

John Calvin School

Annual School Report



2018

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1. Introduction

It is a privilege and pleasure to present this Annual School Report. This report serves to celebrate the joys and the challenges of Reformed education. It provides a good record of the significant school events and developments of the school's operations in 2018.

When we consider the John Calvin School, our school, we can only marvel in thankfulness at how the Lord has richly blessed the school; a full complement of teachers and teacher aides, students, a good supportive community and all of the gear that is needed to operate the school.

Although there were many special projects which were initiated in 2018, one in particular truly exemplifies the excitement of Reformed education. Throughout the year a number year groups were introduced to an innovate learning strategy, which became known as 'Project Based Learning' and "Inquiry Learning". This new teaching methodology spanned a range of students from the Pre-primary to Year Ten students. Greater student engagement in learning, plus a refreshing approach to curriculum served both the teacher and student. The on-going work of curriculum development, also through the work of Mr. Andrew Vermeulen, resulted in new classroom activities and learning. "Well done, to all!"

Student NAPLAN results were again very strong. Support for students at risk continued to serve as a focus in the work of teachers and teacher aides. The school's 203 students enjoyed a safe and pleasant learning environment. God's providential care was evident in many ways, and clearly visible through the commitment of both staff and students.

On Thursday, the 14th of December 2018, the school said farewell a special group of graduates. Whilst all of our students are special, one student in particular did capture the hearts of many. During the Yr. 10 graduation ceremony words of thanks and appreciation were expressed; May the Lord continue to guide their learning pathways!

This report tells the story of how the parents and teachers of the Free Reformed Churches on Albany have worked together to optimally equip Covenant children for the service to God and their neighbor. It fulfils the obligation to comply with the standards and requirements found within the School Education Act of 1999. Further, it represents a measure of accountability in receipt of Commonwealth and State funding for children who require a sound education.

I humbly submit this report to the School Committee and parents of the John Calvin School.

Dr. Pete Witten
June 2019

Vision Statement

The John Calvin School aims to provide and maintain a primary and secondary education program in conformity with the Bible and the Three Forms of Unity of the Free Reformed Church of Albany and West Albany.

Explanation of Vision Statement

The mandate for the education at the John Calvin School is derived from the divine mandate given to parents to bring up their children in the fear of the Lord. This mandate has its origin in the Word of the Lord which emphasises throughout the necessity and the importance of this task.

Mission Statement

To assist the parents of the Free Reformed Church of Albany and West Albany in the upbringing of their children by providing Reformed education based on God's Word as summarized in the Three Forms of Unity.

Explanation of Mission Statement

The education at the John Calvin School must, as integral part of the instruction of the covenant children and in subjection to the Word of God, help to optimally equip them for their service to God and to their neighbor.



The heritage of our schools can be traced to the time of the Reformation and it owes its name and emblem to a man used by God to lead the people back to Biblical truth. John Calvin (1509-1564), a Frenchman, sought to highlight the preeminence of God in all of life.

Curriculum Statement

The John Calvin School adheres to learning programs prescribed and outlined within the Australian Curriculum and defined by the School Curriculum and Standards Authority of Western Australia. It has as its primary cross curriculum priority the Word of God. The entire curriculum of the school is taught in obedience to the Holy Scriptures.

In 2019, the implementation of Phase 3 of the Australian Curriculum was completed. The work programs as prepared by teachers were compiled and shared via the software program, Atlas Rubicon. Through the work of the School Curriculum and Standards Authority, the school learning program/curriculum remained sequenced by the year group currently established in the school.

Curriculum development achieved through the Office of Reformed Education, as evidenced in Christian Values, Learning Area Outcomes and Overarching Learning Outcomes served to guide curriculum planning and discussions. Opportunities for reflection were essential to the ongoing development of curriculum and school improvement planning.

The screenshot shows the 'K-10 Outline' page of the Western Australian Curriculum and Assessment Outline website. The header includes the Government of Western Australia logo, the School Curriculum and Standards Authority logo, and navigation links for Site map, Accessibility, and Contact us. A search bar is present with the text 'Search term. e.g. Examinations'. Below the header, there are tabs for 'The Authority', 'Kindergarten to Year 10', and 'Years 11 and 12'. The main content area is titled 'K-10 Outline' and includes a welcome message and a description of the outline. A photo of a child with colorful handprints is featured. Below the photo, there are links for 'Mandated Materials' and 'Support Materials'. At the bottom, there are three boxes: 'Recently added resources' (listing Judging Standards materials for English, Pre-primary to Year 6 and Year 10 Visual Arts, and Pre-primary to Year 10 Dance), 'Western Australian curriculum' (stating that by 2018, all syllabuses except Languages will become part of the mandated curriculum), and 'Judging Standards' (noting that Judging Standards has moved to the assessment menu and is housed in the extranet for privacy of student work samples).

Site map Accessibility Contact us

GOVERNMENT OF WESTERN AUSTRALIA

School Curriculum and Standards Authority

Search term. e.g. Examinations

Go to whole of WA Government search

The Authority Kindergarten to Year 10 Years 11 and 12 Extranet Login

Home Principles Teaching Assessing Policy Resources

K-10 Outline

Welcome to the Western Australian Curriculum and Assessment Outline which is for all students from Kindergarten to Year 10.

It sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

A photograph of a young child with blonde hair, smiling and holding up both hands. The palms of the hands are covered in colorful paint, with colors including red, yellow, green, blue, and purple.

Mandated Materials Support Materials

Recently added resources

- Judging Standards materials for English to reflect version 8.1 of the curriculum
- Judging Standards materials for Pre-primary to Year 6 and Year 10 Visual Arts
- Judging Standards materials for Pre-primary to Year 10 Dance

Western Australian curriculum

By 2018, all syllabuses, except Languages, will become part of the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the *Western Australian Curriculum and Assessment Outline*.

To access the syllabuses please visit the [Western Australian syllabuses page](#).

Judging Standards

Please note: Judging Standards has moved and is now located under the assessment menu and is housed in the extranet for privacy of student work samples, especially for those relating to performance. To login or register visit the [Extranet page](#).

More information about accessing the [Judging Standards](#).

School Improvement Planning

Work towards the successful review and implementation of a school improvement plan continued with parents, students, staff and the school's governing body. Via the school's weekly newsletter (Applecart) information was shared and feedback/suggestions requested. The following school improvement goals were identified. The complete JCSA School Plan has been posted on the school's website.

Overview of goals:

1. Develop strong community relations via the Structured Workplace Learning Programme.
2. To improve admin of curriculum and reporting.
3. Ensure staff remain current with Anaphylaxis, Asthma and First Aid training.
4. To Improve school-wide analysis and use of data that the school currently collects on student learning
5. To review the teacher and principal standards of the Australian Institute for Teachers and School Leaders (AITSL)
6. Improve staff engagement and utilise expertise
7. The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn
8. Continue/Review Project Based Learning
9. Continue/Review Inquiry Based Learning in Early Childhood Education
10. The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn
11. The curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing and a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs
12. Protective Behaviours are highlighted and enhanced in the health curriculum to maximise student well-being
13. School leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in year 10.
14. Assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are at in their learning, diagnose details of student learning (e.g. gaps in knowledge and understanding) and monitor learning across the years of the school
15. Reporting processes are aligned with the curriculum and designed to provide parents, families, and students with information about the achievement of curriculum intentions and progress over time
16. Closely monitor student learning progress
17. Identifying student learning difficulties
18. Tailor classroom activities to levels of readiness and need (differentiated instruction). Students with a disability are included in regular lessons *as much as possible*. (This is dependent on the learning needs of each individual student.)
19. To expand the one-to-one laptop program in yrs. 7 -10.
20. To strengthen and improve the bond between home and school
21. A school handbook is provided to parents at enrolment, providing key information that parents have reported they want/need to know before their child starts school.
22. For early childhood classes: Students participate in fitness activities for 15-20 minutes sessions, at least three times per week.
23. All new staff will receive training in Mandatory Reporting requirements
24. To improve the safety of students at school and beyond

Report on Students

Student enrolment for 2018 stood at 203 students, 85 boys and 118 girls. Compared to a few years ago, the school's overall enrolment is lower. This has resulted in a lower student teacher ratio, with teachers having more individual time for each student. The year group divisions are as follows;

Student Enrolment 2018

Class	Boys	Girls	Total
Kindergarten	2	2	4
Pre-Primary	3	9	12
Year 1	9	5	14
Year 2	13	8	21
Year 3	7	14	21
Year 4	6	12	18
Year 5	8	15	23
Year 6	7	13	20
Year 7	8	8	16
Year 8	9	4	13
Year 9	5	11	16
Year 10	8	17	25
Total	85	118	203



(Yr. 1 in the Playground)

Special Needs Students

With much thankfulness, this school report notes the school's on-going commitment to special needs students! These students are an integral part of the school. Many commendations are voiced to the teachers, teacher assistants and staff for their dedication in helping these students!



Indi 't Hart Year 2



Janel van Duyn Yr. 9

The Special Education Crew & Students



“We are blessed to be able to instruct all children in the Lord’s ways and of His love.”

Special Events

There were many memorable school events in 2018, such as the annual Sports Day, Cycle to School, and other special occasions. However, just as special, mention is made of the annual excursions enjoyed by both teachers and students. In 2018 the Yr. 6 class visited many key sites in Perth, while the Yr. 10 students travelled to Canberra. The value added benefit of these excursion towards the learning program, is hard to measure. One thing is certain, the learning at school extends far beyond the classroom's walls and doors!



Yr. 10 students on the steps of Australian War Museum in Canberra

Student Attendance

The school enjoyed a very good student attendance rate, at 96%. During the second semester, there were a number of 'flu weeks' within the school community, resulting in some absentees. There is good communication between home and school, with parents calling to inform the school when their child is absent. Special days at school also continue to encourage student enthusiasm for school and learning.



(Kindy students shaping the forest.)

Student Learning Outcomes

The confidence in student learning outcomes at school is strong, with very few students falling below the NAPLAN's lower benchmark level. Extra learning assistance was provided by means of a Learning Assistant Teacher program directed by Mr. Andrew Kroeze. The LAT program runs from out of Rm. 6 and incorporates a number additional assessment procedures, such as INCAs and Torch Test of Perception Skills. Excellent results were again achieved in the WAMSE testing program.



Parents can also view NAPLAN results online via www.myschool.edu.au

School Assessment Principles:

The following five principles govern the assessment of student learning at school.

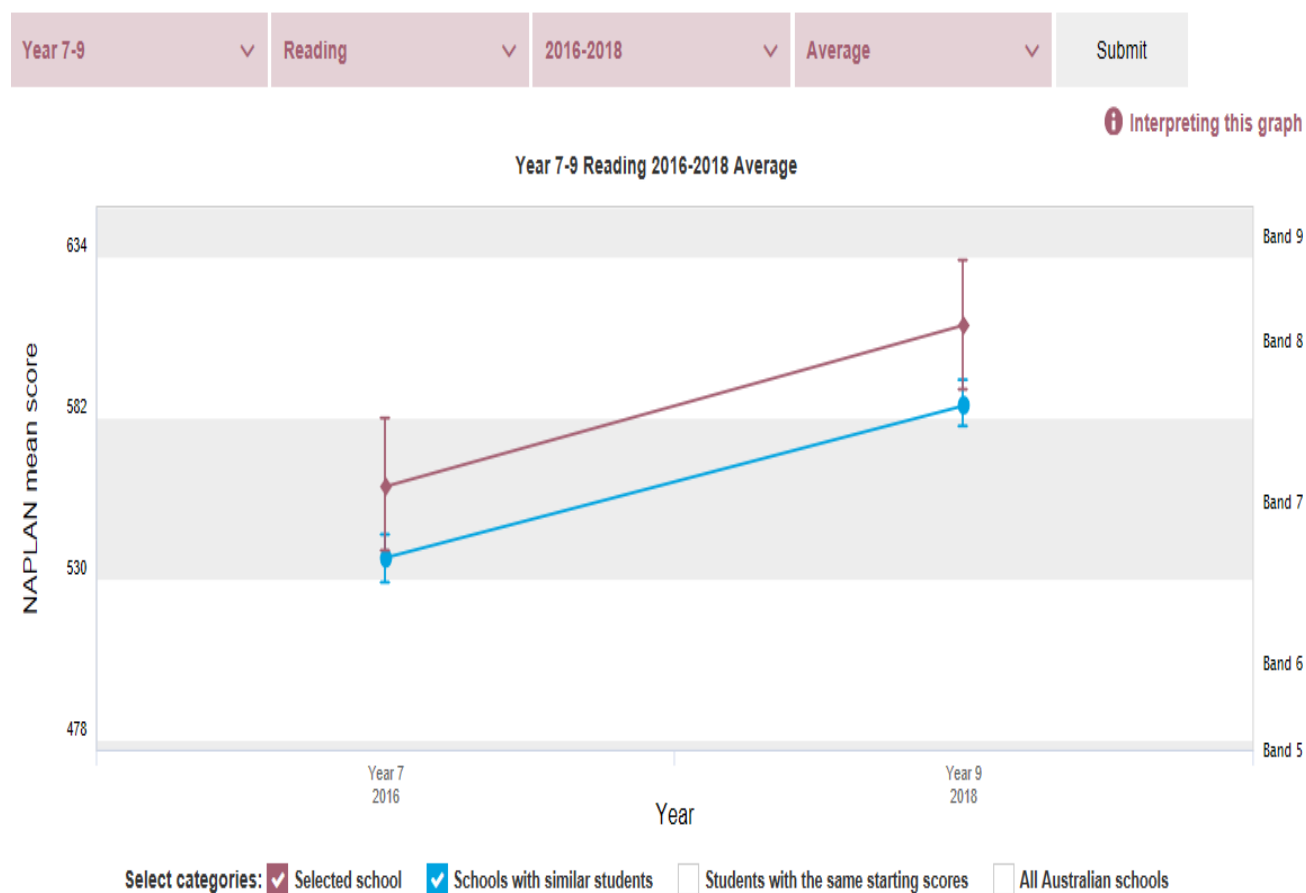
They are:

- (1) Assessment must be fair, providing students with a variety of opportunities to demonstrate learning.
- (2) Assessment must be educative, i.e. used for the purpose of learning and relate to the improvement of student learning.
- (3) Assessment must be valid, meaning it must have meaning for the student and be representative of the learning programme.
- (4) Assessment must be explicit, targeted to the learning situation and clear in its requirements.
- (5) Assessment must be comprehensive, meaning it must cover a range of learning aspects and skills.

Student Reports were issued during the months of July and December. Each family met with staff and many discussions were held to encourage an improved learning situation. The school remains very thankful for excellent parental support!

www.myschool.edu.au

The school community was again invited to review the school's NAPLAN results as posted via the www.myschool.edu.au website. Making effective use of NAPLAN results has created new learning opportunities for students needing extra support. In addition, attention is also directed to those students considered to be gifted or talented.



School Governance

The school's governing body, the School Committee held twelve meetings during the 2018 calendar year. Usually these meetings were held on the final Thursday of each month. Most School Committee members have also attended various professional development seminars as provided at the AISWA Briefing the Board Conference. (30th March 2018)

The composition of the School Committee in 2018 was as follows:

Chairman: Mr. Russell 't Hart

Vice-Chairman/Secretary: Mr. Andrew VanBurgel

Treasurer: Mr. Bryant de Vos

Property Manager: Mr. Jack de Vos

Incoming Treasurer: Mr. Gary Vermeulen

Building & Grounds Committee: Mr. Burke Roth

Safety Committee: Mr. Ryan 't Hart

Committee Member: Mr. Charles Brearley

The School Committee enjoys a co-operative relationship with school management and staff. Twice per year, during a General Staff Meeting, the members of the School Committee interact with staff and contribute to the discussions regarding the school's operations. There's a good separation between the principles of governance and management. This collective spirit of teamwork has resulted in many successful projects, for example the construction of a new kindergarten facility.

School Staff

In 2018, the school enjoyed the teaching services of twenty two registered and qualified teachers. These teachers were aptly supported by the principal, deputy principal, seven teacher aides, an IT manager, 3 receptionists, a bursar and school cleaner. The FTE breakdown of school staff is as follows:

Area	Number	Total FTE
Teaching Staff	22	16.22
Teacher Aides	7	5.4
Management	2	1.96
Reception/ICT	4	1.8
Bursar	1	0.7
Cleaners	1	(Contractual)

Staff Attendance

In 2018, the staff school attendance rate stood at 95%, which was slightly down from the previous year's 96%. Staff attendance remains high and a positive aspect of the work at school.

Teachers	Total Days	Overall Total Days	Total Absences	Total Attendance	Attendance Percentage
21.62 FTE	189	4086	194.5	3891.5	95%

Staff Professional Development

As part of their official teacher registration status, (TRBWA) each year the staff at school engage in professional development. This professional development is at times organized through the work of the Association of Independent School in Western Australia (AISWA). At other times, professional development may be linked to the Australian Institute for Teachers and School Leaders, dealing specifically with the professional standards for teachers and school leaders. A total of \$49,032.77 was spent on various professional development programs.

During 2018, the staff at school hosted a very special event, i.e. the John Calvin Schools Conference 2018. With more than 180 participants from around Australia, this conference examined the topic of school culture. It highlighted and celebrated the meaningful relationships development through Reformed Education.



(Group Photo – John Calvin Schools Conference Albany)

John Calvin Schools Conference 2018



...building together a Reformed School Culture....

(Taken from Conference Survey Results)

Staff Review

Classroom visits by parents, School Committee and management served to ensure a good professional growth atmosphere at school. Teachers and teacher aides were encouraged to develop their strengths and address any perceived weaknesses. A positive attitude exists towards school improvement. Peer reviews and collegial reflections formed part of the overall staff review picture.



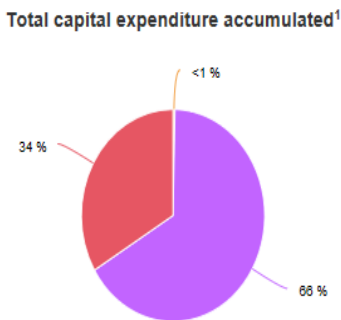
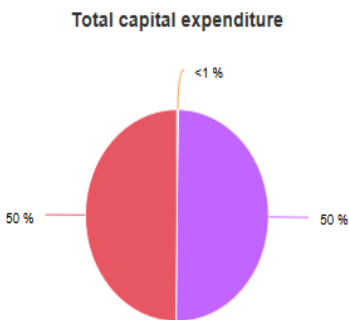
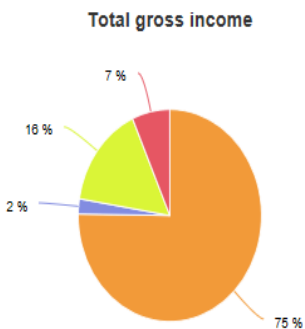
(Teachers planning and working collaboratively.)

School Finances

In 2018, the management of school finances continued to be the cooperative work of Mrs Yvonne Peetoom (School Committee Treasurer), Mrs. Gloria Terpstra (School Bursar) and School Staff (Principal & Deputy Principal). Once again, the school was well resourced and enjoyed a generous revenue position. The school’s Income and Expense are highlighted as follows:

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	2,051,998	9,327
State / territory government recurring funding	62,538	284
Fees, charges and parent contributions	430,925	1,959
Other private sources	181,926	827
Total gross income	2,727,387	12,397
Less deductions	64,613	294
Total net recurrent income	2,662,774	12,104

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	352	1,000
State / territory government capital expenditure	0	0
New school loans	0	0
Income allocated to current capital projects	64,613	190,333
Other	64,530	96,806
Total capital expenditure	129,495	288,139



(excluding income from government capital grants)

Percentages are rounded and may not add up to 100%

School Community Relations

The school is pleased to continue its cooperative library services with the Association Assisting Those with Special Needs (Eucalypt). Mrs. Van den Dool, school librarian and her assistant Miss Rhiannon continue to assist both teachers and students! The school's community relations program enjoys excellent support, with most parents reporting good satisfaction in the manner in which their questions or suggestions are handled at school. The school is thankful for the absence of registered complaints and continues to welcome parental input at school.

AJCS Australia - School Culture Survey Results											
Q	SA (%)	A (%)	NAND (%)	D (%)	SD (%)	DNA (%)		A (%)	NAND (%)	D (%)	DNA (%)
The school as a safe place											
2	Staff members treat me with kindness and respect at my school.										
	32	55	11	2	1	-1		87	11	3	-1

Summary Question											
23	My school is a great place to attend.										
	45	36	10	5	4	1		81	10	9	1

(Student Survey 2018)

National School Chaplaincy and Student Welfare Services

In 2018 the school's Student Support Services continued to operate through the work of the Student Support Officer, Mr. vander Heide. He works with the permission of and in close cooperation with parents. He does not provide a counselling service and his work is regularly reviewed by someone who is qualified to do so. Mr. Vander Heide continues to work with students trying to learn while experiencing very difficult circumstances.

Student Tracking – Graduates 2018

It's quite remarkable how quickly our students develop into mature minded learners seeking to continue and progress their education. This graduating class was a well-loved group of students who demonstrated their ability in many ways.

The school enjoys a cooperative spirit between staff and students and between the students themselves. Student behavioural management issues are rare and usually solved on the same day. The school expresses its appreciation for a learning environment that is both supportive and friendly.



5 students went to NASHS

6 student went to ASHS

3 students went to Denmark Agricultural College

2 students went to GSIT

4 students took on apprenticeships / traineeships

Report Conclusion

The John Calvin School Albany has served to assist all parents and students. At school we want our students to excel and we want them to have a good learning experience, which will prepare them for a future career. And, included within those desires is our prayer that they will continue to keep God's Word as the norm for their lives.

The John Calvin School is a school with the Bible! All thanks and glory be directed to God, who has provided a dedicated staff, also students that are eager to learn. In 2018, both staff and students sought to serve the Lord and their neighbour. May the Lord continue to bless us all, to that end!

Delivered on Thursday, 14th March 2019

AGM Meeting of the Free Reformed Church Education Association Inc.

Available upon request at the school or via the school website at www.jcsa.wa.edu.au