

John Calvin School

Annual School Report



2025

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1. Introduction

This Annual School Report provides an overview of the life and work of John Calvin School Albany (JCSA) during the 2025 academic year. It has been prepared in accordance with the Australian Education Regulations 2013, Subdivision H, Section 60, and serves both as a record of accountability and as a reflection on the stewardship of public funding entrusted to the school.

It is with gratitude and humility that I present this report. Each year brings its own challenges, opportunities, and blessings, and this report seeks to give a faithful account of the ways in which the Lord has sustained and guided our school community throughout 2025.

As we look back over the year, we are reminded again that the life of the school rests not on human effort alone, but on God's gracious provision. We give thanks for committed staff, engaged and willing students, a supportive community, and the many practical resources that enable our work to continue fruitfully.

John Calvin School Albany is a Kindergarten to Year 10 school, registered to deliver the prescribed Curriculum. We are thankful that we are permitted to do so openly and consistently from a Christian worldview. All staff are therefore required to share and live out the faith of our community, and Religious Studies remains an integral learning area alongside the eight curriculum domains.

Throughout 2025, our students learned and grew within a safe, orderly, and nurturing environment. Day by day, God's care was evident in classroom interactions, playground relationships, pastoral support, and the steady commitment of staff to the wellbeing and development of every child.

At the graduation ceremony held in December 2025, the Principal's address reflected on the biblical image of foundations, drawn from Matthew 7, and on the importance of building one's life on Christ, the Rock. The address reminded graduates that storms—both in life and in faith—are certain to come, and that only a life grounded in obedience to God's Word will stand firm.

The graduates were encouraged to recognise the unique privilege they had received through their education at a School with the Bible: a schooling experience in which God's Word is not added as an extra, but forms the foundation of every subject and every day. From their earliest years through to Year 10, they had been shaped by Scripture in classrooms, assemblies, devotions, and daily instruction.

In that address, they were urged not merely to be hearers of God's Word, but doers of it—to continue building wisely, faithfully, and humbly on the foundation already laid. They were reminded that Christ Himself is the Rock, the Cornerstone, and the Master Builder, and that their security rests not in their own strength, but in His faithfulness.

This Annual Report reflects that same conviction. It tells the story of how, throughout 2025, the staff of John Calvin School, in partnership with the community, have sought to lay strong spiritual, academic, and character foundations for our covenant children. Through careful teaching, high nurture, disciplined learning, and pastoral care, we have aimed to prepare our students for a life of love and service to God and their neighbour.

We are deeply thankful that, in a culture where faith is often marginalised, our students continue to be formed in the light of God's Word. Ordinary days, regular lessons, and consistent routines have all been used by the Lord to shape hearts and minds for His service.

It is our prayer that the foundations laid during the 2025 school year will continue to bear fruit in the lives of our students, enabling them to stand firm in times of trial, to walk wisely in times of decision, and to remain humble in times of success.

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

Mr. Andrew van der Heide
May 1 2026

2. School Context

Description:	A school of the Albany Free Reformed Church Education Association Incorporated. Established in 1962.
Gender Composition:	COED
Enrolment Group:	Primary School K-6 Secondary School Years 7-10
Affiliation:	Free Reformed Churches of Australia
Boarders:	No
Overseas students:	No
Address:	9 Beaufort Road Albany WA 6330 Australia
Phone:	08 98 41 3840
Principal:	Mr. Andrew van der Heide

The Bible

Our Reformed school is built on the foundation of the Bible, the Word of God, which is authoritative in all areas of life.

Vision Statement

The John Calvin School is a godly institution of learning for covenant children, to be educated for a life of love and service to God and their neighbour.

Explanation of Vision Statement

The mandate for the education provided at the John Calvin School is derived from the divine mandate given to parents to raise their children in the fear of the Lord.

Mission Statement

Our school extends high nurture to the children of the covenant: as God nurtures in the covenant, so the school is an institution where high nurture is first and foremost a platform from which to launch its teaching.

Our school provides expert teaching to children of the covenant: God extends teaching to His people, and He calls parents of His covenant children to teach them in the best manner possible.

Our school calls for a faithful response from children of the covenant: the covenant is about promise and obligation. Promises are fulfilled in nurture, teaching and discipline. Obligation embodies a call to love and to serve God and the neighbour.

Explanation of Mission Statement

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

John Calvin

The heritage of our school 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 man who 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.

3. Staff

In 2025, the school enjoyed the teaching services of 22 registered teachers. These teachers were supported by the principal, deputy principal, education assistants, IT staff, receptionists, librarian, administrator, bursar and school cleaner. The FTE breakdown of school staff is as follows:

Area	Number	Total FTE
Teaching Staff	22	15.34
Education Assistants	8	5.02
Management	2	2.0
Reception/ICT/Library	4	2.06
Bursar/Administrator	2	1.33
Cleaner	1	(Contractor)
Male	11	10.40
Female	28	15.35
Aboriginal/Torres Straight Islander	0	0

Notes:

All teaching staff are registered with the Teachers Registration Board of Western Australia. All staff have a current Working with Children Check (WA).

4. Staff Goal

Our Reformed school is a godly place for our covenant children, which aims to educate them for a life of love and service to God and their neighbour. At our Reformed school, we seek to extend high levels of nurture to the student body and provide expert teaching. With that in mind, we aim for excellence, expressed in our focus goal: *Striving for Excellence*. To this end, many of our professional learning activities are dedicated to strengthening teaching practice and improving student learning.

In 2022, attention was given to the AITSL Standards. In 2023, the focus shifted to further developing the teacher appraisal process. In 2024, attention moved to the third component of the focus goal—programming (specifically using the Transformation by Design model)—to ensure that all lessons are taught from the perspective of a Christian worldview.

In 2025, our professional learning focus centered on differentiation, with particular emphasis on equipping teachers to recognise, plan for, and respond to the diverse learning needs, abilities, and stages of development within their classrooms, so that every student is supported to grow to the best of their God-given potential.

5. Staff Qualifications

Qualification	Number of Teachers	%
Masters	2	10%
Bachelor	14	70%
Diploma	4	20%
Total number of qualified teachers	20	100%

6. Staff Professional Learning

As part of their official teacher registration status (TRBWA), each year the staff at school engage in professional development. This professional development is frequently organised through the work of the Association of Independent School in Western Australia (AISWA) and Christian Schools Australia (CSA). Professional learning is linked to the AITSL standards (Australian Institute for Teachers and School Leaders). A total of \$43 362 was spent on various professional learning programs.

7. Staff Review

As part of the *Striving for Excellence* focus, staff review and professional growth at John Calvin School continued to be approached in a thoughtful and developmental manner.

The thorough appraisal process undertaken in 2023, incorporating self-reflection, peer feedback, and management review, provided a strong foundation for ongoing improvement. In 2024, this work was

further enriched through staff participation in the Diploma of Reformed Education, strengthening theological understanding and reinforcing Reformed pedagogical practice.

In 2025, building on these earlier initiatives, the school placed increased emphasis on professional dialogue and reflective practice through the use of Performance Management Interviews (PMIs) and ongoing performance conversations. Rather than repeating a single, formalised appraisal cycle, the focus shifted towards sustained engagement with staff about professional goals, classroom practice, and personal development.

This approach was supported by external classroom observations conducted as part of the Diploma of Reformed Education program, with constructive feedback provided to teachers. These observations served both as professional learning opportunities and as a meaningful component of staff review.

Performance conversations and PMIs were informed by a range of sources, including classroom observations, staff self-reflection, and student survey data. This enabled discussions to be grounded in evidence and focused on continuous improvement in teaching and learning.

Staff also benefited from additional support through leadership mentoring and classroom visits, further strengthening consistency and reflective practice across year levels.

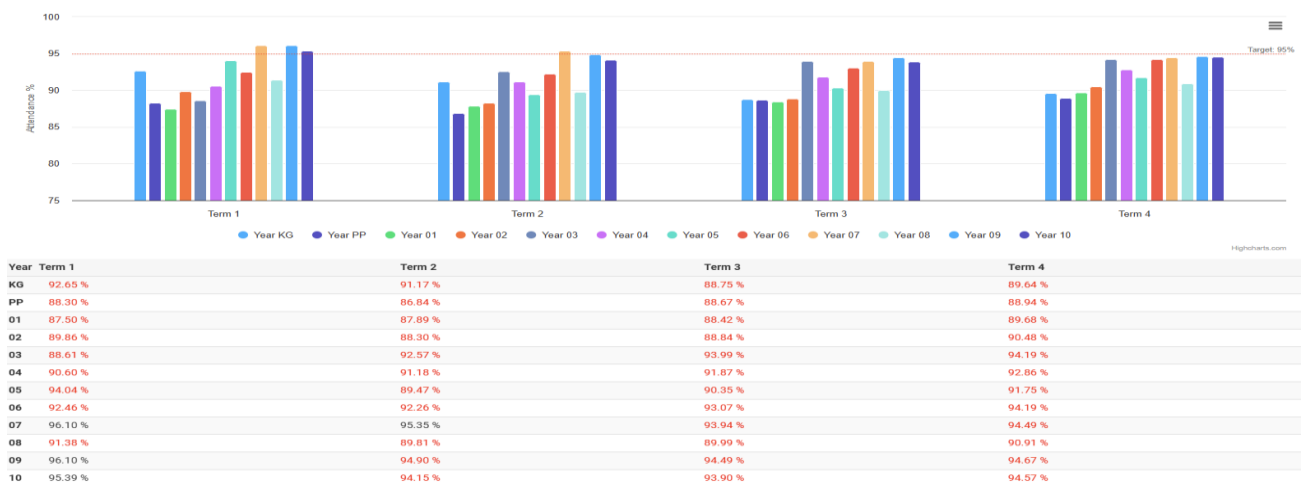
Throughout the year, teachers and education assistants were encouraged to align their professional goals with the school’s vision and strategic priorities. These conversations aimed not only at skill development, but also at deepening staff commitment to the school’s mission of educating covenant children for a life of love and service to God and their neighbour.

Classroom visits by Association representatives and School Committee members continued to contribute to a positive and supportive culture of professional accountability and growth.

Overall, the staff of John Calvin School demonstrated a strong willingness to engage in honest reflection, receive feedback, and pursue ongoing improvement. A positive, humble, and proactive attitude toward professional learning remains a hallmark of the school community.

8. Student Attendance

The school enjoyed a very good student attendance rate:



Non-attendance management:

The only acceptable reasons for absence are temporary physical or mental incapacity or any other reasonable cause such as religious or cultural practices. All other absences are recorded as non-approved absences.

Parents are requested to notify the school each day of a student’s absence via email or by calling the school. If no notification is received regarding an absence by 9:00am each day, administration is notified and then a phone call is made to the parent or carers to ascertain the location of the student.

9. Student Numbers

Student enrolment for 2025 stood at 190 students, 90 boys and 100 girls.

Class Summary 2025

Class	Boys	Girls	Total
Kindergarten	5	12	17
Pre Primary	3	7	10
Year 1	10	6	16
Year 2	9	8	17
Year 3	8	9	17
Year 4	10	14	24
Year 5	3	2	5
Year 6	4	7	11
Year 7	8	4	12
Year 8	12	7	19
Year 9	12	12	24
Year 10	6	12	18
School Total	90	100	190

10. Learning Support Coordinator

In 2022, the school introduced the role of Learning Support Coordinator (LSC) to strengthen the coordination and oversight of learning support for students with diverse needs. This role continued to develop through 2023–2025. The LSC supports the identification and monitoring of students who experience a range of learning, developmental, behavioural, psychological, and other challenges, including both diagnosed disabilities and emerging needs.

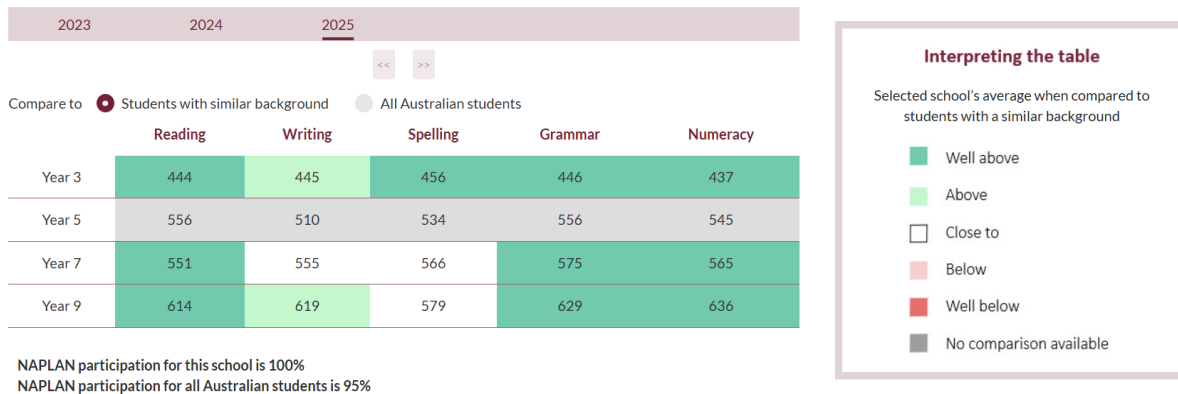
Learning support at John Calvin School is provided through a range of approaches, including in-class support through Education Assistants and targeted withdrawal for specific intervention programs where appropriate. The nature and extent of support are determined on an individual basis, with requests for support able to originate from parents, teachers, students, or the LSC. Withdrawal from class occurs only after parental consultation.

During 2024 and 2025, the school undertook planning and review work to refine its learning support structures. This included the planned phasing out of the Learning Assistance Teaching (LAT) role, with 2025 designated as its final year of operation. These preparations were undertaken to ensure clarity of process, continuity of support, and readiness for implementation from 2026 onwards.

Strong results were again achieved in the school’s regular assessment and testing programs, reflecting the effectiveness of the school’s academic teaching and support arrangements.

11. NAPLAN

The confidence in student learning outcomes at school is strong, with no students falling below the NAPLAN’s lower benchmark level. What follows are the year 3,5,7 and 9 2025 NAPLAN results.



NAPLAN results can be viewed online via 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.

12. Student Reports

Student Reports were issued during the months of April, July and December. Parents were given the opportunity to meet with staff at arranged parent-teacher interviews, but in addition, whenever the need arose. The school remains very thankful for excellent parental support.

13. Curriculum Officer

To support the consistent delivery of all Learning Areas from a Christian worldview, and in keeping with the expectation that all staff share and practise the faith of the school community, John Calvin School employs a Curriculum Officer. The Curriculum Officer works alongside teaching staff to support the effective implementation of curriculum requirements, while ensuring that teaching and learning remain grounded in biblical truth.

14. National School Chaplaincy and Student Welfare Services

In 2025, the school’s Student Support Services continued to operate through the work of the school’s two Student Support Officers.

15. Student Tracking – Graduates 2025



2025 Student Tracking – 17 Students Graduated Year 10 at JCSA

- 5 Students went to NASHS
- 1 Student to Denmark Ag School
- 1 Student to Daniel Project
- 4 Students to Apprenticeships
- 4 Students to full time TAFE
- 1 Student to Online Uni Course
- 1 Student to full-time Employment

16. Parent, Student and Staff Satisfaction

In 2023, a formal Parent Survey was conducted to help gauge levels of satisfaction and to identify areas for further development. In 2024, a formal Student Survey was undertaken, providing valuable insight into student experiences and wellbeing. In 2025, this process was extended through the introduction of a Staff Survey, enabling teaching and support staff to contribute formally to reflection and school improvement.

The close relationship between the school and its church community remains a source of great thankfulness. Staff, parents, and students are encouraged to maintain open, respectful, and constructive communication with one another and with school leadership.

Through regular emails, newsletters, and other communications, members of the school community are reminded of the various ways in which comments, suggestions, and concerns may be raised and addressed. These processes support transparency, mutual understanding, and the strengthening of positive relationships across the school.

17.School Governance

The school's governing body, the School Committee, held twelve meetings during the 2025 calendar year.

The composition of the School Committee in 2025 was as follows:

Chairman: Mr. Andrew Van Burgel
Secretary: Mr. Scott Reitsema
Treasurer: Mr. John Witten
Property Manager: Mr. Glenn van der Schaaf
Brief Report: Mr. Rodney de Vos
Building & Grounds Committee: Mr. John Plug
Safety Committee: Mr. Burke Roth

18.School Finances

In 2025, the management of school finances continued to be the cooperative work of Mr. Charlie Brearley (Administrator), Mr. John Witten (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:

My School Finance report - 2025		
Full-Time equivalent enrolments relating to recurrent income and capital expenditure: 188		
Net Recurrent Income 2025	Total	Per student
Australian Government recurrent funding	\$ 2,965,750	\$ 15,775
State/territory government recurring funding	\$ 517,906	\$ 2,755
Fees, charges, and parent contributions	\$ 577,671	\$ 3,073
Other private sources	\$ 324,293	\$ 1,725
Total gross income	\$ 4,385,621	\$ 23,328
less deductions Income allocated to current capital projects	\$ 64,453	\$ 343
Total net recurrent income	\$4,321,168	\$ 22,985
Capital expenditure		
Income allocated to current capital projects	\$ 64,453	\$ 343
other	\$ 121,238	\$ 645
Total Capital expenditure	\$ 185,691	\$ 988

19.Conclusion

As this report draws to a close, we are reminded again that the life and work of John Calvin School rests not on human effort alone, but on the gracious provision and faithful guidance of our covenant God. Throughout 2025, He has sustained our community and enabled us to continue laying strong spiritual, academic, and character foundations for our students.

I wish to acknowledge with gratitude the faithful commitment of all who contributed to making John Calvin School Albany a godly, caring, and nurturing environment for our covenant children. It has been a true privilege to labour together in the shared task of preparing young people to live lives of love and service to God and their neighbour.

The School Board served with diligence and wisdom, parental support remained strong and encouraging, and the staff demonstrated consistent dedication to their calling. Through many ordinary days of teaching, learning, mentoring, and pastoral care, the Lord has been pleased to use this work to shape hearts and minds for His service.

We are also thankful for the financial and educational support received from both State and Federal governments. This assistance enables the school to steward its resources responsibly and to continue its work in a manner that is faithful, sustainable, and accountable.

As our graduates were reminded in 2025 to build their lives on Christ, the unshakable Rock, so too this school continues its work with that same conviction. It is our prayer that the foundations laid in classrooms, assemblies, and daily routines will bear lasting fruit in the lives of our students.

May the Lord continue to guide, strengthen, and bless our community as we seek, together, to serve Him faithfully in the work of Reformed Christian education.

Mr. Andrew van der Heide (Principal)