

## 2011 Annual Report

### Chairman's Report

2011 has now come and gone. Once again God has truly blessed our school in many ways. We continue to give thanks for the support of our school community in general and especially our parent body. It is so wonderful to hear many positive comments about the warmth and love of the school when we get visitors and this is because of the fact that Christ is at the center of what we do.

We were very pleased to see that our HSC results were once again very strong and that we rated in the top 100 schools in the state. We trust that our students will give glory to God for their results and that many will remember their time at Covenant as one of great learning, life skills and growing in Christ. We would particularly like to take the opportunity to thank all the teachers from Junior School right through to our Secondary School teachers for this. The results of the HSC is not just a result of what the students have learnt in the final two years of school, but a process which starts from the first day they walk in to school. Each teacher who has taught or interacted with these students will have had, in big and small ways, some impact on their education. We pray that the Christ-centred education that the students have received at Covenant will assist in preparing them for life and further education.

2011 saw us in a position to offer assistance to smaller regional schools within the Christian Education National network. Most of this has been by sending some of our teachers to help out in their areas of expertise.

This year the following people have been faithfully working on the Board on your behalf: Anne Baker, Helen Bilton, Ian Carmichael, Mairwen Chapman, Matthew Chee, Julie Mathews, Frea Sietsma, Dean Stewart and myself. I would like to thank them all for their time and participation over this past year.

The new directors have been a real blessing, injecting much enthusiasm into the Board and we have achieved much over the year. The biggest achievement has been working on the Doctrinal Summary Statement which was presented to the Association for comment at a meeting in November 2011. After this meeting we have taken on many recommendations and will present the amended document at our 2012 Annual General Meeting.

We praise God for the unity and Christ-like character with which this drafting, discussion and review has occurred. We all know too well, throughout church history, that when discussing matters of faith, the bible and theology, there is the potential for great tension and division. God, by His Holy Spirit, has been with us in this time and your Board is stronger and more unified as a result.

On a personal note I would like to let you know that I will not be seeking re-election at this AGM. I ask that you pray for a suitable candidate to be willing to fill the vacancy and also that a suitable Board chairperson be elected.

It has been a pleasure serving God, the Association and our school community over the past eight years, so thank you.

We can continue to praise our God who is so wonderful. We thank Him for another year in which our school has been able to serve Him, and for the many blessings we have seen as we continue to work together providing Christ-centred education at Covenant. Please continue to pray that God will continue to watch over and protect the school.

Finally, I would like to thank the Board for their commitment and for supporting me in my role as Chairman.

*Rod Post*



# 2011 Staff

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Staff numbers have been increasing steadily each year. In 2011 there were 111 staff, of whom 86 were teaching staff and the remainder administrative or ancillary staff. There were 33 part-time and 53 full-time teaching staff. The retention rate for teaching staff was 96%.

Of the teaching staff

- Seven were provisionally accredited at the start of 2011. Three of these were accredited at the Professional Competence level during the year
- 41 were existing teachers under the Institute of Teachers criteria
- One had a Diploma of Education/Teaching
- All had a BEd or a Bachelor's degree plus DipEd or equivalent
- Seven had additional degrees or vocational certificates
- 12 had an additional Master's degree
- Teaching experience ranged from 0 to 37 years with an average of about ten years.

The following staff joined us in 2011:

Mr G Burge (ICT Services), Mrs F Butler (Ed Support), Mr C Cipollone (K-6), Mrs S Eatough (K-6), Mr S Foxe (Music), Mrs L Gardner (English), Mrs W Gilbert (Careers), Mrs A Harding (K-6), Mrs J Harford (K-6), Mr B Lowe (Maintenance), Mrs J Melville (English), Mrs R Monin (K-6), Mrs M Mylne (K-6), Ms K O'Connor (English), Mr A Pollard (HSIE), Miss C Rose (Creative Arts/TAS), Mrs S Wong (Accountant).

The following staff left the school during 2011:

Mr C Cipollone (K-6), Mr D de Horne (ICT Manager), Mrs S Eatough (K-6), Mrs S Glassock (on leave), Mr R Low (HSIE), Ms K O'Connor (on leave), Mr E Scarf (Accountant), Mrs G Smith (on leave), Mrs P Stafford (on leave), Mr J Theobald (Maintenance).



# Principal's Report

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It is with pleasure that I look back and reflect on God's goodness to us as a school community in 2011. I say this in the context that God's graciousness is not diminished in times of trials and difficulties, but that we can look back and see many things with which we have been blessed in 2011.

This year again saw strong academic results across the board in NAPLAN, School Certificate and Higher School Certificate, reflecting the gifts and talents of the students and the excellent work being done by staff. Of equal, if not greater, significance is the growth in capacity and commitment of the staff to exploring and examining the world through a Gospel shaped lens. This continues to be a great focus for our school community as we seek to fulfil the mandate to bring up children "in the fear and nurture of the Lord", not only in their private lives, but also in their response to the marketplace of ideas that influence the school curriculum.

There were some outstanding results in practical areas with significant numbers of students being recognised in the HSC in Music, Visual Arts and Industrial Technology by the markers. Also of note this year, were the very strong HSC Mathematics results.

The perspectival nature of our work has been enhanced by the work of Peter Muddle, who in late 2010 was given the newly created job of Curriculum Coordinator (Perspectives). Our school has been privileged to be a support and encourager of other Christian Schools in NSW in this area, and we are thankful for this opportunity. As a school focused on serving, our staff has grown in their competence and confidence to deliver an education shaped by our understanding of God's character and our place in this world as expressed in the Bible.

There have been a number of signs of growth with an increasing number of staff attending voluntary after school meetings to share and explore pedagogical and curriculum based issues. We also started the "Quality Teaching Project" in the Secondary School where teachers could watch, learn and critique other teachers' lessons. Another good sign of growth is the number of teachers who have become involved in the Christian Educators' Professional Association (CEPA) and the quality of posts submitted by a number of them.

The Covenant Christian School Dance Academy has grown in 2011 and a number of students participated in their first eisteddfods. This has prompted growth in the Dance Academy and in external students studying Dance in the senior years at Covenant. We are expecting this to continue to grow in the future.

One area of the school that has not experienced the growth we had hoped for has been "The Enrichment Site". Whilst we have a number of students from Covenant and other schools participating in using the Covenant produced website, we are looking to grow this facility over the next few years. At the end of 2011 we were able to announce that Mrs Samantha Glasscock has taken up the role of Extension and Enrichment Coordinator. She was previously English Coordinator at Covenant and has a Masters' Degree in this area. I am confident that she will grow this part of the school well.

In 2011 we started a Year 8 program called "International Studies" which gives students the opportunity to look at different parts of the world and to encourage them to engage their minds, hearts and hands in the service of others. This has been a developing part of our school curriculum.



In 2011 we decided to have a second trip to the Yarrabah Community because of the overwhelming response of Year 10 and 11 students who wish to have this experience. We are also expecting our first student to arrive in 2012 from Yarrabah to complete their studies at our school.

In 2011 planning also occurred to trial multi age camps in the Secondary School. The first trial will occur in 2012 with a Year 8/Year 10 option in Cycling Camp in Canberra. Students from Emmaus Christian School will also be attending the camp. The value of multi age camps will be assessed after this camp, and future directions will be planned in mid-2012.

The school has also opened up an opportunity in 2012 for students studying Geography in the Secondary School to attend a trip to New Zealand. This should provide a wonderful experience for those wishing to study Geography in the future, and is to be conducted in the school holidays.

In 2011 we made the decision to purchase iPads for use in Year 5 as a trial for 2012. This trial will be assessed at the end of the year, to see the best way of using this type of technology in the future. Also in planning is a review of the way in which the school approaches the final years of Junior School, with a recommendation to be made in 2012 that should have implications for 2013.

2011 was also the completion of the roll-out of the new Music program in Years 4 and 5. The results thus far have been encouraging, and should have an impact not only on the Music program, but also in developing the self-discipline and focus that comes from learning a musical instrument.

We continue to have a number of teachers studying at a Masters degree level, with at least four staff intending to complete their degrees in 2012. Professional Development continues to be a high priority for the school with staff attending many courses and inservices from AIS NSW, CEN and other providers, and giving opportunities for staff to be presenters in a variety of forums.

The school has continued to improve its physical assets with continued significant modernisation of a number of buildings. This has lifted the feel of the school environment and we look forward to continuing this process over the coming years. We are committed to ensuring that our physical environment faithfully reflects who we are as a school, and creates a learning space that is conducive to students learning well. Planning for five new classrooms, a Junior Library and performing arts classroom is well underway. It is envisaged that this project should be completed mid-2013.

I commend this annual report to you.

*William Rusin*

# Co-curricular and Extra-Curricular Activities

## Secondary School

The Secondary School is a bustling section of the school with learning not restricted to the classroom. Sporting, performing, creative and academic opportunities are available to interest and challenge the students.

The Secondary Music Team continues to lead assemblies as well as Christmas and Easter celebrations while concert and stage bands and choirs are always growing. In 2011 the Secondary School produced Gilbert and Sullivan's *Pirates of Penzance* over three nights in November. This combined Drama, Dance and Music as well as backstage crews. The whole community appreciated the effort and spectacle. In addition there were Drama and Music evenings to showcase these specialist subjects. The Dance Academy has grown and was able to present a very successful end of year concert, while Visual Arts, Design and Technology and Industrial Technology students were able to showcase their major works at Fusion.

Swimming, cross country and athletic carnivals were well attended and produced strong individual performances by students to Combined Independent School level. Teams were entered in local and gala day events in sports such as football, rugby, netball and basketball.

Public Speaking maintains its popularity. The Public Speaking Carnival is now an annual event in Term 3 with all speakers reaching a high standard. The interschool carnival between Covenant, Northern Beaches Christian School and Oxford Falls Grammar was again successful.

Mr John Hill and other staff prepared students for the Duke of Edinburgh Scheme. Students completed testing walks in the National Park and the Blue Mountains as well the Washpool and Gibraltar Range National Parks.

The trip to the Aboriginal Community of Yarrabah in North Queensland was again 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. Some of the women from Yarrabah came to Sydney for a 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. Our Chaplain again organised the 40 Hour Famine for World Vision. About \$6300 was raised. Student Council supported a number of other charities, represented the students on various issues and purchased additional equipment for the school. The school prepared shoeboxes for Operation Christmas Child, hampers for the Salvation Army and home classes continued their support of sponsor children.

Camps are an integral feature of school life: Year 7-10 students experienced outdoor education camps of while Year 11 attended a retreat to develop leadership and study skills in Term 4. There was also an art camp and a maths camp to extend students with a passion for these areas.

Excursions, visits and talks were a regular feature of each term as our students continued to learn in a variety of ways.

*Chris O'Sullivan*  
*Deputy Principal*

## Junior School

Junior School engaged in a number of activities throughout the year with Grandparents and Special Friends Day having a significant focus. Our bi-annual speech-giving assemblies reached new heights. This year saw the introduction of Outer Limits Day, a day devoted to extension and enrichment across Years 3-6. Activities throughout 2011 included:

### Extra-Curricular

- ◆ Training Band
- ◆ Junior Band
- ◆ Student Council
- ◆ Drama Club
- ◆ Chess Club
- ◆ Sport training

### Co-Curricular

- ◆ Year 5 / 6 Camps
- ◆ Year 3 / 4 Sleepover
- ◆ Musica Viva
- ◆ Class Fundraising:
  - Dr Fees
  - Book Swap Day
  - An Orphanage in China
  - Japanese Tsunami Victims
  - Bibles for Uganda
  - The Vinks in Tanzania
  - Camps for Kids
- ◆ Year 6 Community Day
- ◆ Art Exhibition
- ◆ House Captain training
- ◆ Speech-Giving Assemblies
- ◆ Billy Cart Race Day
- ◆ ICAS Competitions
- ◆ Excursions for Year 3-6: Imax, Hyde Park Barracks, Canberra, Bushland, Powerhouse Museum, CARES-Bike Education day, Extension English, Surf Awareness
- ◆ Kinma Friendship Day
- ◆ Incursions for K-2: Living Eggs Program, Musica Viva, Jelly Wobbles, Healthy Eating Month and Community Officers, eg Ambulance, Fire Brigade
- ◆ Rotary Speech Giving Competition
- ◆ Comedy and Maths Camp
- ◆ Library: Author visit
- ◆ SRC Mufti Days
  - Yarrabah mission
  - Pastor Sampson's orphanage
  - The Jagelman family in China
- ◆ Water Awareness
- ◆ StartSmart (financial literacy)

### Sport

- ◆ Carnivals: Athletics, Swimming, Cross Country
- ◆ Gala Days: Tennis, Eagle Tag, Soccer, Netball, Gymnastics, AFL
- ◆ Inter School Competition: Netball, Tee-ball, Soccer, League, Cricket.

It has been my great pleasure to work with and for this marvellous staff.

*Wayne Morton*  
*Head of Junior School*

# Registrar's Report

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## 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 Transition classes only if they have turned three years of age and are toilet trained at the time they start.

## Student Population

In 2011 there were 783 students enrolled at Covenant 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. Five International Students were enrolled from mainly Asian countries.

The ratio of boys to girls was 54:46. The proportion of students from regular church attending families (representing over 120 churches) was 91%.

There are two Transition classes for three and four year old children: a two day class on Monday and Tuesday and a three day class on Wednesday to Friday.

In Junior School there were two classes per grade from Kindergarten to Year 6. In Secondary School there were generally three classes per grade in Years 7 to 12.

## Student Attendance and Management of Non-Attendance

Covenant students were absent for approximately 10 days on average over the year (representing an attendance rate of 96.06%). This included absences for sickness, medical appointments and approved leave.

Non-attendance at school is managed by an electronic attendance roll. If a parent letter of explanation for non-attendance is not received, a form is sent home seeking an explanation. If a letter is not forthcoming after several attempts, 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 student and parent.

## Actual Retention Rates & Post School Destinations

87% of students who completed Year 12 at Covenant in 2011 had also completed Year 10 at the school. 74 students completed Year 10 at the school in 2009. 68 students completed Year 12 at the school in 2011. Three students commenced in Year 11 2010.

90% of students eligible to attend university were offered a place in the first round offers. Many also received later offers. The remaining students entered employment in a variety of fields or commenced training at TAFE or private colleges.

*Wendy Boase*

Enrolments			
	2009 (August Census)	2010 (August Census)	2011 (August Census)
K-6	340	326	313
7-12	435	456	470
TOTAL	775*	782*	783*

\* Excluding 40 Transition students

# Key Policy Outlines

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## Welfare

At Covenant we want to relate to each other as Jesus did. Harassment and abuse is directly opposed to the way Jesus wants us to relate to each other. We believe that God values every person equally, thus we should care equally for all parties involved in a situation involving harassment or abuse.

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:
  - ◆ providing a safe and caring environment for students
  - ◆ preventing harm to a student in any form within the school
  - ◆ dealing seriously with any reports that a student is at risk of harm in a prompt and appropriate manner
  - ◆ educating students concerning their rights and responsibilities and equipping them with appropriate skills for avoiding and reporting uncomfortable or abusive situations
  - ◆ training staff to recognise and appropriately deal with and report situations where a student may be at risk of harm.

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 pupils about all forms of harassment
- ◆ taking pro-active preventative measures against harassment
- ◆ raising awareness about harassment among school staff, pupils and parents.

Note that we define harassment as any action that troubles or annoys another person. Bullying is repeated intimidation over time, by negative actions of a physical, verbal or psychological nature by one or more persons, ie repeated harassment.

## Discipline

Covenant's Discipline Policy is based on the following principles which are drawn from Scripture. It recognises the primacy of restoration of relationship over substantive issues and seeks to address relationship breakdown first if required. 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 fairly
- ◆ 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. 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 (eg 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 policy page of the school's web site, [www.ourcovenant.com.au](http://www.ourcovenant.com.au).

# Teaching and Learning

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Our Transition class continued to provide a steady stream of confident students into Kindergarten, making a smoother start to the year for all involved. Students progressed from the T2 group to the T3 group and enjoyed a variety of shared experiences with the Infants classes during Term 4.

Report formats underwent some significant changes in Junior School. Whilst Kindergarten reports remained fairly similar to previous years, Years 1 and 2 adopted a portfolio style report in a far more committed fashion. Years 3-6 simplified the quantity of written comments and replaced these with a more significant criterion based system. Our reports, supplemented by parent/teacher interviews late in Term 1, ensure good communication between home and school. Absences are reported separately.

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. The comparison between Covenant, NSW and national scores showed that Covenant was well above average in most areas. More details are available in the School Performance section of the Annual Report.

The student numbers in the Secondary Section of the school have increased significantly. Years 7-12 are triple streamed while Year 10 2012 will have four streams to cater for increased numbers and parent demand. This allows for four smaller classes in the key areas of English, Maths, Science, PDHPE, History and Geography and Biblical Studies. Although the core class idea has been phased out, one class in Years 7 and 8 is sorted for students with higher literacy skills while the other two classes are parallel. ICT skills are integrated into all subject areas.

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

- ◆ 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.

Year 10 students completed the "All My Own Work" program on ethical work practices, plagiarism, copyright and group work.

The Senior Section offers a broad and interesting curriculum. Year 11 and 12 students were able to choose from:

- ◆ General Mathematics, Mathematics, Mathematics Extension 1 and 2
- ◆ English Standard, English Advanced, ESL, English Extension 1 and 2 and English Studies in Year 11
- ◆ Visual Arts, Drama, Music 1 and 2, Dance
- ◆ Business Studies, Economics, Legal Studies
- ◆ Ancient and Modern History
- ◆ 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 or Biblical Studies.

In 2011 Hospitality was a popular choice as a VET subject. Once again Hospitality students in Years 11 and 12 all completed their mandatory 70 hours work placement over the two years, with positive comments from the industry and employers. We continued our close links with NBBEN, our local community partnership. The school community enjoyed the skills of the Hospitality students at school functions such as Fusion, when Visual Arts, Design and Technology and Industrial Technology students showcase their major works.

Several students from Oxford Falls Grammar School and Northern Beaches Christian School joined senior classes at Covenant in Hospitality or Dance. Some Covenant students took advantage of the Open High School language classes studying predominantly Japanese and Spanish. Students also studied a range of languages at Saturday School.

The Vertical Roll Groups started in 2009 continued and gained strength and focus. In 2011 there were 24 home classes with six classes in each house group. Each class consists of students from Years 7-12 and the students and staff stay with their group. Older students are encouraged to mentor younger ones and to take an interest in their wellbeing.

In all subject areas throughout the school excursions, guest speakers and field trips were organised. One German teacher gained a scholarship to visit Germany for an intensive language program in the December holidays.

We received grants for the following specific areas of the school in 2011: Special Needs and ESL, Mentoring, Languages and the ongoing Chaplaincy Grant.

The Professional Development budget of over \$40,000 was utilised with staff attending over 80 separate courses. This does not include money set aside by the Board for staff to study at the National Institute of Christian Education. Average expenditure per staff member was approximately \$400. Staff undertook courses including: Teachers New to Christian Schooling, Leadership, Pedagogy, Computer Literacy, Phonics, ESL Teaching, Mental Health Awareness, Music and many other subject based courses.

Several staff continued their postgraduate studies and there were in-house sessions for health related matters, First Aid and OH&S.

Several New Scheme teachers were accredited as competent for the NSW Institute of Teachers while others are preparing their submissions. Professional development is being monitored and logged on the NSW Teachers Institute website.

# School Performance

## School Certificate Results

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Covenant Christian School received excellent results in the 2011 School Certificate. There were many outstanding individual performances as well as a number of excellent results in a variety of subject areas.

17 students received a mark of 90 or higher in the subjects listed next to their names, placing them in Band 6, the top performance band in the State for the School Certificate. There were 29 scores over 90 across all the subject areas.

### Computing Skills

The Computing Skills results were also excellent. The vast majority of students at CCS received the top ranking of "Highly Competent" in the Computing Skills Test (75% when compared to the state average of 52.47%). The remaining CCS students received the second top ranking of "Competent".

### English – Literacy

- ◆ 10.93% of our students received a mark of over 90 placing them in Band 6, the top performance band, when compared to the state average of 5.02%
- ◆ 48.43% of our students received marks that placed them in Band 5, the second top performance band. (Only 33.91% of students in the state received results in this band.)
- ◆ CCS students were significantly over represented in Bands 6 and 5, when compared to the state average. Our students were significantly under-represented in the lowest three Performance Bands. In fact, no students received a Band 1 or 2.

### Mathematics

- ◆ 13.84% of our students received a mark of over 90 placing them in Band 6, the top performance band when compared to the state average of 8.89%.
- ◆ 33.84% of our students received marks that placed them in Band 5, the second top performance band. (Only 17.15% of students in the state received results in this band.)
- ◆ CCS students were significantly over represented in Bands 6, 5 and 4, when compared to the state average.

### Science

- ◆ 10.93% of our students received a mark of over 90 placing them in Band 6, the top performance band when compared to the state average of 8.97%.
- ◆ 35.93% of our students received marks that placed them in Band 5, the second top performance band. (Only 24.71% of students in the state received results in this band.)
- ◆ CCS students were significantly over represented in Bands 6, 5 and 4 when compared to the state average. Our students were significantly under-represented in the lowest three performance bands.

### Australian History

- ◆ 1.56% of our students received a mark of over 90 placing them in Band 6, the top performance band.
- ◆ 31.25% of our students received marks that placed them in Band 5, the second top performance band when compared to the state average of 21.26%.
- ◆ CCS students were significantly over represented in Bands 5 and 4 when compared to the state average. Our students were significantly under-represented in the lowest three performance bands.

### Australian Geography

- ◆ 7.81% of our students received a mark of over 90 placing them in Band 6, the top Performance Band when compared to the state average of 5.29%.
- ◆ 20.31% of our students received marks that placed them in Band 5, the Second top Performance Band when compared to the state average of 21.21%.
- ◆ CCS students were significantly over represented in Bands 6, 5 and 4 when compared to the state average. Our students were significantly under-represented in the lowest three performance bands.

### General Comments

- ◆ In every subject taken at Covenant, students performed at a level well above the State average.
- ◆ There were a vast number of outstanding individual performances where students gained marks in the 90's, placing them in Band 6, the highest performance band for the State.
- ◆ Covenant students were significantly under-represented in Bands 3, 2 and 1, the lower Performance Bands.
- ◆ Covenant students were significantly over-represented in Bands 6 and 5 collectively, the top two performance bands in all subjects taken at Covenant. Subjects include English, Mathematics, Science, Australian History, Australian Geography and Computing Skills.

# School Performance

## Higher School Certificate Results

Covenant Christian School received outstanding results in the 2011 Higher School Certificate. There were some excellent individual performances as well as a number of outstanding results in a variety of subject areas. While we celebrate with students who have achieved in the top performance bands, and received outstanding ATAR results, we believe the best results were achieved by those who had given their best and worked in a committed and consistent manner. Some students far exceeded their expectations.

Around 90% of students eligible to attend university were offered a place in the first round offers. Students will be studying a range of subjects including Global Studies, Fashion, Physiotherapy, Media in Communication, Photography, Writing and Cultural Studies, Business and Medical Science, Primary Education, Exercise and Sport Science, Commerce, Medical Science, Advanced Science, Mechatronics Engineering Studies, Psychology, Mathematics, Actuary Studies, Early Childhood, Bachelor of Arts, Engineering, Chiropractic Science, Human Movement and Business. Some students are also working with YWAM and doing cadetships with Crusaders.

Thirteen of our 52 students gained an ATAR above 90, with the highest being 99.2. There were 54 scores over 90 (Band 6) for individual subjects, gained by 25 students. Subjects in which students achieved a Band 6 were Mathematics, Mathematics Extension 1, Mathematics Extension 2, General Mathematics, English Advanced, English Extension 1, English Extension 2, Legal Studies, Chinese Background Speakers (studied through Open High School), Design and Technology, Industrial Technology, Music 1, PDHPE, Studies of Religion, Visual Arts, Hospitality, Economics, Physics, Ancient History, Business Studies, Geography and Chemistry.

Covenant was ranked 99<sup>th</sup> in the State based on the 2011 HSC results.

### General Comments

- ◆ In 70% of subjects taken at Covenant, students performed at a level equivalent to or better than State average.
- ◆ Covenant students sat 33 different HSC courses in 2011. In most of those courses, students performed at a level well above State average.
- ◆ A good number of subjects exceeded the state average by more than 5%.
- ◆ There were also a very large number of outstanding individual performances where students gained an HSC mark of between 80 and 89, placing them in Band 5, the second highest performance band for the State. Overall there were 146 marks between 80 and 89.
- ◆ Covenant students were significantly under-represented in Bands 3, 2 and 1, the lower performance bands.

- ◆ In some subjects there were no students in the lowest three performance bands. Two subjects are shown here as an example, but there were many subjects where very few, if any, students gained marks in Bands 3, 2 or 1 – the lowest performance bands.

### Visual Arts

- ◆ 71.42% of our students received a mark of over 90 placing them in Band 6, the top performance Band. Covenant was exceptionally over represented in this band when compared to state average.
- ◆ 28.57% - the remainder of the class received a mark of over 80 placing them in Band 5 the second top performance Band.
- ◆ CCS students were significantly over represented in Band 6, and in fact, no student fell in the lower four bands.

### Geography

- ◆ 25% of our students received a Band 6, the top performance band when compared to the state average.
- ◆ 50% of our students were significantly over represented in Band 5 the second top performance band when compared to the state average.
- ◆ 100% of CCS students achieved HSC marks placing them in Bands 6, 5 and 4. There were no CCS students represented in the lowest three performance bands.

Covenant is a comprehensive co-educational school. We do not offer academic scholarships as we believe those in need of financial support are those who struggle to afford a Christian education, not only those with high academic ability. Our excellent results reflect the high standards and hard work of our staff and students and the prayerful support of our community.

<b>Course Name</b>	<b>School Mean</b>	<b>State Mean</b>	<b>Variation</b>
Ancient History	81.60	72.89	8.71
Business Studies	78.44	72.93	5.51
Geography	83.65	74.70	8.95
Industrial Technology	86.47	71.50	14.97
General Mathematics	76.14	69.41	6.73
PD/H/PE	81.38	73.93	7.45
Visual Arts	90.14	78.16	11.98

# School Performance

## National Assessment Program – Literacy and Numeracy

In the 2011 NAPLAN (National Assessment Program - Literacy and Numeracy) tests, our students generally exceeded the benchmarks in all areas. In all cases results are above or well above the national averages.

Should any students fall below the benchmarks they will have been identified by the Education Support staff.

Strategies will have been put in place to assist them by a combination of withdrawal groups, working alongside students in their classrooms, individual tutor groups and other individualised programs where necessary. Even students with identified difficulties who may have been eligible for exemptions took the tests. The following table summarises results and compares them to State scores.

NAPLAN RESULTS	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
CCS Year 3	470.7	443.7	455.6	463.3	441.6	440.5	441.1
NSW Year 3	423.7	429.2	420.8	430.7	406.6	403.5	407.9
CCS Year 5	535.3	518.1	527.9	544.3	550.4	544.5	556.1
NSW Year 5	496.0	492.7	498.3	509.0	500.6	500.6	499.1
CCS Year 7	582.9	576.4	568.5	577.3	602.6	593.8	611.5
NSW Year 7	544.2	527.8	547.0	538.4	550.4	542.7	553.9
CCS Year 9	617.8	621.4	606.4	596.8	608.1	637.3	635.0
NSW Year 9	584.4	564.7	589.4	574.0	576.5	592.3	595.8

## Financial Report

### Overview

I am pleased to present the 2011 Financial Report on behalf of the school Board. Good progress in a number of key areas was made in 2011. None was more significant and impactful to the school learning environment than the painting of Secondary School classrooms and internal corridors. In addition, we had a solid increase in student enrolments in the Secondary School. As a result we achieved a pleasing operating surplus and a cash flow surplus above budget expectations.

Our financial performance is a direct result of the school exceeding student enrolment expectations, of generous Australian Government recurrent and capital funding and of parents paying their fees on time, 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 2011.

Under the guidance of the Board, the Financial Committee, consisting of Board, Association Members and Executive, are involved in the financial management of the school. The Committee is invaluable, as a number of financial improvements have come about as a result. The Committee is actively involved in the budget process.

### Fees & Enrolments

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

Last year our student numbers were budgeted at 776 and at census we achieved 783. This year our target is 778.

### Accounts 2011

The Financial Accounts for 2011 show a net operating surplus of \$634k. The cash position at the end of the year increased from \$3.32m to a total of \$4.12m. The School Board recognises the need to create an appropriate surplus each year with a view to future building projects. A budgeted net operating surplus of \$402k was approved for 2012.

A number of great new additions and refurbishments have taken place to improve school facilities. This included a major painting program of Secondary School classrooms, corridors and some external building features to improve the school learning environment. We also resurfaced the basketball courts, replaced a number of classroom carpets, built a new deck area with a shade structure over the school bio-cycle

(waste treatment area), upgraded the waste treatment tanks and relocated Transition to the Promised Land.

In the ICT sector a significant change was the introduction of a student laptop program with funding provided by the Australian Government. This has been successfully rolled out to current Years 10 and 11 with another year group to follow in Term 4 2012. In addition, two more computer labs have been created to accommodate the growing use of technology in schools. In Junior School, laptop trolleys are being trialled and in 2012 an iPad trial will commence in Year 5.

During 2011 we reduced our loans by \$323k. This is a great achievement which speaks volumes to bankers and others about our solid financial credentials. We also had our building and contents valued to ensure that we are adequately insured.

**Income**

Income from families equates to 46% of total income and government grants equate to approximately 50% of total income. We are thankful for government support. In more simplistic terms, for every \$1.00 a parent paid, grants from the Federal and State Governments contributed \$1.10.

**The Year Ahead**

We believe the 2012 budget has been established with achievable net operating and cash flow surplus targets. The key to achieving our budget largely falls to meeting our enrolment numbers of 778. In 2012 we will continue to position the school with the financial ability to proceed with the new Classroom/Library (Junior)/Performance Complex on the unused nursery land and part of the existing playground. We will continue to roll out more computers for the Senior School 1:1 laptop program as part of the process of integrating technology into the classrooms. We also wish to invest the school funds into existing infrastructure where maintenance and improvements are required. This will help the school to do preventative rather than reactive maintenance in the future. We ask for your continued financial and prayer partnership over the coming year.

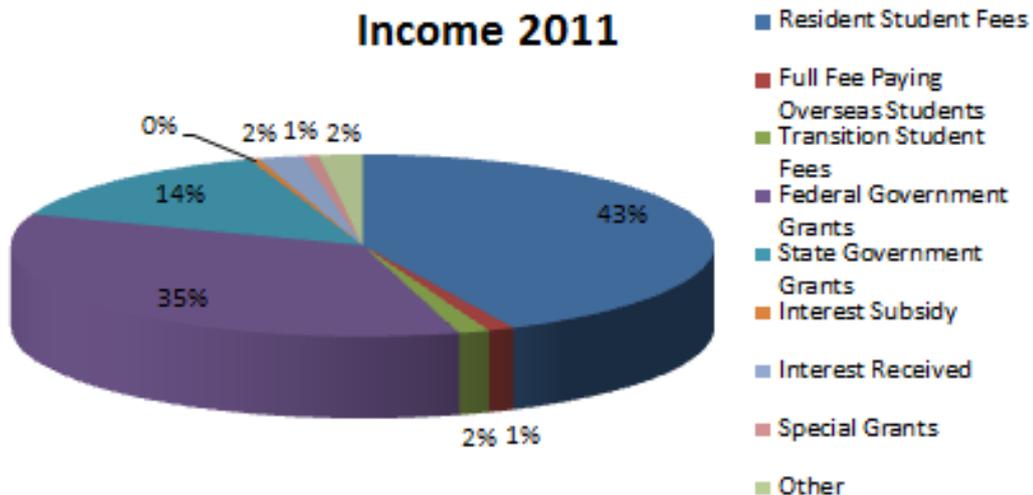
*Andrew Lowry*

*Business Manager*

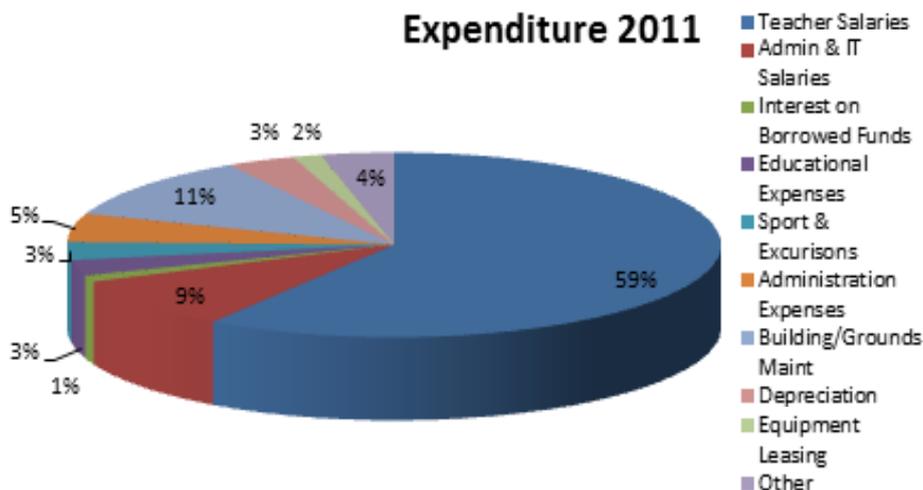
**Recurrent Expenditure**

Our major recurrent expense is salaries. In 2011 salaries equalled approximately 68% of our total recurrent expenditure. This does not include capital expenditure.

**Income 2011**



**Expenditure 2011**





## VISION

Our desire is to be part of God's plan to  
unite all things in heaven and on earth  
under the lordship of Jesus Christ, by...

## MISSION

... assisting parents in the nurture of their children,  
by providing a Christ-centred,  
biblically grounded, culturally engaging  
and academically rigorous education  
which equips children to live for God's glory

*All Knowledge through Christ*



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