

2016 Annual Report Principal's Report

General Introduction

Richmond Christian College is a K-12, independent school. It is a member of Christian Education National, and is operated by the Ballina Christian Education Association Ltd.

It exists primarily to provide Christ-centered education to families from around the Ballina region who are associated with local Churches. In doing so it assists parents in the upbringing of their children in a way that is both honoring to God, and effective in witness and ministry.

Mission Statement

To provide a school for children which has an integrated Christian education based upon the Statement of Faith in the Memorandum of Association of the Ballina Christian Education Association Ltd.

We are committed to Christ-centered education, instilling hope and a sense of God's destiny into the lives of children as the foundation for joyful, fulfilled life preparing children to be salt and light into their community.

1. Principal's Perspective

Richmond Christian College continued steady growth in 2016 and sought to increase our profile and standing in the local community.

We welcomed our first Year 11 students as they commenced their Stage 6 studies towards the Higher School Certificate following a combination of compressed and traditional delivery. Our students sat the HSC exams for their 2016 compressed subjects and achieved excellent results.

With student growth and an emphasis on developing our High School program came the need for more facilities. As part of our facilities Master Plan for the school we were able to provide a new sports oval, extend the carpark and, after many years of planning, provide a bike path connected to the existing shared pathway enabling students and staff to cycle and walk safely to school. Construction also commenced on four new classrooms which include a specialist music room with rehearsal spaces, a visual arts/mandatory technology classroom and two general learning classrooms. The new block will also include new amenities and a covered outdoor learning area (COLA).

The Pre-Kindy class has continued to be supported by existing and new families. The program runs 3 days a week and seeks to meet specific educational outcomes enabling the students to be well prepared for kindergarten and better placed in our literacy program.

Once again student achievement in external examinations has been excellent. This year saw our final year of funding from the NSW Literacy Numeracy Action Plan program. This enabled us to focus on improving student achievement in literacy and numeracy and culminated in the news that our school was the eighth most improved primary school in Australia (4th in NSW) based on our NAPLAN results from the past three years. This is a tremendous achievement and was a cause for celebration. Our students in Years 3, 5, 7 and 9 all participated in NAPLAN, and the details of their results, contained later in this report, speaks highly of both our student's efforts and the support they receive at home and here at school.

We have had some staff changes this year and the new staff members have settled well into school life and we look forward to their interaction with our school community.

We greatly value the partnership with the parents and carers in our school community and give thanks for the many ways they contribute to the life and achievements of our school. We also thank our dedicated staff and board members and their families who have met the challenges of this year with grace, perseverance and a dedication to seeing our students grow and develop in every aspect of their learning. We look forward to an exciting 2017 as we see God continue to unfold His plans for Richmond Christian College.

Garry Binks
Principal

2. Board Chair Report

Introduction

Building on our increasing numbers in 2015, Richmond continued to grow, particularly towards the end of 2016. It was a year of ongoing change with growth, the commencement of Stage 6 and preparation and early works for the building project to commence in January 2017.

This report addresses the goals in our Strategic Plan 2010-2015. A new Strategic Plan came out of a planning process begun in 2016 resulting in a Strategic Management Plan and an Action Plan for 2017.

Community – Goal 1

The school community remains connected through events such as the music Café night, Primary Shine Performance and Presentation nights as well as regular assemblies attended by parents, guests and students.

The students are actively involved in community building through leadership positions and the SRC which organised a number of functions and activities throughout the year. Mrs Thompson has been invaluable in training and guiding young leaders in the SRC.

Children – Goal 2

The Board supports the Principal and staff as they meet this goal through biblically based teaching and learning.

Staff – Goal 3

Richmond is blessed with dedicated and hardworking staff who are committed to Richmond, the students and their families. There were a number of changes to staffing during 2016 with Emily McLaren taking maternity leave and being replaced by Sarah Marquet, Christine Parr leaving Ballina and new staff arriving; Michelle Robertson, Jonathan Simmons in Term 4, 2016 and Meg Potter, Kristy Suffolk, Penny Woolley and Debbie Simmons taking on a permanent position from Term 1, 2017.

The Principal, Garry Binks' contract was due for review/renewal in January 2017 and the board began a review late in 2016. His contract was renewed for two years from January 2017.

The Executive team of Belinda Bos, David Cobb and Glenn Choake continued to work with Garry Binks in day-to-day management of the school. We are grateful for all of our staff who build and nurture our students and school community.

Financial Management – Goal 4

We have continued to meet all of our financial obligations and there is more detail about our financial management provided in the Treasurers Report.

Growth – Goal 5

During most of 2016, Pre-Kindy enrolments for 2017 were very low and the board spent some time considering its future viability, however enrolment applications increased late in the year, with 14 students enrolled for the beginning of 2017.

Following our application to commence State 6, BOSTES conducted an inspection and the school was passed as compliant. The stage 6 students sat two of their HSC subjects and commenced their final year of schooling in term 4.

A review of our marketing was conducted by Neil Pierson and provided by Covenant Christian School. This has led to some changes which are still in the process of being implemented. As part of improving our profile, we also updated our website design.

Our enrolments in December 2016 (excluding Pre-Kindy) were 162 with projected enrolments for 2017 at 174.

Facilities and Resources – Goal 6

2016 was taken up with planning, tendering and obtaining approvals for the commencement of our building project with two general classrooms, two specialist classrooms, an amenities block and a Covered Outdoor Learning Area. See the Facilities Committee report for more about works undertaken during 2016 prior to the building work commencing.

Governance – Goal 7

There were a number of changes and challenges for the board during 2016.

New additions to the board included Cyndi McErlane who was appointed as a Director in May to fill a casual vacancy and then elected to the board.

At the AGM, our previous Board Chair, Cal McDonald resigned as her family was moving overseas.

The board was aware that there was no-one available to nominate for the board chair position and so we sought the advice and assistance of Christian Education National (CEN) who suggested we appoint an Intentional Interim Board Chair. With their assistance we appointed Bill Rusin who acted as a board advisor for the remainder of 2016. Jo Croft Smith stepped back into the role of chairing meetings and acting as Board Chair.

After the AGM, we appointed John Hannaford and later in the year Allen Simmons as Directors to fill casual vacancies on the board.

CEN provided training for the board as well as induction training for the new members on the board.

Bill Rusin offered to facilitate a Strategic Planning Day for the board and Executive staff in January 2017 and the new Strategic Plan commenced the following month.

Throughout 2016, we finalised a number of outstanding recommendations made from our external review of the school conducted in 2015. These were mostly associated with the introduction of new software and systems in our business management.

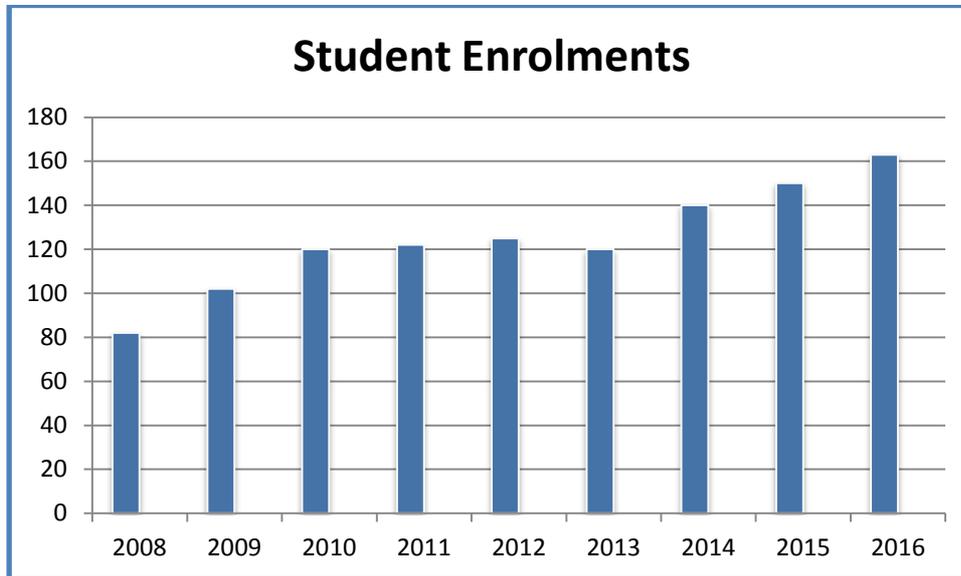
Low Association numbers continued to be a concern, and discussions were held around ways to encourage more people to join the Association with a plan to hold a function early in 2017 to promote Association membership.

Conclusion

We are always thankful to God for his provision for our school and for meeting all our needs often beyond our expectations and we continue to look forward to what 2017 will bring at Richmond Christian College.

Joanne Croft Smith
Board Chair

3. Student Enrolments



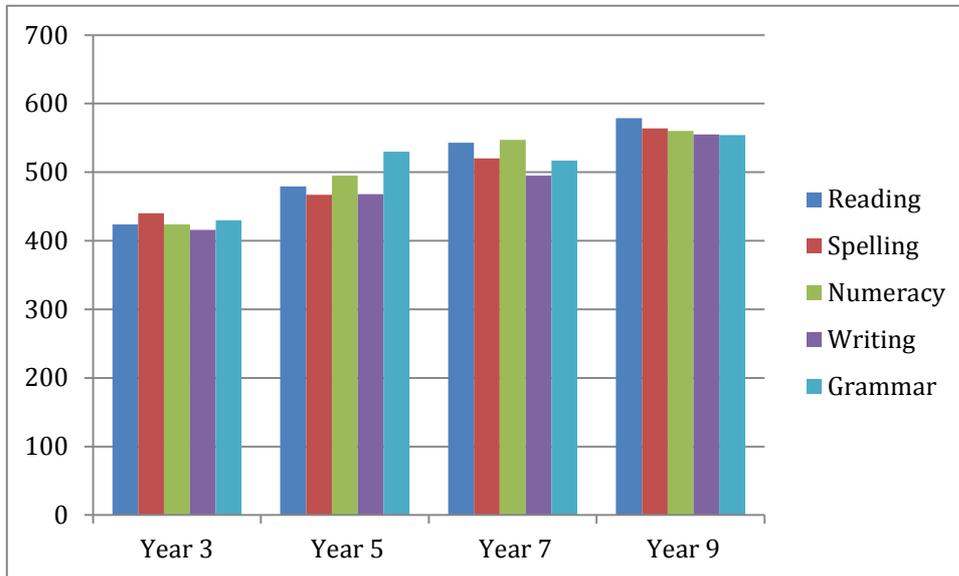
Whilst Richmond Christian College's principle ministry is providing Christian based education to families typically associated with mainstream protestant churches, a number of families have taken the opportunity to enroll their children in the school in response to the general ethos and school culture which focuses on a Bible centred curriculum.

4. Achievements and National Benchmarks

Year 3, 5, 7 and 9 National Assessment Programme for Literacy and Numeracy (NAPLAN)

Years 3, 5, 7 and 9 students participated in nationwide testing for literacy and numeracy. The results are shown in the following graphs. These graphs indicate the overall results of students in these externally set and marked examinations. These results highlight the strong emphasis Richmond places on foundational literacy and numeracy skills, and our school community should be very proud of their results. To place these results in context, approximately 5% of our students are from non-English speaking backgrounds, and our exemption rate for students with special needs is extremely low. The College is committed to maximum participation in NAPLAN, and values the diagnostic information we receive.

2016 NAPLAN Literacy and Numeracy Data



Note: The above graph indicates the progress made by students throughout the applicable grades. It is based on 2016 NAPLAN data, and shows the average achievement by Grade as indicated on the Myschool Website. According to this data, our students recorded a solid level of achievement in all areas when compared to both all schools nationally, and those deemed by the Commonwealth to be 'similar'.

Granting of Records of School Achievement

The following grades were achieved towards the granting of the Records of School Achievement (RoSA) for eleven students in 2016.

Course	Richmond Christian College Results						NSW Results					
	Total	A (%)	B (%)	C (%)	D (%)	E (%)	A (%)	B (%)	C (%)	D (%)	E (%)	None
English	11		45	45	9		12	28	37	16	5	1
Mathematics	11	9	45	36		9	15	23	31	23	7	1
Science	11		55	27	18		13	25	37	18	6	1
Australian Geography	11		27	64	9		13	26	36	18	6	1
History	9		67	22	11		14	27	35	17	6	1
PDHPE	11		91		9		13	33	37	13	4	1

Higher School Certificate Results

Richmond Christian College will have their first Year 12 students completing the Higher School Certificate in 2017. The school had nine Year 11 students sit the HSC exams for their compressed subjects in 2016. Results are recorded below.

Course	Richmond Christian College Bands %						NSW Bands %					
	Total	6	5	4	3	2	6	5	4	3	2	1
Ancient History 2 Unit	1				100		8.22	22.47	27.28	23.74	12.28	4.97
PDHPE 2 Unit	6		16.66	33.33	50		11.1	23.33	27.72	20.46	10.13	6.2
Physics 2 Unit	2			50	50		8.32	21.63	35.69	22.28	7.69	3.83
Studies of Religion II 2 Unit	7	14.28	28.57	42.85	14.28		9.2	38.74	22.93	19.23	6.84	2.53
Visual Arts 2 Unit	1		100				14.1	40.29	32.94	10.36	1.73	0.15

Band 6 = 90 -100, Band 5 = 80-89, Band 4 = 70-79 Band 3 = 60-69, Band 2 = 50-59, Band 1 = 0-49 marks

5. Staff Details

General Statements

- All staff at Richmond are committed Christians equipped to design curricula, programs and lessons that substantially reflect the aims, philosophy and policies of the school.
- Staff church affiliation is multi-denominational.
- Staff members are employed in accord with applicable Awards and Government requirements.
- All new scheme teachers are required to be accredited with the NSW Education Standards Authority (NESA) and undertake professional development and appraisal in line with the Australian Professional Standards for Teachers. Staff members employed prior to the new scheme utilise these same competencies as a voluntary code of professional development and appraisal.

All teaching staff take part in professional learning programs during Pupil Free Days, and both January and July Professional Development Weeks. It is estimated that all staff participated in a minimum of 50 hours professional training and development, including: First Aid; Child Protection; Work Health and Safety; Explicit Instruction; Curriculum Development; Assessment and Reporting; and Duty of Care issues.

- **Note: All teaching staff are qualified/registered as per the *Teacher Accreditation Act 2004*. There are no Indigenous staff members employed at this point in time.**

Teaching Staff	Non-Teaching Staff	Totals
4.0 FTE Executive/Teaching 11.5 FTE Teaching	2.4 FTE Admin 1.5 FTE Teacher's Aide 0.8 FTE Maintenance	Teaching 15.5 FTE Non-Teaching Staff 4.7 FTE

Staff Gender Balance

Gender	Teaching	Non-Teaching	Totals
Male	8	1	9
Female	11	7	18
Totals	19	8	27

Staff Qualifications

Teaching Qualifications:

All teaching staff have teacher education qualifications from a higher education institution within Australia.

Four staff members have completed a Masters, Honours or other Post Graduate degree.

Staff Retention

At the end of 2016 the school had one temporary part time teacher leave to accept a position in another local Christian School.

6. Student Attendance

The average student attendance rate for the whole school in 2016 was 91.24%. The average student attendance rates for each Year level was as follows:

Year Level	Ave student attendance rate
K	95.4%
1	95.0%
2	94.2%
3	93.9%
4	91.9%
5	94.6%
6	90.5%
7	90.8%
8	88.4%
9	85.5%
10	88.3%
11	86.4%

Student Non-attendance

Student attendance is monitored via class rolls marked by individual teachers with daily absences entered into a central electronic roll. A text message is then sent to the parents/caregivers of the student whose absence is unexplained. Continued unexplained absences are followed up by a phone call followed by a letter. In the event a student displays a pattern of non-attendance (usually defined as more than 10 days per term away from school, or a pattern of un-explained absences) then parents are contacted, and an Attendance Improvement Plan is put in place. This involves the identification of issues motivating non-attendance and putting strategies in place to restore the student's attendance to a satisfactory level. If strategies are not successful in restoring the attendance of the student then advice and assistance will be obtained from the AIS Student Services team and further action may be pursued.

Year 10 to 12 Student Retention and Post-Graduate Student Destinations

At the conclusion of Year 10, seven students continued their enrolment into Year 11 at Richmond Christian College. One student enrolled in Distance Education with another local high school, one gained a full time apprenticeship and one attained the school leaving age. Our eight Year 11 students continued their enrolment into Year 12. Richmond Christian College will have their first graduating Year 12 class in 2017.

7. Enrolment Policy

Richmond Christian College operates an 'open' enrolment policy. That is, whilst many of the students attending the College are from families who have a commitment to and involvement in a local church, a number of our families have no or little church affiliation. There are approximately twelve churches represented amongst our student population, and staff members attend a range of mainstream churches across the region.

Guidelines Used in Enrolment Decisions

Enrolment decisions are the responsibility of the Board. The following guidelines are taken into account by the Board when considering applications for enrolment.

- RCC's Biblical ethos and constitution.
- The provision of a sound Christian education primarily for the children of Christian parents.
- The recommendations of those responsible for advising the Board such as the Principal.
- The impact of the enrolment on the welfare of each class, and the whole school community.
- Stewardship of available resources to ensure the viability of the whole school community.
- The capacity of the school to cater for the individual needs of the student.
- A response of justice, loving kindness and pastoral care.
- Maintenance of a predominantly Christian community.
- Consideration of existing laws and regulations.

The policy was reviewed by the Board early in 2017. A copy of the College's Enrolment Policy is available on the school website or by contacting the office on (02) 6686 7847.

8. Student Population

Families involved in the College come from a wide variation of cultural and socio-economic backgrounds. Amongst the student population are families from: Japan; China; Finland, England, New Zealand and Holland. A large number of students are from families where there is a commitment to the Christian faith or where they have personally made a commitment to Christ.

As indicated previously the College operates an open enrolment with a large number of Christian students and students from families with regular church affiliation, but also families with no direct Christian commitment or church practice. In addition, students come from geographic locations spread from Lennox Head in the North, to Evans Head in the South, and as far West as Alstonville/Wollongbar. A significant portion of students are from within the immediate Ballina environ.

9. Policy Development

The school Board has continued to review and adopt new policies under which the management of the school is conducted. These include specific policies in relation to Governance; Privacy, Child Protection, Work Health and Safety, Educational and Financial Reporting, Facilities; and areas of operation relating to the NESA Registration and Accreditation compliance requirements. These policies can be viewed at the school's office by arrangement with the Principal.

Student Welfare Policy

The emotional, physical and spiritual wellbeing of students at Richmond Christian College is important in their success at school, whether in the classroom or in the playground. Healthy students are happy, settled, resilient, connected to school and others and are well placed to develop into well balanced adults who confidently know who they are with respect to biblical truth and are willing to take their place in the world based on a desire to seek and serve God and fulfil His purposes in their life.

This policy was reviewed during 2015 and outlines policy statements about how the school will work with parents to provide programs, encouragement and support for students to meet their personal, social and learning needs, as outlined above. Clear school rules and behaviour management strategies, well understood values, strategies to recognize achievement and excellent support structures for students combine to provide an environment where students can feel safe and valued and their welfare can be paramount.

Anti-Bullying Policy

Richmond Christian College recognises the importance of a positive and supportive school community to the learning process. Students are encouraged to respect all and be tolerant of individual differences. We seek to provide a safe environment. That goal requires both clear guidelines and a commitment from families to work with the school.

As a school we believe that bullying is wrong and we will endeavour to consistently take actions to create a school culture that disapproves of it in all its forms and through all age groups within the school community.

A copy of this policy is available on the school website.

Discipline Policy

The Discipline Policy was reviewed and policy references updated in 2015. A summary of this policy follows. A full copy is available on the school's website.

Expectations are promoted within an atmosphere of mutual trust and fair and open process, where one's effort not one's achievement is what counts.

At Richmond they are summarised as:

- R respect for others, for property for self
- O obedience to God's Word;
 to those who care for you
- C compassion for those in need at RCC;
 for those in need elsewhere
- K know Jesus and make him known

Discipling is not only concerned with what is positive and praiseworthy, it also deals with what is wrong. The over-riding motivation in such circumstances is that of reconciliation. When poor behaviour/attitudes are present it is necessary to restore relationships and undo wrong. This must be done on the basis of Bible truths. Counseling of students needs to point them toward God, His forgiveness and His direction.

There are five levels of corrective discipline:

Level 1

Reprimand / reminder / correction
Time out in classroom or a buddy class
Loss of privileges

Level 2 - Time

10 minutes time out during lunch, followed by a short review of behaviour with another teacher
Teacher discretion may be used to determine behaviour that results in a time, normally two infringements in one day would equal a time.
3 'times' in the same term will equal a detention

Level 3 - Detention

Students serve a lunch detention, completing tasks set by their teacher, and/or Counseling. The teacher issuing the detention is to complete the Detention Record Folder entries.

Staff will complete a Management Review form to reflect upon how to deal with the behaviors presented.

High School - students being sent to the discipline coordinator for ongoing Infringements will result in a detention.

Three Detentions in 2 consequent terms within the same year will result in a behaviour card/booklet with parents being involved in the discussion and the student will move onto a teacher initiated, 10 consecutive school days, management plan.

Teacher discretion may be used if infringement/s are significant enough to give a detention outright.

Level 4 – Teacher Initiated Management Plans (Primary)

After the implementation of a teacher initiated management plan, any further incident while the plan is running will lead to the plan being extended.

After successful completion of the plan the student will move back to level one.

If the plan is not working then students will move to the next level.

Level 5 – School Management Plan (in school or out of school Secondary)

If the teacher/discipline coordinator initiated plan is not working students will be placed on a more formal plan, negotiated by the discipline coordinator with the parents.

Upon successful completion of this plan students will move to level 2 where inappropriate behavior will lead to an immediate time.

Level 5a – School Management Plan (Primary)

Further evidence of non-compliance will result in either out of school suspension or expulsion.

Level 6 – Expulsion

Procedural Fairness

In all discipline proceedings the underpinning principle is that stakeholders should have the opportunity to participate in a fair, open and procedurally consistent process that affords all stakeholders the opportunity to put their case in an environment that is impartial.

Corporal Punishment

Richmond Christian College does not support, encourage or allow any form of corporal punishment to be implemented during the course of any disciplining procedures.

Resolution of Grievances

The school's policy on grievance resolution is based on mutual respect, fair and open process for all stakeholders, and the desire to see relationships restored and built upon.

The following principles apply to the handling of grievances amongst the school community:

- Maintain confidentiality
- Act impartially
- Deal with issues raised as promptly as possible
- All investigations should be conducted as transparently as possible, taking into account the Privacy Act, and in accord with all or any legislative responsibilities.

The Grievance Policy was reviewed in July 2016 and contains information on the appropriate procedures to be followed. Any stakeholder wishing to view the full RCC Grievance Policy may do so by contacting the College's office on (02) 66867847. A copy is also available on the school's website.

10. School Determined Improvement Targets

We have achieved a number of priorities from 2015 with Year 11 students commencing their Stage 6 studies and sitting their first two HSC exams with commendable results. The school has also been fortunate in being able to expand and enhance current and new facilities. We were able to extend the sealed car parking area and provide a new sports oval and a bike path connected to the existing shared pathway. Construction was also commenced for new classrooms, amenities and COLA representing Stage 2 and part Stage 3 of the school's master plan.

Staff members continued to work on ways to enhance and improve communication and were able to participate in specific professional staff development focusing on explicit instruction in the classroom.

NSW Literacy and Numeracy Action Plan 2016 Priorities

- a. Expand and enhance the focus on the central priorities of instructional leadership, diagnostic assessment, differentiated learning and tiered interventions in Years K-2 and to increase attention to the:
 - i. teaching of numeracy and mathematics
 - ii. relatively poor literacy performance of boys in comparison with girls
 - iii. teaching of writing
 - iv. performance of Aboriginal and Torres Strait Islander students, particularly in non-metropolitan areas.
- b. Engage in further strengthening of partnerships between home and school and the broader community, and in doing so draw on the strategies available to all schools through appropriate resources.
- c. Ensure resources under the Action Plan are directed to supporting the literacy and numeracy learning of students in Kindergarten to Year 2.
- d. Continue to report on the literacy and numeracy performance of students through the use of the Literacy and Numeracy Continua and examination of subsequent data, including Year 3 NAPLAN performance.
- e. Consider the impact of the chosen literacy and mathematics interventions on student learning; the impact of instructional leadership within the school; and the role of the parent and community body in contributing to literacy and numeracy development
- f. Showcase and make available the outcomes of practices adopted under the Action Plan to other independent, Catholic and public schools.

The school implemented a number of strategies to meet identified targets in relation to the government funding received to focus on literacy and numeracy outcomes in 2016. A highlight of this work was the identification of Richmond Christian College as the eighth most improved primary school in Australia (4th in NSW) based on our NAPLAN results from the past three years.

2016 LNAP TOTAL Funding Expenditure	
Effective and evidence-based teaching of literacy and numeracy	\$29947.00
Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning	\$19325.59
Instructional leadership and whole school engagement with literacy and numeracy	\$21900.00
Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress	\$ 2250.00
Mandatory Reform Areas 1-4 TOTAL	\$73422.59

Priority Areas for Improvement

The priority areas to be targeted for improvement in 2017 are:

- Promoting effective and innovative teaching and learning strategies including implementation of Explicit Instruction K – 12
- Review the induction processes for new staff, students and parents to ensure their successful integration into the school
- Maintain a rolling building, facilities and site master plan to provide facilities that cater for current and future enrolments
- Ensure compliance with all NESAs and other regulatory requirements

11. Promotion of Respect and Responsibility

The school sees the promotion of respect and responsibility as an integral component of its welfare and discipline programs, curriculum and relationships. Through studies in Personal Development, Human Society and its Environment and Biblical Studies, students learn the significance of positive role models, mentoring, healthy relationships and interactions.

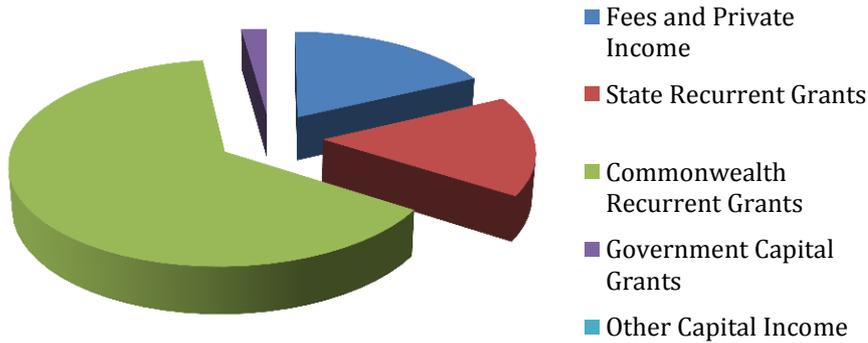
Classroom teachers identify students displaying leadership potential, and specific opportunities for leadership development facilitated through Assembly and Chapel, Student Representative Council, sporting teams, mentoring opportunities, special projects and group activities in individual classes. In addition the school seeks to recognise those students who have contributed to the positive culture of the school through award assemblies, newsletters, and public presentations.

12. Evaluation of Stakeholder Satisfaction

An online survey was made available to the school community in Term 4 to evaluate stakeholder satisfaction. The survey covered teaching and learning, pastoral care, staffing & professional development, community & service and facilities & finance as well as providing opportunities for further comments. The vast majority of responses affirmed the school's endeavours in these areas and indicated a high level of satisfaction. The three words most used to describe the College were valued, nurturing and caring.

13. Summary Financial Report

Recurrent/Capital Income



Recurrent/Capital Expenditure

