Tyndale Christian School
Performance Information
For the 2010 school year

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ABN 43 329 562 439
1. School Information

VISION

Tyndale Christian School was established by Christian parents wishing their children to be educated in an environment that would support and complement the values and faith that the families sought to inculcate in their home. The focus of the School is to provide an affordable, holistic education for all students in a distinctively Christian community. Therefore, the Vision of the School is:

“To be a Christian community that fosters innovation and excellence in its programs for the academic, vocational and physical development of students; nurtures spiritual and emotional growth and prepares students to move into life beyond the School, confident and competent in their chosen field, and with an understanding of their spiritual and social responsibilities to the local, national and international communities to which they belong.”

MISSION

The Mission of Tyndale Christian School is to do those things necessary to effectively achieve the purposes for which it exists (i.e. the Vision). While the execution of the mission will involve many actions by members of the school community, at the strategic level, there are two areas that are essential enablers to fulfilling the Vision. Therefore, the Mission of Tyndale Christian School is:

“To identify, encourage and develop the potential in each child through:

- effective selection, training and retention of staff to develop and deliver a balanced, best-practice program of learning which is integrated throughout the student’s time at the school; and
- building a community based on relationship with God and each other where the character of Christ is valued, developed and displayed.”

CORE PURPOSE

“To provide an excellent, inclusive Christian education that equips our students to serve God and His world”.

Tyndale Christian School was established to be a place of learning for students within the context of the Christian faith. Therefore, the core purpose of the School is to provide best practice (excellent) learning and curricula within a Christian and inclusive community.
CORE VALUES

As a Christian teaching and learning community, the School holds that biblical truths are eternal, set in place by God, the Creator of all things. This is affirmed by our School Motto which declares that “God’s Truth Prevails”.

It is a requirement, therefore, of employment at Tyndale Christian School that all employees both embrace and support the Statement of Faith and the Core Values of the School.

These core values are:
- To love the Lord God with all our heart, mind, soul and strength.
- To actively live a life intent on pleasing God and worthy of the sacrifice of Jesus, through the grace that has been given to all who believe.
- To actively and regularly participate in the life of a local church community.
- To love others wholeheartedly. This includes:
  - Being just and fair in all dealings with other people, regardless of race, belief, gender, or disability, recognising that every person has been fearfully and wonderfully made by God.
  - Acting with integrity in all situations.
  - Being temperate in both speech and action.
  - Handling disputes or grievances in a God honouring and biblical manner.
  - Affirming and displaying the School’s key values of Respect, Integrity, Service and Excellence
- To honour the sanctity of marriage, recognising that it is a life-long commitment between a man and a woman, and that sexual intimacy is reserved for marriage alone.
- To honour and treasure the sanctity of life.

ENROLMENT STATISTICS

August 2010 Census Return numbers, upon which all Australian Government funding and 50% of State recurrent funding is based, were as follows:

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
<th>AVERAGE CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>36</td>
<td>39</td>
<td>75</td>
<td>25.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>36</td>
<td>39</td>
<td>75</td>
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<td>Year 2</td>
<td>40</td>
<td>41</td>
<td>81</td>
<td>27.0</td>
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<td>Year 3</td>
<td>44</td>
<td>37</td>
<td>81</td>
<td>27.0</td>
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<tr>
<td>Year 4</td>
<td>55</td>
<td>29</td>
<td>84</td>
<td>28.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>45</td>
<td>39</td>
<td>84</td>
<td>28.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>82</td>
<td>58</td>
<td>130</td>
<td>26.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>77</td>
<td>58</td>
<td>135</td>
<td>27.0</td>
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<tr>
<td>Year 8</td>
<td>59</td>
<td>77</td>
<td>136</td>
<td>27.0</td>
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<tr>
<td>Year 9</td>
<td>61</td>
<td>75</td>
<td>136</td>
<td>27.0</td>
</tr>
<tr>
<td>Year 10</td>
<td>72</td>
<td>68</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>54</td>
<td>70</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>34</td>
<td>49</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 1374
CHARACTERISTICS OF THE STUDENT BODY

ESL students: 174
Indigenous students: 10
Commonwealth funded Special Needs students: 70

PROGRAMS WHICH DIRECTLY IMPROVE STUDENT OUTCOMES

JUNIOR SCHOOL
R-1 Concert
2-5 Arts Carnival
SAPSASA and SACSA competitions
“Across the Story Bridge” Book Week Activities
Year 4 Sleep-over
Year 5 Camp (El Shaddai - Wellington)
Swimming lessons at Elizabeth Aquadome
ICAS Science, Mathematics and English Competitions
Handwriting Competition
Story Writing Competition
Year 1 Grandparents Day
3L Grandparents Day
Fundraising Activities for missions
Easter Service and Remembrance Day Service
Bullying – No Way! Day Assembly
Music Viva performance
Vibrant Special Education Program in the ARK and GLC
Prefects
House Captains

MIDDLE SCHOOL
ICAS Science and English Competitions
Westpac Mathematics
Athletics Day
Camps and Excursions at each year level
SAPSASA and SACSA competitions
Special Education support through the ZONE
Musical – Alice in Wonderland
Fundraising for Easter Baskets, Compassion sponsor children
Easter Service and Remembrance Day Service
Bullying – No Way! Day Assembly
SRC
Prefects
House Captains
SENIOR SCHOOL
Senior School Academic Monitoring System
ELC – supporting students with post school pathways
Heathdale Exchange
Musashino Exchange
Kenya Mission Trip
Arts Nights
Drama Productions
Camps
Bully No Way Assembly
Cybersafety Day
SACE Information Evening
Year 12 Graduation
Year 12 Formal

Each sub school has a weekly chapel/assembly program with visiting speakers, mission spots, singing and prayer. The Middle and Senior Schools provide their own Praise and Worship Bands. Middle School had almost 50 young people wanting to be involved as either a singer or a musician. It is great to watch the student body embrace them as they lead Praise and Worship at our chapel assemblies - another example of our older Middle School students stepping up and showing great leadership.

Class devotions and Bible lessons help students to know and love God more. The Junior School uses the Connect material from Christian Education Publications.

The School has over 300 registered volunteers who provide valuable services in such areas as:
- Board of Governors
- Good Learning Centre, ARK and ZONE
- Canteen
- Cafeteria
- Resource Centre
- Sporting Events
- Camps and Excursions
- Classroom support
2. Teacher Standards and Qualifications

All teaching staff have satisfied the requirements of the South Australian Teachers Registration Board. This included child protection training and a criminal history check. All Support and Administration staff have also completed child protection training and a criminal history check.

PROFESSIONAL DEVELOPMENT

Staff members are encouraged to be life-long learners, and all staff are involved in courses, training and/or further study. A breakdown of the professional development is given below, listing seminars and workshops accessed.

Administration related professional development:

- Business Manager and Bursar meeting (AISSA)
- Calibre One Education Forum
- CCLI Copyright training
- Christian Schools Library Hub meeting
- Common legal issues facing teachers and school administrators today
- Copyright Overview
- CSA Business Conference (3 days)
- Enterprise Bargaining Workshop (AISSA)
- Health and Safety Representative Training - Level 1
- Inquiry/Research, Study Skills and the Information Process
- Mandatory Disclosure for Commercial Office Buildings
- Micropay Payroll seminar
- Risk Management Workshop
- Safety in Your Hands (IEU workshop)
- SATAC Admissions
- SchoolPro and Quickbooks training
- SCIS Training session
- Teachers On-line Planning System (TOPS)
- The Big Challenges Facing Christian Schooling Today
- Using Benchmarks for the Good Financial Governance of Schools

AISSA:

- AISSA New Teachers conference
- Beginning Teacher mentor workshop

Christian Schools Australia Seminars:

- CSA Induction Seminar
- CSA workshop - approaching curriculum from a Christian worldview
- Leadership Seminar
Compulsory Training Courses:

BELS First Aid, Senior First Aid
Fire Warden/Extinguisher Training
Mandatory Notification
Manual Handling Refresher
OHSW Responsible Officer Training
Suicide Prevention

Curriculum Area – Arts:

Art - The Human Body Workshop
Australian Society for Music Education (SA) - Term 1 conference
Christian Copyright Licensing International - information seminar
Kodaly Music Workshop
Participation in visiting performance group - Doubling Up

Curriculum Area – English/Literacy:

Australian Teachers of English Association National Conference
Developing Writers in the Primary Years (4 day workshop)
ESL Scopes and Scales Training (2 day workshop)
ESL Workshop (AISSA)
Get into Grammar – (2x half day workshops)
Inquiry/Research, Study Skills and Information Process
Jolly Phonics Grammar workshop
Literacy in the Middle Years - Tactical Teaching: Reading
National Literacy and Numeracy Week Expo - presenter
National Literacy and Numeracy Week (presenter)
Online Analysis of the Australian Curriculum
Reading Comprehension Strategies (4 x 1/2 day workshops)
Teaching Writers in the Early Years - 2 day workshop
The Brain Science of Language, Reading and Learning
Writing with Purpose in the Middle Years (3 day workshop)

Curriculum Area – Health and Personal Development:

ACHPER Health and PE Primary Years conference
Athletics PD - coaching
Certificate II in Hospitality (taken over 6 evenings)
From Plains to Plate (the future of food in South Australia)
Level One Basketball Coaching course
Level One Basketball Coaching course
Prepare and serve espresso coffee
Touch Football Coaching course
Curriculum Area – ICT:

Careers in Screen and Digital Media seminar
Moodling in Secondary Years (2 day workshop)
StudyWiz Champions training (2 days)
Using Moodle in small to medium business
VMWare - Virtualisation seminar

Curriculum Area – LOTE:

Beginner Language Teachers Hub Group Meetings 20/9/10
Japanese Teacher's Immersion Day

Curriculum Area – Maths/Numeracy:

Developing Mental Computation in the Early Years (3 day workshop)
Developing Mental Computation in the Early Years (3 day workshop)
Developing Mental Computation in Years 5-7 (2 day workshop)
Mathematical Applications Maths Conference for New SACE Stage 1 Mathematics Assessment

Curriculum Area – Pastoral Care:

2010 National Partnerships Smarter Schools (5 day workshop)
Adolescent Relationships Seminar
Advanced Counselling Skills (Tim Dansie)
Breaking Bullying
Child Protection Curriculum training
Coolness Under Pressure (student behaviour workshop)
Educating and Managing Boys
Improving Boys' Literacy and Numeracy Seminar
Mentoring Beginner Teachers workshop Series (4.5 days)
Middle Years of Schooling Conference
Mindmatters: The Next Generation (student behaviour workshop)
Motivational Interviewing and Behavioural Change Techniques
Nonviolent Resistance Workshop (working with violent and self-destructive children)
School Counsellor's Conference
Transforming Childhood Trauma: Connecting with Empathy and Compassion

Curriculum Area – SACE:

Achieving the SACE through the Flexible Learning Curriculum
Learning Area workshop - Stage 2 Arts
Learning Area Workshop - Stage 2 English Pathways
Learning Area Workshop - Stage 2 Geography
Learning Area Workshop - Stage 2 IT
Learning Area Workshop - Stage 2 Technology (Photography)
Maths Clarifying forum
Research Project development day
Research Project development day (in-house)
Research Project Information Day
Research Project Information day (AISSA)
Research Project workshop
Research Ready - Understanding the Research Project (what libraries can do to help)
SACE Coordinators Conference
SACE Planning forum
Stage 2 Research Project - part 2
Upskilling for Implementation of Research Project (11 x 3 hour workshops)

VET Information SACE workshop

Curriculum Area – Science:

Science Teachers Conference
Stage 2 Chemistry SACE for 2011
Teachers New to Year 12 Chemistry (SASTA workshop)
Teachers New to Year 12 Psychology (SASTA workshop)

Curriculum Area – Special Education:

Asperger Syndrome: an introduction
Autism SA - Essential Classroom Skills
Information Technology workshop (electronic text)
Information Technology workshop for School Assistants
Information Technology Workshop for Teachers (Special Learning Needs)
Irlen Syndrome workshop
Key Teacher Day
Learning Support in the Mathematics Classroom
Learning Support in the Mathematics Classroom
Practical Understanding and Management of Students with Autism Spectrum Disorder
School Assistant Seminar
School Assistant seminar - numeracy
Special Education Key Teacher day
SPELD workshop
Understanding Autism Spectrum Disorder

Curriculum Area – Studies of Society and Environment:

HTASA 2010 Annual State Conference
Spatial Information Day
SSABSA Geography Conference
The Learning Matrix
Thinking Skills (2 day workshop)
Tourism Conference
Tourism Teacher Pathways Industry Update
Curriculum Area – Vocational Education:

- ACS Career Adviser Seminar 2010
- C2C Induction Day
- Certificate IV in Career Development (3 day workshop)
- Certificate IV in Career Development (3 day workshop)
- Information Session for Certificate II in Education and Skills Development
- Innovate SA visit re Team Building and Motivation (NAMIG)
- NAMIG/C2C Education Leaders Group
- TAA Training
- TAA Training (3 days)
- Training and Assessment - 3 day workshop (28/4, 5/5)
- Training and Assessment (Cert IV)
- VET Coordinators PD Network day
- VET Network Biennial National Conference
- Vocational Education Coordinators PD & Network Day

Further Education:

3 staff working towards courses in:

- Bachelor of Education
- Library Studies
- Diploma in Human Resources

Leadership:

- CSA Leadership Conference (3 day workshop)
- CSA Leadership seminar
- Education Leadership as a Career Choice
- Human Resources Leadership (AISSA Leadership program)
- Leading a Performance Development Culture
- Moving from Being a Good School to a Great One (AISSA)
- National Partnerships Key Teacher Days
- Proteus 2 day Executive Development program

Curriculum- SACE Focus:

- Achieving the SACE through the Flexible Learning Curriculum
- Assessment for Middle Managers
- English Clarifying Forum
- Learning Area Workshop - Stage 2 Business Studies
- Learning Area Workshop - Stage 2 English
- Learning Area workshop - Stage 2 Health & PE
- Learning Area Workshop - Stage 2 IT
- Learning Area Workshop - Stage 2 Society and Culture
- Learning Area Workshop - Stage 2 Tourism
- Maths Clarifying Forum
PLP Clarifying Forum
Preparing for the Research Project
Research Project Development Day (in-house)
Research Project Information day (AISSA)
Research Project Workshop
Research Ready - Understanding the Research Project (what libraries can do to help)
SACE Implementation Stage 2 learning and assessment plans
SACE Leaders Forum
SACE Planning Forum
SACE Stage 2 Work Place Practices
SCRG meeting
Stage 2 English Studies Learning Area Workshop
Stage 2 IPP learning area workshop
Stage 2 Learning Area Language Workshop for Writing, Learning and Assessment Plans
Stage 2 Learning Area Workshop (Psychology)
Stage 2 Maths Applications Learning Area Workshop
Stage 2 Maths Studies & Specialist Maths Learning Area Workshop
Task Design and Performance Standards (New SACE Stage 2 Maths Studies) 2011
Upskilling for Implementation of Research Project (11 x 3 hour workshops)
Using Performance Standards to Assess Students
VET in SACE Workshop

**Cost to School** reflects only the direct cost of courses to the School. Many professional development opportunities are either fully or partially funded through Grants, subsidised through associations, or are at no cost to the School.

The total funds expended on professional development in 2010 were $38,071. This excludes the costs of Temporary Relief Teachers (TRT) to cover staff attendance at professional development courses, and any costs borne through grants or other sources of funding.

Further education has been allocated a nominal figure of 5 days per person. Some professional development activities are done on weekends, during school holidays and during pupil-free days, and so no additional cost in TRT replacement is borne by the School.

All staff members were involved in professional learning activities during the year, with the equivalent of 611 days of professional learning activities, not including curriculum development days. This includes training on pupil-free days. Additionally there were 60 curriculum development days.

The Junior School and Middle School teaching and support staff were involved in a full day session with the Autism Association. It was decided to use a pupil free day to in-service all the staff of these schools as we have an ever increasing number of students with this diagnosis and it is important that we understand the needs and the management of these students.
## Equivalent Days – by Category

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education/VOC ED</td>
<td>25%</td>
</tr>
<tr>
<td>Compulsory Training</td>
<td>22%</td>
</tr>
<tr>
<td>SACE</td>
<td>12%</td>
</tr>
<tr>
<td>Leadership</td>
<td>9%</td>
</tr>
<tr>
<td>English</td>
<td>8%</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>6%</td>
</tr>
<tr>
<td>Administration</td>
<td>5%</td>
</tr>
<tr>
<td>PE/Health</td>
<td>5%</td>
</tr>
<tr>
<td>Staff Induction</td>
<td>4%</td>
</tr>
<tr>
<td>ICT</td>
<td>3%</td>
</tr>
<tr>
<td>Maths</td>
<td>2%</td>
</tr>
<tr>
<td>Arts</td>
<td>2%</td>
</tr>
<tr>
<td>SOSE</td>
<td>1%</td>
</tr>
<tr>
<td>Science</td>
<td>0.6%</td>
</tr>
<tr>
<td>LOTE</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
3. Workforce Composition

ORGANISATIONAL STRUCTURE

The majority of employees, including support and administration staff, report to the Principal, a Head of School, Director of Studies or to the Business Manager. The Organisation Chart shown below includes changes to the structure introduced in 2010.

[Diagram of organisational structure]
WORKFORCE STATISTICS

The School workforce at the end of 2010 was comprised of the following:

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>F.T.E.¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Leadership</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>100</td>
<td>85.9</td>
</tr>
<tr>
<td>Support and Administraion Staff</td>
<td>63</td>
<td>39.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>170</td>
<td>131.9</td>
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</tbody>
</table>

Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters degrees</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor degrees</td>
<td>94</td>
</tr>
<tr>
<td>Graduate Diplomas</td>
<td>14</td>
</tr>
<tr>
<td>Diplomas</td>
<td>34</td>
</tr>
<tr>
<td>Certificates</td>
<td>15</td>
</tr>
</tbody>
</table>

The School had the following student to staff ratios:

- Student/Teacher ratio: 15.0
- Student/Support staff ratio: 34.4

Of the total staff, the gender mix was as follows:

1 F.T.E. (full time equivalent) – teachers are counted as part-time if their teaching load is less than 30 lessons per week. For example, a teacher with a load of 15 lessons is an F.T.E. of 0.5. Support and Administration staff must work 48 weeks per year and 37.5 hours per week to be counted as full time. For example, a Education Support Officer working 40 weeks for 32.5 hours is an F.T.E. of 0.72.
Support and Administration staff working within a sub-school have been recorded in that sub-school in the above chart.

The age mix of the teaching staff at Tyndale Christian School is as follows:

![Age Distribution Graph for Teaching Staff]

The age mix of support and administration staff is as follows:

![Age Distribution Graph for Support and Administration Staff]

**RECRUITMENT**

The School aims to attract, support and retain Christian staff who will embrace the Vision, Mission, Values and Culture of the School, and who have a desire to excel in their field. To this end, the School forms close alliances with Christian tertiary institutions. The Principal gives an annual presentation to graduating Tabor students. The Head of Junior School sits on a Tabor College mock interview panel for graduating students. The Head of Middle School presents to students studying middle schooling. The School contributes $1000 to Christian Schools Australia to fund an annual Tabor scholarship. The scholarship will be promoted to Tyndale students planning to study teaching at Tabor College Adelaide.

The School attracts good quality teachers through accepting student teacher placements. This provides an opportunity for the School to see potential teachers in action, and also provides a prospective teacher with some sense of the School as a future employer. In 2010, the School had the following student teacher placements:

- Junior School  70 days;
- Middle School  115 days;
- Senior School  80 days.
4. Student Attendance

The student attendance rate for 2010 was 94% (2009 – 95%, 2008 - 94.6%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.36%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.13%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.18%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.57%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.15%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.09%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.90%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.63%</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.91%</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.21%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.19%</td>
</tr>
<tr>
<td>Year 11</td>
<td>94.18%</td>
</tr>
<tr>
<td>Year 12</td>
<td>94.08%</td>
</tr>
</tbody>
</table>

Non-attendance was managed by the respective school secretaries ringing the parents of absentees. Further contact was made by the sub school deputies for students with ongoing issues with absenteeism.
5. Senior Secondary Outcomes

YEAR 12 SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE) RESULTS

Students commencing Year 12  88
Students withdrawn     6
Potential SACE Completers  82
Actual SACE Completers    75  91.4%
Completing Year 12         93%  (2009 – 93.24%, 2008 - 93%)
% Completing SACE          91%

Tyndale Average ATAR* 2010  72.16 (2009 - 70.32, 2008 – 71.10)
State Average ATAR 2010    70.56 (2009 - 71.83, 2008 – 71.74)
State Average Like Schools ATAR 2010  69.54 (2009 - 70.32, 2008 – 69.19)

*ATAR = Australian Tertiary Admissions Rank

Tyndale Christian School
2010 Performance Information

YEAR 12 PATHWAYS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>University</td>
<td>41</td>
<td>47</td>
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<tr>
<td>TAFE</td>
<td>25</td>
<td>29</td>
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<tr>
<td>Employment</td>
<td>12</td>
<td>14</td>
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<tr>
<td>Doing Year 13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Moved Overseas</td>
<td>0</td>
<td></td>
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<tr>
<td>Other</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>87</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Vocational Education and Training
6. Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN

The Year 3, 5, 7 and 9 cohorts of students were tested under the National Assessment Program for Literacy and Numeracy (NAPLAN).

Average Achievement of Peer Groups

The average achievement of the student peer group at Tyndale compared with similar schools (SIM) and the national average (ALL).

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>415</td>
<td>431</td>
<td>396</td>
<td>405</td>
<td>387</td>
</tr>
<tr>
<td></td>
<td>400 - 430</td>
<td>419 - 443</td>
<td>382 - 410</td>
<td>389 - 421</td>
<td>374 - 400</td>
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<tr>
<td></td>
<td>SIM 414</td>
<td>ALL 414</td>
<td>SIM 419</td>
<td>ALL 419</td>
<td>SIM 417</td>
</tr>
<tr>
<td></td>
<td>405 - 423</td>
<td>412 - 428</td>
<td>389 - 407</td>
<td>406 - 426</td>
<td>ALL 395</td>
</tr>
<tr>
<td>Year 5</td>
<td>486</td>
<td>486</td>
<td>486</td>
<td>506</td>
<td>483</td>
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<tr>
<td></td>
<td>473 - 499</td>
<td>473 - 499</td>
<td>474 - 498</td>
<td>492 - 520</td>
<td>471 - 495</td>
</tr>
<tr>
<td></td>
<td>SIM 489</td>
<td>ALL 487</td>
<td>SIM 485</td>
<td>ALL 487</td>
<td>SIM 489</td>
</tr>
<tr>
<td></td>
<td>480 - 498</td>
<td>479 - 495</td>
<td>479 - 495</td>
<td>492 - 510</td>
<td>ALL 489</td>
</tr>
<tr>
<td>Year 7</td>
<td>538</td>
<td>519</td>
<td>537</td>
<td>529</td>
<td>535</td>
</tr>
<tr>
<td></td>
<td>527 - 549</td>
<td>507 - 531</td>
<td>526 - 548</td>
<td>517 - 541</td>
<td>524 - 546</td>
</tr>
<tr>
<td></td>
<td>SIM 547</td>
<td>ALL 546</td>
<td>SIM 533</td>
<td>ALL 545</td>
<td>SIM 549</td>
</tr>
<tr>
<td></td>
<td>540 - 554</td>
<td>528 - 546</td>
<td>535 - 551</td>
<td>528 - 546</td>
<td>ALL 548</td>
</tr>
<tr>
<td>Year 9</td>
<td>571</td>
<td>573</td>
<td>575</td>
<td>586</td>
<td>581</td>
</tr>
<tr>
<td></td>
<td>561 - 581</td>
<td>559 - 587</td>
<td>564 - 586</td>
<td>574 - 598</td>
<td>571 - 591</td>
</tr>
<tr>
<td></td>
<td>SIM 575</td>
<td>ALL 574</td>
<td>SIM 568</td>
<td>ALL 579</td>
<td>SIM 584</td>
</tr>
<tr>
<td></td>
<td>568 - 582</td>
<td>559 - 579</td>
<td>570 - 586</td>
<td>572 - 588</td>
<td>ALL 585</td>
</tr>
</tbody>
</table>
Minimum Standards

The percentages of Tyndale Christian School students achieving national reading, writing, spelling and numeracy standards were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Year 7</td>
<td>97%</td>
<td>92%</td>
<td>94%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
<td>98%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
<td>94%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Year 3

Reading  Two students did not achieve the national reading standard. Both have diagnosed disabilities. Two students were absent.
Writing  Only one student did not reach the benchmark and she has a diagnosed disability. One student was absent.
Spelling  All students achieved the national spelling standard. Two students were absent.
Grammar  Five students did not achieve the national grammar standard and all five students have a diagnosed disability. Two students were absent.
Numeracy  Three students did not achieve the national numeracy standard and all have a diagnosed disability. One student was absent.
Year 5

Reading  Six students did not achieve the national reading standard. Four have diagnosed disabilities and one entered Tyndale in 2010. Two students were absent.
Writing   Of the two students who did not reach the benchmark, one has a diagnosed disability. Two students were absent.
Spelling  Three students did not achieve the national spelling standard and all three have a diagnosed disability. One student was absent.
Grammar  Of the four students who did not achieve the national grammar standard, three have a diagnosed disability. One student was absent.
Numeracy Four students did not achieve the national numeracy standard and three have a diagnosed disability. Two students were absent.

Year 7

Reading  Four students did not achieve the national reading standard. All four students have a diagnosed disability. One student was absent.
Writing   Of the ten students who did not reach the benchmark, five have a diagnosed disability and five joined the school in Year 6. Two students were absent.
Spelling  Eight students did not achieve the national spelling standard. Six have a diagnosed disability and three joined the School in Year 6. Two students were absent.
Grammar  Twelve students did not achieve the national grammar standard. Seven have a diagnosed disability, seven joined the School in Year 6. Two students were absent.
Numeracy Four students did not achieve the national numeracy standard and all four students have a diagnosed disability. Two students were absent.

Year 9

Reading  Eleven students did not achieve the national reading standard. Nine have diagnosed disabilities; three joined the School in Year 6. Four students were absent.
Writing   Of the thirteen students, who did not reach the benchmark, eleven have a diagnosed disability, two joined the School in 2008 or 2009 and one is identified as having English as a second language. Four students were absent.
Spelling  Thirteen students did not achieve the national spelling standard. Eleven have a diagnosed disability; three joined the School in Year 6. Four students were absent.
Grammar  Six students did not achieve the national grammar standard. All six have a diagnosed disability with one joining the School in Year 6. Four students were absent.
Numeracy Three students did not achieve the national numeracy standard. All have a diagnosed disability. Seven students were absent.
ACADEMIC COMPETITIONS RESULTS

The International Competition and Assessments for Schools (ICAS) – Science

Junior School
- 18 students received a Credit
- 8 students received a Distinction
- 3 students received a High Distinction

Middle School
- 27 students received a Credit
- 13 students received a Distinction
- 2 students received a High Distinction

Middle School
- 22 students received a Credit
- 4 students received a Distinction

The International Competition and Assessments for Schools (ICAS) – English

Junior School
- 17 students received a Credit
- 5 students received a Distinction

Middle School
- 22 students received a Credit
- 21 students received a Distinction

The International Competition and Assessments for Schools (ICAS) – Maths

Junior School
- 21 students received a Credit
- 5 students received a Distinction

The Australian Mathematics Competition for the Westpac Awards

Middle School
- 72 students received a Credit
- 15 students received a Distinction
- 4 students received a High Distinction

Senior School
- 24 students received a Credit
- 3 students received a Distinction
7. Parent, Student and Teacher Satisfaction with the School

PARENT SATISFACTION

A parent survey was conducted in 2010. The outcomes of this survey revealed a number of areas where satisfaction with the School was rated highly:

- Question 1: There were 142 respondents, representing 104 JS families, 67 MS families and 31 SS families.
- Question 2: The respondents have been associated with Tyndale CS for an average of 5.49 years.
- Question 3: “What is important to you about Tyndale Christian School?”

<table>
<thead>
<tr>
<th>ANSWER OPTION</th>
<th>VERY IMPORTANT</th>
<th>SOMEWHAT IMPORTANT</th>
<th>UNIMPORTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values upheld at the School</td>
<td>137</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Providing a safe place for everyone</td>
<td>137</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Academic Standard</td>
<td>131</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Friendly Atmosphere</td>
<td>127</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Range of curriculum pathways offered</td>
<td>118</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Facilities</td>
<td>106</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>Special Education services provided</td>
<td>89</td>
<td>46</td>
<td>7</td>
</tr>
<tr>
<td>Christian Beliefs</td>
<td>85</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>Fees</td>
<td>84</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
<td>52</td>
<td>86</td>
<td>4</td>
</tr>
<tr>
<td>Community Service Programmes</td>
<td>45</td>
<td>88</td>
<td>9</td>
</tr>
</tbody>
</table>

- Question 4: “Are you satisfied with the educational progress of your child/children?”
  - Very satisfied 66 (47.1%)
  - Satisfied 64 (45.7%)
  - Unsure 8 (5.7%)
  - Dissatisfied 2 (0.4%)
  - Very dissatisfied 0
- Question 5: “Overall, how do you rate the quality of services we provide?”
  - Excellent 69 (49.3%)
  - Good 62 (44.3%)
  - Adequate 7 (5.0%)
  - Poor 2 (1.4%)
  - Unacceptable 0
- Question 6: “Overall, is our performance …?”
  - Getting much better 14 (10.0%)
  - Getting better 67 (47.9%)
  - Staying the same 54 (38.6%)
  - Getting worse 4 (2.9%)
  - Getting much worse 1 (0.7%)
- Question 7: “In relation to Teaching Practices, are you …?”
  - Very satisfied 45 (32.1%)
Tyndale Christian School
2010 Performance Information

- Satisfied 79 (56.4%)
- Unsure 14 (10.0%)
- Dissatisfied 2 (1.4%)
- Very dissatisfied 0

- Question 8: “In relation to the Curriculum offered, are you …?”
  - Very satisfied 50 (35.7%)
  - Satisfied 79 (56.4%)
  - Unsure 9 (6.4%)
  - Dissatisfied 1 (0.7%)
  - Very dissatisfied 1 (0.7%)

- Question 9: “In relation to Co-curricular activities provided, are you …?”
  - Very satisfied 33 (23.6%)
  - Satisfied 78 (55.7%)
  - Unsure 26 (18.6%)
  - Dissatisfied 3 (2.1%)
  - Very dissatisfied 0

- Question 10: “In relation to Extra-curricular activities provided, are you …?”
  - Very satisfied 30 (21.4%)
  - Satisfied 84 (60.0%)
  - Unsure 23 (16.4%)
  - Dissatisfied 2 (1.4%)
  - Very dissatisfied 0

- Question 11: “In relation to Communication between the teachers and you, are you …?”
  - Very satisfied 51 (36.4%)
  - Satisfied 64 (45.7%)
  - Unsure 11 (7.9%)
  - Dissatisfied 14 (10.0%)
  - Very dissatisfied 0

- Question 12: “In relation to the standard of the following Facilities, are you …?”

<table>
<thead>
<tr>
<th>Answer Option</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Unsure</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café and Canteen</td>
<td>50</td>
<td>75</td>
<td>10</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Auditorium</td>
<td>59</td>
<td>73</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Classrooms</td>
<td>63</td>
<td>65</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Specialist Classes</td>
<td>54</td>
<td>56</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oval and Rec. Areas</td>
<td>54</td>
<td>72</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Play Equipment</td>
<td>62</td>
<td>61</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

- Question 13: “In regards to the Direction of our School, are you …?”
  - Very satisfied 58 (43.3%)
  - Satisfied 55 (41.0%)
  - Unsure 18 (13.4%)
  - Dissatisfied 2 (1.5%)
  - Very dissatisfied 1 (0.7%)
  - Skipped question 8

YEAR 12 EXIT SURVEY
YEAR 12 RETENTION RATES

Of the 129 students who completed Year 9 at Tyndale in 2007, 75 (58%) commenced Year 12. Two students commenced Year 13. 11 students, who joined the School after 2007 also commenced Year 12 in 2010. Therefore a total of 88 students commenced Year 12 or 13 in 2010. Of this number, 6 students withdrew at some stage during the year leaving 82 students who completed the academic year.

STAFF RETENTION RATES

Staff from 2010 retained in 2011:

<table>
<thead>
<tr>
<th>Staff group</th>
<th>Number retained</th>
<th>Of</th>
<th>% retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>97</td>
<td>103</td>
<td>94.1</td>
</tr>
<tr>
<td>Support and Administration</td>
<td>56</td>
<td>64</td>
<td>87.5</td>
</tr>
</tbody>
</table>

The known reasons for departure are as follows:
- Career change / ministry: 5
- Redundancy or termination: 2
- Retirement: 1
- Relocation: 2
- End of contract: 3
- Deceased: 1

Staff on parenting leave or leave without pay where it is expected that the staff member will return to duty on completion, or the staff member has not expressed an intention to resign at the completion of the leave of absence, are deemed to have been retained. Staff completing an employment contract of a temporary nature are deemed to have departed.

The School endeavours to remunerate staff commensurate with market conditions, and monitors salary movements in public, Catholic and other independent schools. During 2010, the School and employees agreed on a Memorandum of Understanding to extend the conditions of the current Enterprise Agreement for general staff by 12 months. Negotiations on a revision of the Agreement will occur in 2011. Negotiations continued on a Leadership Enterprise Agreement, expected to be lodged for approval in 2011.

- 10 years – John Blackman, Tammy Garrett, Matt Howard
- 20 years – Jack Gallagher, Simon Gill, Margaret Lineage, Lyn Venables
- 25 years – Margaret Bowra, Ray Hammat, David Paull, Stephanie Whyatt

Staff Attendance

The average attendance rate for all permanent or contract staff at Tyndale Christian School is:
- Teachers: 94.8% (2009 - 95.9%)
- Support and Administration Staff: 97.4% (2009 - 97.0%)

This figure does not include relief staff, who are employed on a casual basis.
For the purposes of calculating the attendance rate, an absence is defined as any sick leave, carer’s leave, special leave or workers’ compensation absence. Long service leave, annual leave (for full time support and administration staff) and long duration of parental leave are excluded from this calculation as they are deemed to be planned and expected absences and, with the exception of annual leave, are usually covered by qualified replacement staff. Other time spent away from work while on duty, including attending professional development courses and conferences, or on camps or excursions is treated as attendance as these are deemed to be “on duty”.
8. Post School Destinations

**YEAR 12 PATHWAYS**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>41</td>
<td>47</td>
</tr>
<tr>
<td>TAFE</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Employment</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Doing Year 13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Moved Overseas</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>87</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
9. **School Income Broken down by Funding Source**

Tyndale Christian School receives income from a variety of sources including parents, State and Federal Government. In accordance with our 2010 audited financial statements, we received the following amounts (all figures exclude GST):-

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Income</td>
<td>$4,483,249</td>
</tr>
<tr>
<td>Federal Government Recurrent Grants</td>
<td>$8,609,373</td>
</tr>
<tr>
<td>State Government Recurrent Grants</td>
<td>$2,463,300</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$2,998,450</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$443,932</td>
</tr>
</tbody>
</table>

**Total: $14,515,055**

Our Capital Grant was received as part of the Building the Education Revolution from the Federal Government which paid for the construction of the Special Education Centre and two Middle School Classrooms which were officially opened in 2011.

The Other Grants component comprises Targetted Programme Grants from the Federal Government such as:-

- Moderate and Severe Disability Grants
- Literacy & Numeracy National Partnerships
- Literacy, Numeracy & Special Learning Needs (LNSLN)
- Languages Other Than English (LOTE)
- Vocational Educational Training (VET)