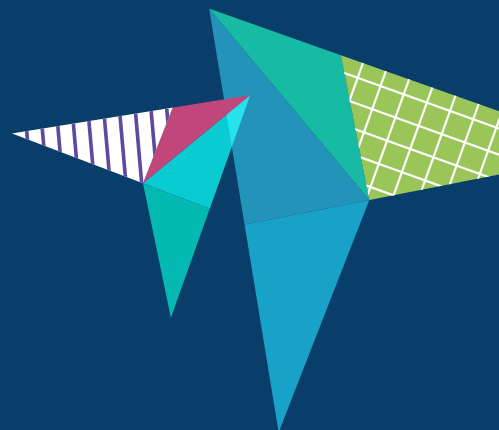




ILLAWARRA  
CHRISTIAN  
SCHOOL



# 2016 **ANNUAL REPORT**

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# INTRODUCTION

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Illawarra Christian School has been operating for over 30 years and has two Prep to Year 12 campuses in the Wollongong and Shellharbour Local Government Areas. 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 support and enrichment;
- 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 peer relationships create a wonderful learning environment where all students are encouraged and supported to fulfil their God given potential.

In compliance with legislative requirements under The Education Amendment (Non-Government Schools Registration) Act 2004 this annual report for 2016 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, Illawarra Christian School was re-registered and accredited for the maximum 5 years with the NSW Board of Studies during 2015.

From 2017 the Campuses will each be registered as individual schools rather than two campuses of one school. The NSW Board of Studies has confirmed that the two schools will retain their 5 year accreditation from 2015.

This accreditation and registration process will again occur in 2020 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).



## VISION STATEMENT:

*"To increase the quality and accessibility of Christian education to families in the Illawarra"*

## MISSION STATEMENT:

*In Christ's service, to partner with parents in providing a quality Christian education founded on the Word of God.*

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## MESSAGE FROM THE BOARD CHAIR

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The 2016 school year saw steady progress for the Illawarra Association for Christian Parent-Controlled Education. The Bible remained central to the education process and God blessed the school in both large and small ways.

There were 52 students who graduated from Year 12, ready to move on to the next phase of their lives, prepared for a world in desperate need of people who are willing to put others before themselves and take a longer term view in the choices they make. A biblically based world view is the solid foundation upon which this preparation is established.

The financial position of the organisation remained healthy and there were no governance issues of notable concern for the Board.

There remain a number of ongoing challenges for the organisation, including the need for healthy and effective Board succession planning, financial planning in spite of government funding uncertainty, the increasing commoditization of independent education, the increasing regulatory burden on education, identifying how to productively engage with the endless advancement of technology, managing parent's expectations for the education of their children alongside their willingness and capacity to pay for it and nurturing the highest teaching standards to deliver the required curriculum through a biblical lens. These, and the many other challenges faced by

the organisation can only be sustainably met through sound management and humble reliance on our sovereign God.

During 2016 a number of significant decisions were taken, including changing the names of the two campuses, which resulted in subsequent operational changes, effective from the start of 2017. These decisions came out of the deployment of the strategic plan and while there will be a significant dwell time between the decisions being taken and the results being known, there is a sense of purpose evident through the changes.

Andrew Spence  
Board Chair



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## BOARD UPDATES

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The Board continued to govern the operation of the school during 2016 in conjunction with the Executive Staff.

At the AGM in May 2016 Mr. Peter Newing and Mrs. Joy Hodson stood down as Directors of IACPE.

Mrs. Hodson had served faithfully on the Board for more than 28 years, leaving a legacy of compassion, self sacrifice and genuine care for quality, Christian education.

Mr. Newing stood down from the position of Board Chair after serving on the Board for many years, having successfully completed a transition for the Board from being overly focused on management activities to a more appropriate governance role. At the end of 2016 there were 8 directors.

The Board and its subcommittees continued to meet regularly throughout the year, reviewing policies, the risk register, the schools financial position and progressing towards achieving strategic outcomes.

The 2016 school year was the first full year of the current executive team, having been established as current incumbents during Term 2 in 2015.

Further progress was made towards the delivery of the 5 year strategic plan, including the setting in place of distinct identities for the two schools. By enabling each school to adopt individual plans within the context of the mission of the overall organisation artificial constraints were removed, allowing each Principal to plan how best to meet the needs of their community from the 2017 school year and beyond.

In addition, an opportunity to purchase property adjacent to the Cordeaux facilities was taken, moving another step toward addressing space constraints at the school.

The Board engaged the broader parent community with several Association meetings in 2016, providing feedback on progress with the strategic plan and encouragement of parent partnership in the education process.

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

The Board Chair and representatives of the Board also met with the staff of both campuses several times throughout the year.

# 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 19 children of indigenous background.

Our drawing area is from Clifton in the north to Gerringong the south.

## ENROLMENTS AS AT AUGUST 2016 CENSUS

Illawarra Christian School Tongarra 242

Primary 118

Secondary 124

Illawarra Christian School Cordeaux 567

Primary 294

Secondary 273

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

## ICS RETENTION RATES - YEAR 10 TO YEAR 12

Cordeaux Campus 77%

Tongarra Campus 51%

## ATTENDANCE PROCEDURES

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 obtain reasonable explanations for long term absences from the parents of any student.

## STUDENT ATTENDANCE RATE 2016

Approximately, 94% of Illawarra Christian School Cordeaux students, on average, attended school on any school day in 2016.

Approximately, 93% of Illawarra Christian School Tongarra students, on average, attended school on any school day in 2016.

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.

Year Level	Cordeaux Attendance rate %	Tongarra Attendance rate %
<b>Kindergarten</b>	90%	93.75%
<b>Year 1</b>	93.54%	91.56%
<b>Year 2</b>	93.2%	92.11%
<b>Year 3</b>	93.6%	91.80%
<b>Year 4</b>	92.4%	90.25%
<b>Year 5</b>	93.5%	91.34%
<b>Year 6</b>	93.1%	92.09%
<b>Year 7</b>	93%	90.74%
<b>Year 8</b>	91.3%	88.39%
<b>Year 9</b>	91.7%	89.93%
<b>Year 10</b>	90.8%	90.44%
<b>Year 11</b>	94%	92.67%
<b>Year 12</b>	91%	95.38%

# NAPLAN RESULTS

## NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY

### NAPLAN CORDEAUX CAMPUS

Illawarra Christian School Cordeaux Campus, has continued to maintain strong standards in all areas of Literacy and Numeracy.

Cordeaux continues to receive results above the national average in all areas assessed through NAPLAN in Years, 3, 5, 7 and 9.

### NAPLAN TONGARRA CAMPUS

Illawarra Christian School Tongarra Campus, has continued to perform well in all areas of Literacy and Numeracy.

Tongarra achieved results either at or above the national average were in majority of areas assessed across Years 3, 5, 7 and 9



### PERCENTAGE OF STUDENTS AT OR ABOVE NATIONAL MINIMAL STANDARDS / BENCHMARKS

Year 3	Cordeaux	Tongarra	State
<b>Reading</b>	95%	95%	95%
<b>Writing</b>	95%	97%	97%
<b>Spelling</b>	100%	95%	95%
<b>Grammar, Punctuation</b>	98%	95%	95%
<b>Numeracy</b>	100%	95%	95%

Year 7	Cordeaux	Tongarra	State
<b>Reading</b>	100%	100%	94%
<b>Writing</b>	100%	100%	91%
<b>Spelling</b>	98%	94%	93%
<b>Grammar, Punctuation</b>	100%	94%	93%
<b>Numeracy</b>	98%	100%	96%

Year 5	Cordeaux	Tongarra	State
<b>Reading</b>	98%	100%	93%
<b>Writing</b>	98%	100%	93%
<b>Spelling</b>	96%	95%	93%
<b>Grammar, Punctuation</b>	98%	89%	95%
<b>Numeracy</b>	96%	95%	94%

Year 9	Cordeaux	Tongarra	State
<b>Reading</b>	95%	95%	93%
<b>Writing</b>	90%	85%	82%
<b>Spelling</b>	95%	85%	90%
<b>Grammar, Punctuation</b>	92%	100%	89%
<b>Numeracy</b>	97%	100%	96%

# —RECORDS OF SCHOOL ACHIEVEMENT (RoSA)—



## RoSA CORDEAUX CAMPUS

Two applications for RoSA were made by Students in 2016 at the Cordeaux Campus

## RoSA TONGARRA CAMPUS

No applications for RoSA were made by Students in 2016 at the Tongarra Campus

## HSC RESULTS

### 2016 HSC RESULTS FOR ILLAWARRA CHRISTIAN SCHOOL CORDEAUX

In 2016, 37 students from Cordeaux Campus studied for the HSC. 36 students were eligible and met the requirements for the Higher School Certificate.

One student completed pathways and has chosen not to continue and complete their HSC in 2017. One of the 36 students completed her HSC having studied English Advanced in 2015.

The majority of students completed their courses at Illawarra Christian School Cordeaux Campus, though a small number of students accessed subjects through External Education providers (as indicated in the table below).

#### DISTANCE EDUCATION PROVIDER

Subject	Provider	No. of Students
Hospitality	ICS Tongarra	4
Early Childhood Education and Care	ICS Tongarra	2

#### HISTORICAL BAND DISTRIBUTION AT ICS - CORDEAUX, 2014 - 2016

Year	Band					
	6	5	4	3	2	1
2016	10%	31%	39%	16%	3%	1%
2015	9%	31%	41%	17%	3%	0%
2014	5%	33%	45%	12%	4%	1%

Student performance continues to be of a high standard with the majority of students achieving results in Bands 4, 5 & 6. Over the past three years Illawarra Christian School Cordeaux Campus has seen a small increase in students achieving Band 6.

#### HSC BAND 6 RESULTS

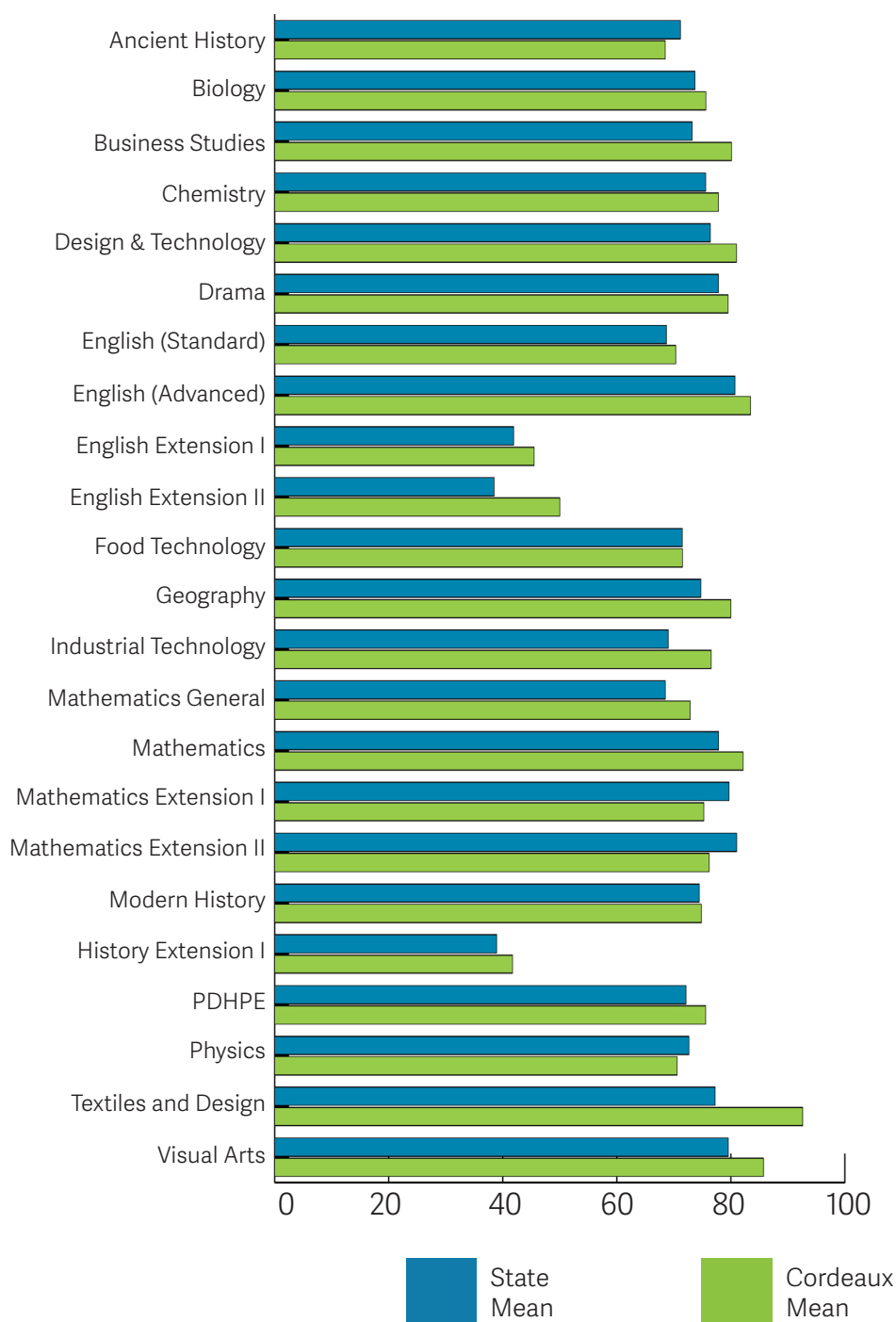
In 2016: 17 individual Band 6 results were achieved by our students in the following subjects:

Subject	No. of Band 6 achieved
Biology	1
Business Studies	1
Design Technology	1
Drama	1
English Advanced	1
English Extension 1	1
English Extension 2	1
Food Technology	2
Geography	1
Industrial Technology	1
Mathematics General	1
Mathematics	1
Mathematics Extension 1	1
Textiles and Design	1
Visual Arts	2

In addition to the Band 6 results many students received results in Band 5 (a mark of over 80 and therefore approximately in the top 20% of the state) in their subjects. It is encouraging to see students performing well at their level of ability and to see students who have required learning support completing and gaining their HSC. The school assessment marks correlated highly with the HSC marks awarded by BOSTES. This confirms that our teachers are accurately assessing, grading and ranking students in their various subjects.

The 2016 results reflected a student cohort who had particular interest and ability in the creative fields. In addition to the Band 6 results, 1 major work was nominated for Designtech in Design and Technology and another was nominated for iShape (Textiles & Design). One student also placed 7th in the state in Extension 2 English with a mark of 50/50.

## 2016 HSC COMPARISON OF STATE AND ICS CORDEAUX CAMPUS MEANS



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

The 2016 HSC results are reflected in a range of ATAR scores. The ATAR is a rank as compared to subject marks in the HSC, which are a scaled mark between 50 – 100. Therefore those students who perform at a lower level will often have significant variance between their HSC subject marks and their ATAR. ATARs are sent only to the students and as a school we only find out these scores if the student is prepared to share it with us. As a campus we received 6 ATARs above 90. With the highest ATAR being 97.1.

As a school we continue to perform well in the HSC and the 2016 results are encouraging. We pray that the academic achievement is used for God's glory and that each of our students will understand Christ's claim over their lives.  
Simon Lainson, Campus Principal

## ICS CORDEAUX CAMPUS 2016 POST SCHOOL DESTINATIONS

Only two students of the 37 were not eligible for an ATAR and over 80% students were offered University placements for 2017. Approximately 25 students were granted selected entry to the University of Wollongong prior to the HSC.

Most of our students will go on to the University of Wollongong and most in the field of their preference. A number of students were offered Deans Scholars at Wollongong University and a number were offered cadetships and / or scholarships.

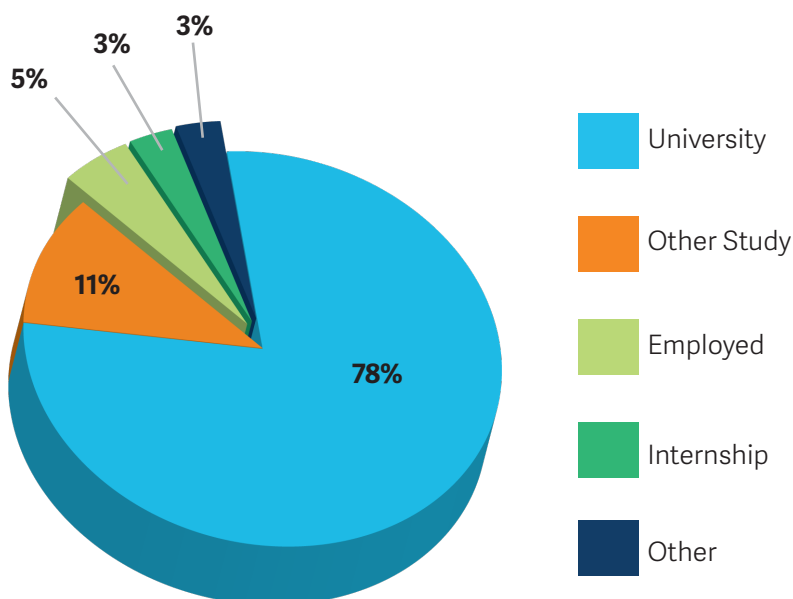
To the right, is a list of the courses our students have been offered for 2016 for at least 10 Universities (please note some students received multiple offers and a number of students have been offered the same course).



## COURSES OFFERED TO ICS CORDEAUX CAMPUS STUDENTS OF 2016

B Medical & Radiation Physics  
B Med Chemical  
B Nursing  
B Commerce  
B Digital Media  
B Nutrition & Dietetics  
B Exercise Science  
B Primary Education  
B Engineering (Hons) (Civil)  
B Arts  
B Pre-Med Science & Health  
B Med & Health Science  
B Med Radiation Science  
B Pharmacy  
B Medical Science  
B Nutrition & Dietetics (Hons)  
B Communication & Media Studies  
B Journalism / B International Studies  
B Engineering (Hons) (Mechatronics)  
B Nursing Advanced  
B Commerce / B Laws  
B Psychology (Hons) / B Commerce  
B Psychology Science / B Commerce  
B Psychology Science  
B Creative Arts  
B Engineering Hons / B Commerce  
B Engineering Hons / B Computer Science

## PERCENTAGE OF ICS CORDEAUX STUDENTS IN VARIOUS POST SCHOOL DESTINATIONS



# HSC RESULTS

## 2016 HSC RESULTS FOR ILLAWARRA CHRISTIAN SCHOOL TONGARRA

Tongarra Campus presented 15 students for HSC in 2016. The 15 students successfully satisfied the requirements of Stage 6 Higher School Certificate.

The majority of students completed their HSC via courses offered at Tongarra with a small number completing subjects via correspondence courses. Two students were recognised as NSW Distinguished Achievers.

Tongarra also had a number of Cordeaux students complete their Higher School Certificate Hospitality course on site.

### ICS TONGARRA SENIOR SECONDARY OUTCOMES

100% of students attained a Year 12 Certificate.

33% of students completed VET courses as part of their HSC.

The highest ATAR achieved at Tongarra was 95.3. This particular student achieved a Band 6 in Business Studies and Studies in Religion. She achieved Band 5's for her other subjects.

### COURSES OFFERED TO ICS TONGARRA CAMPUS STUDENTS OF 2016

Students from Tongarra have been accepted into the following University/Tafe courses:

B Commerce  
B Computer Science  
B Exercise Science  
B History  
B International Studies  
B Law  
B Mechanical Engineering  
B Music  
B Occupational Therapy  
B Science Teaching  
B Social Work  
B Teaching Primary  
Cert in Vet Nursing  
Diploma of Christian Studies  
Diploma of Mandarin  
Game Design  
M Biomedical Engineering  
Outdoor Education Traineeship  
Pre-entry into Agricultural courses  
YWAM Discipleship Training

### HSC BAND 6 RESULTS

In 2016, 3 individual Band 6 results were achieved by our students in the following subjects:

Subject	No. of Band 6 achieved
Business Studies	2
Studies in Religion II	1

An excellent result was achieved in both Business Studies and Studies in Religion with two students attaining a Band 6. The student with the highest ATAR achieved a band 6 in both Business Studies and Studies in Religion II. These students were recognised as NSW Distinguished Achievers.

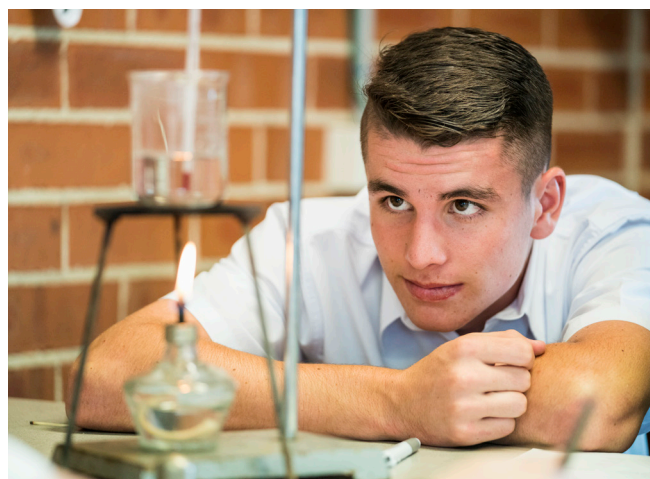
### HISTORICAL BAND DISTRIBUTION AT ICS - TONGARRA, 2014 - 2016

Year	Band					
	6	5	4	3	2	1
2016	4%	41%	28%	23%	4%	0%
2015	5%	26%	43%	21%	6%	0%
2014	1%	20%	38%	29%	12%	1%

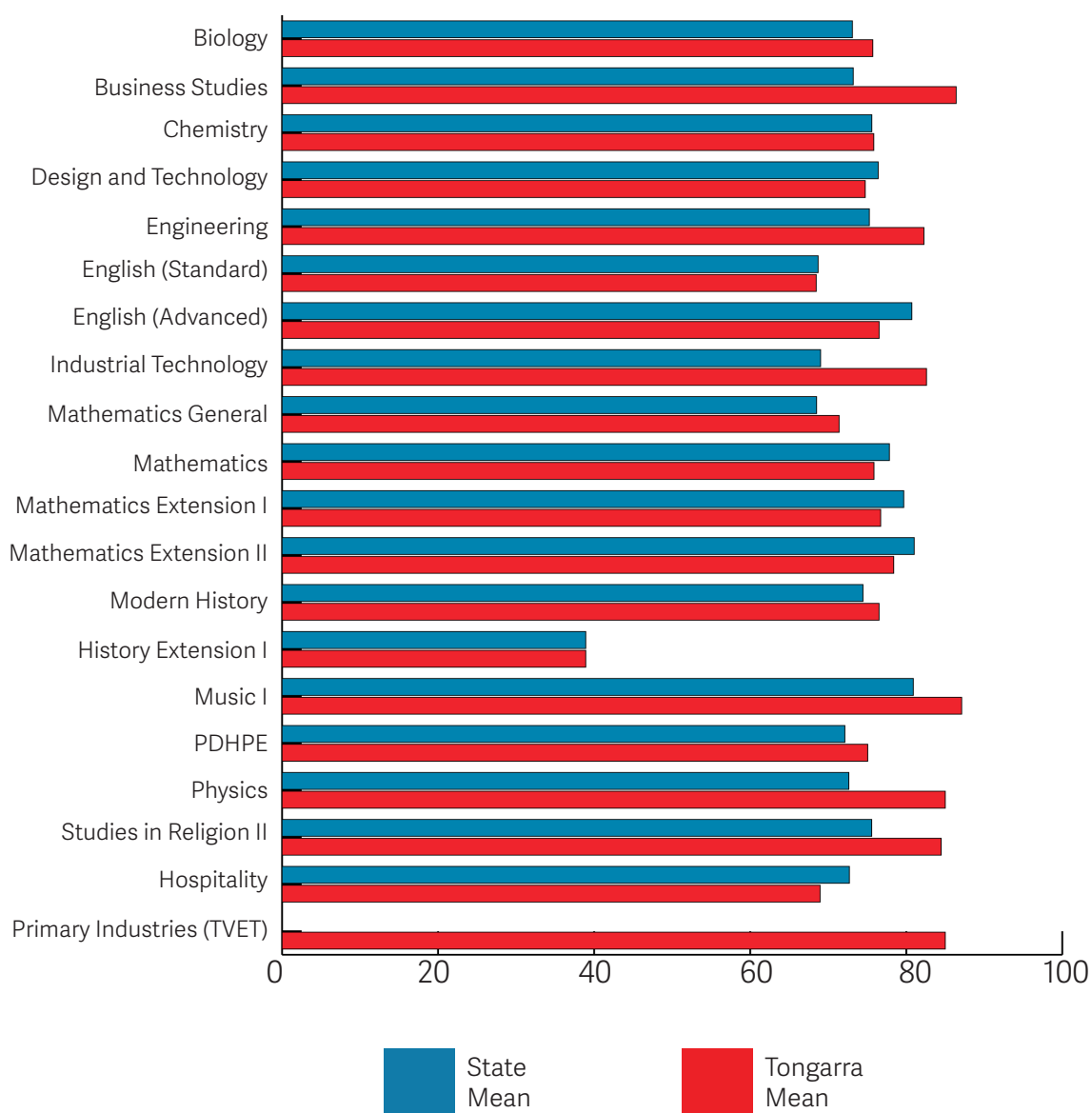
NB: total number of bands gained by the cohort - extension courses not included

Overall trends in the past two years:

1. Substantial growth from Band 4 to Band 5 in results. Overall, trend of student results stepping up into the next band.
2. Significant growth in ATARs
3. Significant growth in results for individual subjects.

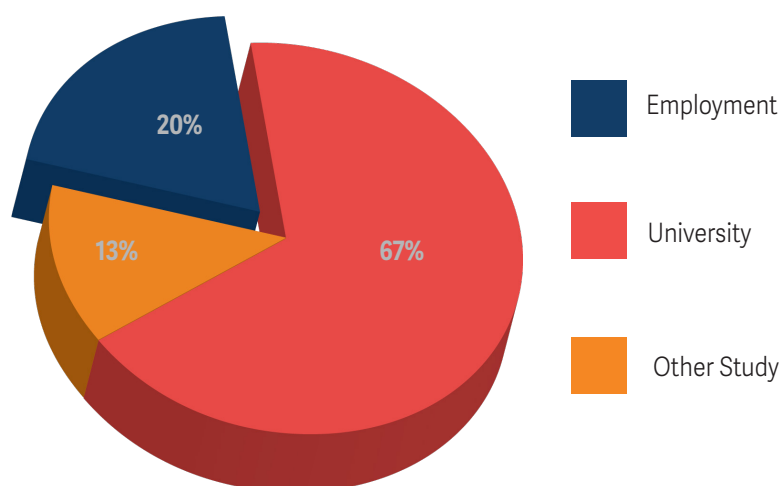


## 2016 HSC COMPARISON OF STATE AND ICS TONGARRA CAMPUS MEANS



The school mean was above the state mean in more than half of the subjects. It is important to note that History Extension I is only marked out of 50. In addition, the small number of students in some subjects makes the comparison between the state and school mean, less valuable as a measure.

## PERCENTAGE OF ICS TONGARRA STUDENTS IN VARIOUS POST SCHOOL DESTINATIONS



## STAFF COMPOSITION AND ATTENDANCE

The table to the right includes number of class teachers for Primary / Infants and Secondary as well as 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.



2016 Staff	Cordeaux	Tongarra	Total
Number of Teaching Staff	56	32	88
Full - time equivalent Teaching Staff	43.8	25.8	69.6
Counsellors/ Chaplain days/week	6	4	10

Administration Staff (most part-time)	17
Teacher Aides / Ancillary (most part-time)	16
Staff of Indigenous Background (as far as we are aware)	0

Proportion of Teaching Staff retained from 2014	93%
Average Teacher attendance rate	96%

## TEACHING QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

### ILLAWARRA CHRISTIAN SCHOOL TEACHING QUALIFICATIONS

100% of Illawarra Christian School Teaching Staff are, as defined by the Teacher Accreditation Act 2004, category (i), as having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines

### PROFESSIONAL DEVELOPMENT - CORDEAUX CAMPUS

At the Cordeaux Campus, staff professional development was focused around 'selecting and using relevant teaching strategies to develop knowledge, skill, problem solving and critical and creative thinking' (Australian Professional Standards for Teachers Standard 3.3). Teachers were trained and implemented in a range of Visible Thinking Routines.

A majority of staff also completed two courses of their own choosing during the year. These courses were selected in accordance with their professional goals as approved the school leadership team. In addition, all staff were training in using the Resilience Doughnut and K-2 staff received "Get Reading Right" training.

All teaching staff participated in peer observations, three minute walk throughs and video lessons. As part of the video lessons each teacher was required to

prepare a lesson to be videoed then discuss and review their lesson with a colleague.

Two teachers were working toward their Masters in Education through NICE (National Institute for Christian Education) and one staff through another tertiary institution.

The Campus Principal attended the CEN National Principals Conference and Christian Schools National Policy Forum. He served as a member of the State Council for CEN NSW / ACT, a Board member of CEN Hub and was chair of the CEN NSW / ACT Principals Forum.



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## PROFESSIONAL DEVELOPMENT - TONGARRA CAMPUS

Majority of staff completed one course of their own choosing during the year. All staff completed Child Protection training. All teaching staff completed training in a Learning Management System.

One staff member was accredited as Proficient Teacher through NSW Institute of Teachers.

Three teachers received accredited Pastoral Care training.

Five teachers attended AIS ELEVATE workshops and training sessions (x14) for High Potential Learners.

Kindergarten – Year 2 staff participated in NSW Literacy and Numeracy Action Plan (LNAP) training including, Get Reading Right and Mini Lit, PreLit and Multi Lit. They also participated in an Indigenous workshop.

The Deputy Principal completed Timetabler Solutions training and attended AIS ELEVATE training for High Potential Learners. He also participated in Investigating Promising Practice 5-8.

The Principal attended AIS ELEVATE Project training for High Potential Learners, a CEN Study Tour of New Zealand and the CEN Principals Conference/CSA National Policy forum. The Principal also participated in coaching sessions and completed a tour in London focusing on rapid growth and innovative practices for High Potential Learners.



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## ENROLMENT POLICY

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As a covenant community the Illawarra Christian School, through its Enrolment Policy, seeks primarily to support Christian parents (Galatians 6:10) in their task of nurturing and training their children in God's ways. The school also seeks to support other families who are supportive of the Christian ethos of the school and are desirous that their children come under its Christian educational model.

This policy acknowledges the needs and desires of the individual family or child within the context of the nature and needs of the school community, such that justice and loving kindness may be evident in all enrolment processes and decisions (Micah 6:8). While justice and loving kindness should not be applied to one

family or child at the expense of others, due recognition should be given to the Biblical pattern of care for the disadvantaged.

The ultimate responsibility, before God, for the training and nurture of the child resides with the parents. It is not the role of the school to seek to usurp that responsibility; neither should parents abdicate it in favour of the school.

It is expected that parents will be supportive of the educational model and the school's "Code of Behaviour" and will work in partnership with school staff.

Full details of the enrolment policy can be found in Appendix 1.

# SCHOOL POLICIES

## STUDENT WELFARE

Student welfare continues to be a high priority at Illawarra Christian School. Prolegis, our legal support company were commissioned in 2014 by CEN to write a new up to date Child Protection Policy that took into account all new legislation and changes. With the addition of our Staff Code of Conduct and Biblical Preamble, ICS adopted this policy in November 2014. This will ensure that the school remains current with legislative requirements, legal requirements, best educational practice and the Bible based, Christian ethos of our school.



## STUDENT DISCIPLINE POLICY

Student Discipline Policy and procedure was last reviewed in 2010 in response to a recommendation from the 2010 Registration inspection. At the time the policy was updated with minor changes to the wording to meet Board of Studies requirements. Discipline involves counselling, restoration and, where appropriate, consequences. Communication between school and home is an integral component of disciplinary action carried out at school. As required under child protection legislation, consequences do not include any form of corporal punishment. Discipline continues to be seen substantially as a process of discipling, encouraging students to accept responsibility for their own actions and relationships. An important aspect of discipline is procedural fairness, ensuring that the student's point of view is appropriately heard and that they are dealt with fairly. There was no recommendation to update the policy at the 2015 Registration Inspection, therefore the current policy stands.

## RESOLUTION OF ISSUES POLICY

The Resolution of Issues Policy was last reviewed in 2011. All members of the school community, including parents, teachers and students, are entitled to be heard and have any matter of concern dealt with openly and

fairly. The school's policy reflects the teaching of Jesus in Matthew 18, which directs the person who feels aggrieved to meet with the other person concerned. If the matter is not resolved the member of the school community is encouraged to raise the concern with more senior members of staff, ultimately writing to the Chairman of the Board should the matter not be resolved by senior staff. Through this process people are encouraged to resolve disagreement in a positive and informed manner that allows for the exercise of grace, repentance and forgiveness. It continues to be important that we maintain a distinctively Biblical perspective throughout all policies and practices of the school.

## ANTI – BULLYING POLICY

The Anti-Bullying Policy was last reviewed in 2014. The policy defines what the school considers to be bullying behaviour and a flow chart to investigate and deal with incidences of bullying.



## HOW THESE POLICIES ARE DISCLOSED PUBLICLY

Extracts from some school policies and procedures are available in the Parent Handbook and on the school website, [www.ics.nsw.edu.au](http://www.ics.nsw.edu.au). The full text of those policies referred to in this report, and all other school policies are available from the school office or can be provided in electronic format.

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# IMPROVEMENT TARGETS

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## IMPROVEMENT TARGETS FOR ILLAWARRA CHRISTIAN SCHOOL CORDEAUX

### 2016 IMPROVEMENT TARGETS CORDEAUX CAMPUS

- Development of Site Master Plan and the creation of additional playground and classroom space.
  - A new infants / primary playground was installed on the edge of the school oval
  - Master plan completed for Cordeaux Heights site
  - Acquisition of property adjacent to school
- Increased awareness and training of staff in relation to areas of student well-being (resilience):
  - All staff undertook resilience training using the Resilience Doughnut. Students and parents also received training around this resilience tool.
- Increased feedback and engagement with / between parents, students and staff in the learning process:
  - In 2016 the Cordeaux Campus introduced a new online learning management system called Seqta. This enables staff to directly communicate with parents and students and for parents and student to view student progress and lesson activities. This program will be more completely rolled out during 2017.
  - Parent information evenings were held for subject selection, cyber safety, work experience, resilience and student well being.
  - A slight increased participation in parent teacher interviews was achieved through more appointment slots being made available and greater promotion of the importance of interview attendance for parents.

### 2017 IMPROVEMENT TARGETS ILLAWARRA CHRISTIAN SCHOOL (RENAMED 2017)

- Development of site to provide additional classrooms, library and office facilities, and outside seating for students.
- Increase the literacy and writing skills of staff and students
- Increased feedback and engagement with / between parents, students and staff in the learning process.



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# IMPROVEMENT TARGETS

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## IMPROVEMENT TARGETS FOR ILLAWARRA CHRISTIAN SCHOOL TONGARRA

Goal: Improvement and performance in all aspects of the organisation, curriculum and student learning.



Our campus vision is to transform the life opportunities of our students by identifying their potential and bringing about rapid improvement. Key measures:

1. Growth in individual and cohort academic achievement levels (school, state and national testing);
2. Increase in voluntary student participation in initiatives/actions that promote and attend to the spiritual and social well-being of peers (NB: not limited to student leadership);
3. Establishment of a campus-based literacy and numeracy programme K-6 (with pre-K modules);
4. Establishment of a unique, campus-based literacy and numeracy programme for Yrs 5-8;
5. Capacity to meet current financial requirements of campus, whilst maintaining the ability to offer a challenging education programme and diverse range of learning opportunities.

## TARGET AREA - CURRICULUM

Key Strategy	Actions	Measurement
LaNAP	Identify key successful strategies that lift improvement in both Numeracy and Literacy.  Create a K-4 programme that consolidates the best and sustainable outcomes of the project  Identify the key strategies that can be transferred to Yrs 3-4 and Yrs 5-8. Identify gaps where we need further data and/or professional learning in specific approaches, tools and curriculum design.	P-8 Literacy and Numeracy Plan - Getting the Basics Right. A plan that is based on sound research and data from our participation in the project.
Years 5 - 8	Project Based Learning curriculum.  Complex literacy skills (higher-order communication and comprehension skills).  Moving from numeracy to mathematical thinking.	25% of curriculum reflecting core principles of PBL  P-8 Literacy and Numeracy Plan - Getting the Basics Right. An appendix that articulates how to move to higher-order and complex activity.
Years 9 - 12	Feedback and Goals: 'What is working now? 'Where to from here? How do I get there?	A new way of reporting progressive assessment and achievement.
High Potential Learners	Focus on testing new strategies with top 40% performers in Years 6 and 10. Based on results and evaluation move to other cohorts and non-performing HPLs.	Two or three tested strategies that are producing impact on performance of HPLs.

## TARGET AREA - STAFF

Key Strategy	Actions	Measurement
Professional Development Annual Goal Setting	Staff and supervisors track the development and implementation of individual staff goals.	Staff will be presenting professional development sessions for colleagues that are covered by their own goals and championed areas.
Areas to Champion	Staff contribute to campus according to their identified champion area.  Staff to address areas where they have not met their own goals.  Strategic selection of personal and whole-campus professional development opportunities. Staff engage in opportunities that are in addition to those provided and financed by the campus.	Staff capacity to implement new programmes, improve existing ones and develop areas of change has increased and is evident in actions that improve curriculum/processes or by creating solutions to existing challenges. Part of the Review phase of the goal setting process.
Increased time on task and level of student attention in the classroom.	Implement Classroom Observation Tool (New Zealand)	All classes move into optimal attention and time on task level.

## Target Area - Pastoral Care

Key Strategy	Actions	Measurement
Three Student Communities & roll call structures	Continue to develop identity and unique approaches of three student communities. Continue the cycle of roll call allocations - evaluate impact. Development of new transition and "marking the milestone" programmes/approaches.	Students recognise and identify with unique aspects of the three sections. Transition points have faded and increased impact of continuity evident in students' belonging and engagement. Activities that mark milestones and achievement generate enthusiasm, meaning and engagement.
Years 9-12 Service and Leadership programme	Student Council and Captains programmes and activities increasingly directed by student initiative.	50% of activity generated by these leadership programmes.

## GUIDING PRINCIPLES AND THEORIES:

Transformational Theory; Invitational Learning Theory; Top 20 Learning Principles based on Psychology.

# NSW LITERACY AND NUMERACY ACTION PLAN (LNAP)

Illawarra Christian School Tongarra Campus, continued to implement LNAP throughout 2016 as follows:

## LNAP PRIORITY AREAS

Element 1: Effective and evidence-based teaching of literacy and numeracy.

Element 2: Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning.

Element 3: Instructional leadership and whole school engagement with literacy and numeracy.

Element 4: Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress.



## ASSOCIATED BROAD LNAP BUDGET

2016 Funding Expenditure Area	2016 Funding Expenditure
Mandatory Reform Area 1	\$42,682.15
Mandatory Reform Area 2	\$23,106.22
Mandatory Reform Area 3	\$11,122.50
Mandatory Reform Area 4	\$15,217.83
<b>Total 2016 Funding Expenditure:</b>	<b>\$90,264.58</b>

2015 Roll-Over Funding Expenditure Area	2015 Roll-over Funding Expenditure
Mandatory Reform Area 1	\$1687.50
Mandatory Reform Area 2	\$12,215.42
Mandatory Reform Area 3	\$0.00
Mandatory Reform Area 4	\$0.00
<b>Total 2015 Roll-over Funding Expenditure:</b>	<b>\$13902.92</b>

# **PROMOTING RESPECT AND 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, Tournament of the Minds
- Numerous school and general safety training activities, including First Aid Training
- Public speaking activities and competitions at class, interclass and inter-school level
- Debating at school and inter-school levels
- Participation in service activities within the school and the local area
- Work Experience
- Primary and secondary bands, choirs and vocal groups, including a nursing home visit
- Participation in the Premier's Reading Challenge
- Fundraising for the Bible Society through the Bikes for Bibles ride from Canberra to ICS
- Fundraising for the TEAR Fund - Slum Survivor activity
- Student leadership programs, including Masterclass
- Peer Support, Buddy Teacher / Student mentoring programs
- Cybersafety lectures
- Resilience Doughnut training / implementation
- Police Liaison Visit
- Bullying Awareness programs
- Ryda Driving Program
- Various cultural visits and performances, including Kosei Japanese student visit
- Anzac Assemblies
- Thanksgiving Assembly and activities
- Numerous school and inter-school 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
- Reconciliation Flag Walk
- Camping Program
- Inter-school Chess Competition
- Service Trips to Gawa, Fiji and Wollanang (NT)

## **SATISFACTION SURVEYS**

### **2016 GALLUP STUDENT POLL RESULTS CORDEAUX**

In 2016 a student poll was used to gauge satisfaction. Students expressed continued 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, received positive feedback about their learning and had teachers who inspired them to learn and achieve their best.

### **2016 GALLUP STUDENT POLL RESULTS TONGARRA**

Using the 2016 Gallup Student Poll to gauge satisfaction for the third year in a row, students continued to express 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 47% reported themselves as thriving. Students continue to express a high level of satisfaction in the belief that they will find a good job after completing school.

### **STAFF AND PARENT FEEDBACK**

During the 3rd term of 2016 the Association meeting was a means of delivering exciting progress on Illawarra Christian Schools 5 Year Strategic Plan and Masterplans for both campuses. The association meeting was well attended and all those present expressed their gratitude for the work of the School Board and Executive.

Towards the end of 2016 the executive received very positive and encouraging feedback from staff with a focus on the future direction that 2017 was to take.

Over 280 community members participated in a survey, providing feedback on the following areas: Affordability, Discipline, Education and Parent / Teacher /Staff interaction.

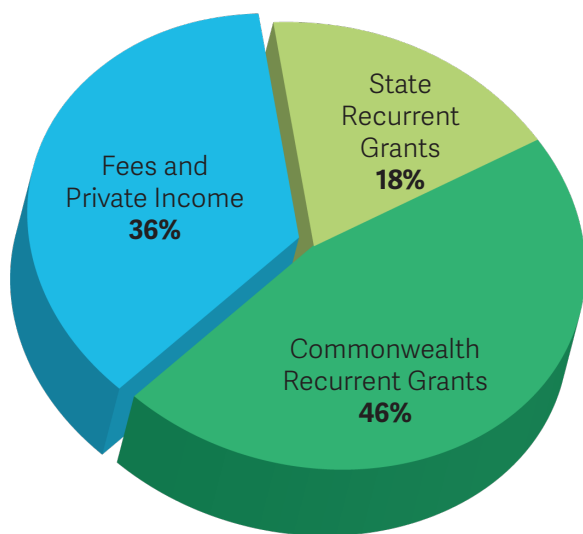
Almost all respondents felt welcomed by general staff, with most finding information effectively shared.

The majority of respondents felt their children were engaged and given every opportunity to succeed and would recommend ICS to their family and friends.

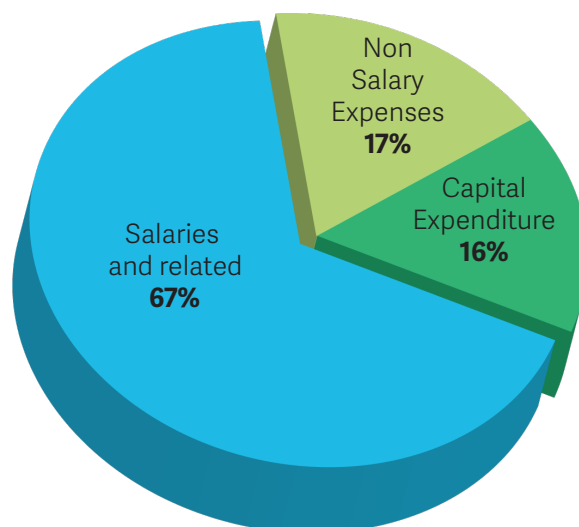
The survey also revealed that more improvement is needed in the area of consistency in discipline.

# SUMMARY OF FINANCIAL INFORMATION

## RECURRENT / CAPITAL INCOME



## RECURRENT / CAPITAL EXPENDITURE



## FROM 2017

From 2017, our current campuses will be registered as two separate schools.

Our schools will continue to be operated by the same proprietor, Illawarra Association for Christian Parent - Controlled Education, to be known as Illawarra Christian Education.

From 2017, our schools will therefore be required to submit individual annual reports.



Mr Simon Lainson  
Principal



Dr Kate Bertram  
Principal



ILLAWARRA  
CHRISTIAN  
SCHOOL

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CALDERWOOD  
CHRISTIAN  
SCHOOL

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## CONCLUSION: EXECUTIVE PRINCIPAL

During 2016, 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 to 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.

One of the focuses for 2016 was the implementation of the Strategic Plan covering the years 2016-2020. This is our blueprint for action as we seek to develop and improve the quality of education at both campuses of the school. This drive for improvement is a constant theme because we need to meet the challenges of a changing society largely driven by advances in technology.

However, we need always to remind ourselves of the context of the education we offer. Essential to our Strategic Plan are clear statements of Mission and Vision that are rooted in our heritage and guided by the imperatives of the future. Education is always about tomorrow as well as learning from the past. Our children become the adults and leaders of tomorrow's world.

In response to demographic analysis we explored the establishment of Calderwood Christian School (the Tongarra Campus of ICS) and the consequent re-establishment of ICS (the Cordeaux Campus of ICS).

With assistance from the Federal Department of Education, BOSTES (now NESA), AIS NSW & CEN NSW, we were granted status as two separate schools under the umbrella of Illawarra Christian Education (ICE) and the successful registration of the two campuses of ICS in 2015 was transferred to each school to commence in 2017.

A highlight of the year was the formulation of ICE (Illawarra Christian Education) that from 2017 will have in it's portfolio two individual schools rather than two campuses of one school.

The results obtained by our students in NAPLAN show that we are realising above state improvements in

the key areas of Literacy and Numeracy. The HSC results and consequent ATARs achieved by our Year 12 students means that we are fulfilling our aim to ensure they are ready for the next phase of life. Our school though is not just focused on academic success.

Rather our focus is threefold for each in seeking to realise their potential: All people are Body, Mind and Spirit and in each sphere we have set agendas for development and growth.

I believe that through the efforts and diligence of our staff we have achieved our goals for our students and so I would declare that 2016 was most successful.

Our Strategic Plan has been written to ensure that 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 give thanks and praise to our God for his many blessings provided to our school community and pray that we will be faithful to Him and to the task He has given in teaching young people as they progress towards the future that God has promised each one of us.

We give thanks to our government, both State and Federal, for their continued financial support of education in Australia ensuring we remain a thriving and virile nation.

Tony Horsley  
Executive Principal  
18/05/2017



ILLAWARRA  
CHRISTIAN  
EDUCATION

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# APPENDIX

## 1. ENROLMENT POLICY

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## 1. BIBLICAL BASIS

**Deuteronomy 6:4-9**     <sup>4</sup> Hear, O Israel: The LORD our God, the LORD is one.<sup>[a]</sup> <sup>5</sup> Love the LORD your God with all your heart and with all your soul and with all your strength. <sup>6</sup> These commandments that I give you today are to be on your hearts. <sup>7</sup> Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. <sup>8</sup> Tie them as symbols on your hands and bind them on your foreheads. <sup>9</sup> Write them on the doorframes of your houses and on your gates.

**Proverbs 22:5-6**     “Thorns and snares are in the way of the perverse; He who guards himself will be far from them.<sup>6</sup> Train up a child in the way he should go, Even when he is old he will not depart from it.

**Ephesians 6:4**     “Children, obey your parents in the Lord, for this is right. <sup>2</sup> “Honour your father and mother”—which is the first commandment with a promise— <sup>3</sup> “so that it may go well with you and that you may enjoy long life on the earth.”<sup>4</sup> Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

## 2. PREAMBLE

Illawarra Christian School was established by Christian parents desirous that their children be educated within a distinctively Christian school environment. Training in a Christian view of the world and relationships, and Christian nurture of the child are fundamental to the functioning of the school. It is the task of the school to “lead the child to discern the meaning and structure of the creation under the guidance of the Word of God and to train the child in the use and development of their God given talents, so that they may be equipped to serve Christ as King in all spheres of life to the Glory of God and the well being of their fellow men” (refer Educational Creed, Section H).

As a covenant community the school, through its Enrolment Policy, seeks primarily to support Christian parents (Galatians 6:10) in their task of nurturing and training their children in God’s ways The school also seeks to support other families who are supportive of the Christian ethos of the school and are desirous that their children come under its Christian educational model.

This policy acknowledges the needs and desires of the individual family or child within the context of the nature and needs of the school community, such that justice and loving kindness may be evident in all enrolment processes and decisions (Micah 6:8). While justice and loving kindness should not be applied to one family or child at the expense of others, due recognition should be given to the Biblical pattern of care for the disadvantaged.

The ultimate responsibility, before God, for the training and nurture of the child resides with the parents. It is not the role of the school to seek to usurp that responsibility; neither should parents abdicate it in favour of the school.

It is expected that parents will be supportive of the educational model and the school’s “Code of Behaviour” and will work in partnership with school staff.

## 3. 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.

1. Illawarra Christian School’s Biblical ethos and constitution.
2. The provision of a sound Christian education for the children of Christian parents.
3. The recommendations of those responsible for advising the Board.

- 
- 4, The impact of the enrolment on the welfare of each class and the whole school community.
  5. Stewardship of available resources to ensure the viability of the whole school community.
  6. The capacity of the school to cater for the individual needs of the student
  7. A response of justice, loving kindness and pastoral care.
  8. Maintenance of a predominantly Christian community.
  9. Consideration of existing laws and regulations.

#### 4. ENROLMENTS REGISTRAR

The role of Enrolments Registrar is performed by a member of the office staff. 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.

#### 5. 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.

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

## 6. CONFIDENTIALITY

All enrolment information is to be kept confidential and only viewed by the Business Manager, 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.

### 6.1 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 Inter-state Student Data Transfer Note.

## 7. 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.

## 8. 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.

## 9. 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.

## 10. 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.

## 11. 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.

## 11.1 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.

## 11.2 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 class 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

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### 11.3 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.

### 12. ENROLMENT CRITERIA

#### 12.1 MINIMUM STARTING AGE FOR ENROLMENTS

- Students commencing school in Prep must be three (3) years of age by 30<sup>th</sup> April of that year.
- Students commencing school in Kindergarten must be five (5) years of age by 30<sup>th</sup> April of that year.
- Students commencing school in Year 1 must be six (6) years of age by 30<sup>th</sup> 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.

#### 12.2 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.

#### 12.3 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:

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## 12.4 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.

## 12.5 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.

## 12.6 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 and Business Manager 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 fulfill their commitment of meeting school fees. Therefore, no request for fee remission will be considered in the first twelve months following enrolment.

## 13. 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.

## 14. 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 outlined below.

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## 15. 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.

## 16. 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.

## 17. 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.

## 18. OFFER OF PLACEMENT

### 18.1 NOTIFICATION OF ACCEPTANCE / REFUSAL OF ENROLMENT

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

### 18.2 CONDITIONS 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.

### 18.3 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

### 19. DOCUMENT HISTORY

Version	Date Approved	Revised By	Description	Review
1.0	2002		Initial release	
2.0	3/6/2004	K Bosward	Added Registrar role; revised maximum class sizes, minimum Christian percentage guidelines and K/1 minimum starting age	
2.1	9/12/2004	K Bosward	Clarified category 7 criteria, enrolment process and waiting list processing; changed Kinder enrolment process; added HOC role, CLI, temporary enrolments and Christian percentage rationale	
2.2	6/6/2005	K Bosward	Clarified student's own profession of faith; added procedure for filling vacancy in staged (composite) class	
2.3	13/10/2005	K Bosward	Clarified interview requirements for Year 11/12 students	
2.4	2/2/2006	K Bosward	Clarified requirements for student's own profession of faith	
2.5	9/3/2006	K Bosward	Kindergarten assessments now done before approval	
2.6	24/8/2006	K Bosward	Added Federal Reporting Obligations	
2.7	05/06/2007	M Edwards	Changes to Christian percentage	
2.8	16/10/2008	C Muscat	Changes to starting age and maximum class sizes	
2.9	19/5/2011	G. Batten & C. Muscat	Changes to eligibility for Fee Remission. Review Policy 2012	
3.0	18/07/2011	G.Batten & C. Muscat	Changes to size of Prep classes and age of entry to Prep	2013
3.1	2/2/2012	G. Batten & C. Muscat	Inclusion of Biblical Basis & requirement of accepting to "Code of Conduct" as a condition of enrolment	2014

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## APPENDIX i. - CHRISTIAN PERCENTAGE RATIONALE

### i.i INTRODUCTION

The Enrolment Policy contains the guideline that the Board will seek to ensure that a minimum 85% of all enrolments come from Christian families. These are families who satisfy the requirements for membership or entry into priority 7 on the waiting list. Each class should aim to have 85% students from Christian families. Also, students coming from other families but who make a credible profession of their own Christian commitment are to be included in the Christian category.

This paper gives the rationale behind our minimum Christian percentage guideline. With increasing enrolment "competition" from other Christian schools in our region, it is appropriate that this rationale be recorded here and referred to as needed when questions arise regarding this guideline.

### i.ii OUR SCHOOL AS A COVENANT COMMUNITY

Our Educational Creed states that Christ's body is "the covenant community bound to Him as head, and that the children of believing parents belong to that covenant community." (E.11-13).

Further, the Creed states "although by the grace of God, men who reject the Word of God as the ordering principle of life provide many valuable insights into the common structure of reality, yet because the religious direction of their thoughts remains radically opposed to that of the covenant community in Christ, there can be no possibility of a synthesis of their systems of thought with the scripturally directed thought which Christ's covenant community is called to pursue." (E.17-24).

Also, "a school where Christ is confessed as head of the educational task in harmony with the Scripture is a valid ... expression of the life of the covenant community redeemed in Christ." (H.4-7).

Thus we see that our Educational Creed expects our school to be substantially and effectively a covenant community, comprised of children of one or two believing parents, together with believing staff who work in partnership with the parents in the education of their children. Parents therefore join a community endeavouring to fulfill a God-given responsibility to give children a Christ-centred education on how to do all things for the glory of God.

### i.iii IMPLICATIONS FOR OUR SCHOOL

Since our school is to be substantially and effectively a covenant community, we must approach with caution and much prayer any discussion which may result in not maintaining a high percentage of Christian families in our community. The impact of too many families who do not confess Christ as their head cannot be underestimated. "Do you not know that a little leaven leavens the whole lump?" (1 Cor 5:6).

Ronald P Chadwick says, "In my conversations with many Christian school administrators across America today, the unanimous conclusion is that the strength of the Christian school is in direct proportion to the Christian home or homes that are represented in the school family." (quoted by Richard Edlin, *The Cause of Christian Education*, p92).

Reina de Vries (from Christian Parent-Controlled Schools Ltd in Australia) is strongly of the view that a Christian percentage less than 80% can be disastrous. Christian parent-controlled schools which have a low or no minimum Christian percentage guideline have faced a number of problems.

The concern here is the potential influence that parents who are not Christ-centred may exert within the school. In this regard we even need to be careful when considering a student's own profession of faith. While a child of unbelieving parents may make a credible profession of faith, the reality is that the parents are the ones who are responsible for their child's education and who pay the fees, so they will be the ones who may seek to influence the direction and policy of the school.

There may even be an issue with anti-discrimination legislation, although this is as yet untested. While a Christian school may be "Christian" in name, if it can be demonstrated that a significant number of families in the school do not call themselves "Christian", then the school could forfeit existing exemptions granted to them under the legislation. For example, the school could lose the legal right to employ only Christian staff.

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#### i.iv DISADVANTAGES OF REDUCING THE MINIMUM CHRISTIAN PERCENTAGE

Potential negative implications for the school caused by reducing the minimum Christian percentage include:

- A greater number of parents who may not understand the biblical principles of education and thus may seek to impose other agenda, such as focusing more on the “private” aspect of independent schooling rather than our distinctive Christ-centred education.
- The temptation to remove what may be regarded as objectionable material from a Christ-centred curriculum, so as not to offend an increasing number of families who do not have a personal commitment to Christ.
- More disruptive pupils, especially those who enter at high school. Of course the sinful nature that afflicts all people (Romans 3:10) means that disruptive students may come from Christian families as well. However, in general there is the potential for more disruptive behaviour from children whose parents do not seek to live by the teachings of the bible nor to train their children to uphold those teachings. Those who come into the school later will find the school particularly different and challenging compared to what they have been used to.
- A decreased willingness to exercise disciplinary action against disruptive students, again for fear of offending parents and damaging the reputation of the school. We may even be on shaky legal ground here. There is an expectation by parents that our school, because it is caring and smaller, may be able to “fix” behavioural problems manifested by students at other schools. As we lower our percentage, more parents will insist on their right to have our school take in their children and may challenge us if we are perceived to refuse on the basis of behavioural unsuitability. Currently our only avenue for refusal is on the basis of Christian percentage.
- The result can be a greater emphasis on the school environment, rather than on curriculum and teaching method. There may also be a greater emphasis on evangelism, which while important and necessary (even amongst the children of Christian parents), is not the primary task of education. It can lead to a greater focus on the secondary school where significant behavioural problems are more likely to be manifested, and where students are often seen as better targets for evangelism. By contrast, the educational approach that is to be characteristic of a covenant community should be one of continual disciplining and nurturing all the way from infants through to the senior years. This is an extension of what Christian parents are already doing in disciplining their children at home.

#### iv Anti-Discrimination Legislation

This paper does not seek to address in detail any legal issues surrounding a minimum Christian percentage guideline. Current legal advice indicates that under existing religious exemptions in the anti-discrimination legislation, we are permitted to refuse enrolment to families on the basis of Christian status, provided we have clearly indicated our definition of “Christian” up front to parents. We do this in the enrolment application form where parents are required to indicate that they attend church at least monthly, that they accept and personally believe our statement of faith, and that they have included a reference from the minister of their church.

