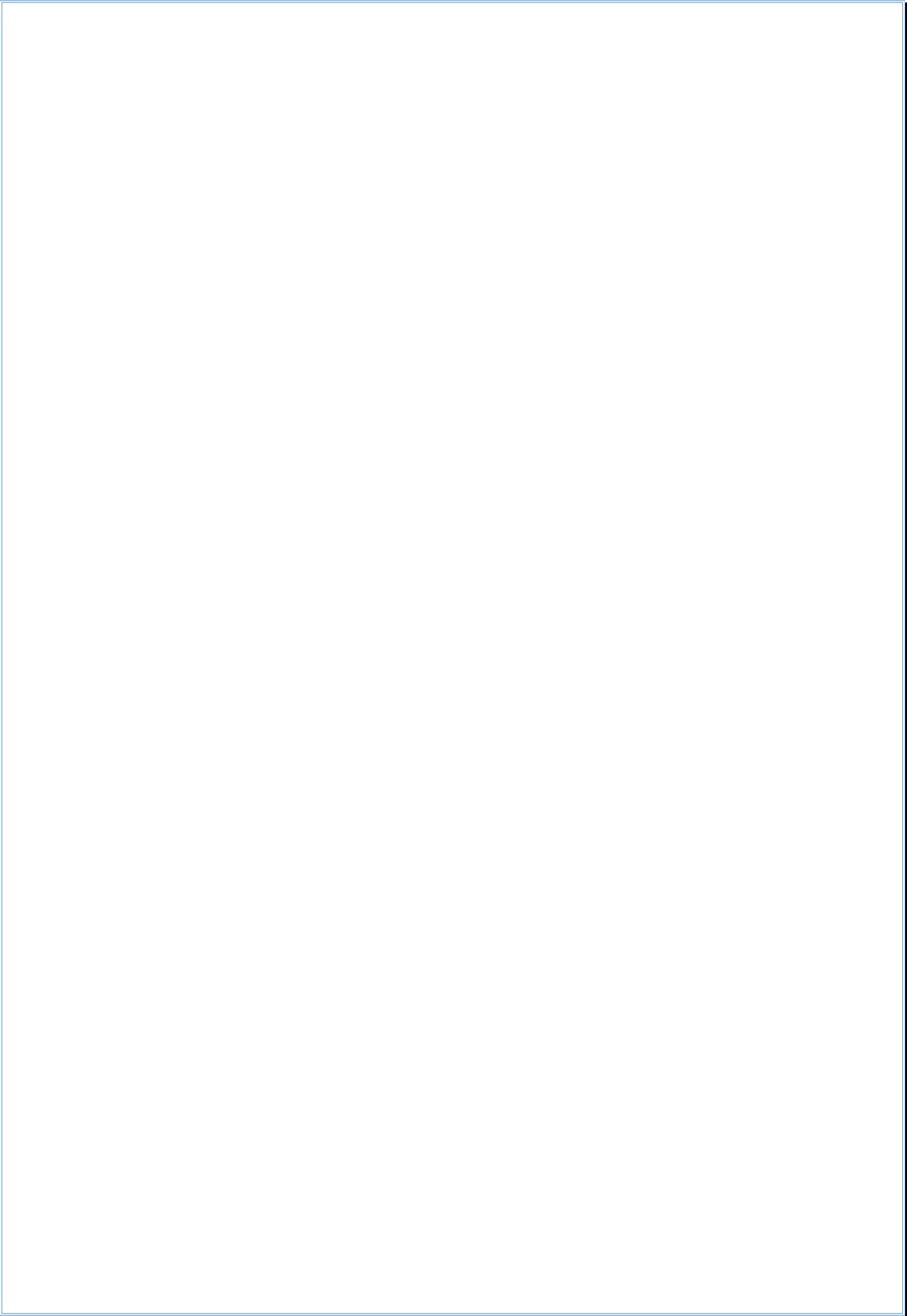




**2022**

# **ANNUAL SCHOOL REPORT**





## INTRODUCTION

As part of our requirements for the Commonwealth Government, we are to produce an Annual Report each year. This helps inform our families and the wider community of what the school has celebrated and achieved over the past year.

This particularly report represents 2022, and as you read, you will see we have been so blessed once again and give thanks to God for His bountiful provisions and protection.









## PARENTS AND FRIENDS

The Geneva P&F are a small group of people who meet together once a term to discuss the school and how we can assist the Geneva community. 2022 was a great year for fundraising. We were finally able to hold the Time and Talent Auction again and also enjoyed the Fireworks and Bonfire night and the Pie Drive. We contributed to various needs around the school such as canteen, cross country, end of year student awards, and a grand piano for the music department and assembly accompaniment.

The Geneva School continues to look amazing with further landscaping and some other small additions. There have been some marvellous improvements around our lovely school and I feel truly privileged to be a part of its growth. We are so blessed to be able to send our children to a school which doesn't only provide an excellent education, but also allows them to feel cared for, included and, most of all, loved. Our children matter to us, the Geneva community, and we are privileged to help in our small way. We are also grateful for another increase in student numbers and for the new families that have joined the Geneva community this year.

Michele Colledge (President Geneva Parents and Friends)







## TEACHER STANDARDS / QUALIFICATIONS

All our teachers are registered by the Teachers Registration Board of Tasmania and are trained to implement the Australian Curriculum and all resources and programs associated with it. Collectively they had the following qualifications:

Advanced Diploma of Civil Engineering	Advanced Diploma of Mechanical Engineering
Bachelor of Education (Primary) Health & PE	Bachelor of Arts, Diploma of Education
Bachelor of Contemporary Arts	Bachelor of Education
Bachelor of Arts	Bachelor of Education (Primary)
Bachelor of Education (Secondary)	Bachelor of Education with Honours
Bachelor of Human Movement	Bachelor of Librarianship
Bachelor of Ministry	Bachelor of Music
Bachelor of Science	Bachelor of Teaching
Cert III Bus Operations	Cert III Driving Operations
Certificate in Education (Early Childhood)	Cert IV Workplace Training & Assessment
Certificate in Education	Cert IV Business Management
Diploma Art-Craft-Design	Diploma in Teaching
Diploma in Teaching, Teacher's Certificate	Diploma of Teaching (Tafe & Vocational Education)
Diploma of Horticulture (Arboriculture)	Diploma of Education
Graduate Certificate in Education	Graduate Diploma (Computers in Ed)
Graduate Diploma in Education	Master of Biotechnology-Chemical Engineering

WORKFORCE COMPOSITION	TEACHING STAFF FULL TIME	TEACHING STAFF PART TIME	TEACHING STAFF FTE	NOTIFIED INDIGENOUS STAFF
	10	18	19.6	0
WORKFORCE COMPOSITION	NON-TEACHING STAFF FULL TIME	NON-TEACHING STAFF PART TIME	NON-TEACHING STAFF FTE	
	3	36	25.5	

Professional Development for staff was covered in the following areas: First Aid, Bronze Medallion, Wilderness First Aid, Mandatory Reporting, ACARA Curriculum, Stile Science, Math Pathways Professional Development, Keeping Children and Vulnerable People Safe, Youth Mental Health First Aid, Roof Safety Observer, Working at Heights, Diabetes, Epilepsy, Resilient Kids, IST Literacy Consultant, and Technology to Support use of visual aids.





## STUDENT ATTENDANCE

Regular attendance at school is essential if students are to maximize their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children each day and if away from school longer than 3 days, a medical certificate is required. School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The Principal/Office Staff undertake all reasonable measures to contact parents promptly if an unexplained absence occurs.

Students are required by law to attend school on every day of the school year (39 weeks). If a student is sick, the school requires the parent/carer to contact the school before 8:45am each school day. The school also requires parent/carers to contact the bus driver to inform them that the child will not be traveling on the bus that day.

In 2022 the rates of attendance are shown as a percentage of the designated number of school days per year.

KINDER	PREP	YEAR 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
90%	89%	89%	90%	88%	85%	87%
GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
88%	89%	88%	88%	80%	71%	81%







## NAPLAN

The Federal Government has established a national testing system for reading, writing, spelling, grammar and punctuation and numeracy for Years 3, 5, 7 and 9. This is designed to measure improvement in a student's benchmark performance as a result of the school's attention to their educational needs.

In our classrooms, students below the benchmark in numeracy and literacy are diagnosed (like all students) and placed at their current academic level. Upon successful completion at that level and with time and effort, improvement appears in their competency in both numeracy and literacy. We supplement their learning materials to assist and expand those students who are of a lower academic level than their peers. Our Learning Support team work with teachers to develop IEPs (Individual Education Plan), prescribing smart goals for selected students with extra needs. Throughout the school we utilize the programs *Mathletics* and *Math Pathways* with success. Also, in the primary area, students participate in Reading Eggs, MultiLit Word Attack program and the Fitzroy Reading program with very pleasing results.

NAPLAN Results	Geneva Christian College				Australia			
2022	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	100%	95.8%	96.6%	96%	95.5%	95.0%	94.2%	89.6%
Writing (Narrative)	100%	91.7%	89.7%	88%	96.2%	92.6%	90.6%	84.1%
Spelling	95%	95.8%	93.1%	96%	87.2%	91.4%	89.5%	86.6%
Grammar & Punctuation	95%	95.8%	86.2%	84%	92.4%	93.2%	89.4%	81.7%
Numeracy	100%	95.8%	89.7%	100%	95.0%	95.1%	92.0%	95.0%
Australia values sourced	from	<a href="http://reports.acara.edu.au/Home/TimeSeries">http://reports.acara.edu.au/Home/TimeSeries</a>						% at or above National Minimum Standard



## SENIOR SECONDARY OUTCOMES 2022

### **Vocational Certificate - 7 Students (Y10, Y11, & Y12)**

Basic senior school certificate which acknowledges the student has the skills necessary to function purposefully in the workplace. Basic literacy, numeracy skills have been demonstrated.

### **Intermediate Vocational Certificate - 1 Student (Y12)**

Higher level basic numeracy and literacy skills, TAFE Certificate I completion. Students with this qualification may be eligible for entry into appropriate TAFE courses.

### **Advanced Vocational Certificate - 0**

Higher level numeracy and literacy skills, completion of some intermediate subjects, TAFE Cert II completion. Entry into TAFE, possible entry into some UTAS courses (over two years).

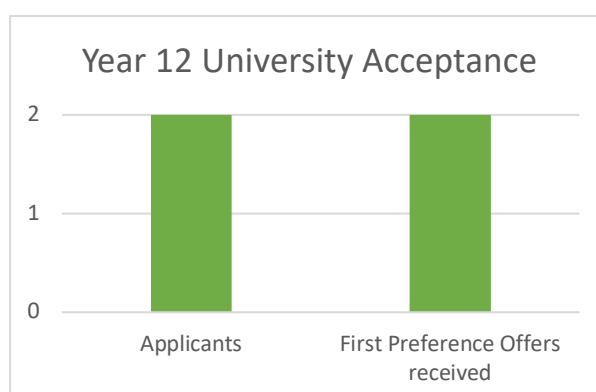
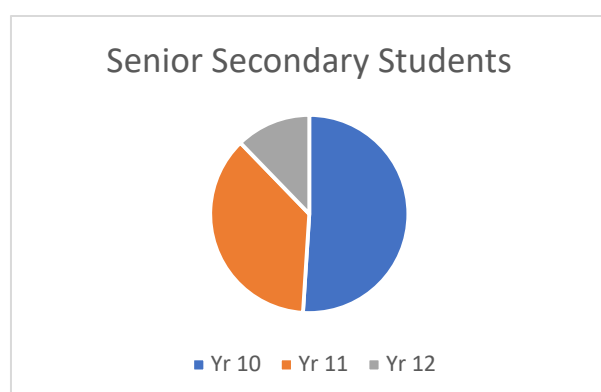
### **Intermediate Academic Certificate - 1 Student (Y12)**

Completion over 2 years of a combination of a minimum of five (5) TASC Level 2 or 3 subjects provides an entry pathway into UTAS University College courses. Students with this qualification may possibly be successful entering other UTAS bridging courses (over two years).

### **Advanced Academic Certificate - 3 Students (Y12)**

High levels of numeracy and literacy skills evidenced in the completion of 4-5 TASC Level 3/4 courses will provide students with this qualification. This certificate level allows students to apply for entry into UTAS undergraduate courses (over two years).

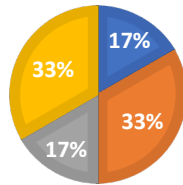
Geneva Christian College had 49 seniors in Years 10 (25), 11 (18) and 12 (6).



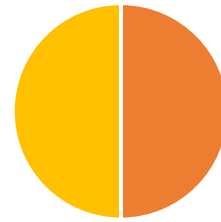


## YEAR 12 TCE POINTS

■ 180-200 TCE points ■ 150-180 TCE points  
■ 120-150 TCE points ■ <120 TCE points

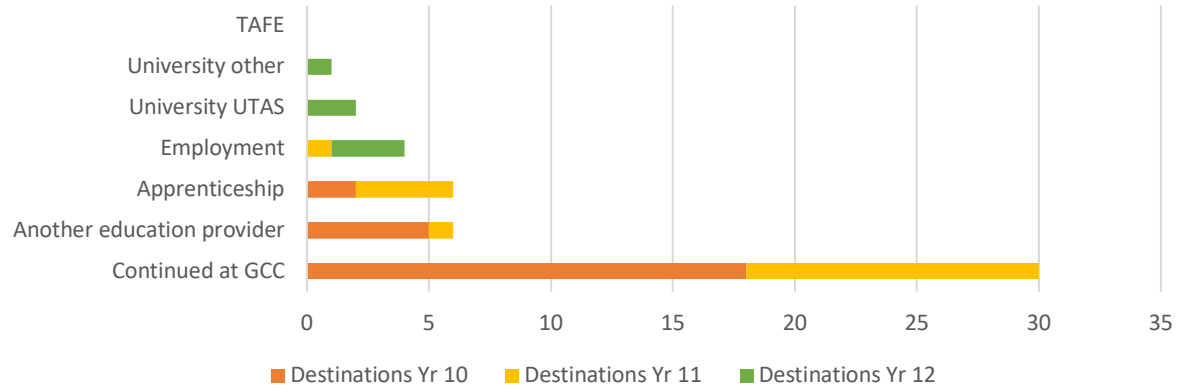


## Year 12 TCE Attainment



■ TCE achieved ■ TCE not achieved

## Senior Secondary Student Destinations



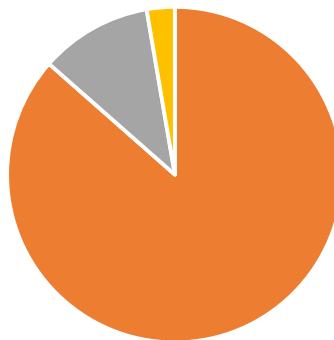
## SATISFACTION SURVEY RESULTS SUMMARY

We are dependent for our existence on student, parent and teacher satisfaction with the school. The 5 Year Strategic Plan that the School Board reviewed in 2019 for the period 2019-2023 is being implemented with many and varied changes inside and outside the school. We have had positive comments from you as parents & families and also the wider community.

Parents, students and staff were surveyed to ascertain their satisfaction with the School, and to give opportunity to comment on any areas of the School. The questionnaires received from parents, students and staff indicated good overall support of the School. These are some of those responses:

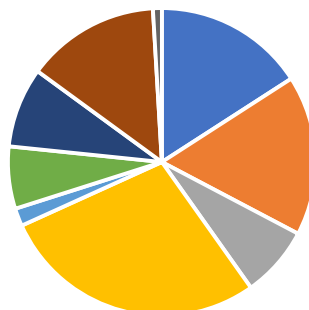
### Parent Response

How do you rate the school's educational standard for your child/children?



■ Too difficult ■ About right ■ Too easy ■ No opinion

From what source do you receive most of your information about school?

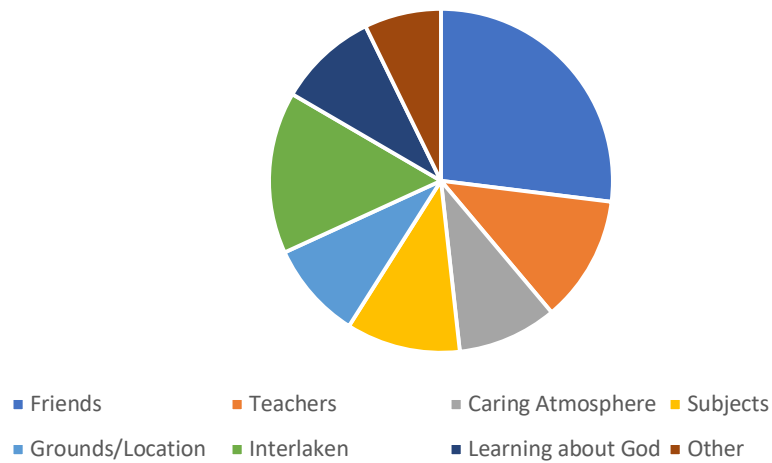


■ Teacher ■ Children ■ Other parents  
■ The Gen ■ P&F ■ Parent/Teacher meeting  
■ Website/Social Media ■ Class Dojo ■ Other

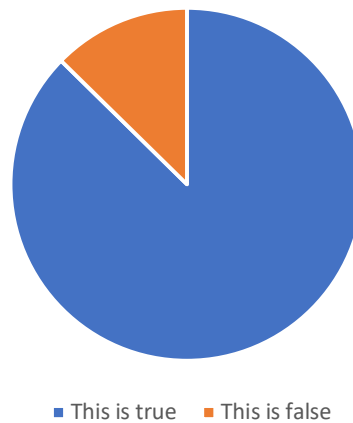


## Student Response

What do I like most about coming to Geneva?

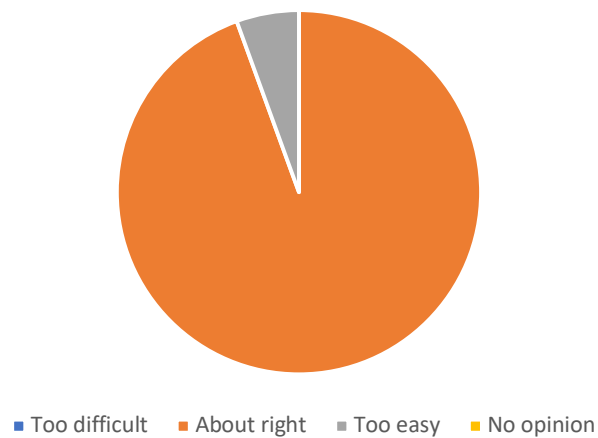


My Teachers care about me.



## Staff Response

How do you rate the school's educational standard?







## SCHOOL INCOME

Throughout this 2022 school year we welcomed some new families into the school community, and at Census reporting time in August 2022 we had 158 families representing 282 children. We appreciate all of our school families and the valuable contribution they make towards the growth and development of our school and to each of these young children who are entrusted into our care.

Of the total monies received during the year as a percentage, school fees represented 11.6%, and Government funding from both the State and Commonwealth sectors represented 78%.

A significantly large portion of expenses funds the employment of dedicated and experienced staff, as well as the provision of quality resources and programmes, and of course, the ongoing construction of our ever-growing infrastructure which this year was the Administration Building and Playground Developments for secondary school outdoor activity area, upgrade of middle primary playground equipment and construction of new climbing structure for upper primary.

We are so thankful and blessed to have been the recipient of all funding provided. In various ways, we have and will continue to benefit from all that was accomplished this year.

<b>STATE GOVERNMENT</b>	\$1,061,143
<b>COMMONWEALTH GOVERNMENT</b>	\$3,998,774
<b>CHAPLAINCY, IST, NSLP GRANTS</b>	\$27,000
<b>SCHOOL FEES</b>	\$753,020
<b>CAPITAL GRANT FUNDING – ADMINISTRATIVE BUILDING</b>	\$180,000
<b>CAPITAL GRANT FUNDING – PLAYGROUND DEVELOPMENT</b>	\$235,207

## RELECTIONS

As we commenced 2022, I am sure everyone, like me, thought that COVID was behind us. We had gone through two tough years and this year felt like a new start. **Our plans** were clear and concise. We had moved into our new Administration Building, the new playgrounds were underway, enrolments were on the increase and staff were glad to be back. It was both exciting and stressful all at the same time. We managed the first three weeks with no cases of COVID in the school, but then one or two positive tests popped up. On March 4<sup>th</sup> when I went home, I felt tired, but nothing much more than that. I thought I should test, just in case and it turned out to be positive. My mind was saying, "Oh well, it's like the flu, a few days off, holidays not too far away, you'll feel better soon." Well, that was not to be. It is now nine months on, and I am still not back to full health. Many parts of me just do not feel right. The doctors say long COVID? But they cannot say how long.

This made me realise just how life can change direction for any of us in an instant. The Bible is so clear about this. James 4:14 says, "How do you know what your life will be like tomorrow? Your life is like the morning fog; it is here a little while, then it is gone." This was true for me. I thought everything was coasting along as usual, with the normal ups and downs. But suddenly, what was there was gone. I was diagnosed with depression, I required medical intervention, counselling, and rest. The role I knew and loved was gone and, at times I thought, would never return. I missed my staff and my kids, but could not find the strength to see anyone. During my weeks of repairing, I had much more time to spend with God, in His Word and in His world. We are often so busy we miss the best parts of this life. I have a new appreciation for waves crashing on the beach, creative cloud formations, sparkling stars, sunsets & sunrises, the rain and wind on my face, a smile and a hug, but most of all, the Creator of all these. It was He who sustained me through the long and very lonely days and nights. He put the right people in my life to encourage, scold, feed and love me. He set my feet on solid ground again and made **His plans** clear for me.

If we knew everything and could plan out our lives, what would we do? How would we make it different to what we're doing right now? What would the beginning, middle and end of our life look like? I certainly would not have wanted to go through the last few months, that's for sure. But it was through this tough time that I discovered so many blessings I often overlooked. I discovered there are some things we can plan for, but it does not mean they will always work out. The future can be fearful, and a short while ago, mine was horrible and looking grim. But the one thing I have learned, and want to share with you all, is that God tells us very clearly that He has good plans for His people, regardless of where you find yourself. Nothing is unknown to Him. Realising this is immensely important for our well-being. Knowing that we have a path planned out for us individually by



God Himself means we have nothing to fear and everything to hope for. If you are feeling overwhelmed, guilty, under rated, let down or fearful, remember this is not God's plan for you as His child. Jeremiah 29:11 clearly states, "I know the plans I have for you; plans to prosper you and not to harm you; plans to give you a hope and a future."

As you know, at Geneva we seek to partner with our school families to train up the next generation together. We want to uncover each child's unique individual gift, encourage and nurture them in it, teach them life skills and equip them for the future. We can only achieve this by a united group of people working together for the same purpose. As I like to call it, "the fellowship". From our bus drivers, who are the first and last to see our kids every day, to the maintenance team, who keep things operating in a neat and tidy manner, our IT guys who troubleshoot every day, our three Chaplains who listen and guide those who need added support, to Compliance keeping us on track, and our aides supporting our teachers every day. Then there is Learning Support staff getting alongside those kids who need the extra support, specialist subject teachers and coordinators who bring a different approach to learning, the front office ladies, who bear the brunt of just about everything and do just about everything and to the Board who both direct and protect me, in my role as Principal. I would like to thank you all for supporting me through an unusually tough year personally. It proves that we are one body, all bringing our separate skills and abilities together to form one team. With or without me, the fellowship continued on and I am so appreciative of each and every one of you.

Now as we come to the close of 2022 we can look back and see the regular ups and downs of a school year. Staff come and go, families join us or move on. Currently, our enrolments are at an all-time high with 164 in the primary school and 135 in high school, giving us a total of 299! Of course, with increased student numbers we have increases all over. More staff, extra parking, additional toilets and new classrooms, added equipment and resources. So collective sustainable planning is essential for moving forward. But as we plan, we must realise that **our plans** will only be fulfilled if we fully trust in **God's plan**; keeping Him at the centre and forefront of our school; maintaining His statutes, following His directions, relying on His truth and spending time in His Word. It is then that the results will be realised, our efforts will be effective, and we will see this next generation of young people become the best version of themselves they can be, for now and eternity!

Rosemary Lincolne – Principal

This report can be found on our website [www.geneva.tas.edu.au](http://www.geneva.tas.edu.au)

If you would like a hard copy of this report, please contact the school office.

