



IN SPIRIT AND TRUTH

CALVARY CHAPEL
CHRISTIAN SCHOOL LTD

MEMBER OF CHRISTIAN SCHOOLS AUSTRALIA

*Calvary Chapel
Christian School*

*2008 Annual School
Educational and
Financial Report*

Contents

<i>Welcome</i>	<i>3</i>
<i>About Our School</i>	<i>3</i>
<i>From the Board</i>	<i>3</i>
<i>Community Reports</i>	<i>3</i>
<i>Professional Learning</i>	<i>5</i>
<i>Our Staff</i>	<i>5</i>
<i>School Achievements</i>	<i>6</i>
<i>Targets</i>	<i>9</i>
<i>Initiatives Promoting Respect & Responsibility</i> <i>.....</i>	<i>10</i>
<i>Parent, Student & Teacher Satisfaction</i>	<i>10</i>
<i>Financial Report</i>	<i>11</i>
<i>Enrolment Policy & Profile</i>	<i>12</i>
<i>Other Policies</i>	<i>12</i>

Welcome

Welcome to another report about our wonderful school and the great things that are happening in it. It is with great pleasure that I am able to write this report, giving glory and honour to our Lord Jesus Christ, for whom this school has been established. I trust you enjoy reading of the achievements of the students, the directions in which we plan to move the school and the way in which God has been blessing us abundantly.

About Our School

Calvary Chapel Christian School was established in 1980 at Greenacre. It moved to Georges Hall in 1989 where we enjoy sharing five acres with Calvary Chapel Church and Preschool. Our school caters for students from Kindergarten to Year Six, following the Board of Studies Syllabi and adding Biblical Studies as another Key Learning Area. In 2008 we had an enrolment of 149 students, maintaining one class per grade.

We had seven classroom teachers as well as support teachers for English as a Second Language (ESL), Learning Difficulties, Teacher Librarian, Gifted and Talented Students, Computer Education and Performing Arts. Together we are educating the students to have an excellent, well rounded, Christian education.

From the Board

2008 was again another year of challenge, with our student numbers being slightly lower than the previous year, but we are adjusting and looking at new advertising initiatives to bring our school to the notice of the community and city.

Along with the current economic situation the Board faced several new challenges and is endeavouring to maintain and further develop the quality of education given to our students.

Excluding changes to Government legislations and funding arrangements (we are not aware of any significant changes at present) the outlook and results of the current year should be consistent with those of 2008.

Pastor Warren Mortomore
Chairman – Director

Community Reports

The school community is a very important part of our school life. Parents are always welcome to assist in various aspects of their child's education and in the life of the school. Parents are a great resource and we happily accept their input. As a Principal, I have an open door policy, which means that I am available as often as possible for parents, students and staff to come and talk to me about any concerns, so they can be addressed early and resolved quickly.

Canteen Committee

A continuation of a balance in food groups remained a priority when the 2008 school year began in January. Our menu managed to keep within the guidelines of the NSW Healthier Canteens Program quite easily and our goal of reminding children to choose a healthier eating plan was of great importance. Reminding parents of this importance, especially throughout the hours spent at school was also high on our agenda.

Throughout the year, seasonal menu changes helped emphasize how we can maintain a healthy eating program regardless of weather conditions. Children welcomed fresh produce and dairy foods as opposed to packaged varieties. These have now gradually replaced lollies or chips previously sold. We also found that by mid year, parents had been taking a greater responsibility in choosing what their children were allowed to eat. Although this reflected on lower sales of the less healthy treats, it was very rewarding to see our goals being achieved. This also allowed us to make further cuts in ordering the less healthy foods and focus on presenting fresh fruit and vegetable snacks.

Canteen Manager

Fundraising Committee

This year our fund raising committee decided on six projects which included Sausage Sizzles for community events such as Open Day and the Musical; Family Portraits and Mothers' Day and Fathers' Day stalls.

Other fund raising events were run to be able to bless different missions. Some of the missions we supported were Bible Society in Cambodia, Operation Christmas Child, TEAR and as a local focus, Villawood Outreach with a food drive.

We are a very generous community, even though small, who believe in and practise the Christian values we teach our children.

Uniform Committee

Throughout 2008, the uniform shop was arranged and refreshed to be more user friendly and practical. As stock was quite depleted, the second half of 2008 saw a steady flow of large orders being placed to help cater for all families. Second hand clothing was organised and changes made to allow the school to benefit directly from its sales. There has been a positive response from families due to these changes. A lay-by system was introduced to help struggling families through this economic down turn which has also proved to be a wonderful success.

We have had several struggles with suppliers, whom have promised to correct manufacturing and delivery flaws, but overall the uniform shop has had a steady flow of sales and is a service that is definitely an asset to the school.

Debbie Lebbos

Professional Learning

As we believe that learning is a life long experience, the staff attended professional learning courses throughout the year to keep up to date and learn about new teaching experiences which will benefit the students. Each teacher is responsible for identifying areas they would like to develop further and finances are set aside for them to attend courses to assist them achieve development in their areas of need.

This year the staff attended the Conference run by Christian Schools Australia, in July, where many of the CSA schools joined together for sharing and learning. Teachers from Stage One and Stage Three each presented ideas and facilitated groups at this conference.

Other whole school professional development undertaken included training in PM Reading assessments; Anti Bullying Program introduction; Behaviour Modification Retraining; Technology in the classroom – practical applications;

Other training courses in which various staff have participated include Writing Courses, Maths courses, caring for students with Spina Bifida and life saving training.

When staff return and share their knowledge with their peers, these courses are of most value to the entire school.

Our Staff

In our school all teachers employed are Christians who have a genuine, ongoing faith and have qualifications recognised by the NSW Institute of Teachers and/or the Department of Education and Training to teach in NSW schools. We have seven classroom teachers – one class per grade and part time staff consisting of a Teacher Librarian, three days a week; a Library assistant one day per week; a Learning Support Teacher, two days per week; an ESL teacher, two days per week; Release from Face to Face Teachers – Performing Arts – one day a week, Computer Education – two days per week; Learning Support Teachers Aide, three days per week, Kindergarten assistance teacher's aide, five days per week. Our staff turnover was minimal with one teacher retiring, who was replaced by a new graduate teacher. The average teacher attendance rate was 89% for 2008.

One of our long standing executive teachers retired this year, after 20 years serving our school.

Our teachers have started interest groups as lunch time activities for the students to enjoy. These interest groups included cooking, skipping, nature, gardening, chess, origami, thinking strategies/games and sport groups. They ran for one term each and offered a variety of options to our students. They were very well received and enjoyed by the students. They will continue in 2009.

Additionally, we offered students the opportunity to learn the piano with a keyboard tuition company, during lunch time. This was also well received and the company is keen for this to continue in 2009.

School Achievements

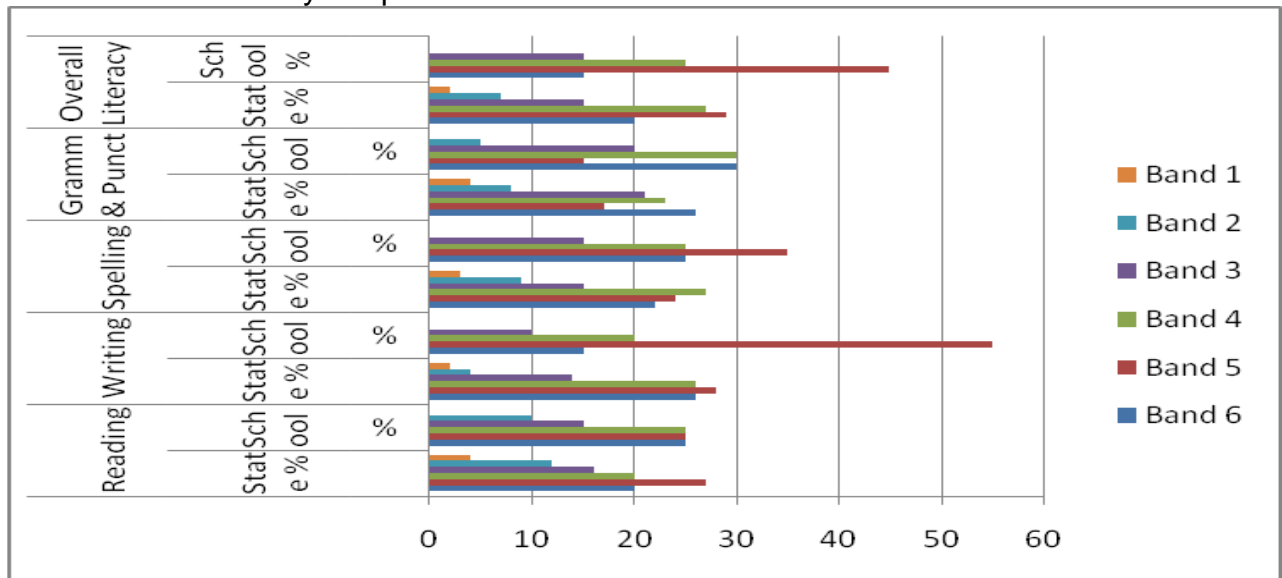
Our students in Year Three and Five participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This was the first year of national testing in Australia.

Year 3 NAPLAN Results

The Literacy NAPLAN consisted of the Reading, Writing, Spelling and Grammar and Punctuation components. Our 20 students performed well with 20% being placed in the top band compared with 15% in the state, for overall Literacy Skills. Our school's score of 70% of students being in the top two bands for writing was fantastic compared with the state average of 54%. In Reading we had 25% of students in the top band compared with 20% in the state and overall we had no students in the lowest band. Neither did we have any students ranked in the second lowest band for writing, spelling or overall literacy.

Year Three Literacy Results

Year 3 Literacy Graph



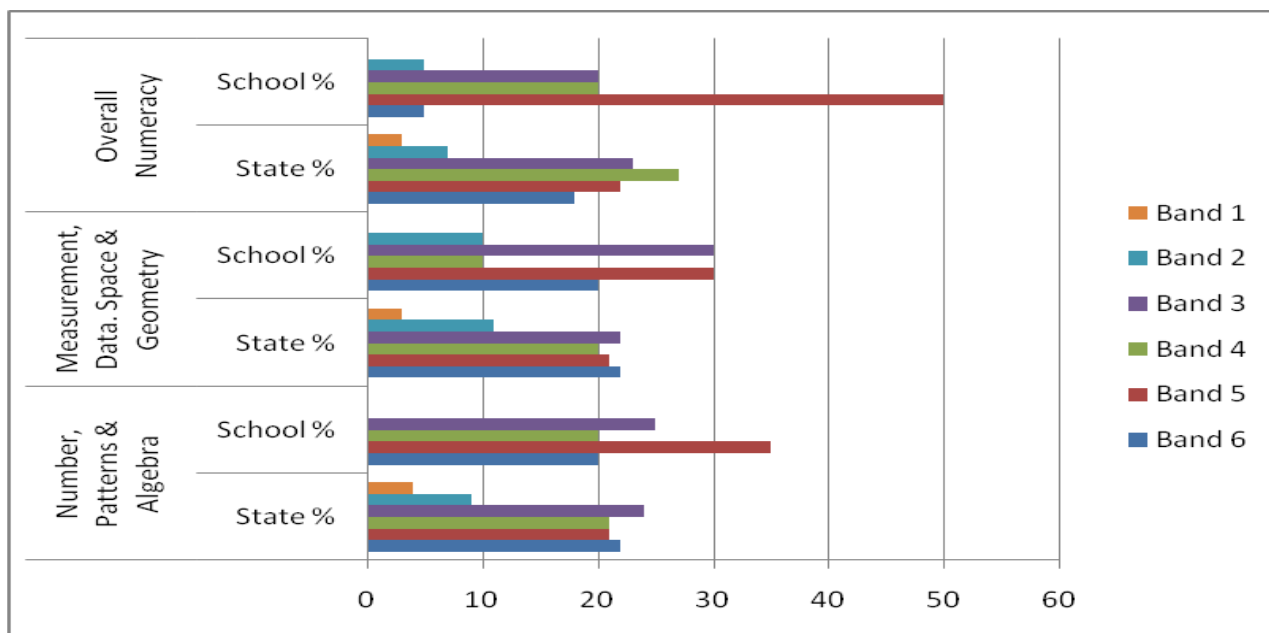
Year Three Numeracy Results

In Numeracy, the components tested were Number, Patterns and Algebra, Measurement, Data and Space and Geometry. In Number, Patterns and Algebra our students were very close to the state average gaining 20% of students in the top band compared with 22% of the state and 55% of students gained places in the top two bands compared with 43% of the state.

In Measurement, Data, Space & Geometry our school scored very closely to the state average of 22% with our 20% in the top band and 50% compared with 43% in the state for the top two bands.

Overall the Numeracy section of the BST showed 55% of our students gaining positions in the top two bands. None of our students scored in the lowest band in any Numeracy strand.

Year 3 Numeracy Graph

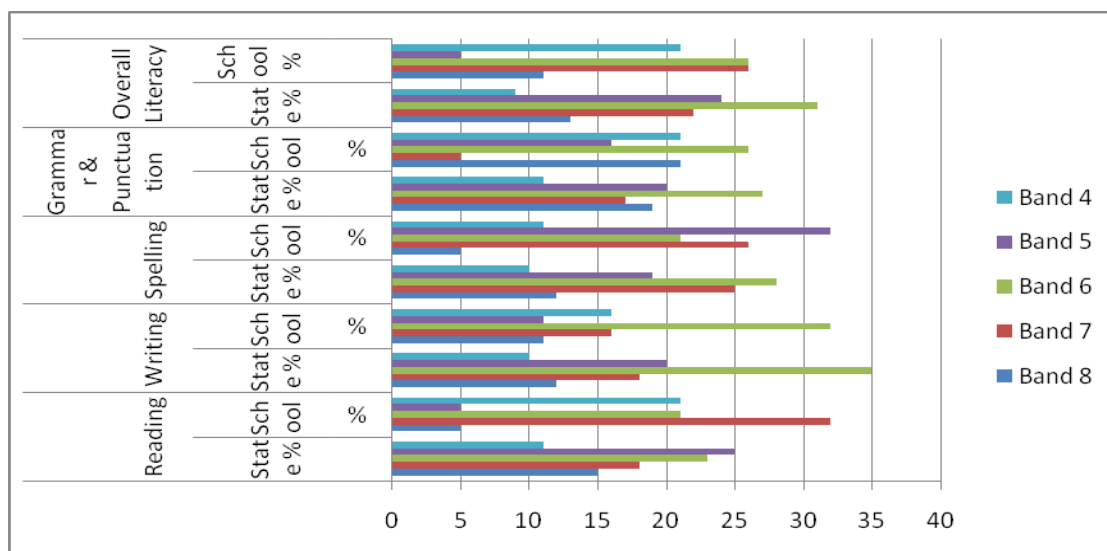


Year Five Results

The results for Year five were also favourable with 27% of students achieving placement into the top two bands for Writing. 37% of our students scored in the top two bands for reading compared with 32% for the state. Spelling and Grammar and punctuation were identified areas needing improvement with 31% of our students achieving the top two bands compared with 37% for the state and 26% of our students achieving scores in the top two bands for grammar and punctuation. Overall in Literacy Year Five results were pleasing.

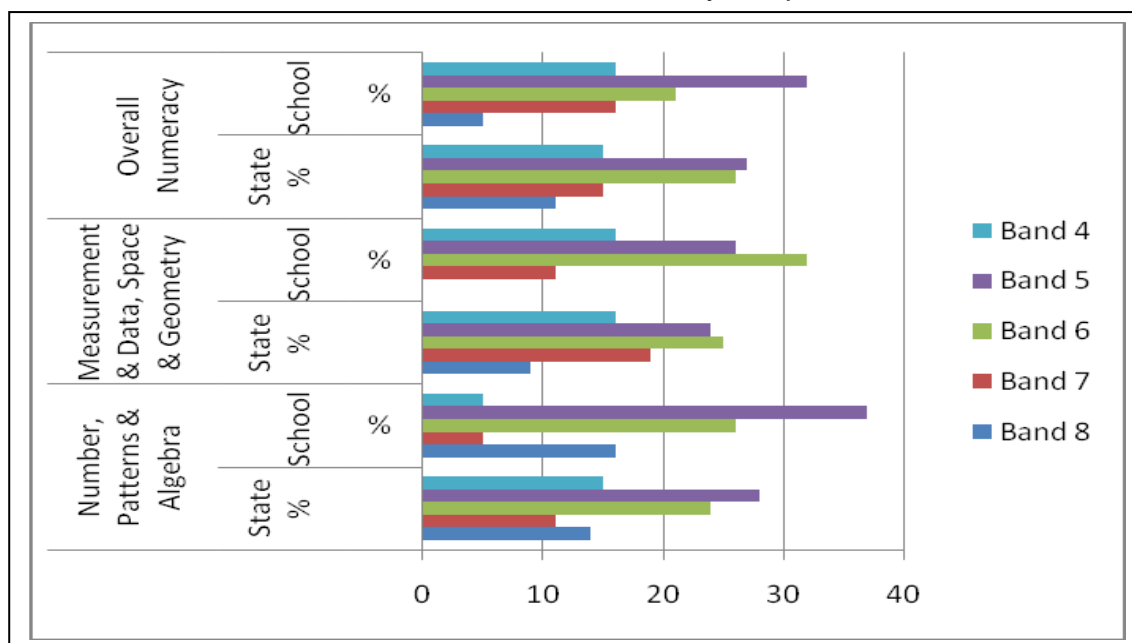
With such a small number of students participating, two student's results can change the school percentage by 10%.

Year Five Literacy Graph



Year Five Numeracy results showed 16% of students in our school scored in the top band of Numbers, Patterns and Algebra compared with 14% of the state. In both the Measurement and Data and Space & Geometry strands, 44% of our students scored in the top three bands. Overall the Year 5 students in our school scored 21% in the top two bands compared with 26% for the state. With such a small number of students participating, two student's results can change the school percentage by 10%.

Year Five Numeracy Graph



As this is the first year these students have sat for NAPLAN, there is no long term comparative data to present.

ICAS Results

This year students in Years Three, Four, Five and Six had the opportunity to participate in the International Competitions and Assessments for Schools tests. We offered English, Spelling, Writing, Computer, Mathematics and Science tests. The whole school results are shown on the table below.

	Distinction	Credit	Participation	No of Students
Computer	1	2	15	18
English	1	3	17	21
Maths	2	6	17	25
Science		2	15	17
Spelling	3	4	10	17
Writing		5	9	14

In 2009 we expect to be offering the same range of test. We encourage our students to participate in external competitions such as these, to gain a perspective on their knowledge and expose them to timed test conditions.

Reporting on 2008 Targets

Target 1: To use standardised reading level assessment across the whole school.

This was achieved by:

Staff being trained in using the PM benchmarking kit for levelling students' reading abilities.

Staff identifying the correct reading level of students and giving appropriate texts to students for independent and guided reading sessions.

Parents informed of the levels used in reading assessment and understanding their child's progress.

The feedback we have received from parents who have commented has been very positive regarding the use of PM Assessment tools. We will continue to use this in 2009.

Target 2: To raise the school profile within the community.

This was achieved by:

Inviting parents and local community members to more school events.

Sending editorials and special event photos to our local newspapers, regarding things that have happened in our school or with our students.

Keeping our school noticeboard up to date with information of coming events.

While all these initiatives were undertaken, in 2009 we will need to continue to raise the profile of the school.

Target 3: To upgrade our whole school scope and sequence for all key learning areas.

This was achieved by:

Executive members identifying stage outcomes to be covered each year.

Staff deciding on units of work that will be taught to meet the above mentioned outcomes.

Resources being reviewed to ensure that sufficient, appropriate materials are available for units to be effective.

As the Scope and Sequence was updated in 2008, it will be implemented in 2009 and again reviewed in regard to useful resources being available.

Targets for 2009

Target 1: The whole school will focus on improving the writing skills of students.

This will be achieved by:

- All teaching staff undertaking professional development training in best practise for teaching writing;
- Students being exposed to quality literature and identifying it's characteristics;
- Placing a greater emphasis on language and vocabulary development ;
- Focussing on spelling, grammar and punctuation within students' writing.

Target 2 : Improving mathematical mental strategies.

This will be achieved by:

- Demonstrating a variety of mental computational techniques to students;
- Focusing on number facts for addition and subtraction suitable for the grade standard;

- Emphasising the importance of fast, accurate times tables recall;
- Relating the connectivity of the above to every day situations.

Target 3: To further develop the school profile within the community.

This will be achieved by:

- Our school choirs performing in public areas for special events – eg Christmas, Education Week, The local Nursing Home, Open Day;
- Advertising on our school bus and in local newspapers;
- School representatives visiting other schools and preschools within our drawing area.

Initiatives Promoting Respect and Responsibility

Our students are taught respect from a young age. They are taught the Biblical perspectives of respecting people in authority and each other in Devotions, through adult modelling and in Biblical Studies. They are learning about respecting equipment, other people's property, school property and showing respect in a variety of situations. Respect is one of our school rules and the students are constantly reminded of its meaning and practical presentation.

All year six students have had an opportunity of being a leader through our Peer Support program. Each student completed a leadership training course which helped prepare them for their role. They were responsible for their group of students for a forty minute session, once a week, while being supervised by a staff member, for an eight week program. Each leader took on specific tasks in each session, being responsible for preparing activities and equipment. Peer support was very successful this year and will continue next year with the new Year Six students.

A Buddy System for Kindergarten students was continued this year. Students in Year Five were matched with students in Kindergarten to befriend and support. The two classes were able to have joint learning times where the older students read to the younger ones or listened to them read, helped with their visual arts activities, participated in some physical education activities and developed friendships in the playground. This program proved to be very successful for both the Kindergarten students and the Year Five students, developing their sense of responsibility. This program will continue next year as well.

Parent, Student and Teacher Satisfaction

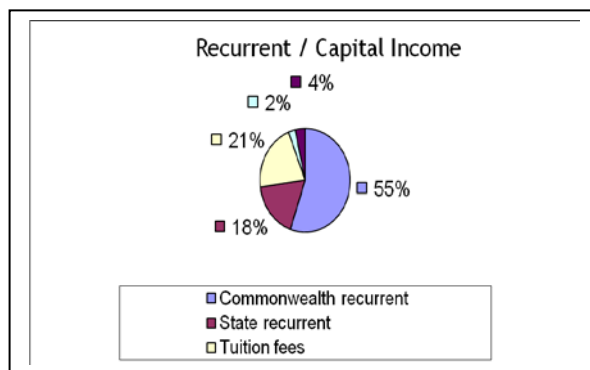
In accordance with the Federal Government requirement for this year, our school surveyed parents and teachers on their levels of satisfaction with our school. Areas specifically addressed included communication, friendliness, curriculum being taught, being fairly treated, the suitability of the work and self worth. From the 102 families in our school, 60 parent surveys were returned. The parents responses were positive to them feeling welcome and able to participate in school life; that the teachers were caring, with high expectations and that communication between parents and the school had improved this year. The parents would like to be informed more fully of Board decisions and have more input into major changes being considered.

The teachers were satisfied with their student's progress, with the new reporting system and with their roles in the school. They are keen to try new strategies for the benefit of the students, but would like programming to be more stream lined so they can spend more time concentrating on teaching and less on paperwork.

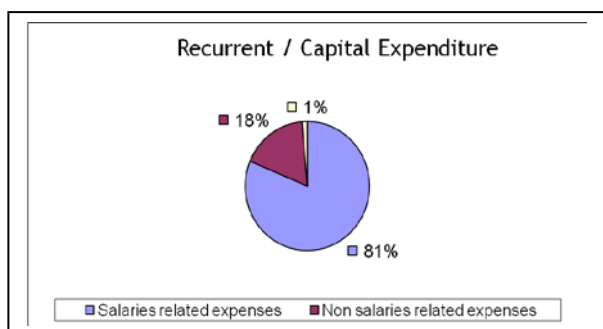
Financial Report

Income \$

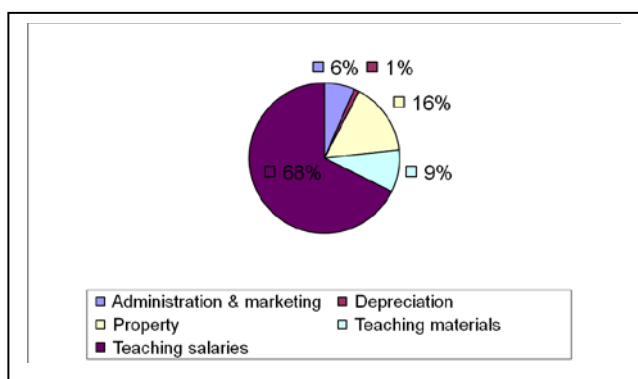
Student Equipment	28 920
Interest and other	40 872
Other grants	122 054



Expenses \$



Salaries related expenses	1,155,966
Non salaries related expenses	246,808
Capital expenses	19,253



Administration & marketing	92,736
Depreciation	16,076
Property	221,993
Teaching materials	128,650
Teaching salaries	962,572

Enrolment Policy and Profile

In 2008 there were 149 students, from Kindergarten to Year 6, at the school, drawn from a wide range of cultural backgrounds. The cultural mix provides a rich and creative population that work harmoniously together and is proud of its diverse heritage. Below is a copy of the school enrolment policy.

Enrolment Policy

Calvary Chapel Christian School aims to provide a biblically-based, Christ-centred education to children from Christian families. Accordingly our enrolment criterion is as follows:

General Enrolment

Enrolment of students is prioritised as follows:

1. Children of families who have been attending Calvary Chapel Foursquare Church for at least 12 months.
2. Children who already have an older brother or sister enrolled in the school.
3. Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.
4. Where families don't meet the above criteria, they must be able to support the ethos of the school as detailed in the School Handbook. These are also processed in order of receipt.

Kindergarten Enrolment

Students must turn five (5) before the 31 May of the year enrolling.

Continuing enrolment is subject to the school ethos and Statement of Faith being accepted and the settlement of all outstanding accounts.

This policy is reviewed annually.

Other Policies

Calvary Chapel Christian School ensures that students are provided with a safe and supportive environment. All procedures that pertain to the emotional, physical and social safety and well-being of our students are included within our **Pastoral Care Policy**. These include, but are not limited to matters relating to bullying, discipline, Student Welfare, OH&S and Child Protection. All procedures set in place are motivated by the understanding that we are accountable to God, parents and the Government for how we disciple and care for our students. They identify issues relating to security, supervision, as well as staff and student codes of conduct. As

such, our rationale and procedures demonstrate the high value we place upon our students and how we can prepare resilient young people, who will confidently take their place in Australian society.

Our Pastoral Care Policy is concerned with providing children the modelling, training and practise of skills that will assist them to lead effective and godly lives. To this end, at the beginning of the year, all classes participate in our personal development program: *The Chosen Generation*. This program provides children with a Biblical perspective on how we should treat one another and resolve conflicts. In the third term, all classes participate in *Protective Behaviours*, a program that provides children with strategies to keep themselves safe.

The full text of our Pastoral Care Policy is detailed within the School Handbook and is also available from the school office. The most recent update was completed and implemented in 2005.

Discipline Policy

Our school Discipline Policy is a document encouraging positive behaviours. The processes of receiving merit awards, Bravo Awards, Class Awards and any extra incentives that are attached to these are identified in the policy.

There will be times when student behaviour requires corrective discipline, but this is administered in a manner that is procedurally fair and does not include corporal punishment. We currently have levelled discipline steps the students are placed on when intervention is needed. The students are informed of these steps twice a year, they are printed in the School Handbook and available from the school office. This policy was updated in 2008.

Complaints and Grievances Policy

When a member of our school community has an issue with another we recommend that the principles outlined by Matthew 18 be employed. The person with the complaint or grievance should approach the person who is in the best placed to rectify the situation (usually the classroom teacher). If the matter cannot be resolved, then both individuals should meet with the school principal. If this does not achieve resolution then these individuals should put their complaint in writing, addressing it to the Board Chairman. If, after this, the matter has not been resolved, then Christian Schools Australia is available to provide mediation. Whatever the dispute, we endeavour to work it through from a perspective that demonstrates respect for each other, honours God and maintains the unity of the Holy Spirit.

This policy is detailed within the School Handbook and is also available from the school office. Last updated in 2008.