



## 2015 Annual Report

### Chairperson's Report

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When I reflect on my time in Covenant Christian School and my time serving on the Association's Board, I am in awe of God's faithfulness. I am reminded that God is unchanging and that change is constant. So are the challenges and blessings that come with it. 2015 has had its fair share of both. I will share a few highlights with you.

The heart of Covenant is the Association. For a few years now the Board has been mindful of the health of the Association and its relationship to the Board and the school community. Our current strategic plan set the specific target of growing the Association. As a consequence, the role of School Association Coordinator was created. Sarah Ryan has now completed a little over a year in the role and due to her hard work, membership of the Association has grown by twenty per cent.

The regulatory environment for independent schools has changed in the last couple of years and the Board has worked hard to ensure that we remain informed and compliant. This has meant taking several measures including formulating new Board policies and attending training. We have also partnered with the Business Manager, Andrew Lowry, and his team to enhance our understanding of risk. CompliSpace has assisted the Board, Staff and Executive with this.

We have continued to develop the school's learning environment, providing opportunities for staff and students to benefit through enhanced facilities. In recent years it has been with new classrooms and a staffroom in E Block, as well as the new art space at the end of G Block. Currently, staff and students are patiently awaiting the expansion of TAS classrooms and the addition of new science labs, right in the middle of the high school. These should provide stimulating and engaging environments to support further learning experiences.

The Board has also looked beyond the existing perimeters of the school to see what further opportunities may assist us in strengthening our resources. Late last year, a number of properties surrounding the school were placed on the market. The Board was able to take advantage of this situation and purchase two properties. Association Member, Rich Harvey of Property Buyers, ably assisted the Board in this. The School's Master Plan is currently being reviewed given these developments.

After such a successful year for the Association, one cannot help but notice that there are so many things to be grateful to the Lord for including being part of a wonderful school community where:

- Christian parents are passionate about Christian education
- there are good relationships with contractors who partner with the Executive, the Staff and the Board
- the wonderful staff tackle difficult projects prayerfully and mindfully drawing on the Lord's wisdom and discernment
- we are fortunate to have financial provision to manage growth and be able to invest for the future.

There is so much more I could add to the list.

The Board prayerfully and deliberately aim to keep both the purpose of Covenant Christian School Association and the Vision and Mission of Covenant Christian School front and centre of what we do. It is a privilege to serve the Lord with Board members and Executive who hold one another accountable in Christ.

*Helen Bilton*  
*Chairperson*

# Principal's Report

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Christian School so that each area has a dedicated manager.

We also made changes to the Pastoral Care structure in the Secondary School to reflect the growing needs and population of the students within Secondary School. We were pleased to appoint Hayley Bright and Mark Childs as the new Pastoral Care Coordinators in 2016.

The outstanding areas that will be finalised in 2016, after groundwork starting in 2015, are the areas of pastoral care in K - 6 as well as the way in which we deal with Biblical Studies.

2015 was the year in which we acquired two new properties in close proximity to the school that gives us more flexibility in managing the physical assets of the school. Work also commenced on two new Science laboratories and a vastly improved area for the TAS Department of Secondary School along with extra shade areas. We expect to occupy these new facilities in Term 2 of 2016.

From an academic perspective, we were again very satisfied with the level of literacy and numeracy as measured by the NAPLAN tests. While they are good

diagnostic aids, the school continues to resist the pressure to put further focus on these areas to the detriment of others areas of schooling. The HSC results were generally satisfying with students who are very clever and worked hard achieving excellent results with the strongest ATAR of 99.5. A significant portion of the results were in the two highest bands of achievement. We are concerned that we are able to give satisfying patterns of study to all of our students, and in 2016, we are adding Agricultural Technology in Year 9 and Community and Family Studies in Year 11.

New staff settled in well and we were pleased to be able to keep Richelle Watkins and Tim Stanwell in 2016. We are also pleased that we were able to increase the amount of Educational Support in the Junior and Secondary School beginning in 2016.

Highlights of the year included participating in the new Musical Extravaganza for CEN schools across NSW held in Orange and our Secondary School Musical "The Little Mermaid". For the first time we were able to have two casts in the major roles because of the number of talented performers!

We are also pleased that staff continue to take up post graduate studies with the percentage of staff with post graduate qualifications growing steadily. This is seen as a sign that our teachers are committed to their professional development.

I commend this report to you.

*William Rusin*  
*Principal*

# Registrar's Report

## Summary of Enrolment Policy

Covenant Christian School is open to all children whose parents are seeking to give them an education which is consistent with the basis and aims of the school, provided the school has the resources to meet the child's particular needs, and subject to the availability of places.

Initial priority for enrolment will be determined by parents' answers on the enrolment application and a letter of reference from the pastor of the church currently attended. This will be later confirmed through an interview with the parents.

Normally children are accepted into Kindergarten only if they have turned five before 31 May that year. In exceptional circumstances, after careful testing, younger children may be admitted if they are considered to be socially, physically and intellectually mature enough.

Children are accepted into the Preschool class only if they have turned three years of age and are toilet trained at the time they start.

## Student Population

The school has enjoyed a small enrolment growth over the past ten years of an average of 2% per year. In 2015 there were 857 students enrolled at the August Census from Kindergarten to Year 12. These students were predominantly from the Northern Beaches, Chatswood and Upper North Shore areas and represent a mix of cultural backgrounds.

The ratio of boys to girls was 52:48. The proportion of students from regular church attending families (representing over 120 churches) was 86%.

There are two preschool classes: a two day class on Monday and Tuesday for 3, 4 and 5 year old children, and a three day class on Wednesday to Friday for 4 and 5 year old children in the year prior to commencing Kindergarten.

In Junior School there were two classes per grade from Kindergarten to Year 5 and three classes in Year 6. In Years 7 to 10 there was an average of 95 students per grade with a maximum of 105 per grade. In Year 11 and 12 there was an average of 80 students per grade.

Enrolments			
	2013 (August Census)	2014 (August Census)	2015 (August Census)
K - 6	305	311	316
7 - 12	489	532	541
TOTAL	794*	843*	857*

\* Excluding 40 Preschool students

## Student Attendance and Management of Non-Attendance

98.62% of students attended school on average each school day in 2015. This included absences for sickness, medical appointments and approved leave.

Non-attendance at school is managed by an electronic attendance roll and mandatory attendance codes are used. If a parent letter of explanation for non-attendance is not received when the student returns to school, a text message is sent home seeking an explanation. If a letter of explanation is not forthcoming a follow-up email is sent. If no explanation is received senior staff are alerted to determine the appropriate follow-up, including consideration of potential student welfare issues. Where attendance patterns may affect the ability of a student to achieve educational outcomes for an external certificate, formal warning letters are provided to the student and parent.

## Percentage Attendance per Grade

Kindergarten	99.50%
Year 1	99.70%
Year 2	98.00%
Year 3	98.70%
Year 4	98.70%
Year 5	99.50%
Year 6	98.30%
Year 7	98.90%
Year 8	98.80%
Year 9	98.60%
Year 10	97.90%
Year 11	98.20%
Year 12	97.30%
School Average	98.62%

## Actual Retention Rates & Post School

### Destinations

84 students completed Year 10 at the school in 2013. Of these students, 75 students completed Year 12 at Covenant. This represents a retention rate of 89%. 82 students completed Year 12 in 2015.

We estimate that over 75% of students eligible to attend university were offered a place in the first round offers. Many also received later offers. The remaining students either continued their studies at TAFE or private colleges, entered employment in a variety of fields or commenced an apprenticeship or traineeship.

*Wendy Boase*

*Registrar*

# Teaching and Learning

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2015 was a year of great growth in the area of Teaching and Learning for our staff and students at Covenant Christian School. This report will give a brief snapshot in regard to staff development through conferences and further study, and the impact this has made on our students.

## Staff Development Conferences

Our staff were given the opportunity to deepen their understanding of Christian Education through involvement in the Christian Educators Professional Association Conference, well run by Jay Trevaskis (CCS Director of Teaching and Learning). This conference served as an opportunity for staff to investigate a project-based approach to learning through a collaborative model. A number of our staff attended the International Transforming Education Conference (ITEC15) in Melbourne, and were able to listen to key thinkers in Christian education from around the world, and reflect on how as a staff we can continue to strive for faithfulness in regard to teaching from a Christian perspective. We are grateful for the support of the school in regard to being able to grow through involvement in these activities. It allows our staff to grow in their understanding of the nature and purpose of Christian education, and serves as an opportunity to work closely with teachers in other Christian schools.

## Postgraduate Study with the National Institute for Christian Education (NICE)

Several of our teachers continued with NICE studies in 2015, with more teachers commencing their studies. It is pleasing to see a number of our staff seeking to be faithful in their task by taking the opportunity to study courses that deal with the importance of the Bible in Christian Education, the History of Christian Schooling in Australia, Effective Teaching, Stakeholders and the Christian Community, Effective Leadership, and many other courses as well. David Gray is now lecturing for the National Institute with me, and we look forward to taking many more teachers through this journey. It is clear that further study in Christian Education is yielding fruit in the school community. Congratulations to Ruth-Mary Smith, Louise Gardner and Bill Rusin who completed their studies during 2015 and graduated in March of 2016.

## Working With Other Schools

During 2015, we continued to develop our relationship with other Christian schools. In addition to the conferences attended, we continued in our strategic plan to work closely with other Christian schools. A number of our staff were able to teach at and learn from teachers by visiting schools around Australia. We are grateful for the opportunity to learn from these schools and to use the opportunities afforded to us as a larger Christian Education National (CEN) school. I am also pleased to report that many of our staff are using the opportunity to share resources through the Christian Educators' Professional Association (CEPA). CEPA is a forum for advice and a platform for the sharing of units

of work that have been written from a distinctively Christian perspective. The school supports new teachers and faculty coordinators through membership to this community of learning, and other staff are encouraged to engage with others through CEPA.

## Students and Studies

2015 was an exciting time in regard to teaching and learning opportunities. As always, our goal is to ensure that our teaching methods and our curriculum are designed to faithfully adhere to our vision and mission. This is an important aim from Preschool to Year 12.

In our Preschool classes, our teachers spent considerable time growing in their understanding of Christian curriculum by considering a Christian approach to the Early Years' Learning Framework (EYLF). We continue to wrestle as a school with how we can help our young students understand their place in God's world.

The Australian Curriculum for NSW continued to take shape in 2015. Further work was done refining the Australian Curriculum for the English, Mathematics and Science NSW syllabus. One of the greatest challenges is to continue to consider how our staff can help our students to explore God's world through their studies across K-10. We await further direction in regard to the senior courses and continue in 2016 writing programs for new subjects and new syllabus programs in a number of subjects.

Students in Years 3, 5, 7 and 9 also received a NAPLAN report for their test results in reading, writing, spelling, grammar and punctuation, and numeracy. While NAPLAN testing is not the main priority at Covenant Christian School, it is pleasing to see our students achieving at a level above state averages. Further information is available elsewhere in this report.

Our Secondary School continues to grow, providing some wonderful new opportunities, and also some new challenges. Continued growth across the Secondary School allows us to introduce new subjects, and to increase our support of students with educational support needs. English and Mathematics classes are sorted according to ability and need while the other subjects are mixed ability classes. ICT skills are integrated into all subject areas.

Students were offered a wide choice of electives in Year 9 and 10:

- Drama, Music, Visual Arts
- Information and Software Technology
- German
- Timber Technology, Food Technology, Design and Technology
- Commerce
- Physical Activity and Sports Studies
- Students could choose between elective Geography and History in Year 9, with the mandatory Australian History, Geography, Civics and Citizenship studied in Year 10

- There are also a number of language options available through the Open High School.

Year 10 students completed the “All My Own Work” program on ethical work practices, plagiarism, copyright and group work in readiness for study in Year 11 and 12.

Year 11 and 12 students were able to choose from a broad range of subjects:

- English Standard, English Advanced, English Studies, English as a Second Language, English Extension 1 and 2.
- General Mathematics, Mathematics, Mathematics Extension 1 and 2
- Visual Arts, Drama, Music 1 and 2, Music Extension, Dance, Photography & Digital Imaging
- Business Studies, Economics, Legal Studies, Society and Culture
- Ancient and Modern History, History Extension
- Biology, Physics, Chemistry
- PDHPE, Exploring Early Childhood, Sport Life and Recreation Studies

- German Beginners and Continuers, French Beginners
- Software Design and Development, Information Processes and Technology
- Design and Technology, Industrial Technology, Textiles and Design, Hospitality
- Studies of Religion 1 Unit or 2 Unit

Biblical Studies classes are compulsory for all students.

It was pleasing to see the work of our students on display at the various Dance and Music evenings, and the Fusion evening, when Visual Arts and Design students showcased their Major Works. It is wonderful to see the students in our school given the opportunity to explore their interests through the many subjects offered.

We continue to be grateful to God for his provision, and are excited to announce a number of new subjects for 2016 (Senior Science in Year 11, and Agricultural Technology, History Elective, Textiles and Design and Dance in Year 9).

*Pete Muddle*

*Deputy Principal – Curriculum (7 – 12)*

## 2015 Staff

### Teaching Standards

Category	Number of Teachers
Teachers who have teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	91
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

### Workforce Composition

Category	Number of staff			
	Teaching Staff	Teachers' Aides	Non-Teaching Staff	Total Staff
Number	91	7	35	133

*Note: There are no staff of indigenous background*

*Jay Trevaskis*

*Director of Teaching and Learning (7 – 12)*

# Key Policy Outline

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## Welfare

Our Mission statement declares that we "...assist parents in the nurture of their children, by providing a Christ-centred, biblically grounded, culturally engaging and academically rigorous education to equip the children to live for God's glory."

This means that as a community of staff, students, parents and caregivers, we seek to treat each other in a Christ-like way. The well-being of the students is thus closely tied to our mission as a school.

As a Christian school we aim to:

- make the school a safe place to work and play
- witness the Christian qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Specifically, Covenant Christian School is committed to:

- a safe and nurturing environment in which students can learn
- effective teaching and learning experiences which engage students in the activities of the school, including extra-curricular activities
- a fair and effective discipline system which encourages good behaviour and seeks to improve the behaviour of students who do not behave well
- an environment in which students can come to understand how God has given them abilities and gifts, and how they can use them
- an understanding that we are all made in God's image but with many different strengths, and that we need to be accepting of and loving towards those who are different from ourselves
- an environment in which it is clear that bullying, violence and aggression are unacceptable
- a community in which parents, students and staff can communicate well with one another
- employing staff who are committed Christians, well qualified teachers and who seek to care for and nurture the students in their care.

Specific requirements are set out in our Child Protection and Anti-Harassment policies and procedures, among others. These include:

- ensuring that staff appointed are fit and proper people to occupy those positions through interviews and employment screening
- requiring staff to commit to a Staff Code of Conduct which is actively monitored
- training staff in Child Protection and Anti-Harassment measures
- implementing procedures to identify when a child is at risk of harm and to notify the proper authorities
- implementing procedures to notify and investigate complaints of improper conduct by staff and report to appropriate authorities
- recognising that dealing with harassment is the shared responsibility of parents, staff and students
- establishing procedures which will ensure an effective response to incidents of harassment
- ensuring that all occurrences of harassment are dealt with fairly and consistently
- encouraging openness among students about all forms of harassment
- taking pro-active preventative measures against harassment
- raising awareness about harassment among school staff, students and parents.

Bullying is when a person or group of people with more power at that time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion. We are committed to minimising hurtful and bullying behaviour in our school. The school is investigating the use of PeaceWise principles as a tool for dealing with conflict across the school.

## Discipline

Covenant's Discipline Policy is based on the following principles. It recognises the primacy of restoration of relationship over substantive issues and seeks to address relationship breakdown first if required. We try to manage the tension between acting both justly and mercifully in all situations. Discipline must always be procedurally fair. Discipline should:

- be founded on love and concern for the child and those around him/her
- contribute towards a student's growth in Christ; thus it may involve repentance, reconciliation and restitution
- include positive and negative elements - confirming, commending and encouraging, as well as correcting, reproving and punishing
- be clearly defined as to expectations and, wherever possible, be exercised promptly
- be consistent and administered justly, but with mercy
- reflect on the action or attitude, not the person, so that it is clear we love the child
- take into account the maturity of the child
- seek to develop self-discipline and thus not depend too heavily or exclusively on external motivation, such as structured rewards and punishments.

## Grievance

When dealing with any complaint, grievance or concern in relation to another person it ought to be done with the best intentions for the other person at heart, and according to the principles of procedural fairness. Whilst this is not necessarily easy to do, those involved in conflict ought to see it as an opportunity for growth. Specifically, all parties ought to:

- first speak directly about the issue to the person most concerned
- treat the matter seriously
- act fairly towards each other
- expect that they will be treated in the same way
- treat others involved in the situation with respect and graciousness
- act discreetly and maintain confidentiality.

If a person feels they cannot speak to the person concerned directly (e.g. in a case of bullying or fear), they should speak with another more senior person. In the case of a student, this may be the Home Class teacher or some other person they trust.

If a resolution is not achieved then the matter should be taken to the next most senior person, and so on, until it reaches the Principal for a decision. Any parent who is unhappy about a decision of the Principal, or who for other reasons would like to take a matter further, may take it in writing to the Board.

Full copies of these and other school policies can be obtained from the school office and are on the school's web site, [www.covenant.nsw.edu.au/letters](http://www.covenant.nsw.edu.au/letters)

# Co-Curricular and Extra-Curricular Activities

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## Secondary School

The Secondary School again experienced growth in 2015. This ensured an increase in the opportunities for students to problem solve, create, explore and engage in various activities. Whether students had sporting, dramatic, creative or academic gifts, there were challenges available to interest them.

Our promising athletes competed in swimming, cross country and athletic carnivals which were well attended. The German International School joined in our athletics carnival. Strong individual performances were made by students to Combined Independent School level. CCS teams were entered in local and Gala Day events in sports such as football, rugby, netball, cricket, eagle tag and basketball. Students were offered a variety of competitive and recreational sports during the year ranging from beach walking to futsal, rock climbing to tennis. The lease of the adjacent tennis courts in Dell Street continues to provide an additional excellent venue for tennis, futsal and school sport.

The Secondary Music Team continued to lead assemblies as well as Christmas and Easter celebrations while Concert and Stage bands and choirs can be heard practising in the Performing Arts Space (PAS). The Creative Arts Department produced the musical, *The Little Mermaid*, at the end of the year, extending the production to four nights and one matinee, with two casts. There was an Evening of Music and we were fortunate to take part in WOT Opera in May. This production at the Seymour Centre in May was outstanding and a wonderful learning experience, not just musically, but also in cooperation, team work and confidence. The Dance Academy was busy and held an end of year concert as well as the HSC night. The standard was high and the spectacle was always striking and colourful. Dance students also took part in the Northern Beaches and Extreme Eisteddfods. Visual Arts, Design and Technology and Industrial Technology students were able to showcase their Major Works at their respective Display Evenings.

Covenant hosted a Pushing the Boundaries day for 150 Year 9 students from nine schools who enjoyed workshops ranging from Design to Digital Music to Creative Writing. In addition, selected Year 10 students were able to take part in the da Vinci Decathlon, receiving 3<sup>rd</sup> place for Art and Poetry. Public Speaking maintains its popularity. The Annual Public Speaking Carnival between Covenant Christian School, Northern Beaches Christian School and Oxford Falls Grammar was again successful.

Language students were able to visit the Retirement Home at Allambie Heights which caters for German speaking elderly people. Songs, chats and Christmas activities brought pleasure to the residents and improved spoken German for the students. French students again hosted a Saturday Practice speaking exam for Covenant students and those from other nearby schools.

Students were trained and prepared for the Duke of Edinburgh Award Scheme. Students safely completed arduous walks in the Royal National Park and the Megalong Valley and along the Great North Road in preparation for the final trek along the Overland Track in Tasmania. Students achieved Bronze, Silver and Gold awards.

Our Senior Students in Years 10 and 11 again trained for the trips to the Aboriginal community of Yarrabah in far North Queensland. This was a great opportunity for our students to share the gospel while undertaking a cross cultural experience. We continue to forge strong links with this community. A group of the women from Yarrabah came to Sydney to spend time with some of our teachers and parents.

Leadership skills have been developed within the Student Council which has raised money, run assemblies, assisted at various functions and represented the school at outside events. Bus Supervisors and House Captains also take on roles of responsibility and help in the smooth running of the school. Student Council organised ROAR Effect Day to raise awareness of and combat youth depression and suicide. Student Council supported a number of charities such as 40 Hour Famine and Operation Christmas Child, represented the students on various issues and purchased additional equipment for the school. Random days raised money for TEAR and Voice of the Martyrs.

Camps are an integral feature of school life: Year 7 students experienced an outdoor education camp while students from Years 8-10 had a choice of multi-age camps. These ranged from a Fishing Camp on Pittwater, to orienteering in the city and helping out at Hope Street with homeless people, from riding mountain bikes around Canberra to a Surf Camp on the North Coast. Horse-riding was a popular addition in 2015 and will continue in 2016. Year 11 attended a Retreat to develop leadership and study skills in Term 4. There was also an Art Camp, Drama Camp and a Maths Camp to extend students with a passion in these areas.

Excursions and visiting speakers were a regular feature of each term as Covenant students continued to learn in a variety of ways.

*Chris O'Sullivan*

*Deputy Principal - Pastoral Care (7 - 12)*

## Junior School

Junior School engaged in a number of activities throughout 2015 with Grandparents Day playing a significant role in shaping the latter part of the year, especially the Creative Arts.

Our fundraising for the year targeted the Voice of the Martyrs, an organisation which assists persecuted Christians in other parts of the world.

Each week, in our Junior School assemblies, we explored the plight of brothers and sisters who suffer for owning the name of Jesus Christ.

Our bi-annual speech giving assemblies continued to feature and our Outer Limits Day, a day devoted to extension and enrichment across Years 3-6, was once again very successful.

We also enjoyed an Opera Australia performance, an adaptation of the Cinderella story which proved to be highly entertaining for all Junior School.

Co-curricular and extra-curricular activities throughout 2015 included:

### Extra-Curricular

- Training Band
- Junior Band
- String Ensemble
- Student Council
- Bible Club
- Chess Club
- Sport training

### Co-Curricular

- Year 5 / 6 Camps
- Year 3 / 4 Sleepover
- Maths Extension Camp
- Comedy Workshop
- Writers Workshop
- Cartooning Workshop
- Enviro Workshop

- Maths Olympiad
- Musica Viva
- Infants Fun Day (games run by Year 10)
- Infants Swim Program
- Year 6 Community Day
- Art Exhibition
- Speech-Giving Assemblies
- Billy Cart Race Day
- Library: Author visit
- StartSmart (financial literacy)
- ICAS Competitions
- Excursions for Year 3-6: Imax, Hyde Park Barracks, Canberra, Bushland, Powerhouse Museum, CARES-Bike Education day, Extension English, Surf Awareness
- Incursions for K-2: Musica Viva, Chicken Hatching, Fire Brigade, Ambulance, Nurse and Police visits, Comedy Night, Pet Ed Program
- Student Representative Council Mufti Days
- Book Week Assembly
- Premiers Reading Challenge
- Year 6 Picture Book Launch

### Sport

- Athletics Carnivals: School, Zone, CSSA, CIS
- Swimming Carnivals: School, Zone, CSSA, CIS
- Cross Country Carnivals: School, State, CIS
- Tennis Gala Day
- Eagle Tag Gala Day
- Soccer Gala Day
- Netball Gala Day
- Gymnastics Gala Day
- AFL Gala Day
- Inter School Competition: Netball, Tee-ball, Soccer, Rugby League and Cricket.

*Wayne Morton*

*Deputy Principal - Junior School*

# School Performance

Covenant Christian School seeks to honour God and support parents. While external results such as NAPLAN and HSC are not the 'main game' of who we are as a school, we are aiming to find the right perspective on how results from 2015 can be viewed in an appropriate way. We want the readers of this report to understand that a student's HSC results do not show the full achievements and worth of a student.

We believe that capable students will do well wherever they go to school, provided that they are willing to work hard. And so while we celebrate these results, we don't want to become triumphalistic about student achievements, but instead thank God for the gifts, abilities and faithfulness of our students.

As a short snapshot, this report will highlight areas of strength and weakness in regard to the Covenant Christian School class of 2015 HSC performance across a number of subjects. The results provide our school community an opportunity to give thanks to God for the abilities He has given our students, and to be grateful that our students have used their time at school well.

The HSC results were again extremely encouraging and a reflection of the work of our students. In 2015, 82 students studied 40 different HSC courses. Courses studied:

Ancient History	English Extension 1	Japanese Background Speakers	Personal Development, Health and Physical Education
Biology	English Extension 2	Legal Studies	Physics
Business Studies	English Studies	Mathematics General 2	Society and Culture
Chemistry	Exploring Early Childhood	Mathematics	Software Design and Development
Dance	French Beginners	Mathematics Extension 1	Sport, Lifestyle and Recreation Studies
Design & Technology	German Continuers	Mathematics Extension 2	Studies of Religion I
Drama	History Extension	Modern History	Studies of Religion II
Economics	Hospitality	Music 1	Textiles and Design
English Advanced	Industrial Technology	Music 2	Visual Arts
English Standard	Information Processes and Technology	Music Extension 1	
English as a Second Language			

We celebrate with students who have registered in the top performance bands, and received high ATAR results. We rejoice with those students who have given their best and worked in a committed and consistent manner. We celebrate with each student who has found work and are utilising the gifts that God has given them. Some students far exceeded their own, or parent, expectations. We believe God has a place and a purpose for every student at Covenant. Part of our role is to guide students into making good choices based on their interests and abilities.

More than 75% of students eligible to attend university were offered a place in the first round offers. Chosen courses include: Commerce, Arts, Physical Activity and Health Science, Engineering, Industrial Design, Business, Primary Education, Secondary Education, Information Technology, Economics, Law, Medical Science, International Studies, Nursing, Occupational Therapy, Music Studies, Physiotherapy, Secondary Education and other courses. A number of students received an ATAR (Australian Tertiary Admissions Rank) of 90 or higher. The highest ATAR for 2015 at Covenant Christian School was 99.5.

18 of the 82 students received a mark of 90 or higher (many in multiple subjects), placing them in Band 6 (or E4 for Extension subjects), the top performance band. These students were published in the Board of Studies Distinguished Achievers List. Subjects in which students achieved a top band result were Ancient History, Biology, Business Studies, English Advanced, English Extension 1, English Extension 2, French Beginners, Industrial Technology, Legal Studies, Mathematics General 2, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Personal Development, Health and Physical Education, Studies of Religion, Textiles and Design, and Visual Arts.

It is good to remember that Covenant is a comprehensive co-educational school. We choose not to offer academic scholarships, believing that no student should have access to education over another, based on academic (or any other) ability. Our results reflect the high standards and hard work of our students (and staff), and the prayerful support of our community.

Below are a few particular areas of strength out of the 40 HSC courses offered in 2015, and provide a good cross-section of results for the cohort at the school. Band 6 is the top performance Band in 2 Unit subjects (where students have achieved a final mark of between 90 and 100 in that course). Band 5 indicates a final mark of 80-89 in a course and so on.

#### **Ancient History**

20% of students achieved Band 6, compared to the state average of 7.9%.

70% of students achieved marks placing them in Bands 6, 5 and 4. This is a pleasing outcome.

#### **Design and Technology**

42.85% of achieved Band 5, compared to the state average of 24.43%

100% of students achieved HSC marks placing them in Bands 5 and 4. There were no CCS students represented in the lowest 3 Performance Bands

#### **English Extension 2**

50% of students achieved in Band E4, the top performance Band, compared to the state average of 26.13%.

100% of students achieved HSC marks placing them in Bands E4 and E3.

#### **French Beginners**

33.33% of students achieved Band 6, compared to the state average of 21.53%

66.67% of students achieved in Band 5, compared to the state average of 22.61%

100% of students achieved marks in Bands 6 and 5

#### **Industrial Technology**

10% of students achieved in Band 6, compared to the 8.26% of students in the state

40% of students achieved Band 5, compared to the state average of 18.26%

100% of CCS students achieved HSC marks placing them in Bands 6, 5 and 4.

#### **Mathematics**

25% of students achieved in Band 6, compared to the state result of 19.63%. 100% of students achieved HSC marks placing them in Bands 6, 5 and 4.

This is a pleasing result for this class.

#### **Mathematics Extension 1**

40% of students were represented in Band E4, compared to the state result of 34.3%

60% of students achieved Band E3, compared to 49.81% of the state.

This a pleasing result in a demanding course.

#### **Physics**

30% of students achieved a Band 6 result, compared to the state result of 8.38%

30% of students achieved a Band 5 result, compared to the state result of 20.37%

100% of students achieved HSC marks placing them in Bands 6, 5, 4 and 3.

#### **Textiles and Design**

37.5% of students achieved in Band 5, compared to 32.13% of candidates in the state

50% of students were represented in Band 4, compared to 31.89% of students in the state

100% of students achieved HSC marks placing them in Bands 6, 5 and 4.

#### **Visual Arts**

66.67% of students were represented in Band 5, compared to 40.72% of students in the state

100% of students achieved HSC marks placing them in Bands 6, 5 and 4.

We give God great thanks for the abilities, energy, efforts and time of our class of 2015 students. We thank them for their contribution to the life of the school, pray that they won't forget the things they learned here, and pray God's care on them as they enter the next part of their story.

*Peter Muddle*

*Deputy Principal - Curriculum (7-12)*

## Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 (Year 10) and Preliminary / HSC Stage 6 (Year 11 & 12) courses and grades, and participation in any uncompleted Preliminary / HSC Stage 6 courses.

In 2015, twelve students were nominated for the RoSA via the Board of Studies website.

*Peter Muddle*

*Deputy Principal - Curriculum (7-12)*

## National Assessment Program – Literacy and Numeracy

NAPLAN (National Assessment Program - Literacy and Numeracy) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In all cases the results of CCS across all years, was above or substantially above the Australian national averages.

In Year 9 only CCS was below the SIM (schools considered statistically similar to Covenant). This Year 9 has a group of five students that were either exempt from being tested, or who attempted the test and scored below benchmark. Exempt students are automatically placed below benchmark. There were also some other students that also came in below benchmark.

Those students who have fallen below the benchmarks have been identified by the Education Support staff and extra teaching support has been provided. Coordinators of the related faculty areas are consulted so they are aware of the issues and can set up teaching structures and strategies within their faculties.

NAPLAN RESULTS	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
CCS Year 3	490	452	468	493	467
SIM Year 3	475	446	452	482	442
Aust. Year 3	426	416	409	433	398
CCS Year 5	550	520	523	545	535
SIM Year 5	548	512	530	553	538
Aust. Year 5	499	478	498	503	493
CCS Year 7	590	542	577	588	597
SIM Year 7	588	552	584	590	594
Aust. Year 7	546	511	547	541	543
CCS Year 9	609	582	615	586	626
SIM Year 9	627	598	626	616	646
Aust. Year 9	580	547	583	568	592

■ = substantially above eg. Year 3 Reading, CCS is substantially above the Australian Year 3 average

■ = above or close to eg. Year 5 Spelling, CCS is above the Australian Year 5 average

■ = below eg. Year 9 Numeracy, CCS is below the SIM schools average

■ = Substantially below eg. There are no examples of this level at CCS in 2015.

*Lesley Bennett*

*Education Support Coordinator*

# Financial Report

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## Overview

On behalf of the Board, I am pleased to present the financial report for the year ending 2015. Good progress in a number of key areas was made in 2015. A new Secondary School Art room on the first floor of G Block was completed providing a wonderful space for creativity. The old Art room site in E Block was demolished at the end of Term 3 to make way for a new TAS and Science classroom development which will provide four new teaching spaces and two fully refurbished spaces. The additional rooms will provide enough specialty classrooms to cater for four streams of Secondary School Years 7 to 12. This development is a wonderful addition to the School and we give thanks to God for His provision.

In addition, we had good growth in Secondary student enrolments and stable enrolments in the Junior School. As a result, we achieved a pleasing operating surplus.

Our financial performance is a direct result of the school exceeding student enrolment expectations, of parents paying their fees on time, of generous Federal and State Government recurrent and capital funding, as well as the school's ability to manage payments and bank accounts to maximise interest income. The school met its obligations to staff and creditors in 2015.

The Finance Committee, consisting of Board, Association Members and Executive, are involved in the financial management of the school, under the guidance of the Board. The Finance Committee is a valuable part of the process, including being involved in the review of the budget. As a result, a number of financial improvements have been made.

## Fees & Enrolments

The Board's goal is to provide affordable Christian education to Christian parents, by keeping the fees as low as possible while still delivering a high standard of Christian education, and maintaining and improving buildings and grounds to satisfactory levels.

Our student numbers for 2015 were budgeted at 850 and at census we achieved 857. In 2016 our enrolment target is 865.

## Financial Accounts 2015

A budgeted net operating surplus of \$522k was approved for 2015. The Financial Accounts for the year ending 2015 show a net operating surplus of \$893k. The cash position at the end of the year increased from \$1.3m to a total of \$1.6m. This was satisfying given the building works undertaken during this period. The Board recognises the need to create an appropriate surplus each year with a view to future projects.

At the end of 2015, the School Board had the opportunity to acquire a neighbouring property that had not been on the market for more than ten years. After thorough deliberation, the school was able to purchase 214 Forest Way. As a result, our bank borrowings at the end of the year had increased for the first time in 13 years from \$605k in 2014 to \$2.6m in 2015.

The property has existing tenants which will greatly help to offset the interest payments on the additional loan.

It is the school's accounting practice that the Business Manager can write off some of the capital projects and building improvement costs in the year the work was carried out. This is instead of capitalising, when the school's recurrent cash surplus permits, and is above the budget surplus. This practice is with the full knowledge of the Finance Committee and the school's auditor, IL Struthers & Associates.

A number of great new additions and refurbishments took place to improve the school facilities in 2015. These included additional music tutor rooms in Secondary School, fully refurbished terrace steps at the front entrance of the school, ongoing landscaping and garden bed improvements, and the installation of 320 solar panels creating 80 kilowatts of power to reduce our energy consumption by an estimated 15% per year. Students will also be able to login from the classroom and see what power is being generated from the panels. This can be useful across a range of year groups studying such things as sustainability, environmental studies, science and maths.

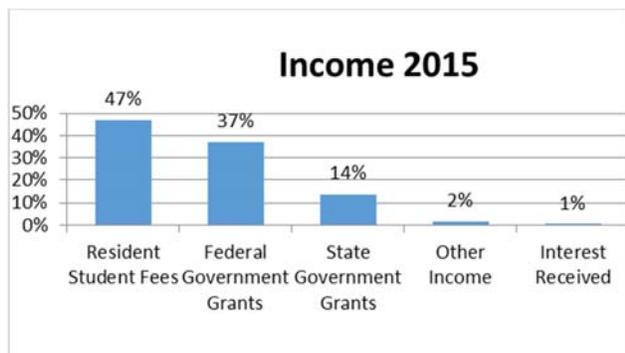
In addition, we purchased two commuter buses; a 12 seater Toyota Hiace and a 25 seater Mitsubishi Rosa. Having our own buses has reduced expenditure on bus hire and provided greater flexibility with sport, excursions and camps. The buses are also a great mobile advertisement to the nearby (and not so nearby) suburbs with Covenant Christian School, Belrose emblazoned on the side.

The School continued to invest in technology. The use of Information and Communication Technologies (ICT) grew in 2015 throughout all year groups. Also much planning and preparation took place throughout the year including various reviews of our current infrastructure with a view to meeting best practice standards for a school environment.

As part of that review, the School engaged a strategic managed service partner, Dancri, an ICT support services company. This included the provision of a full time onsite ICT Manager. This greatly increases the Schools ICT expertise for the ever changing and growing ICT space. Our iPad program expanded into Years 7 and 8. At the start of 2015, every Secondary student had access to a portable device. The increased number of devices placed a greater demand on our wireless infrastructure, leading to a full replacement during the year.

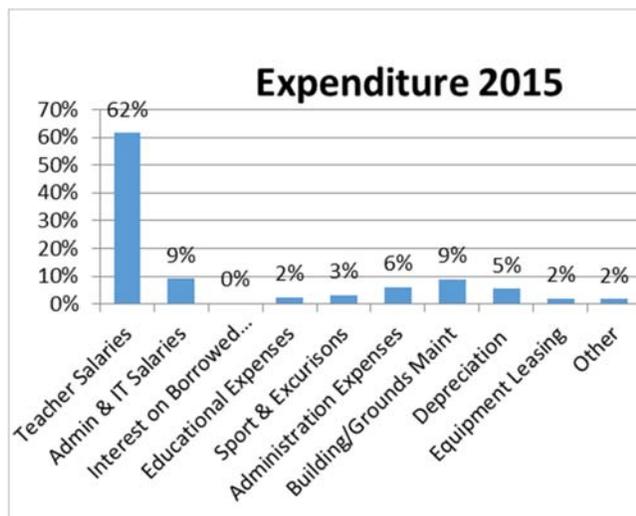
## Income

Income from families equates to 47% of total income and government grants equate to approximately 51% of total income. In more simplistic terms, we are thankful for this government support, for every \$1.00 a parent paid, grants from the Federal and State Governments contributed \$1.08.



## Recurrent Expenditure

Our expenses in 2015 will show that our major recurrent expense is salaries. In 2015 salaries represented 71% of our total recurrent expenditure. This does not include capital expenditure.



## The Year Ahead

We believe the 2016 budget has been established with an achievable net operating surplus target. The cash flow is going to remain steady in line with capital investment. We still anticipate more than \$400k in the bank by year end. The key to achieving our budget is to meet our budgeted student enrolment numbers of 865.

In 2016 we will, under God, continue to maintain the financial stability required to meet our financial obligations. This is while seeking to provide the facilities and staffing to meet the needs of our growing student population. As part of the school Master Plan, the TAS and Science development is due to open in Term 2 2016. We also plan to introduce a Secondary Text Book 'Loan Scheme' where we remove the financial and time burden from the parent to the school. This will be appreciated by the school community. We hope that all community members will find an opportunity to return to the school and take a tour. In addition, there are other projects that will be undertaken to add value to our school.

The school continues to be committed to preventative maintenance for the long term benefit of the school. We ask for your continued financial and prayer partnership over the coming year.

*Andrew Lowry*

*Business Manager*

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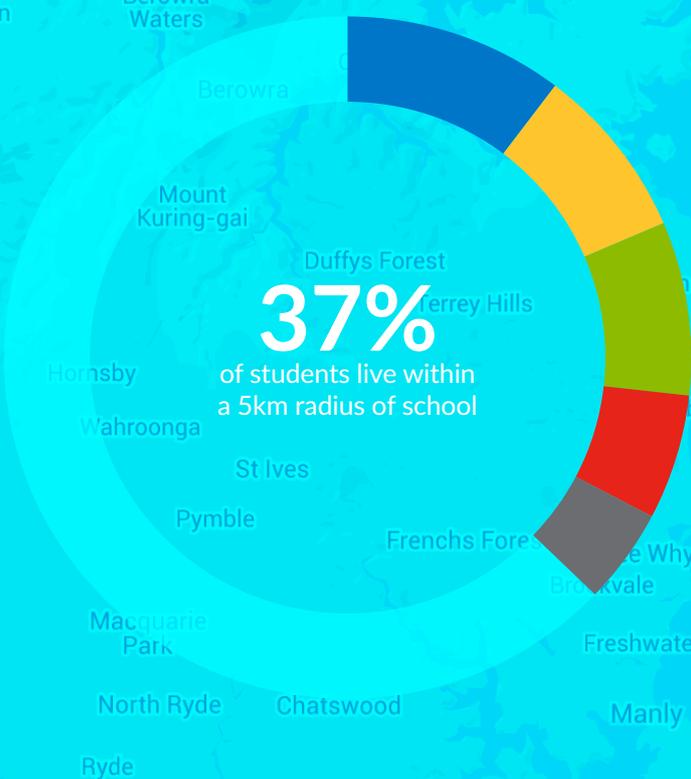
Dell St Belrose 2085 PO Box 6154 Frenchs Forest DC NSW 2086 Australia

Operated by Covenant Christian School Association Ltd ACN 001 706 047 ABN 16 293 921 492

# Where do students come from?

COVENANT CHRISTIAN SCHOOL BELROSE SYDNEY

## TOP SUBURBS



- **BELROSE** [ 94 Students / 10% ]
- **FRENCHS FOREST** [ 75 Students / 8% ]
- **ST IVES** [ 75 Students / 8% ]
- **FORESTVILLE** [ 54 Students / 6% ]
- **TERREY HILLS** [ 42 Students / 5% ]

**49.7%** of students come from 10 local suburbs.  
51.3% come from another 97 suburbs.

Approximately **half of students live within 10kms** of the school.

## STUDENT NUMBERS BY AREA

- 152 --- FRENCHS FOREST/FORESTVILLE/KLLARNEY HEIGHTS
- 119 --- BELROSE/DAVIDSON
- 76 ----- INGLESIDE/ELANORA HEIGHTS/WARRIEWOOD/NARRABEEN
- 75 ----- ST IVES
- 70 ----- DEE WHY/NARRAWEENA/BEACON HILL/BROOKVALE/CURL CURL
- 54 ----- SEAFORTH/MANLY/BALGOWLAH
- 50 ----- TURRAMURRA/WAHROONGA
- 42 ----- TERREY HILLS
- 37 ----- CHATSWOOD/WILLOUGHBY/LANE COVE/ARTARMON
- 36 ----- CROMER/COLLAROY PLATEAU/WHEELER HEIGHTS
- 33 ----- EPPING/RYDE/GLADESVILLE
- 33 ----- GORDON/PYMBLE
- 29 ----- NEWPORT TO PALM BEACH
- 28 ----- KILLARA/LINDFIELD/ROSEVILLE
- 21 ----- ASQUITH/MOUNT COLAH/COWAN/BEROWRA
- 19 ----- MONA VALE/BAYVIEW
- 9 ----- WAITARA/HORNSBY
- 9 ----- MOSMAN/CREMORNE/NEUTRAL BAY
- 5 ----- PENNANT HILLS/THORNLEIGH
- 4 ----- CENTRAL COAST
- 3 ----- INNER CITY

**905** Preschool to Year 12 students

The **top 2 areas account for approximately 30%** of all students.

Families worship at  
**146**  
churches

**82%**  
attend church  
weekly

[www.covenant.nsw.edu.au](http://www.covenant.nsw.edu.au)

Data current as of March 2016.

