



2010
Annual Report
Principal: Mr Mark Collett
Chairman: Mr Wayne Speirs

president's report

On behalf of the Board of Kuyper Christian School it is a pleasure to contribute to the School's 2010 annual report. The School continues to move forward in the name of Jesus Christ and it is encouraging to see and give thanks for God's provision and blessings. We continue to seek to honour God in the faithful integration of Biblical truth in the delivery of high quality education for our children.

Our vision remains faithful to the School's founders who considered it a God given privilege to assist in the work of Christian nurture and education. We aim to strive for a school in which children learn within a truly Christian framework as defined in Scripture, are taught to think about God's world as Christians, as well as encouraged to discover and develop their potential to the highest level.

Our School continues to benefit from a strong sense of community, an active parent association and dedicated board. Further, we are blessed to have a highly committed, trained and Christian Executive and staff to train and educate our children.

We continue to face challenges such as affordability, parental choice, capital expenditure management, meeting the growing demands of government, and importantly, maintaining our Christian distinctive. However it is important to remember God's sovereign control over all things and we will continue to work out our vision to support parents in the training and education of their children with Jesus as the way and the truth and the life.

God's blessing's on our school have been particularly evident this year as we benefited from the Federal Government's Building the Education Revolution initiative through receipt of a grant to construct a multi-purpose hall, completed towards the end of the year. God's blessing has been further evident through the commitment from parents and community to our fundraising initiatives towards the goal of installing a climbing wall for our new hall. We are well on the way to achieving this goal and hope to fully fund the wall through further initiatives during 2011.

During 2010, Mr Stephen Byrne and Mr Murray Scanlon stepped down from the board. I would like to thank them for the gifts that they brought to the Board. We greatly valued their contributions.

At the end of 2010 Greg Griffiths left the finance committee. Greg's wisdom and knowledge will be greatly missed by Finance. We thank Greg for his contributions to Kuyper over many years which have been greatly appreciated.

A number of staff changes also occurred during 2010 summarised as follows:-

- Sarah Allen took maternity leave from term three, with David Thomas currently filling that vacancy as PDHP Teacher.
- Mark Fleming replaced Matthew Simmons as Groundsman
- Ruth Bossini replaced Tony Palmer as Cleaner
- Colleen Kean replaced Tony Palmer as Bus Driver
- Bill Kewley appointed as computer consultant
- Jo Kean replaced Michelle Beech as Kindergarten Teacher

We welcome those new teachers and staff mentioned above and thank those who have left us for their contributions and commitment to our Kuyper community. Importantly, we thank God and ask for His blessing on all of our teachers and staff.

Our God is so wonderful and we thank Him for another year that our school has been able to serve him and for the many blessings that we have seen as we have worked together providing Christ Centred Education here at Kuyper.

It should be noted I write this report on behalf of Tracey Lindsay (Deputy President) and Graeme Wilson (Treasurer) who shared the Presidents responsibilities during the second half of 2010.

Wayne Speirs
Board Member

principal's report

2010 has been an eventful year, one in which Kuyper has continued to adhere to its motto "Learning in God's World" and to incorporate it into the learning environment of the school.

Kuyper is a school community that recognises the importance of the role of parents in the education of their children. We aim to support parents in this task and all staff, both teaching and non-teaching are committed to this ideal. In 2010 the school had approximately 180 students enrolled which represented about 100 families from the Hawkesbury who were desirous of a Christian education.

It has been both a challenge and privilege to serve in my 6th year at Kuyper. One of the main challenges has been how to direct the resources of the school so that the best educational outcomes are achieved for the most students. Fortunately I am supported in this task by a team of staff, and a body of parents who are likeminded in their understanding of the vision of the school. This has ensured that the task of leading the school has been personally very satisfying.

2010 saw the completion of our new hall. The Federal Government provided money for this project as part of its *Building the Education Revolution* (BER) program. We are grateful for the provision of a very functional space. Kuyper's hall is one of thousands of similar school halls that have been built in schools across Australia. Twenty years from now, people will remember when the Federal government built all these school halls. Society will see these school halls as representing great days for education. People will see these halls and they will be reminded that in 2010 Education was a priority in this nation, evidenced by the large sums of money to schools for buildings such as this one.

To help make our hall complete the school held a dinner to raise money to add some extra functionality to the building. Because of the generosity of those who attended we have been able to install in the hall a rubberised flooring system specially designed for sporting activities and a motorised drop down partition that divides the hall into two large spaces that can be utilised by two classes at the one time. We are also well on the way to installing a rock climbing wall which will be a very useful addition to the building.

In 2010 we continued to provide a Christian educational program that focussed on differentiating the delivery of curriculum to accommodate the learning styles of our students. Kuyper recognises the difference in the educational needs of its students. Accordingly the community insists that teaching staff demonstrate through their teaching programs that they cater for the abilities of different students. This is not only desirable but also necessary because all students are different. As every parent who has more than one child knows; each child has been blessed with different gifts, qualities and characteristics. Likewise, even in the most homogenous class group, students will be will be diverse in personality and ability. Therefore we believe that classrooms are places that will be characterised by diversity of teaching styles.

In the primary school students participate in programs that focus on consolidating the basics of numeracy and literacy. These are fundamental requirements for effective citizens in our society as can be seen by the requirement of all schools to participate in the *National Assessment Program – Literacy and Numeracy* (NAPLAN). To help with this teachers are to seek opportunities for professional development so that they are revitalised and challenged to bring new ideas and skills to their classrooms. We seek to continually improve the way in which we deliver these important skills to children.

Stage 3 students were involved in an extended role-play over a week that recreated the economy and culture of an Australian Gold-Rush town in the 1800s. Students and teachers found this

experience to be a highlight of the year. They took on the personas of various people in the town and were able to experience Australian history in an enthralling way.

In the High school there continues to be a diverse range of electives offered for students in Years 9 and 10. In 2010 Kuyper ran seven electives (Food Technology, Textiles Technology, Agriculture, Design and Technology, Information Processes and Technology, Visual Arts, Drama) students were able to choose three of these. Students in Years 9 and 10 at Kuyper have the option of choosing different electives after their first Year of the subject. Alternatively they are usually able to continue doing the electives for two years. This method of offering electives gives students the opportunity to experiment with different subjects should they wish.

Students in both the high school and primary school have had opportunities to provide a Christian voice into our local community. Some Year 10 students were involved in teaching Religious education to some primary students at Christmas; others were involved helping at the Hawkesbury Community Kitchen. Most High school classes are also involved in the financial support of students in other countries; over the year they did regular fundraising events to support these children. Students in the primary school choir went on the road to perform at nursing homes in the local area. The Kuyper community is pleased to be involved in these things as it demonstrates something of the love of Christ for the world.

Students were given the chance to participate in academic competitions including the International Competitions and Assessments for Schools (ICAS). Students from over 20 countries in Asia, Africa, Europe, Pacific and the USA participate in ICAS each year. ICAS papers test students in the following skill areas: Computer Skills, English, Mathematics, Science, Spelling, and Writing. Students achieved good results across the range of subjects. One student in Year 7 performed extremely well in the Writing test and received the 2010 Medal for her achievement.

Kuyper Primary students won the Hawkesbury District Chess championship for schools and secondary students in the Macquarie Art Competition achieved outstanding results where Kuyper had students placed 1st 2nd and 3rd.

Students also had the chance to compete at Zone and State level for swimming, athletics and cross-country.

Kuyper has been marvellously blessed with a glorious location, good facilities, committed teachers and a strong sense of community. We have much to be thankful for.

'Kuyper Christian School is a community of families, teachers and friends who acknowledge Christ as the source of truth and life as revealed in the Bible and His world. We serve by supporting parents in their God-given responsibility to nurture their children.

We recognize the worth and uniqueness of each individual and provide a co-operative environment that seeks to develop the whole child, so that one may grow in their relationship with God and serve Him.'

Yours in Christ

Mark Collett

Principal

contextual information about the school

Kuyper Christian School was established in the Hawkesbury in 1982 by people who desired Christian education for children. As a member school of Christian Education National, there is an emphasis on Biblically grounded, culturally engaging, and academically rigorous education. Located in a rural setting in North Richmond, the quiet surroundings of Kuyper make it an ideal environment for peaceful and focused learning. The school has students from Prep to Year 10, who enjoy lovely grounds, well equipped modern facilities, camping programs, sporting activities at local and state levels, and involvement in various community-minded activities. The educational programs are based on a solid grounding in primary school and a clear challenge to apply a Biblical perspective to literature, the sciences, the arts and indeed, to every area of life in the secondary school. Learning programs take into account that students between the ages of 12 and 16 progress through key stages of adolescent development. Consequently Kuyper acknowledges the crucial role of teachers as they inspire and guide young minds; additionally, smaller class sizes allow for individual attention. Graduates are well equipped to face the challenges of post-Kuyper education because they know who they are.



initiatives promoting respect and responsibility

Through our ethos, practice and beliefs we exercise and teach the importance of student respect and responsibility in and beyond the school environment. Our school community is committed to producing students that belong to and represent a civil, caring and just society. This includes the contribution to a socially cohesive and culturally rich society.

Respect and responsibility are important values at Kuyper Christian School. The school is guided by a distinct set of values centred on a Christian Worldview. Accordingly it does not limit itself to current NSW State and Australian Commonwealth Government programs for values education. Kuyper acknowledges that these government sponsored values programs provide a useful tool in building social cohesion. NSW Government expectations for promotion of rights and responsibilities are met within the school's overall values framework that forms the basis for a number of school programs and initiatives.

A 'whole-school' approach impacts on student learning through a collaborative approach of staff, parents and students. Home-school partnerships promote respect and responsibility. Student leaders have a great impact on other students across the school.

Using the **Elements of Responsive Discipleship** to guide our thinking, in Secondary we develop the Biblically-based values of:

1. Individuality/community – Our **Peer Mentoring Program** is well established. Each Year 10 student led and supported a small group of students from Years 7 to 9, meeting with them regularly during Term One.

2. Stewardship – In addition to environmental management and issues studied in Living in God's World units and Science, **Agriculture** was added to the Curriculum as an elective course for Years 9 and 10 in 2009. This is a very practical course, with opportunities for "hands on" interaction with the environment.

3. Service – Year 10 students are trained to lead the school in fundraising for World Vision; Year 10 leads Secondary assembly; Years 9 and 10 support two Compassion children; Physical Activities and Sports Studies Elective students organised Sports carnivals and events across the entire school; Food Technology Elective students planned a menu, prepared and served food during intermission at our "**Kuyper Cultural Café**" performance evening.

4. Justice – Year 8 completed a unit entitled "And Justice for All", learning about the impact of world inequality, by designing and selling goods to sell on our "**Hands Up For Justice**" **Market Day**. In Years 9/10, visited the Hawkesbury Community Kitchen then planned a menu, prepared and served food to the homeless of our area.

5. Vocation – Careers guidance, assessment, careers markets and advice on further education was provided to Year 10. Students may participate in a Nova Job Preparation course on site.

6. Spirituality – The Biblical Studies program, from Kindergarten to Year 10, encourages every student to base their spiritual growth on God's Word and to live it out. The Drama Group prepared a Christmas play and performed this seven times in public schools in our area, working with local Scripture teachers and ministers.

7. Communication – We are developing **interschool programs** for Secondary students, already existing in Sport. We are also involved in **exchange programs**, hosting visits from Japanese students.

8. Balanced living – In addition to Kuyper's **academic** program, a balance of **active and practical subjects**, including Agriculture, Food Technology, Industrial Technology, and Physical Activity and Sports Studies, is offered.

9. Aesthetics – Refers to both an appreciation and creation of beauty and harmony. Students from Years 7 -10 were able to enter artworks into various local Art competitions, including Bowen Mountain and the Kurrajong Scarecrow Festival, in which we were awarded First Place in 2010. Our students also achieved First Place, Second Place and Highly Commended in the Macquarie Bicentennial Art Competition. The First Place winners were presented to the Governor of New South Wales on Proclamation Day. Primary students were invited to enter artworks into **Operation Art**, which places artworks into children's hospital wards.

10. Ethics – During Class Core Time and in the PD/Health program, reflecting the school ethos and covering a range of issues such as respect for the individual and the rights of others in a celebration of diversity, self-awareness, bullying, gender equity, discrimination and harassment.

11. Deliberation – Visits from School Liaison Police, local ministers and others challenge the students to understand the importance of right choices and the consequences of actions.

school determined improvement targets

Targeted areas 2010/2011 for Kuyper Annual Report

2010 – Areas that were identified from 2009/2010 and achieved.

Continuing development of the physical appearance of the school – student seating was placed along the verandah of A block; verandah roofline was extended outside room B1 in Infants' block to weather proof bag area and reduce sun exposure on the area; the construction of the multi-purpose hall, Federally funded under the Building the Education Revolution scheme was commenced in March 2010 and completed by August 2010; extensive clearing around buildings backing onto bush land and along the school perimeter was undertaken after a Fire Safety audit.

- **Educational Support** – students identified as having support needs in Numeracy were monitored through testing and tracking and support staff assisted class teachers by working with these children. These students were also part of our grant application and staff were encouraged to do specific professional development in relevant areas.
- **Professional Development** – during 2010, .. Primary staff and ... Secondary staff attended professional development courses. These were in the areas of
- **Academic rigor for students with extension needs** – the implementation of the strategic plan outlined in 2010 targets was begun. Of those targets highlighted the following has been achieved:
 - Students identified with exceptional ability in English, Mathematics and the Arts have been extended and enriched through Little publishers and The Writers Group in the Primary; participation in the UNSW Competitions in English – Writing and Spelling; Computers; Mathematics and Science; the on-going differentiation of teaching programs; encouragement of students to participate in local Art competitions has brought some pleasing results for those involved; use of the 'Mathletics' on line tool to encourage all students to build on their mathematical skills.
 - Continuing review of the current assessment policy and procedures has led to the publishing of assessment tasks and schedules in both hard copy and on the school web site, ensuring this information is readily accessible to all.
 - Further work is required in the area of public forums to disseminate information about internal standardised testing and the work of the strategic planning groups in the areas of enrichment and extension, homework and the Learning culture of the school.
 - As yet a parent group has not been established to feed back to the Support coordinator.
 - Strategic Planning groups – all staff worked in the following areas during 2010 and produced relevant documentation for their particular area.
 - The Learning Culture of our school – a survey of staff parent and students was conducted and the results formed the basis of a report submitted to the Board.
 - A Biblical rationale for Extension and Enrichment – after extensive reading and research an Extension and Enrichment Policy and Procedure was submitted to the Board.
 - School Homework Policy – after an extensive review of policies from other schools and a parent/ student survey a policy document was submitted to the Board.

- Students requiring extension and enrichment were constantly reviewed and catered for through the differentiation of teaching programs; the continued professional development of staff; consultation with the Support coordinator.
- Professional Development continued during 2010 to be specifically targeted for each staff member.
- Appropriate extension and enrichment material was provided by teachers through their differentiated teaching programs for students.

2011 – Identified Areas for Improvement

- **Policies and Procedures** – review of policies and procedures in preparation for the 2012 BOS Registration and Accreditation
- **Teaching Programs and Assessment** – continued review of teaching programs and assessment procedures in preparation for the 2012 BoS Registration and Accreditation. Part of this review will be the appointment of a K-10 Curriculum Coordinator.
- **School Profile** – from the survey as part of the Learning and School Culture of the school planning group, lifting the school profile will be a targeted area in 2011. School community will be involved in various activities such as – senior TAS students serving at the Community Care soup kitchen; supporting Hawkesbury Care’s food annual food drive; primary choir involved in the Hawkesbury Eisteddfod; representation at events such as Hawkesbury Show, Bowen Mountain Art Show, Family Day for Bipolar Disorder, local ANZAC Dawn services.
- **Equipping of the Hall** – completing the Hall by installing sports surface and markings; installation of sound system, projector screen, dividing sports’ curtain, installation of the climbing wall, internal shelving in wing rooms and storeroom.
- **Decoration of the Hall** – submission was made by Mr David Brew to decorate the walls of the Hall with stylised sporting figures. These figures would be painted by the senior primary class as their contribution to the Hall. The Kirkby family has kindly donated their skills and CAD program to cutting these figures from MDF board.

Official opening of the Hall – the hall will officially be opened in 2011

school policies

Welfare

Kuyper Christian School is committed to:

- providing a safe environment for students;
- preventing harm to a student in any form within the school;
- dealing seriously with any reports that a student is at risk of harm in a prompt and appropriate manner.
- educating students concerning their rights and equipping them with appropriate skills for avoiding and reporting uncomfortable or abusive situations
- training staff to recognise, appropriately deal with and report situations where a student may be at risk of harm

Specific requirements are set out in our Child Protection and Anti-bullying policies and procedures, among others. These include:

- ensuring that staff appointed are fit and proper people to occupy those positions through interviews and employment screening;
- requiring staff to abide by a Staff Code of Conduct, which is actively monitored;
- training staff procedures to identify when a child is at risk of harm and to notify the appropriate authorities;
- procedures to notify and investigate complaints of improper conduct by staff and report to appropriate authorities



Bullying is repeated intimidation over time, by negative actions of a physical, verbal or psychological nature, by one or more persons. Bullying is never acceptable behaviour and will not be tolerated.

Our school will try to encourage an environment in which bullying does not occur.

Discipline

As mature Christian teachers and parents, we have the responsibility to 'make disciples' of the children in our care. Our goal is that students might willingly cooperate with our God, who desires them, like us, to become more like Him. This process involves modeling, encouraging, teaching and at times correcting.



Kuyper's Managing Student Behaviour policy and procedures is based on the following principles which are drawn from Scripture.

Discipline should:

- be founded on love and concern for the child and those around him/her.
 - contribute towards a student's growth in Christ.
- Thus it may involve repentance, reconciliation and restitution. include positive and negative elements - confirming, commending, encouraging, as well as

- correcting, reproofing, punishing.
- be clearly defined as to the expectations and wherever possible, be exercised promptly.
- be consistent and administered fairly. reflect on the action or attitude not the person, so that it is clear we love the child.
- take into account the maturity of the child
- seek to develop self-discipline and thus does not depend on external motivation, such as structured rewards and punishments.

Specific structures include positive comments, both verbal and written, Care, Concern and Cooperation certificates and different levels of recognition for commending students and negative comments, demerits, detentions and suspensions for correcting students.

Grievance

When dealing with any complaint, grievance or concern in relation to another person we need to consider biblical principles. Specifically, all parties need to:

- first speak directly about the issue to the person most concerned,
- treat the matter seriously,
- act fairly towards each other,
- expect that they will be treated in the same way,
- treat others involved in the situation with respect
- act discreetly and maintain confidentiality



If a person feels they cannot speak to the person concerned directly (e.g. in a case of bullying or fear) they should speak with another more senior person. In the case of a student, this may be the class or core teacher or some other person they trust.

If a resolution is not achieved then the matter should be taken to the Section Coordinator, then to the Deputy Principal, and finally to the Principal for a decision. Any parent who is unhappy about a decision of the Principal, or who for other reasons would like to take a matter further, may take it in writing to the Board.

Enrolment

- Kuyper Christian School is open to all children whose parents are seeking to give them an education which is consistent with the basis and aims of the school, provided the school has the resources to meet the child's particular needs, and subject to the availability of places.
- Rules of eligibility shall be determined by the Board of Directors from time to time.¹
- Priority of enrolment is on the basis of commitment to the basis and aims of the school, existing attendance of siblings, and date of application.
- Initial priority will be determined on the basis of answers to questions on the enrolment application and a letter of reference from the pastor of the church currently attended. This will be later confirmed through an interview with the parents.
- Order of priority for enrolments in Prep and Kindergarten is as follows:
 - Sibling of current family;
 - Child of a member of the School Association of at least 12 months standing;
 - First child in a Christian family OR a child from Christian family who have applied to transfer all children into Kuyper;

- Prep or Kindergarten child in a Christian family with all children waiting for places at Kuyper;
- Christian family where some children attend another school;
- Non-Christian family, supportive of the ethos of the school
- Order of priority for enrolments in Years 1 – 10 is as follows:
 - Sibling of current family;
 - Child of a member of the School Association of at least 12 months standing;
 - Family transferring from another Christian school;
 - Christian family who have applied to enroll all children at Covenant;
 - Christian family where some children attend another school;
 - Non-Christian family, supportive of ethos of the school.
- Within each category, priority will be on the basis of time order of application.
- A Christian family is defined as one which regularly attends and is involved in a local church.
- The aim of the school is that no more than $\frac{2}{3}$ of any Grade shall be made up of any one gender.
- The number of children to be accepted into any Class is a maximum of 30. Any increase will be at the Board's discretion and temporary.
- Normally children will be accepted into Kindergarten only if they have turned five before the 31st April that year. However, in exceptional circumstances, after careful testing, the Principal may admit younger children if they are considered socially, physically and intellectually mature enough to benefit from full time schooling.
- Application for enrolment must be made on the appropriate form and accompanied by copies of the last two academic reports and most recent NAPLAN results for the child/ren.
- Interviews are generally conducted by the Principal, the appropriate co-ordinator and a Board Member. When these are not available, the Principal will nominate interviewers. Before offering a place to a student, the parents and student(s) will be asked to attend an enrolment interview to determine or confirm:
 - Their commitment to or support for the Christian ethos of the school;
 - Their support for the policies and practices of the school;
 - Any special educational or other needs of the student and how these will be met.
- If it is clear that the parents do not support the ethos and/or policies of the school the school will not offer a place.
- Testing of all new students according to the School's testing or readiness policy after to the enrolment interview will be organised by the school office.
- If the readiness testing for Kindergarten indicates that a child does not meet the school's readiness criteria the school will consult with the parents and determine whether to offer a place in the following Year. If a child is not offered a place for that year a place will be offered for the following year provided the family meets other enrolment criteria.
- Whenever the documentation from the parents or the school's testing indicates that a student has special needs these are to be discussed with the parents to determine whether the school is able to meet the student's needs. Where the school could not provide the resources needed to meet the needs of the student without causing unjustifiable hardship the school will not offer a place.
- The final decision about any offer of a place rests with the interviewing committee.

overview of policies

Policy/Procedure	Available on website	Updated in 2010
Cash Handling Policy		
Child Protection Policy	✓	
Code of Conduct for staff	✓	
Code of Conduct for students		
Communication Policy	✓	
Complaints and Grievances Policy	✓	
Critical Incident Policy		
Drugs Policy	✓	
Educational and Financial Reporting Policy	✓	
Enrolment Policy	✓	
Excursion Policy		✓
Facilities Management Policy		✓
Facilities Management Procedures		✓
Health Care Procedures		
Homework Policy	✓	
Information & Communication Technology Policy		
Managing Student Behaviour Policy	✓	✓
Managing Student Behaviour Procedures	✓	✓
Occupation Health & Safety Policy	✓	
Occupation Health & Safety Procedures		
Pastoral Care	✓	
Prevention of Discrimination Policy	✓	
Privacy Policy	✓	
Recruitment Policy		
Risk assessment Policy		
Student Leadership Policy	✓	

parent, student and staff satisfaction

The surveys below were conducted anonymously amongst all school staff students and families at the end of 2010

<u>Student Satisfaction Survey</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My school encourages me to develop a Christian worldview				17%	83%
I feel safe when I am at school			9%	56%	35%
I am confident that the teachers are helping me to achieve high standards in all that I do				42%	58%
I think teachers treat students fairly and with respect			17%	47%	36%
Teachers at my school are a good example of the beliefs and values of the school			8%	41%	51%
The teachers' discipline is fair and consistent		12%	19%	58%	11%
I enjoy the facilities provided by my school		12%	12%	49%	27%
I am satisfied with my school and the quality of education I receive		7%	20%	36%	38%

<u>Community Survey</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Vision: Staff understand and are committed to the "Christ-centred" vision of the school	4.2%			20.8%	4.2%
Resonance: The practices of the school resonate with its stated beliefs and values	4.2%	4.2%	8.3%	45.8%	4.2%
Standards: The school sets and maintains high standards for both students and staff	4.2%			33.3%	4.2%
Curricula: Curricula are thorough, engaging and provide a strong basis for teaching	4.2%	4.2%	8.3%	50%	4.2%
Leadership: Leadership in the school is strong, coherent and effective	4.2%		4.2%	58.3%	4.2%
Board Leadership: The board gives strong and coherent vision that supports the operation of the school	4.2%			20.8%	4.2%
Respect for students: Staff treat students with respect	4.2%	4.2%	8.3%	45.8%	4.2%
Facilities: Facilities are adequate, comfortable and well appointed	4.2%			33.3%	4.2%

Professional Development: Staff are well supported in their professional development	4.2%	4.2%	8.3%	50%	4.2%
Workload: Workloads for staff are reasonable and adequately monitored	4.2%		4.2%	58.3%	4.2%

<u>Staff Survey</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Vision: Staff understand and are committed to the “Christ-centred” vision of the school				21.4%	78.6%
Resonance: The practices of the school resonate with its stated beliefs and values			7.1%	50%	42.9%
Standards: The school sets and maintains high standards for both students and staff			14.3%	50%	35.7%
Curricula: Curricula are thorough, engaging and provide a strong basis for teaching			7.1%	42.9%	50%
Leadership: Leadership in the school is strong, coherent and effective			14.3%	21.4%	64.3%
Board Leadership: The board gives strong and coherent vision that supports the operation of the school			7.1%	50%	42.9%
Respect for students: Staff treat students with respect				35.7%	64.3%
Facilities: Facilities are adequate, comfortable and well appointed		7.1%	14.3%	57.1%	21.4%
Professional Development: Staff are well supported in their professional development		7.1%	7.1%	50%	35.7%
Workload: Workloads for staff are reasonable and adequately monitored		7.1%	14.3%	64.3%	14.3%

enrolments

Kuyper Christian School offers positions to children whose parents seek a Christian education, which is consistent with the school's aims and vision. This is of course subject to position availability and appropriate resources to meet each child's needs.



Applications are made to the school on an enrolment form along with a commitment to the creedal statement of the school.

Following the submission of the enrolment form an interview is conducted with the parent(s) and student(s). After review, positions are offered on the basis of existing siblings in the school, commitment to the aims and vision and expected benefits to the family and school.

Children are generally accepted into Kindergarten if they have turned 5 by 30 April. In some circumstances younger children may be accepted if the school considers them physically, socially and academically mature enough.

Student attendance

Whole School	89%
Year 10	89%
Year 9	84%
Year 8	89%
Year 7	90%
Year 6	89%
Year 5	90%
Year 4	89%
Year 3	87%
Year 2	88%
Year 1	90%
Kinder	89%

Of the 18 students leaving Kuyper during or at the end of 2010, 3 students accepted apprenticeships/traineeships, 3 students went on to TAFE. The remaining students went on to on to Year 11 and 12 at local Independent and State High Schools.

professional learning and teacher standards

Full-time equivalent staff numbers increased between 2009 and 2010. In 2010 the school had 26 permanent and permanent part-time staff of which 15 did at least some teaching in the school. There were 7 full time and 8 part-time teachers, which amounted to 11.1 full time equivalent (FTE) teachers at the completion of the year. There were 5 part-time support staff employed and 6 part-time staff involved with administration, cleaning and bus driving. The school also has a pool of 7 casual teachers to replace absent staff throughout the year.

One teacher commenced maternity leave in September.

Of the teaching staff:

- 5 had a Diploma of Education / Teaching;
- 10 had a B Ed or a bachelor degree plus Dip Ed or equivalent;
- teaching experience ranged from 5-29 years

One staff member was on paternity leave in 2010. During 2010, there were more absences due to illness. The attendance rate is calculated as 95%.

Summary of Professional Learning

	Staff attending
Pacific Hills Christian School - Hope Conference	4
Managing Disturbed Behaviour - Ian Lushcombe	All
Gifted and Talented students in the Mainstream Classroom	All
Christian Community School - Principals Retreat	1
Scholastic - The Nuts & Bolts of Teaching Children How to Write	1
AIS - Keep Them Safe Seminar	1
IIATE - Minds on Technology	1
CEPA membership	1
Scholastic - Assessment for Learning through Inquiry	1
School Pro Training for Reports	1
E:lit - Helping Kids Write	1
Christian School Teacher Librarian Conference 2010	1
CEN Conference	All
Children's Medical Research Institute - Science Teachers Forum	1
CEPA membership	4
E:lit - Individual Membership	1
NICE - continue enrolment in ED500 course	1
Redbank School Annual Conference	1
TTA - Computer in the Music Class Room (credit of \$297.00 from 2009)	1
2010 Special Education Leaders Conference	1
Scholastic - A Closer look at Guided Reading	1
Anglican Education Commission - Integral Project Dinner	1
Herrock Events - Workshop for Children with Intellectual Disability	1
TTA - Creative Approaches to Teaching History	1

Christian Schools National Business Conference	1
2010 combined CEN/CSA Principals Conference	1
Redbank Conference - Managing Disturbing behaviour in the classroom	1



student performance in statewide or equivalent tests and examinations

National Assessment Program - Literacy and Numeracy

In 2010 all students in Years 3, 5, 7 and 9 participated in the National Assessment Program, Literacy and Numeracy (NAPLAN)

The table shows that mean results of Kuyper students compared to the whole NSW cohort of students. Performances in these examinations are varied and reflect the diverse range of students attending Kuyper. It is important to note that Kuyper has very small numbers of students in each Year group so the mean of the scores can be dramatically affected by one or two students.

	Mean scores				
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
KCS Yr 3	415.4	400.9	379.8	391.5	401.5
NSW Yr 3	422.6	429.4	413.7	424.8	402.3
KCS Yr5	513.4	493.4	488.5	510.9	505.5
NSW Yr 5	496.9	494.8	501.8	512.5	499.5
KCS Yr7	568.7	543.7	534.5	548.2	513.2
NSW Yr 7	549.3	533.1	554.7	539.9	551.9
KCS Yr 9	612.7	579.4	592.6	600.8	614.7
NSW Yr 9	579.6	566.3	588.1	584.0	594.2

	Percentage of students above the National Minimum Standards			
	Year 3	Year 5	Year 7	Year 9
Reading	100%	100%	95%	100%
Writing	92%	100%	90%	86%
Spelling	92%	100%	90%	91%
Grammar & Punctuation	83%	100%	90%	95%
Numeracy	100%	100%	95%	100%

NSW School Certificate

18 students presented for the NSW School Certificate. This is a very small cohort and means that statistical analysis is difficult; inferences must be made with caution. A few of these students had learning difficulties and this is reflected in the School Certificate results. Overall school results can be affected by the performance of a small number of students. The Gospel drives the school's perspective, and thus, we welcome students of all abilities, the academically gifted and the academic struggler.

In the 2010 18 students sat for School certificate tests in English literacy, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computing Skills students generally performed as expected. The previous year's cohort had a

slightly better average result which can be explained by the fact that the cohorts are small and averages are easily moved by either very poor marks or very good marks.

2010 Test	Kuyper mean	NSW mean
English literacy	76.78%	76.87%
Mathematics	71.67%	72.10%
Science	73.76%	76.67%
Australian History	67.89%	70.16%
Australian Geography	72.06%	72.38%
Computing Skills	84.61%	79.44%

2009 Test	Kuyper mean	NSW mean
English literacy	79.06%	77.43%
Mathematics	68.18%	70.61%
Science	74.53%	75.00%
Australian History	72.47%	71.56%
Australian Geography	72.41%	72.36%
Computing Skills	86.88%	81.67%



summary financial information

Overview Accounts 2010

The Audited Financial Accounts for 2010 show a net operating surplus of \$858,023 inclusive of depreciation \$149,182. Spending on capital, inclusive of bank loan repayments amounted to \$946,583. The major capital item during this year was the building of a Multi-Purpose Hall that was funded by the Government Building Education Revolution Grant. The spending on this project for 2010 was \$810,341 and in total \$850,000 for the project.

Fees

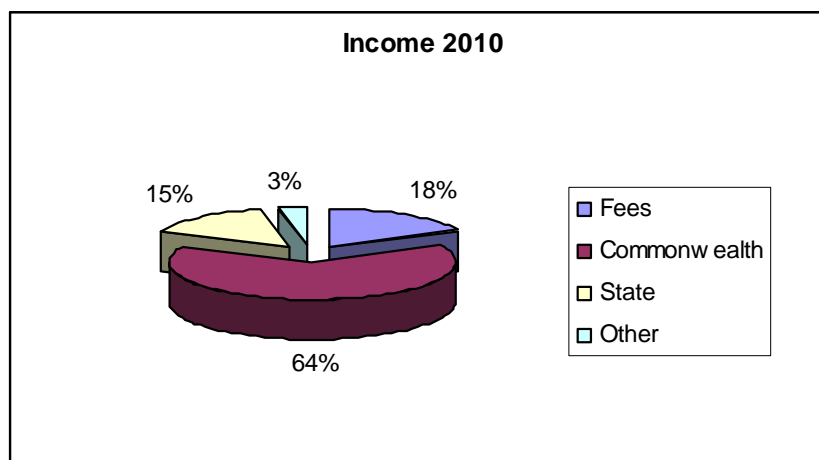
The basic fee structure for 2010 remained unchanged from the previous year. Fees rose by an average 4% for parents from 2009. In 2010 our uncollected fees at year end was \$90,877 a decrease of \$3,498 from the prior year. We thank the many families who have made prompt payment of fees and encourage you to continue in this way during 2011. If we can avoid going into overdraft, our bank interest is reduced thereby allowing our fees to stay lower.

The school has a provision for doubtful debts of \$29,213 and this was not increased in 2010 due to the commitment of parents to the outstanding debt. The Finance Committee is vigilant on the payment of fees. This is a very difficult and time consuming area, so again thank you to those who pay on time.

Income

Income from families equates to 18% of total income and government grants equate to approximately 82% (including BER National Pride & BER Hall). We need to prayerfully support our governments and ensure they realise we are appreciative of their financial input.

The following pie chart reflects the above percentages. The Commonwealth funding has been allocated until 2012 and our school has remained in the same relative subsidy bracket. Each school is allocated a score dependent on the socio-economic surveys of the families in the school. The score then determines the wealth of the area. For 2010 our SES score was 100. Unfortunately our school is in the middle range SES although many of our parents struggle to pay their fees. The higher the number the lower the percentage given by the government. Our SES score has decreased over the years indicating the struggle and yet commitment many of our parents have to Christian education.



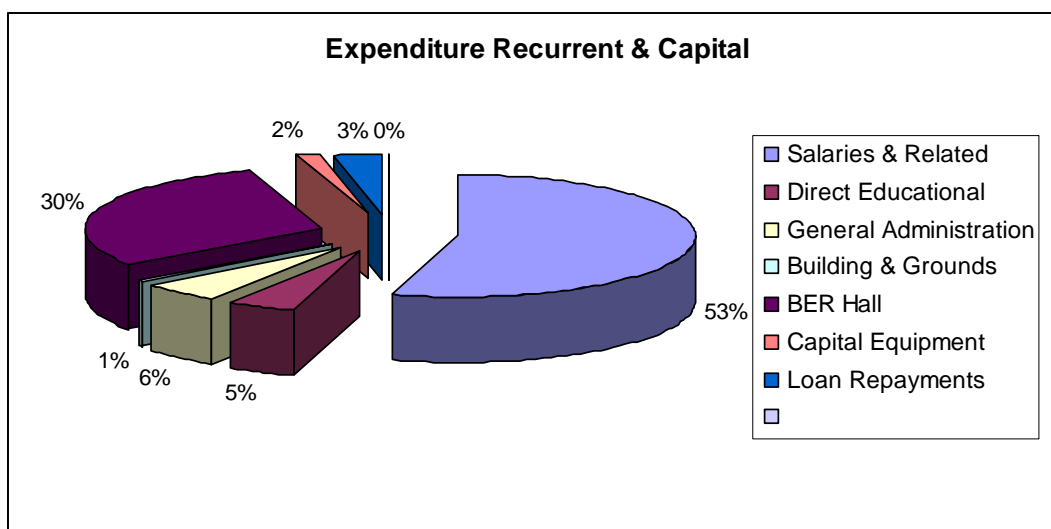
Expenditure

As is the case of all schools the major recurrent expense is salaries. In 2010 our salaries were 53% of our total expenditure. Salaries are a fixed cost and are paid according to Award. The Award had been negotiated until December 2010. If we exclude the Hall from our calculations on the basis of a once only cost, salaries form 76% of costs.

Loan repayments for each of our five stages of building remain fixed and are now completely interest subsidised. This ensures that we are responsible for principal repayments on these loans only. A fixed and variable loan exists for the electricity upgrade. These loans cannot be subsidized. Loan payments off principal were \$87,393 for 2010.

During 2010 the purchase of capital items included the purchase of 7 computers and related infrastructure costs These items were supported by the Federal government National Computer Grant. This grant is ongoing and another 7 computers will be purchased in 2011. Due to the high demand on IT services a new server is expected to be installed to increase capacity.

Costs associated with the bus to collect students from outlying areas have been more than met with the addition of many students from these areas. It has proved a worthwhile purchase.



The year ahead

The year 2010 showed a small decline in student numbers. This trend appears to be cyclic, appearing every 5 years. The year 2011 is budgeted at a reduced figure in student numbers. At present the school is 6 students below budget. Also in an attempt to draw back costs there are 4 multi staged classes in the infants and primary areas. We are confident this forward planning will ensure the long term financial viability of the school.