STRATHALBYN

2015

PERFORMANCE REPORT

INTENTIONALLY
CHRISTIAN
INCLUSIVE
EXCELLENT

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Vision

Tyndale Christian School was established by Christian parents wishing their children to be educated in an environment that would support and complement the values and faith that the families sought to inculcate in their home. The focus of the School is to provide an affordable, holistic education for all students in a distinctively Christian community. Therefore, the Vision of the School is:

“To be a Christian community that fosters innovation and excellence in its programs for the academic, vocational and physical development of students; nurtures spiritual and emotional growth and prepares students to move into life beyond the School, confident and competent in their chosen field, and with an understanding of their spiritual and social responsibilities to the local, national and international communities to which they belong.”

Mission

The Mission of Tyndale Christian School is to do those things necessary to effectively achieve the purposes for which it exists (i.e. the Vision). While the execution of the mission will involve many actions by members of the school community, at the strategic level, there are two areas that are essential enablers to fulfilling the Vision. Therefore, the Mission of Tyndale Christian School is:

“To identify, encourage and develop the potential in each child through:

- effective selection, training and retention of staff to develop and deliver a balanced, best-practice program of learning which is integrated throughout the student’s time at the school; and
- building a community based on relationship with God and each other where the character of Christ is valued, developed and displayed.”

Core Purpose

“To provide an excellent, inclusive Christian education that equips our students to serve God and His world.”

Tyndale Christian School was established to be a place of learning for students within the context of the Christian faith. Therefore, the core purpose of the School is to provide best practice (excellent) learning and curricula within a Christian and inclusive community.
Sources of Funding

The funding sources of the School for the 2015 year are shown in the chart below:

![Funding Source Pie Chart]

- Fees
- Commonwealth Grants
- State Grants
- Other Income
- Trading Income

Total Funding: $2,920,917
- Commonwealth Grants: $897,797
- State Grants: $328,878
- Other Income: $889,407
- Trading Income: $20,549
- Fees: $89,807
CHARACTERISTICS OF THE STUDENT BODY

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>7</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Year 1</td>
<td>16</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Year 2</td>
<td>11</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Year 3</td>
<td>11</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Year 4</td>
<td>11</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Year 6</td>
<td>14</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Year 7</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Year 8</td>
<td>19</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Year 9</td>
<td>9</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Year 10</td>
<td>27</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Year 11</td>
<td>9</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Year 12</td>
<td>11</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>169</td>
<td>164</td>
<td>333</td>
</tr>
</tbody>
</table>

Indigenous students: 13
Commonwealth funded Special Needs students: 24

Income distribution

Key factors in students’ family backgrounds (parents’ occupation, school education and non-school education) have an influence on students’ educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school’s geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both student- and school-level factors.

<table>
<thead>
<tr>
<th></th>
<th>Bottom quarter</th>
<th>Middle quarters</th>
<th>Top quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Distribution</td>
<td>19%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Australian Distribution</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
New enrolment

Maintaining full enrolments and waiting lists is critical to school sustainability at its current level of operations. Therefore, attracting enrolments is a key sustaining activity. During the year, the School undertook the following enrolment generating activities:

- Open Day.
- School tours and morning teas.
- "Meet the teacher" and "New parent information evenings" were held.

PROGRAMS WHICH DIRECTLY IMPROVE STUDENT OUTCOMES

Professional Learning of staff

Under the guidance of the Director of Studies, staff are able to access school-based professional learning experiences, AISSA consultants and commercially produced professional learning courses. Criteria for accessing professional learning experiences is prioritised in terms of School needs, student cohort demands and individual teacher requirements. School Leadership select and recommend professional learning activities as they deem that a need exists.

An exciting opportunity from our association with Tyndale Salisbury East is the ability to ‘pool’ training and collaboration opportunities between the schools.

Counselling services

Pastoral Care Teachers assigned to Pastoral Care Groups have responsibility for ensuring the care of students. Holistic care constitutes a philosophy of ensuring the well-being of students.

The Counselling and Chaplain team of Mr Dan Harbottle and Mr Graham Klix oversee the student well-being and holistic care programmes. Access to the Chaplain is voluntary. Students request the services of the Chaplain who allocates a time for students to discuss personal issues in a discrete room.

Special Education programs

Special Education is a fully inclusive service to all students. Education Support Officers (ESO) attend literacy and numeracy classes for students to access them for clarification and interpretation of instructions and learning experiences. Due to the growing school population and increasing needs, our School has a long term strategy to increase support to both work with students and to assess students to better provide for individual student needs. For young students with anxiety we
provide a nurture room in which they can elect to start the day and study their literacy and numeracy. An ESO qualified in working with children with a need supervises their learning and provides a safe, secure environment in which their immediate needs are met.

In 2016, we have assigned a full-time coordinator of Special Education – Mrs Emma Jones.

**Early Years Programme**

Our Early Years Programme caters for the transition of children from 3 years of age to Primary School. The programme for these children equips them with the necessary foundational skills and knowledge in Literacy, Numeracy and Investigation. During 2015, the School redeveloped and relocated the Early Learning Centre to its new home on the Chapel Street site. The Centre was officially opened in April 2016.

**Chapel, devotions and assemblies**

Each sub school has a weekly chapel/assembly program with visiting speakers, mission spots, singing and prayer. It is great to watch the student body embrace them as they lead praise and worship at our chapel assemblies - another example of our students stepping up and showing great leadership. Class devotions and Bible lessons help students to know and love God more.
STUDENT OUTCOMES

2015 SACE Results

All 22 students gained their SACE. Overall, there were 87 individual subject results.

Most school assessment results were confirmed by moderation – i.e. our SACE teachers are very accurate in their marking. Some subjects showed no moderation change at all, and several recorded slight increases.

It was particularly pleasing that a ‘modified program’ student gained the SACE and also passed a non-modified subject. A second student with learning difficulties also gained the SACE.

2015 NAPLAN Results

Students in Year 3, 5, 7 and 9 were tested under the National Assessment Program for Literacy and Numeracy (NAPLAN) in May.

The table shows:

Reading – Year levels 3, 5 and 7 performed to an equivalent level to other similar schools, except for year 9 students who outperformed similar schools;

Persuasive writing – Year levels 3 and 5 performed to an equivalent level to other similar schools, but year 7 and 9 students performed below the level of similar schools;
Spelling – Year levels 5 and 9 performed to an equivalent level to other similar schools, but year 7 and 9 students performed below the level of similar schools;

Grammar and punctuation – all Year levels performed to an equivalent level to other similar schools;

Numeracy – all Year levels performed to an equivalent level to other similar schools;

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>404</th>
<th>371 - 437</th>
<th>409</th>
<th>383 - 439</th>
<th>387</th>
<th>367 - 416</th>
<th>432</th>
<th>397 - 467</th>
<th>393</th>
<th>369 - 420</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SM</td>
<td>ALL</td>
<td>412 - 430</td>
<td>SM</td>
<td>410 - 460</td>
<td>SM</td>
<td>409 - 469</td>
<td>SM</td>
<td>405 - 436</td>
<td>SM</td>
<td>393 - 408</td>
</tr>
<tr>
<td>Year 5</td>
<td>484</td>
<td>468</td>
<td>490</td>
<td>476</td>
<td>462 - 501</td>
<td>493</td>
<td>468 - 517</td>
<td>505</td>
<td>470 - 533</td>
<td>497</td>
<td>475 - 519</td>
</tr>
<tr>
<td></td>
<td>SM</td>
<td>ALL</td>
<td>481 - 500</td>
<td>SM</td>
<td>477 - 495</td>
<td>SM</td>
<td>491 - 502</td>
<td>SM</td>
<td>497 - 506</td>
<td>SM</td>
<td>486 - 503</td>
</tr>
<tr>
<td>Year 7</td>
<td>527</td>
<td>503</td>
<td>507</td>
<td>540</td>
<td>507 - 546</td>
<td>512</td>
<td>487 - 537</td>
<td>525</td>
<td>489 - 562</td>
<td>534</td>
<td>511 - 558</td>
</tr>
<tr>
<td></td>
<td>SM</td>
<td>ALL</td>
<td>532 - 547</td>
<td>SM</td>
<td>511 - 551</td>
<td>SM</td>
<td>536 - 561</td>
<td>SM</td>
<td>527 - 545</td>
<td>SM</td>
<td>520 - 542</td>
</tr>
<tr>
<td>Year 9</td>
<td>604</td>
<td>581</td>
<td>580</td>
<td>526</td>
<td>590 - 560</td>
<td>587</td>
<td>503 - 617</td>
<td>574</td>
<td>543 - 630</td>
<td>596</td>
<td>570 - 617</td>
</tr>
<tr>
<td></td>
<td>SM</td>
<td>ALL</td>
<td>579 - 580</td>
<td>SM</td>
<td>547 - 583</td>
<td>SM</td>
<td>573 - 589</td>
<td>SM</td>
<td>554 - 574</td>
<td>SM</td>
<td>570 - 592</td>
</tr>
</tbody>
</table>

Selected school’s average is:
- substantially above
- above
- close to
- below
- substantially below

Comment on results

It is important to note that the majority of students who do not meet the National Minimum Standards (NMS) are students within the cohort who have identified special needs – most often Speech and Language Disorders, Specific Learning Difficulties and on the Autism Spectrum. These are students who struggle with language rich assessments such as NAPLAN.

**Student Progress**

On the Individual Student Summary sent home to parents, there is a heading Student Progress. There is supposedly a U, M or L that indicates student’s
progress compared with 2012. This is not available for students in the independent sector – it will only appear on students enrolled at DECD schools.

STUDENT ATTENDANCE

The student attendance rate for 2015 was 92.6%.

Student retention rates
Of the 58 students who completed Year 9 at Tyndale in 2011, 21 (36%) commenced Year 12 in 2015.
TEACHER STANDARDS AND QUALIFICATIONS

Professional learning as a community is the constant focus of our attention as we encourage all of the school knowledge and application of concepts introduced.

Professional Development

Staff members are encouraged to be life-long learners, and all staff are involved in courses, training and/or further study. Numerous learning opportunities were accessed by different teachers together with other learning opportunities that were accessed during Staff Meetings.

Cost to School

See ‘Professional Learning of staff’ on the previous page.

During 2015, the School expended over $12,037 on staff professional development, excluding the cost of relief staff to replace staff while they attend courses.

Teacher Performance Management

The School is aligning its performance management processes with those used by Salisbury East. Staff will receive annual reviews of work performance, aimed at excelling in curriculum and pedagogy. The Director of Studies met with teaching staff on a regular basis to develop the curriculum and work with teachers to achieve performance in line with the Australian Institute of Teachers and School Leadership (AITSL) standards.

Work Health and Safety

During 2015, the Work Health and Safety (WHS) committee met regularly to review of injury and hazards; to plan evacuation and lock-in drills; and the resolution of hazards.
WORKFORCE COMPOSITION

“To attract quality staff that become excellent in their field and can bring God’s heart into their work. To retain and develop personnel to become excellent leaders in their chosen field of expertise.”

The School has a number of strategies to support this section of the Strategic Plan 2013 – 2017. These include:

- Employing staff who are Christians and who are regularly attending church – this is reviewed biennially;
- Employing staff who are registered with the Teachers Registration Board of South Australia, and who have complied with other mandatory requirements, such as mandatory notification and child protection, general first-aid, WHS legislation, intra-school induction (all new staff), Christian Schools Australia induction programme (new staff);
- Providing opportunities for staff to take on leadership roles within the School; provide a wide range of professional development opportunities for staff each year.

Workforce Statistics

The School workforce at the end of 2015 was comprised of the following:

<table>
<thead>
<tr>
<th>No.</th>
<th>F.T.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>36</td>
</tr>
<tr>
<td>Support and Administration Staff</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>59</td>
</tr>
</tbody>
</table>

The School had the following student to staff ratios:

- Student/Teacher ratio: 9.25
- Student/Support staff ratio: 14.5

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1 F.T.E. (full time equivalent) – teachers are counted as part-time if their teaching load is less than 30 lessons per week. For example, a teacher with a load of 15 lessons is an F.T.E. of 0.5. Support and Administration staff must work 48 weeks per year and 37.5 hours per week to be counted as full time. For example, an Education Support Officer working 40 weeks for 32.5 hours is an F.T.E. of 0.72.
Of the total staff, the gender mix was as follows:

Support and Administration staff working within a sub-school have been recorded in that sub-school in the above chart.

**Recruitment**

The School aims to attract, support and retain Christian staff who will embrace the Vision, Mission, Values and Culture of the School, and who have a desire to excel in their field. To this end, the School forms close alliances with Christian tertiary institutions. The Head of Schools gives an annual presentation to graduating Tabor students.

The School aims to attract good quality teachers through accepting student teacher placements. This provides an opportunity for the School to see potential teachers in action, and also provides a prospective teacher with some sense of the School as a future employer.

**Staff Attendance**

The average attendance rate for all permanent or contract staff at Tyndale Christian School is:

- Teachers 97.1%
- Support and Admin. Staff 98.0%
For the purposes of calculating the attendance rate, an absence is defined as any sick leave, carer's leave, special leave or workers' compensation absence. Long service leave, annual leave (for full time support and administration staff) and long duration of parental leave are excluded from this calculation as they are deemed to be planned and expected absences and, with the exception of annual leave, are usually covered by qualified replacement staff. Other time spent away from work while on duty, including attending professional development courses and conferences, or on camps or excursions, are treated as attendance as these are deemed to be "on duty".

**Staff Retention**

Staff from 2015 retained in 2016:

<table>
<thead>
<tr>
<th>Staff group</th>
<th>Number retained</th>
<th>Of</th>
<th>% retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>34</td>
<td>36</td>
<td>94.44%</td>
</tr>
<tr>
<td>Support and Administration</td>
<td>22</td>
<td>23</td>
<td>95.65%</td>
</tr>
</tbody>
</table>

The known reasons for departure are as follows:

- Career change / ministry 1
- Retirement 1
- End of contract 1

Staff on parenting leave or leave without pay where it is expected that the staff member will return to duty on completion, or the staff member has not expressed an intention to resign at the completion of the leave of absence, are deemed to have been retained. Staff completing an employment contract of a temporary nature are deemed to have departed.

The School endeavours to bring staff remuneration progressively up to market conditions, and monitors salary movements in public, Catholic and other independent schools. In 2015 employees were paid under the existing Enterprise Agreement with a new Agreement being negotiated.