



Learning in God's World

2016 Annual Report

Principal: Mr Ian Shaw

Chairman: Mr Wayne Speirs

Contextual Information about the School

Kuyper Christian School was established in the Hawkesbury in 1982 by people who desired Christian education for their 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 Kurrajong, the quiet surroundings of Kuyper make it an ideal environment for peaceful and focused learning. The school has students from Prep to Year 11, 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 18 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 have been well equipped for the road ahead.

Principal's Report

Kuyper Christian School is a learning community that was established 35 years ago by committed parents who sought to bring a Christian worldview to all of life. After a number of years since the School's inception, it has been good to reflect on where we are now.

“Keeping the main thing - the main thing” is an oft used quote I've heard many times in my life. I am thrilled to find an unfolding story at Kuyper from days past to present, that tells of parent and staff dedication to keep the main thing - the main thing. That is, the gospel of Jesus and how God's plan in Jesus' life, death and resurrection, brings true hope and meaning to life, learning and beyond. In discovering old school documents from the foundation of the school 30+ years ago, one can see a clear parental desire to see Jesus in His rightful place within the School. This has been very encouraging, knowing these desires are just as valued today. Important things are worth every effort. In Matthew 13, Jesus told parables of giving up everything to buy a field with a hidden treasure or another about finding a valuable pearl and selling all to buy it. The gospel message of Jesus for our children is worth everything and every effort. Learning at Kuyper is in the context of God as King and so all learning is framed in this context. Kuyper's school motto is “Learning in Gods' World” is an acknowledgement of the reality that all learning comes from God. We as His people explore His world and seek to understand and describe it.

And so, every effort is made to bring about quality teaching and learning. Kuyper has been blessed with the provision of capable, experienced teachers and staff who not only are competent but also love to serve and to be parthe Kuyper community. 2016 brought pioneering challenges as Kuyper commenced its first Year 11 Preliminary and HSC year leading to the HSC. As a school that teaches HSC subjects over both a traditional and compressed format, students sat 2 HSC examinations in 2016. We were thrilled with the quality of the Major Works that were achieved by students in both Visual Arts and Design & Technology. We look forward to our pioneering Year 12 students completing their HSC studies in 2017.

We as a team seek to be intentional in our approach, creating culture and lessons of high quality from a Christian worldview, highlighting the academic, relational, structural and spiritual components to school life.

Mr Ian Shaw

Principal



Living our Learning in the Infants & Primary School

Incursions and excursions are an integral component of learning. In 2016, students in K-6 had a variety of learning experience enriched by excursions.

Musica Viva for Schools program continues to be part of the schools music program - students were delighted by the performance of the Chamber Maids - a most entertaining introduction to chamber music.

Ditto Safe Behaviours Program for Prep - 2 students as part of our student welfare and protective behaviours education program.

Life education visit with Healthy Harold and his caravan is always special for Prep - 6 students as they reflect on healthy lifestyle choices from diet and exercise to choices about what to put into our bodies; whether it's what we watch, listen to or the drugs or alcohol we may be offered.

Grandparents day in Term 2 entertained grandparents with variety of song and poetry recitation; celebrated with morning tea together then grandparents visited classrooms and joined in activities with their grandchildren; played marbles hopscotch and skipping in the playground.

The *Reptile Man* visit reminded us of the diversity, beauty and danger of Australia's unique reptiles.

Book Week celebrations - Theme – Australia - Story Country. K-6 students dressed in the themes that class teachers selected relating with Australian literature. They performed a concert for visitors and participated in activities organised in each classroom.

School camp for Year 5/6 as part of their LIGW unit discovering about early colonial life and the discovery of gold went to Hill End NSW for their camp. Activities included panning for gold and exploring the remnants of the old gold fields.

Year 5/6 also attended Brewongle Field Centre studying the wetland environment.

Year 1/2 visited Rouse Hill School House and had a first-hand taste of life in a colonial school - writing on chalk boards; being seen and not heard; discovering that the answers to life's questions were not found on Google.

Year K/1 enriched their study of Japan by having a Japanese day which included making nori rolls; writing some Japanese script characters with ink and brushes; making Kokeshi dolls; eating a chicken and tofu dish.

As part of their Science/LIGW program K/1 went on an excursion to the Australian Museum to explore the world of dinosaurs and reflected on the work of a palaeontologist.

The Years 3 & 4 excursion to Indian restaurant in North Richmond was a cultural experience after completing their unit in LIGW about India.

Year 6 had an 'Amazing Race Adventure Day' in the city culminating in a Luna Park experience. Lots of laughter and creativity was needed as they navigated their way around the city collecting a variety of objects on the way. They were ably assisted by our Chaplain Mr Josh Wilson; the Principal - Mr Ian Shaw and Educational Support Aid - Mrs Aline Kirby.

Mrs Sue Huxley

Head of the Infants & Primary School

Highlights of Learning from the Secondary School

In 2016, the secondary school welcomed the first Year 11 cohort to begin Preliminary and HSC studies. Subjects offered included 2 Unit Standard and Advanced English, Extension 1 and 2 English, 2 Unit Mathematics, 2 Unit General Mathematics, 2 Unit Design and Technology, 2 Unit Visual Arts. Year 11 students also undertook a range of Distance Education subjects and VET courses through the Key Alliance group of Christian Schools. The Design and Technology and Visual Arts courses were delivered in a compressed format and this culminated in most students completing their HSC in these subjects. HSC results were strong and completion of these courses was very successful.

HSC Results – In the two courses studied in the compressed format in 2016, Kuyper’s first HSC year, the following were the results. The remaining courses will be examined in 2017.

Course	School Mean	State Mean
Design & Technology 2 Unit	80.80	76.41
Visual Arts 2 Unit	78.83	79.55

The reinforced water tank behind the library building had been designated as an outdoor recreation and/or learning space for Stage 6 and construction commenced and was completed in 2016. The water tank was fitted with a weather proof cover and hardwood/steel furniture was securely fitted to the top of the tank. Students made regular use of this area for activities such as eating, socialising and study.

Year 11 were involved in an inaugural cultural and educational experience to Melbourne as their senior camp. The group were accommodated in the CBD and visited sites including the National Gallery – Degas Exhibition, Bell Shakespeare – Othello, Chinatown, Melbourne Street art of Hosier Lane, Rutledge Lane and Flinders Lane. Students and staff experienced inner city Melbourne life using trains and trams and the trip was a resounding success enjoyed by all.

Our Year 11 students were also involved in leadership opportunities in 2016. Representatives attended Government House along with other schools from across NSW. Seniors also represented Kuyper Christian School at the local Anzac Day ceremony in Kurrajong.

The Hawkesbury show was well attended by student representatives from Years 7-11. Students participated in musical acts and preparing food items. Many students attended the show and the experience was part of building stronger community relationships.

Years 7-10 were also involved in school camps. Years 7 and 8 travelled to Lake Macquarie to be involved in canoeing, sailing, rock climbing and leadership activities. Years 9 and 10 camped on Cockatoo Island in Sydney Harbour and experienced the history of Cockatoo Island and sites of the CBD. Highlights of this trip included an electric bicycle tour of the city and exploration of Sydney Observatory.

Mr Jason Shadie

Head of the Secondary School

Chairman's Report

2016 has been an exciting and eventful year at Kuyper. God's hand in guiding and providing for our school continues to be evident and we have much to be thankful for.

Our new Principal, Ian Shaw, commenced at the beginning of 2016 and hit the ground running. Ian has committed to the role with energy, wisdom, maturity and great leadership. It has been a pleasure working with Ian over the last eighteen months and I look forward to doing so into the future.

We also give thanks for new families coming to Kuyper. Parents have recognised Kuyper as a school able to assist them in the Christian nurture and education of their children.

Under the leadership of our previous Principal Geoff Hewitt, we started the journey of establishing Stage 6 (Years 11 & 12) in 2014, with our first year 11 student commencing via correspondence course in 2015. After a huge effort by Geoff, our new Principal Ian Shaw and our Secondary staff we commenced our own Stage 6 curriculum at the beginning of 2016; and our first HSC student achieved her HSC via correspondence.

2017 will see our first cohort achieve their HSC through Kuyper. A special praise point for God's provision and thanks to all those involved in making it happen.

Several years ago, I heard someone comment that "Kuyper was the Hawkesbury's best kept secret." That is changing and I would like to thank Ian Shaw, our staff and members of our Kuyper Association Community Group for their work in increasing Kuyper's profile within the Hawkesbury. There is still plenty to do on this front and we will continue to use methods such as word of mouth, letter box drops, open days, social media etc to get the word out. While Kuyper doesn't plan to be the biggest school in the Hawkesbury, we will continue efforts to ensure that every Christian family in our district knows who we are; and how we can assist them in the Christian nurture and education of their children.

It remains our focus at Kuyper in educating and nurturing our children through a biblical lens that distinguishes our school. This extract from Kuyper's statement of faith sums this up well:-

"We consider that parent-controlled Christian Schools must be established to assist in the work of Christian nurture and education. This is our duty and God-given privilege. Such a school is one in which children learn within a truly Christian framework as defined in Scripture, and are taught to think about God's world as Christians, not as unbelievers. We believe that each child should be encouraged to discover and develop his potential to the highest level: to aim high and to pursue excellence."

It is our staff that live this out day to day at Kuyper. They deserve our continued gratitude for the way they serve God and our community in this way.

2 Corinthians 1:10-11 reminds us that *".....And He will yet deliver us, you also joining in helping us through your prayers, so that thanks may be given by many persons on our behalf for the favour bestowed on us through the prayers of many."*

Prayer has been a constant in the life of our school and I'd ask that you continue to pray for:-

- Spiritual and physical welfare of students and staff
- Continued steady growth in enrolments
- Guidance for the School Board
- Maintaining focus on our school's "Statement of Faith"
- Guidance for our Government in honouring parents right to choose who by; and how; their children are educated.

Thank you, Wayne Speirs

Initiatives Promoting Respect & 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 Kuyper Christian School Values as a guide:

1. Care and Compassion

- Students at Kuyper are encouraged to look out for the needs of other students. Students are expected to be inclusive of one another in the playground and in class activities.
- Buddies continues to be an integral part of the primary school, with Year 6 students teaming up with a Kindergarten student to support and encourage their start to school.
- Students in the Secondary school are each assigned to a core class where they meet with a teacher each morning for a time of devotions and pastoral care.

2. Doing Your Best

- At Kuyper, we believe that God has called us to use our gifts and abilities to His glory. Students are encouraged to produce work of a high standard for the purpose of glorifying their Creator.
- At Kuyper, we run a fortnightly celebrations assembly to celebrate and acknowledge the work students have done.
- Staff give regular and meaningful feedback to students to encourage them to take responsibility in their learning.

3. Fair Go

- Students and staff at Kuyper are expected to include each other in all activities regardless of ability or background.
- The school's support department encourages an inclusive approach towards support, working alongside children so that they can access the curriculum along with their classmates

4. Freedom

- Students are given the opportunity to express the freedom they have in Christ through opportunities they have to make choices in their learning.
- Student assessment tasks give students opportunities to make choices about how they present materials based upon their learning styles.
- Students are given a wide range of choice through electives in Stage 5, including the opportunity to study via distance education.
- Students have the opportunity to enter local Art competitions
- A variety of camps are offered to students at Kuyper, giving them the chance to explore and learn in new parts of the world.

5. Honesty and Trustworthiness

- Students are expected to respect the property of the school and others.
- Students are taught from a young age to take act with honesty and trustworthiness through collecting class role, raising the school flag each morning, emptying class bins, running a recycling program, planting and growing gardens, looking after the school Hall's sound system, monitoring the goal post pads etc.

6. Integrity

- Students are expected to act with integrity in their relationships and in their work.
- Students are taught to reference and cite information accurately in secondary school and to acknowledge all sources used.

7. Respect

- Students are taught to respect their teachers and other adults. It is expected that students will speak appropriately to teachers without arguing or complaining.
- Students are expected to wear uniform correctly and adhere to the guidelines outlines in the school policies.
- Students are taught to respect one another through speaking one at a time and listening to each other
- Secondary students have the opportunity to be a part of a peer support program that encourages students to care for and include others.

8. Responsibility

- Primary students have the opportunity to take responsibility through the school buddies program, where they care for and help younger students entering the school. They also monitor class roles, sport equipment, flag raising and emptying of school bins. Primary students have begun growing a garden in the school and running a recycling program.
- In Secondary school, students have opportunities to be a part of the school band, to attend and assist in running Bible Studies, attend the Global Leadership Conference, run the 40 hour famine and Run4Bibles fundraising activities, speak and run assemblies and many other opportunities each year.
- Physical Activities and Sports Studies Elective students organise Sports carnivals and events across the entire school
- Our Secondary students also serve in local Public Schools through running a Drama for the Scripture Program at the end of each year.

9. Understanding, Tolerance, Inclusion

- We are developing interschool programs for Secondary students, already existing in Sport.
- We are also involved in exchange programs, hosting visits from Japanese students.
- We celebrate diversity and self-awareness, whilst taking a stand against bullying, gender inequity, discrimination and harassment.
- The school takes a no tolerance stance towards bullying.

10. Wisdom and Discernment

- Our school runs a Bring Your Own Device Program in the Secondary School where students are learning to use communication technology appropriately and in service to others.
- The Secondary and Primary School students are exploring ethical use of technology.
- Careers guidance, assessment, careers markets, "Try-a-Trade" and advice on further education is provided to Year 10.
- Year 10 students attend the Western Sydney Career's Expo, which is a valuable time for them to explore options for their future.
- Visits from School Liaison Police, local ministers, Members of Parliament and others challenge the students to understand the importance of right choices and the consequences of actions.

11. Faithfulness to God

- 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 prepare a Christmas play and perform this several times in public schools in our area, working with local Scripture teachers and ministers.
- Students in Year 10 run Bible Study and Prayer groups for younger students.
- 'Crusaders' and members of the local churches are involved in developing leadership skills in our older students for the benefit of younger ones.

12. Family

- In addition to Kuyper's academic program, a balance of active and practical subjects, including Agriculture, Food Technology, Industrial Technology, Drama, and Physical Activity and Sports Studies, is offered.
- The school recognises that we are whole people and seeks to foster and encourage growth in all areas.
- Homework programs are often individualised in consultation with families to account for the many facets of life.
- We believe in and promote consistent communication between families and school. Education is a partnership.

13. Hope

- Kuyper is committed to providing learning that gives students a sense of hope that the world can be a better place and that it is possible to have an impact.
- Students in the school have opportunities to learn about people less fortunate than ourselves and act to raise awareness.
- In Years 9 and 10, students have a Compassion sponsor child who they support through organising and running fundraising activities.

School Determined Improvement Targets

2016 – Targeted Areas for Improvement that were identified from the 2015/2016 Report and achieved:

- **Educational Support** – Additional Support staff were engaged in 2016 to address the growing enrolments in the school.
- **Teaching programs and Assessment** – Work continued on developing National Curriculum programs and preparation for new HSC courses. The latter was endorsed by NESAs in the Registration and Accreditation process towards the HSC.
- **Information Technology upgrades** – In 2016 additional Wi-Fi facilities were upgraded to meet the new Senior Independent Learning Centre requirements. Additional computers were purchased and used throughout the school. Plans for an additional computer learning space in the Resource Centre were established and supply of equipment arranged for commencement in Jan 2017. Additional large LCD screen facilities were also installed in the Resource Centre and other learning spaces. A laser cutting machine was purchased for the TAS department. Further investigation concerning the pending NBN was explored.
- **Establishment of garden areas and focal points of interest that speak of school culture and vision.** Ongoing development of garden areas was done. Of note was a significant project between the School Hall and Administration Block that was designed and established by one of our HSC Design & Technology students who completed this work as part of his Major Design Project Work for the course. The laser cut rusty steel panels speak of the school culture and create an aesthetic and functional element in the school landscape.
- **Review of Water Catchment and Filtration** – Investigations were ongoing in the area of managing water supplies for the school. Different treatment options were evaluated as well as regular maintenance performed on filters and tanks. Cleaning was performed on the Primary School tanks in addition to the cleaning of all the Primary School roof gutters.
- **Information Evenings about Stage 6 Subject Choices; Structure of Kuiper Stage 6.** An Information evening was held in June 2016. The school community, in particular families of future Year 11 students, attended. Information included the Stage 6 Study Handbook, Stage 6 Information Handbook, Multimedia presentations detailing NESAs requirements and subject information. This was a successful evening that was well attended and indications post evening suggested a healthy enrolment interest.
- **Professional Development** – Professional development – during 2016, various staff attended professional development courses as listed elsewhere in this report. Selected staff had opportunity to focus on leadership development by attending suitable professional development.
- **School Profile** – Mr Ian Shaw, our principal, continued to build on the campaign to raise awareness of Kuiper in the community. This included major letter box drops through Australia Post; school tours; student/school representation at events such as the Hawkesbury Show where students assisted in the activity tent run by Hawkesbury Anglican Churches; Bowen Mountain Art Show, which brought pleasing results for a number of students who participated; local ANZAC Dawn services. Senior students in the school participated in the teaching of religious instruction in local schools. The school continued the use of the school website and Facebook page to communicate day-to-day events and provide access to the weekly school newsletter.
- **Submission of application for Registration and Accreditation for Stage 6 with NESAs.** The application for registration of Year 12 was successfully completed and submitted by March 31, 2016. Registration documentation was compiled by a team of secondary teachers working closely with the

Principal and Secondary Coordinator. Registration was successful and Kuyper Christian School was granted approval to commence Year 12 in 2017. Work continued post registration to further develop Stage 6 programs for the curriculum areas to be taught in 2017. All programs were successfully completed in preparation for delivery in 2017.

- **NAPLAN – analysis of 2015 NAPLAN results for areas of improvement in 2016.** NAPLAN results were analysed by the Primary and Secondary Coordinator and discussed with their respective teams in section meetings.

Spelling and Language conventions for Year 3 and 5 continue to be a focus from the testing. Improvements have been noted for Mathematics in students as they are tracked through subsequent years.

In Secondary, areas of improvement in both literacy and numeracy were discussed as well as strategies to improve understanding in these areas. Improvements are sought in persuasive writing, comprehension – short answer and text type questions. Strategies successfully implemented to address this issue include explicit teaching of text types and comprehension activities. Digital activities were also implemented to address basic numeracy. Further testing of students using PAT Testing confirmed comprehension and basic numeracy as the targeted areas to improve.

In 2016 there were new discussions to improve literacy and numeracy in conjunction with increased support/aid staff. An opportunity developed to add additional funding to this area in the formative learning phase of Kindy – Year 2 in 2017.

The school began research and testing into its ability to perform online NAPLAN tests in preparation for 2018.

- **Educational Support** – students identified as having support or disability needs in Literacy and Numeracy were monitored through testing and tracking. Support staff assisted class teachers through planning, resourcing and by working with these children. Support for these students was targeted as part of our grant application and the staff were encouraged to do specific professional development in relevant areas. The opportunity arose at the end of 2016 to embark on a funded AIS Literacy and Numeracy program that seeks to target students in K-2 to better track and support their development and growth in these areas.
- **Teaching Programs and Assessment** – review of teaching programs, curriculum and assessment procedures are an ongoing task of our school. Both the Primary Coordinator, Sue Huxley and High School Coordinator Jason Shadie continue to lead staff in an extensive and intensive review of the documentation of the teaching and learning programs, especially making Christian perspectives an integral part of our best practice as curriculum writers and implementers in the classroom.
- **ILC – Independent Learning Centre.** The ILC was completed late 2015/16. This learning space was designated for Year 11/12 study and independent learning. Study benches were installed around the perimeter of the room and provided access to power and Ethernet ports for portable devices such as laptops and iPads/tablets. New furniture (seats and tables) were also provided for students.

A Year 11/12 outdoor area next to the library was created in 2016. The reinforced water tank behind the library building has been designated as an outdoor recreation and/or learning space for Stage 6.

2016/2017 Targeted Areas for Improvement:

- The need for a new more comprehensive and user friendly whole school management system was decided during 2016 and the search for a new system took place throughout the year. The major decision to engage Hobson's Edumate was undertaken to commence in January 2017. We look forward to improved access to records and a more streamlined approach to entering school data and creating reports.
- Ongoing professional development and accreditation of existing teachers into the new NESAs accreditation standards commencing in 2018.
- School Profile – continuing to raise the awareness of the work being done and the story unfolding of growth into the senior years of schooling at Kuyper in the community.
- Commence the development of an architectural Master Plan of the school.
- Submission of application for accreditation and registration for K-12 with NESAs for the 31 March 2017.
- I.T. - Ongoing development of resources to best meet educational needs of the community.
- Professional development – staff to attend approved professional development in variety of areas relating to Literacy and Numeracy.
- NAPLAN – analysis of 2016 NAPLAN results for areas of improvement in 2017. Additional preparation and system testing in readiness for NAPLAN online.



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 our school will, strive to identify and eliminate all forms of this kind of behaviour.

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 modelling, 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 and 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.
- Consider 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 and different levels of recognition for commending 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 Secondary or Primary Coordinator, then 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.
- 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 – 12 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 enrol all children at Kuyper;
 - 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 two thirds 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 April 30 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 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.

Attendance

Daily Attendance procedures

- Absences will be recorded by the symbol **a** on the electronic roll keeping system
- A written explanation from a parent/guardian giving reasons for a student's absence is required the day following the last day of a student's absence. The explanation must contain
 - child's name and class
 - date of absence
 - reason for absence
 - signature of parent/guardian unless emailed
- If an explanation is received from the parent/guardian within seven days of the last day of absence one of the following symbols will be used on the electronic role to identify the reason for the absence.
 - A-** The student's absence is unexplained or unjustified. This symbol is used if no explanation has been provided by parents within seven (7) days of the occurrence of an absence or the explanation is not accepted by the Principal or the Principal says that the explanation for the absence is not satisfactory.
 - S-** absence due to sickness or as a result of medical or paramedical appointment. Principal may request a medical certificate in addition to explanations if the explanation is doubted, or the students has a history of unsatisfactory attendance.
 - L-** An explanation of the absence is provided which has been accepted by the Principal. This may be due to: misadventure or unforeseen event, participation in special events not related to the school, domestic necessity such as serious illness of an immediate family member, attendance at funerals, recognised religious festival or ceremonial occasions. (Up to 15 days)
 - E-** Absence due to suspension
 - B-** Absence from school on official school business. Excursions and school sport events & special events.
 - F-** Student participating in HSC Pathway, Trial / HSC exams, VET courses
 - H** – Attending 2 or more education centres - Shared enrolment
 - M** - Student is exempt from attending school (Up to 50 days)

- If an explanation is **not** received from the parent/guardian within 1 day of the last day of absence a letter requesting an explanation will be sent home.
- If an explanation is **not** received from the parent/guardian within seven days of the last day of absence the Symbol **A** – no explanation for the absence, will be recorded on the days that the student was absent.
- Documentation for absences and attendance will be archived by class, then by term, then by year. The school will keep these archives for a period of seven years.

Partial absences

- Students arriving after 8:55 am or leaving before 3:25 pm will report to the school office. Office personnel will administer a partial absence note system.
- Partial absences will be recorded on the electronic roll in the following way
 - Apa-** No explanation for the absence
 - Spa-** Late arrival/Early departure **due to sickness**
 - Lpa-** Late arrival/Early departure **with leave** (approved by Principal)
 - Epa-** Late arrival/Early departure **due to suspension**
 - Fpa** – Late arrival/ Early departure due to participating in HSC Pathway, Trial / HSC exams, VET courses
 - Hpa-** Late arrival/Early departure **due to shared enrolment**
- Documentation for Partial absences will be archived by class, then by term, then by year. The school will keep these archives for a period of seven years.

Absences at Special events

At special events such as sporting carnivals, excursions and off-site activities a roll will be kept and the information transcribed onto the electronic roll.

Monthly Attendance procedures

- The office will print out a student attendance report to Core Teachers monthly that show students who have an absence rate of greater than 15% for the year to date.
- Core teachers in conjunction with Secondary or Primary coordinators are to follow up students that have an absence rate of greater than 15% but no more than 20% by writing to parents. Parents (guardians) who have already had a note sent home regarding absences, or students who have than 20% or greater absences will be referred to the principal, who may write to families
- Principal will request an interview with parents / guardians.
- If, following interview(s) with the parents (guardian), the student continues to not attend school regularly the following procedure shall apply. Discussions may focus on the reasons for the absences and what strategies could assist eg: health care, transport, waking up on time etc. Strategies could include what the parent will do, or the student will do to attend and what the school will do to support the student.
- Where a student is not attending school regularly the principal shall consider whether there is educational neglect on the part of the parents (guardian). The principal should complete the checklist on the Keep Them Safe website to determine whether a report to Community Services is required.
- Where a student is not attending school regularly the school will, in consultation with the parents (or guardian) and the student, develop a plan to support the student's return to school This plan should document contact with the parents (guardian) and strategies involved in the attempt to get the student to return to school.

Students departing the school for another school or for full-time employment

Where a student is leaving Kuyper before they have completed Year 12.

The parents or guardians of that student must inform the school of the student's intended place of schooling. In the event that this does not occur the school will notify the local Home School Liaison Officer.

Where a student is of compulsory school age (i.e. below 17 years of age) and is leaving Kuyper after completing Year 10.

The parents or guardians of that student must inform the school of the student's intended place of education or education and training, or full-time work position or the combination of education/ training and employment. In the event that this does not occur the school will notify the local Home School Liaison Officer.

Retention rates: We had 10 students in Year 10, with one student enrolling at another private school and the remaining 9 continuing on to Year 11.

Overview of Policies

Policy/Procedure	Available on website
Assessment Procedures	X
Cash Handling Policy	
Child Protection Policy	X
Code of Conduct for staff	
Communication Policy	X
Complaints and Grievances Policy	X
Critical Incident Policy	
Drugs Policy	X
Educational Support Procedures	X
Educational and Financial Reporting Policy & Procedures	
Emergency Procedures	
Enrolment Policy	X
Excursion Policy	
External Providers Procedures	
Facilities Management Policy and Procedures	
Fund Raising Policy	X
Governance – Board Charter Governance – Compliance Framework Governance – Board Conflict of Interest Policy Governance – Delegation Policy Governance – Independent Audit Policy Governance – Related Party Transaction Policy Governance – Responsible Persons Policy Governance – Risk Management Framework	
Health Care Policy & Procedures	
Homework Policy	X

Information & Communication Technology Policy	
Library Book selection Policy	
Managing Student Behaviour Policy	X
Managing Student Behaviour Procedures	
Non-school use of premises Policy and Procedures	X
Work Health & Safety Policy & Procedures	
Pastoral Care	X
Prevention of Discrimination Policy	X
Privacy Policy	X
Programming Policy	
Recruitment Policy	
Risk assessment Policy	
Student Leadership Policy	X
Student Welfare Policy	X
Volunteer Procedures and Guidelines	X

Parent, Student & Staff Satisfaction

The surveys below were conducted anonymously amongst all school staff students and families at the end of 2016

Student Survey	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My school encourages me to develop a Christian worldview	27.27%	63.64%	9.09%	0.00%	0.00%
I feel safe when I am at school	25.00%	43.18%	25.00%	6.82%	0.00%
I am confident that the teachers are helping me to achieve high standards in all that I do	20.45%	61.36%	15.91%	2.27%	0.00%
I think teachers treat students fairly and with respect	20.45%	52.27%	25.00%	2.27%	0.00%
Teachers at my school are a good example of the beliefs and values of the school	29.55%	52.27%	15.91%	2.27%	0.00%
The teachers' discipline is fair and consistent	9.09%	52.27%	29.55%	9.09%	0.00%
I enjoy the facilities provided by my school	4.65%	41.86%	37.21%	16.28%	0.00%
I am satisfied with my school and the quality of education I receive	15.91%	56.82%	20.45%	6.82%	0.00%

Community Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Vision: Kuyper Christian School is committed to being a caring community providing quality Christ centred Education	77.27%	13.64%	9.09%	0.00%	0.00%
Standards: The school sets and maintains high standards for students	45.45%	34.09%	15.91%	2.27%	2.27%
Staffing: The staff is competent and committed to the vision of the school	60.47%	27.91%	9.30%	0.00%	2.33%
Student Culture: The school culture encourages students to thrive	50.00%	34.09%	11.36%	2.27%	2.27%
Satisfaction: I am satisfied with the outcomes of the education offered by this school	43.18%	34.09%	13.64%	6.82%	2.27%

Staff Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Vision: Staff understand and are committed to the "Christ-centred" vision of the school	71.43%	28.57%	0.00%	0.00%	0.00%
Resonance: The practices of the school resonate with its stated beliefs and values	57.14%	42.86%	0.00%	0.00%	0.00%
Standards: The school sets and maintains high standards for both students and staff	28.57%	57.14%	14.29%	0.00%	0.00%
Curricula: Curricula are thorough, engaging and provide a strong basis for teaching	33.33%	50.00%	16.67%	0.00%	0.00%
Leadership: Leadership in the school is strong, coherent and effective	57.14%	42.85%	0.00%	0.00%	0.00%
Board Leadership: The board gives strong and coherent vision that supports the operation of the school	42.86%	28.57%	28.57%	0.00%	0.00%
Respect for students: Staff treat students with respect	71.43%	28.57%	0.00%	0.00%	0.00%
Facilities: Facilities are adequate, comfortable and well appointed	14.29%	57.14%	14.29%	14.29%	0.00%
Professional Development: Staff are well supported in their professional development	28.57%	57.14%	14.29%	0.00%	0.00%
Workload: Workloads for staff are reasonable and adequately monitored	14.29%	42.86%	28.57%	14.29%	0.00%

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	92.53%
Year 10	87.12%
Year 9	92.30%
Year 8	90.90%
Year 7	91.00%
Year 6	92.88%
Year 5	95.54%
Year 4	92.72%
Year 3	91.48%
Year 2	95.56%
Year 1	92.49%
Kinder	93.10%

Professional Learning & Teacher Standards

In 2016 the school had 24 permanent and permanent part-time staff. There were 5 full time and 9 part-time teachers, which amounted to 8.2 full time equivalent (FTE) teachers at the completion of the year. There were 4 part-time support staff employed and 6 part-time staff involved with administration, cleaning, maintenance and bus driving. The school also has a pool of 9 casual teachers to replace absent staff throughout the year.

Of the teaching staff:

- 11 had a B Ed or a bachelor degree plus Dip Ed or equivalent;
- 3 had a Diploma of Education / Teaching;
- Teaching experience ranged from 3-48 years

The attendance rate of teaching staff is calculated as 94%.

Summary of Professional Learning	Staff attending
PDHPE HSC Parts A, B & C	1
Science Teachers Association – Physics Course	1
Christian Schools Library Conference	1
Engaging Students with Difficulties	1
Sue Larkey Workshop	2
Premium Health – Senior First Aid Course & CPR update	21
Developing Leaders	1
Imaginative Writing in Extension English	1
Romanticism – Prescribed Text Course	1
Maths & Learning Difficulties	2
NSW Refresher Course	1
Thrive Conference	1
Teachers New to Christian Education	1
Think Smart for School & Life	1
Digital Discipleship Workshop	1

Planning & Programming: NSW Syllabus for Australian Curriculum Geo K-6 online	3
Familiarisation: NSW Syllabus for Australian Curriculum Geo K-6 online	3
NCCD Refresher workshop	1
Phase 2 NSW Literacy & Numeracy Action Plan	1

Student Performance in State-wide or Equivalent Tests & Examinations

National Assessment Program - Literacy and Numeracy

In 2016 all students in Years 3, 5, 7 and 9 participated in the National Assessment Program, Literacy and Numeracy (NAPLAN)

The table shows the 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	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
KCS Yr 3	444	425	429	473	413
NSW Yr 3	426	421	420	436	402
KCS Yr 5	559	499	507	592	513
NSW Yr 5	502	476	493	505	493
KCS Yr 7	557	505	514	534	562
NSW Yr 7	541	515	543	540	550
KCS Yr 9	581	510	562	543	572
NSW Yr 9	581	549	580	569	589

Summary Financial Information

Overview Accounts 2016

The Audited Financial Accounts for 2016 show a net operating deficit of \$625,386 including a one-off depreciation expense of \$586,912 in relation to buildings and improvements which had been revalued, though not depreciated since revaluation. Spending on capital, inclusive of bank loan repayments amounted to \$110,198.

Fees

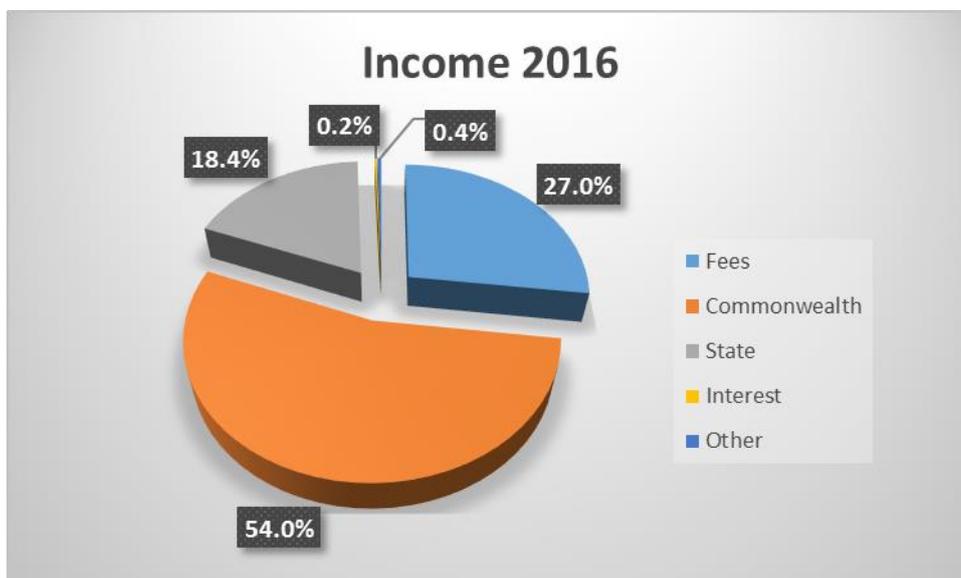
The basic fee structure for 2016 remained unchanged from the previous year. Fees rose by an average 5% for parents from 2015. In 2016 our uncollected fees at year end was \$156,491 an increase of \$31,283 from the prior year. Nevertheless the school community is grateful to the many families who continue to make prompt payment of fees and encourage others to partner with us in this way in 2017.

The school has a provision for doubtful debts of \$95,196. 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

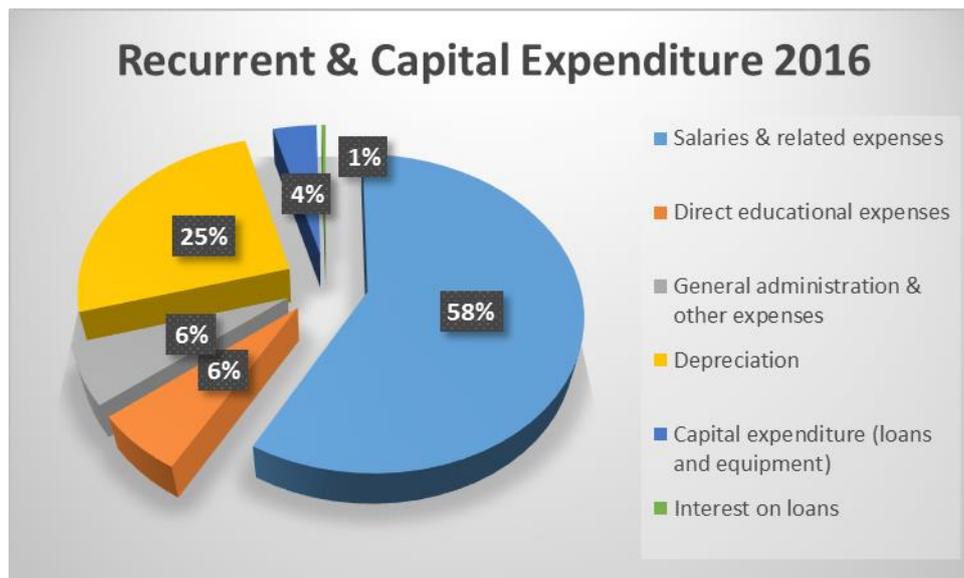
Income from families equates to around 27% of total income and government grants equate to approximately 72%. This is consistent with the prior year. We need to prayerfully support our governments and ensure they realise we are appreciative of their financial input.

The pie chart below shows the above percentages. 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. The Commonwealth funding is based on this score. Unfortunately, our school is in the middle range SES although many of our parents struggle to pay their fees. Nevertheless, we are thankful for the steadfast commitment many of our parents have to Christian education.



Expenditure

As is the case of all schools the major recurrent expense is salaries. In 2016 our salaries were 58% of our total expenditure. This is a percentage-of-expenditure decrease on the previous year.



The year ahead

The 2016 has seen a significant resurgence of enrolments, with above-budget student numbers throughout the whole year. 2017 looks likely to continue this trend.