



ILLAWARRA
CHRISTIAN
SCHOOL



ANNUAL REPORT 2014



Illawarra Christian School

Annual Educational and Financial Report

2014

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Introduction

Illawarra Christian School has been operating for over 30 years and has two Prep to Year 12 campuses in the Wollongong area, located at Albion Park and Cordeaux Heights. In Christ's service our vision is to provide quality Christian Education founded on the Word of God. We enjoy an excellent educational heritage. Our aim is to partner with parents in the nurture and equipping of their children, to provide a Biblically based, Christ centred, culturally engaging and academically rigorous education which equips students to serve God in every aspect of their lives. Our positive school experience and outstanding academic record are attributable to numerous factors, including: the parent-school partnership facilitated by excellent communication; dedicated, skilled and experienced teaching and support staff; modern facilities and resources catering to diverse needs and gifts; learning enrichment; learning support; community service; leadership training; various sporting and cultural opportunities; peer support, mentoring and buddy programs; clear anti-bullying practices; career support; excursions and camps. These positive experiences and supportive peer relationships create a wonderful learning environment where all students are encouraged to fulfill their God given potential.

In compliance with legislative requirements under *The Education Amendment (Non-Government Schools Registration) Act 2004* this annual report for 2014 provides members of the school and wider community with information regarding the school's distinctiveness, policies, performance and development. The school has policies and procedures in place to ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister for Education.

In compliance with state legislation, the Illawarra Christian School was re-registered and accredited for the maximum 5 years with the NSW Board of Studies during 2010. This accreditation and registration process will again occur in 2015 and we are confident that we will meet all requirements. Illawarra Christian School is a member of Christian Education National Ltd (CEN) and the Australian Association of Christian Schools (AACS). Our staff is to be commended for their ongoing efforts to achieve this outcome.

Vision Statement:

In Christ's Service our vision is to provide quality Christian Education founded on the Word of God.

Mission Statement:

To partner with parents in the nurture and equipping of their children, providing a Biblically based, Christ centred, culturally engaging, academically rigorous education which equips students to trust Christ and serve Him faithfully throughout every aspect of their lives for God's glory.



From the Board Chairman



Social Commentators suggest that the world is experiencing an unprecedented period of change due to a number of factors including rapid technology change, a fundamental shift in western economies due to globalisation, the growth of consumerism and a shift away from Judaeo-Christian values - and ICS is not immune. As a community we are confronted with a dizzying array of threats challenges and opportunities like never before.

In contrast the words of our vision and mission statement are not new. Our vision is over 30 years old. Phrases like “biblically based”, “partnering with parents”, and “Christ-centred” have always been part of the vision of the parents and staff of ICS and faithful Christian men and women have strived to make these words a reality for decades.

However, the key challenge facing us today is how are we going to maintain our vision in the face of rapid change? What can we do to ensure that we will not deviate from our vision of Christ-centred quality Christian education?

The Bible provides the answer.

Jesus Christ is the one constant in the chaos of change. The answer to remaining faithful to our vision is not to be found in better management programs, or better curriculum, or the latest IT fad alone – rather it is to be found in hanging on to Jesus – the basis for our vision.

- We need His strength in our bones if we are going to stand strong and remain steadfast when we are tempted to make the compromises that lead us down the path of secularism.
- We need His wisdom if we are going to be able to identify the God-given opportunities ahead and grab hold of them - and that same wisdom to navigate through the many challenges we will encounter.
- We need to learn from the teacher if we are going to be excellent educators and be able to provide the quality Christian education to our kids.
- And we need His grace and His loving tender heart if we are going to continue to be the community of love and compassion, kindness and forgiveness that he calls us to be.

It is only by clinging to Jesus that we are going to be able to live the vision otherwise it will simply be words on a page that we pay lip-service to – a mantra written by people long ago that carry no meaning for a community that abandoned their intent.

So what does that look like in reality for our Board?

I believe that there are 5 key steps that the Board is taking, and will continue to pursue in order for us to continue to remain true to our vision:

1. We will keep the Scriptures central – underpinning our policies, our decision making, and our dealing with others.
2. We will test every initiative against the vision.
3. We will maintain Personal integrity.
4. We will ensure we are competent – we are committed to Board development and pursuing best practice governance.
5. We are committed to Prayer.

Peter Newing
Board Chair

Board Updates

The Board continued to govern the operation of the school during 2014 in conjunction with the Executive Staff.

The Board underwent a number of changes in 2014. Long serving members Mrs Debra Zhara, Mr Simon Hodsen (treasurer) and Mr Charlie Muscat (deputy chairman) resigned throughout the course of the year. Mr Andrew Brennan was elected to the Board at the AGM in May and took up the role of Board Treasurer. At the end of 2014 there were 7 directors, having started the year with 9.

The later part of 2014 was dominated by an executive team restructure prompted by the Executive Principal, Greg Batten, announcing his intention to retire at the end of the year.

Mr Batten's resignation gave the Board the opportunity to review the executive structure. After engaging the assistance of a consultant from Christian Education National (CEN) and consultation with senior members of staff, the Board agreed on a new executive structure in which the Executive Principal and Tongarra Campus Principal roles were separated into full time roles (previously Mr Batten fulfilled responsibilities of both roles).

At the conclusion of an exhaustive a recruiting process Dr Kate Betram was promoted to the Tongarra Principal role and took up her new position at the beginning of 2015. The search immediately began to fill the deputy role vacated by Kate, with Stephen Babbage appointed to the role, starting with ICS at the beginning of 2015.

The recruiting process for the Executive Principal role extended beyond 2014 into 2015. Mr Phil Johnson was appointed Executive Principal in an acting capacity for Term 1 2015 while the recruiting for the permanent appointment continued.

Despite the uncertainty at the senior leadership level of the organisation the operations of the school continued "business as usual", due in large measure to the leadership of Mr Batten who continued to diligently lead our community to the end of 2015, and other members of the executive staff team – Mr Simon Lainson, Ms Beth Ellerman and Mr Paul Ellicott.

The Board continued its normal governance role in 2014, reviewing a dozen policies over the course of the year, and making a number of improvements to Board processes including the implementation of a Board reporting calendar.

The annual staff survey conducted early in 2014 indicated an unacceptably high level of staff dis-satisfaction. In response the Board requested more information from a follow-up questionnaire. Resolution of these issues was a key factor in setting job goals for the executive staff in 2015.

It was disappointing that our plans for Board training in 2014 were not implemented due to the extraordinary effort required for the management restructure. The Board plans to resume our annual training activities in 2015

The Board continued to engage the broader parent community with several Association meetings in 2014 focused primarily on changes to the executive structure and the Board's vision for leadership of our school. The Board chairman and representatives of the Board also met with the staff of both campuses several times throughout the year. In addition they met with the executive team (individually and together) to communicate progress on executive leadership team restructure.

Association meetings were held four times (including the AGM) and continue to be well attended.

The Board give thanks for God for the faithful service of Greg Batten to our community over many years.

Students

Characteristics of the Student Body

Illawarra Christian School caters for 3-year-old children in our Prep facilities through to 18+-year-old students in Year 12, at both of our campuses. The school requires that students have to be turning 5 by April 30 in the year they begin Kindergarten. Our records indicate that we have 23 children of indigenous background. Our drawing area is from Engadine in the north to Shoalhaven Heads the south.

Prep was offered for 5 days/week at the Cordeaux Campus and 4 days/week at the Tongarra Campus.

Enrolments as at August 2014 census

	Primary (K-6)	Secondary (Yr 7 - 12)	Total
Cordeaux	279	262	541
Tongarra	139	159	298
Total (ICS)	418	421	839

2014 Student Attendance

Level Description	Cordeaux Attendance %	Tongarra Attendance %
3-Year-Old Prep	99.21	N.A.
4-Year-Old Prep	98.97	98
Kindergarten	94.05	93.78
Year 1	94.49	92.36
Year 2	93.79	93.85
Year 3	94.6	92.45
Year 4	95.24	94.43
Year 5	95.39	92.69
Year 6	94.07	91.85
Year 7	94.65	95.13
Year 8	93.79	92.48
Year 9	91.39	90.58
Year 10	93.02	91.85
Year 11	91.64	96.2
Year 12	91.05	93.12

This table indicates the percentage of days attended by all students out of the maximum number of days that all students are required to be at school.

Where a student is absent without explanation, on any particular day, the parents are contacted by the school office to verify the absence. Letters are sent home to remind parents of the need to explain absences in writing when these are outstanding. Roll teachers are notified when any student has an unusual number of absences so they can then speak to the parents regarding this. The school will notify Community Services, the Home School Liaison Officer or the School Police Liaison Officer if they have been unable to get reasonable explanations for long-term absences from the parents of any student that we are concerned about.

These figures are based on the new regulations (see below)

Attendance procedures (new regulations)

If a student will be absent for a period between 10 to 100 school days, the parent/guardian is required to complete an application for Exemption from Attendance at School, requesting the leave. This is passed onto the Principal for consideration. If approved, a certificate for exemption from attendance at school is issued by the Principal.

If a student is absent for 10 or more consecutive days, or has regular periods of absences, the school may contact Department of Human services or the Police liaison officer for further investigation.

If the absence period is longer than 100 days, the application for exemption form attendance form cannot be approved by the Principal. It must go to the Minister for Education for approval.

Students are required to attend school from the date of their 6th birthday, until the date of their 17th birthday. If they wish to be excluded from enrolment from school during this time, an application from exemption from enrolment at school must be completed. For example, if a student would like to leave school prior to turning 17 years of age, an application for exemption from enrolment form needs to be completed.

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At or above National Minimal Standards / Benchmarks

Year 3	Cordeaux	Tongarra	State
Reading	97.5	94.7	93
Writing	94.9	100	95
Spelling	100	95	95
Grammar, Punctuation	100	100	95
Numeracy	100	100	95

Year 5	Cordeaux	Tongarra	State
Reading	100	100	93
Writing	100	94.1	91
Spelling	97.3	94.1	93
Grammar, Punctuation	100	100	93
Numeracy	100	94.1	93

Year 7	Cordeaux	Tongarra	State
Reading	95.5	100	95
Writing	95.1	84	90
Spelling	93.2	96	93
Grammar, Punctuation	95.5	92	92
Numeracy	100	96.2	96

Year 9	Cordeaux	Tongarra	State
Reading	100	100	91
Writing	97.4	91.2	80
Spelling	94.9	94.4	91
Grammar, Punctuation	92.3	91.7	88
Numeracy	97.4	97	96



ROSA Results

Tongarra 2014

Number of students who received the RoSA -

8 students from Year 11

5 students from Year 10

Cordeaux 2014

No students applied for a ROSA in Year 10 or 11

HSC Results

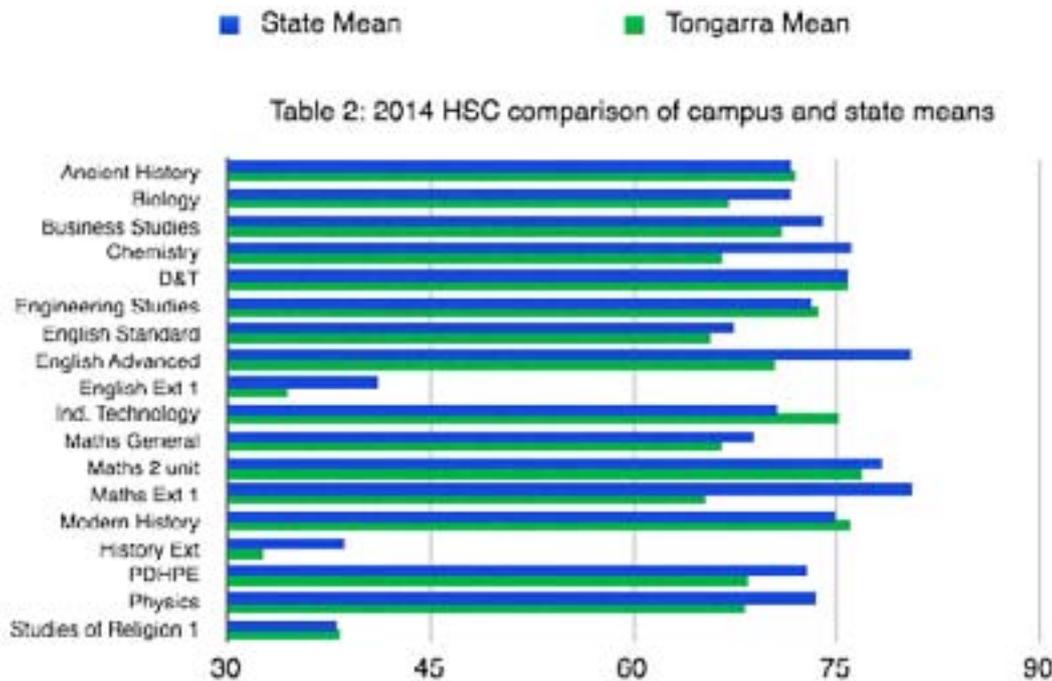
2014 Higher School Certificate – Tongarra Campus

The Tongarra Campus presented 25 students for HSC in 2014. One student was in her first year of a Pathways pattern of study and successfully completed 5 units. She will complete the remaining HSC courses in 2015. One student successfully completed the requirements for Higher School Certificate through a pattern of study involving four Life Skills courses. The remaining 23 students satisfied the requirements of the Stage 6 Higher School Certificate.

Two students participated in courses accessed through outside providers, otherwise the majority of students participated in courses offered here at the Tongarra Campus.

Senior Secondary Outcomes for Tongarra Campus

96 % students attained a Year 12 certificate or equivalent.



Post School Destination for 2014 Tongarra HSC Students



2014 Higher School Certificate – Cordeaux Campus

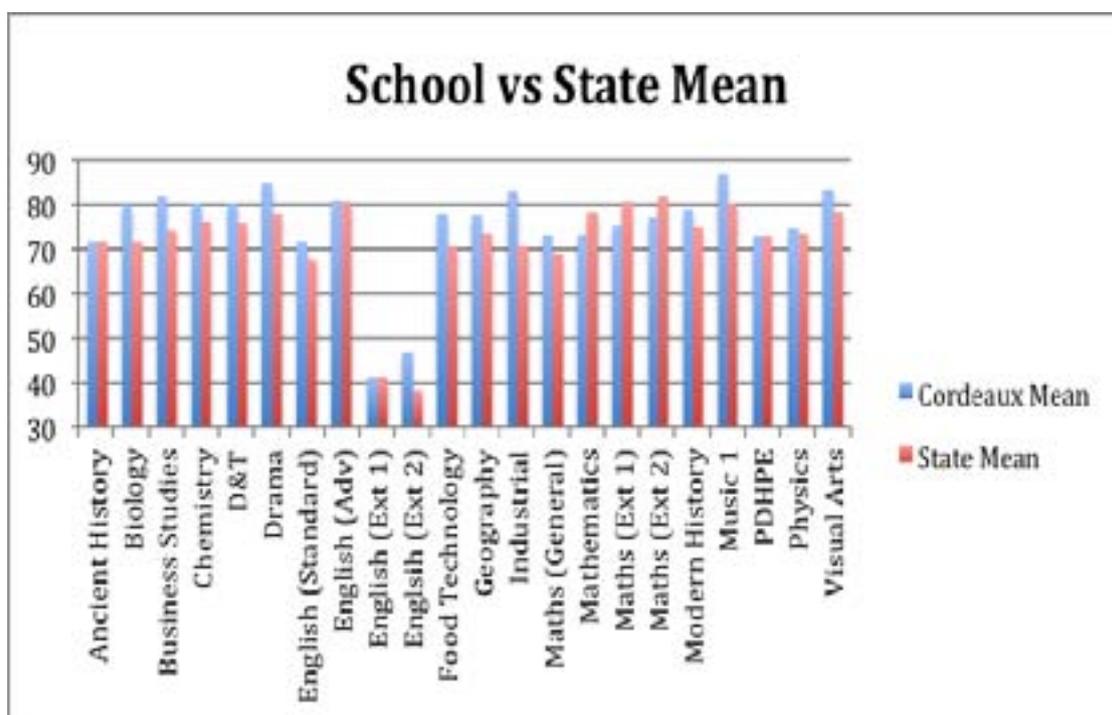
In 2014, 40 students from Cordeaux Campus studied for the HSC. 39 students were in Year 12 and 1 student was in Year 11, having been accelerated into Mathematics Extension 1 and 2. The 39 students were eligible and met the requirements for the Higher School Certificate. The majority of students completed their courses at Illawarra Christian School Cordeaux Campus, though a small number of students accessed subjects through ICS Tongarra or a range of Distance Education providers (as indicated in the table below).

Subject	Subject Provider	Number of Students
Hospitality	ICS Tongarra	2
Sport, Fitness and Recreation	TAFE	1
Religious Studies	Sydney Distance Education	1
Textiles & Design	Sydney Distance Education	1
Retail Services	Workplace Employer	1

In the majority of subjects the school mean was above that of the state mean (indicated in the graph below). It is important to note that English Extension 1 and 2 are only marked out 50. In addition, the small number of student in some subjects makes the comparison between the state and school mean less valuable as a measure.

Our students achieved 12 individual Band 6 results in the following subjects:

Subject	Number of Band 6s
Drama	1
Music 1	2
Visual Arts	1
English Extension 2	2
Industrial Technology Multimedia	2
Food Technology	1
PDHPE	1
General Maths	1



Senior Secondary Outcomes for Cordeaux Campus

100 % students attained a Year 12 certificate or equivalent.

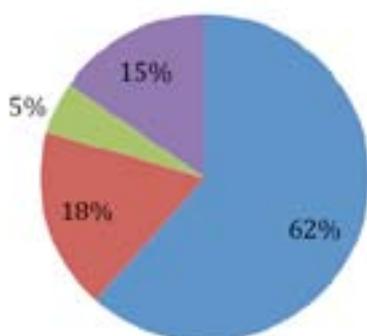
5% of the students completed VET courses.

Post School Destinations for 2014 HSC Students

Students from the Cordeaux Campus have been accepted into the following University Courses.

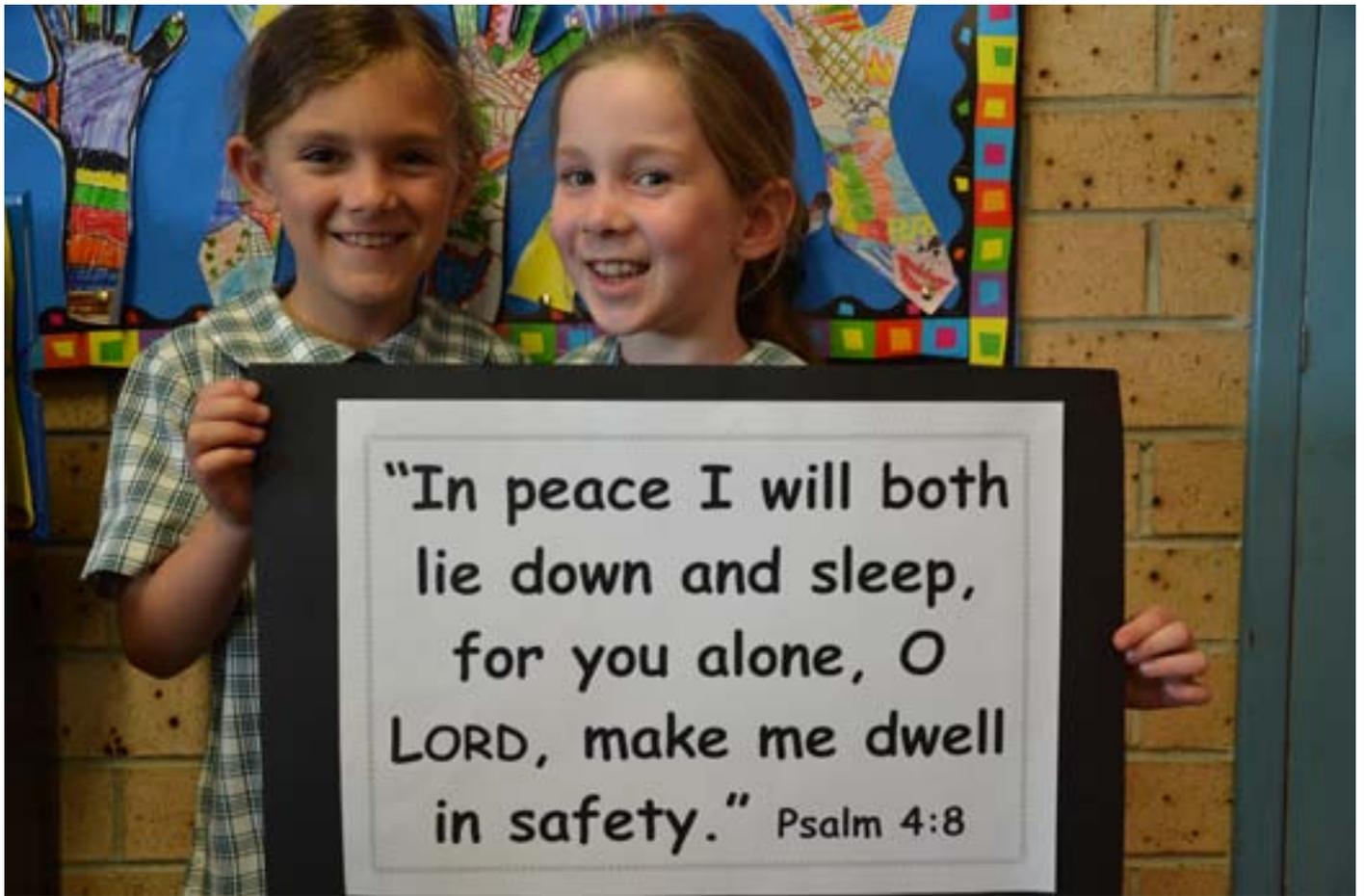
Course:	Number of Students:
B Science Advanced Hons	1
B Medicinal Chemistry	1
B Commerce & Media Studies / International Studies	1
B Arts Media	1
B Creative Arts (Music)	2
B Arts / International Studies	2
B Business	1
B Arts (Psych) / C Commerce	1
B Physiotherapy	1
B Commerce	8
B Creative Arts (Graphic Design)	1
B Arts	3
B Medicine / Surgery	1
B Social Science	1
B Medical Biotechnology	2
B Primary Education	2
B International Studies / B Commerce	1
B Social Work	1
B Business	1
B Applied Science (Occupational Therapy)	1
B Commerce / B Law	1
B Science / Commerce	1
B Science Advanced (Human Geography)	1
B Engineering / B Computer Science	1
B Physical and Health Education	1
B Engineering (Electrical)	1
B Arts / Creative Arts	1

■ University ■ Employment ■ Traineeship etc ■ Other



Retention Rates - Year 10 to Year 12

Tongarra Campus	63%
Cordeaux Campus	93%



Staff Composition and Attendance

2014 Staff	Number of Teaching Staff	Full-time equivalent number of staff	Counsellors/ Chaplain Days/week
Cordeaux	53	41.6	4
Tongarra	34	28.08	4.5
Total	87	69.68	8.5

Administration Staff (most part-time)	15
Teacher Aides / Ancillary (most part-time)	16
Staff of Indigenous Background (as far as we are aware)	0
Proportion of Teaching Staff retained from 2013	94%
Average Teacher Attendance Rate	96%

The numbers above include our class teachers for Primary/Infants and Secondary as well as our Librarians and Special Education teachers. Our teacher aides worked in Primary and Infants classrooms, Prep, Special Education, Library, Science, Food Technology and Wood Technology. The school has a Chaplain (largely funded through the Chaplaincy programme), working 1 day per week at each campus as part of our Counselling roles.

Teaching Qualifications & Professional Development

All of our teaching staff fulfilled the qualifications' criteria set by the NSW Board of Studies and the NSW Institute of Teachers to teach in non-government schools, having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines. To our knowledge, during 2014, 5 members of staff were enrolled in post-graduate studies in education and 1 was undertaking studies in Theology.

Staff wishing to improve their skills in teaching and learning in a distinctively Christian manner through courses conducted by the National Institute for Christian Education (NICE) can have 50% of their course fees paid by the school.

At the **Cordeaux Campus**, staff professional development was focused around the area of providing meaningful feedback to students. Looking at strategies to ensure that teachers provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Three teachers were working toward their Masters in Education through NICE and two staff through other tertiary institutions.

One senior executive was trained and two at Cordeaux campus are accredited as a Child Protection Investigators.

At the **Tongarra Campus**, those enrolled in Masters courses with NICE continued in the progression of the required units and the Operations Manager completed a Diploma in Human Resources Management. A majority of staff also completed one course of their own choosing during the year.

One staff member submitted an application for accreditation at Professional Accomplishment level.

Deputy presented seminars at two national conferences in 2014.

Two senior ICS executives were trained as accredited Child Protection Investigators.

AIS Literacy and Numeracy project – list of professional learning for staff involved in this project:

- K-2 Staff received “Get Reading Right” training - 3 days Professional Learning was provided by Educational Dynamics Consultancy (in partnership with “Get Reading Right” Consultancy Pty Ltd).
- AIS Numeracy Workshop presented by Ms Anita Chin with four staff in attendance.
- Numeracy – Number Sense Workshop presented by AIS consultant with 7 staff in attendance (Year1 - Year 6 teachers & Learning Support).



Enrolment Policy

Guidelines for Enrolment Decisions

- All enrolment decisions will be at the sole discretion of the Board. The following guidelines are to be taken into account by the Board when considering applications for enrolment.
- Illawarra Christian School's Biblical ethos and constitution.
- The provision of a sound Christian education for the children of Christian parents.
- The recommendations of those responsible for advising the Board.
- The impact of the enrolment on the welfare of each class and the whole school community.
- Stewardship of available resources to ensure the viability of the whole school community.
- The capacity of the school to cater for the individual needs of the student
- A response of justice, loving kindness and pastoral care.
- Maintenance of a predominantly Christian community.
- Consideration of existing laws and regulations.

Enrolments Registrar

The role of Enrolments Registrar is performed by the Operations Manager. There is one Registrar for the school, aided by office staff at each campus. The Registrar works closely with the Board member responsible for enrolments.

The Registrar maintains ownership of the entire enrolment process and performs the day to day enrolment transactions, including organising assessments and interviews.

The Registrar has the authority to approve straightforward enrolments and submits a report of those approved to the next Board meeting. Enrolments requiring additional assessments, involving special needs or impacting the minimum Christian percentage for a class must be taken to the Board for approval.

Overall Description of the Enrolment Process

A family enquiring about enrolment will be sent an Enrolment Prospectus, containing the procedure for enrolment, an enrolment application form, a document describing the Biblical basis of Christian education, and the uniform and discipline policies.

Upon receipt of the application form and enrolment application fee, the information will be checked and recorded.

When a vacancy occurs, the waiting list is reviewed and the family at the top of the list is invited for an interview and student assessment. Parents will provide two recent school reports, all other documentation relevant to the child, and will sign a consent form authorising the school to seek further information relevant to the enrolment.

Where possible, consultation with third parties providing reports and assessments will occur.

The enrolment interview team should comprise at least two members:

- The Registrar or delegate, and
- The Principal or delegate.

During the interview and assessment process, free and open communication will be encouraged with parents in regard to their child's individual needs and the progress of their application.

All available information is considered and a recommendation is formed on the enrolment application.

Parents and students must agree with the Code of Behaviour and secondary students and their parents must sign the Code to show their agreeance before approval for enrolment can be given.

If the recommendation from both the interview and assessment is for acceptance, and there are

no complicating issues, the Registrar may approve the enrolment immediately and submit a report to the next Board meeting. Otherwise the recommendation and all relevant information are presented to the Board for decision.

If the recommendation is for non-acceptance, the parents will be further consulted to ensure clarity of understanding of issues and processes.

Copies of all correspondence are to be filed with the original application.

Confidentiality

All enrolment information is to be kept confidential and only viewed by the Registrar, the Principals, staff involved in the enrolment process and the Board.

Written consent from parents to allow discussion of assessment results from teachers and other professionals will be sought.

Federal Reporting Obligations

When a student from another state enrolls or applies for enrolment at Illawarra Christian School the school will follow the process to request the transfer of information from the student's previous school as outlined in the Interstate Student Data Transfer Note.

Laws and Regulations

In all enrolment decisions, Biblical principles have pre-eminence. Subject to Biblical principles, the school adheres to existing laws and regulations. Given this, special care needs to be taken to ensure that all aspects of the enrolment process conform to legal requirements, including anti-discrimination and privacy legislation, whilst maintaining the Christian ethos and character of the school.

Personnel involved in the enrolment process should take into account those requirements.

If during the process of considering an enrolment the Board is uncertain of its Biblical, legal or educational obligations, it should seek advice from suitably qualified persons or organisations. Such advice should be carefully considered when making the final enrolment decision.

Association Membership in Relationship to Enrolment

The Association is established to provide Christian education, based on the word of God, for children, primarily from Christian families. As such, Association members receive priority in the enrolment process.

When families apply for both membership and enrolment at the same time, a separate Association membership interview must take place prior to a recommendation being made to the Board for a decision on Association membership. If the application for membership is approved by the Board, the student is moved to the appropriate priority category for the purposes of enrolment.

Similarly, when families apply for Associate membership, after already having had an enrolment interview, a separate membership interview will occur, and the student moved to the appropriate priority category if the family is accepted for Association membership by the Board.

In all other respects, the enrolment and Association membership processes are independent.

When families become full members of the Association prior to their children being offered a position in the school, the student is moved to the appropriate priority category.

Priority Categories

When an application for enrolment is received and receipted, it is added to the appropriate campus and class waiting list according to a priority category as listed below.

The priority categories, in order, are:

1. Full members of the Association who have children attending the school.

2. Full members of the Association who do not have children attending the school.
3. Associate members of the Association who have children attending the school.
4. Associate members of the Association who do not have children attending the school.
5. Parents who are committed to Parent-Controlled Christian Education transferring from another Christian school and who are eligible for full membership of the Association.
6. Parents who are neither full members nor associate members of the Association and who have children attending the school.
7. Parents who are professing Christians, defined as those who attend church at least monthly, who sign on the enrolment form to indicate that they accept and personally believe the statement of faith, and whose application is accompanied by a reference from the minister of their church.
8. All other families.

Where two or more applicants, in consideration of the above categories, have equal priority and the position cannot be filled from a higher category, the earliest date of application for enrolment will take precedence.

Exceptional circumstances may arise from time to time where adherence to the priority categories may be overridden by the Board. All recommendations to override the priority categories must be presented to the Board, along with supporting information, for a decision prior to the family commencing student assessment and parent interviews.

When the process of filling vacancies is in progress, any changes in priority categories for families involved, such as Association membership, must be approved by the Board.

When a priority 7 or 8 family has a child being considered to fill a vacancy, and that family has other children on the waiting list, then those children may be considered to be in priority 6 if there are vacancies which they could also fill.



Waiting Lists

Upon receipt, all applications are checked to ensure that all necessary information has been supplied and then entered onto the waiting list according to:

- campus preferred,
- class applied for,
- relevant priority category,
- date of application.

When a vacancy becomes available, the Registrar will review the waiting list and approach families in the order of priority unless a recommendation is made to the Board to override the priority category due to exceptional circumstances.

Should a family either decline or not respond to an offer to commence the enrolment process, the next family on the waiting list is approached and so on until the vacancy is filled. When parents decline an offer to commence enrolment, the student is moved to the bottom of their category on the waiting list with the date of application set to the current date. In this case, the Registrar need not contact the family again during the current year unless the family specifically requests that we do so. If special circumstances play a part in the parent's decision to decline, the Board may choose to leave the student in their current position within the category.

Considerations for Filling Vacancies

The Board will seek to allocate enrolments in accordance with the priority categories.

In every enrolment decision the Board will consider:

- The welfare of the whole school community (including children, parents and staff).
- The Christian ethos of the school.
- The capacity of the school to cater for the individual needs of the student.

The Board will periodically review all vacancies.

1. Maximum Class Sizes

The maximum enrolments in classes are:

- Prep 30 per day
- Kindergarten to year 2 24 (Single Stream), 24 (Double Stream)
- Year 3 to year 4 30 (Single stream), 30 (Double stream)
- Year 5 to year 6 32 (Single stream), 32 (Double stream)
- Year 7 to year 10 32 (Single stream), 28 (Double stream)
- Year 11 to year 12 notionally 38 for the purposes of calculating Christian percentage, however there is no set maximum

In special circumstances class sizes may be varied. The maximum size of a class may need to be reduced because of physical rooming restrictions.

2. Minimum Christian Percentage

The Board will seek to ensure that a minimum percentage of enrolments for each year come from Christian families. These are families who satisfy the requirements for membership or entry into priority 7 on the waiting list. Use the following as guidelines:

- Each class from Prep to year 3 should aim to have a minimum of 75% of students from Christian families.
- Each class from year 4 to year 12 should aim to have a minimum of 85% of students from Christian families.

- High School students coming from other families but who make a credible confession of their own Christian commitment are to be included in the Christian category. They must attend church regularly, which can include attendance at a church youth group. Their application must include a reference from their church testifying to their Christian commitment. The reference must be signed by a recognised Minister of the church. Such students will be interviewed at the parent interview.

It is desirable that new students entering Senior High School be Christians or be from a Christian family.

In special circumstances the Board may approve a temporary reduction in the minimum Christian percentage for a class. It is expected that the class would return to the normal minimum Christian percentage by filling subsequent vacancies from Christian families.

The number of positions in a class available to students from other families who do not meet the Christian criteria is calculated on the maximum class size, rounded up to the nearest whole number. For double streamed classes, this calculation is performed on the total maximum size of both classes combined.

The following table shows the number of positions available in a class to students from other families, according to class size.

Total Grade size	Positions available to students from other families – Year 3 and below	Positions available to students from other families – Year 4 and above
24	6	4
30	8	5
32	8	5
38	10	6
48	12	8
52	13	8
56	14	9

3. Procedure for Filling a Vacancy

When a vacancy occurs the waiting list is reviewed to determine the next student in order of priority. If the student is from priority list categories 1 to 6, arrangements are to be made for a student assessment for the first child on the list and following children up to the existing number of vacancies. (If there is to be any special consideration given to children, then this should be noted on the waiting list and in the case of a vacancy, it should be referred to the Board before action is taken).

If there are no applications in priority categories 1 to 6 the Registrar shall be responsible for arranging an enrolment interview with both parents, if possible, and two members of the interview team who will complete the interview form and return it to the office.

In the case of a staged class which comprises more than one grade, the guideline is to fill a vacancy from the majority grade in the class. Before approaching families, the Registrar should consult with relevant staff who may determine that the class makeup would be better served by filling the vacancy from a minority grade. Preference should be given to upholding the Christian percentage by approaching families in categories 1-7 for all relevant grades before moving to category 8.

Enrolment Criteria

1. Minimum Starting Age for Enrolments

- Students commencing school in Prep must be three (3) years of age by 30th April of that year.
- Students commencing school in Kindergarten must be five (5) years of age by 30th April of that year.
- Students commencing school in Year 1 must be six (6) years of age by 30th April of that year.
- For all other classes, there is no set minimum age. Each student is considered in relation to their readiness for the class, and to the class that they propose to enter.

In exceptional circumstances, the Board may, upon written request from parents, review individual students whose birthday occurs during May of the proposed year of entry to Kindergarten or Year 1. Such circumstances may include:

- Transfer from another Christian school.
- Additional documentary evidence from educational specialists indicating readiness for school.
- Other exceptional circumstances as determined by the Board from time to time.

In such exceptional cases the Board may seek additional assessments and recommendations when considering the enrolment application.

2. Maximum Age for Enrolments

- There is no set maximum age for enrolment in each class. Each student is considered in relation to the class that they propose to enter.
- Mature age applicants will be considered on an individual basis in accordance with the criteria established in this policy.

3. Schools Ability to Meet the Needs of the Student

A key consideration for enrolment is the capacity of the school to cater for the specific needs of the individual student, both in the short and long term. As a Christian community, we have a responsibility to seek to provide each student with the opportunity to develop to their God given potential. To assist in this process, the following will be considered:

4. Assessment Procedure

The aim of the assessment procedure is to assist in understanding:

- the anticipated needs of each individual student throughout the duration of their schooling
- the anticipated resources required to meet those needs
- the school's capacity to provide those resources
- upon acceptance of enrolment, the individual program required to meet those needs
- the impact of meeting those individual needs on the existing class and school community

An important aspect of the assessment procedure is the free and open communication with parents of their child's individual needs. This will occur during all stages of the process.

5. Requesting Enrolment Information From Parents

To facilitate an understanding of the student's needs, it will be necessary to request all relevant reports and information from the parents regarding the student. In requesting this information, due consideration will be given to relevant laws.

Where possible, consultation with third parties providing reports and assessments should occur. Written consent will be sought from the parent prior to consultation.

Information will be requested through enrolment application forms or verbally during the assessment procedure.

6. Consideration of Remissions

A family's ability to pay required fees will be considered, however this should not be the main determining factor in the decision making process. During the enrolment process, if it appears that payment of fees may impose a financial burden on the family, and they satisfy the Remission of School Fees Policy the Board representative should apply this policy. It is expected that families not eligible for fee assistance, or did not inform the school of their eligibility at enrolment of their first K to 12 student will be able to fulfil their commitment of meeting school fees. Therefore, no request for fee remission will be considered in the first twelve months following enrolment.

Christian Lifestyle Initiative

Christian Lifestyle Initiative (CLI) is an enrolment offer made to parents of Christian students entering Year 11. The enrolment will be at a substantially reduced fee for Years 11 and 12. The aim is to promote Christian education at senior secondary level amongst families who might not otherwise be able to afford it. CLI applications must be submitted by the minister of the church attended by the student, and must include a reference from the minister attesting to the Christian character of the student.

The student will be interviewed at the parent interview with one of the interviewers being the Principal or delegate. CLI applications must be approved by the Board.

A review by the Principal or delegate of the offer for a CLI will occur at the end of the Preliminary Year in order to confirm or discontinue the CLI for the HSC year. This review will be on the basis of maintenance of the student's Christian walk.

Transfers Between Campuses

To maintain the integrity of the waiting list the Board will consider each request for campus transfer on its merit and according to the circumstances at the time.

Any transfer is dependent upon a vacancy being available and the considerations for filling vacancies as per the Priority Categories referenced above.

Holding Class Places / Temporary Withdrawal

Positions will not normally be held open in a class for temporary withdrawal of a student. Under exceptional circumstances, the Board may choose to override this practice.

Temporary Enrolments

It is not normal policy to have temporary enrolments, however under exceptional circumstances the Board may approve an increase in class sizes to accommodate temporary enrolments.

Recommendation to Board

In order to meet its obligation of making a fair and just decision in each enrolment application that the Board needs to approve, it is essential that the Board have at its disposal all relevant information.

This should include, at a minimum, the following:

- The information provided on the enrolment application.
- Priority category and current Christian family percentage in the class.
- A description of the individual needs of the student and how these needs have been determined.
- The outcome of discussions with parents and others currently involved in the management of the student.
- Specific support requirements to meet the students needs and the estimated cost of providing the required resources.

- Potential sources of additional funding.
- Characteristics of the class and potential impact on the school community.
- Other options that have been considered (such as alternate campus, repeats, etc)

A recommendation will be provided to the Board based on the available information.

Offer of Placement

1. Notification of Acceptance / Refusal of Enrolment

Parents will be notified in writing of the decision regarding the application for enrolment.

2. Procedures of Enrolment

Parents will be given a date by which they must respond to the offer in writing and a date by which the student must commence school.

Parents are required to sign an acceptance of the offer of placement, indicating their acceptance of the terms of enrolment. They will also be required to pay fees as outlined in the Fees Policy to hold the position until the date of commencement as signified in the letter of offer.

For non-Christian families (ie families who do not satisfy the requirements for membership or entry into priority 7 on the waiting list), the following two additional enrolment conditions apply:

- Parents must agree to attend an information session where the gospel and the basis for Christian education will be clearly enunciated within the first two years of their child being at the school.
- Parents are required to acknowledge, in writing, that they are comfortable with the statement of faith and the Christian ethos of the school, and accept that, in the course of their time at ICS, their children will be presented with the gospel, and given the opportunity to respond

If the required fees are paid and the student consequently does not take up the position, the fees will only be refunded in exceptional circumstances as approved by the Business Manager.

3. Time Periods Regarding Acceptance

When an offer of placement is made, parents will respond within a period of fourteen (14) days of the date of letter of offer. Should all conditions of enrolment not be satisfied within the required time, a phone call will be made to confirm that the parents understand the conditions of enrolment, prior to the position again being declared vacant.



School Policies

The following policies were updated during the year.

Aims and Objectives

Summary: This Policy is primarily philosophical in nature and provides the broad aims and objects upon which specific educational goals may be implemented. Its purpose is to give direction to all of the activities of the school and to provide for cohesion between them.

Changes made: Minor changes to formatting

Impact on student welfare: Improved purpose, direction and cohesion for school activities for improved educational outcomes.

Anti-bullying Policy

Summary: At Illawarra Christian School (ICS) we expect students and staff to display biblical characteristics and to live in harmony with one another. Bullying behaviour is not acceptable. This policy outlines the schools approach to preventing and handling bullying.

Changes made: Minor changes to title & body of policy.

Impact on student welfare: Improvement to process by which bullying is addressed to provide for improved student outcomes.

Assessment Policy Early Stage 1 to Stage 3

Summary: The policy determines the basis for assessment strategies for students in Early stage 1 to stage 3

Changes made: Minor changes to comply with registration

Impact on student welfare: Improved feedback to students and parents leading to improved educational outcomes.

Attendance Policy

Summary: Our school Statement of Faith would indicate that parents are responsible for the education of their children. Illawarra Christian School partners with the parents in the educating of children, but the school cannot do its job if students are frequently absent. This policy details how attendance is encouraged and managed at ICS.

Changes made: New policy

Impact on student welfare: Improved outcomes for students through improved attendance.

Building Facilities Policy

Summary: The standard and state of repair of all Illawarra Christian School buildings will be regularly assessed and monitored to ensure they comply with all relevant building standards and remain safe for educational purposes. Premises and buildings at Illawarra Christian School, including any new buildings, must comply with relevant council and government requirements, including environmental and land use guidelines.

Changes made: New policy

Impact on student welfare: Provision of a safer environment for students.

Cash Money Handling Policy

Summary: The objective of the Policy is to set in place guidelines to ensure the orderly handling of money and to protect the staff, volunteers and School community from either temptation, accusation or from a dangerous situation.

Changes made: Minor reformatting and additions.

Impact on student welfare: Protection for students when handling cash.

Child Protection Policy

Summary: The purpose of a Child Protection Policy is to assist staff in understanding and fulfilling their legal and professional obligations in the critical area of child protection. In doing

so, the Child Protection Policy will address the issues both from a prevention and a response perspective. This means that staff have obligations in relation to preventing incidents from occurring and also responding to incidents, should they occur.

Changes made: Updated as per recommendation of Prolegis for compliance with current Child Protection Legislation.

Impact on student welfare: Appropriate provision of duty of care for students.

Emergency Procedures – Cordeaux

Summary: The aims of this document is to provide clear, concise instructions about the actions that need to be taken in an Emergency Situation.

Changes made: Minor changes to wording. Inclusion of biblical basis. Removal of some former staff members & reformatting

Impact on student welfare: Provision of safety to students when at school or engaged in a school related activity.

Emergency Procedures – Tongarra

Summary: The aims of this document is to provide clear, concise instructions about the actions that need to be taken in an Emergency Situation.

Changes made: Minor changes to wording. Inclusion of biblical basis. Removal of some former staff members & reformatting

Impact on student welfare: Provision of safety to students when at school or engaged in a school related activity.

Homework Policy

Summary: This policy articulates why ICS requires students to complete homework and a guide as to the type and quantity of homework that should be provided.

Changes made: Removal of reference to School Certificate.

Impact on student welfare: Improved educational outcomes.

Sexual Harassment Policy

Summary: ICS is committed to providing the whole school community with a working environment free from sexual harassment. Sexual harassment is unacceptable and will not be tolerated under any circumstance. This policy is to be read in conjunction with the School's Child Protection Policy and outlines how the school manages and prevents sexual harassment.

Changes made: Minor changes to wording & formatting. Inclusion of biblical basis.

Impact on student welfare: Provision of a safe and frame through which to address any allegations of sexual harassment.

Staff Dress Code

Summary: In seeking to serve the Lord faithfully the school seeks to pursue standards of excellence in all areas of its operation. While staff dress standards do not directly influence the quality of education being delivered to the students, they have the potential to influence the nature of relationship within the school and public perception of the standard of professionalism of the school. Professional dress standards communicate respect for students and their families as well as recognising the personal contribution of each staff member to the professional reputation of the school.

Changes made: Insert Biblical Basis and minor editing & include "Policy History"

Impact on student welfare: High standards of personal presentation provide an appropriate example for students and encourage them to comply with uniform standards.

Full copies of these and other school policies can be obtained from the school office and are available on the school's website, <http://www.ics.nsw.edu.au/policies>

Improvement Targets

Priority Areas

2014 Areas of Achievement: (Both Campuses)

- Improvement in availability of ICT resources, wireless capacity and internet connectivity
- Reviewed, developed and communicated clear job descriptions and contracts for new staff
- Completion of programming for new curriculum in English, Maths, Science and History
- Increased shade provided at Cordeaux for Infants and Prep Playgrounds
- Construction of Additional Parking at Cordeaux
- More seating and shade provided at Tongarra in playground

2015 Improvement Targets: (Cordeaux)

- Attendance Rates
- Looking at the following professional standard with teachers with a key focus on developing critical thinking: Selects and uses relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

2015 Improvement Targets: (Tongarra)

- Attendance Rates: Improve individual K-12 student attendance rates to a minimum of 90%. applying correct classifications to all student absences and follow-up parental permissions.
- Student Engagement: Improve communication between school and parents/students through our regular Parent / Teacher Interviews



Respect & Responsibility

While not being exhaustive the list below provides a guide to the breadth of experiences that form an integral part of our educational program especially in those areas that promote respect and responsibility.

Activities included:

- Various state and national competitions
- Gifted and Talented programs – including da Vinci Decathlon
- Numerous school and general safety training activities including First Aid Training
- Blood Donor van
- Public speaking activities and competitions at class, interclass and interschool level
- Debating at school and interschool levels
- Participation in service activities within the school, overseas and the local area
- Work Experience
- Primary and secondary bands, choirs and vocal groups
- Wollongong Eisteddfod
- Participation in the World Vision 40 Hour Famine and World Vision Conference
- Participation in the Premier's Reading Challenge
- Jump Rope for Heart – display team as well as fundraising
- undraising for the Bible Society through the Bikes for Bibles ride from Yass to ICS
- Fundraising for the TEAR Fund; Slum Survivor activity
- Cancer Council Relay for Life and Australia's Big Morning Tea
- Operation Christmas Child
- Kids Fest - Shellharbour
- Student leadership programs
- Young Australia Workshops
- Cybersafety lectures
- Police Liaison Visit
- Bullying Awareness programs
- Ryda Driving Program
- Cows for Careers program
- Various cultural visits and performances
- Anzac Assemblies
- Numerous school and interschool sporting activities
- Zone, State & National Christian Schools Swimming, Athletics and Cross-country events
- Graduation Ceremonies for Years 2, 6, 10 and 12
- Duke of Edinburgh Award
- Camping Program
- Kosei Japanese School Exchange
- Service Trips to Gawa and Fiji



Satisfaction Surveys

Students

Using the 2014 Gallup Student Poll to gauge satisfaction, students expressed high levels of satisfaction with the school's impact upon their faith and level of engagement with school. Significant numbers strongly agreed that they felt safe in this school and a majority of students reported themselves as thriving. Students expressed a high level of satisfaction in the belief that they will find a good job after completing school.

Parents

The results of the Parent Satisfaction Survey:

- 79% of respondents agreed that ICS provides a quality, Christian education.
- 77% of respondents would recommend ICS to their family and friends.
- 77% of respondents agreed that they were made to feel welcome when they called or interacted with the school office.
- 71% of respondents agreed that their children are engaged and stimulated by their learning.
- 69% of respondents agreed that there are sufficient opportunities for parent/teacher interaction.
- Whilst only 53% agreed that school fees were affordable for their family.

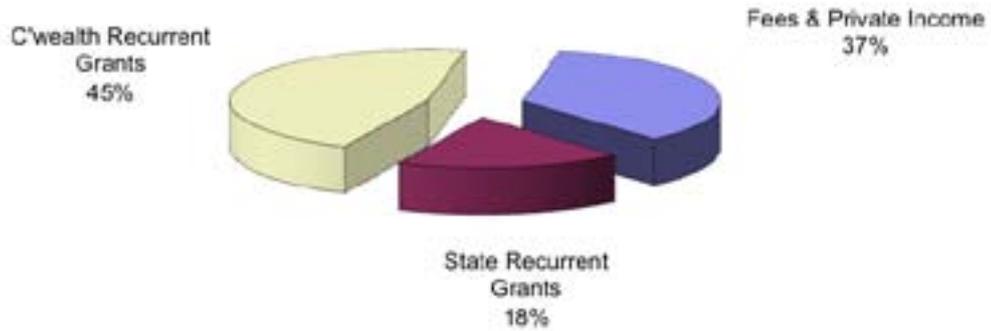
Staff

The results of the Staff Satisfaction Survey:

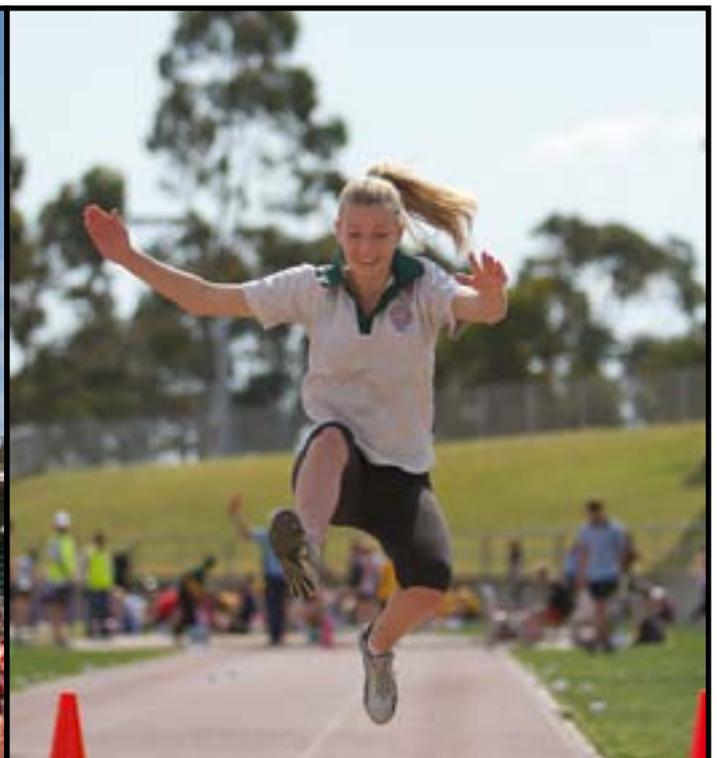
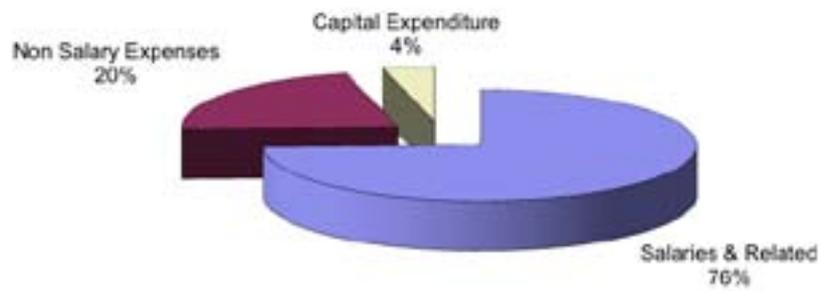
- 88% of respondents understood how their work directly contributes to the overall success of ICS
- 85% of respondents agreed the quality of our service delivery is important to the school
- 81% of respondents agreed that they felt that their co-workers cared for them as a person
- 81% of respondents agreed that they felt safe at work
- 80% of respondents agreed the school is committed to continual improvement

Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure



Conclusion: Executive Principal

During 2014, Illawarra Christian School continued to provide quality, affordable Christian Education founded on the Word of God. At both campuses the students feel safe and are happy to come to learn the things that will equip them for life beyond school. They are places at which the staff enjoys working and where our families and community are excited to be active participants and partners in this great task of educating the young people who are the nation's future.

We believe it is important that the future leaders of our nation do not forget that God is our creator, sustainer and Father who wishes the very best for His people. So, as is our heritage, we have partnered with the parents in their God-given role to nurture and educate their children. It is their responsibility and ours by extension and partnership that their children have every opportunity grow up in deep respect for our Lord and His ways and so they in turn will become a blessing to our nation just as He has blessed us.

The results obtained by our students in National and State testing were very commendable and it is exciting to share in the lives of our young people as they move from school into university, careers or other forms of training and service for God.

The Board of Illawarra Christian School is thankful to the staff, parents and students for their commitment and hard work in 2014 and for the success that the students have enjoyed. It is an exciting privilege to be a part of a community where serving God is the central focus of all that we do in our work and relationships.

We trust that during 2015 we will continue to strive to serve God together as parents and teachers working in partnership to train our children to think, act and relate Christianly. It is important that we remain vigilant in maintaining and enhancing those characteristics that make our school distinctively Christian as we work together in the task of educating our children for them to make a difference in the world that they will live in for God. It will always be our aim to keep Christ central to all that we do.

We continue to be thankful for the way in which God blesses our school community and pray that we will be faithful to Him and to the task He has given us. We look forward to 2015, the development of the Strategic Plan and again the opportunity to teach young people as they progress towards the future that God has promised each one of us.

Tony Horsley
30/6/2015





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Operated by Illawarra
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www.ics.nsw.edu.au

**In Christ's service our vision
is to provide quality Christian
Education founded on the
Word of God**

