



# CARNARVON CHRISTIAN SCHOOL

*"Walk as the children of light"*

## ANNUAL REPORT 2019



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# SCHOOL DETAILS

## Carnarvon Christian School

<b>School Sector:</b>	Independent Christian School Member Christian Education National
<b>School Address:</b>	30 Babbage Island Road, Carnarvon, WA 6701
<b>Total Enrolment:</b>	92
<b>Year Levels Offered:</b>	3-year-old Kindergarten to Year 6
<b>Co-educational or Single sex:</b>	Co-educational
<b>Principal:</b>	James Shaw

# PRINCIPAL'S REPORT

## Carnarvon Christian School

Hebrews 3:6

*“But Christ is faithful as the Son over God’s house. And we are his house, if indeed we hold firmly to our confidence and the hope in which we glory.”*

Christ is truly faithful and steadfast and our hope and confidence at Carnarvon Christian School is rooted in His Living Waters. It is to God we give all the Glory and thanks for His sustaining hand over the CCS these past 12 months.

Carnarvon Christian School is His school in the remote setting of rural Western Australia. 2019 has not been without its challenges and difficulties for CCS but we are not an orphan among Christian Schools with this matter.

Christian Education advocates have been busy making submissions to the Morrison Government on the proposed Religious Discrimination Bill. A recent YouGov Galaxy Poll on Religion, from a pool of 1072 people, found the majority (64%) do not think organisations should be allowed to refuse to employ someone on religious grounds and 52% believe religion divides Australians more than it unites us. This is despite poll findings that 78% of Australians believe religion is important in a multicultural society regardless of religious affiliation and that 54% believe people should not be able to ridicule the religious views of others. The report expanded on employment by saying, ‘*Australians appear to be tolerant and respectful of the individual expression of religious commitments of their neighbours; but far less so of religious institutions and communities*’, and ‘*respondents are possibly imagining an individual being refused employment, rather than thinking about the question in terms of a religious organisation being able to maintain their character.*’

Nonetheless, ‘*...the results of the CIS YouGov polling do not bode well for the prospect of any robust protection for religious freedom in this country. This is because religious freedom depends, in part, on the preservation of distinctive religious institutions and communities. To maintain their distinctiveness, such institutions and communities need to have the freedom to select their members and employees on religiously-grounded criteria. Without this freedom being protected in some way from the increasing reach of anti-discrimination law, these institutions and communities will not be able to fulfil their roles and social functions. The survey suggests the public does not understand this point, or does not consider it significant in the face of other moral claims to protection against discrimination. These are matters of concern for all who desire to see Australia as a genuinely tolerant liberal democracy.*’

***The most recent OECD Programme for International Student Assessment (PISA) test which are conducted every 3 years have revealed the following:***

- Academic results have declined in all school sectors and across all socio-economic backgrounds and cultural groups.
- Australia is at record lows in each domain [Reading, Mathematics and Science) and for the first time has not surpassed the OECD average.
- Of all the jurisdictions, ACT scored the highest across all domains, but results have still been falling over time. Maths results declined in all states, with Victoria having the smallest decline.
- NSW has had the biggest drop in reading and science since PISA testing began in all the states and territories.
- SA, WA and Tas recorded the biggest falls in maths, being some of the biggest falls in the OECD.
- Only about half of Australian students are meeting the ‘proficient’ standard in maths and we have dropped to the OECD average, going from being one of the top 10 countries to 29<sup>th</sup> (and from 23<sup>rd</sup> to 29<sup>th</sup> since 2015).
- Only about 10% of students are able to model complex maths situations and problem-solve to deal with them.
- Only Finland recorded a greater decline than Australia in maths.

# PRINCIPAL'S REPORT

## Carnarvon Christian School

- A 15-year-old Australian student is academically 3.5 years behind a Chinese student and 3 years behind a Singaporean student in maths achievement.
  - Estonia spends about half the amount per student than Australia, but topped the charts in the reading and science learning areas.
  - ACER head, Sue Thomson, notes that other countries have been improving over time, but that Australian students are treading water or declining with no sign of improvement.
  - The fall in independent sector results was considered surprising by experts, but the sector performed better than the Catholic and public sectors.
- 14 countries have overtaken Australia since testing began.

These outcomes are despite a record \$473 billion being spent on Australian education in the past decade. Many reasons have been suggested for the decline in Australia's performance and there are many opposing views within the education sector including: the overcrowded curriculum, teaching pedagogy, classroom design, teacher quality, family attitudes and breakdown, excessive interaction with technology, children being protected from facing failure, knowledge and skill of new graduates, lack of discipline and curiosity in the real world etc.

Some education experts advocate a back to basics approach to education arguing that children are spending too much time on inquiry-based learning before they have a solid foundation of knowledge and skills, particularly in the Primary years as opposed to those who argue our 15 year olds are lacking in a depth of thinking.

The leadership team at Carnarvon Christian School agree with the findings of Fiona Mueller, the director of the education program at the Centre for Independent Studies and a former curriculum director at the national curriculum and assessment authority. I quote from her research: "You can't do sophisticated thinking unless you have a very good grasp of the fundamental knowledge and skills of a subject." It is essential for students to embed essential facts in their thinking to free up their working memory in order to problem solve. Best practice in helping children with their working memory, dictates that our children are given set routines and consistency of approach.

*Regardless of the myriad of teaching methods achievable in classrooms we believe that there is always room for elements of rote learning in our classrooms. Students find these activities safe, achievable and helpful in their relevant learning areas. Basics such as phonics, number facts, recitals of exemplary texts all are of benefit to a child's extended learning. As a Principal and upper primary teacher, I am often told by our former student's new teachers when they move on to High School, that our students fare very well in new learning compared to other schools' students because they know the multiplication times tables! Indeed, many students have also returned to let me know of the usefulness of the things they learned through fun rote learning activities [e.g. tables] at CCS in their latter learning, that many other peers from other schools were not exposed to. Please note - I mention this not to say that students just learn to parrot off the tables with no conceptual knowledge of what they are doing, but rather by ingraining this instant recall of essential facts frees the working memory of additional demands*

At CCS our teachers use explicit teaching (underscored by the *information processing learning theory model*) which is based on the assumption that we only remember what we think about-and keep thinking about. Thus our teachers demonstrate, explain and model everything from blending sounds together to decode words, to writing a complex sentence with figurative language, to hitting a hockey ball. "A -little- bit -everyday -approach", with regular time spent reviewing previously learnt concepts, checking whether students have understood concepts and correcting misconceptions is our adopted approach to teaching/learning in the key Maths and Literacy areas in particular.

At CCS room is always also allowed for inquiry or discovery learning; which sees learning as an active process. CCS children are given a lot more opportunity to use this approach, particularly in the Health, Humanities and Arts where they can apply their literacy and numeracy learning skills in extended learning tasks.

## Carnarvon Christian School

The Instructional Design model - which is a transition of the teacher assuming all responsibility for performing a task ... to a situation in which the student assumes all of the responsibility and allows our teachers to provide a more targeted, individualized instruction. Please see our Curriculum Plan.

Experienced teachers at CCS who use this approach to teaching, backed up with a full toolkit of resources and approaches have achieved the best growth with their children. Our goal in mentoring new graduates is to give them the tools to use this multifaceted approach to teaching/learning.

Our teachers are taught to reflect on their practice and to have a willingness to seek input from their colleagues. Our best teachers are willing to listen, and if necessary, modify their approach in the classroom. In 2020 we will continue to give teaching staff time to share teaching experiences and practices with their peers.

In 2019 we further embedded the 'Talk for Writing' and 'Letters and Sounds' programs into our whole school approach to literacy. Teachers have all been given opportunity to attend professional learning [PL] events in Perth on 'Talk for Writing' which is run by the Dyslexia Speld Foundation. We are indebted and extremely grateful to Penrhos College who allow our teachers to visit their classrooms whilst in Perth on PL and observe day-to-day, best classroom teaching practice in action. It has been an invaluable help to each one of our staff who have attended the college.

Professional Learning is a very important part of any teacher's development and at CCS both our teaching and admin office staff attended a range of PDs in 2019 which were relevant to their particular roles or teacher appraisal meetings or ongoing targets to their professional development. Guest consultants from AISWA regularly present courses at CCS. This year they lead PL in Curriculum and Pedagogy as well as Sharp Reading. Other professional learning courses staff attended in Perth included:

*Talk for Writing, Multilit training, Kagan co-operative learning, Maths, Kagan win-win learning, Ella language, Senior First Aid Course.*

Nadine Collins our bursar, undertook a small business course as well as a taxation and payroll PL. I would like to sincerely thank Geoff (Business Manager Strathalbyn) for his support to Nadine, particularly as this was her first year in the role.

As a continuing push for staff to share their expertise, whenever teachers return from Professional Learning courses in Perth they are invited to give presentations during staff meetings of those elements of their learning which they consider would be helpful to other staff members.

Another very important aspect of our school is the pastoral care of students in particular, but also of staff in general. 2018 saw the departure of the dedicated and beloved Mrs Mary Ward who had been the school Chaplain for a number of years. We were thrilled at the Lord's timely provision to gain the services of local Minister Brian Fyffe from the Anglican Church. Brian from the outset was very approachable and made himself available not just to the students but to anyone who wanted a chat or needed support. He also worked with our leaders in running the Student Council. Brian was able to 'come alongside' and be a particular help for those students with special emotional needs or those dealing with trauma. Unfortunately, Brian will go on Long Service leave followed by retirement in 2020 and we will lose his services. We will certainly miss his support around the school.

After 10 years of service, Judy and I took our long service leave in term 2 of 2019. We had a terrific adventure and felt safe in the knowledge that our Deputy Principal, Vanessa, took over the Principal role whilst we were absent. Vanessa did a terrific job and was ably supported by Gavin Hirschhausen, Principal of Strathalbyn Christian College. The school was badly hit by the flu season which affected both our students and staff and I am extremely grateful that Gavin was willing to release one of his teachers for a fortnight to help out at our school.

# PRINCIPALS REPORT

## Carnarvon Christian School

Staffing wise 2019 saw a couple of changes. Natasha Roche continued to run the Kindergarten class, as well as the whole school Sporting programme throughout 2019. Natasha is a quality teacher and despite personal tragedy in her life, remained at CCS for 3 years and will depart in 2020 with our full blessing and sincere thanks for all her dedication and contributions to CCS and its students. Another part of Natasha's duties was being the Early Childhood coordinator and she was also responsible for organizing intra-school events and organizing teams for Interschool sporting competitions. She always gave of her best and did an excellent job. Natasha will be sorely missed.

We have been very blessed however in gaining an experienced junior primary teacher as her replacement in 2020 in Mrs Emily Miller.

Vanessa Schaefer continued to look after our Pre-primary children for what was her 10<sup>th</sup> year working at CCS in 2019. Although her class was small, she continued to give faithfully the same dedication and care to the children under her supervision as always. As I mentioned earlier Vanessa is also our Deputy Principal and I want to sincerely thank her for her help and support throughout 2019.

Alice Yang was replaced at the beginning of 2019 by Marie Françoise who had been team teaching in the Year 5,6 room for 2018. Marie capably took over the Year 1 class and also ran the combined Pre-primary /Year 1 room in the afternoons. Marie has had experience working with Year 1 students previously and was the ideal replacement for our departing Year 1 teacher. She worked extremely hard and this was reflected in excellent student progress over the year. She rarely left the school campus before 5 pm each day and I sincerely thank her for her outstanding efforts.

Mr Petrus Ng spent 2019 consolidating his work and developing his teaching skills and repertoire from 2018 with the next year 2 cohort. Petrus has a range of technology skills and working knowledge of ITC which I plan to utilise a little better in 2020 with him. As a transitional teacher, Petrus also put in a lot of extra effort under the watchful eye of his Mentor Marie, and they formed a very good teaching team together, trialling many new approaches.

Mrs Donna Bywaters entered CCS as a mature aged graduate and took over the year 3 class in 2019. Donna brings many artistic talents with her and has devoted many afterschool hours to her class preparation, and like a number of teachers at CCS rarely left the school premises before 5pm. Donna made an instant connection with the children- and indeed families in her class and to an outsider it would have appeared that she had been teaching for many years. She has slotted into the professional teaching role with ease.

After spending 2018 in a combined Year 3/4 class after previously working mainly in Junior Primary rooms elsewhere, Annette Binks was relieved to take over a single cohort year 4 class in 2019. After 2 years working at CCS, Annette has now decided her interests lie in pursuing a career in psychology and has returned to Perth to study. I would like to thank her for her work with the sound systems and wish her the best with her studies.

In 2019, I taught the Year 5/6 class Maths and Literacy in the mornings with other teachers taking over specialist teaching roles in the afternoons. I would particularly like to thank Sarah Sutcliffe who ran the class and gave me Admin Relief every Wednesday. Also sincere thanks to Emily Miller who capably ran the class whilst I was away on LSL in term 2.

During 2019, we engaged the services of Doug Smith (planning Consultant) to create a Development Plan to ensure all necessary statutory approvals are obtained for the Whole School Master plan which was completed the previous year. We are currently awaiting approval from the Carnarvon Shire.

# PRINCIPALS REPORT

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The end of 2018 also saw the sad departure of the beloved year one teacher of long standing in Alice Yang. Alice worked tirelessly throughout her 8 years with us to spread God's love to each of her

students and their families and was a fantastic teacher for CCS. We are each indebted to Alice for her faithful service and dedication.

Alice was replaced at the beginning of 2019 by Marie Françoise who had been team teaching in the Year 5,6 room for 2018. Marie capably took over the Year 1 class and also ran the combined Pre-primary /Year 1 room in the afternoons. Marie has had experience working with Year 1 students previously and was the ideal replacement for our departing Year 1 teacher. She worked extremely hard and this was reflected in excellent student progress over the year. She rarely left the school campus before 5 pm each day and I sincerely thank her for her outstanding efforts.

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Pompy (Brian Moore) completed the installation of the reticulation to water the lawn for the new school oval. Completion and testing of the project revealed that water pressure from the recycle ponds was excellent and well placed sprinklers meant excellent water coverage allowing for Carnarvon's strong winds. With the help of parent volunteers, and the services of Peter Bell and his dozers, we were able to plant the shredded turf in a day. Despite the heavy clay, the lawn has grown rapidly and is completely covered with lush wintergreen lawn in parts.

Sean Ford has entered his 6<sup>th</sup> year as gardener/maintenance person. His efforts, together with Pompy's maintenance of the school reticulation has ensured that CCS with many flourishing trees and green lawns. Many comments come from visitors as to the school grounds being like an oasis in the desert.

# PRINCIPALS REPORT

## Carnarvon Christian School

I am grateful to my supportive leadership team at CCS in Vanessa, Judy and Nadine. They each do an outstanding job and each face their both - blessed and difficult roles - with professionalism at all times with the school and children's best interests at heart.

As Deputy Principal, Vanessa has a very challenging role dealing with Children's Behaviour Management issues and supporting me with a range of leadership issues. Vanessa has always given me her full support and working together for many years speaks volumes of the relationship. Her gentle but honest Christian manner is a great attribute to possess when she must have difficult conversations.

My wife, Judy, as senior teacher has poured her soul into the school with the best interests of the children always front and centre in her thinking, planning and actions. As a senior teacher and mentor, part of her role requires challenging conversations at times which is never easy and can invite unfair criticism and gossip. Fortunately, at CCS in 2019, the vast majority of our teachers have walked the talk. Many of Judy's working hours have been voluntary, and this has been her choice. With a husband and wife team in leadership, there is always the possibility that there will be a perception of bias by some staff members. However, Judy's role in the school is clearly defined, and I have the utmost confidence that she will always put the interests of the school first.

As bursar and Administrative head, Nadine Collins has worked hard to keep both the finances and front office in top shape. I am extremely grateful for the ongoing support and encouragement she gives me.

I would like to acknowledge the hard work of our Assistant Teachers who fulfil such a vital role at CCS. Andrea Anderson and Belinda O'Connor-Byrne have both completed 10 years' service at the school and will take Long Service Leave in 2020.

As Principal of CCS, I take very seriously the role the Lord has given to me. I am very aware that as the leader for the current season, the buck ultimately stops with me. My leadership style is consultative and I don't micromanage, however as part of a small school, we don't have the staff resources who would do many of the jobs that I have to take responsibility for. I always seek input before I make major decisions. In the past some staff members would come to me for a decision (my door is always open and I am accessible) and bypass the proper channels, so it did open up the opportunity for conflict. However, with experience, I have learnt to refer staff back to the correct person.

Communication always presents difficulties in any relationship so it is not surprising that this should also be the case with organizations - including schools. I would like to thank my office staff, Rachael and Toni, for performing such a valuable role in relaying timely information to staff and the wider school community. Staff meet before school 3 times a week and we also have a staff meeting once a week. Other modes of communication give ample opportunity for staff to ask questions and to seek clarification on any matters that staff are unsure of.

As mentioned my door is always open.

In closing, I would acknowledge that 2020 will have its challenges, particularly with falling student numbers and going through what is a rigorous but ultimately rewarding Re-registration process. However, our hope is in Christ and I am again reminded of Hebrews 3:6... "But Christ is faithful as the Son over God's house. And we are his house, if indeed we hold firmly to our confidence and the hope in which we glory. We are debt free and we have our financial health is very good. We have a great core group of teaching staff each of whom has committed to spending a number of years working at CCS. I wish to thank John and each one of the Board members for your ongoing dedicated support. I would also like to acknowledge in particular, Tochi Eze and Natalie Smith, who despite moving to Geraldton stayed on to support the Board and CCS. Please continue to keep us in your prayers. God Bless and all praise be to Him.

# PRINCIPALS REPORT

## Carnarvon Christian School

### **Building and Equipment Maintenance:**

- Repair large shade sail
- Painting to Pre-primary and Primary veranda areas
- Routine checking of fire extinguishers
- Routine testing of RDC's
- Plumbing repairs to toilets, cisterns, leaks etc.
- Electrical work to points, lights etc. (upgrade LED where appropriate)
- Routine AC maintenance (filters etc.)
- Replacement of AC which were US.
- Routine Carpet cleaning
- Routine Vinyl stripping, reseal and polish
- Routine pest control as required
- Electrical repairs to Bobcat
- Routine checking of security system
- Test keyless lock on year 5/6 classroom
- Door repairs
- Routine testing and tagging of electrical appliances.(internal)

### **Ground Expenditure in 2019 included the following:**

- New heavy duty commercial quality ride on mower
- Fertilizer
- Reticulation repairs
- Annual tree lopping
- Replenishing soft fall to sand pits and around playground equipment
- Planting of new shrubs, flowers and trees around school grounds.
- Maintenance new blades etc. to push mower etc.

### **Capital Expenditure in 2019 included the following:**

- New school oval
- New Smart screen tv/monitors
- Purchase of books for library
- Security camera

# TEACHING AND LEARNING

## Carnarvon Christian School

### NAPLAN TESTING RESULTS 2019

For Carnarvon Christian School NAPLAN results and other information about the school please refer to My School website (link below)

[https://www.myschool.edu.au/school-search?  
FormPost-  
ed=True&SchoolSearchQuery=carnarvon+christian+School+&SchoolSector=&SchoolType=&State=](https://www.myschool.edu.au/school-search?FormPost-ed=True&SchoolSearchQuery=carnarvon+christian+School+&SchoolSector=&SchoolType=&State=)

### POST 2019 SCHOOL DESTINATIONS— YEAR 6

Carnarvon Community College

St Marys Star of the Sea Catholic School

Strathalbyn Christian College

Trinity College

Irene McCormack Catholic College.

# ATTENDANCE

## Carnarvon Christian School

### Following is an excerpt from the CCS Attendance Policy

#### MONITORING ATTENDANCE

Carnarvon Christian School is responsible for developing and implementing an attendance monitoring and action system for systematic, consistent and effective identification and action for all students with attendance issues.

- When a student has been absent from school and an acceptable explanation has not been forthcoming, the school is to:
  1. Office staff, on behalf of the Principal, will contact the student's family to establish reasons for non-attendance.  
(Note: This may be via text message or phone call if deemed necessary)
  2. If the absences continue the Principal shall request an interview with the children's parents and explain the importance of regular attendance.
- An attendance record sheet will be circulated to all classrooms at 9 am every school morning and returned to office staff. For those students marked as 'reason unknown', office staff will contact parents by text establishing the reason for the absence and recording it. If the text is not returned by 9:45 am then a phone call will be made.
- If it is established that the student was absent from CCS for a legitimate reason, no further action is taken unless the frequency and or number of absences gives the school cause for concern.

*As there is no requirement in the School Education Act 1999 for the reason to be provided in writing, **staff must record all details when a parent or care-giver provides the school with a verbal reason, either in person or over the telephone, that the school believes is an acceptable reason in the context of the school.** Teachers must record details in Grade Expert.*

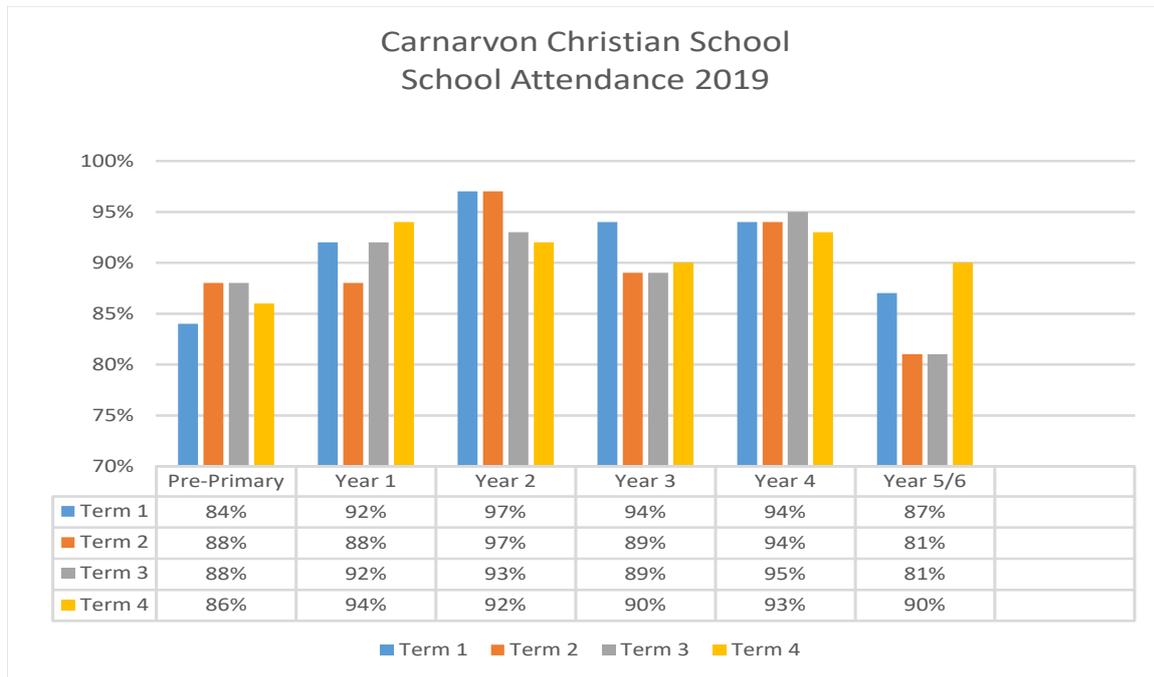
- The School will use a case management approach for attendance issues. Staff must be mindful of consulting with all stakeholders, and accessing support from other community groups and agencies if required.
- Any student leaving the school, late to school or returning to school must provide a slip from the front office to the teacher. To receive this slip the parent must sign the sign in / sign out book in the front office where they will receive a slip which is to be handed to the teacher. The teacher then updates Grade Expert and add/removes the slip from emergency folder.

Consistent with the *Records Management Policy*, staff must keep detailed written records of all contact, or attempts to make contact, with the student's family and the intervention strategies implemented to restore a student's attendance.

If the Principal requires clarification of attendance matters the he will contact The Midwest Education Office on 0899561600.

# ATTENDANCE

## Carnarvon Christian School



### CHILDREN WHOSE WHEREABOUTS ARE UNKNOWN (from the Attendance Policy)

#### Non-attending Students

Where a student is not attending school and either their location is known or contact with the student's parents/caregivers is still possible they are not regarded as 'missing'. A non-attending student includes one whose:

- Location is known but they are not actively engaged in an education program; and
- Contact is still possible with themselves or their parents/caregivers but they are not engaged in an education program.

#### Missing students

A student can be regarded as 'missing' when they cannot be located and their parents/caregivers cannot be contacted and the school has not received advice that the student is being educated elsewhere.

The SWU Request Form should be completed for missing students within 15 school days of their last date of attendance. A missing student is to remain on the current roll of the school's enrolment register until confirmation is received from Student Tracking to move the student to the former roll.

The Principal is required to regularly review the 'Children Whose Whereabouts Are Unknown List' and advise the agency if a child has enrolled at the school.

# ATTENDANCE

## Carnarvon Christian School

### PARENT RESPONSIBILITIES

**Parents as primary care givers are held responsible for upholding government laws and ensuring their child/ren attend school regularly. At CCS parents/caregivers are expected to;**

- Take responsibility for getting their child/ren to and from school on every school day.
- Ensure their child/ren arrive at school between 7:55am and 8:15am when staff are on duty.
- Ensure their child/ren attend school on every day instruction is offered unless the school receives a valid reason for being absent (eg illness).
- Promptly provide the school with an appropriate explanation for any absences of their child/ren. This comprises of a letter or telephone call from a parent/caregiver or a medical certificate where a student has been absent for three or more days.
- Explain the reason to either office staff or the class teacher when a child is late for school.
- Let the school know in person, if an extended absence is likely or if the school needs to arrange work for students.
- The parent of any student leaving or returning to school during normal school hours must sign the student sign in/out book at the front office. Office staff will then give the parent a leave slip which they must give directly to the child's teacher before they leave the school premises. The teacher will place this in the emergency folder and only remove in when the child returns.

### TEACHER RESPONSIBILITIES

Teachers are required by law to keep accurate records of each child's attendance.

- Check attendance twice a day, morning and straight after lunch and record information in Grade Expert. (Also record information on circulating attendance book).
- Ensure all verbal notifications of absences are passed on to the front office and instruct parent to fill in written notice.
- Ensure all absentee notes are forwarded to the front office.
- Absentee notes are required by law to be kept in school records for a number of years. Care must be taken in their storage for this reason.
- Absent children are to be recorded on the Student Absence Sheet that circulates around the school at 9am each day.

# ATTENDANCE

## Carnarvon Christian School

- Absent children are to be recorded on the Student Absence Sheet that circulates around the school at 9am each day.
  - a] Students where the teacher is already aware of the reason for the absence [ie parents have already notified them] are marked with a tick.*
  - b] Students where the teacher is unaware of the reason should be marked as unknown reason or with a large question mark. These students will be followed up with a phone call to parents to verify the reason for their absence by office staff.*
- Teachers are responsible for monitoring and follow up of student's whose absences are of concern. This may be because of the frequency or long periods of absence.
- Teachers are responsible for alerting the Principal of ongoing and unresolved absentee issues as soon as they arise.
- The parent of a child who is leaving, arriving late or returning to school should go directly to the front office where the parent signs the student sign in /sign out book and receives a leaving/late/return slip. The child/parent should hand the slip to the class teacher who will upgrade information in Grade expert and either place the slip in the emergency folder or if returning remove the slip from the emergency folder. If there is no slip the student must return to front office and receive one.

### **OFFICE STAFF RESPONSIBILITIES**

CCS Office staff are required to keep an accurate whole-school data base of CCS students' attendance. This is to be achieved by;

- ensuring student data base is kept up to date with new enrolments;
- receiving the student absences list after it has circulated each morning;
- Checking that teachers have completed attendance in Grade Expert.
- contacting parents of those students absent and who are marked as 'unknown reason';
- keep a detailed record of the phone call including; time & date; person spoken to, brief description of reason for absence and if possible the approximate length expected absence;
- alerting Principal to any suspected 'truancy' issues arising from phone call;
- If after 3 days there has still been no explanation from parents as to reason for a child's absence, the teacher is to phone home and make contact with parents.
- A child who arrives late or returns to school after an appointment should go directly to the front office and sign the student sign in /sign out book and receive a late/return slip. Office Staff will then upgrade Grade Expert and the child/parent should hand the late/return slip to the class teacher.

# ATTENDANCE

## Carnarvon Christian School

### PRINCIPAL'S RESPONSIBILITIES

The CCS Principal is to ensure that accurate attendance records are kept for each student enrolled at the school. The CCS Principal is responsible for implementing the necessary actions of follow up for;

- all staff documenting attendance details correctly
- students with unexplained absences
- students with poor attendance rates
- students with absentee rates needing Attendance Officer notification
- students requiring forms submitted in regards to 'Unknown Whereabouts'
- liaising with DCP as needed in regard to absentee issues

Review list of Students of Whereabouts Unknown regularly

### ALL STAFF RESPONSIBILITIES

Any information regarding a child's absence should be immediately placed on Grade Expert.

# SCHOOL BOARD

## Carnarvon Christian School

### BOARD MEMBERS 2019:

Mr John Tompkins	Chairperson
Mrs Natalie Smith	Secretary
Dr Tochi Eze	Board Member
Mr Deon Lenstra	Joined Board December 2019
Mr Geoff Edwards	Joined Board November 2019
James Shaw – Principal	Adviser to the Board

# STAFF 2019

## Carnarvon Christian School

### Staff 2019

All staff at Carnarvon Christian School are registered with the Teacher Registration Board Western Australia TRBWA and have teaching qualifications from an accredited higher education authority.

#### ADMINISTRATION

<b>Mr James Shaw</b>	Principal
<b>Mrs Vanessa Schaefer</b>	Deputy Principal
<b>Mrs Judith Shaw</b>	Senior Teacher
<b>Mrs Nadine Collins</b>	Bursar
<b>Mrs Rach Smith</b>	Office Staff
<b>Mrs Toni Radcliffe</b>	Office Staff—part time

#### KINDERGARTEN, PRE-PRIMARY & PRIMARY TEACHERS

<b>Mr James Shaw</b>	Principal & Year 5/6 Maths and Bahasa Indonesia
<b>Mrs Vanessa Schaefer</b>	Deputy & Pre-Primary Teacher
<b>Mrs Judy Shaw</b>	Senior Teacher/Mentor & Resource Teacher
<b>Mrs Natasha Roche</b>	Kindergarten/Sports Teacher
<b>Mrs Marie Francois</b>	YR 1 morning and combined PP—YR 1 afternoon
<b>Ms Annette Binks</b>	YR 4 Teacher
<b>Mr Petrus Ng</b>	YR 2 Teacher
<b>Mrs Donna Bywater</b>	Year 3 Teacher
<b>Mrs Emily Miller</b>	Relief Teacher
<b>Mrs Sarah Sutcliffe</b>	Relief Teacher
<b>Theona Smith</b>	Library

# STAFF CONTINUED

## Carnarvon Christian School

### EDUCATIONAL ASSISTANTS

<b>Mrs Belinda O'Connor – Byrne</b>	Part time
<b>Ms Andrea Anderson</b>	Full time
<b>Mrs Sharon West</b>	Full time
<b>Mrs Trish Thompson</b>	Part time
<b>Mrs Jenna York</b>	Part time
<b>Mrs Janet Rudge</b>	Part time

### EDUCATIONAL SUPPORT

<b>Mrs Judy Shaw</b>	Part time
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### MAINTENANCE STAFF AND GROUNDS

<b>Mr Sean Ford</b>	Maintenance & Grounds	Part time
<b>Mr Brian Moore</b>	Grounds	Part time

### LIBRARY

<b>Mrs Theona Smith</b> - Part time	replaced in term 4 with Mrs Andrea Anderson
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### CANTEEN

**Mali Wang** - One day a week

### CHAPLAIN

<b>Mr Brian Fyfe</b>	Part time
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### LOTE

Mrs Vanessa Schaefer, Mr Petrus Ng and Mr James Shaw (all part time)

# STAFF CONTINUED

## Carnarvon Christian School

### QUALIFICATIONS OF TEACHING STAFF

Qualification of Teaching Staff	
3 Year Diploma	1
4 Year Degree	6
Post Graduate Qualification	1
<b>Total</b>	<b>8</b>

### STAFF MOVEMENT 2019

Annette Binks and Natasha Roche departed Carnarvon at the end of the School year.

### ALL STAFF PROFESSIONAL DEVELOPMENT 2019

Sounds-Write - DSF

Curric & Pedagogy

Sharp Reading

ELLA Language

Sharp Reading

Kagan – Co-op Learning

Talk 4 Writing (DSF) 2 day workshop

AISWA - Maths

Talk 4 Writing (DSF) 2 day workshop

Multilit training

# SCHOOL INCOME

## Carnarvon Christian School

### SCHOOL INCOME                      2018

<b>Total Tuition Fees</b>	\$144,145.61
<b>State Government Funding</b>	\$283,349.33
<b>Federal Funding</b>	\$1,415,792.61
<b>Donations</b>	\$5517.00
<b>Interest (saver account)</b>	\$2095.00
<b>Total</b>	<b>\$1,850,899.55</b>

# PARENT, TEACHER & STUDENT SATISFACTION

## Carnarvon Christian School

### GRAPH SHOWING PARENT SATISFACTION 2019

