EDUCATIONAL AND FINANCIAL REPORT FOR SCHOOL YEAR 2014

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SCHOOL OVERVIEW INFORMATION

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Description of School Context
Nambucca Valley Christian Community School commenced as a K-6 Primary School in 1991 and in 2014 received initial registration to extend to Stage 5 (Years 9 and 10) in 2015. The school is a registered and co-educational K-10 school.

The school is seeking to expand into Year 12 by 2018. The desire of the Board is to have a K-12 school where students can be educated on the same campus for their entire school life. Nambucca Valley Christian Community School is a ministry of the Nambucca River Presbyterian Church to the wider Christian community in the Nambucca Valley and district. It is a member of Christian Schools Australia (CSA).

The last full school inspection by a Christian Schools Australia panel (for the NSW Board of Studies) occurred in 2010. At this time the school was recommended for ongoing registration and accreditation with the NSW Board of Studies for a further five years until 2014 inclusive. CSA will no longer make recommendations to the NSW Board of Studies Teaching and Educational Standards (BOSTES) regarding ongoing registration and accreditation and has arranged a six month transition time in early 2015 for all schools in the CSA network to reapply for registration and accreditation directly with BOSTES.

In addition to the general education programmes the school provides further enrichment through sports, camps, music tuition and as an active participant in the NSW Literacy and Numeracy Action Plan.

The school’s motto “GROW UP INTO CHRIST” underpins the desired ethos of the school whereby students are encouraged to live an authentic Christian lifestyle. The core values of the school are taught in an atmosphere where the moral and ethical standards of the Christian Bible are accepted. The school achieves its mission by providing an education of high academic standards integrating a Biblical Christian perspective. Individuality of the learner, skills in collaborative tasks, developing creative and critical abilities are important learning strategies. Opportunities for personal spiritual, cultural and sporting development are given plus Specialist Programs in MiniLit, MultiLit, DIBELS Next, Early Intervention, Music, Drama, Science, Computers and Health. Some unique features of the school include a diversity of cultures and the breadth of the Valleys Christian Church. The school also supports three overseas children.

Social events include a Bush dance, Billycart-athon, Auction and a School Fete. The school plays an important role in the community by providing a centre of Christian education based on choice where home, church and school work together for excellence in education and in the nurture of children.

The school’s vision statement further encapsulates this:

The school seeks to create an environment where parents, church and school work together to provide an educational centre of teaching and learning excellence founded on an acceptance of:

1. The Lordship of Jesus Christ
2. The Bible as the revealed Word of God
Welcome to NVCCS. We’re prayerfully excited about what the Lord has in store for our school in the coming years. We provide an education with a difference. The school provides quality Christian education to students in the Nambucca Valley in a safe and secure learning environment. We have a well-combined mix of staff and a range of Primary and High School teachers who have a passion for helping students learn.

In 2014, the School Board received formal advice from Christian Schools Australia that the Initial Registration of Stage 5 (Years 9 and 10) had been registered for 2015. This enabled the School to consolidate their entry into High School and make further plans for the expansion of the School as the Board seeks to offer Year 12 in 2018.

The Block Grant Authority administered by the Association of Independent Schools (AIS) approved an application for a Capital Grant, which enabled the School to build a new General Learning Area, Science Laboratory, Prep. and Store Room, Woodwork room, Staff and Learning Support area as well as new amenities for the High School in 2014. The school grew numerically from 70 at the August 2013 Census to 101 at the August 2014 Census.

The school continues to be an active participant in the NSW Literacy and Numeracy Action Plan. The Plan for 2015 has been placed on the nvccs.nsw.edu.au website and involves National Partnerships funding until 2016 (inclusive). The purpose of the funding is to assist specifically increase the capacity of the School to provide additional resources and a sustainable model for improving student achievement in Literacy and Numeracy. The success of the programme in its early stages has been to see Kindergarten to Year 6 students, of all abilities, increasing their comprehension, vocabulary, fluency and phonemic awareness. In 2015 there will be an increased focus on fundamental skills and assessment in Numeracy. More volunteers are assisting in classes and every teacher has been able to attend Professional Development courses offered by the Association of Independent Schools as well as a range of other educational service providers.

The school maintained 4 fulltime classes in 2014 as well as Year 7 and 8. This helped the school achieve pleasing results in exams such as NAPLAN, when compared with similar and other schools across Australia. Small class sizes also helped lay a platform for attracting a number of new families to the school in 2014.

As our numbers continue to increase our commitment is to see each student developing in every area of the curriculum through the different programs that we operate within the school. Our desire is to see each child use their gifts and abilities for the Glory of God.

Mr Jeff Allen
Principal

BOARD CHAIRMAN’S REPORT ON 2014
The Board of Nambucca Valley Christian Community School is pleased to endorse the annual report on the activities of the school for 2014.

We commenced 2014 with the Principal, Mr Jeff Allen, in his second year at Nambucca Valley Christian Community School. Jeff has provided outstanding spiritual, relational and educational leadership to the School community over the past 12 months. This has been in the
midst of a very demanding period given the expansion into High School, the annual Registration requirements and the ongoing property development. The Board thanks Jeff for his commitment to all these vital aspects of the School.

During 2014 NVCCS received confirmation from Christian Schools Australia for its registration to offer Year 8. By the end of the 2014 permission had also been granted to proceed to Years 9 and 10. Appropriately qualified and trained high school teachers taught the first Year 8 cohort - incorporating Spanish, which was also taught to students in Year 7. The staff and students dazzled our town with their production of ‘The Lion, the Witch and the Wardrobe’. The end of 2014 saw many families in the Nambucca Valley show their enthusiasm to join our school community by enrolling their students in advance for 2015.

The Board has been encouraged by the renewed growth in the School and in 2014 the Board coordinated the construction of four new rooms for the High School. We were very thankful to God for the $400,000 grant from Federal funding that contributed significantly to this building project. Since then the Board has been active in working with the Association of Independent Schools (AIS) to secure funding for additional buildings to accommodate this growth.

Another application for additional rooms (Stage 2) to be added to the school’s infrastructure in 2015 was recently approved by the AIS. A Development Application for this work will be finalised and submitted to the Nambucca Shire Council in early 2015. Further capital works will follow during the coming years.

The Board wishes to acknowledge the dedication of the whole School staff during a period of great change and challenge. Additionally we would also like to acknowledge the contributions of two Board members, Mr Ian Watson and Mr Paul Simmons, who finished their time on the Board during this year. We greatly appreciated their time, effort and insight while they served the School in this capacity. As always the Board is very thankful for the support of parents and other volunteers, without whom many vital aspects of school life would suffer considerably.

Most importantly of all it has been wonderful to see the spiritual growth of many students. Of course most of this is invisible to the human eye, but there are many students who demonstrate a maturing in their faith, while others are showing that they are thinking quite seriously about their relationship with Christ. The fact that our school is able to present Christ to every student every day is an incredible privilege and one that we must seek God’s guiding hand in every day. To that end could I ask you all to please continue to support our School by regularly praying for all concerned: staff, students, families and the Board.

Jesus said: “I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing.” (John 15:5)

Sincerely

Rev. Darryl Spriggs
Board Chairman
**P & F Annual Report for 2014**

The Parent & Friends Association meet once a term to discuss business and organise social events to encourage the school community. 2014 was a great year. Each year the P&F raise funds to support our 2 sponsor children, SRE in the local Primary schools and various resources that are needed across the school.

In 2014 the P&F purchased; a decent cricket bat & athletics equipment for the high school, a donation towards the safety fence, a donation towards the new year 1 room fit out, a laminator for the library, a donation to the performing arts fund, payment for 2 parents to supervise on the Canberra excursion, a contribution to parents towards the Canberra excursion & shade sails for the new high school area. This represented a total of $9,534.45

Our major fundraiser of the year was the School’s Billy Cart-a-thon. This was a huge success and one of the highlights of the year! Our other very helpful fundraisers were our annual Chocolate drive, family photo sittings and Woollies B.B.Q’s. These have been a great way of raising awareness of our school in our local community.

The Social events of the year included our annual ‘Meet, Eat and Greet’, Bush dance, the Fete/Billy cart a-thon, and Thanksgiving evening. Extra activities that were held for the enjoyment of the children included athletics carnival canteen, end of year party day as well as providing Mother’s day and Father’s day stalls to allow the children to enjoy shopping for their parents at a low cost. These extra activities were run at a minimal cost and so were not major fund raisers - but every bit helps.

In 2015 the P&F desire to continue to support the school as it continues to and we look forward to helping build the school community as it continues to grow. We look forward to our major fundraiser for 2015, which will be the fete. The P&F are thankful for all the dedicated parents that make these events possible and thank God for our school fellowship that continues to grow. We look forward to your continued support and fellowship in 2015.

Mrs Kath Spriggs
P&F Treasurer
Parent, Student and Staff Satisfaction - 2014

We continued working together and enjoying one another on various projects within our school community through fundraising events and student programmes. The school has continued communication with parents, students and staff alike, in school based activities.

Fundraising: The Parents and Friends Group co-ordinated fund raising activities within the school community to raise funds for the school, which they have detailed in their report. The amount of work that they contribute is phenomenal given that the school is classified as a small growing Christian school.

Overseas Orphan Sponsorship: The school continues to look past itself to help others. Students are keen to be involved in sponsorship, written communication and prayer. Our P&F body are committed to retain the same support in this area.

Faithfulness: Students are encourage to be faithful to Jesus in using the gifts and abilities He has given them for His glory.

Teachers: All teachers were active participants in our week-long in-service course prior to the start of the academic year in 2014 as well as several AIS courses during the year. Teacher willingness to implement changes in the school programme and be involved in extra-curricular activity reflect a high level of satisfaction at school level. The staff participated in the 2014 mid-year North Coast Conference held at Coffs Harbour.

Presentation Night: This event, as with all our social events was well-attended.

School Strategies
Pre-determined 2014 Targets

1. The development of further literacy and numeracy programs to enhance the learning of the students by the use of existing resources and PALL funding.
2. To continue the development of the High School by liaising with CSA for initial registration of Year 9 and 10 in 2015 and confirming Year 8 registration in 2014.
3. To participate in and develop different school promotional activities.
5. Updating of the Staff Handbook.
6. The implementation of the new NSW Syllabus’ for English, Maths, Science and History in Years 7 and 9.
7. The implementation of the new NSW Syllabus’ for English in Years K-6.
7. Continued development for each member of staff.
10. Upgrade of security system with additional cameras and security zones
11. Adjust the capital expansion plan as the school continues to grow
12. Continue to attract suitable qualified teachers and staff for the growing needs of the school community.

2014 Achievements
During 2014 all of these targets were achieved with the exception of number 5. The school was also successful in attracting a Capital grant from the Block Grant Authority for the construction of additional High School rooms in 2015 ready for use in 2016.
School Strategies
Pre-determined 2015 Targets
1. The development of further literacy and numeracy programs to enhance the learning of the students by the use of existing resources and PALL funding.
2. To continue the development of the High School by consulting with BOSTES and preparing an application for 2016 which will enable the school to begin teaching Year 11 in 2017.
3. To confirm the registration for Year 9 and 10.
4. To update the Master Plan – Facilities Development to 2018
5. To apply to the Block Grant Authority for a grant to construct additional High School rooms in 2016 ready for use in 2017.
6. To participate in and develop different school promotional activities.
7. Maintain and increase high attendance of parents at information nights
8. Updating and review of all policies and procedures
9. The implementation of the new NSW Syllabus’ for English, Maths, Science and History in Years 8 and 10.
10. The implementation of the new NSW Syllabus’ for Maths, Science and Technology in Years K-6.
12. Continued staff development for each member of staff.
13. To continue to develop the school website and make it more interactive.
14. Widen the hardware base and increase the software programmes in the school for students of all ages and abilities
15. Continue to attract suitable qualified teachers and staff for the growing needs of the school community.
16. Continue the transition into a more modern and durable uniform
17. A 20% growth in enrolments

PROMOTING RESPECT AND ACCOUNTABILITY
Student Development in 2014 in Respect and Responsibility
Actions taken to promote respect and responsibility –
Respectful Behaviour
• Ensure students continue to address all adults by their correct title
• Appreciate the culture and individual differences of others
• Continue co-operative skills in learning and play
• Assisting students to take responsibility for affirmative action in the playground
• Provide opportunities for students to host visitors around the school
• Respecting school & personal property
• Learning about personal boundaries and respecting the boundaries of others
• Participation in Remembrance Day Service
• Participating in Anzac Day Parade in Nambucca Heads
• Arranging a Year 5 and 6 excursion to Canberra
• Fundraising for our three overseas students
Class – Based Activities
• Respecting own and school property by using equipment properly, maintaining and stowing correctly
• Being prepared for each day
• Working co-operatively with others
• Appreciating individual differences
STAFF INFORMATION
SUMMARY OF WORKFORCE COMPOSITION
The Executive consists of the Principal and the Business Manager.

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<th>TEACHERS</th>
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<th>ANCILLARY and OTHER STAFF</th>
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<td>Full-time</td>
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<td>Total ancillary</td>
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<tr>
<td>Total staff</td>
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Teachers: Principal, there were six main Primary Teachers and 4 main High School Teachers other than Principal. The teaching mix in 2014 was set in a Middle School format, with some teachers teaching across Stages. The composition of the teaching staff was 10 category (i) teachers and 1 category (ii) teachers. There were no indigenous teachers. However in 2014 the school employed an Indigenous teacher’s aide.

PROFESSIONAL DEVELOPMENT
Nambucca Valley Christian Community School is committed to ongoing professional development of all staff through participation at in-school courses, regular staff meetings, external courses and conferences.

Professional Learning:
Teaching staff (all or a staff representative)

- Staff Development week to start off new academic year in January 2014.
- Review Child Protection procedures
- Mid-Year Conference at the North Coast Christian School’s Conference
- Networking with other Christian Schools with teacher visits arranged or offered for all High School teachers.
- All teachers received Professional Development in Literacy and Numeracy workshops run by educational consultants administered by the Association of Independent Schools
- Several staff received Asthma and/or Anaphylactic training
- Principal spent a day with the NSW Ombudsman’s Office to discuss the most progressive ways to organise and build a safe and supportive culture for the school community
- Staff visits to other schools to work with colleagues to develop new programmes to help implement the NSW Syllabus changes
- North Coast Area Principals’ meetings held once each term.

TEACHING STANDARDS
All teaching staff are committed Christians and subscribe to the school’s Statement of Faith. All teaching staff has teaching qualifications from a Higher Educational Institution within Australia as defined by the Institute of Teachers Act 2004.

The standard of teaching at the school is high, as evidenced by the maintenance and/or improvement in student achievement.
Teachers Attendance and Retention 2014

In 2014 the following changes occurred
An additional primary school class created.
A part-time high school language teacher employed who also worked part time in other Stages (total 0.6).
An additional 0.7 teaching position appointed in High School.
Some teaching loads also increased for existing staff.
No teaching staff departed in 2014.

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<tr>
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<th>Long Service</th>
<th>Average /Attendance</th>
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<tr>
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<td>0</td>
<td>100%</td>
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School Policies

Attendance
Non-Attendance: Parents of children who are absent for more than 3 days will be contacted as to the reason for the absenteeism if unknown to the school. Unsatisfactory response / or if parents are not contactable over a week period, will be followed up by another phone call to the parents and if necessary contact with the police. Students who are absent for more than 3 days / known long periods of time are given school work /offered after-school tutorials on return, depending on the nature of individual circumstances.

Enrollment Policy / Enrollment Criteria
Children who are enrolled in the school are primarily from Christian homes or from homes where Christian values are practised. Parents seeking to enrol a child in the school must satisfy the Board that:
a) Their home is a Christian home or are practising Christian values.
b) They will support the school in the ways outlined on the enrolment application form which both parents must sign.
c) Families not in regular church attendance are offered to undertake the course Christianity Explained with one of the school families and are encouraged to attend a Church / bible study group of their choice.
d) Non-church attending parents will be invited to:
   1. Commence regular church attendance or
   2. Commence regular attendance at a Bible Study or
   3. Undertake Christianity Explained
   4. Acknowledge the basis and on-going Biblical basis and Christ-focus of the School.
   5. Undergo a review at the end of two terms.

Priority of Enrolments
Every effort will be made to place all children God sends to us.
If insufficient vacancies exist for the number of children from whom enrolment is sought, then the following should be the order in which enrolments are accepted:
a) Siblings of existing students.  
b) Transfers from other Christian Community Schools.  
c) Other students - to be accepted according to the chronological order of the completion of their enrolment applications.  
*All eligible children within a family are to be enrolled.

**Minimum Age Requirement**  
a) New children in Kindergarten must have reached the age of at least 4 years and 9 months by the beginning of January of the year in which they commence school.  
b) The Board reserves the right to refuse the enrolment of a child who may have reached the age of 4 years and 9 months, if it is felt that the child is not ready for school.  
c) There will normally only be one intake of new Kindergarten students in a given year, i.e. enrolments later than the commencement of the school year will consist of transfers from other schools rather than children who have not previously attended school.

**Pre-Kindergarten Testing**  
All kindergarten children will complete a preschool test as part of the Enrolment / Acceptance procedure during Kinder Prep days or thereafter for later enrolments.

**Children with Special Needs**  
Parents seeking enrolment for their child with special needs are to:  
a) meet normal enrolment criteria  
b) be in accordance with Disability Discrimination Act, 1992

**Enrolment Procedure**  
The Principal will normally represent the Board in the enrolment of new students.  
Both parents of the enrolling student are expected to attend the enrolment interview with their child/ren.

**CONDITIONS OF ENROLMENT**  
Enrolment at the school is subject to the following terms and conditions:  
1. That the parents will agree to allow the child to share fully in the life and programme of the school, including the devotional activities and doctrinal lessons.  
2. That the parents will support the aims of the school and order their own lives and home so that the child will be given every opportunity to “Grow up into Christ”.  
3. The parents undertake to provide the child with all necessary textbooks and other equipment of a personal nature that may be required to enable the child to benefit from the education offered.  
4. The parents undertake to provide the child with the correct uniform approved by the school, and to ensure that the child is always sent to the school in a neat, clean manner and modestly dressed in the required uniform.  
5. The parents accept the right of the school to employ such discipline as it deems wise and expedient for the child, and agree to uphold in every way possible the school’s authority and right to administer appropriate discipline in accordance with the policies of the school.  
6. That the parents/guardians maintain a positive attitude to the school in the hearing of their children. If there are any issues which need to be discussed with the school, parents undertake to deal with the issues according to Biblical principles outlined in Matthew 18:15-17.  
7. That while enrolled at the school, the student will behave in a way that does not bring dishonour to the name of Christ or bring disgrace to themselves, their family or the school. (And undertake not to use alcohol, tobacco or other harmful substances).  
8. The student will obey the rules of the school and conditions of enrolment, as applicable.
9. Fees are to be paid in advance for each term by the second Friday of each term. Parents are encouraged to establish either an automatic direct deposit or direct debit payment system for the regular transfer of funds. A charge may be made for late payment.

10. The parents will give at least 1 term’s prior notice of termination of enrolment in writing to the Principal, and failure to do so may render them liable for 1 term’s fees. This includes the end of year except for Year 6 students.

*All fees are expected to be paid by the termination date of said student.

11. That the school may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the school’s rules and regulations.

12. The continuing enrolment of each child will be reviewed by the School Board initially after 2 terms and thereafter periodically.

**Fee Payments;** Fees are paid per term plus relevant school levies. School excursions are extra. Payment methods available are; direct deposit to NVCCS Commonwealth Bank account, direct debit facility and Eftpos. Flexible payment plans are available upon application and these should be in place and operating within 14 days from the date of the Letter of Acceptance, unless alternate arrangements have been discussed with the School Business Manager.

Payment plans for school fees are spread over a 52 week period and begin from the first week in January in the school year. Rebates are available upon application to the Business Manager.

**Further Expectations** of parents not contained in the conditions of enrolment are as follows:

a. That parents agree to be involved in School Working Bees, to assist with school development projects and regular maintenance.

b. That one parent at least attends P&F meeting/event per term.

c. That at least one parent/guardian attends a church fellowship of your choice regularly with the child* (unless alternate arrangements have been discussed with the Principal).

d. That communication between home and school be encouraged for the benefit of all.

*Parents are requested to sign two copies, retaining one copy for themselves and returning the other the school office.

**CONDITIONS OF CONTINUING ENROLMENT**

1) Conditions of Continuing Enrolment include all areas of the original ‘Conditions of Enrolment’ at Nambucca Valley Christian Community School, except point No.9 (see below)

2) For Continued Enrolment: ‘Fees are to be paid in advance for each term by the second Friday of each term. Parents are encouraged establish an automatic & regular direct deposit or direct debit payment. A charge may be made for late payment.

In the case of financial difficulty:

i) Alternate agreed arrangements need to be made with the Principal/Business Manager.

ii) Regular payments towards reduction of debt consistent with the agreed arrangements are being met.

iii) Open & continued communication with the school continues in order to monitor the situation.

**Anti- Bullying Policy**

Nambucca Valley Christian Community School's mission statement is for students to ‘Grow Up Into Christ’. To achieve this goal the School must create a learning community that demonstrates quality relationships. As a Christian school, we must stand by the calling of the Lord Jesus to love one another.

Our multi-denominational population also requires us to work harmoniously to build a caring, friendly environment where the diversity of people and sometimes cultural differences are appreciated and valued. Each of individual in our school community is recognised as a unique
individual, created by the living God, bringing special qualities and gifts to share. Therefore, we all have a right to be respected and a responsibility to respect each other. Therefore, Nambucca Valley Christian Community School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth, fosters positive self-acceptance for all and recognises our goals as a just and learning community.

**What is bullying?**

Bullying is an act of aggression causing hurt, embarrassment, pain or discomfort causing others to feel uncomfortable in the school's shared environment:

*it can take a number of forms -- physical, psychological, verbal, gesture, extortion, exclusion and may involve the use of technology (it is an abuse of power ); it may be planned and organised or it may be unintentional

Some examples of bullying include:

- any form of physical violence such as hitting, pushing or spitting on others
- interfering with another person's property by stealing, hiding, damaging or destroying it
- using offensive names, teasing or spreading rumours about others or their families
- using 'put-downs', belittling other's abilities and achievements
- writing offensive notes or graffiti about others
- making degrading comments about another's culture, religion or social background
- hurtfully excluding others from a group
- making suggestive comments or other forms of sexual abuse
- ridiculing another person's appearance.
- forcing others to act against their will, e.g., demanding money or possessions, making inappropriate gestures at another person.
- in some contexts the obvious and deliberate ignoring of someone, as if they do not exist, can be a form of psychological bullying.

**If we are bullied:**

- we may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- our work, sleep and ability to concentrate may suffer.
- our relationships with our family, teachers, friends and God may deteriorate awe may feel confused and not know what to do about the problem.

**What do we do to prevent bullying at NVCCS?**

As a learning community, we will not allow cases of bullying to go unreported. We will speak up, even at risk to ourselves.

This requires staff to:

- be role models at all times
- dispel the myths of bullying eg 'Bullying is just a joke'; 'You are letting your friends down when you report bullying'; 'Bullying is just a part of growing up' and 'The school is not really committed to dealing with issues of bullying'.
- be observant for signs of distress or suspected incidents of bullying and remove occasions for bullying by active supervision during playground duty
- arrive at class on time
- take steps to help victims and remove sources of distress without placing the victim at further risk a investigate and follow up all reported cases of bullying and/or report serious suspected incidents to the appropriate staff such as Co-ordinator or Principal
- inform parents and liaise with them to support the child
- follow up affected students in the weeks and months to check that the bullying has stopped
This requires students to:

- refuse to be involved in any bullying situation
- support students who are being bullied
- actively discourage the bully from continuing the behaviours
- report, as soon as possible, incidents of bullying to staff, trusted school friend and especially parents, in order to seek help. If students who are bullied have the courage to speak out, they may help reduce pain for themselves and prevent others becoming potential victims. Students who remain as observers while bullying takes place become part of the process of bullying by their presence and should be held responsible for that action.

NVCCS recommends that parents:

- watch for signs of distress in their child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged clothing or bruising
- take an active interest in their child’s social life and acquaintances
- advise their child to tell a staff member about any incidence of bullying. If possible, allow their child to report and deal with the situation. A child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement.
- Keep a written record (who, what, where, when and how)
- Encourage their child not to retaliate but to seek an alternative solution to the problem
- Be willing to attend interviews if their child is involved in an incident of bullying and work cooperatively with the School
- Be willing to inform the School of any cases of suspected bullying even if their child is not directly involved or affected
- Do not try to deal directly with the other children or their parents but work through and with the School

Three Stage Procedure to Deal with Bullying
The various stages take into account the range of bullying in the school. The stages escalate to deal with a situation where a student has become habitual in their bullying behaviour

First evidence of bullying behaviour
At the first stage any teacher may deal directly with an incident of suspected bullying through simple admonishment if the bullying is deemed relatively minor and a one-off occurrence. Staff is required to inform the Principal of both the bully and the victim.
If an incident is more serious, the Principal will investigate the incident, interview the respective students and decide on an appropriate course of action. If the incident involves students from more than one year, the class teachers will consult and come to an agreement on a course of action. At this initial stage, the school goal is to counsel and proceed, if at all possible, without recourse to punishments. Parents of both the bully and the victim will be advised by telephone or letter by the Principal. After a short period of time, the Principal and class teacher will check with the victim to ensure that further incidents have not taken place.

Repeated evidence of bullying behaviour
At the second stage, after investigations by the Principal parents will be contacted. Once the facts of the bullying have been confirmed the re-offending student will be counselled by staff and receive any of the following: - exclusion, for a period of time, from a specific activities, in-school or out-of-school suspensions, and / or compulsory counselling outside the school, the costs borne by the parents. The parents of the offending student will be notified by letter and put on notice that their child's behaviour must change if he / she is to stay at the school.
Continued evidence of bullying behaviour
At the third stage, after investigations have concluded that the student responsible for the bullying has not responded to counselling and / or discipline, the Principal will interview the student and their parents, and may decide that the student will be withdrawn from the school (and after consultation with the School Board).

At Nambucca Valley Christian Community School we are serious in developing a loving, caring and supportive Christian Community where individuals are seen to be people created in the image of God, beloved and accepted by Him and who chose to respond in like mind as well as in deed to one another.

STUDENT WELFARE POLICIES
There have been no changes to the policies of welfare, discipline, complaints and anti-bullying in 2014.

Health and welfare, encompassing the mental, physical and emotional well-being of the student, is given the highest priority. Policies are summarised below:
• Balanced teaching programme in all Key Learning Areas. Personal Development, Health and a school Devotional Programme have been developed from K-Yr 6. Anti-bullying strategies and child’s self-worth reinforced throughout.
• Balanced whole school Health Hop Programme as well as a comprehensive Sports Programme, including carnivals are provided
• Regular Evacuation and Lock Down Procedure drills
• Regular school socials provide interaction with families and students
• Openness of staff for regular interviews concerning student learning or welfare
• Leadership Training Programme provided for School Leadership Team
• Opportunities to lead and serve others both at school and in the broader community
• School success and service rewarded through weekly assemblies and Principal’s Award Programme
• Discipline levels are provided as well as strategies for personal growth
• Anti-Bullying Policy
• Regular assessment for all students. Individual Home/school programmes provided
• Screening of all staff, parents and volunteer workers

Special Needs
The school provides individual home – school learning assist programmes where learning difficulties have been identified or delayed due to continued illness or other factors which affect the learning process. An Early Intervention Programme is available for parents to work with the Classroom teacher / Resource teacher.

*The full text of the Student Welfare Policies may be found in the Parents Handbook, Staff Handbook and School Manual and can be requested by members of the general public.

Discipline Policy
Nambucca Valley Christian Community School provides discipline which encourages the student’s individual growth to Christian maturity. The policy is based on principles of procedural fairness in all areas of discipline including suspension and / expulsion from the school.

In all matters of discipline students are invited to state their version of events (the right to be heard). Discipline will be administered fairly and according to the seriousness of the misdemeanour.

The school encourages and uses positive forms of good and co-operative behaviour. Other forms of discipline include loss of play / privileges, school community service, and lunchtime detentions.
In accordance with government legislation the school does not employ the use of corporal punishment. The school does not sanction the administration of corporal discipline by non-school persons, including parents, to enforce discipline at the school.

The full text which was amended in April, 2014 may be found in the Parents Handbook, Staff Handbook and School Manual and can be requested by members of the general public.

**Complaints and Grievance Policy**

The grievance and conflict resolution policy is concerned with implementing solutions to situations where there is conflict and disharmony within the school community. It includes situations where students, staff or member of the wider school community are in conflict with the school. The school is committed to maintaining a strong sense of biblical community. Conflict within the school community is to be worked through employing biblical principles and due legal process and procedural fairness.

Upon request, the Complaints and Grievance policy as well as the Anti-bullying policy can be accessed from the school’s Administrative Assistants.

**Principles in dealing with conflict in the school community:**

Grievances must always be dealt with under the principles of Procedural Fairness which means that the complaint has a right to be heard and a right to receive an impartial decision.

The following principles will be employed when dealing with more serious conflict:

1. Presumption of innocence until guilty.
2. Confidentiality
3. Allegations stated clearly in writing
4. Affected parties made aware of allegations
5. Chairman of the board made aware of the grievance. Other agencies eg. CSA, AIS, Community Services, Police, Ombudsman, Work Cover, may be informed if appropriate. The school administration will co-operate fully with government departments and other agencies in the resolution of grievances.
6. Opportunity for response by the affected parties.
7. Evidence collected impartially.
8. Processes will take into consideration school policies and appropriate government legislation.
9. Witnesses present at formal meetings.
10. Minutes kept of all formal meetings.
11. Conclusions made as quickly as possible after weighing up evidence.
12. Affected parties will be made aware of the result of the investigation as soon as possible.
STUDENT INFORMATION

CHARACTERISTICS OF THE STUDENT BODY
In 2014 Nambucca Valley Christian School was a small coastal NSW school, (K-8) comprised of 107 Students (August 2014).

The school is comprised of families:
• Variety of church and non-church backgrounds
• Varying socio-economic levels
• Varying educational backgrounds
• Differing ethnic backgrounds.

Students are hardworking and respond well to education and teaching. The range of academic ability and gifts are present within each class.

Student Attendance 2014
Census for 2012 = 46 children; Census for 2013 = 70; Census for 2014 = 107

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
<td>95%</td>
<td>92%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT OUTCOMES AND PERFORMANCE
Although the school can only publish NAPLAN results, there are many other areas where our students achieve excellent results. These are not as easy to quantify and measure, and therefore very difficult to report on accurately.
NAPLAN only reports on a small part of student achievement.
NAPLAN RESULTS IN 2014 compared to Similar Schools
SA = Substantially above
A = ABOVE
E = EQUAL WITH
B = BELOW
SB = substantially below

NAMBUCCA VALLEY CHRISTIAN SCHOOL COMPARED TO SIMILAR SCHOOLS (National Average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>E</td>
<td>B</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

NAMBUCCA VALLEY CHRISTIAN SCHOOL COMPARED TO SIMILAR SCHOOLS (National Average)

<table>
<thead>
<tr>
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<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>E</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

NAMBUCCA VALLEY CHRISTIAN SCHOOL COMPARED TO SIMILAR SCHOOLS (National Average)

<table>
<thead>
<tr>
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<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>SA</td>
</tr>
</tbody>
</table>

NAPLAN RESULTS IN 2014 compared to All Schools
SA = Substantially above
A = ABOVE
E = EQUAL WITH
B = BELOW
SB = substantially below

NAMBUCCA VALLEY CHRISTIAN SCHOOL COMPARED TO ALL SCHOOLS (National Average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>E</td>
<td>B</td>
<td>B</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

NAMBUCCA VALLEY CHRISTIAN SCHOOL COMPARED TO ALL SCHOOLS (National Average)

<table>
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<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>E</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

NAMBUCCA VALLEY CHRISTIAN SCHOOL COMPARED TO ALL SCHOOLS (National Average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>SA</td>
</tr>
</tbody>
</table>
NAPLAN Analysis for NVCCS 2014

The School Measurement, Assessment and Reporting Toolkit (SMART) was of assistance in analysing NVCCS’ results. This is a Computer based toolkit that provides a School Summary, School Analysis, Student Analysis and Reports of the NAPLAN results in a range of performance areas. The site read the “Official number of students in your school is too small to draw any reliable analysis”.

Families should be cautious about making strong conclusions about what this data means. For instance one or two high or low bands can skew a small school’s results when considered as an average. To emphasise the fact that we need to be cautious about making strong conclusions about this data the following data measures student results who received teaching at NVCCS in 2013 and then continued on to 2014. NAPLAN tests are conducted every two years for each year group. Given the test results are generated from May data they are more of a reflection of the learning which has taken place in the previous year/s.

A summary of the performance of Years 3, 5 and 7 at the school in NAPLAN are outlined in the following table in comparison to the National Average. One student received the highest possible mark in Spelling. One student also received the highest possible mark in Grammar and Punctuation.

Year 3 Band Results between Band 1 and 6 (6 Highest) all Year 3 2014 NVCCS students. Band 4 was the National Average for Year 3 in all areas except Grammar and Punctuation, which was a low Band 5 – Band 6 was the highest possible Band.

<table>
<thead>
<tr>
<th></th>
<th>Band 4 – National Average</th>
<th>Band 5</th>
<th>Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>11% of students</td>
<td>22% of students</td>
<td>33% of students</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>44% of students</td>
<td>11% of students</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>44% of students</td>
<td></td>
<td>11% of students</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>33% of students</td>
<td>22% of students</td>
<td>11% of students</td>
</tr>
<tr>
<td>Band 5 National Average</td>
<td>33% of students</td>
<td>22% of students</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>44% of students</td>
<td>33% of students</td>
<td></td>
</tr>
</tbody>
</table>
**Year 3 Band Results between Band 1 and 6 (6 Highest) for Year 3 2014 NVCCS students taught at the school in previous year/s**

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Band 4 – National Average</th>
<th>Band 5</th>
<th>Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>40% of students</td>
<td>60% of students</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>60% of students</td>
<td>20% of students</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>40% of students</td>
<td>20% of students</td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>40% of students</td>
<td>40% of students</td>
<td>20% of students</td>
</tr>
<tr>
<td>Band 5 National Average</td>
<td>40% of students</td>
<td>40% of students</td>
<td>20% of students</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40% of students</td>
<td>60% of students</td>
<td></td>
</tr>
</tbody>
</table>

**Year 5 Band Results between Band 3 and 8 (8 Highest) all Year 5 2014 NVCCS students**

Band 6 was the National Average for Year 5 in all areas except Persuasive Writing, which was a mid-Band 5. Band 8 was the highest possible Band.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Band 5</th>
<th>Band 6 – National Average</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>22% of students</td>
<td>22% of students</td>
<td>44% of students</td>
<td></td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>33% of students</td>
<td>44% of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 5 National Average</td>
<td>33% of students</td>
<td>44% of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>33% of students</td>
<td>44% of students</td>
<td>11% of students</td>
<td></td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>33% of students</td>
<td>22% of students</td>
<td>33% of students</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>44% of students</td>
<td>22% of students</td>
<td>22% of students</td>
<td></td>
</tr>
</tbody>
</table>
### Year 5 Band Results between Band 3 and 8 (8 Highest) for Year 5 2014 NVCCS students taught at the school in previous year/s

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Band 5</th>
<th>Band 6 – National Average</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>16.66% of students</td>
<td>33% of students</td>
<td></td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>Band 5 National Average</td>
<td>16.66% of students</td>
<td>50% of students</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>33% of students</td>
<td>50% of students</td>
<td></td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td></td>
<td>33% of students</td>
<td>33% of students</td>
<td>16.66% of students</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>40% of students</td>
<td>60% of students</td>
<td></td>
</tr>
</tbody>
</table>

### Year 7 Band Results between Band 4 and 9 (9 Highest) all Year 7 2014 NVCCS students

Band 7 was the National Average for Year 7 in all areas except Persuasive Writing which was a Band 6–Band 9 was the highest possible Band in each assessment area. 2 students received the highest possible mark in Grammar and Punctuation. 1 student received the highest possible mark in Numeracy. 1 student received the highest possible mark in Reading.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Band 6</th>
<th>Band 7 – National Average</th>
<th>Band 8</th>
<th>Band 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>25% of students</td>
<td>25% of students</td>
<td>25% of students</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>Band 6 National Average</td>
<td>42% of students</td>
<td>42% of students</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>25% of students</td>
<td>25% of students</td>
<td>16.66% of students</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td></td>
<td>33% of students</td>
<td>25% of students</td>
<td>16.66% of students</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>25% of students</td>
<td>17% of students</td>
<td>33% of students</td>
</tr>
</tbody>
</table>
Year 7 Band Results between Band 4 and 9 (9 Highest) for Year 7 2014 NVCCS students taught at the school in previous year/s

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Band 6</th>
<th>Band 7 – National Average</th>
<th>Band 8</th>
<th>Band 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>40% of students</td>
<td>20% of students</td>
<td>40% of students</td>
</tr>
<tr>
<td>Persuasive Writing Band 6 National Average</td>
<td>20% of students</td>
<td>80% of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>80% of students</td>
<td></td>
<td>20% of students</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>40% of students</td>
<td>40% of students</td>
<td>20% of students</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>20% of students</td>
<td>40% of students</td>
<td>40% of students</td>
<td></td>
</tr>
</tbody>
</table>

Our emphasis is for students to be faithful with the abilities God has given them. We seek to teach students at the highest possible standard and to develop good character and encourage positive social interaction. These results are also one day in the life of a student and a snap shot of how western society measures academic performance. In the future, each of our students will make a contribution to society in their specific area of intelligence, which can’t necessarily be measured in a “NAPLAN” result.

For NAPLAN results for 2010 to 2014 inclusive, please click on this link to the “Myschool” webpage:

www.myschool.edu.au
Nambucca Valley Christian Community School Annual Financial and Educational Report is available on the school website and also by contacting the school office on 6568 9311. This report is compiled in accordance with the requirements of the Education Act (as amended 2004). Contact the Principal, Jeff Allen, in relation to this report or other school matters.