

2014 Annual Report Principal's Report

General Introduction

Richmond Christian College is a K-10, 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

2014 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 inspection for continued registration of Stage 1 to Stage 5 and accreditation for Stage 6. It is the school's intention to commence Stage 6 in 2016.

The continued growth in the primary areas has allowed us to split Year 1 and Year 2 into separate classes which has been an exciting development to witness.

The Pre-Kindy class has remained popular with parents. It is currently running 3 days a week and programmed to meet specific educational outcomes. The program is designed to give our new students an introduction to the routines of school and to specifically focus on early aspects of literacy. From there they can move quite easily into Kindergarten.

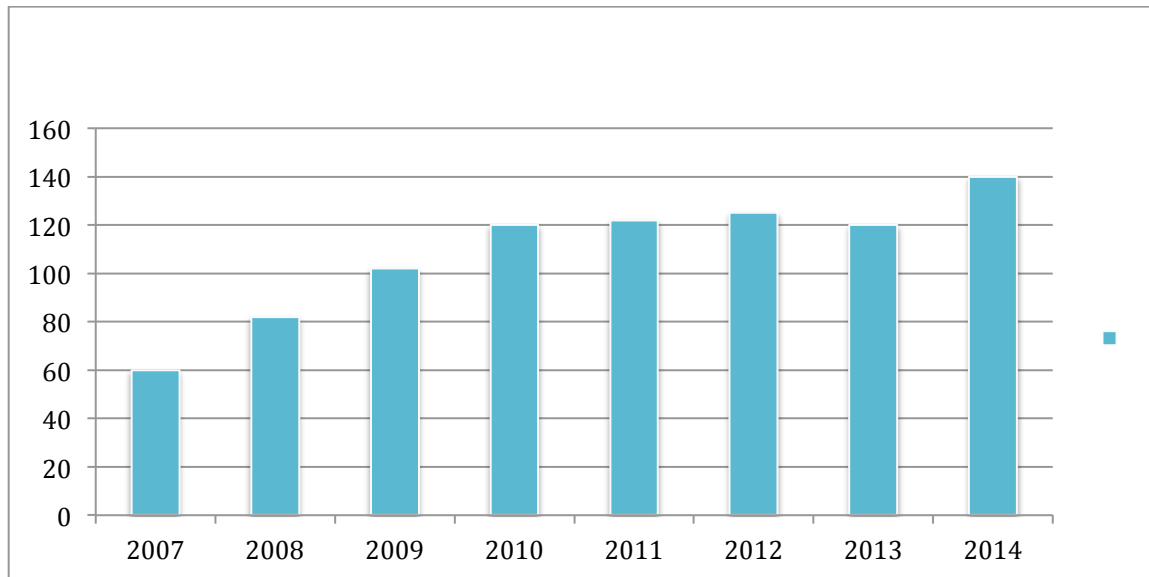
Once again student achievement in external examinations has been excellent. Our students in Years 3, 5, 7 and 9 all participated in NAPLAN, and the details of their results, contained later in this report, speaks highly of both our students efforts and the support they receive at home and here at school.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

Interest in the school has increased over the year with the new buildings being utilised and events occurring which allowed the public to come into our school and explore what it could offer to their children. With the improved facilities we continue to expect our enrolments will increase.

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'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 does not at this point in time operate either Year 11 or Year 12 classes. At the conclusion of Year 10, Students enter other local High Schools.

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 are employed in accord with applicable Awards and Government requirements.
- All new staff are required to undertake professional development and appraisal using the NSW Teacher's Institute Competency Statements as applicable. Staff employed prior to the establishment of the Institute 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; Occupational Health and Safety; Programming; Curriculum Development; Assessment and Reporting; and Duty of Care issues.

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

Teaching Staff	Support Staff	Totals
3.9 FTE Executive/Teaching 7.45 FTE Teaching	1.2 FTE Admin 1.0 FTE Teachers Aide 0.8 Maintenance 0.4 Chaplain	Teaching 11.35 FTE Support 3.4

Staff Gender Balance

Gender	Teaching	Non-Teaching	Totals
Male	5	3	8
Female	6	5	11
Totals	9	6	15

Staff Qualifications:

Teaching Qualifications

Degree: 16

Masters, Honours or other Post Graduate: 4

Staff Retention

At the end of 2014 all except 1 staff remained. This staff member moved to another school closer to home.

Staff Attendance

There were approximately 1880 FTE teaching days, with a 2.34% (Approximately 44 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.

4. Discipline Policy

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

3 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 following up.

Teachers will also use email where appropriate.

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

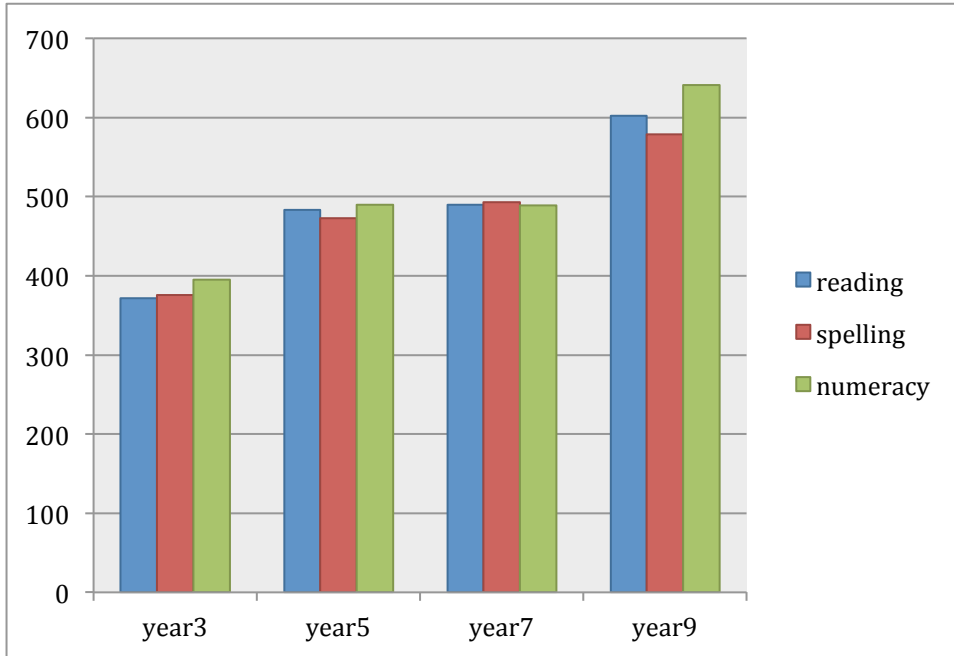
Student results are reported to parents twice a year, and parent teacher interviews are conducted, both formally and on an 'as requested' basis.

6. Achievements and National Benchmarks

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.

2014 Literacy and Numeracy Data



Note: The above graph indicates the progress made by students throughout the applicable grades. It is based on 2014 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.

As well as being involved in sporting events, the school supported an orphanage in Africa through donations and fundraising. Invitations were extended to community groups to attend the school performance night in Term 4. 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.

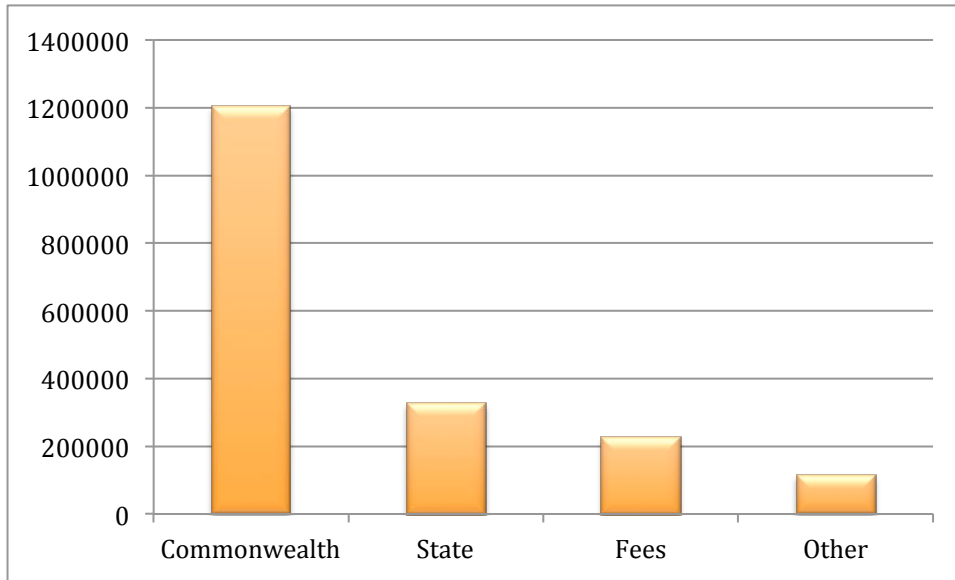
The school celebrated these achievements at its annual Presentation Night, with academic, sporting and community achievements by students being recognised. The school values and recognises the achievements of its students through Assembly presentations and awards, class-based award systems, and whole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

8. Evaluations

During 2014 the Board carried out further evaluations of staff appraisal processes, Board accountability, and the planning processes for the continued roll out of High School classes. In addition, the Infra-structure Committee continues to evaluate and direct the future development of the College buildings and environment. This has specific reference to Stage 6 progression.

9. Summary Financial Report

School Income



Note: The above graph details Commonwealth and State Recurrent Funding, income received from student fees, other sources of income such as donations and interest on accounts.

10. Property and Maintenance

The College is blessed to have excellent, well-maintained facilities. The main building is approximately eleven years old, and undergoes regular inspections to ensure compliance with all relevant legislation. The removal of the old primary toilet block took place.

11. Occupational Health and Safety

The College Board has continued to conduct reviews of all WH&S policies and procedures during 2014. 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 NSW Board Of Studies, and maintains a regular review process to ensure that compliance with all legislative requirements is maintained.

13. School Determined Improvement Targets

For 2014 the school did the following:

- It continued developing its Creative Arts programme in relation to the new classrooms.
- Continued developing its Environmental Education Programme K-6 in line with the new Outdoor Education Centre
- Continued developing its curriculum to cater for Stage 5
- Continued developing its curriculum to cater for Stage 6
- Continued the implementation of the new syllabi
- Undertook further policy development and compliance reviews in key areas such as Child Protection and WH&S.
- Continued to create and revise it's Master Plan

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 It's 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, 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 positive culture of the school through award assemblies, newsletters, and public presentations.

15. Policy Development

The school Board has adopted policies under which the management of the school is conducted. These include specific policies in relation to Privacy, Child Protection, Work Health and Safety, Financial Management Procedures, Annual Reporting, Assets Maintenance; and areas of operation relating to Board of Studies Registration and Accreditation and compliance requirements. These policies can be viewed at the school's office by arrangement with the Principal.

16. Enrolment Policy

Richmond operates an 'open' enrolment policy. That is, whilst the majority of students attending the College are from families who have a commitment to and involvement in a local church, some 40% of our families have no or little church affiliation. There are approximately twelve churches represented amongst our student population, and staff 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 during 2014 and was adopted without modification.

A copy of the College's Enrolment Policy is available at the College office, 7 Gallans Rd Ballina by appointment with the Principal. An appointment to view the policy can be made by contacting the College Office on 02-66867847.

17. Student Attendance Rate

There were approximately 2700 FTE student attendance days in 2014, with an average attendance rate of 96.5%.

Student Non-attendance

Student Attendance is monitored via class rolls marked by individual teachers. 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 un-explained 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 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. The majority of students are from families where there is a commitment to the Christian faith.

As indicated previously the College operates an open enrolment with approximately 60% of students from families with regular church affiliation, and approximately 40% of 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. An integrated pastoral care program supports this, with two Chaplains working with all students throughout the average week. Specific academic, emotional and spiritual support is offered to students through the Chaplains, 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 the near future and this will involve extensive documentation and facility adjustment/extension.