2013

ANNUAL SCHOOL REPORT
Principal's Report

It is with great pleasure that I present the Annual Report for 2013 to our school community. The report provides valuable information and data on a range of key indicators within the school and meets statutory requirements for both State and Federal Legislation.

This is the eighth Annual Report we have produced as a requirement of the Commonwealth Government. All schools publish information to the school community and the general public on how each particular school is performing. These statistics will continue to help in making informed decisions about our strengths and pinpoint the areas in which improvement is necessary. This report represents the year 2013, and as you read through it, we trust that you will be encouraged and blessed.

Contextual Information about our school, including the characteristics of the student body

Geneva Christian College was founded in 1967, and has over forty-five years of history in the Latrobe community. It has a well-established and fully accredited co-educational program for grades Kinder to Year 12. The school is located on the outskirts of the town, ideally situated on 50 hectares of farm and bush land. Our cohort of students come from the local community and further afield, including Deloraine, Sheffield, Claude Road, Ulverstone, Port Sorell, Sassafras, Shearwater, Devonport and East Devonport.

As a Christian school, personal character, self-discipline and responsibility are considered equally as important outcomes as academic learning. The aim is for students to live by Biblical standards and make worthwhile contributions to society and the wider community. These Biblical standards, traditional family values and moral principles are integrated into the school’s educational framework.

Consider these significant reasons why parents choose Geneva Christian College:

- The distinctively Christian environment
- The excellence in academics
- The dedicated, qualified, and godly leadership and staff
- The family-affordable tuition
- Small class sizes providing quality teacher - student interaction

A key reason for the existence of Christian education is to establish an environment that will develop a sound Biblical worldview. The School has developed a program to minister to the complete student. This is accomplished through four areas of emphasis.

The first and strongest emphasis is the spiritual growth of the child and family. The clear teaching of the Bible is the best foundation for learning. The Bible is not only taught, but also permeates every subject. We endeavour to introduce each child to Christ and to direct children and families to thoroughly know and live the Bible.

The second emphasis is on academics. We provide a sound academic climate and promote academic excellence to best prepare students to fulfil God’s will for their lives.
The third and fourth areas of emphasis are proper social and physical development. The school participates in local, national and international programs, teaching our students to exalt Christ with their God-given talents, abilities and skills. Our physical education and athletic programs are continually expanding to meet the needs of our students.

We offer individualized Christian education, either on campus, through distant education or a mix of both. These options have the same objective, which is to equip students with the ability to fulfil their God given direction in life. Our teaching materials are based on the Christian ethos that reflects Biblical principles, truths and values. We seek to work with those families who share our commitment to these Christian standards.

We have commenced the implementation and integration of the Australian Curriculum throughout the school and are progressing towards its full implementation. Our overall teaching materials provide:

- equitable and inclusive learning
- opportunities to maximize learning
- opportunities to gain knowledge, understanding and skills
- discipline-based and interdisciplinary learning
- opportunities to promote learning within local cultural contexts
- individual pathways to support successful learning
- individual educational programs with the opportunity to close the gap between advantaged and disadvantaged children
During 2013, we offered as part of our extra curricula experiences, many exciting and rewarding subjects. They included cooking, horticulture, robotics and ICT. We piloted the Stephanie Alexander Kitchen Garden Programme in Grade 5/6, which proved to be a great success. Our health and PE students were involved in zumba, aerobics and boot camp. In art and music our students had the opportunity to share and show their creative talents. Our Year 10, 11 and 12 students, were involved in work experience sessions during our final term. The Year 10’s participated in a Driver Awareness Programme run by the Rotary Club of Australia and most of the Year 10, 11 and 12’s participated in a visit from the Armed Forces, UTAS and Latitude - World Vision for career pathway advice. All the high school students were involved in camps to Interlaken and day trips for end of term privileges.

A small group of Grade 11 and 12 students participated in the Red Cross Blood Donation appeal.
The majority of our students participated in the annual Student Convention, which involves entries in all areas of learning. Across the school our students enjoyed many varied activities including the swimming carnival, a dress up & open day for literacy week, cross country, casual clothes days to raise funds for the Samaritan’s Purse Christmas Box outreach, the Premier’s Reading Challenge, MS Readathon, visits to local nursing homes, Christmas Carols at Churches, plus end of term excursions.

School-based traineeships involved students from Years 10 to 12. These enabled the students to continue their schoolwork, but also allowed them to go out to work. An employer takes a student on in a particular field and trains them in either Certificate I, II or III of their chosen field. At the end of the traineeship, they come out with a qualification, which not only goes towards their final certificate, but also gives them scope for future employment opportunities. We had 2 school-based trainees in 2013, one in Certificate II Agriculture and one in Certificate III Retail.

Geneva Christian College was reviewed by the School’s Registration Board (SRB) in November 2013. This required a great deal of preparation by the School Board, Teachers and Administration Staff. Twelve areas of education and administration were covered, with a school visit by the SRB. We are pleased to advise you in this report that we received full registration for 4 years, until December 2017. The feedback from the SRB revealed that our school had a healthy future.

In 2013 the school employed a Work Health & Safety (WHS) and Compliance Coordinator to assist in providing a healthy and safe environment for all members of the Geneva Christian College Community. As a result of the revised WHS Act and Regulations 2012 and Code of Practice (which were released on 1st January 2013), many gradual changes have been made. Some of them involve encouraging the staff and the Board to be actively involved in:

- Reporting hazards, accidents, incidents and near misses
- Implementing strategies to minimize risks
- Discussing WHS issues at Staff and Board Meetings
- Training in WHS issues such as Manual Handling, Risk Management and Safety Essentials, Chief Wardens’ Duties and the use of Fire Fighting Equipment

WHS Plans and Policies were evaluated during the School’s Registration Board Review
Process to ensure they meet current expectations and guidelines.

Also in 2013 the school engaged a Bus Consultant to assist with our increasing fleet of buses and student transport requirements. He has been invaluable in his role, giving both professional advice and practical guidance.

Teacher Standards / Qualifications

All our teachers are registered by the Teachers Registration Board of Tasmania and are trained to implement the Accelerated Christian Education and the Australian Curriculum. Our teaching staff during 2013, included 4 full-time and 11 part-time staff, comprising 4 males and 12 females. Collectively they had the following qualifications:

Bachelor of Science
Bachelor of Education & Bachelor of Education with Honours
Bachelor of Arts & Bachelor of Fine Arts
Bachelor of Adult Education
Bachelor of Librarianship
Bachelor of Engineering
Diploma of Teaching
Graduate Diploma of Divinity
Graduate Diploma of Education
Graduate Diploma Special Education (Teacher of the deaf)
Graduate Certificate of Education
Certificate IV Child Care & Education
Certificate III ICT
Cert IV Workplace Training & Assessment
Grade 7 Solo Acting, Grade 8 Speech & Drama
Certificate III Children’s Services
Excellence in Art

<table>
<thead>
<tr>
<th>WORKFORCE COMPOSITION</th>
<th>TEACHING STAFF</th>
<th>NON-TEACHING STAFF</th>
<th>NOTIFIED INDIGENOUS STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>19</td>
<td>0</td>
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</table>
Student Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within 7 days to the school, and taking measures to resolve attendance issues involving their children. School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The Administrator/Deputy Principal may grant permission for late arrival at school or early departure from school, leave, or exemption from attendance only in individual cases, on written request from parents and guardians. The Administrator/Deputy Principal will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the Administrator/Deputy Principal will contact the parents/guardians to ascertain the reason for the absence.

Students are required by law to attend school on every day of the school year (39 weeks). If a student is sick, the school requires the parent/guardian to contact the school before 9.00am each school day. The school also requires that the bus driver also be contacted to inform them that the child will not be traveling on the bus that day.

In 2013 the rates of attendance are shown as a percentage of the designated number of school days per year.

<table>
<thead>
<tr>
<th>Prep</th>
<th>Kinder</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.66%</td>
<td>89.84%</td>
<td>95.68%</td>
<td>94.04%</td>
<td>97.11%</td>
<td>91.41%</td>
<td>94.42%</td>
</tr>
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<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.65%</td>
<td>91.50%</td>
<td>92.47%</td>
<td>84.99%</td>
<td>89.47%</td>
<td>75.54%</td>
<td>92.48%</td>
</tr>
</tbody>
</table>

Senior Secondary Outcomes

Geneva offers a Year 12 Vocational Certificate, Year 12 General Certificate and a Year 12 Academic Certificate, each requiring different academic standards and credits. The Year 12 Vocational Certificate caters for the less academic students and provides a more practical educational pathway or work placement. The Year 12 Academic Certificate is for those students wishing to continue on to University. This certificate is recognized by UTAS as an entry requirement. Many of our students who have completed a Year 12 Academic Certificate have been successful at Universities nationally.
Post School Destinations

In 2013, Geneva Christian College had 4 Graduates, 3 from Year 12 and 1 from Year 11. The following are their destinations:

1 student commenced a part time job and further studies at TAFE

1 student applied for the Defence Force and was accepted into the Australian Army

1 student took a gap year and commenced part time work

1 student commenced a Radiology Degree at UTAS

Percentage of Year 12 students who have undertaken vocational or trade training: 0%

Percentage of Year 12 students who have attained a Year 12 Certificate or equivalent VET qualification: 66%

NAPLAN

The Federal Government has established a national testing system for reading, writing, spelling, grammar & punctuation and numeracy for Grades 3, 5, 7 and 9. This is designed to measure improvement in a student’s benchmark performance as a result of the school's attention to their educational need. By comparing 2011 grade three, grade five and grade seven results with those of 2013 grade five, grade seven and grade nine results we will be comparing some of the same students in their progression through the school. It is not a totally accurate comparison as it will include new students and omit students who have left the school in that time frame. The results below indicate those grades where students were a percentage at or above the National Minimum Standard in 2013.
In our Learning Centres, students below the benchmark in numeracy and literacy are diagnosed (like all students) and placed at their current academic level. Upon successful completion at that level and with time and effort, improvement appears in their competency in both numeracy and literacy. We supplement their teaching materials to assist and expand those students who are of a lower academic level than their peers. Our Special Needs Coordinator works with and gives additional assistance to selected students with extra needs. Throughout the primary school we used the computerized Mathletics programme with success. Also in the primary area, students participated in Reading Eggs and Move to Learn, with very pleasing results.
Satisfaction Survey Results summary

We are dependent for our existence on student, parent and teacher satisfaction with the school. The 5 Year Strategic Plan that the School Board initiated in 2009 and reviewed in 2013 has been continuing with many and varied changes inside and outside the school. We have had positive comments from you as parents & families and also the wider community.

Parents and students were surveyed to ascertain their satisfaction with the School, and to give opportunity to comment on any areas of the School. The Questionnaires received from parents and students indicated good overall support of the School with at least 90% of respondents answering positively to the questions asked. Approximately 90% of comments attached to the questionnaire supported the School in a very positive way.

Parents are 100% positive that they have enough opportunity to talk with teachers about their children.

98% of parents rated the school’s use of ACE materials and overall educational program as “about right”.

Parent’s opinion concerning the standard of discipline at the School has positively increased from 77% in 2008 to 94% this year.

Communication between school and family has improved since the last Strategic Plan as there were only a small number of respondents identifying communication needing improvement. One parent identified the need to expand the trade subjects being offered to secondary students.

100% of parents indicated their support and approval of the School’s positive spiritual tone.

Student questionnaires were also very positive with 60% of students, when asked what they liked most about the School, stating that they loved the fact that the teachers really cared about them and their futures.

<table>
<thead>
<tr>
<th>Why Parents Chose Geneva</th>
<th>Parents Satisfaction with Communication between school and home</th>
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</thead>
<tbody>
<tr>
<td>Word Of Mouth</td>
<td>Satisfied with communication</td>
</tr>
<tr>
<td>Bible Based Care</td>
<td>Unsatisfied with communication</td>
</tr>
<tr>
<td>and Standards</td>
<td></td>
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<tr>
<td>Educational standard - ACE</td>
<td></td>
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<tr>
<td>Size</td>
<td></td>
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<table>
<thead>
<tr>
<th>Is the School fulfilling its role to the Parents?</th>
<th>Parents Opinion of standard of discipline</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Discipline about right</td>
</tr>
<tr>
<td>No</td>
<td>Discipline too severe</td>
</tr>
<tr>
<td>No selection</td>
<td>Discipline too lax</td>
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</tbody>
</table>
The Geneva Parents & Friends are a great group of people. They faithfully raise funds for many and varied projects around the school. During 2013 the P&F held pie drives, lamington drives and the very successful, Time & Talent Auction. The P&F meet monthly and we encourage you to attend those meetings when you can. Your involvement, as parents in school events, such as Parent-Teacher interviews, school activities, P&F meetings, fundraisers and working bees is a strong indication of your effort and support for your children and the school and we thank you!

Thank you parents for supporting us in training and directing your children in their educational pathway. We have been blessed with a fantastic staff, including teachers, teachers’ aides, a chaplain, bus drivers, transport adviser, grounds and maintenance crew, a work health & safety coordinator and administration staff. We thank God for their collective efforts and encourage you as family, to pray for us, as we seek to equip the next generation of young Australians both academically & spiritually.

“And Jesus increased in wisdom and stature, and in favour with God and man.” Luke 2:52

We are truly thankful for a successful year of achievements, celebrations and accomplishments at Geneva Christian College for 2013.

In Christian Education,

Mr David Lincolne
Principal
This report can be found on our website www.geneva.tas.edu.au

If you would like a hard copy of this report, please contact the school office.