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1. SCHOOL INFORMATION

The School commenced in 1991 in the historic town of Strathalbyn in the Adelaide Hills. Student numbers at commencement were 10 with 357 students in 2014. The student cohort consists of children attending our Early Learning Centre to Year 12.

In December 2014 the Community attended a meeting where it was announced that the School will belong to the Tyndale Christian Group of Schools when reopening in 2015. This transfer of ownership under the Tyndale ensured financial stability for the School into the future as enrolment numbers and financial sustainability have been under threat.

The School was named Tyndale Christian School Strathalbyn with an exciting future ahead belonging to the Tyndale Christian School family consisting of three independent Christian Schools, namely Tyndale Christian School Salisbury East, Tyndale Christian School Murray Bridge and Tyndale Christian School Strathalbyn. The School is governed by the Tyndale Christian School Board of Governors.

2. STUDENT ATTENDANCE

Student attendance for 2014 is summarised as a percentage (%) per year level and a total average.

<table>
<thead>
<tr>
<th>ATTENDANCE AT EACH YEAR LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Level</strong></td>
</tr>
<tr>
<td>Reception</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
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<tr>
<td>Year 5</td>
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<td>Year 6</td>
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<td>Year 7</td>
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<tr>
<td>Year 8</td>
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<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Average</strong></td>
</tr>
</tbody>
</table>
Parents are required to inform the School of student absence on the day or with a note when the student returns. In some instances the School requests doctor’s certificates to verify extended sick leave. Attendance officers are occasionally asked to assist in cases where student attendance was of an ongoing concern. The student welfare teacher or administration team are regularly in contact with families where attendance is an issue.

3. SENIOR SCHOOL OUTCOMES

YEAR 12
The 2014 Year 12 class included 28 students.

SUBJECTS OFFERED AT STAGE 2 INCLUDED:
- English communications (19 students)
- Maths studies (2 students)
- Maths Applications (7 students)
- Physical Education (5 students)
- Biology (9 students)
- Chemistry (3 students)
- Child Studies (6 students)
- Information Processing and Publishing (6 students)
- Drama (4 students)
- Food and Hospitality (10 students)
- Visual Art/Design (2 students)
- Music – Ensemble/Solo Performance/Performance Special Study/Individual Study (7 students)
- Society and Culture (17 students)

YEAR 12 RESULT SUMMARY
- 26 out of 28 students achieved their SACE
- 20 of the student cohort were eligible to achieve an Australian Tertiary Entrance Rank (ATAR) enabling them to apply for University placements
- The highest ATAR score 92.55?
- 1 student achieved a University of Adelaide Scholarship (I know she did not take it up)
- 18 grades were A standard
- 57 grades were B standard
- 56 grades were C standard
- 1 student achieved a University of Adelaide Scholarship
- 3 students gained an ATAR of 90 and above
- 5 students gained an ATAR of 70 and above

YEAR 12 POST SCHOOL DESTINATIONS
The 2014 Year 12 cohort saw five students commencing there tertiary studies at university and two students studying at TAFE with one on these students engaged in an apprenticeship. Three students deferred their university studies, with one of these students enrolled in a short course and employment and the remaining two students taking up employment.
VOCATIONAL EDUCATION AND TRAINING (VET) INFORMATION YEAR 10 TO 12

Several students completed VET qualifications:
- 5 in Certificate ll Retail (school based apprenticeships)
- 2 in Certificate ll Hospitality (school based apprenticeships)
- 1 in Certificate ll Printing and Graphic Arts (external course)
- 1 in Certificate ll in Media (external course)

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMBERACY TESTING (NAPLAN)

A summary of NAPLAN results for 2014 is given in the table below. The majority of students in the different year levels who did not achieve benchmarks are either funded students or students with a known learning difficulty.

<table>
<thead>
<tr>
<th>Students Achieving National Minimum Standards (NMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
</tr>
<tr>
<td>No of Students</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

4. TEACHER QUALIFICATIONS

Tyndale Christian School Strathalbyn is blessed with well qualified teaching staff. In 2014 our teaching staff held the following qualifications (only the highest qualification per teacher is recorded):

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>1</td>
</tr>
<tr>
<td>Degree</td>
<td>21</td>
</tr>
<tr>
<td>Diploma of Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

WORKFORCE COMPOSITION 2014 (FULL TIME EQUIVALENT)

<table>
<thead>
<tr>
<th>Staff</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>25.94</td>
</tr>
<tr>
<td>Academic Support Staff</td>
<td>5.16</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>7.12</td>
</tr>
<tr>
<td>Maintenance Staff</td>
<td>1.40</td>
</tr>
<tr>
<td>Bus Drivers</td>
<td>1.50</td>
</tr>
</tbody>
</table>
5. SCHOOL COMMUNITY SATISFACTION

The School Community commented positively on the strong Christian ethos of the School based on a Biblical Worldview. The commitment of staff to Christian values and the focus on a holistic approach to education and recognising the role of parents as the primary educators was viewed as a standout to parents.

The relationships between staff and students and the Christian approach of staff fulfilling their respective roles in the School were highlighted as a characteristic of the School.

The School Community indicated that the School needs to commit to more efficient and timeous communication. A further need from the School Community is the commitment of teaching staff to manage academic timelines more efficiently. The implementation of a laptop scheme for secondary students has been highlighted as an academic need. The development of the subject choices was comment on. Parents requested to be included more in the learning of their children.

A need identified is an inclusive approach to the varying academic needs of students to support current students with their learning and to create opportunities for students who do not attend the School at present to become part of the School academic program.

The School Community expressed their viewpoints regarding the infrastructure of the School commenting on the need to upgrade student lockers and landscaping.

The School Community saw the School as a positive influence on their children’s lives with a caring staff supporting their children.

ENGAGEMENT WITH SCHOOL COMMUNITY

The following is a summary of engagement with the School Community:

- Family Fun Day
- Camps for students
- Leadership retreats for School Leaders
- Student Leaders involved in praise and worship during assemblies
- SACSA Sport
- SAPSASA and SSSA Sport
- Primary and Secondary Assemblies
- Combined Community Assemblies
- Easter Service
- Lunch time activities for students run by Student Leaders
- Student Leaders were involved in landscaping the secondary area
- Fundraisers included:
  - Daffodil Fundraiser supporting cancer research
  - Red Day creating awareness of youth suicide
  - SHE Rescue Home Fundraiser to rescue child trafficking
  - BBQ fundraiser to support Victor Harbor Primary School after a fire at the School
- Visits to Blakes Crossing Christian School and Tyndale Christian School Salisbury East
- Graduation Night for Senior students
- Presentation Night
- Music and Drama performances
6. **INCOME BROKEN INTO FUNDING SOURCES**

**Recurrent Income 2014**

- Tuition Fees: 0%
- State Recurrent: 5%
- Commonwealth Recurrent: 17%
- Other Recurrent Grants: 18%
- Sundry Income: 59%
- Trading Income: 0%