



2020

ANNUAL SCHOOL REPORT



INTRODUCTION

As a Commonwealth Government requirement, Independent Schools are to produce an Annual Report each school year to update and inform the school and broader community. This particular report represents last year, 2020, a year that some would rather forget than remember. However, I am sure you will agree as you read this report, you will see that our school has been faithfully blessed by God in 2020 and instead of forgetting the last 12 months, we seek to remember the good things we shared together.

Geneva entered 2020 in the same way that we would any other year, heads down, tails up and ready to go. However, in early March things began to change throughout the world and by the end of term, we were looking at learning from home, something foreign to most schools across the nation. However, credit to our staff and school families, the combination of home and school learning was relatively well received and executed. Our attendance dropped to 40%, but still this remained much higher than most schools in our area.

Our staffing rates did not change and throughout this difficult period, we were able to maintain a full working team. Each day was uncertain in respects to COVID and related restrictions, however the school continued to tick over. Surprisingly, enrolment enquiries picked up in the latter part of the year and we welcomed many new families into our school. During this time we were able to continue to offer most of our normal internal programmes and events and even squeezed in a few excursions and overnight stays. Early in Term 1 we had The Everybody Programme, The Gideons visit and Samaritans Purse casual clothes days. We held our ANZAC Day service at school, on the terraced area, sensibly distancing and the annual Book Fair in Term 3. Towards the end of that term our school musical (The Sound of Music) was presented to the school community and the public and received, once again, with great accolades. Many visits from outside groups were cancelled due to COVID, but we filled our days with lots of creative teaching and learning.

We finish off 2020 with most annual activities, including our Athletics Day, school picnic and senior's dinner and for the first time held our Presentation Evening in the school stadium. I believe that 2020 made us wiser, stronger and more resilient, but above anything else, thankful to God for where we live and work, and the people we share life with.



PARENTS AND FRIENDS

The Geneva P&F are a small band of committed people who usually meet together once a term to discuss the school and how we can assist the Geneva community. 2020 proved a tricky year for the Geneva P&F as with most areas of life, due to COVID. We were unable to hold many fundraising activities as we did not want to place any unnecessary pressure on our families and the community but managed to squeeze in a Pie Drive. We were still able to contribute to various needs around the school such as canteen, cross country and various end of year student awards.

Despite the hiccough of 2020, our school continues to look amazing with the beginning of another new building and other continuous improvements 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. 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
Bachelor of Ministry	Bachelor of Arts, Diploma of Education
Bach of Science	Bachelor of Contemporary Arts
Bachelor of Arts, History and English	Bachelor of Human Movement
Bachelor of Education (Secondary)	Cert IV Business Management
Bachelor of Teaching	Cert. III Bus Operations
Cert IV Workplace Training & Assessment	Diploma Art-Craft-Design
Certificate in Education	Diploma of Fine Arts
Diploma in Teaching, Teacher's Certificate	Diploma of Teaching
Diploma of Horticulture (Arboriculture)	Diploma of Teaching (Tafe & Vocational Education)
Diploma of Teaching (Primary)	Graduate Diploma (Computers in Ed)
Graduate Certificate in Education	Master of Biotechnology-Chemical Engineering
Graduate Diploma in Education	Masters in Education (Literacy & Communication)
Master of Teaching	

WORKFORCE COMPOSITION	TEACHING STAFF FULL TIME	TEACHING STAFF PART TIME	TEACHING STAFF FTE	NOTIFIED INDIGENOUS STAFF
	11	18	20.2	0
WORKFORCE COMPOSITION	NON-TEACHING STAFF FULL TIME	NON-TEACHING STAFF PART TIME	NON-TEACHING STAFF FTE	
	1	39	20.6	

We had 1 staff member complete their Bachelor of Education degree. Professional Development for staff was covered in the following areas: First Aid, Bronze Medallion, Mandatory Reporting Keeping Children Safe, Inclusive Strategies for the Music Classroom, Diabetes, Epilepsy, Tourettes, Chief Warden & Warden Training and Food & Mood Webinar.

STUDENT ATTENDANCE

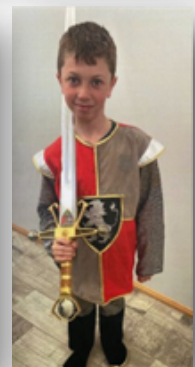
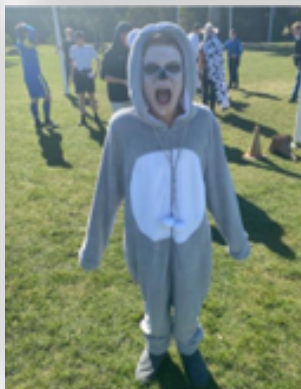
Regular attendance at school is essential if students are to maximize their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students. Parents and carers are legally responsible for the regular attendance of their children, explaining 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 2020 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
95.14%	97.21%	94.24%	94.48%	96.13%	95.70%	95.92%
GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
95.33%	96.47%	95.72%	93.90%	96.87%	93.75%	92.75%







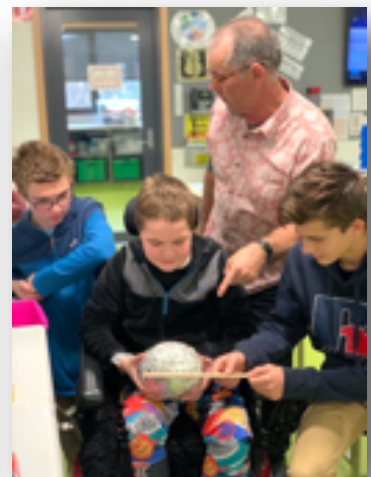
NAPLAN

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.

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.



Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments. Any change to this and to the year levels that participate in the annual NAPLAN assessments would need to be agreed by all education ministers.



SENIOR SECONDARY OUTCOMES

Vocational Certificate - NIL

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 - 0

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 - 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.

Intermediate Academic Certificate - 6

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 - 2

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.

All 8 x Year 12 students achieved their TCE, with 6 achieving higher than the minimum.

4 of the 8 Year 12 students achieved an ATAR.

100% of Year 12 students who applied for University gained an offer.

POST SCHOOL DESTINATIONS

In 2020, Geneva Christian College had 17 leavers, 8 from Year 12, 2 from Year 11 and 7 from Year 10. The following are their destinations:

2 Year 12 students entered TAFE
4 Year 12 students went to UTAS
1 Year 12 entered the workforce
1 Year 12 commenced an apprenticeship
2 Year 11 commenced an apprenticeship
7 Year 10 students went on to further education

44% of Year 12 students have undertaken trade training
44% of Year 12 students have undertaken tertiary education
12% of Year 12 students have entered the workforce
75% of Year 12 students attained a Year 12 Intermediate Academic Certificate
25% of Year 12 students attained a Year 12 Advanced Achievement Certificate



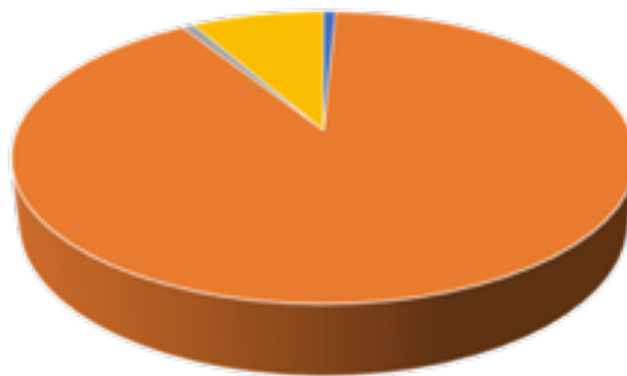
SATISFACTION SURVEY RESULTS SUMMARY

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. These are some of those responses:

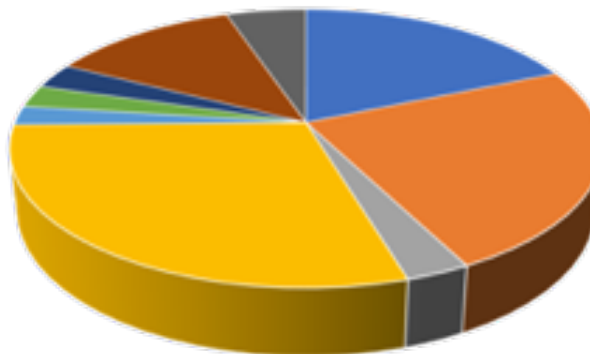
Parent Response

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



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

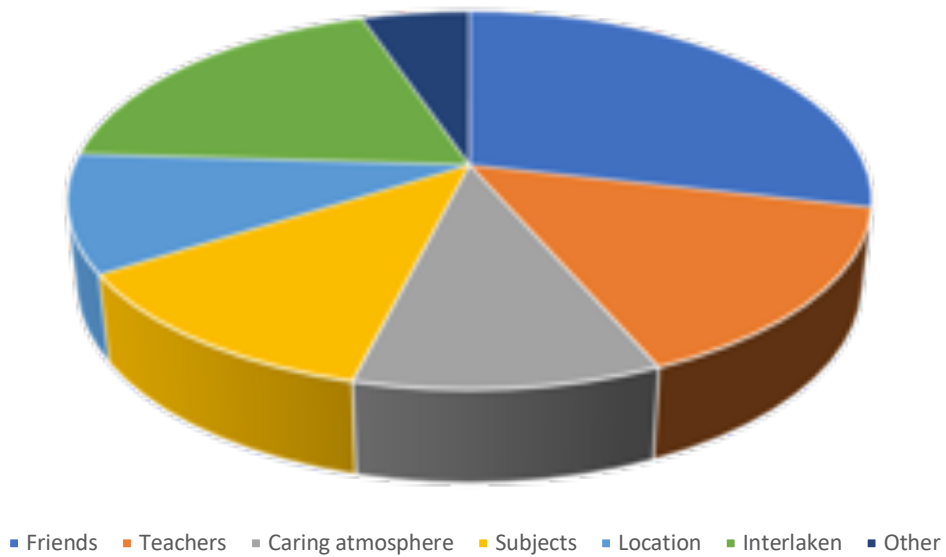
Where do you receive most of your information about the school?



■ Teachers ■ children ■ Other parents ■ The Gen ■ P&F
■ Parent/teacher ■ Website ■ Class Dojo ■ Other

Student Response

What do Students like the most about coming to Geneva?



Teachers at Geneva are caring and helpful



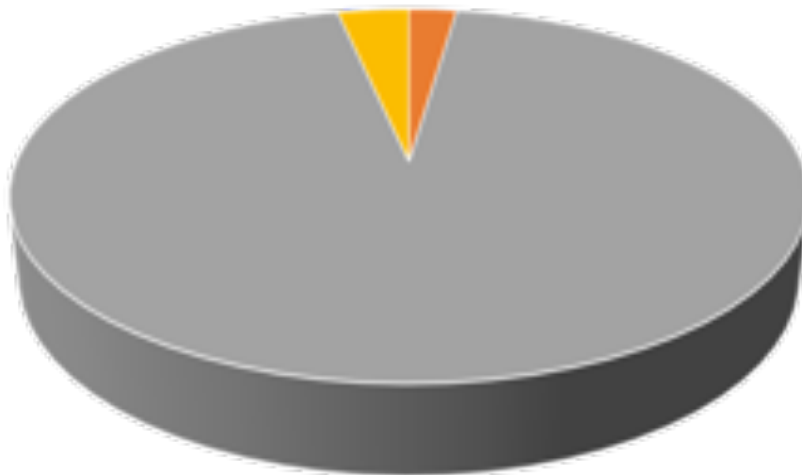
Staff Response

What do you like about working at Geneva?



■ Christian Ethos ■ Students ■ Staff ■ Leadership/Support ■ Everything ■ Location

How do you rate the schools educational standard?



■ Too Difficult ■ Too easy ■ About right ■ No opinion

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	\$956,831
COMMONWEALTH GOVERNMENT	\$3,329,307
CHAPLAINCY, IST, NSLP GRANTS	\$3,000
SCHOOL FEES	\$567,235
CAPITAL GRANT FUNDING - BUILDINGS	\$135,000



RELECTIONS

2020 will be remembered for the year when COVID came into our world and turned it upside down. We started the year with a rush, welcoming many new families to our school. Neatly pressed uniforms, shiny shoes, freshly trimmed hair and smiling faces are always the memories I have of the first day of a new year. By mid-term we were hearing of border closures, cancelled flights and restrictions of movement. Then came the decision to reduce gatherings, so weddings, parties, funerals and church services were put on hold. By Easter, Tamarians' were only able to go out for essentials, the doctor or exercise. Critical workers could remain at work under strict guidelines, teachers being part of that group. But then school closures happened and all of a sudden we were looking at the prospect of learning from home. My staff were amazing throughout this time, improvising, innovating and generally keeping upbeat about the whole experience. The one thing that everyone wanted to know was, "when do you think the world will be back to normal"?

I didn't want to keep looking for something that may not happen, so instead I focused on the 'beautiful and wonderful' of the world we found ourselves in. At Geneva we continued to see The Golden Rule lived out every day, we witnessed that moment when the 'light came on' in a child's learning, we watched children return to school after long absences, with such enthusiasm and joy. We shed tears as we farewelled our young adult students into the big wide world. We talked more, we laughed more, we certainly cried more, but I believe we actually cared more. We made phone calls, we took care packs, we delivered food hampers, we sent flowers. We actually were forced to slow down. My desk diary for Term 2 and 3 has so many things crossed out and secretly, it was incredibly liberating. We stayed home on weekends and actually didn't have to do very much at all. The pace of life changed. And I can definitely attest to the fact that 'slower, felt better'!

Mid way through the year, in possibly the lowest point of the pandemic, we welcomed our first grandchild. I honestly had no idea what joy a little soul could bring. He lights up every space and fills your heart to bursting point. We feel so incredibly blessed. So, I want to remember 2020 for so much more than a pandemic. I encourage you to make a cuppa, sit in a cosy spot and read through this annual report. Please don't see it as just words on paper, but stories of events and experiences that happened and how lives were changed for the better. Hopefully you will come to understand the ins and outs of our school a little better and discover what can be achieved, when God uses a group of people working collectively together. Geneva is so much more than a school and we are glad you're part of the journey.

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.

