

2017 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 assist parents in the nurture of their children, by providing a Christ-centred, biblically grounded, culturally engaging and academically rigorous education that instils hope and equips children to live for God's glory.

1. Principal's Perspective

Richmond Christian College has seen enrolments steadily growing over the last 5 years and 2017 saw a further 20% increase in student numbers. We have sought to continue to increase our profile and standing in the local community through a targeted online marketing campaign including an updated webpage and engagement through social media.

To cater for growing enrolments the school has undertaken a building program in line with our current Master Plan. This year saw the completion and official opening of four new classrooms which included a specialist music room with rehearsal spaces, a visual arts/mandatory technology classroom and two general learning classrooms. The new block also included new amenities and a covered outdoor learning area (COLA). An application was also lodged seeking a government grant to complete the current Masterplan including three Primary classrooms, an extension to the stage area in the MPC and an industrial technology preparation shed. We were very thankful to receive approval for the project in December under the Federal Government Capital Grants program and we plan to commence construction in 2018.

It was also an exciting year as we celebrated with our first Year 12 graduates as they completed their Higher School Certificate. These students achieved excellent results including a Band 6 in Business Studies and nine Band 5 results. Our six Year 11 students sat the HSC exams for their 2017 compressed subjects and also achieved excellent results.

Our Pre-Kindy program has continued to provide an excellent preparation for our future Kindergarten students using The Early Years Learning Framework. 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.

As our staff continues to expand, we welcomed Primary teacher Penny Woolley and School Counsellor Irene Clay during 2017. With the ongoing growth in enrolments, Jonathon Simmons was appointed to the role of Deputy Principal and David Cobb resumed the role of Secondary Coordinator. Steve and Suzie Surman gave up their positions as our cleaning and grounds staff in December to return to New Zealand, with Simon Breen taking on the role as Grounds and Maintenance Officer late in the year. We also bade farewell to Gentilla Trewartha as she retired from her Primary Teaching role at the end of the year.

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 with anticipation to 2018 as we continue to seek to be a Christ centred learning community in *"whatever (we) do, whether in word or deed, doing it all in the name of the Lord Jesus, giving thanks to God the Father through him"* (Colossians 3:17).

Garry Binks
Principal

2. Board Chair Report

Introduction

This is my first year as Chairman of the Board and what a year it has been. May I say right from the outset what a privilege I deem it to be part of such a diverse and multi-skilled group of people that make up your Board. I have been part of five Boards now during my lifetime and I can honestly say this is the best combination of people I have ever worked with at this level of governance.

Special Board Thanks

As he is retiring from the Board in 2018, I want to especially highlight the contribution that our Treasurer Shane Bartrim has made to the Board. Finance people (like the scribes of the New Testament) can sometimes be difficult people to deal with in an organisation - but not so with Shane. He is a man of deep faith and conviction with an eye to see opportunity for growth and a willingness to take risk when he senses that God is in it. His love for God and His word has shone through all the work he has done for the College – sometimes at great personal sacrifice – and we thank him for the contribution he has made to this college at a critical time of growth in its life. Such is the measure of the gap he will leave is that we will have to appoint a Finance Committee this year to take over his position. Thank you Shane.

Goals Achieved in 2017

In many ways 2017 has been a tumultuous year for the College. The serious illness and prolonged recovery of our Principal Garry Binks has affected the function of the whole school and has meant that our newly appointed Deputy Jonathon Simmons, with the able assistance of the Executive of David Cobb and Glenn Choake, have all had to take on a heavy work load to assist the school get through this time. To them along with all the staff and students we must shout out a big THANK YOU for all the sacrifices they have made.

From the Board's viewpoint, some of the highlights of this year have been the following:

- Growth in enrolments from 163 to 197 students. While this is something to be celebrated it also poses real challenge for staff – both teachers and administration to be able to keep pace with such growth.

- Teaching and Learning
 - A new report structure for Secondary which includes outcomes assessed, behaviour markers and teacher comment for pastoral care;
 - The establishment of a financial plan to ensure the teaching and learning environment is on the cutting edge of Science, Technology, Engineering & Mathematics with access to Chromebooks for our Year 6 students.

- Pastoral Care
 - The major achievement of the appointment of our new School Counsellor Irene Clay. We look forward to the significant contribution she will make to college life.

- Staffing and Professional Development
 - The implementation of the 8 People Strategy for classroom management;
 - The commencement of “Shalom” mentoring program with the teaching staff.

- Community & Service
 - Movement towards the implementation of an alumni register
 - Formation of a committee for the school’s 25th Birthday
 - Planned implementation of a K-12 music program in 2018 including plans to take students to perform in the community

- Facilities and Finance
 - The completion of the new buildings and mopping up of the issues arising from it
 - The successful application to the BGA for the funding of the next round of building

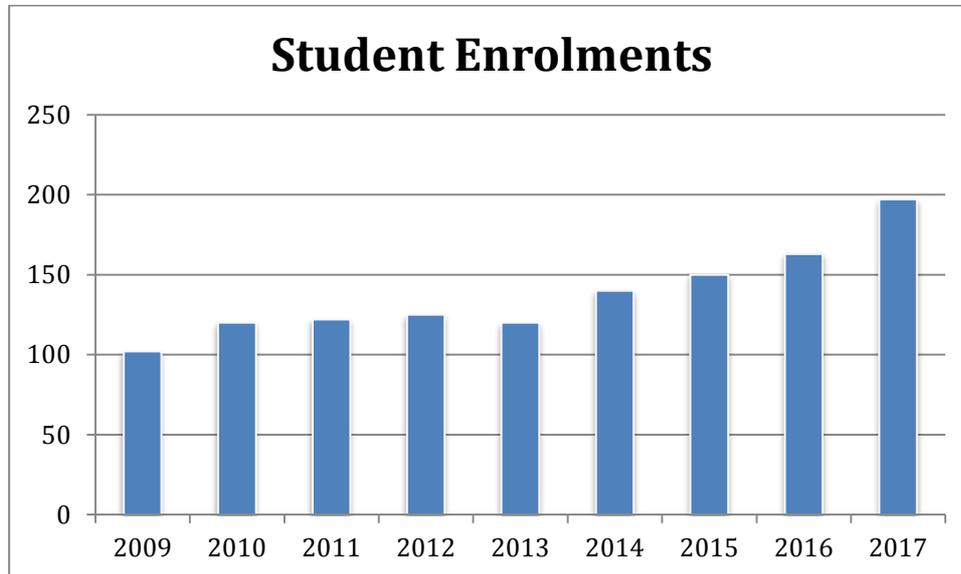
This Coming Year - 2018

The next 12 months will be an exciting time of growth and challenge for the Board as the school transitions towards a new Executive structure in 2019 with Garry taking on the role of part time Business Manager and Jonathon moving to the Principal’s position. It will be a time of celebration of the important achievements that Garry has made to the life of the College in his time as Principal, as well as an anticipation of the new energy and direction that Jonathon will bring to the job before us.

All times of transition hold within them both danger and opportunity. Please pray for your College and your Board and Executive as we transition into this new future together.

John Hannaford
Board Chair

3. Student Enrolments



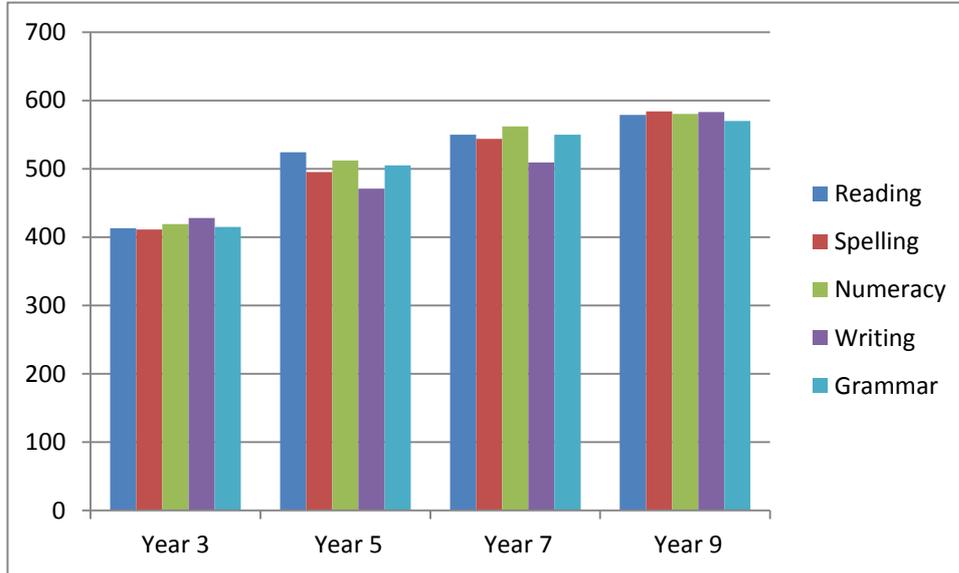
Whilst Richmond Christian College's principle ministry is providing Christian based education to families typically associated with mainstream protestant churches, a number of families continue to take the opportunity to enroll their children in the school in response to the general ethos and school culture which focuses on a Bible centred curriculum. Enrolments have grown steadily, increasing by 64% from 2013 until 2017.

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 12% of our students are from non-English speaking backgrounds, and our exemption rate for students with special needs is low. The College is committed to maximum participation in NAPLAN, and values the diagnostic information we receive.

2017 NAPLAN Literacy and Numeracy Data



Note: The above graph indicates the progress made by students throughout the applicable grades. It is based on 2017 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 fifteen students in 2017.

Course	Richmond Christian College Results						NSW Results					
	Total	A (%)	B (%)	C (%)	D (%)	E (%)	A (%)	B (%)	C (%)	D (%)	E (%)	None
English	15	6.67		53.33	33.33	6.67	12.08	27.72	37.35	16.24	5.56	1.04
Mathematics	15	20	13.33	26.67	26.67	13.33	15.18	23.33	31.43	22.13	6.99	.93
Science	15		33.33	33.33	33.33		13.12	24.30	36.81	18.43	6.47	.86
Australian Geography	15		40	40	20		12.89	26.04	36.62	17.36	6.3	.79
History	15		46.67	40	13.33		13.57	27.22	35.59	16.60	6.20	.82
PDHPE	15	13.33	46.67	40			13.31	32.91	37.32	11.63	4	.82

Higher School Certificate Results

Richmond Christian College had their first Year 12 students complete the Higher School Certificate in 2017. The school also had six Year 11 students sit the HSC exams for their compressed subjects in 2017. Results are recorded below showing a comparison to statewide performance.

Course	Richmond Christian College Bands %						NSW Bands %					
	Total	6	5	4	3	2	6	5	4	3	2	1
English (Standard) 2 unit	6			33.33	66.66		0.85	15.06	38.85	30.98	9.39	4.17
English (Advanced)	2		50	50			15.21	48.43	28.05	6.77	0.97	0.39
Mathematics 2 unit	2		50	50			23.47	30.01	21.46	15.62	6.15	2.92
Mathematics General 2	6		33.33	33.33	16.66	16.66	6.79	18.7	24.7	23.64	16.84	8.3
Industrial Technology 2 unit	7		28.57	71.42			5.63	16.67	24.76	27.29	16.7	8.16
Business Studies 2 unit	9	11.11	22.22	44.44	22.22		8.15	27.99	28.48	21.35	8.05	4.47
Music 1 2 unit	2		100				20.35	44.87	23.89	8.84	0.93	0.39

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

100% of our HSC students who were eligible for the HSC Award were granted one in 2017.

5. Staff Details

General Statements

- All staff at Richmond are committed Christians with all teaching staff 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 (NESAs) 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 15.2 FTE Teaching	2.6 FTE Admin 0.8 FTE Teacher's Aide 0.6 FTE Maintenance	Teaching 19.2 FTE Non-Teaching Staff 4.0 FTE

Staff Gender Balance

Gender	Teaching	Non-Teaching	Totals
Male	10	1	11
Female	12	5	17
Totals	22	6	28

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 2017 the school had one Primary teacher retire and there was a change in our grounds and maintenance staff.

6. Student Attendance

The average student attendance rate for the whole school in 2017 was 90.5%. The average student attendance rates for each Year level was as follows:

Year Level	Ave student attendance rate
K	92.3%
1	85.5%
2	93.2%
3	92.8%
4	91.6%
5	90.2%
6	92.1%
7	85.5%
8	91.5%
9	88.0%
10	85.9%
11	92.7%
12	95.0%

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, eleven students continued their enrolment into Year 11 at Richmond Christian College. One student transferred to another high school after moving from the immediate area and one attained the school leaving age.

Our seven Year 11 students continued their enrolment into Year 12.

Richmond Christian College had their first graduating Year 12 class in 2017. Three of the eight students have commenced further study with the remaining five students entering the workforce and taking a gap year.

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 is being reviewed and updated by the Board early in 2018. 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 South Golden Beach 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 is due for review in 2018 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 will be reviewed early in 2018. A summary of the policy follows and 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 Complaints and Grievances

The school is committed to an accessible, fair and equitable complaints handling process, working together with members of the school community to facilitate the vision of the school. It values its partnership with parents to provide the finest quality educational experience for all students.

Complaints will be addressed based on principles of the Australian Standard AS/NZ 10002-2014 Quality Management:

- professionally, competently and in a timely manner;
- with objectivity and fairness, so that conflict of interests do not interfere with, or are perceived to interfere with, the management and resolution of complaints;
- in an equitable manner and in accord with the school's complaint management policy.

The Grievance Policy was reviewed in June 2017 and updated to a comprehensive Complaints Framework incorporating a complaint handling procedure, investigation procedure, procedural fairness statement and staff grievances procedure. Any stakeholder wishing to view the RCC Complaints Management 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 strived to achieve the identified priorities for 2017 and continued to promote effective and innovative teaching and learning strategies as staff have been trained and mentored to implement Explicit Instruction in the classrooms. Following on from this process, the focus will move to classroom management in 2018.

The school has reviewed and implemented induction processes for new staff with the introduction of checklists and procedures. The processes for the integration of new students and parents have also been reviewed with new procedures to be implemented in the review of the Enrolment Policy in 2018.

This year also saw the completion of Stage 2 and part Stage 3 of the school's master plan that included new classrooms, amenities and a covered outdoor learning area. The school has been fortunate in being able to expand and enhance current and new facilities with a further building program planned for the coming year.

The school utilises a Compliance Checklist to report to the Board on a monthly basis to ensure compliance with all NESAs and other regulatory requirements.

Priority Areas for Improvement

The priority areas to be targeted for improvement in 2018 are:

- Promoting effective and innovative teaching and learning strategies focussing on classroom management
- Review learning support mechanisms with a focus on communication with parents and seeking both professional and parental input to Individual Learning Plans for students with additional needs
- Continue to maintain a rolling building, facilities and site master plan as we commence construction of the final stage of our existing Master Plan to cater for increased enrolments
- Ensure compliance with all NESAs and other regulatory requirements and prepare for re-registration in 2019

11. Promotion of Respect and Responsibility

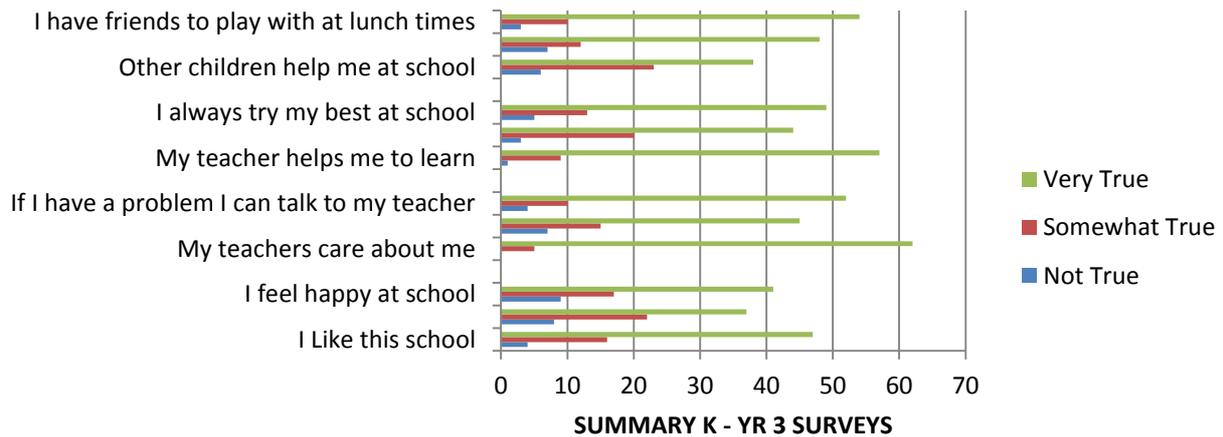
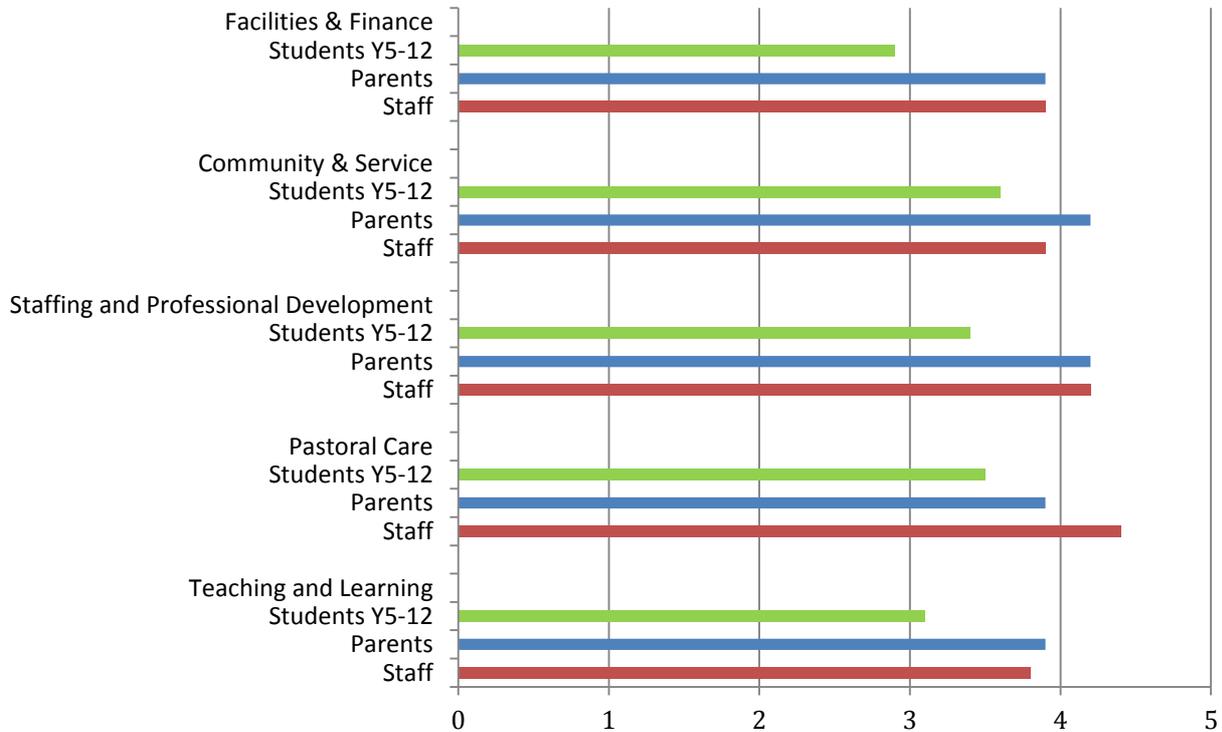
The school sees the promotion of respect and responsibility as an integral component of its welfare and discipline programs, curriculum and relationships. Through studies in Personal Development, Human Society and its Environment and Biblical Studies, students learn the significance of positive role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

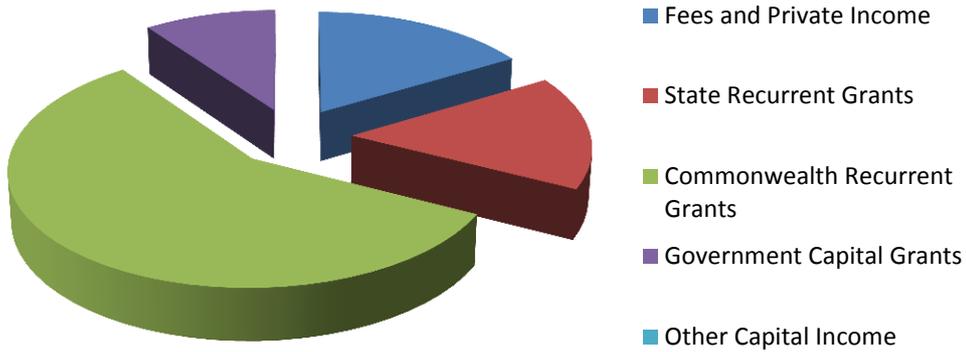
Staff, parents and students in the school community were invited to participate in a survey in Term 4 to evaluate stakeholder satisfaction. The survey covered teaching and learning, pastoral care, staffing & professional development, community & service and facilities & finance as well as providing opportunities for further comments. The vast majority of responses affirmed the school's endeavours in these areas and indicated an overall strong level of satisfaction. Whilst parents are thankful that students are treated as individuals and valued for their unique gifts and abilities, an area nominated for improvement is specific programs to extend the academically gifted students as well as continuing to support those students with learning needs.

Satisfaction Survey Results Summary



13. Summary Financial Report

Recurrent/Capital Income



Recurrent/Capital Expenditure

