



HopePoint
CHRISTIAN SCHOOL

In Spirit and Truth

HopePoint Christian School Ltd

2016 Annual School Educational and Financial Report

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Welcome

Welcome to another report about our school and the great things that are happening in it. It is with great pleasure that I am able to write this report, giving glory and honour to our Lord Jesus Christ, for whom this school has been established. I trust you enjoy reading of the achievements of the students, the directions in which we plan to move the school and the way in which God has been blessing us abundantly.

School Overview Information

About Our School

HopePoint Christian School (formerly known as Calvary Chapel Christian School) was established in 1980 at Greenacre. It moved to Georges Hall in 1989 where we enjoy sharing five acres with HopePoint Church and Preschool. Our school caters for students from Kindergarten to Year Six, following the Board of Studies Syllabi. In 2016 we had an enrolment of 103 students, consisting of 6 classes K, 1, 2, 3, 4 and 5/6. We had six classroom teachers and two part time RFF teachers. We also had three part time teachers' aides who supported the school for English as a Second Language (ESL), Literacy and Numeracy support, Integration support, Kindergarten through to Year 6 and Library. Together we are educating the students to have an excellent, well rounded, Christian education.

Chairman's Report, 2016

2016 has been an encouraging year; with an increase of 15% in student numbers and a much healthier financial base to help in the administration of our school. It has also allowed us to do an upgrade on playground facilities.

Our school is very proud of its diverse heritage and cultural mix of students including three indigenous students who have all helped to provide a rich and creative population that works harmoniously together.

We are anticipating a further increase of students for 2017 of between 15 - 20%.

One of our gym loans has been finalised, and we are continuing to make programmed payments on the remaining outstanding loan for the gymnasium with HopePoint Church. This along with the additional students has greatly helped to improve our overall financial position.

Several advertising initiatives have been put into place to bring our school to the notice of the local preschools in our area, our community and the city of Bankstown.

A greater working relationship with HopePoint Preschool has also helped in the transition of increased enrolments and hopefully this will continue over coming years.

The school gymnasium is continuing to add a great benefit to our school and to local community groups who hire it each week.

We are currently pursuing legal action to recover costs in order to remediate a 'sink' hole which has developed adjacent to the Gymnasium building over a period of time. This

matter is of a commercial and confidential nature and there will be further reports upon the resolution of this matter. There is no immediate danger to children or staff in the school and the gymnasium continues to be suitable for use and hire.

The Board continually faces new challenges and is constantly implementing changes and new initiatives, for staff and teaching resources that enable an increase in the quality of education given to our students.

Excluding changes to Government legislations and funding arrangements, the Board remains confident about the outlook and underlying results for 2017.



Warren C Mortomore
Chairman-Director
HopePoint Christian School Limited

Community Reports

The school community is a very important part of our school life. Parents are always welcome to assist in various aspects of their child's education and in the life of the school. Parents are a great resource and we happily accept their input. Our school encourages parents, students and staff to speak freely about any concerns, so they can be addressed early and resolved quickly.

Snack Shop

This year we held a successful weekly snack shop each Friday selling a variety of foods.

Special Events

We held a number of special events during the year. These events included chapel services for Easter and Anzac Day. We also held a Hat Parade for Easter, a Naidoc Celebration Day, an Open Day including class performances in the chapel showcasing our school to Grandparents, parents and prospective families and a Book Week Parade. At the end of this year we held a school musical called "A Christmas Carol" that was a resounding success showcasing our students' many creative talents in the Performing Arts.

All classes went on excursions throughout the year related to their classroom studies. Curriculum related events included:

- A team representing our school in an interschool debating competition
- A whole school Public Speaking Competition
- Peer Support Groups focussing on "Positive Relationships"
- Years 4-6 camp at Teen Ranch in Cobbitty
- Kindergarten Multi-Cultural day
- Kindergarten Menai High School Farm excursion
- Stage 1 "Aboriginal Bundeena" excursion

- Stage 1 “local shopping excursion” to Georges Hall
- Stage 2 excursion to the “Sydney Observatory”
- Stage 3 excursion to the “State Library”
- Stage 3 “CARES Bicycle Safety” excursion in Bass Hill
- Year 4 excursion to the Japanese Gardens in Auburn
- School captains attended the Bass hill Sub-Branch Remembrance Day ceremony
- Stage 3 attended the Kokoda Trail Memorial Track in Concord

HopePoint’s Got Talent was once again an outstanding success, showcasing our wonderful student finalists’ talents performing in the Creative Arts. We also had many incursions throughout the year including information sessions on live pet care, “Water Wise” education, Commonwealth Bank talks, environmental recycling education and different community members addressing classes with their knowledge about their vocations.

We began the year with “one-on-ones” which is where the classroom teacher and each family discussed their children’s Individualised Education Programs (IPs) formulated by the classroom teachers and support staff for 2016. Throughout the year we ran a Swimming Carnival, a wet play day for K-2, an Athletics Carnival and a Cross Country along with numerous Sporting Gala Days such as AFL, oztag, soccer, netball and basketball against other schools. Kindergarten attended a “learn to swim” program over a term. We also held a Year 6 Fun Day, a Presentation morning/Year 6 and Kindergarten Graduations and a Thank You morning tea for all the parents and friends who helped in our school throughout the year.

These special days were very popular in our school community and helped to build stronger school community relationships.

Fundraising Committee

This year our fund raising committee decided on a number of projects which included: Mother’s and Father’s Day stalls, a meal deal day each term, a Hot Cross Bun Drive and an Easter raffle and an Easter Egg Colouring competition. We ran a raffle competition for Sydney King’s basketball tickets and a school Bush Dance that was held in the gymnasium. A local author sold his books “What Birds Teach Us” and donated the money towards the school from the sales. We also held an open day BBQ and a weekly snack shop and we participated in an “Obstacle-a-thon” with the preschool. Our fundraising total was \$6,060.64 and with this money we purchased for the school the following items: Five Lap Tops and a large marquee to use at sporting events.

Other fund raising activities were held to raise money for missions. In 2016, by selling jelly cups, we raised money for sending uniforms to Africa through the organisation called “Bridges for Peace” and money for Sri-Lanka. We held a “Bandaged Bear Day” to help raise money for Westmead Hospital and we held a “Footy Colours Day” to help raise money for “Fight Cancer Foundation”. We are a very generous community. Even though we are small, we believe in and practise the Christian values we teach our children.

Uniform Shop

In 2016 the administrators and parent helpers continued the role of stocking, fitting and selling uniforms to service the parents and students of the school. It is wonderful that the uniform shop is continuing to break even.

Parent, Student and Teacher Satisfaction

In accordance with the Federal Government requirement for this year, our school surveyed parents and teachers on their levels of satisfaction with our school.

Parent survey areas included what the school did well, what the school could improve in, the care and support offered, the unique opportunities provided by the school and general satisfaction.

The parents were very happy with the small and caring community that offered personalised attention to the parents and children. They agreed that the teachers were approachable to talk to about their child's progress and that our communication has improved. Parents felt welcomed in the school and enjoyed the relationships between themselves and the staff. They also appreciated the individualised attention given to each student; particularly the acknowledgement of students' success. Parents also felt that the school catered for the individual needs of their child. They appreciated the Christ centred learning. Because of the small size of the school community, families were happy that their children had the opportunity to take part in extra-curricular activities and to regularly perform in public.

Parents were happy with the level of professional development being offered to the classroom teachers, helping to develop and enhance their teaching skills.

Parents suggested some form of before and after school care service would be helpful. In 2017, the school will be implementing an OOSHC (out of school hours childcare) from term 2.

Some other parents were concerned that there may be too much time being spent on extra-curricular activities resulting in an impact on the Key Learning Areas.

A small number of parents had concerns regarding the standard of the Sports program. In 2017, our Sports program will endeavour to reflect the development of skills needed for interschool sporting competitions.

Student survey results showed that the students are happy to attend the school and interact well with the teachers and other students. They are happy with the ways they are being taught and feel accepted by others, finding the staff friendly and approachable. They feel that the things they are learning are both appropriate and enjoyable and will help them in secondary school and life. All children enjoyed being a part of a loving Christian Community.

The teachers were surveyed in the areas of communication and staff meetings and were given an opportunity to comment on any other areas they would like to see addressed. Most staff members feel that communication is effective. Constructive comments included that the weekly bulletin and term planner on the whiteboard were both very helpful tools of communication. Some staff felt they needed to remember to check their emails and the bulletin daily in order to stay up to date with day to day matters. Closer communication with the School Board was a desire across the staff. Subjects for staff meetings included

the further clarification of the “Grievance Policy” concerning procedures between staff, students and parents and a break-down of the school budget and its allocations for resources and excursions. The staff enjoy working at the school and being part of this community.

School Strategies

Reporting on Targets for 2016

Target 1: To increase school enrolments

This was achieved by:

- Further strengthening links with the church and preschool by having a Kindergarten/preschool “Obstacle-a-thon” and giving our students the opportunity to be in the church musical. We also encouraged our Stage 3 students to become involved in the church “Playtime” group held on a weekly basis. We also advertised church events in our weekly parent bulletin.
- Sending a staff member to the “Readiness for school” session at the preschool.
- Holding an Open Day to strengthen links with the community, using street banners to advertise the event.
- Continuing to raise the profile and awareness of our school in the community through advertising events in the local newspapers.
- Holding an outreach each term, by sending students to entertain the local Nursing home.

Target 2: To increase the standard of teacher expertise across the school

This was achieved by:

- Releasing staff to visit other schools in order to observe improved teaching methodologies.
- Observing and critiquing colleagues teaching.
- Collaboratively planning observed strategies from other schools.
- Implementing new writing strategies including grammar and the use of resources, adopted from other schools.
- Releasing staff to various Professional development days.
- Teacher mentoring on reporting, programming and other identified teacher needs.
- Educating teachers to track and manage the development of student writing performance using a standardised proforma.

Target 3: To increase the standards of Information Technology across the school including students and teachers

This was achieved by:

- The continued purchasing of necessary technology.
- Further establishing the appointment of a new I.T Manager to oversee the implantation of all technology across the school.
- Providing opportunities for student I.T education.
- Ensuring that I.T is operating and reliable through the further purchasing of computers for the computer room and classes utilising it to educate them.

- Establishing a reliable and prompt “Help Desk” for computer related issues.
- The establishment of a new web site has not been achieved in 2016 and will be a priority for our targets in 2017.

2017 Targets

Target 1: Ensuring a new website is developed and maintained

This will be achieved by:

- Employing an IT specialist.
- The IT specialist setting up the web site.
- The IT specialist maintaining the web site.
- Professional development of staff to use and update the web site.

Target 2: The building of teacher expertise through PD in Literacy and Numeracy

This will be achieved by:

- School Leadership attending AIS (Australian Independent Schools) Instructional leadership Master classes in “Effective Instruction”, “Data Analysis in Literacy and Numeracy” and “Supporting Effective Pedagogy in the Classroom”.
- School Leadership leading staff PD sessions in presenting the AIS led content.
- AIS led staff PD sessions in Literacy and Numeracy.
- Training the K-2 teachers in “School-based Instructional Leadership Module 1”.
- Implementing newly acquired PD content into programming and teaching practice.
- Peer mentoring, collaboration and classroom teaching practice observations.

Target 3: The on-going monitoring and evaluation of **student** Individual Program’s (IPs) across K-6

This will be achieved by:

- School Leadership, overseeing the completion of K-6 IPs by staff.
- Weekly monitoring of the IPs by the classroom teacher, in consultation with school leadership; shown through registering off on outcomes.
- On-going evaluation of the effectiveness of each IP in delivering the expected outcomes, in consultation with the classroom teacher and school leadership.
- Regular and on-going changes to IPs after evaluation, regarding student performance.
- As necessary, regular communication regarding the effectiveness of IPs between parents, staff and students.

Initiatives Promoting Respect and Responsibility

Our students are taught respect from a young age. They are taught the Biblical perspectives of respecting people in authority and each other in Devotions, through adult modelling and in Biblical Studies. They are learning about respecting equipment, other people’s property, school property and showing respect in a variety of situations. Respect is one of our school behaviour values and the students are constantly reminded of its meaning and practical presentation. Children are rewarded for displaying these values

regularly at chapels and assemblies through Bravos, Honour Certificates and Principal's rewards.

All students from years five and six have had an opportunity of being a leader through our Peer Support program. Each student completed a leadership training course which helped prepare them for their role. They were responsible for their group of students for a forty minute session, once a week, while being supervised by a staff member, for an eight week program. Each leader took on specific tasks in each session, being responsible for preparing activities and equipment. Peer support was very successful this year.

Some Year five and six students led interest groups one day each week for one term. This gave the students opportunities to model team leadership skills, developing relationships with younger students and developing group interactive skills.

All Year five and six students were also given the opportunity to assist in leading and caring for younger children at the HopePoint Church playtime group each week.

Staff Information

Our Staff

In our school all teachers employed are Christians who have a genuine, ongoing faith. Staff members are from varied socio-economic and cultural backgrounds. All teachers have teaching qualifications from a Higher Education Institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines and are classified as being in category number (i).

We have five full time classroom teachers, two part time classroom teachers and two part time RFF teachers. We also had three part time teachers' aides for support and Library.

Our staff turnover in 2016 was minimal. One fulltime classroom teacher reduced their days from five to three from Term 3. The average teacher attendance rate was 96.86% for 2016.

Professional Learning

As we believe that learning is a life-long experience, the staff attended professional learning courses throughout the year to keep up to date and learn about new teaching experiences which will benefit the students. Each teacher is responsible for identifying areas they would like to develop further and finances are set aside for them to attend courses to assist them achieve development in their areas of need.

This year the whole staff was involved in an AIS Funded program on developing the standards of Literacy skills across the school. The teachers focussed on three goals for areas of development which were:

- Focussing on writing correctly formed and interesting sentences; involving simple, complex and compound.

- Focussing on developing vocabularies-extending vocab and knowledge of adjectives, adverbs, antonyms, synonyms, phrases using similes/metaphors
- Using Literature as a springboard for writing responses e.g. Big books or whole class reading texts.

Staff also attended other schools for observational learning opportunities with Literacy as the focus for writing. They also took part in Literacy peer lesson observations within the school and then did lesson reflections for each other.

This year the staff attended a week of professional development and organisation for a week prior to the students attending for Term One. During this time the staff had a session on “Identifying and Responding to Children at Risk” through the Early Child Network of Australia. Another week of professional development was held between Terms Two where teachers were involved in staff appraisals and planning for Semester 2.

Other whole school professional development undertaken included a First Aid Course involving CPR through Medilife, AIS led staff meetings on Literacy; focussing on writing and all staff attended other schools at different times to observe Literacy Blocks matching their own class Stage levels.

Most teaching staff did AIS Accredited on-line courses which involved:

- Familiarisation of the NSW Syllabus for the Australian Curriculum History K-6,
- Planning and Programming of the NSW Syllabus for the Australian Curriculum in English K-6, History K-6, Science and Technology K-6 and Mathematics K-6.

Three staff members attended a K-2 course on Literacy-Writing at the University of Western Sydney, two staff members attended a Comprehension course with EKN through Western Sydney University, one staff member attended a k-6 History and Geography syllabus familiarisation day and one staff member attended a Literacy session at UWS.

In 2016 we followed up again with staff professional development through recognising the knowledge base of our own staff and their personal professional reading. We followed on with a program of sharing their insights and reviews at weekly staff meetings and have continued to foster this system of collegial sharing throughout the year.

School Policies

Management of Student Non-Attendance

HopePoint Christian School has an attendance policy which sets out the processes and responsibilities of Parents, Principals and Teachers in regard to student attendance and non-attendance. Included in this policy are the following instructions to Principals specifically relating to student non-attendance:

- Principals must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.
- Principals must advise parents promptly when their children are absent from school without explanation.

- Principals are responsible for ensuring that accurate records of student attendance are maintained in an approved format.
- Principals must ensure that all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.

In addition, specific instructions are given for staff to manage student non-attendance as follows:

- Rolls are to be marked daily with absences recorded including partial absences.
- Absences must be identified and recorded in the attendance register.
- Unexplained absences need to be followed up and parents and/or guardians notified regarding poor attendance.
- Transfer unsatisfactory attendance information to student files after notifying their supervisor.

As a general rule, on a practical level, if a child is going to be absent or is absent from school for 3 or more days, the parents are required to contact the school and inform us of the reason for the absence. If a student is absent for 3 days and we have had no contact with the parent, the school will contact them seeking an explanation. This contact is recorded in the class attendance roll. When students return from an absence of any time, they are required to return with a note of explanation signed by their parent. If this is not forthcoming within one week, the parent is sent home a reminder slip.

Enrolment Policy (full text)

HopePoint Christian School aims to provide a biblically-based, Christ-centred education primarily, to children from Christian families. Accordingly our enrolment priorities are as follows:

1. Children who already have an older brother or sister enrolled in the school.
2. Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.
3. Where families don't meet the above criteria, they must be able to support the ethos of the school as detailed in the School Handbook. These are also processed in order of receipt.

Prerequisites for Continuing Enrolment

HopePoint Christian School reserves the right to discontinue enrolment for any student if the following outcomes aren't met after: Failure to comply with the HPCS Fee Policy steps for payment or failure to comply with our Behavioural Policy.

Kindergarten Enrolment

Students must turn five (5) before the 30th June of the year enrolling. Students must be enrolled before they turn six (6).

Early School Entry

Many factors need to be considered for a child to be entered into school life before the prescribed entry date. At HopePoint Christian School any parent wishing to enrol their child early is required to have an interview with the Principal. Some of the areas to be discussed could include the child's social ability, preschool recommendations, the results of a psychometric assessment, the child's behaviour and attitude to learning.

Fees

An enrolment bond is to be paid in full prior to a child beginning at HopePoint Christian School. This bond is returned to the parents after the youngest child of the family leaves in Year Six or one term's notice is given of the termination of enrolment AND all outstanding fees have been paid.

Term fees are to be paid by the end of the second week of each term unless other specific arrangements have been made in writing, with the School Bursar or Principal. Other arrangements could include periodic direct debit (e.g. fortnightly payments), fortnightly or weekly cash or cheque payments. Payments can be made using credit card or Pay Pal through our school website www.hpcs.nsw.edu.au both of which will incur an additional 2.5% fee.

Outstanding fees, after reminders, could result in your child's enrolment being terminated.

Our school does offer the opportunity for both a family rebate and a hardship rebate if needed and if approved by the School Board. Application forms are available upon request from the front school office.

Please note that the Fee Policy was updated in 2016.

Note: All enrolments will be at the School Boards' discretion.

Other Policies

HopePoint Christian School ensures that students are provided with a safe and supportive environment. All procedures that pertain to the emotional, physical and social safety and well-being of our students are included within our **Pastoral Care Policy**. These include, but are not limited to matters relating to bullying, discipline, *Student Welfare*, WH&S and Child Protection. All procedures set in place are motivated by the understanding that we are accountable to God, parents and the Government for how we disciple and care for our students. They identify issues relating to security, supervision, as well as staff and student codes of conduct. As such, our rationale and procedures demonstrate the high value we place upon our students and how we can prepare resilient young people, who will confidently take their place in Australian society.

Our Pastoral Care Policy is concerned with providing children the modelling, training and practising of skills that will assist them to lead effective and Godly lives. To this end, at the beginning of the year, all classes participate in our personal development program: *The Chosen Generation*. This program provides children with a Biblical perspective on how we should treat one another and resolve conflicts. In the third term, all classes participate in

Protective Behaviours, a program that provides children with strategies to keep themselves safe.

Our School Vision

“HopePoint Christian School: Building, Growing, Empowering” and Core Values: Integrity, Unity and Compassion, have had an impact on our school in 2016.

Our vision encompasses every area of a child’s development at school. We desire to partner with parents in building, growing and empowering their children through:

- Building a solid foundation for our students, both educationally and spiritually.
- Growing - encouraging students to be continually growing in their knowledge, experiences and skills as well as in the ways of the Lord.
- Empowering them as they go on through their lives to be witnesses and living examples of Jesus in their environment and be prepared for any task or vocational area they choose.

The core values are to be at the centre of everything that is planned, decided, implemented and communicated. Our pastoral care to students is reliant on these being demonstrated by all those in the school community. They remind students, staff and parents of the standard of character and quality of relationships that should exist in our school. Throughout the year, students, staff and parents will be reminded of these values and how they would be manifested in various situations.

The full text of our Pastoral Care Policy is detailed within the School Handbook and is also available from the school office. The most recent update was completed in 2016.

Discipline Policy

Our school Discipline Policy is a document encouraging positive behaviours. The processes of receiving merit awards, Bravo Awards, Class Awards and any extra incentives that are attached to these are identified in the policy.

There will be times when student behaviour requires corrective discipline, but this is administered in a manner that is procedurally fair and does not include corporal punishment. We currently have levelled discipline steps that the students are placed on when intervention is needed. The students are often informed of these steps and the important elements of the Discipline Policy during the year as it is a working policy that influences the school on a daily basis. The full text of the Discipline Policy is printed in the School Handbook and is available from the school office. This policy was updated throughout 2016.

Antibullying Policy

HopePoint Christian School does not tolerate bullying of any kind. Our school has a number of strategies in place to encourage antibullying. These include: Whole school strategies, classroom strategies and procedures for dealing with bullying. Certain behaviours are not tolerated and lead to suspension. These would be in line with the School Discipline Policy, including any physical abuse that causes serious injury to

another person. If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a daily social skills program. Parents and caregivers are always consulted throughout the different strategies.

The full text version of our *Antibullying Policy* can be found in hard copy form and kept at the front desk of the office for full viewing. It was last updated in 2016.

Complaints and Grievances Policy

When a member of our school community has an issue with another we recommend that the principles outlined by Matthew 18 be employed. The person with the complaint or grievance should approach the person who is in the best placed to rectify the situation (usually the classroom teacher). If the matter cannot be resolved, then both individuals should meet with the school principal. If this does not achieve resolution then these individuals should put their complaint in writing, addressing it to the Board Chairman. If, after this, the matter has not been resolved, then Christian Schools Australia is available to provide mediation. Whatever the dispute, we endeavour to work it through from a perspective that demonstrates respect for each other, honours God and maintains the unity of the Holy Spirit. This policy is detailed within the School Handbook and is also available from the school office. It was last updated in 2016.

Student Outcomes and Performance

School Achievements

Our students in Year Three and Five participated in the National Assessment Program Literacy and Numeracy (NAPLAN). We pride ourselves on being a small, caring school and sometimes it does not reflect well in comparative results. Having such a small number of students participating within a class, means that sometimes one student's results can change the school percentage by around 8.3%-12.5%. We also pride ourselves on being inclusive and not declining enrolments due to learning difficulties and other disabilities.

Year 3 NAPLAN Results

Year Three Literacy Results

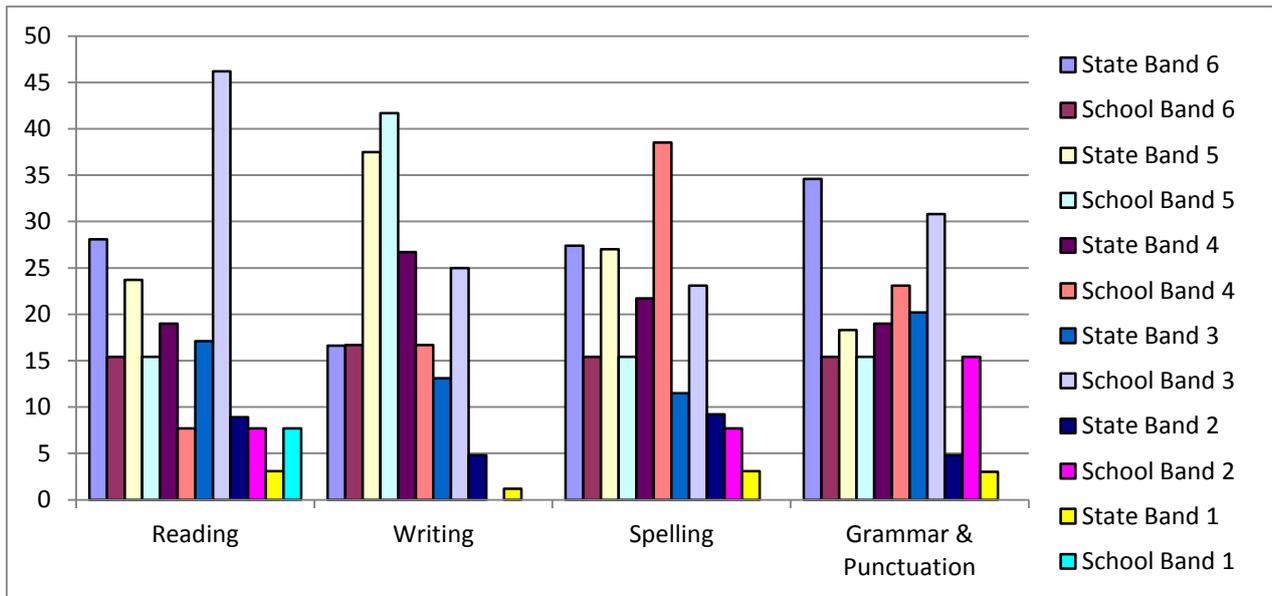
The Literacy NAPLAN consisted of the Reading, Writing, Spelling and Grammar and Punctuation components. 13 students participated in the tests. We had a number of students in Bands 5 and 6 across all areas.

In Spelling, we had 68% of the students achieve at the State average and above.

Reading results for our school showed 15% of our students achieving a Band 6 which is the highest level.

In Writing our results showed that 58.4% of our Year 3 students were in the top two Bands, (Bands 5 & 6) compared with only 54.1% of the state in the same Bands.

Year 3 Literacy Graph



Year Three Numeracy Results

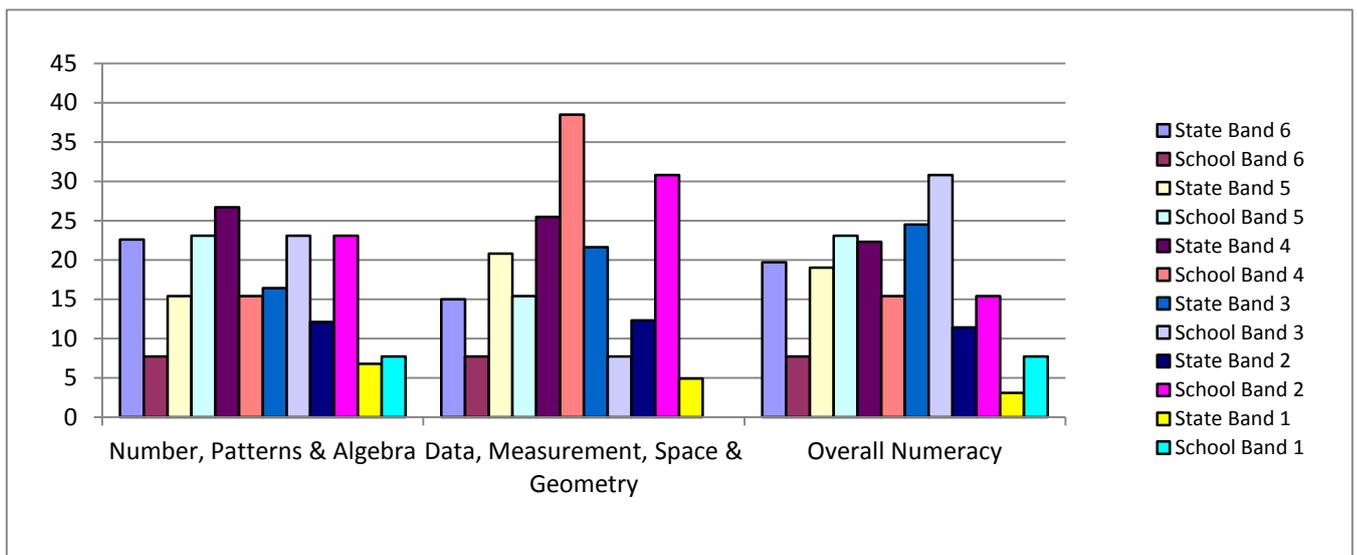
In Numeracy, the components tested were Number, Patterns and Algebra, Data, Measurement, and Space and Geometry.

For overall Numeracy results, 30.1% of our students were in the top Bands of 5 and 6.

For Data, Measurement, Space & Geometry, 61.4% of our students were in Bands 4, 5 and 6 which was on par with the State results.

For Number Patterns & Algebra 30.8% were in the top two Bands.

Year 3 Numeracy Graph



Year 5 NAPLAN Results
Year Five Literacy Results

The Literacy NAPLAN consisted of the Reading, Writing, Spelling and Grammar and Punctuation components. 15 students participated in the tests. We had a number of students in Bands 5 and 6 across all areas.

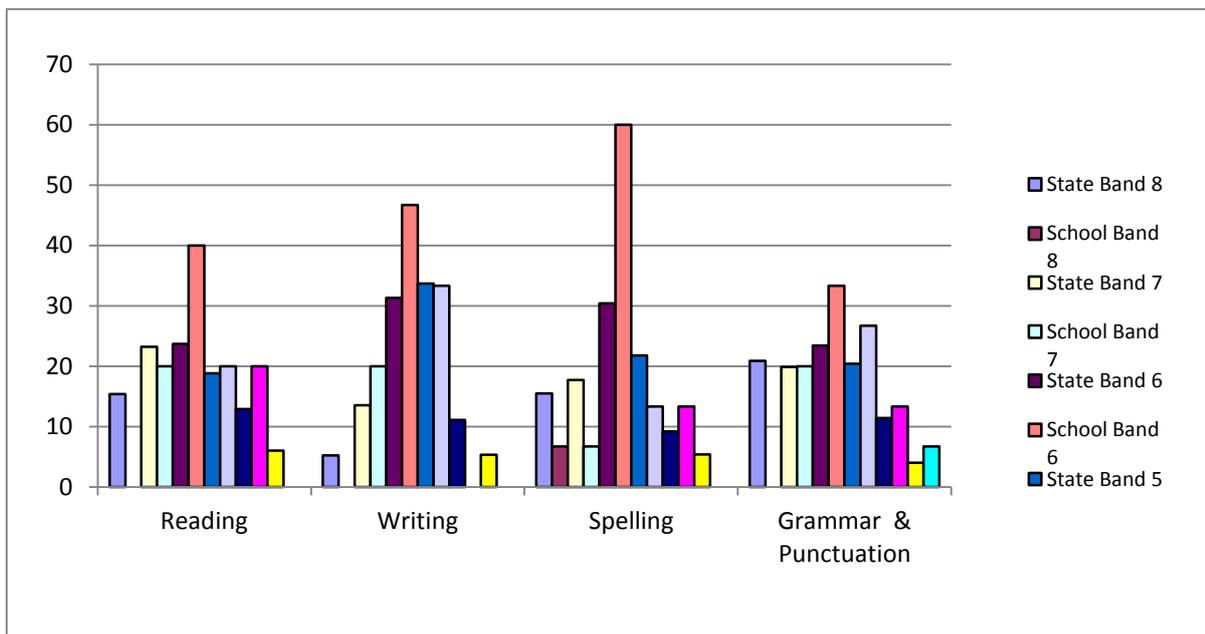
In Reading 60% of our students were in the top 3 Bands for Reading which is on par with the State. None of our children were in the bottom Band 3.

In Spelling 73.4% of our students were in the top 3 Bands compared to only 63.6% of the State.

We had 53.3% of our students in the top 3 Bands for Grammar & Punctuation.

In Writing we successfully had 66.6% of our students in the top 3 Bands compared to only 48% of the students in the state. We had 100% of our students in Band 5 or above compared to 83.7% of the State. We had no students in the bottom 2 Bands.

Year Five Literacy Graph



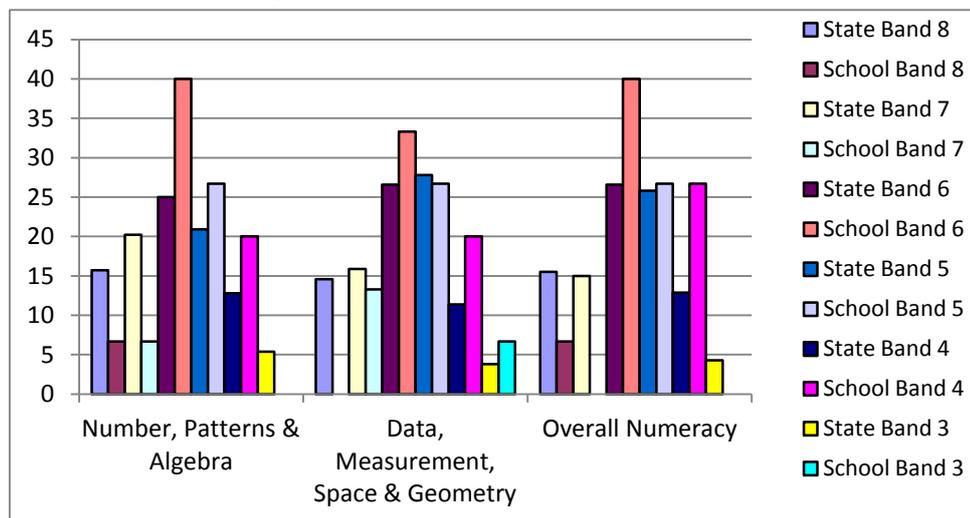
Year Five Numeracy Results

In the overall Numeracy results, we had 61.7% of our students in the top 3 Bands compared to only 57.1% of the State. No child was in the lowest Band. The remaining students were spread over the remaining middle Bands. These results are pleasing considering that 20% of our students were children receiving support.

In Data, Measurement, Space & Geometry 46.3% of the school were in the top 3 Bands. Again, only one student was in the lowest Band. The remaining students were spread over the remaining middle Bands.

In Number, Patterns and Algebra, 53.4% of the students were in the top 3 Bands. No child was in the lowest and 40% of our students were in Band 6 which is on par for their expected outcomes compared to only 25% of the State.

Year Five Numeracy Graph



The following link is to the “**myschool website**” for the most recent information and comparisons of our NAPLAN results with other schools on an ‘all schools’ and ‘similar schools’ basis

<http://myschool.edu.au/SchoolProfile/Index/85395/HopepointChristianSchool/44017/2016>

ICAS Results

This year students did not have the opportunity to participate in the International Competitions and Assessments for Schools tests due to insufficient interest for participation.

Student Information

Profile

In 2016 there were 103 students, from Kindergarten to Year 6, at the school, drawn from a wide range of cultural backgrounds including three indigenous students. The cultural mix provides a rich and creative population that work harmoniously together and the school is proud of its diverse heritage.

Attendance

This is a table showing our school attendance data for 2016.

Grade	Term 1	Term 2	Term 3	Term 4	Average Attend. %
K	94.67%	91.6%	90.25%	92.1%	92.15%
1	93.8%	92.4%	89.84%	93.65%	92.42%
2	94.76%	89.58%	93.16%	95.5%	93.16%

3	96.57%	90.62%	92.15%	89.62%	92.24%
4	97%	89.54%	87.47%	97.3%	95.07%
5	92.62%	91.14%	90.83%	93.75%	92.28%
6	85%	89.37%	82%	88.2%	88.64%

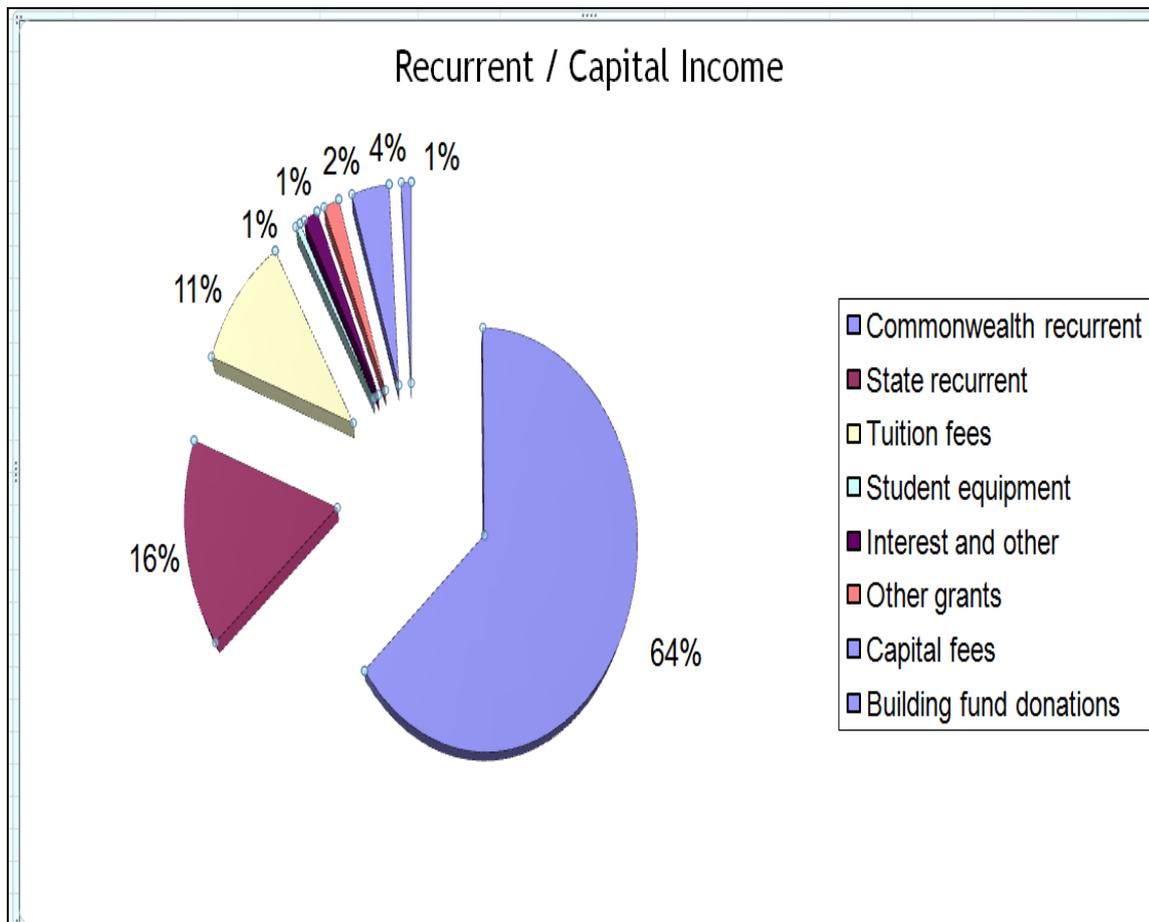
Our average whole school student attendance rate for 2016 was 93.27%

Student % attendance per grade 2016

Financial Information

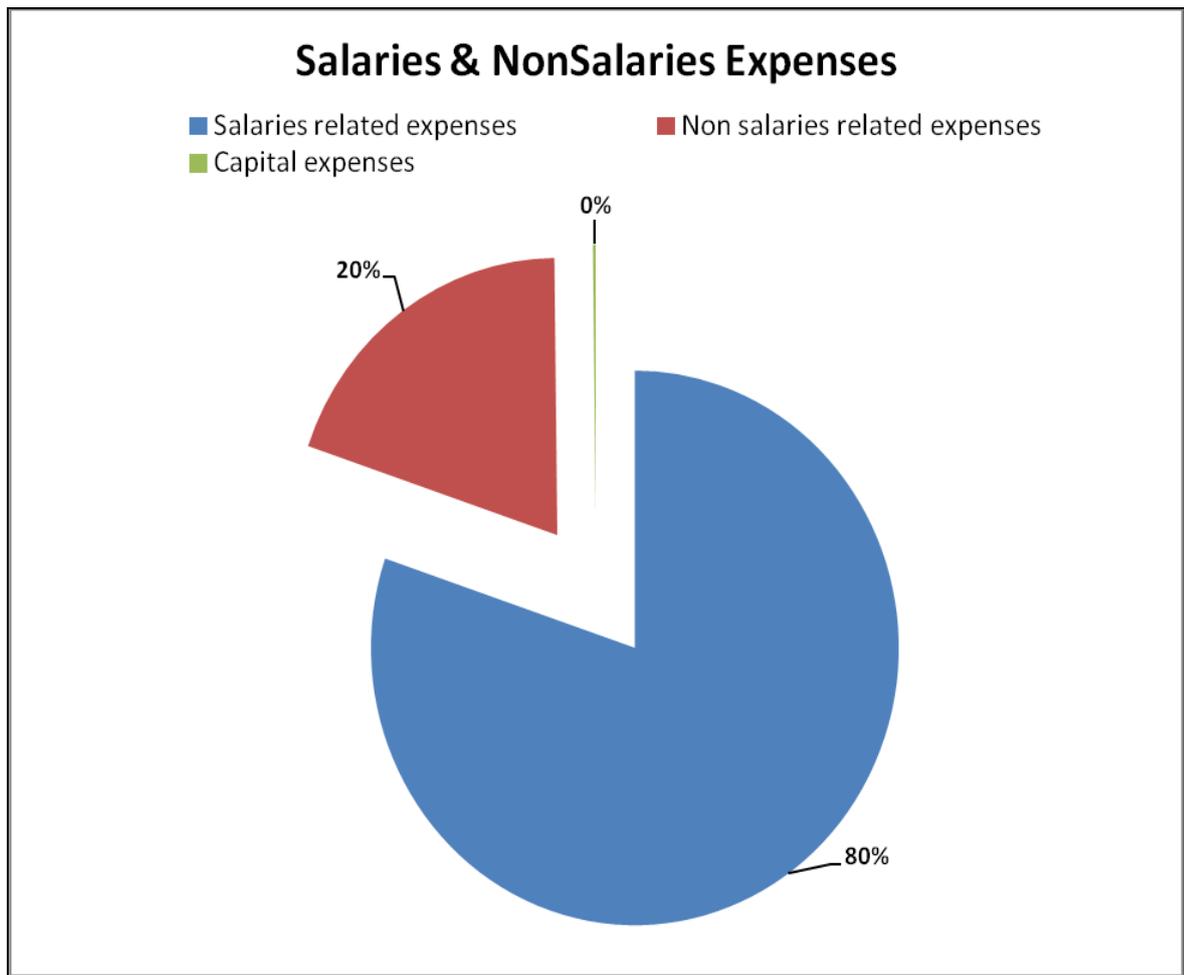
Income \$

Commonwealth recurrent	850,290	64%
State recurrent	212,350	16%
Tuition fees	143,763	11%
Student equipment	7,090	1%
Interest and other	20,252	1%
Other grants	22,374	2%
Capital Fees	54,402	4%
Building Fund Donations	14,380	1%
Total	\$1,324,901	100%



Salaries and Non-Salaries Expenses \$

Salary related expenses	995,961	80%
Non salaries	243,491	20%
Capital expenses	2,222	0%
Total	1,241,674	100%



Expenses \$

Administration & marketing	118,358	10%
Depreciation	42,712	3%
Property	223,070	18%
Teaching materials	73,185	6%
Teaching salaries	789,542	63%
Total	\$1,241,674	100%

