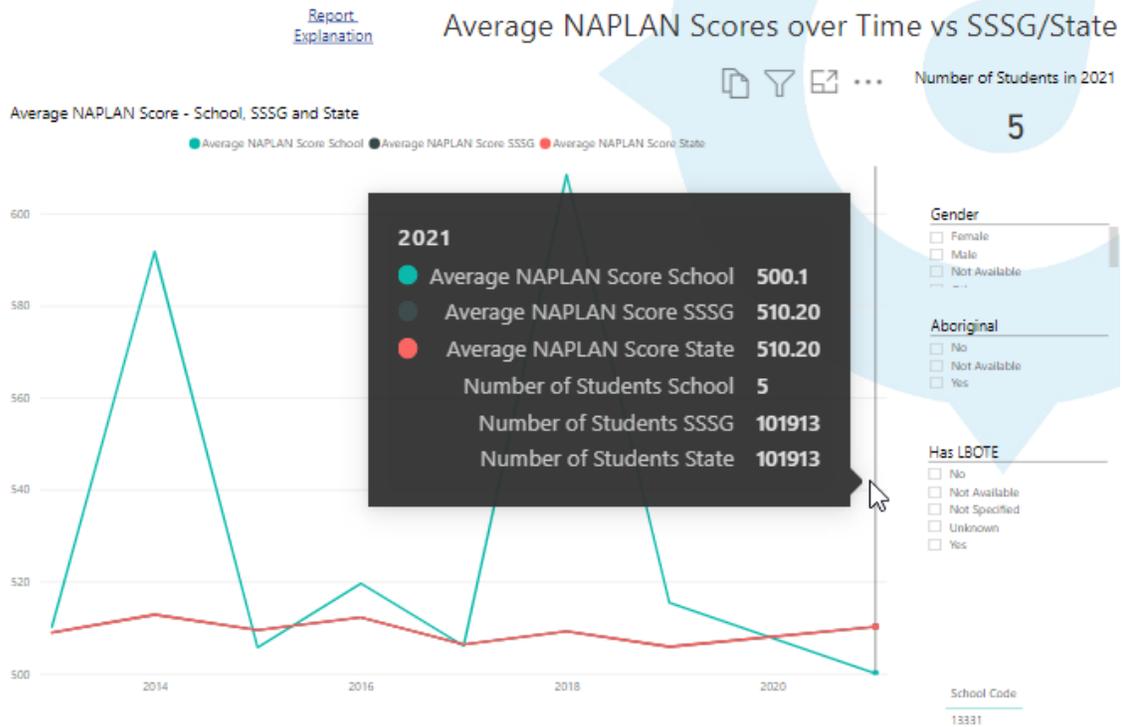
Year 3 Spelling -



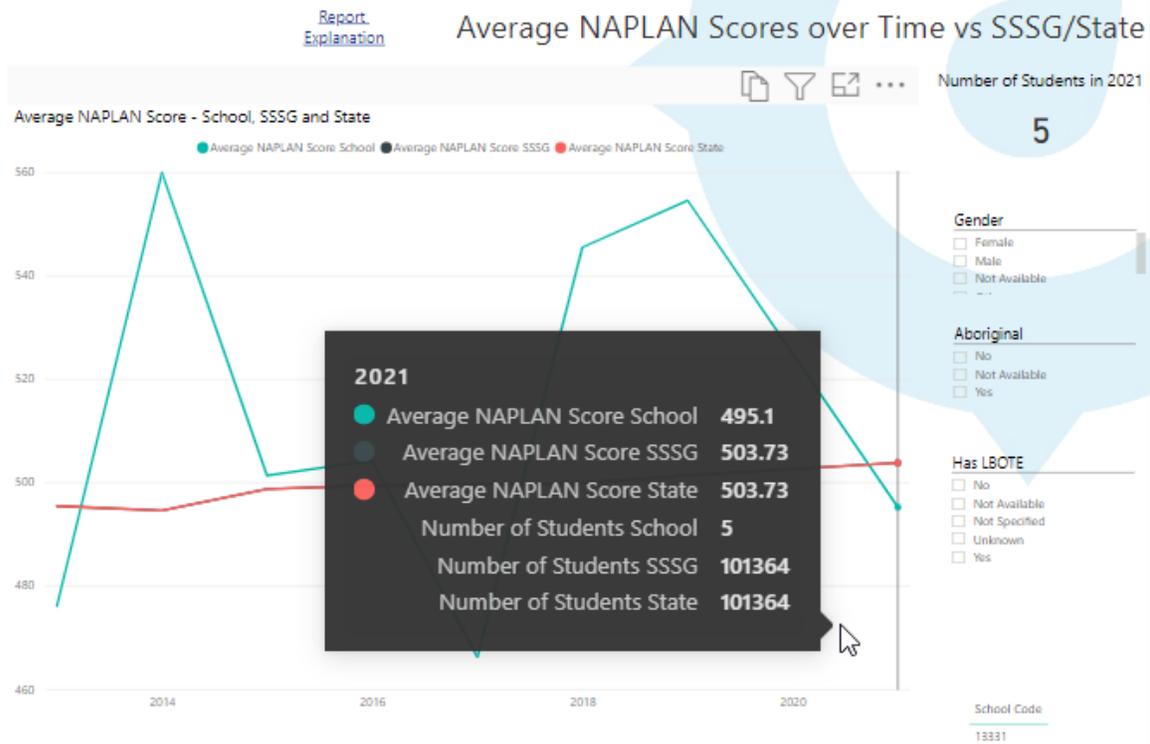
Year 3 Writing -



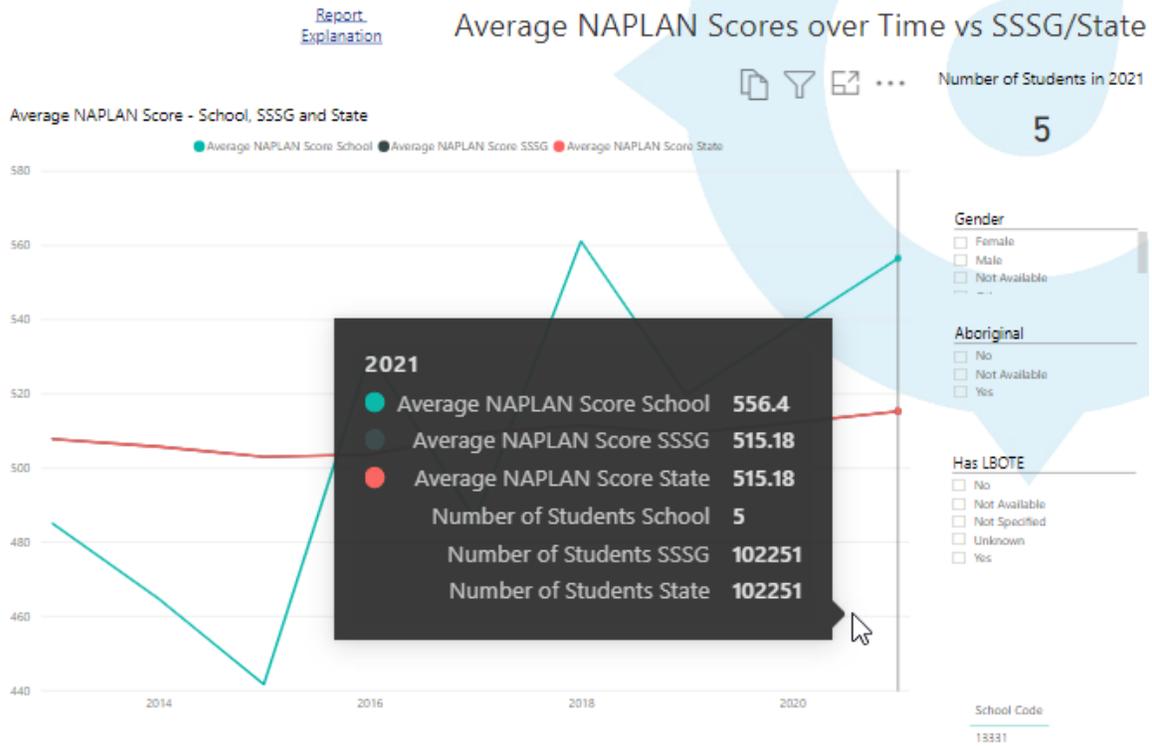
Year 5 Grammar and Punctuation -



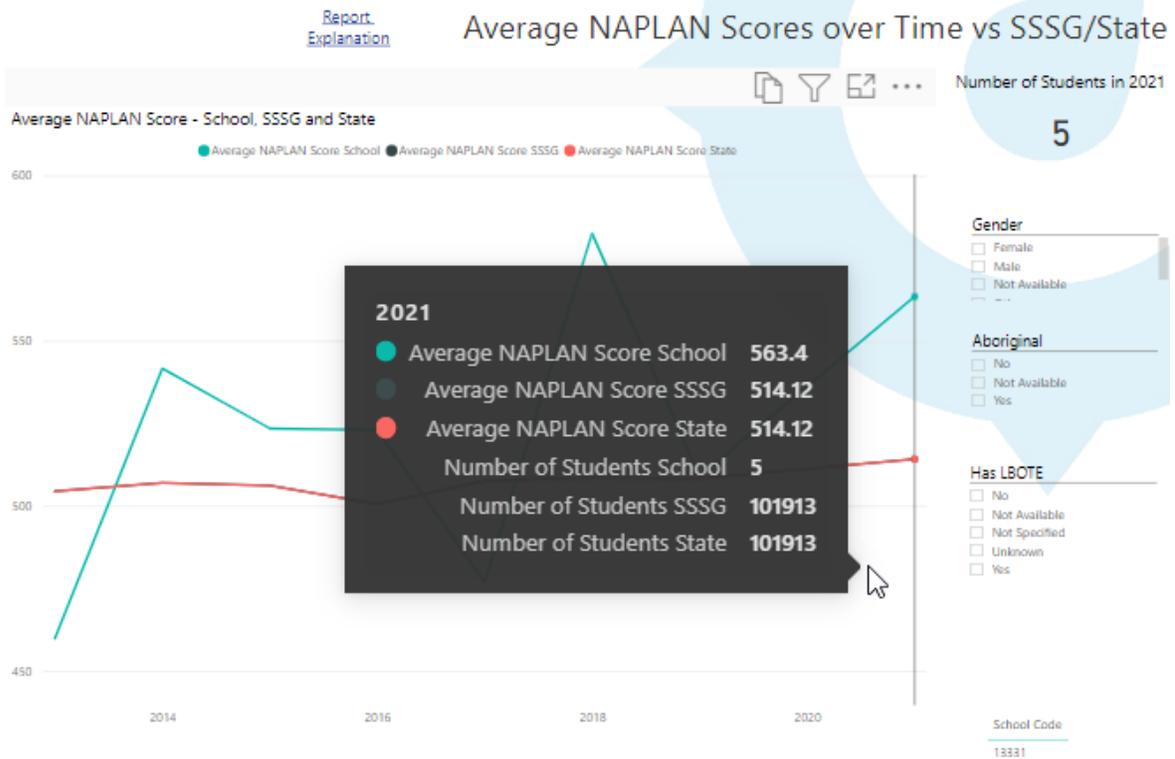
Year 5 Numeracy -



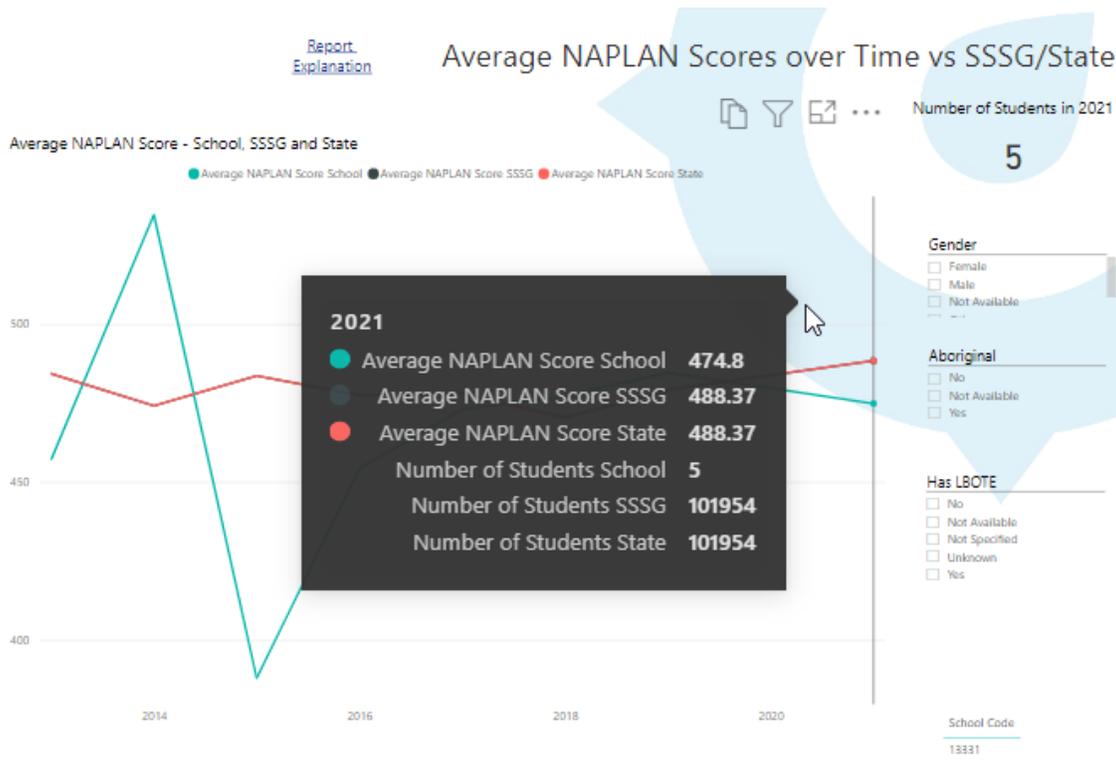
Year 5 Reading –



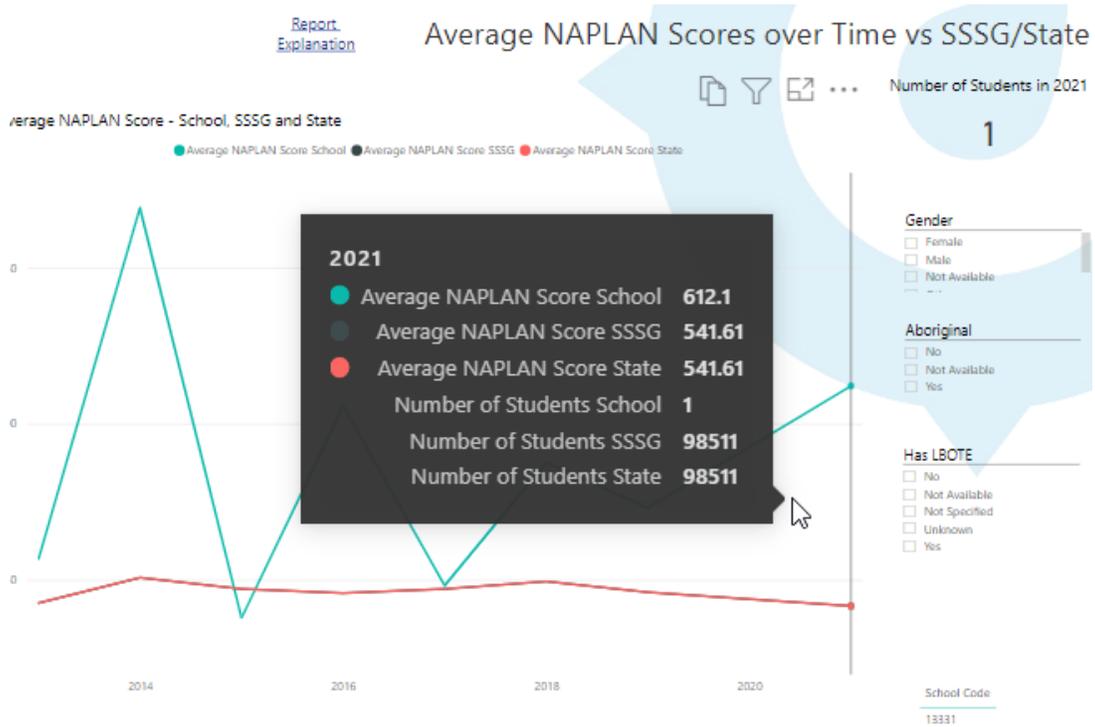
Year 5 Spelling –



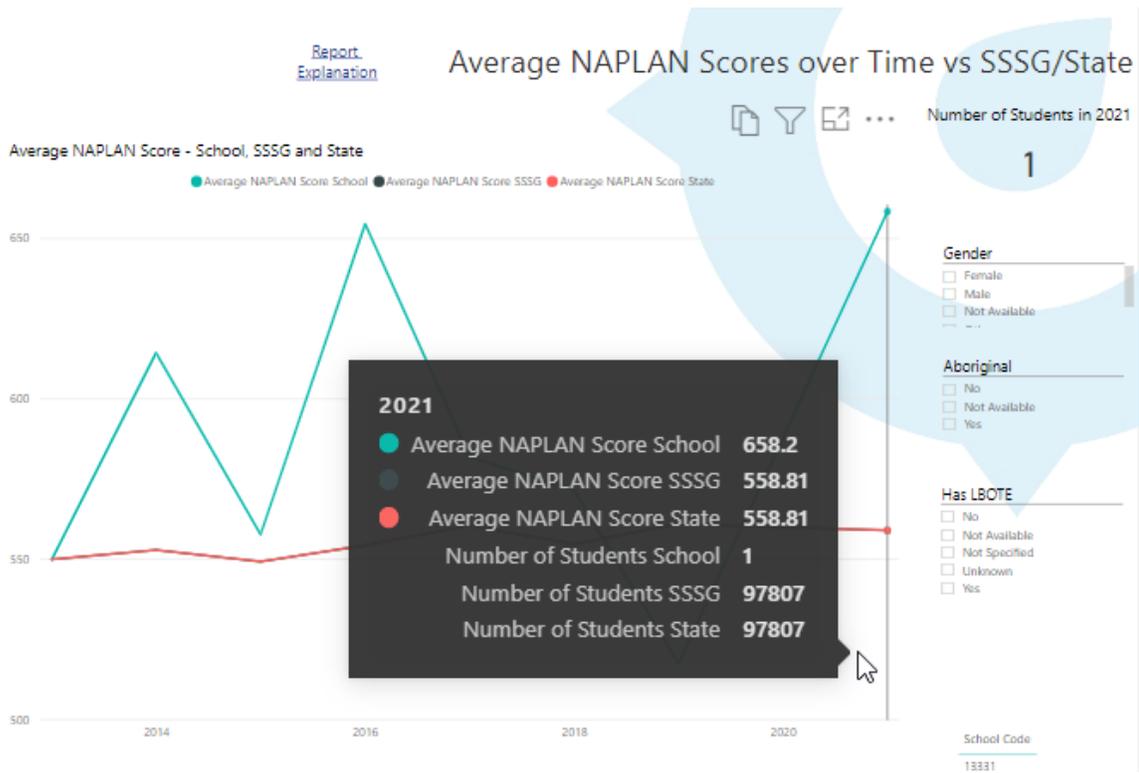
Year 5 Writing –



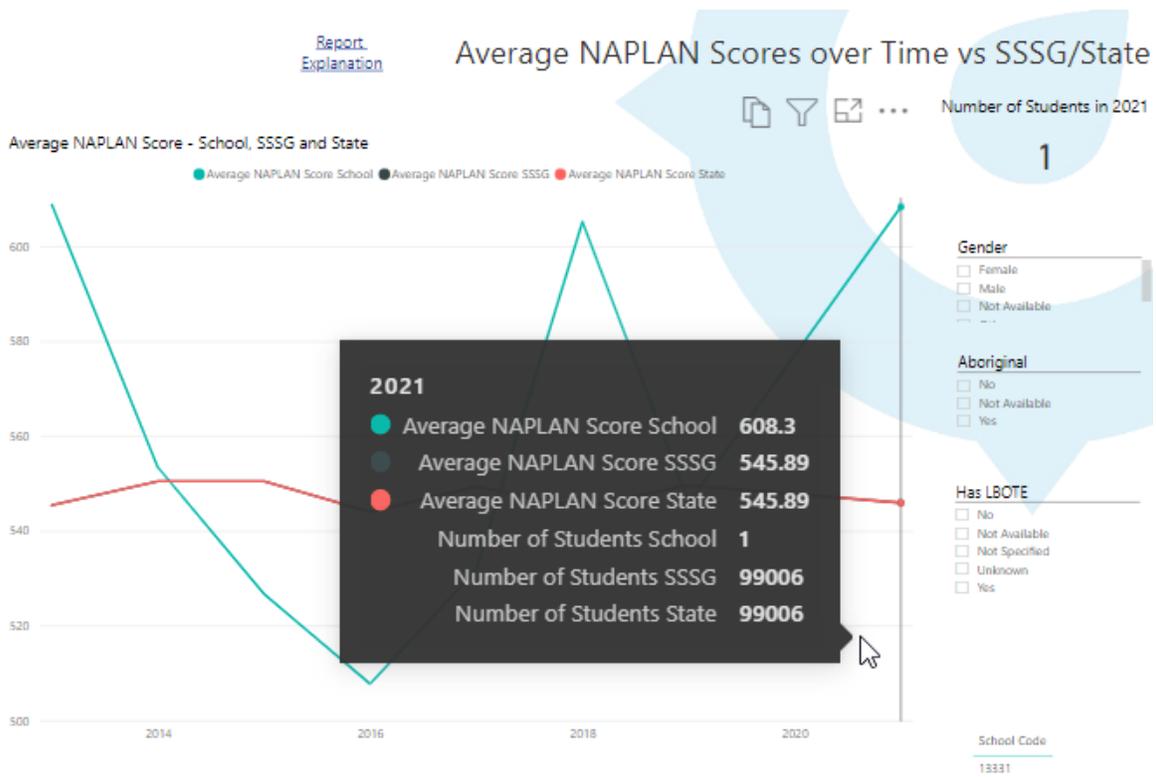
Year 7 Grammar and Punctuation –



Year 7 Numeracy –

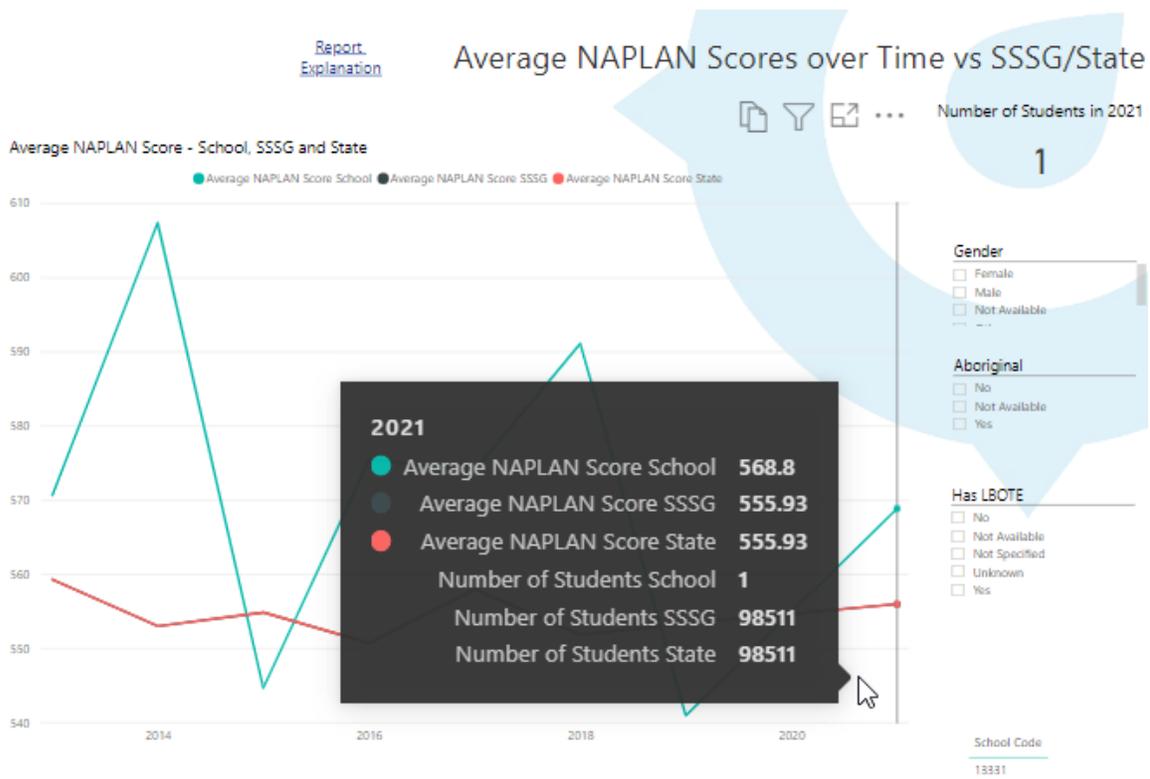


Year 7 Reading –

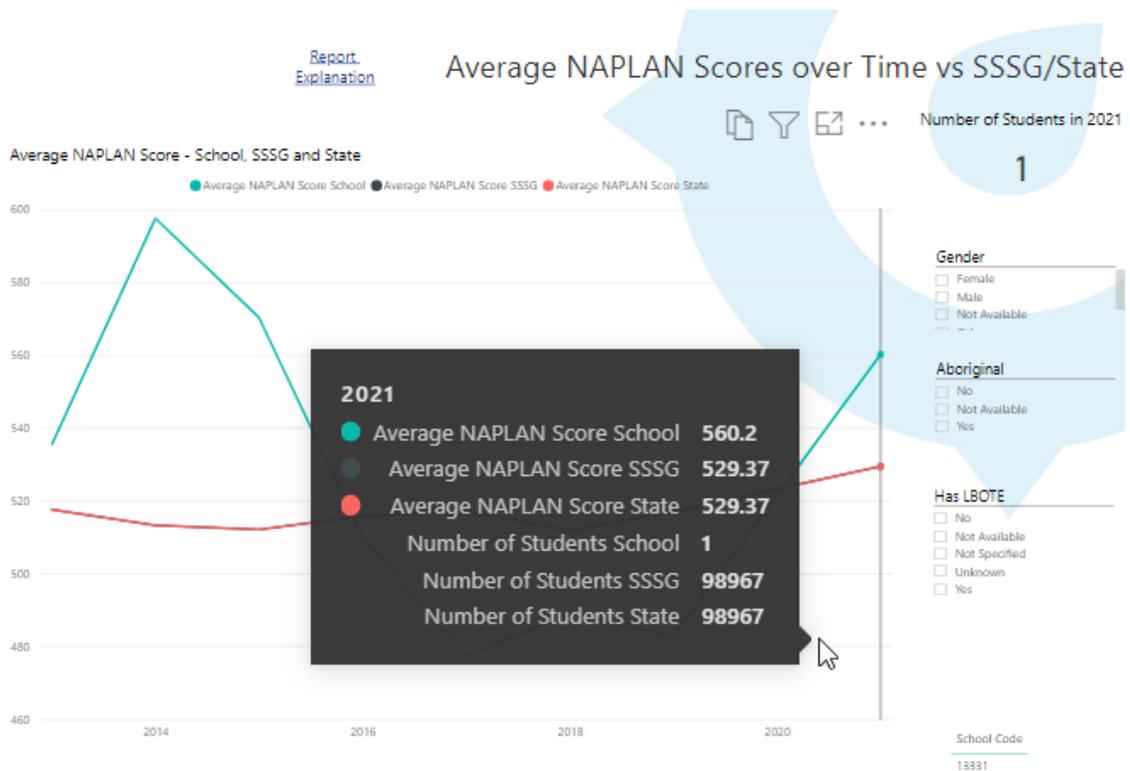


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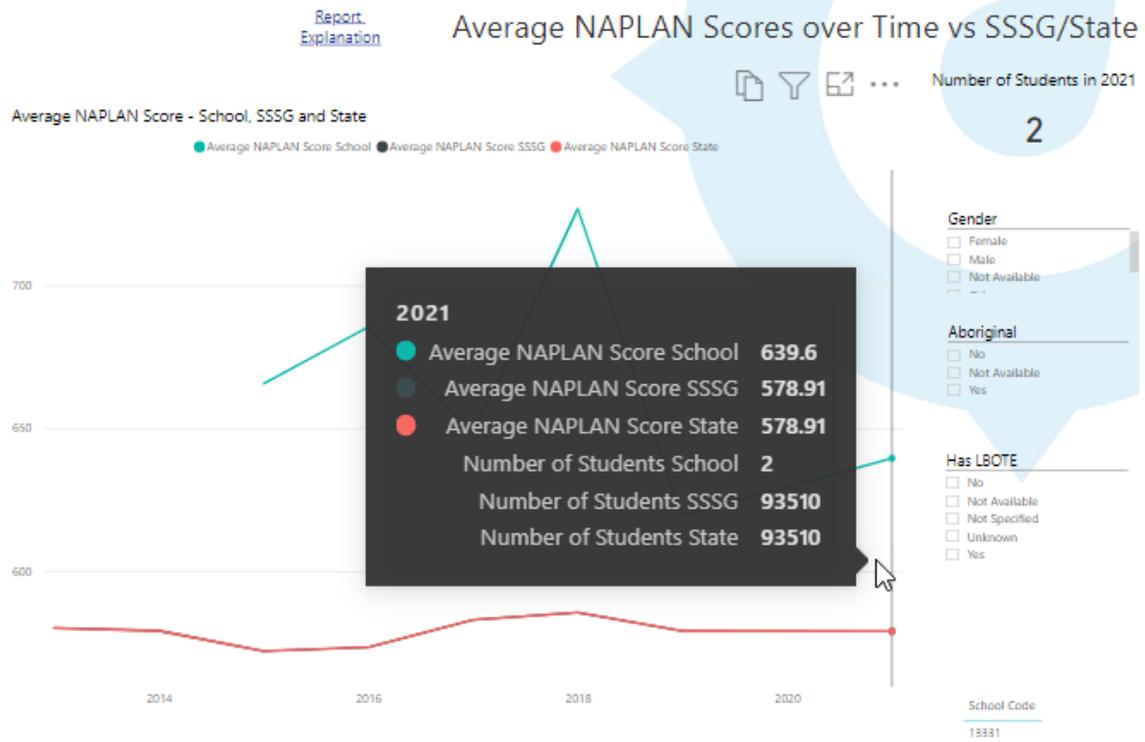
Year 7 Spelling –



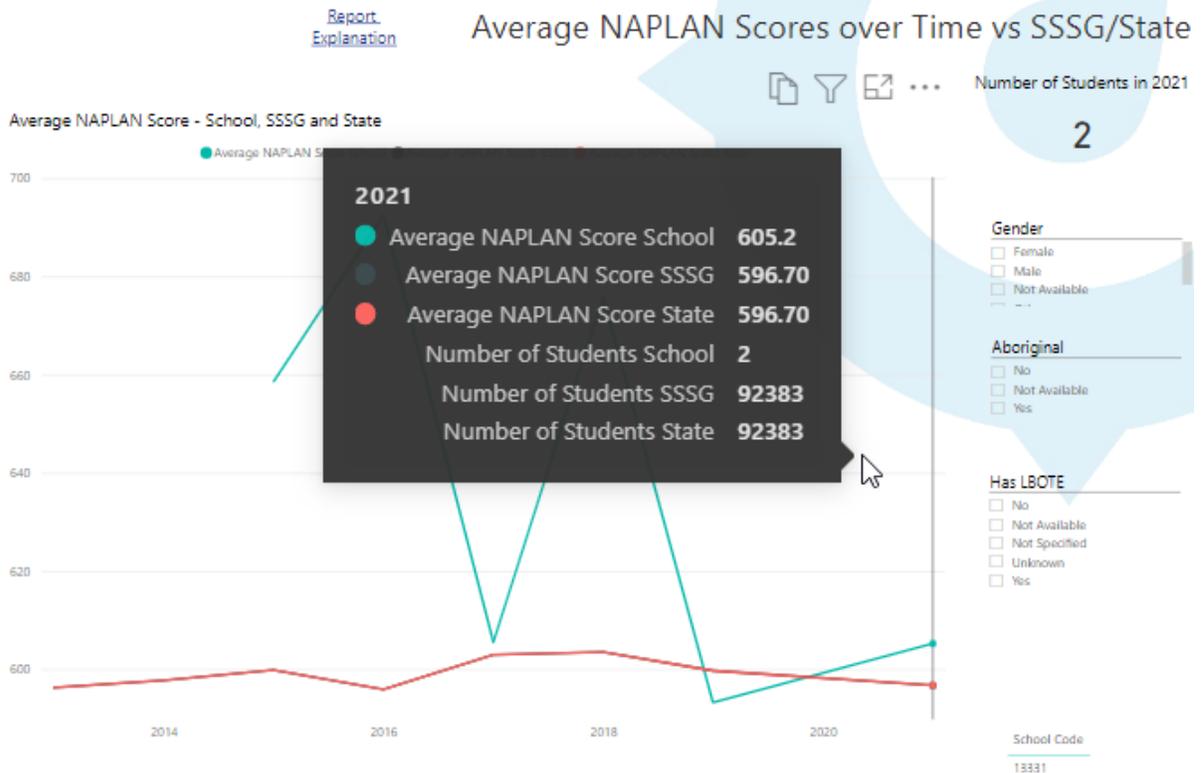
Year 7 Writing -



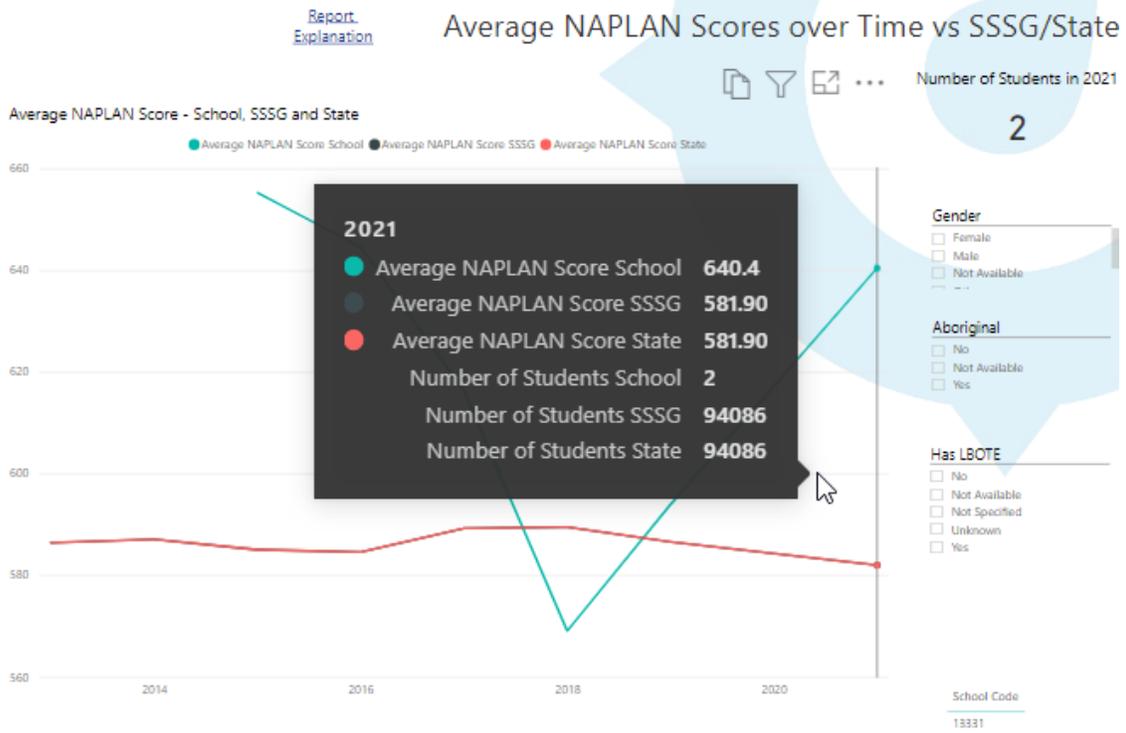
Year 9 Grammar and Punctuation –



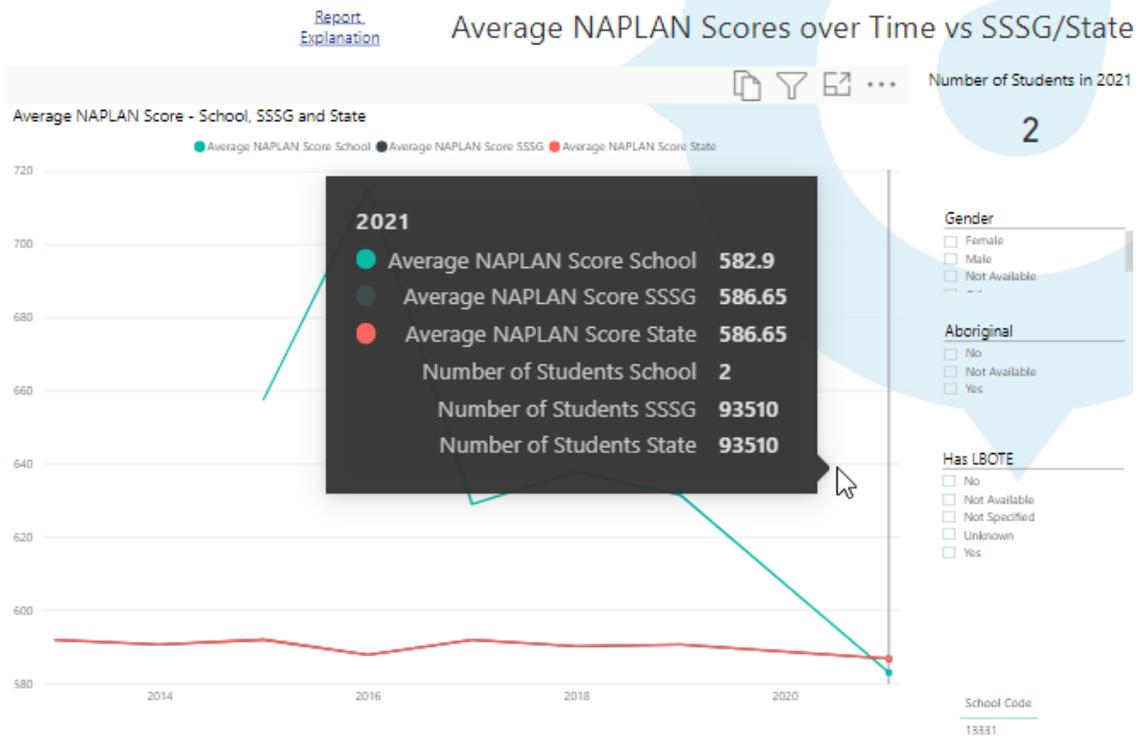
Year 9 Numeracy –



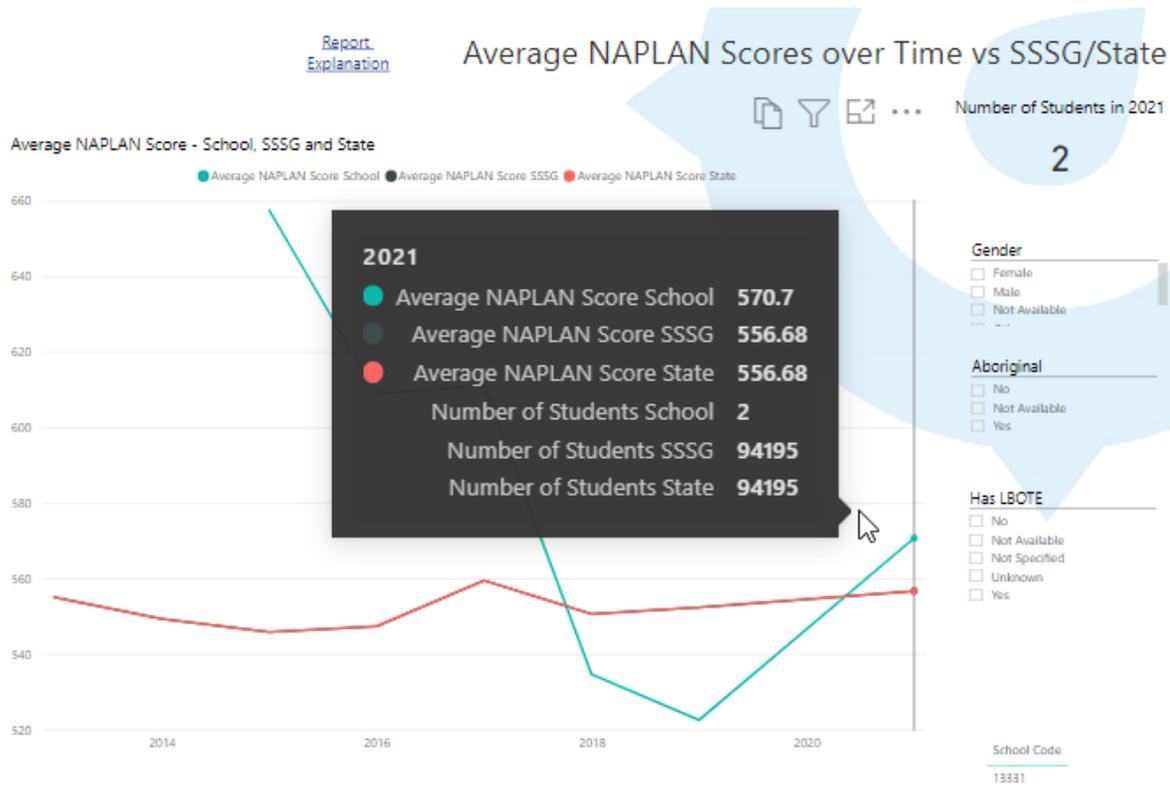
Year 9 Reading –



Year 9 Spelling –



Year 9 Writing –



3.2. National Geographic Test

Eight students were entered into this exam. This exam is taken annually by all high school students to ascertain comparative diagnostic with other students across the nation.

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

No test were undertaken this year.

4. School Staff for 2021

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 2021 the school staff consisted of:

Registered Teachers:

- 1 full-time “proficient” registered teacher
- 7 permanent part-time “proficient” registered teachers
- 2 permanent part time “conditional/provisional” registered teachers who both became proficient in this year.

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 15 and 32 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 Reviews
- Homework policy update
- High school changes
- Institute of Teacher changes and requirements
- Covid regulations
- New SMS training on Compass

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:

- Sue Larkey – Autism training
- PETAA – Multi Modal Text modules
- ACHPER – PDHPE course
- First Aid training for more than 50% of Staff – CPR Training (completed later in the year due to Covid)
- Child Protection Seminar
- AIS – Aboriginal Education Module
- Southern Cross Christian Educational Conference – (2 days)
- National Leaders Summit Symposium CSA

Most of these courses were presented online due to Covid restrictions.

5. Attendance

Our school year levels are Kindergarten to year 10.

The whole school attendance had an average of 96.4% for the year.

Whole school attendance is listed below for each grade:

- Kindergarten - 95.5%
- Grade 2 - 94.8%
- Grade 3 - 94.1%
- Grade 4 - 99.3%
- Grade 5 - 96.8%
- Grade 6 - 95.6%
- Grade 7 - 98.9%
- Grade 8 - 97.7%
- Grade 9 - 94.9%
- Grade 10 - 97.8%

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 Wi-Fi in preparation for NAPLAN. New Nano HD Unifi	Completed 2021. - To upgrade the Wi-Fi's performance to the school and its connection to the internet.
	New Chromebooks for Lower Primary	Completed 2021 - This gave students in K-2 their own laptop and greater accessibility to the web and online learning.
	New HP Laptops for upper primary	Completed in 2021 - Improved student use and performance.

	Stair Lift – Acorn	Completed in 2021 - This was to assist a student with early stages muscular dystrophy to access all classroom on the premise.
	Air Conditioning units	Completed 2021 - New Air condition unit principal office.
	New Student’s Desks in the high school and upper primary classroom including other classroom furniture.	Completed 2021 - Upgrade and replace old furniture that was no longer functionable for the students to use. Increase in furniture to high school due to increased enrolments.
	Introduction of a new School Management System (Compass) to assist in school administration and student management.	Started 2021 to be introduced for 2022 - This involves staff training in 2021.
<u>School Board</u>	Review of some church and school policies and procedures.	- Homework policy updated and introduced for 2021 year. - Child protection policy updated to include November 2021 changes - Finance policy updated
<u>Principal</u>	Review of some - Policies and Procedures - Curriculum	- Sporting Safety policy was introduced. - High school being reviewed in 2021 with changes to be introduced in 2022.
<u>Staff</u>	Teacher Staff Training – beginning of term 1 and 3.	Continual development and improvement of staff.
<u>Curriculum</u>	Primary	Completed 2021 - New iMaths® program which is interactive. - New Sound Waves® to be introduced.
	Secondary	Reviewed in 2021 for 2022 start. - Science curriculum to be completely reviewed for high school with new textbooks from Pensacola University – Abeka.

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 \$33,109 for 2021. These details are verified by our independent auditors - Clayton & Foster Accountants. Most of our government funding goes back into wages for all staff.

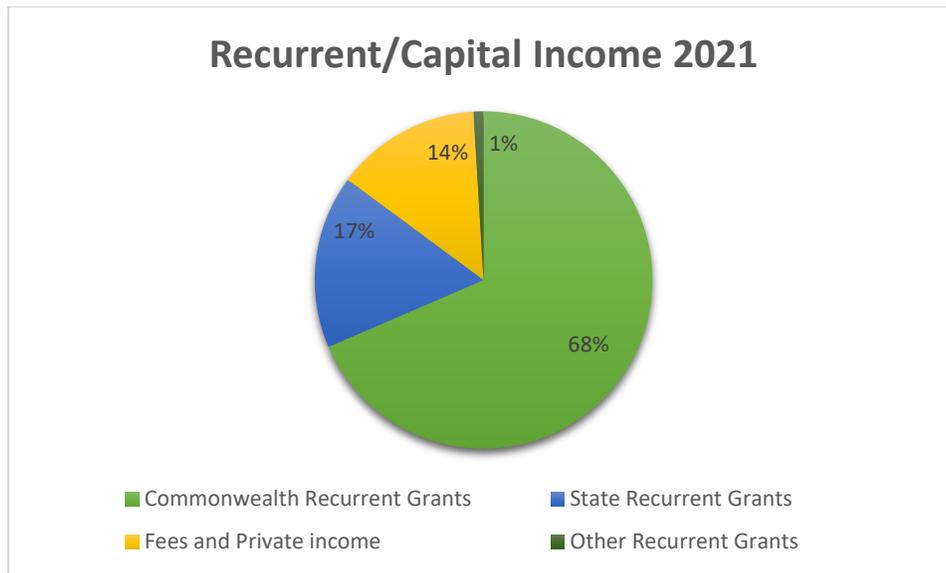
Income

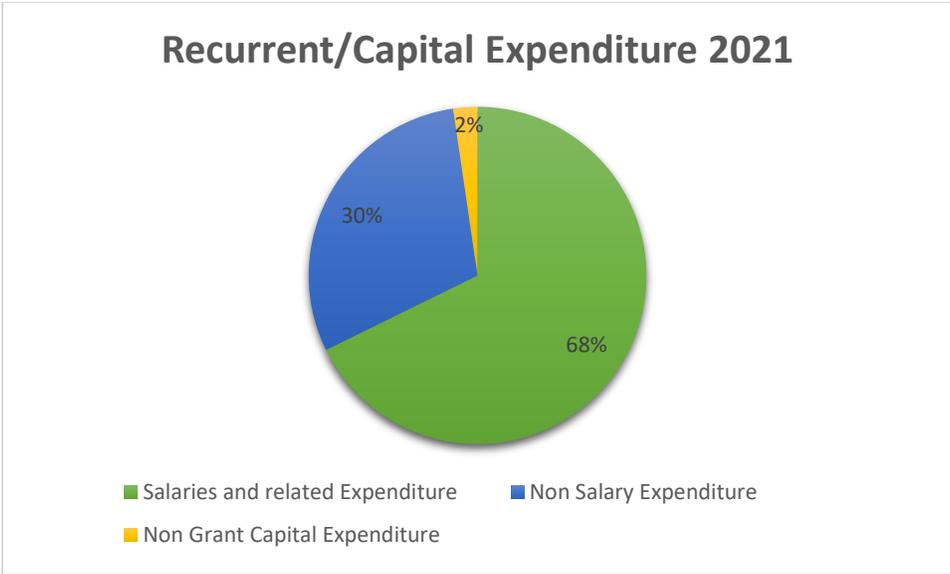
Commonwealth Recurrent Grants	<u>68.5%</u>	461686
State Recurrent Grants	<u>16.6%</u>	111945
Fees and Private income	<u>13.9%</u>	93812
Other Recurrent Grants	<u>0.9%</u>	6400
	<u>100.0%</u>	673843

Expenditure

Salaries and related Expenditure	<u>67.7%</u>	444252
Non Salary Expenditure	<u>30.0%</u>	196482
Non Grant Capital Expenditure	<u>2.3%</u>	15224
Investing in Our School Grant		
	<u>100.0%</u>	<u>655958</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 2021. 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 and provide a quality education for our student. This is reflected in our academic achievements of students especially with NAPLAN, and the fact that we have a high staff commitment to school demonstrating an healthy working environment.

All staff/teachers have a continual commitment to improve administration/teaching practices which is reflected in the commitment to introduce a new School Management System (SMS). This will bring many changes next year in the way we operate and manage our current practices. Looking forward to what the next year brings.