

2015 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

2015 saw Richmond Christian College continue its growth and its sphere of influence in the area.

In May the School underwent its mandatory Board of Studies accreditation for Stage 6, which was successful, and the school will commence Stage 6 in 2016.

The continued growth in the primary areas now means that we only have one composite class for Year 5/6. It is our desire to split this as soon as we have enough enrolments. Our growth in the primary area has created some strain on our facilities and we are looking forward to the building program being completed.

The Pre-Kindy class has remained popular with parents. It is currently running 3 days a week and programmed to meet specific educational outcomes. This initiative has provided a kindergarten class which is much more settled, and has students better placed in our literacy program.

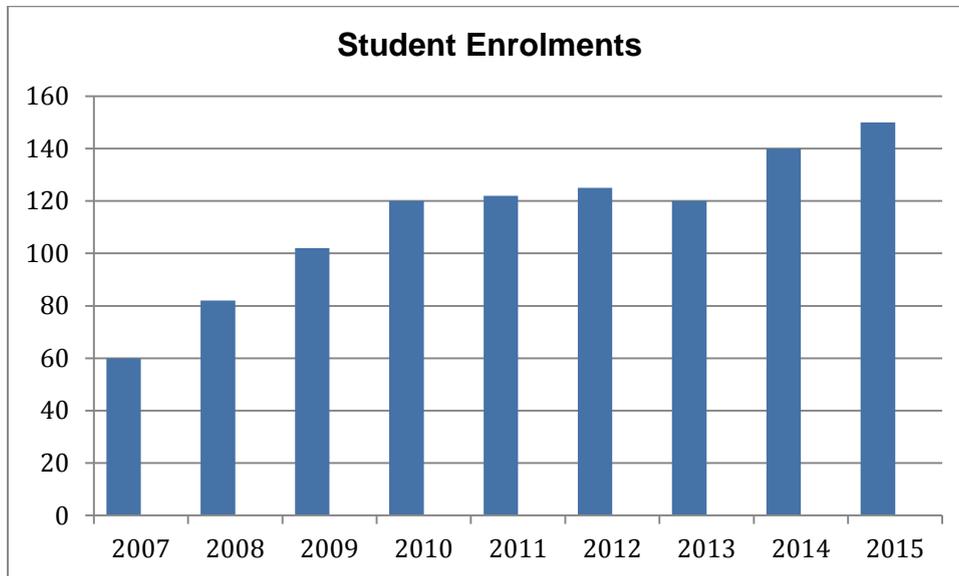
Once again student achievement in external examinations has been excellent. Our students in Years 3, 5, 7 and 9 all participated in NAPLAN, and the details of their results, contained later in this report, speaks highly of both our student's efforts and the support they receive at home and here at school. We continue to sustain a genuine partnership between parents, students and teachers, which is a focus area for our 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.

I would like to express my thanks to the Board for their continued wisdom and support; to all of the staff for the sacrifices they make on a daily basis, and to their partners and families who give up so much; to the parents whose encouragement, commitment and sacrifice make this all possible; to our students who make my life such a joy; and to our Lord who has blessed us so richly.

Garry Binks
Principal

2. Student Details



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 centered curriculum.

Post-Graduate Student Destinations

Richmond Christian College will provide Year 11 classes from 2016 and Year 12 from 2017. At the conclusion of Year 10, nine students continued their enrolment into Year 11 at Richmond Christian College with two students entering other local High Schools and one student enrolling at TAFE.

3. 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 BOSTES and undertake professional development and appraisal in line with the Australian Professional Standards for Teachers. Staff members employed prior to the new scheme utilize these same competencies as a voluntary code of professional development and appraisal.

All teaching staff take part in professional development 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; Programming; 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
4.0FTE Executive/Teaching 9.0 FTE Teaching	1.3 FTE Admin 1.2 FTE Teachers Aide 1.0 Maintenance	Teaching 13.0 FTE Non-Teaching Staff 3.5 FTE

Staff Gender Balance

Gender	Teaching	Non-Teaching	Totals
Male	7	3	10
Female	9	4	13
Totals	16	7	23

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 2015 all except 1 staff member remained. This staff member moved to another school closer to home.

Staff Attendance

There were approximately 2652 FTE teaching days, with a 1.7% (Approximately 45 days) sick leave loss.

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. All stakeholders are encouraged to raise grievances with the person concerned, and in the event this does not lead to a satisfactory resolution, to take the matter up with the Principal.

All stakeholders have the right of appeal to the School Board. All stakeholders may seek mediation through Christian Education National in the event of other internal processes not leading to an acceptable resolution. Staff may, in the event these processes do not lead to a mutually acceptable outcome, avail themselves of appropriate industrial processes in accord with their respective awards and agreements.

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.

4. 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.

5. Communications

The school's weekly newsletter, Tidings, is used for advertising significant events, and communicating relevant information to parents and other stakeholders. It also contains samples of student work, photos from carnivals and classroom activities, and pastoral notes from the Principal.

Absences are communicated by text SMS, with a letter to follow up unexplained absences. Teachers will also use email where appropriate.

Other means of communication include: Association meetings; Parent/Teacher Interviews; and other formal and informal meetings.

Student results are reported to parents twice a year, and parent teacher interviews are conducted, both formally and on an 'as requested' basis.

6. Achievements and National Benchmarks

Granting of Records of School Achievement

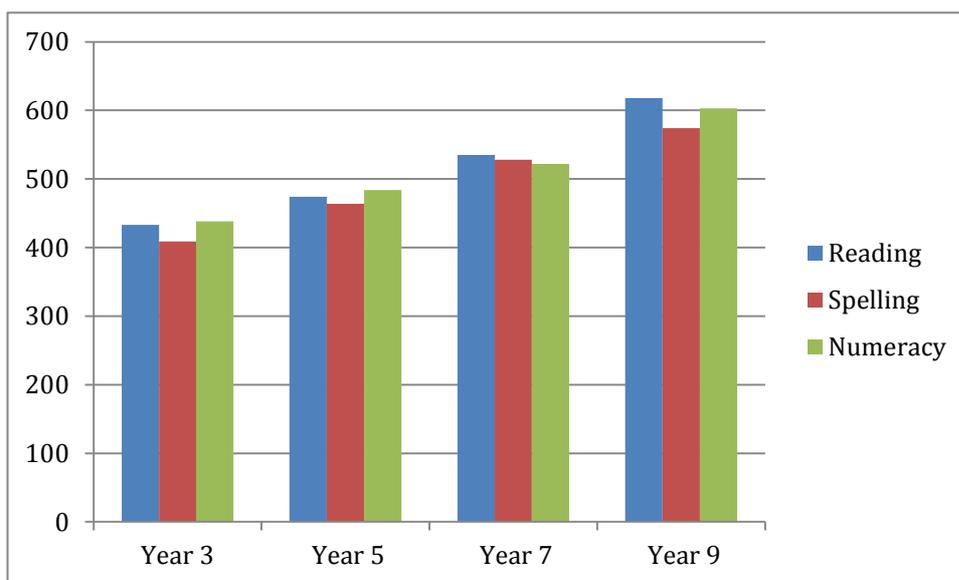
The following grades were achieved towards the granting of the Records of School Achievement (RoSA) for twelve students in 2015.

Course	Total	A (%)	B (%)	C (%)	D (%)	E (%)
English	12		25.00	58.33	16.67	
Mathematics	12	16.67	33.33	41.67	8.33	
Science	12		66.67	25.00	8.33	
Australian Geography	12	16.67	33.33	33.33	16.67	
History	12	8.33	16.67	58.33	16.67	
PDHPE	12	25.00	66.67	8.33		

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

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 10% 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.

2015 Literacy and Numeracy Data



Note: The above graph indicates the progress made by students throughout the applicable grades. It is based on 2015 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'.

7. Other Achievements

The school sponsored a number of touch football and soccer teams in the local district competition. Comprised mostly of students from the school, they performed exceptionally well in all age groups.

Invitations were extended to community groups to attend the Primary school performance night in Term 3 and Café Night in Term 4 as well as the annual Japanese Open Day. Being ‘connected’ to the community is very important to the school, and taking part in a number of community events such as the Ballina ANZAC Day March are significant ways in which this is achieved. In addition, students from our school represented the region in Zone and State level carnivals in Cross Country, Swimming, and Athletics.

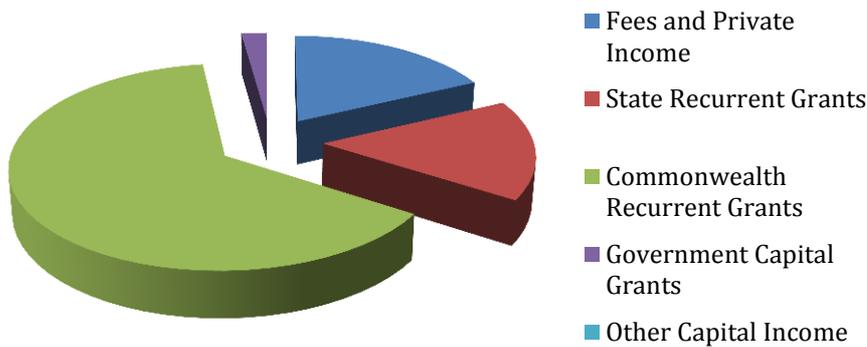
The school celebrated these achievements at its annual Presentation Night, with academic, sporting and community achievements by students being recognised. The school values and recognises the achievements of its students through Assembly presentations and awards, class-based award systems, and whole school newsletters and events.

8. Evaluation of Stakeholder Satisfaction

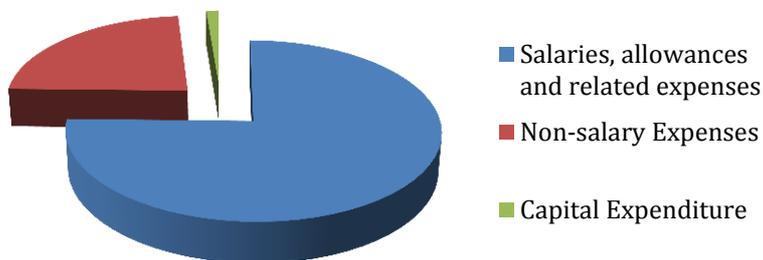
As part of our school’s participation in the Embedding Excellence program surveys were carried out to assess parent, teacher and student satisfaction. The three words most used to describe the College were supportive, caring and safe. The vast majority of responses affirmed the school’s teaching and learning as well as school community partnerships and parent involvement.

9. Summary Financial Report

Recurrent/Capital Income



Recurrent/Capital Expenditure



10. Property and Maintenance

The College is blessed to have excellent, well-maintained facilities. The main building is approximately twelve years old, and undergoes regular inspections to ensure compliance with all relevant legislation. An updated Master Plan for expansion of the school was completed and a Development Application lodged and approved for a building program to incorporate new Primary and High School classrooms in 2016.

11. Work Health and Safety

The College Board and staff members have continued to conduct reviews of all WH&S policies and procedures during 2015. This has resulted in further consultation with staff, and the identification of a number of areas for further development, including staff training in: the use of fire suppression equipment, cash handling, and security strategies and awareness; and risk assessment processes for off-site activities.

12. Legislative Requirements

The school is registered and accredited with the Board of Studies Teaching & Educational Standards NSW (BOSTES), and maintains a regular review process to ensure that compliance with all legislative requirements is maintained.

13. School Determined Improvement Targets

We have achieved a number of priorities from 2014 with the Creative Arts program developed through the employment of a new staff member. The Curriculum for Stage 5 & 6 has continued to be developed with Australian Curriculum content and an enhanced Master Plan to allow for further development was completed.

The priority areas to be targeted for improvement are:

- Continue to embed Stage 6 into school life
- Expand and enhance current and new facilities
- Complete local government requirements for school facilities
- Further develop school grounds including construction of a bike path
- To enhance communication within the staff
- Undertake specific professional staff development focused on lesson presentation

14. 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.

15. 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 Privacy, Child Protection, Work Health and Safety, Management and Operation of the school, Educational and Financial Reporting, Facilities; and areas of operation relating to the BOSTES 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.

16. 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 growing 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 last reviewed by the Board during 2014 and was adopted without modification.

A copy of the College's Enrolment Policy is available on the school website or by contacting the office on (02) 6686 7847.

17. Student Attendance Rate

The average student attendance rate for the whole school in 2015 was 94.17%. The average student attendance rates for each Year level was as follows:

Year Level	Ave student attendance rate
K	96.3%
1	97.4%
2	97.5%
3	96.9%
4	96.4%
5	94.7%
6	97.5%
7	96.9%
8	91.8%
9	95.7%
10	96.9%

Student Non-attendance

Student attendance is monitored via class rolls marked by individual teachers with daily absences entered into a central electronic roll. Families with absences for the day are contacted via SMS and then followed up with a letter. In the event a student displays a pattern of non-attendance (usually defined as more than 10 days per Term or more away from school, or a pattern of unexplained absences) then parents are contacted, and an individual monitoring plan is put in place. This involves the identification of issues motivating non-attendance, the provision of incentives to attend, and in extreme cases the referral of the family to the Family Support Service for further counseling and support. For continuing high levels of non-attendance the Home School Liaison Office at Murwillumbah is notified.

18. 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.

19. Priority Areas and Areas of Achievement

The College seeks to provide students with a balanced educational experience. There is a strong focus on Literacy and Numeracy programs, as well as a wide variety of sporting, creative arts and humanities activities. Specific academic, emotional and spiritual support is offered to students through a Chaplain, teaching and support staff, and external practitioners where desirable.

One of the College's aims is to build and recognise success in all aspects of student life. Recognition of special achievement is given to students at regular assemblies, and at special functions, morning teas, performance nights, and presentation evenings throughout the year. There will be movement into Stage 6 in 2016 and this will involve extensive documentation and facility adjustment/extension.