



2019

ANNUAL SCHOOL REPORT



INTRODUCTION

As a Commonwealth Government requirement, independent schools are to produce an Annual Report each school year. This particular report represents last year, 2019. Be encouraged as you read this report, as I was.

Our little school commenced in February, 1968. At that time, it was operating from Prep – Year 6. Over the years we have seen our growth ebb and flow. In 1984 the secondary school commenced, giving us classes today from Kindergarten to Year 12. Of late, the school has flourished and according to a survey compiled recently, our growth in the last 5+ years was 55.2%, making us one of the fastest growing schools on the north west coast.

What drives this growth, you could ask? It made me wonder, so I looked at several contributing factors: location, student cohort, original size and background. But one factor stood out of the 10 schools listed, and that was, half the schools listed were faith-based schools. They each have a belief system based on the Bible and I believe this is what makes us different and desirable today. Geneva is a distinctively Christian place. The Bible is not only taught, it is at the core of the school's ethos. It is the basis of who and what Geneva represents.

Families today are seeking a school for their children, not only for its academic standards, but a place where their children will grow to be loved, accepted and safe. At Geneva we have great facilities, engaging and rewarding subjects and courses and a team of people who are passionate about quality education. We seek to train our children academically, morally and spiritually. We do not claim to be perfect, and daily we ask God for wisdom, strength, direction and protection as we are entrusted with training children in the right path. We operate across the school by the Golden Rule; treat others how you would like to be treated, and I believe this is one contributing factor to our growth.

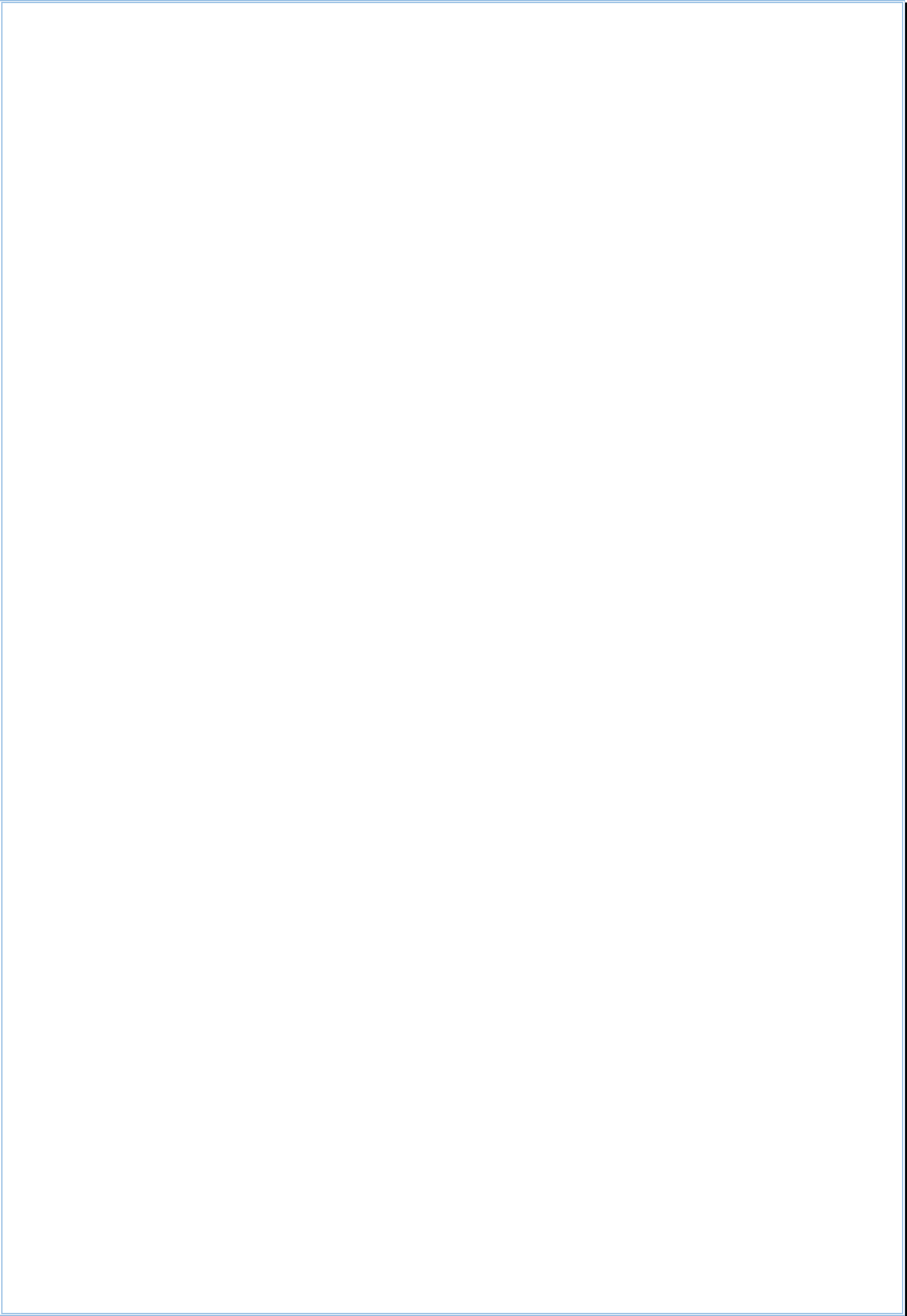
During 2019 we continued to provide courses and programmes that were engaging and rewarding. In our Kindergarten we offer the pre-reading programme, in line with the Early Learning Framework. From Prep – 10 the Australian Curriculum is fully implemented, using programmes, resources and materials to cover the 8 learning strands. In Year 11-12 students have opportunity to choose from TASC & VET courses, which combine to provide pathways for further tertiary education or career choices.

Across the school exciting and rewarding experiences occurred during 2019 like The School Musical - Mary Poppins, participation in the Devonport Eisteddfod, Food & Hospitality events, the Kitchen & Garden Programme, Outdoor Education hikes and camps, excursions, the annual Swimming Carnival and Cross Country, casual clothes days, Book Fair Day, the school picnic and the ever-competitive Fiery Furnace Athletics Carnival.

We had visits to the school from UTAS, the ADF, missionary speakers, Focus on the Family, Bravehearts, The Everybody! Programme, The Gideons, Life Education, Samaritans Purse, and Rotary. Our students had opportunity to take part in community events like ANZAC Day, Remembrance Day, Youth Leadership forums and career expos.

So, as you read this, you get a glimpse of just one year in the life of the school, but look a bit deeper and you will see how much our little school has been blessed by God and this flows through to our school community as a whole!





PARENTS AND FRIENDS

The Geneva P&F are a small band of committed people who meet together once a term to discuss the school and how we can assist the Geneva community. We have had another great fundraising year with our major event being the Time and Talent Auction. We raised \$16,000 through our various fundraising activities. We obviously couldn't do any of this without the support of Geneva's staff, parents, grandparents and friends. We would like to thank everyone who participates in each fundraising opportunity such as buying an Entertainment Book, eating a Smiths pie, buying from canteen, donating items, making hampers and coming to the auction. Though we don't meet very often with the communities continued support we are able to assist the school with extra items.

We were thankful this year that we were able to significantly contribute to various needs around the school such as donations to each classroom, Bonfire and Fireworks night, Primary Soccer goals, Samaritans Purse, contributing to a commercial dishwasher for the Stephanie Alexander kitchen, and various end of year student awards.

Our school is looking amazing with its new building and landscaping 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 the increase in student numbers and 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. Our teaching staff, during 2019, included 10 full-time, comprising 7 females and 3 males. Also 9 part-time teachers, comprising 6 females and 3 males. Collectively they had the following qualifications:

Advanced Diploma of Civil Engineering	Advanced Diploma of Mechanical Engineering
Bach of Education	Bach of Education (Primary)
Bach of Education with Honours	Bach of Librarianship
Bach of Science	Bachelor of Arts, Diploma of Education
Bachelor of Arts, History and English	Bachelor of Contemporary Arts
Bachelor of Education (Secondary)	Bachelor of Human Movement
Bachelor of Teaching	Cert IV Business Management
Cert IV Workplace Training & Assessment	Cert. III Bus Operations
Certificate in Education	Diploma Art-Craft-Design
Diploma in Teaching, Teacher's Certificate	Diploma of Horticulture (Arboriculture)
Diploma of Teaching	Diploma of Teaching (Primary)
Graduate Certificate in Education	Graduate Diploma (Computers in Ed)
Masters in Education (Literacy & Communication)	

WORKFORCE COMPOSITION	TEACHING STAFF FULL TIME	TEACHING STAFF PART TIME	TEACHING STAFF FTE	NOTIFIED INDIGENOUS STAFF
	10	9	16.1	0
WORKFORCE COMPOSITION	NON-TEACHING STAFF FULL TIME	NON-TEACHING STAFF PART TIME	NON-TEACHING STAFF FTE	
	5	37	24.5	

We had 1 staff member complete their Bachelor of Education degree. Professional Development for staff was covered in the following areas: Disability Standards 1&2, Food Safety, Seven Steps to Writing Success, Working at Heights, First Aid, Bronze Medallion, Engaging Students in STEM Agriculture, Mandatory Reporting Keeping Children Safe, Active Australian Innovation Challenge, Authentic Christian Education, Science Technician Manual Handling, Resilient Kids.

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 will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the Principal will contact the parents/carers to ascertain the reason for the absence.

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 that the bus driver also be contacted to inform them that the child will not be traveling on the bus that day.

In 2019 the rates of attendance are shown as a percentage of the designated number of school days per year.

KINDER	PREP	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
96.51%	92.18%	92.39%	94.94%	95.22%	95.78%	94.93%
GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
94.14%	95.01%	91.75%	95.43%	93.54%	89.70%	90.04%



BOOK FAIR DAY





NAPLAN

The Federal Government has established a national testing system for reading, writing, spelling, grammar and punctuation and numeracy for Grades 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. By comparing 2017 grade three, grade five and grade seven results with those of 2019 grade five, grade seven and grade nine results we will be comparing some of the same students in their progression through the school. It is not a totally accurate comparison as it will include new students and omit students who have left the school in that time frame. The results below indicate those grades where students were a percentage below, at or above the National Minimum Standard in 2019.

NAPLAN Results	Geneva Christian College				Australia			
2019	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	100%	91.3%	96.6%	88.9%	96.1%	94.9%	94.7%	92.0%
Writing (Narrative)	100%	78.3%	96.6%	72.2%	96.9%	93.1%	89.8%	82.9%
Spelling	100%	82.6%	96.6%	94.4%	93.3%	94.1%	93.3%	92.3%
Grammar & Punctuation	100%	82.6%	86.2%	94.4%	95.1%	92.6%	92.6%	89.8%
Numeracy	100%	87.0%	93.1%	100%	95.7%	95.6%	94.7%	96.3%
Australia values sourced	from	http://reports.acara.edu.au/Home/TimeSeries						

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 teaching materials to assist and expand those students who are of a lower academic level than their peers. Our Learning Support team, work with and develop IEPs smart goals for selected students with extra needs. Throughout the primary school we used the computerized *Mathletics* programme with success. Also, in the primary area, students participated in Reading Eggs, MULTILIT, Lexia and Letters & Sounds, with very pleasing results.





SENIOR SECONDARY OUTCOMES

Vocational Certificate

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

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

Advanced Vocational Certificate

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

Intermediate Academic Certificate

Completion 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 gaining entry into other UTAS bridging courses.

Advanced Academic Certificate

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.



POST SCHOOL DESTINATIONS

In 2019, Geneva Christian College had 22 leavers, 12 from Year 12, 5 from Year 11 and 5 from Year 10. The following are their destinations:

9 Year 12 students entered part-time workforce

3 Year 12 students went to UTAS

3 Year 11 students went on to further education

1 Year 11 student went to TAFE

1 Year 11 student entered full time work

5 Year 10 students went on to further education

Percentage of Year 12 students who have undertaken trade training: 0%

Percentage of Year 12 students who have undertaken tertiary education: 25%

Percentage of Year 12 students who have attained a Year 12 Academic Certificate
50%

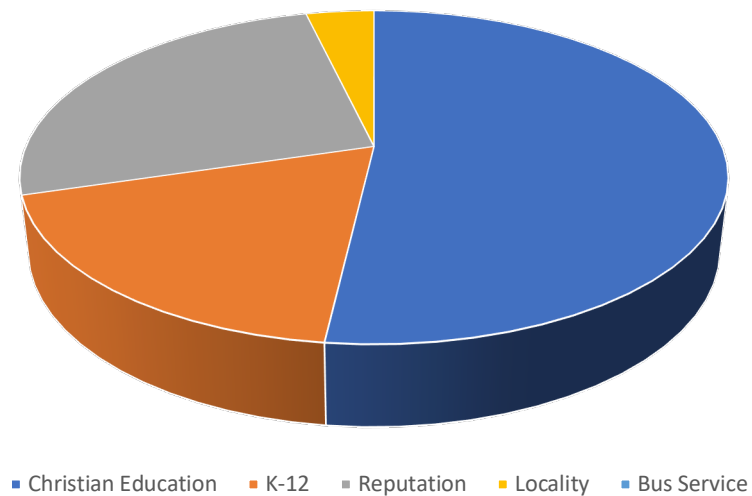
Percentage of Year 12 students who have attained a Year 12 Achievement Certificate
50%

SATISFACTION SURVEY RESULTS SUMMARY

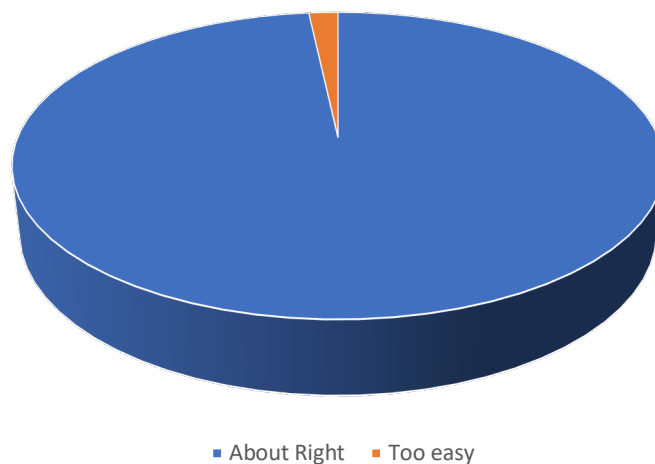
We are dependent for our existence on student, parent and teacher satisfaction with the school. The 5 Year Strategic Plan that the School Board reviewed in 2019 for the period 2019-2022 is being implemented with many and varied changes inside and outside the school. We have had positive comments from 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.

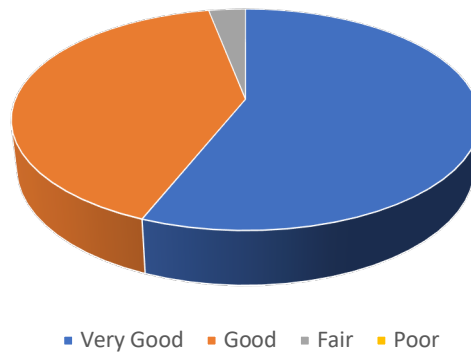
Why did you choose Geneva for your children?



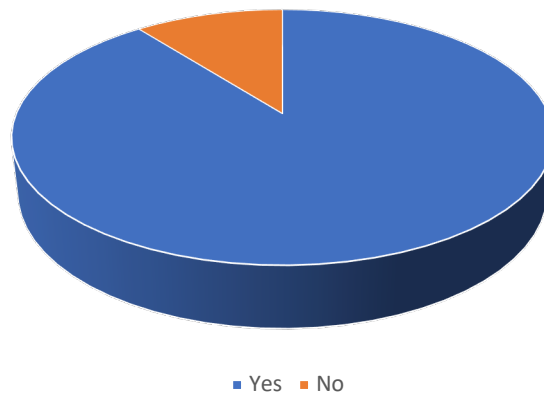
How do you rate Geneva's educational standard for your child?



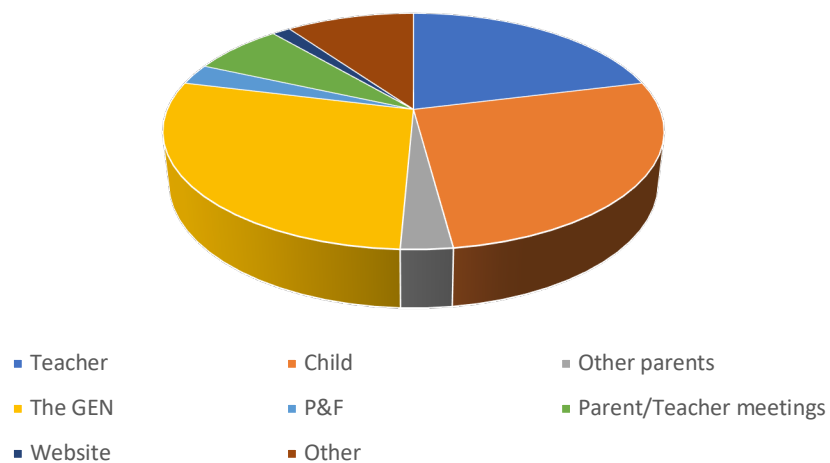
How do Parents rate the Spritual/Community tone of Geneva?



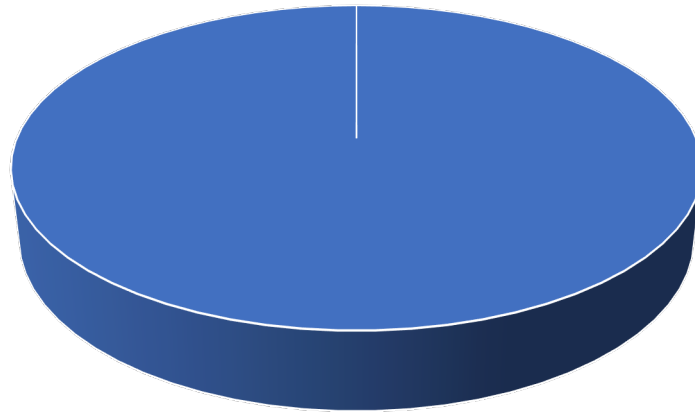
Do Parents feel they have enough opportunity to speak with Teachers?



From what source do Parents receive most school information?

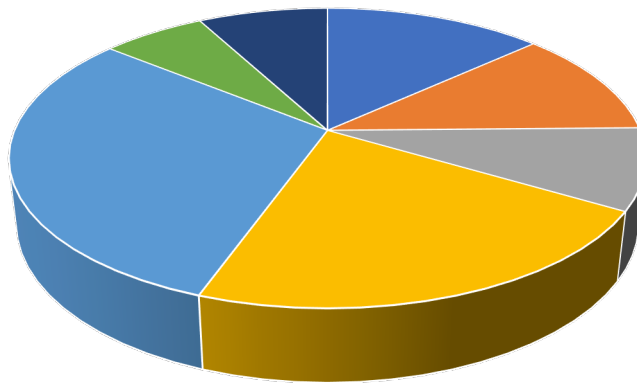


Do Students look forward to coming to School?



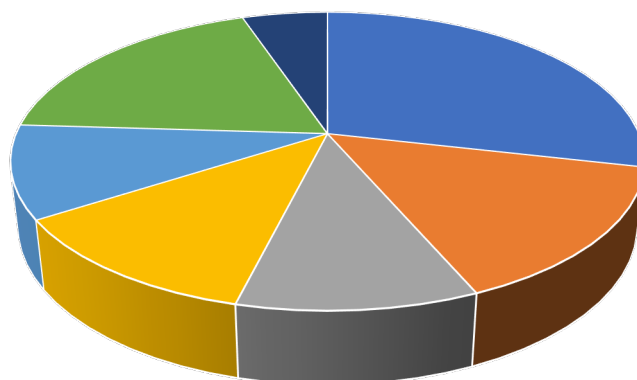
■ Yes ■

How does Geneva help you learn about God?



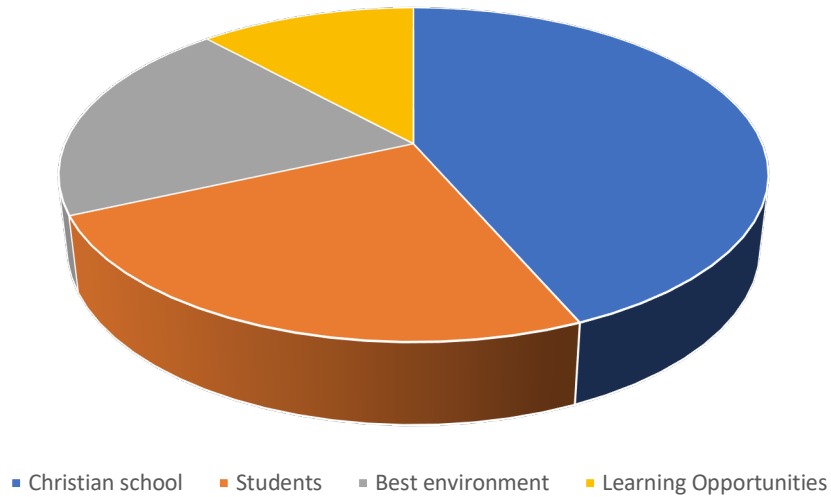
■ Prayer ■ School Work ■ Helping others ■ Assembly
■ Devotions ■ Talking to Teachers ■ Other

What do Students like the most about coming to Geneva?

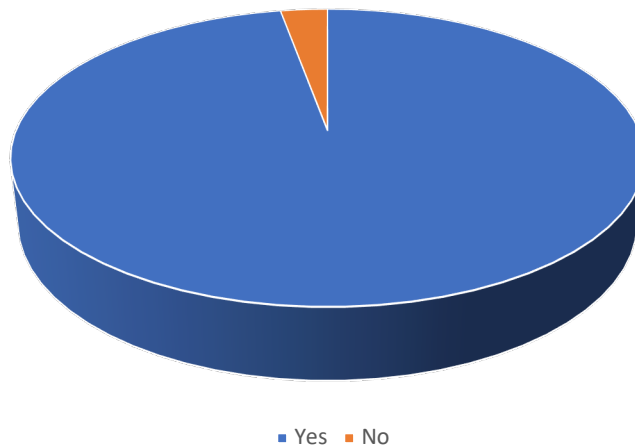


■ Friends ■ Teachers ■ Caring atmosphere ■ Subjects ■ Location ■ Interlaken ■ Other

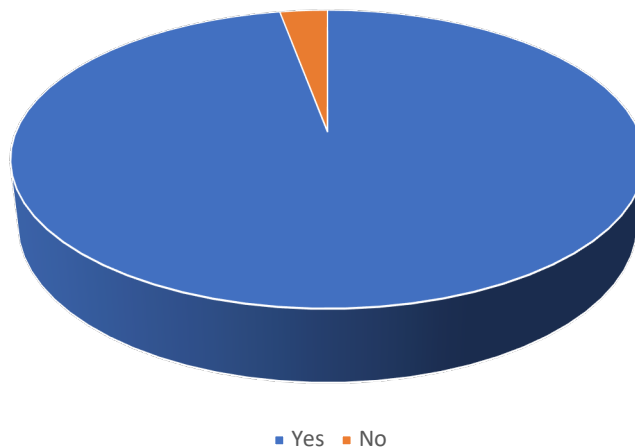
What do Staff like about working at Geneva?



Do Staff have enough opportunity to speak with the Principal about their job and students.



Do Staff think they receive enough information to carry out their role?



SCHOOL INCOME

We receive Government funding, from both the State and Commonwealth sector, based on student numbers. It is through this provision we can employ staff, construct buildings and provide quality resources, programmes and equipment for our students. We are thankful for our parliamentary leaders and the funding provided.

STATE GOVERNMENT	\$926,900
COMMONWEALTH GOVERNMENT	\$3,067,412
CHAPLAINCY, IST, NSLP GRANTS	\$20,000
SCHOOL FEES	\$544,903



RELECTIONS

As we approach the close of a year and the commencement of a new one, I want to thank my team, they do an amazing job! The teachers, aides, bus drivers, administration staff, compliance, maintenance and groundsman, all work together for the good of the school and your children. The school Parents & Friends, are a small, but faithful group of ladies who meet once a term to discuss ways of fundraising for those extra special items your children get to enjoy. I want to thank them and thank you, our parents, for continuing to support their fundraising efforts. The school Board are a dedicated group of men and women, who take time out of their busy schedules to meet once a month to pray, plan, discuss and decide about the future of the school. I thank each of them: Darren Eyles, Michele Colledge, Leonie Chilcott, Phillip Martin, Ian Cute, Harrison Colledge and Robert Murphy.

At Geneva we seek God for all our needs, we trust Him for everything. According to psychological research, the willingness to trust others is built into our DNA. To have our trust broken creates our stress hormones to spike and our happy hormones to diminish. We all have had our trust broken, or worse still have broken the trust of others. How wonderful to know that our Heavenly Father will not break His trust with us. Our school verse says;

'Trust in the Lord with all your heart and lean not on your own understanding. In all your ways acknowledge Him and HE WILL DIRECT YOUR PATHS'

We believe it to be the truth and endeavor to promote it throughout our school in all that we say and do. We want for your children to come to a personal understanding of what trusting in God means. Our aim is to guide them on the 'right path in this life and the right path for eternity'. But we cannot do this alone. We partner with you as parents and grandparents to train them up in the right way and we thank you for the privilege!

Sincerely,

Rosemary Lincolne

Principal



This report can be found on our website www.geneva.tas.edu.au

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

