Tyndale Christian School
Performance Information
For the 2011 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 2011

August 2011 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>
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<tr>
<td>Reception</td>
<td>31</td>
<td>44</td>
<td>75</td>
<td>25.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>38</td>
<td>37</td>
<td>75</td>
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<td>Year 3</td>
<td>38</td>
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<td>81</td>
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<td>Year 4</td>
<td>47</td>
<td>37</td>
<td>84</td>
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<td>Year 5</td>
<td>56</td>
<td>28</td>
<td>84</td>
<td>28.0</td>
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<tr>
<td>Year 6</td>
<td>72</td>
<td>67</td>
<td>139</td>
<td>27.0</td>
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<tr>
<td>Year 7</td>
<td>79</td>
<td>61</td>
<td>140</td>
<td>27.0</td>
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<tr>
<td>Year 8</td>
<td>78</td>
<td>62</td>
<td>140</td>
<td>27.0</td>
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<td>Year 9</td>
<td>57</td>
<td>80</td>
<td>137</td>
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<tr>
<td>Year 10</td>
<td>59</td>
<td>79</td>
<td>138</td>
<td></td>
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<tr>
<td>Year 11</td>
<td>66</td>
<td>66</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>39</td>
<td>57</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>1402</td>
<td></td>
</tr>
</tbody>
</table>

CHARACTERISTICS OF THE STUDENT BODY

ESL students: 60
Indigenous students: 8
Commonwealth funded Special Needs students: 87
PROGRAMS WHICH DIRECTLY IMPROVE STUDENT OUTCOMES

JUNIOR SCHOOL
- R/1 Concert
- R-1 and 2-5 Sports days
- Book Week Activities
- Year 4 Sleep-over
- Year 5 Camp (El Shaddai - Wellington)
- Swimming lessons at Elizabeth Aquadome
- Science, Maths, English and Handwriting Competitions
- Year 1 Grandparents Day
- 3LM Grandparents Day
- Fundraising Activities for missions
- Easter Service and Remembrance Day Service
- Bullying – No Way! Day Assembly
- Musica Viva
- Musical – Noah and the Ark
- Prefects and 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 – Mulan
- Fundraising for Easter Baskets, Compassion sponsor children
- Easter Service and Remembrance Day Service
- Bullying – No Way! Day Assembly
- SRC
- Prefects
- House Captains

SENIOR SCHOOL
- Prefects’ CSA Leadership Forum [Canberra]
- Year 11 Street Smart seminar
- Senior Arts Night
- Senior School Arts Night
- Year 12 Drama Production
- Heathdale Exchange [Werrinbe]
- Senior School Sports Day
- Bullying No Way Day assembly
- SAMFS Road Awareness Program - Year 11
- Year 9 into 10 Subject Information Evening
- Year 9 into 10 Orientation Day
• Year 10 Careers Day
• Year 11 & 12 SACE Information Evening
• Year 11 into 12 Orientation
• Year 11 Mocktail Evening
• Year 12 Tourism Camp
• Year 12 PE Kayaking Camp
• Year 12 Final Assembly
• Year 12 Graduation Ceremony
• Year 12 Formal
• Tyndale Kokoda Trail trip
• Red Cross Blood Bus visit
• Cambodia Mission trip
• Kenya Mission trip
• 40 Hour Famine

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 members 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 members 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. This year there has been an emphasis on whole school professional development in restorative practices. A breakdown of the professional development is given below, listing seminars and workshops accessed.

Administration
- Accelerus for MarkBook Schools
- Accidental Archivists Workshop
- AISSA Education Policy
- Copyright Training
- Counselling and Data Record Management
- Data Record Management
- Donations and Bequests
- Health and Safety Representative Training
- Impact of Financial Questionnaire on MySchool and Funding Model
- Library Christian Schools Workshop
- OH&S Committee Training
- Positive and Proactive Advancing Your Institution
- Rehabilitation and Return to Work Network Session
- Your Business on Facebook

Leadership
- Better Teacher Appraisal and Feedback: Improving Performance
- Conflict Management Workshop
- CSA Leadership Conference
- Education Leaders’ Breakfast
- Michael Fullan: Motion Leadership
- National Partnerships for Literacy and Numeracy Forum
- Policy Forum
- The Art and Practice of Ethical Leadership
- The Disciplined Mind

New Teachers
- CSA Induction Seminar
- Down the Track Program
- Early Career Teacher Workshops
- ESL Scopes and Scales
- Introduction to the Australian Curriculum
- My Teaching, My Learning and the Australian Curriculum
- Planning Days
- Tyndale Induction Seminar

**SACE**
- Art Design Clarifying Forum
- Chemistry Clarifying Forum Stage 2
- Design and Technology Clarifying Forum Stage 2
- Design and Technology External Moderation Workshop
- Developing Career Awareness in the PLP
- English as a Second Language Clarifying Forum
- English Communications Clarifying Forum
- Focus on Literature for SACE English Students Workshop
- Integrated Learning Clarifying Forum Stage 2
- IPP Clarifying Forum
- IT Studies Clarifying Forum
- Japanese Continuers Clarifying Forum
- Maths Applications Clarifying Forum
- Maximising the Learning Potential of Students
- Modern History Clarifying Forum
- Music Clarifying Forum
- MyFuture PLP Conference
- PE Clarifying Forum
- Research Project Clarifying Forum
- Research Project Hub Group Meeting
- Research Project@ Your Library Workshop
- SACE Coordinators Conference
- SACE Leaders Forum
- SACE Strategies to Achieve a C in Stage 1 Compulsory Subjects
- Specialist Maths Clarifying Forum
- Stage 2 Community Studies Clarifying Forum
- Teachers New to SACE Workshop
- Visual Arts Stage 2 Learning Area Workshop

**Literacy**
- A Practical Introduction to Grammar
- Developing Thoughtful Literacy
- Grammar Unplugged 3-5, 6-9
- How Language Works: Success in Literacy and Learning
- NAPLAN Seminars
- National Partnerships for Literacy
- National Partnerships: Data
- Thriving in Mixed Ability Classrooms by Differentiating the Curriculum
- Writing with Purpose in the Middle Years
Mathematics
- Developing Statistical Thinking
- Mathematical Applications Conference
- SASTA Middle School Maths and Science Conference
- Science and Mathematics Coordinators’ Conference
- Specialist and Studies Mathematics Conference
- Transform your Maths Lesson from Ordinary to Extraordinary
- Working at an A level – development of a common understanding

Science
- Investigating the World: Engaging Middle Years Science Students
- SASTA Annual Conference and Exhibition
- Science and Mathematics Coordinators’ Conference
- Teachers New to Stage 1 and 2 Psychology

SOSE
- AGQTP History Project
- ANZAC Spirit Judging
- Embedding Cross Curriculum Priority – Aboriginal and Torres Strait Islanders
- Teaching History in the Australian Curriculum
- Wild About Geography

Arts
- Commedia dell’Arte Workshop
- Music Educators in Schools – Designing the Learning Workshop
- Musica Viva Professional Learning Course
- Zart Art Workshop – Patterns and Colours with Poster Paints

HPD
- ACHPER International Conference
- ACHPER SA SACPSSA Primary Years Conference
- Essentials for Coaching Children Workshop
- IHETG Annual Conference
- Office of Recreation and Sport Networking Breakfast

ICT
- Apple iPad Learning Tour for Schools
- Cyber Safety Project – Salisbury Youth Council
- Digital Citizenship – Implications for School Leaders
- Interactive Whiteboard Training
- Introductory Photoshop
- iPads in Classrooms
- Microsoft 6451: Planning, Deploying and Managing System Care
- VMWare vSphere 4.1 Install, Configure, Manage

Japanese
- AISSA Languages Conference 2011
Japanese Cultural Planning Day

**Health**
- Advanced Resuscitation
- Asthma Training
- First Aid
- Mandatory Notification
- Manual Handling
- Part 1 Shine SA Course
- Senior First Aid
- Suicide Prevention Training
- Use and Misuse of Sedatives, Analgesics and Over the Counter

**Pastoral Care**
- Disability and Grief Workshop
- International Middle School Conference
- Managing Disturbed and Disturbing Behaviour in the Classroom
- Resilience Workshop
- Restorative Practice Workshop
- The Mental Health and Wellbeing of Young People
- Youth and Mental Health First Aid Conference

**Special Education**
- Asperger’s and Employment
- Getting the Most Out Of Reading Sounds
- Key Teacher Days
- Positive Partnerships – Supporting School Aged Students on the Autism Spectrum Disorder
- School Assistant Seminars
- Spelling for Older Students
- Supporting Students with ASD
- Transition Planning for Students with Disabilities
- Understanding ASD

**Vocational Education**
- Assessor Training Workshop
- Australian School Based Apprenticeships Workshop
- Certificate IV in Career Development
- On the Job Workplace Learning Pilot Program
- SATAC Tertiary Information Workshop
- School Counsellor’s Conference
- South Australian Training Awards Workshop
- Strengthening Assessment of VET in Schools
- Vocational Education PD Network Day
- Working Effectively with RTOs
Further Education

The School is supporting 3 staff members who are working towards courses in Masters in Education and 6 staff members working towards Certificate III.

Cost to School

The cost 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 2011 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.
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 on the next page includes changes to the structure introduced in 2011.
WORKFORCE STATISTICS

The School workforce at the end of 2011 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>89.9</td>
</tr>
<tr>
<td>Support and Administration Staff</td>
<td>70</td>
<td>45.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>177</td>
<td>141.9</td>
</tr>
</tbody>
</table>

The School had the following student to staff ratios:

- Student/Teacher ratio: 15.6
- Student/Support staff ratio: 31.2

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

Support and Administration staff members working within a sub-school have been recorded in that sub-school in the above chart.

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, an Education Support Officer working 40 weeks for 32.5 hours is an F.T.E. of 0.72.
The age mix of the teaching staff at Tyndale Christian School is as follows:

![Teacher Age Chart]

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

![Support Staff Age Chart]

**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.
**Staff Induction**

New staff members are inducted into the School at whole-of-school, sub-school and job levels. The whole-of-school induction programme was reviewed and a new program for 2011 was introduced, focusing on an induction day prior to return of all staff, and the change has received good feedback.

**Staff Attendance**

The average attendance rate for all permanent or contract staff at Tyndale Christian School is:

- Teachers 95.8% (2010 - 94.8%)
- Support and Administration Staff 97.0% (2010 - 97.4%)

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 are treated as attendance as these are deemed to be “on duty”.

**STAFF RETENTION**

Staff from 2011 retained in 2012:

<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>94</td>
<td>106</td>
<td>88.7</td>
</tr>
<tr>
<td>Support and Administration</td>
<td>65</td>
<td>71</td>
<td>91.5</td>
</tr>
</tbody>
</table>

The known reasons for departure are as follows:

- Career change / ministry 3
- Seeking new employer 4
- Redundancy or termination 1
- Retirement 6
- Relocation 2
- End of contract 2

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 members 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. Towards the end of 2011, the School and employees agreed on a new Enterprise Agreement for a two year period.
4. Student Attendance

The student attendance rate for 2011 was 93% (2010 – 94%, 2009 – 95%)

**STUDENT RETENTION RATES**

Of the 133 students who completed Year 9 at Tyndale in 2008, 85 (64%) commenced Year 12. 14 students, who joined the School after 2008 also commenced Year 12 in 2011. Therefore a total of 99 students commenced Year 12 in 2011. Of this number, 3 students withdrew at some stage during the year leaving 96 students who completed the academic year.

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 2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students commencing Year 12</td>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students withdrawn</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential SACE Completers</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual SACE Completers</td>
<td>87</td>
<td>90%</td>
<td>96% (93%, 93.24%)</td>
</tr>
<tr>
<td>% Completing SACE</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyndale Average ATAR* 2011</td>
<td>71.08</td>
<td>(72.16, 70.32)</td>
<td></td>
</tr>
<tr>
<td>State Average ATAR 2011</td>
<td>71.13</td>
<td>(70.56, 71.83)</td>
<td></td>
</tr>
<tr>
<td>State Average Like Schools ATAR 2011</td>
<td>69.23</td>
<td>(69.54, 70.32)</td>
<td></td>
</tr>
<tr>
<td>Tyndale Average Achievement Score 2011</td>
<td>B-</td>
<td>(13.9, 13.96)</td>
<td></td>
</tr>
<tr>
<td>State Average Achievement Score 2011</td>
<td>B-</td>
<td>(13.6, 13.68)</td>
<td></td>
</tr>
</tbody>
</table>

*ATAR = Australian Tertiary Admissions Rank
TYNDALE YEAR 12 RESULTS 2011

<table>
<thead>
<tr>
<th>All Subjects</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>Total</th>
<th>Merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>State %</td>
<td>5.8</td>
<td>11.2</td>
<td>26.8</td>
<td>35.0</td>
<td>21.2</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>School %</td>
<td>1.3</td>
<td>5.3</td>
<td>31.6</td>
<td>42.9</td>
<td>18.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>School - number</td>
<td>6</td>
<td>25</td>
<td>149</td>
<td>202</td>
<td>89</td>
<td>471</td>
<td>1</td>
</tr>
</tbody>
</table>

Grade Distributions 2011
VOCATIONAL EDUCATION AND TRAINING

One of the widely recognised strengths of the Senior School is the range of exit pathways offered to students at Year 10, 11 and 12 levels via the auspices of the Extended Learning Centre (ELC). During 2011, under the leadership of Mrs Daphne Daniel in her final year of service to the School, the ELC continued to provide a comprehensive VET program, Work Placement program and School based traineeships for all Year 10 and 11 students.

In addition to the annual Work Place Learning experience where students “sample” a week of work in an industry of their choice (Year 10 – Term 3 Week 10; Year 11 – Term 2 Week 10) several other programs of interest were conducted. Firstly, NAMIG (Northern Advanced Manufacturing Industry Group) has developed the C2C program and in conjunction with this a number of our students took part in creating their own C2C project. During Semester 2, the Year 11 Biology students worked on another NAMIG project, the Engineers Without Borders Project. This required the students to work in groups and research how to help the Devikulam community of southern India to improve their standard of living in an ecologically friendly and cost effective way. Other groups were also involved in different aspects of the program with the results on display at the NAMIG sponsored Concept to Creation Expo at the Golden Grove Recreation and Arts Centre on 9/11/11.

Programs accessed through ELC in 2011 included the following:

- Work Skills Class for students with high literacy needs and a strong interest in vocational training and employment who, together with their parents, wish to be assisted in appropriate programs. Students participated in regular work placement.
- Students engaged in the Alternative Learning Options Program with SACE and TAFE credit, achieving competencies and with hands-on experience at TAFE in areas such as bakery, hairdressing and butchery.
- Students connected to appropriate agencies - where appropriate, students were referred to professionals, and access to Psychological Assessment
- School To Work program, offered for the last time in 2010, provided to students with specific focus who have successfully completed a package supporting their career pathway
  - Students nominated three Year 12 subjects
  - Students participated in one day of work placement and one day of TAFE each week in areas such as CAD, Children’s Services, Pharmacy Assistant, Massage and I.T.
  - Students participated in community service within the Junior and/or Middle school and are assessed for TAFE Competencies (Certificate I in Work Preparation - Community Services)
- Students supported in School Based Traineeships in areas such as hairdressing, sport and recreation, marine mechanics, automotive, business and furnishing
  - Students gained SACE units and TAFE credit at Certificate II level
○ Students gained possibilities into employment and/or further TAFE studies at the end of their schooling

- TAFE credit through subject teachers in areas such as
  ○ Tourism
  ○ Hospitality
  ○ Information Technology
  ○ Child Studies
  ○ Business

- TAFE Certificates at Tyndale Christian School
  ○ Certificate I - Horticulture
  ○ Certificate I - Automotive
  ○ Certificate I - Hospitality
  ○ Certificate I - IVEC
  ○ Certificate II - Tourism
  ○ Certificate II - Business
  ○ Certificate II - Community Services
  ○ Certificate III - Allied Health
  ○ Certificate III - Theology

- Supporting students who continued external study of their first Language

- Supporting students who participated in community programs
  ○ Youth Council, City of Salisbury
  ○ Salisbury Lions Club - Youth of the Year

- Administered highly successful Work Placements with opportunity for SACE and TAFE credit, including five days for Year 11, five days for Year 10

- Tutoring of students (Commonwealth Funded Special Needs)

- Parents As Career Partners - providing parents of Year 9 students with skills and knowledge to support students

- Robotics Program supported by Uni SA

- Open Access - providing an alternative for students wishing to study subjects not taught at Tyndale

- Students engaged with NAMIG Northern Advanced Manufacturing Industry Group

- Assessment of Community Learning for the SACE
6. Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN RESULTS

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></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>404</td>
<td>429</td>
<td>397</td>
<td>408</td>
<td>384</td>
</tr>
<tr>
<td></td>
<td>389 - 419</td>
<td>416 - 442</td>
<td>383 - 411</td>
<td>392 - 424</td>
<td>371 - 397</td>
</tr>
<tr>
<td>SIM</td>
<td>416</td>
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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>
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<td>Year 5</td>
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<td>90</td>
<td>89</td>
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<td>Year 3</td>
<td>95</td>
<td>97</td>
<td>99</td>
<td>96</td>
<td>93</td>
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</table>
Year 3

Reading  Seven students did not achieve the national reading standard. Four were exempted or withdrawn and two students have diagnosed disabilities.
Writing  Five students did not reach the benchmark, four were exempted or withdrawn.
Spelling  The four students who did not achieve the national spelling standard were withdrawn or exempted.
Grammar  Six students did not achieve the national grammar standard. Four were exempted or withdrawn and one had a diagnosed disability.
Numeracy  Eight students did not achieve the national numeracy standard. Four were exempted or withdrawn and three additional students have a diagnosed disability.

Year 5

Reading  Nine students did not achieve the national reading standard and all of these students have diagnosed disabilities and one entered Tyndale in 2010.
Writing  Of all seven students who did not reach the benchmark, seven have a diagnosed disability.
Spelling  Eight students did not achieve the national spelling standard and all three have a diagnosed disability.
Grammar  Eight students who did not achieve the national grammar standard have a diagnosed disability with one student being ESL as well.
Numeracy  Three students did not achieve the national numeracy standard and one has a diagnosed disability.

Year 7

Reading  Eight students did not achieve the national reading standard. Three students have a diagnosed disability and five students started at Tyndale in 2010.
Writing  All of the six students who did not reach the benchmark have a diagnosed disability.
Spelling  Fifteen students did not achieve the national spelling standard. Eight have a diagnosed disability and 7 students started at Tyndale in 2010.
Grammar  Ten students did not achieve the national grammar standard. Six have a diagnosed disability; six students joined the School in Year 6.
Numeracy  Six students did not achieve the national numeracy standard and two students have a diagnosed disability with four students starting at Tyndale in 2010.

Year 9

Reading  Eight students did not achieve the national reading standard. Seven have diagnosed disabilities.
Of the eleven students, who did not reach the benchmark, six have a diagnosed disability, and one is identified as having English as a second language.

Ten students did not achieve the national spelling standard. Seven have a diagnosed disability; one has an ESL background.

Four students did not achieve the national grammar standard. Two have a diagnosed disability with one identified as having English as a second language.

Five students did not achieve the national numeracy standard. Two students have a diagnosed disability.

**ACADEMIC COMPETITIONS RESULTS**

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

**Junior School**
- 23 students received a Credit
- 10 students received a Distinction

**Middle School**
- 51 students received a Credit
- 10 students received a Distinction
- 3 students received a High Distinction

**Senior School**
- 24 students received a Credit
- 8 students received a Distinction

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

**Junior School**
- 19 students received a Credit
- 9 students received a Distinction
- 1 student received a High Distinction

**Middle School**
- 38 students received a Credit
- 15 students received a Distinction

**The International Competition and Assessments for Schools (ICAS) Mathematics**

**Junior School**
- 20 students received a Credit
- 7 students received a Distinction
The Australian Mathematics Competition for the Westpac Awards

**Middle School**
- 52 students received a Credit
- 9 students received a Distinction
- Adam Deverix received the Prudence Award

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

To support the foundational work undertaken in the previous two years, during 2011 the School engaged a Community Relations Consultant – Endeavour Community Relations and Development (ECRD), to fulfil our overarching outcome in regards to community, which is the formulation of the School’s first Marketing and Community Relations Plan (MCRP).

The first process undertaken by ECRD was a Community Health Audit (CHA). The CHA was vital as the School needed to be aware of how we are perceived internally and externally before determining the shape and direction that the MCRP would take. The report was very thorough as it included perceptions from local churches, staff, the Board of Governors, local business and contractors used by the School and the general business community within a 5km radius.

The second process undertaken by ECRD was to assist the School with the recruitment of a full time Marketing and Community Relations Officer on staff to implement the MCRP across the School and wider community, which includes but is not limited to:

- developing and maintaining the consistency of the School's corporate image;
- developing and implementing fundraising strategies and initiatives for the benefit of the School;
- developing and building a sense of community relations with the wider community; and
- planning and promotion of whole school events.

The successful candidate for the position was an Old Scholar, Mrs Danielle Hohneck who commenced with the School in late June.

The third task of producing the MCRP was undertaken over the coming months in consultation with ECRD and the presentation of the findings, outcomes and actions were presented to the Executive Committee and Board of Governors for adoption in October. The findings included awareness, informational and action advertising strategies, parent education, church liaison programmes, community building techniques, further establishment of volunteer and old scholar programmes and staff development in the area of community relations.

One of the strong recommendations from the MCRP was to undertake a Visual Image Audit (VIA). The VIA, conducted during Term 4 allowed us to look at a whole range of areas and review them to ensure we consistently communicate who we are at Tyndale Christian School, whilst ensuring we remain competitive in the current educational climate.

Junior School Homework Policy Survey

In Semester 2, a new Homework Policy of just reading was trialled in the Junior School. In Term 4, parents, teachers and students were surveyed to find out the response to the new policy. The response was overwhelming positive to continue with the policy. Many
parents expressed their gratitude for the peaceful afternoons without the pressure of homework. It was decided to continue with the Homework Policy. For parents who would prefer homework for their children, it was suggested that they contact the class teacher for appropriate work.

**Year 12 Exit Surveys**

The Year 12 students exiting Tyndale were invited to record their responses to the subject teachers and the courses that had involved in. Students were mostly positive about their Year 12 experience. Their concerns with a very small number of teachers were addressed by the Head of Senior School and the Director of Learning.

**Community Involvement**

During 2011, the School still continued to hold and promote events and celebrations at suitable times for parents. Events continue to be publicised in our school newsletter, website, Facebook page and the changeable signs in each sub-school.

During the year, we continued to collect the statistics on attendance at school community events and these are presented graphically below:
Old Scholars

A study into the number of Old Scholars who enrol their children at Tyndale Christian School, has given more depth to the need to actively seek opportunities to engage with them. In 2011, a new section was introduced into the school newsletter, which highlights engagements, weddings and babies of past students. A copy of the newsletter and a letter is sent to them as we seek to develop further interest, update our data register and communicate our willingness to stay in touch. Details are still being sought via Facebook groups, with a focus on a strong launch of the Old Tyndalians group in 2013 which will mark the School's 30th Birthday.

Staff Attendance

The average attendance rate for all permanent or contract staff at Tyndale Christian School is:

- Teachers 95.8% (2010 - 94.8%)
- Support and Administration Staff 97.0% (2010 - 97.4%)

This figure does not include relief staff members, 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”.

Community Events Attendance
The School would like to pay special tribute to Margaret Bowra, Daphne Daniel, Margaret Lineage and Stephanie Whyatt, who served at our school for over 20 years each and for a combined total of 103 years!

The School would also like to acknowledge the loyal and long-standing support of the following staff that have completed milestone years with the School:

- 10 years – Alison Davies, Dianne Mihailoff, Julie O’Neil
- 20 years – Janet Fletcher
- 25 years – Shane Baldwin
8. Post-School Destinations

YEAR 12 PATHWAYS - 2011

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<tr>
<td>TAFE</td>
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<td>29</td>
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<tr>
<td>Employment</td>
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<td>14</td>
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<td>Doing Year 13</td>
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<td>1</td>
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<tr>
<td>Apprenticeship</td>
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<td>1</td>
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<tr>
<td>Moved overseas</td>
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<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Total 87 100
9. School Income Broken down by Funding Source

FINANCIAL SUSTAINABILITY

Surplus

In 2011, the School produced a net surplus of $493,878 from normal operations excluding capital grants, and a net surplus of $1,003,745 including special purpose grants – the latter including funds received under the Australian Government's “Digital Education Revolution” programme. The unexpected surplus from normal operations arose primarily as a result of increases in Australian and State Government grants announced late in the school year.

The School achieved a financial charge cover ratio\(^2\) of 3.54, compared with a target agreed with the bank of 1.80. All other covenants with the bank were also met.

Despite the funding and expenditure pressures that might arise during the course of a school year, many groups of the School contribute to the disciplined management of the school budget, including the Board of Governors, Finance Committee, Executive and Senior Leadership, Coordinators and teachers.

Assets

During 2011, net property and equipment assets increased by almost $0.64m, primarily as a result of capital works on buildings and ICT equipment purchases.

Debt Collection

The School regularly reviews outstanding school fee accounts to ensure suitable payment plans are in place. The School has invested significant time into the collection of school fees, including use of debt collectors and suspension of education until such time as payment is received. Good work by our Finance team has reduced outstanding fee debtors from $293,525 in 2010 to $216,157 in 2011.

As at 31\(^\text{st}\) December 2011, the average school fees outstanding per student were $154, a decrease from the previous year of $213 per student, which comparably is lower than outstanding debt levels applicable in other schools.

Cash Management

The cash position of the School has been managed within the facility approved by the Bank, and has been optimised to meet the operational needs of the School and enable repayment of debt. The closing cash at bank decreased from $1,360,498 at 31 December 2010 to $678,249 at 31 December 2011, primarily due to temporary repayment of commercial loans in order to minimise liabilities.

\(^2\) Financial Charge cover is a financial ratio that measures the extent to which profit before interest, leases, tax and depreciation covers the cost of interest and lease expense. For example, a financial charge cover ratio of 2.0 results in earnings before interest, leases, tax and depreciation being twice the amount of interest and lease expense.
Liabilities

During the year, the School repaid $1,610,043 in debt: $550,000 in repayment of commercial bills, $60,043 in unsecured loan, and a further voluntary temporary repayment of commercial bills of $1,000,000 to reduce interest expense to the School. The School will continue to pay off the commercial bills to NAB at the current rate until 2013 in order to honour financing agreements and reduce the overall debt to below industry accepted maximums.

In summary, Tyndale Christian School received income from a variety of sources including parents, State and Federal Government. In accordance with our 2011 audited financial statements, we received the following amounts (all figures exclude GST):-

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Fee Income</td>
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<tr>
<td>Federal Government Recurrent Grants</td>
<td>9 220 317</td>
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<tr>
<td>State Government Recurrent Grants</td>
<td>2 551 996</td>
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<td>Capital</td>
<td>509 867</td>
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<tr>
<td>Other Grants</td>
<td>247 483</td>
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<td></td>
<td>$17 638 526</td>
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</table>

The Other Grants component comprises Targeted 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)