

2019 EDUCATIONAL & FINANCIAL REPORT

Prepared by Susan Philp, Principal
June 22, 2020

CONTENTS

School Overview Information	3
• Context	
• Message from Key Bodies	
• 2019 School Activities	
• School Community Satisfaction	
School Strategies	9
• Achievement of Priority Areas from 2019	
• Priority Areas for Improvement in 2020	
• Respect and Responsibility	
Staff Information	13
• Workforce Composition	
• Professional Learning	
• Curriculum Delivery	
School Policies	16
• Enrolment	
• Student Welfare	
• Discipline	
• Anti-Bullying	
• Complaints and grievances	
• Non-Attendance	
Student Outcomes and Performance	18
• Standardised National Testing	
• NAPLAN Year 3	
• NAPLAN Year 5	
Student Information	22
• Cohort Composition	
• Attendance Rates	
Financial Information	24
• Income	
• Expenditure	

SCHOOL OVERVIEW INFORMATION

Context

Liberty College has been providing quality Christian Education in Tamworth since 1999. 2019 was the 21st year of operation. The College serves as a ministry of Liberty Church Inc. Liberty College is fully registered and accredited as a primary school. The school was registered with NESA and commenced a new registration cycle in 2019.

The school is located on the southern edge of Tamworth, just minutes from the city centre. The school property is surrounded by small farms with picturesque views of the Tamworth hills. Regional development is occurring in closer proximity to the school including retail, industrial, tourism and housing. This development has contributed to the growing population in the Tamworth Regional area which reached 62,770 in 2019, a growth rate of 0.94%. Tamworth is one of the most populated regional cities in the State (Population Australia, 2020). The local area where the school population draws from has up to a 10.1% Aboriginal or Torres Strait Islander population. The median weekly household income is \$1175 with 58% of the population participating in the labour force (Australian Bureau of Statistics, 2016). This data has a large impact on the economic profile of the school community.

The school caters for a wide range of families and cultures. In 2019, there were 29 families, with an FTE of 49 students. The student population includes students from the Philippines and Africa. 59% of the students identified as Indigenous (August Census data). The students interact well and enjoy the opportunities and challenges of learning together in a multigrade learning environment. Three stage classes operated during the year in the new buildings that were installed over the January holiday break.

The school has an SES index of 88 and therefore significant support is needed and provided to families to access quality Christian education and for the students to receive high quality teaching and learning experiences to meet their needs. Addressing the barriers to education for this group of the community is a vital component of Liberty's enrolment process and the support programs that are offered by the school.

One of the aims of the school is for students to be proficient users of the English language and competent in all areas of Mathematics. At Liberty College, the teaching of Literacy and Numeracy is of vital importance. In order to meet this aim, Liberty College offers intensive teaching and learning in Literacy, utilising the MULTILIT program. This program meets the literacy learning needs of students from as early as Stage 1 and recognises the value of the tiered instructional model to support students who struggle with reading.

Liberty offers a unique schooling option for many students that do not 'fit' into other schools. The school caters for a range of student needs and currently supports students presenting with autism spectrum disorder, speech and language delay, poor motor-coordination, anxiety disorder, ADHD and other social-emotional disorders. In 2019, 6% of the students fell into one or many of these categories.

Liberty College has a well-stocked library including a large selection of modern teaching resources in each subject area. From the beginning of 2019 the library was relocated into a refurbished room with technology and new purpose-built library furniture. This and the large, modern classrooms have been made possible with a Federal Government Grant of \$500,000.



Transition to School Program

Liberty College provides a family atmosphere in which parents and caregivers are encouraged to be involved as partners in their children's education through in-school volunteer work, participation in the Parent Club and home support. The school staff understand the importance of their role as facilitators for learning and models of Christian values to the children in their care. As committed Christians, all staff undertake the privilege of supporting parents in their responsibility to bring up their children "in the training and instruction of the Lord" (Ephesians 6:4). With this as our foundation, all subjects are taught from a biblical perspective, allowing the values of the Bible to form the basis of all teaching and learning experiences.

Messages from Key Bodies

Principal

What an exciting year for Liberty College! There is much to celebrate as we reflect on 2019. New buildings to start the year were a welcome addition to our growing school. An official Opening event in April to celebrate the \$500,000 Federal Government contribution was a highlight for the year. The school was honoured by special guests including Mr. Barnaby Joyce, MP and representatives from Association of Independent Schools, Australian Christian Churches and local and regional organisations.



Official Opening of the new buildings with Mr Barnaby Joyce, MP.

The school staff undertook the incredible task of setting up four classrooms, a library, staff room and resource room in just a few weeks while carrying on all their regular duties to plan, teach, support and care for our school community. Their invaluable input provides a rich learning environment for our students. In addition, they were involved in the planning, preparation, running and follow-up of the school events noted in the next section.

School Chairman, James Ardill and myself were recognised with a 20-year Service Award and Medal during the year, honouring the years of faithful service in Christian Education.

The Digital Technologies in Focus program has continued in 2019. This funded project will end at the conclusion of 2020. This has provided professional development, face-to-face teaching sessions and mentoring for teachers. It has been a worthwhile experience as teachers are beginning to feel more confident embedding digital technology into the curriculum and using IT.

Our school staff did a marvellous job looking after the running of the school at the beginning of Term 4 when I took Long Service Leave. It was a terrific opportunity to take a break after 20 years and refresh ready for many years to come.

The Presentation Night was well attended, a wonderful opportunity to acknowledge the great achievements of the students throughout the year and honour the staff. The staff are a great asset to the school, and we are blessed by their dedication. Seven students were farewelled at the end of the year to transition to High School. The school community was also able to share in the good news of twin boys born to Mrs Amy Skewes, who went on Maternity Leave in term 3.

There are a group of committed, prayerful people who regularly pray for the school. This prayer team has been operating for over four years now. The support and prayer covering for the school is vital in order to meet the needs of the community and positively impacts the lives of the students with the unconditional love of Christ.

I wish to thank the school and church community for their concerted efforts throughout the year as we partner with families to teach and nurture our young people.

Mrs Susan Philp
Principal

2019 SCHOOL ACTIVITIES

TERM 1

- Swimming Lessons
- NRMA Bus Safety Program
- Student Reading Program Training
- Staff Commissioning Service
- Swimming Lessons
- Swimming Carnival
- Planetarium Excursion
- Parent Club Meeting
- Team Colour Day
- CAT Competition (Computational and Algorithmic Thinking)
- DTiF Project Days
- Harmony Day
- The Big Veggie Crunch
- Responsible Pets Program
- Nazareth House Visits
- Canteen Days
- Pizza Day
- Term Assembly

TERM 2

- ANZAC Day March
- Official Opening
- VIP Day
- Theatre Show – Billionaire Boy, Me and My Shadow
- Slipper & Hot Chocolate Days
- National Simultaneous Storytime
- GRIP Leadership Seminar
- NAPLAN
- Botanical Gardens Excursion
- DTiF Project Days
- Parent Club Meeting
- School Photo Day
- Walking Program
- Cross Country
- Gymnastics Lessons
- Nazareth House Visits
- Mother's Day Stall
- Canteen Days
- Pizza Day
- Term Assembly

TERM 3

- Hosted Number Sense Professional Development
- Gymnastics Lessons
- Australian Mathematics Competition
- Slipper & Hot Chocolate Days
- Theatre Show – The Twits
- Sports Carnival
- Hosted THACCCSA Principals' Meeting
- Essential Energy Presentation
- Cyber safety Presentation
- Information Morning
- Maitland Mission Team Visit
- Father's Day Stall
- Combined Schools Sports Day
- Walking Program
- Gymnastics Lessons
- JR4♥ Program
- Nazareth House Visits
- Parent Club Meeting
- Fun Fitness 4 Littlies after school program
- DTiF Project Days
- UNE Discovery Day
- Canteen Days
- Pizza Day
- Term Assembly

TERM 4

- Archery Lessons
- Kindergarten Transition Program
- First Fleet Memorial Gardens Excursion
- Questacon Incursion
- Outdoor Classroom Day
- High School Transition Visits - Peel HS
- High School Transition Visits - Tamworth HS
- High School Transition Visits - Oxley HS
- Leader's Speech Day
- Swimming Lessons
- Nazareth House Visits
- DTiF Project Days
- Fun Fitness 4 Littlies after school program
- Colour Team Day
- Canteen Days
- Inflatable World Excursion
- Pizza Day
- Presentation Night



Lots of fun in learning

School Council

Liberty Christian Primary School has experienced a great 2019 with our staff and students moving into our new classrooms and loving it. Student enrolments contracted slightly with projected numbers for 2020 being around 40 students. The number of families have increased which gives the school a greater degree of resilience as students move in and out of Liberty. The school appreciates the increased level of payments of school fees by families, and it is pleasing to state that our school fees have been kept stable over the last few years without impacting on the high standard of teaching and resources.

Our Principal Susan Philp continues to provide great leadership and support to the school. Our teachers are well connected and focused, with a willingness to innovate and team build over and above expectations of the School Council Chairman. We have seen the arrival of babies to another one of our teachers and we congratulate Amy Skewes on her new family members. The school has had to adapt in recent years to teachers leaving to take up family responsibilities.

Our physical resources have been brought up to 21st century standards with our new classrooms and plans were implemented to provide a passive outdoor area by installing artificial grass in front of the classroom complex and around our native gardens. This area should be functional by Easter 2020. The new technology of interactive TVs and computers have been a welcome improvement in this area of student learning and teachers' work practices.



Upgraded Front Entry



New Building Complex arrived in January

Our plans for 2020 are to finish off our physical site through establishing better outdoor areas for passive recreation and active play. We will start to improve our IT resources with replacement of the old computers and laptops and aiming to provide a 1:2 ratio for students.

Finally we will not forget our vision for our school community: to acknowledge Jesus as Lord in our lives, to strengthen each and every family and most importantly, to enable each and every student to fulfil their God-given destiny and to become the most amazing person they have been designed to be. There is nothing better than seeing our students develop into mighty young men and women!

A big thank you to all the school community, our families and students, along with our staff and church family for the fabulous work everyone puts in to make Liberty Christian Primary School the very best school in Tamworth. I would like to commend Mrs Susan Philp, our principal, for her tireless and highly committed effort in her leadership of Liberty Christian Primary School. Her willingness to go the extra kilometre is noted and our school is better for it. Our students are far better for it. Well done Susan!

Mr James Ardill
School Council Chairman



New classroom furniture

Parent Group

Parent Club meetings are scheduled on the second Wednesday of each term. During the course of the year, the meetings were attended by fewer families. Parent/Carer involvement in events and activities has reduced and gradually the planning and running of these has been transferred over to the staff until more people are able to contribute to these activities. Parent Club Meetings will cease from Term 4 until further notice.

2 new initiatives this year were the Mothers' Day and Fathers' Day Swap Stalls. These were well supported by families with gifts for students to swap. Two parents came to assist in gift-wrapping for the events.



Gymnastics Lessons



Cross Country Team Colour Day



UNE Discovery Day - Science in Action



National Simultaneous Storytime 2019



Maitland Mission Team Visit Liberty

School Community Satisfaction

To evaluate the views of the school community an online survey was utilised. This was a new undertaking, after previously using paper surveys. The survey encouraged reflection on 8 areas: Leadership and Administration, Community, Communication, Teaching and Learning, Student Welfare, Facilities and Resources, Chaplaincy and Parent Club. Each focus area had a series of statements and the opportunity to make additional comments. Respondents graded the list of statements in each area using a three-point grading scale.

Grading Scale:		Excellent = 3	Good = 2	Fair = 1	Survey Responses 10
Components	Average Response	Comments			
Leadership and Administration	2.6	Responses indicate the 'day to day organisation and management' were considered the highlight of this aspect of the survey. Future focus will be required to improve community views of the values and behaviour of the staff which were lower than expected.			
Community	2.6	Liberty desires to be a school that builds community. One of the ways to achieve that is by staff being approachable and available. This aspect of 'Community' received the highest score; however, views of office staff were not as positive.			
Communication	2.7	This area remained stable in 2019. Responses indicated that the effectiveness of the Newsletter and Facebook group content was particularly good, and this has been a focus area to increase communication during the year. Future focus is to improve communication to parents/carers regarding student performance.			
Teaching and Learning	2.5	The 'quality of teaching' rated highest of the five domains of Teaching and Learning. During the year, teaching staff have undertaken Professional Development targeted at improving teaching to meet identified student needs.			
Student Welfare	2.7	This area of the survey received the highest overall score. Meeting student needs and having them appear happy and well cared for are priorities for staff. Many strategies are employed across the school to improve student welfare including, but not limited to the expectations around student behaviour and personal responsibility.			
Facilities and Resources	2.6	While this area has been a Priority Area in 2019, overall responses were lower than anticipated. The maintenance of the school grounds and buildings was rated highest and appreciation must go to our cleaning and maintenance team for their effort in this area.			
Chaplaincy	2.2	This area rated lower than in previous years. The Chaplain is a funded service provided for the school community. Approximately a third of survey respondents had utilised the service and of these, ratings ranged from 'good' to 'excellent'.			
Parent Club	2.2	The Parent Club is not a well-supported aspect of the school community. Only 2 respondents had been to a meeting during the year, however the potential value of the group is evident in the feedback that this is a 'great idea for helping parents connect with each other and the school community'.			

SCHOOL STRATEGIES

Achievement of Priority Areas from 2019

Priority Area	Desired Aim	Progress
Enrolments	Increase enrolment numbers to 50 students.	Student enrolment at Census was 49 which almost reached the desired aim of 50. A larger Year 6 cohort left for high school and this will impact enrolment numbers heading into the new year.
Student Achievement	Strategic planning towards improving Indigenous student outcomes through increased partnership with families.	34% of students who identified as Indigenous are achieving outcomes at Stage level. This is an increase of 13% from the results of the previous year. This has been achieved through specific class support, explicit teaching strategies and improved school attendance with plans in place with families to support this.
Curriculum	Work towards Digital Technologies curriculum being embedded across all KLA's.	The Digital Technology in Focus program is now in its 2nd year of a 3-year funded program. An ACARA Curriculum Mentor has supported teaching staff and Digital technologies is currently integrated across three KLA's. Further progress is required in this Priority Area.
Community Action	Build a relationship with a local care provider and conduct regular visits to the residents at Nazareth House, providing enjoyment, interaction and to demonstrate service beyond the school environment.	11 visits were conducted to Nazareth House throughout the school year. A small group of students would be selected from each class to attend. Students enjoyed the visits which included reading to residents, showing schoolwork, singing, dancing and giving home-made items such as bookmarks and artwork. Staff commented about the value of the program to the residents and the way in which our students conducted themselves.
Technology	Achieve full access to the technology installed in each classroom with competent use of the technology.	BENQ interactive technology boards and 16 laptops have been installed and are well-used for teaching, learning and classroom administration purposes. Full printing facilities and teacher monitors are not yet functional. Teaching staff were involved in a series of training sessions regarding the effective use of the BENQ boards and are able to use some of the available features.

School Environment	Complete landscaping around the new building complex, including involvement from students in the design and maintenance of the area.	The ground around the building is still settling before further progress can be made. Students participated in an art activity on Outdoor Classroom Day in November. They painted Biblical words onto slate tiles that will be used to provide decorative pathways through the native gardens in the passive play area.
Student Wellbeing	Implement the 'WorryWoos' program across K-2 classes.	This was not achieved during the 2019 school year. It will remain a target area in 2020.
Communication	Increased engagement, partnership and communication between the school and Indigenous families.	An Indigenous project commenced in 2019. The group overseeing the project was led by the Principal, a teacher and an indigenous parent who shared a similar desire to see partnership and engagement improve. A mural to cover the side of a building is in the planning stage with advice being sought by Indigenous community members regarding the design.
Staff	Implement strategies to maintain the atmosphere of 'community' in a growing staff.	A social afternoon was scheduled once a term. This was held in addition to the monthly staff meeting for all employees of Liberty Church Inc. The event was generally held at a local cafe and staff met for afternoon tea. A baby shower was also for a staff member and staff contributed to a collaborative gift.



Outdoor Classroom Day



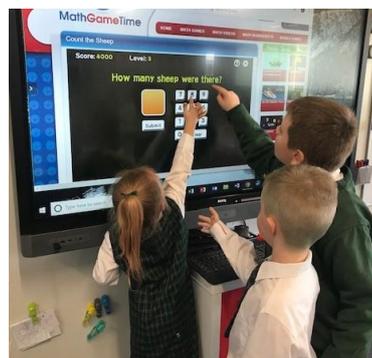
Harmony Day Activities

Priority Areas for Improvement in 2020

Priority Area	Desired Aim
Enrolments	Increase enrolment numbers to 50 students.
Student Achievement	Improved student outcomes in Writing, reflected in a greater proportion of students achieving a minimum of Band 2 in NAPLAN.
Curriculum	Continue to work towards Digital Technologies curriculum being embedded across all KLA's through the partnership with ACARA.
Community Action	Consolidate the relationship with Nazareth House with regular visits to the residents, providing enjoyment, interaction and to demonstrate service beyond the school environment.
Technology	Provide further Professional Development to teachers in the effective use of the technology available within the school to improve student learning outcomes.
School Environment	Complete landscaping around the new building complex and provide additional features for student use and enjoyment.
Student Wellbeing	Implement the 'WorryWoos' program across K-2 classes.
Communication	Improve the quality of the communication to families about student achievement and well-being, making it more readily accessible to caregivers.
Staff	Increase staff involvement in programs and practices that will strengthen their personal faith, Biblical Literacy and Biblical worldview.
Governance	Develop a Strategic Plan to guide the direction of the school.



ACARA DTiF Program with Curriculum Mentor



Technology use in K/1 Platypus

Respect and Responsibility

The school has taken action to promote respect and responsibility between all members of the school community. The current discipline policy's underlying principles are based on responsibility and therefore this is already an integral part of the ethos of the school. The school is committed to encouraging a high level of respect among students and staff.

Strategies include:

- A set of Whole School Rules were formulated in 2018 comprising 5 areas of responsibility for students. The rules were formed with a Biblical foundation of to Love, Honour and Serve others. These have been integrated into the life of the school and well-known by students. Staff refer to these when discussing student behaviour expectations.
- The school implements the "Bucket Filler" program. This program is a character development program that is based on the premise that everyone carries an invisible bucket that holds their good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. During this school year we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers at home, at school, and everywhere they go.
- Class-based teaching and learning activities - what is respect?, how do we show respect?, respecting others, gaining respect, taking responsibility for our actions and personal responsibilities. Such values are readily displayed in the multi-grade classroom as students interact and respond to each other, regardless of a student's age. Issues of respect and responsibility are reflected in many of the Key Learning Areas.
- The WorryWoos program which was trialled during 2018 promotes respect of others, acknowledgement of differences and responsibility in regards of personal behaviour and how students respond to their peers.
- A list of responsibilities for staff, students and parents are published in the school handbook.
- The fortnightly school newsletter is also used to promote respect and responsibility with parents and caregivers and also inform them of school activities that promote the development of these characteristics among students.
- Year 5 and 6 students continue to attend a leadership training day run by the GRIP Leadership Team. This event provides student leaders the opportunity to liaise with peers from other schools, learn and practice leadership skills, learn the importance of showing respect for those around them and develop confidence in their ability as leaders to take on this responsibility at a school level. This has proven to be a worthwhile strategy towards promoting respect and responsibility within the school. In a small school, the value of senior students in modelling and mentoring younger students has a profound impact and building capacity in senior students to take on this responsibility is a key to success in this area.
- Senior students are also involved in serving in a church community outreach called *mainly music*. Stage 3 students have the opportunity to serve in the sound desk for the session, operating the computer and projector, ensuring that the music and slide presentation run smoothly.

- Students are rostered to collect the mail from the letterbox. It is the students' responsibility to collect the mail daily and return it to the office for the duration of one week. Other duties include raising and lowering the flag and collecting the clipboard at the end of the day with messages for staff and students.
- A 'Student of the Week' award is presented to a student each Friday. The criteria to achieve this award includes demonstrating behaviour that shows respect to peers and school staff, responsibility in various areas, ability to follow directions and represent the school with pride.
- A partnership with Nazareth House, an aged care facility in Tamworth was established in 2019. Students had the opportunity to be involved in community service activities with the residents in the Dementia Unit of the facility. Students did a range of activities including: reading to residents, singing, dancing, showing their bookwork and talking about what they have learnt and making artwork for residents.



Nazareth House Program

STAFF INFORMATION

Workforce Composition

All staff at Liberty College are committed Christians and are linked in with a local church. The majority of staff attend Liberty Church. All staff subscribe to the school's Statement of Faith outlined in the staff contracts and are committed to teaching from a Christian worldview perspective.

All staff continued in their current capacity into the 2019 school year. From mid-term 3, a full-time teacher commenced maternity leave. This position was covered by a job-share arrangement with the Principal and RFF teacher. There were no teaching staff that identified as Indigenous.

3 teacher's aides were retained from the previous year. Support personnel are utilised both in the classroom and for withdrawal lessons. The focus of aide time in the classroom is for students with disabilities and general classroom and teacher support. The withdrawal role provides individual support lessons as part of the schools' tiered support structure implementing Multilit.

Professional Learning

Teaching Staff					Title	Duration	NESA Endorsed
Karen Campbell	Julie Haworth	Lisa Kelly	Susan Philp	Amy Skewes			
•	•	•	•	•	DTiF Module 3	2hr	✓
•	•	•	•	•	Annual Duty of Care & Child Protection	1 hr 30min	x
•					Lesson Observation & Feedback	1hr	x
•					Lesson Observation & Feedback	1hr	x
	•				Choral Professional Development Day	4hr 45min	✓
•	•	•	•	•	Created for Community State Conference	4hr 15min	✓
•	•	•	•	•	How to Teach Number Sense	5hr	✓
•	•	•	•	•	Number Sense Master Class	4hr 30min	x
			•		Financial Management - 2019	4hr	x
			•		Introduction to Scout & Liberty College	2hr	✓
			•		Disability Standards for Education for Primary Schools: Part 1	1 hr 30min	✓
			•		NAPLAN Online School Readiness Test 2019 Training	5hr	✓

Curriculum Delivery

Numbers of teaching staff (as defined by the *Teacher Accreditation Act 2004*) who are responsible for delivering the curriculum in the following categories:

Category	Description	Number
(i)	having teaching qualifications from an higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	5
(ii)	having a bachelor degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications	0

Teaching Qualifications

Surname	Name	FTE	Accreditation	Years of Teaching Experience	Subjects Taught	Year / Responsibility	Qualifications		
							Qualification	Location	Obtained
Philp	Susan	1.0	Proficient	23	Primary KLA's	K-6	B. Education (Primary)	Sydney University	1997
Campbell	Karen	1.0	Proficient	38	Primary KLA's	4/5/6	Diploma of Teaching	Armida College of Advanced Education	1982
							Bachelor of Education	Australian Catholic University	1994
Skewes	Amy	1.0	Provisional	3	Primary KLA's	2/3	Bachelor of Education (Primary)	Christian Heritage College	2016
Kelly	Lisa	1.0	Provisional	2	Primary KLA's	K/1	Bachelor of Education (Primary)	University of New England	2018
Haworth	Julie	0.4	Proficient	42	Primary KLA's RFF	K-6	Diploma in Teaching	Armida College of Advanced Education	1977

SCHOOL POLICIES

Enrolment

A full text of the school's enrolment policy, including all prerequisites for continuing enrolment can be found on the school's website.

Student Welfare

Liberty College will provide a safe and supportive school environment for the whole school community through considering the welfare of students, the need for encouragement for every student and by providing fair and appropriate discipline.

The premise underlying the school's approach to student welfare is 'Responsibility'. Students, parents and teachers have a responsibility to maintain the caring and nurturing nature of the school, and at all times aim for excellence.

Discipline

The Student Welfare and Discipline Policy outlines the approach to discipline within the school. A strong emphasis on encouragement reflects the Biblical command to aim for excellence and to encourage.

Therefore encourage one another and build each other up, just as in fact you are doing. 1 Thessalonians 5:11

Encouragement at Liberty can be verbal and non-verbal. There are many strategies used to encourage appropriate behaviour and respond with procedural fairness to matters requiring a more formal method of discipline. The Colour Level System is the formal mechanism for assessing and responding to discipline issues.

Corporal punishment is not administered at Liberty College due to the provisions of the Education Reform Amendment (School Discipline) Act 1995. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Anti-Bullying

The school community are committed to ensuring a safe and caring environment for each member. Liberty College does not tolerate bullying in any form. The policy outlines the responsibilities of staff, students and parents in relation to maintaining a bully-free, safe school. The Colour Level System is utilised as a means for determining discipline warranted as a result of bullying amongst students.

The school's policy on Student Welfare, Discipline and Anti-Bullying is embedded in the Student Welfare and Discipline Policy. This policy was last reviewed in 2014 and has been implemented since that time with no alterations. A full text of this policy is available on the school website or upon request from the school office.

Complaints and Grievances

The school's Complaints and Grievances Policy provides a procedural pathway for complaints with compassion, fairness, equity and in the grace of Jesus. Liberty College takes as its foundational principle the conflict resolution expressed in the Bible through the following passages:

Matthew 18:15-17

If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If they still refuse to listen, tell it to the church

Colossians 3:13

Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.

This policy was last reviewed in 2014 and has been implemented since that time with no alterations. A full text of this policy is available upon request from the school office.

Non-Attendance

At Liberty, parents are encouraged to make a phone call or send an SMS to the school in the event of an absence from school. An absence form can also be completed electronically via the school's website. If notification is not received by electronic means, parents may provide a note of explanation or complete a standard form letter. These forms are sent home with students following an absence. For unexplained absences of several days, the parents are contacted as a matter of pastoral care. Parents may be required to provide a doctor's certificate if requested for absences in excess of four days. In the event that no explanation or an insufficient explanation is provided, the School Liaison Office may be informed. To increase attendance at school, strategies include meeting with parents, incentive programs and transport plan or other plan determined by identified barriers to attendance.

Information about non-attendance can be found in the school's attendance policy. A full text of the school's attendance policy can be found on the school's website.

Click [here](#) to visit the Policy Section of the Liberty Christian Primary School Website.

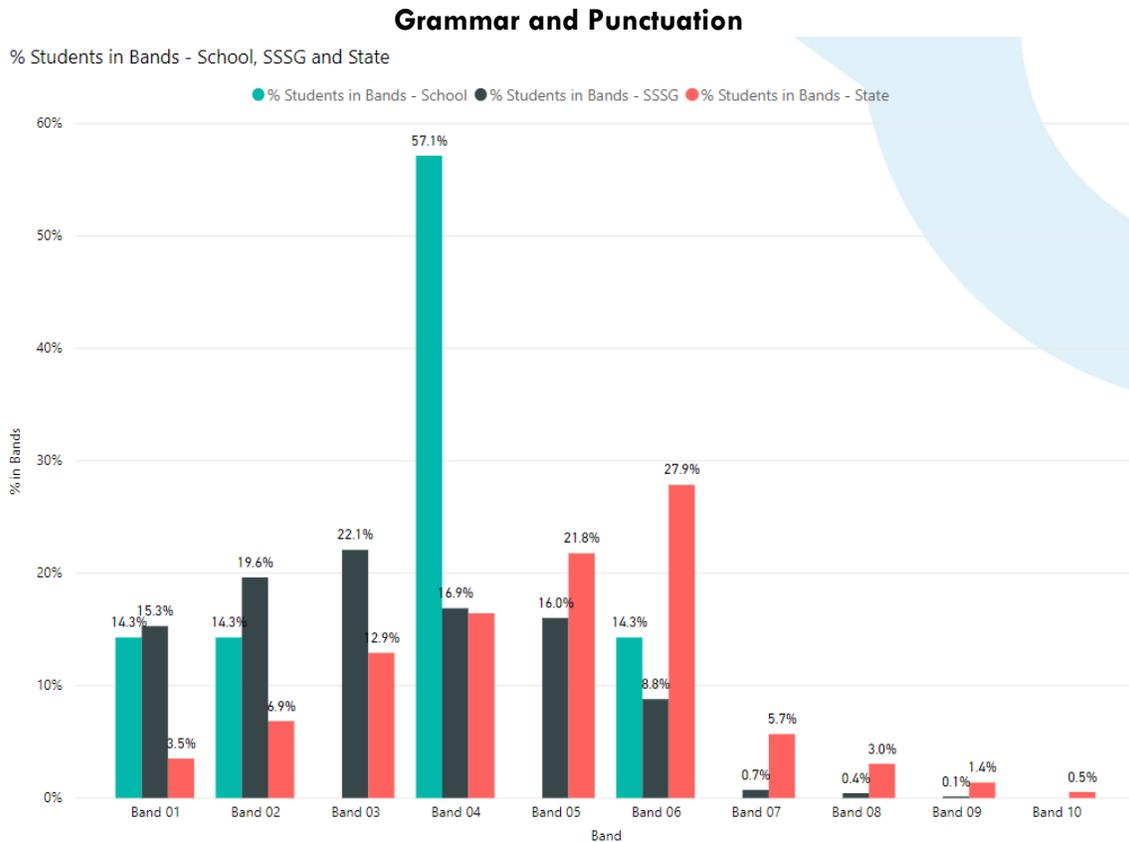
STUDENT OUTCOMES AND PERFORMANCE

Standardised National Testing

NAPLAN testing in grades 3 and 5 is used to assess student learning and to compare performance against National averages. Literacy and Numeracy are taught in accordance with the NSW National Education Standards Authority syllabi and amount to approximately half of the school timetable subject allocations.

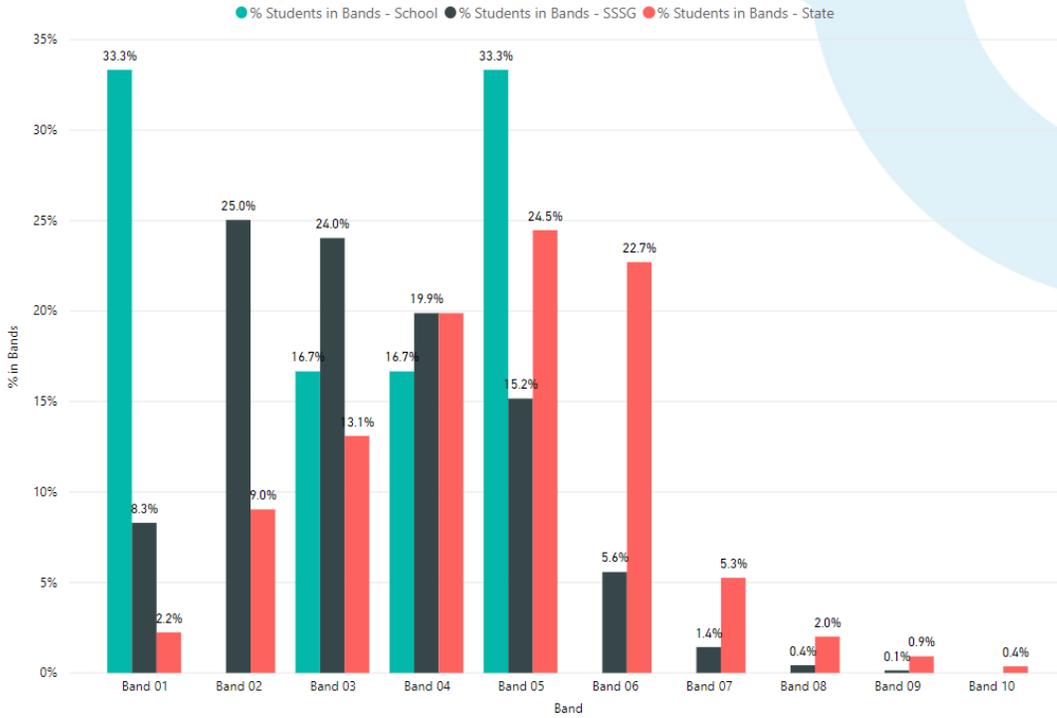
Year 3 NAPLAN Results in Bands
2019 Cohort = 7 students

The tables below present the percentage of students performing in each band for each subject assessed. This particular cohort performed towards the lower end of the bands or at National Standard. Notable achievement was a student achieving a Band 6 in Grammar and Punctuation, Spelling and Numeracy. Of the 7 students in this cohort, 4 students have been receiving literacy support through the Multilit program. Notably only 2 students have been schooled at Liberty since Kindergarten. The remainder have transferred from other schools, commencing in approximately Year 2.



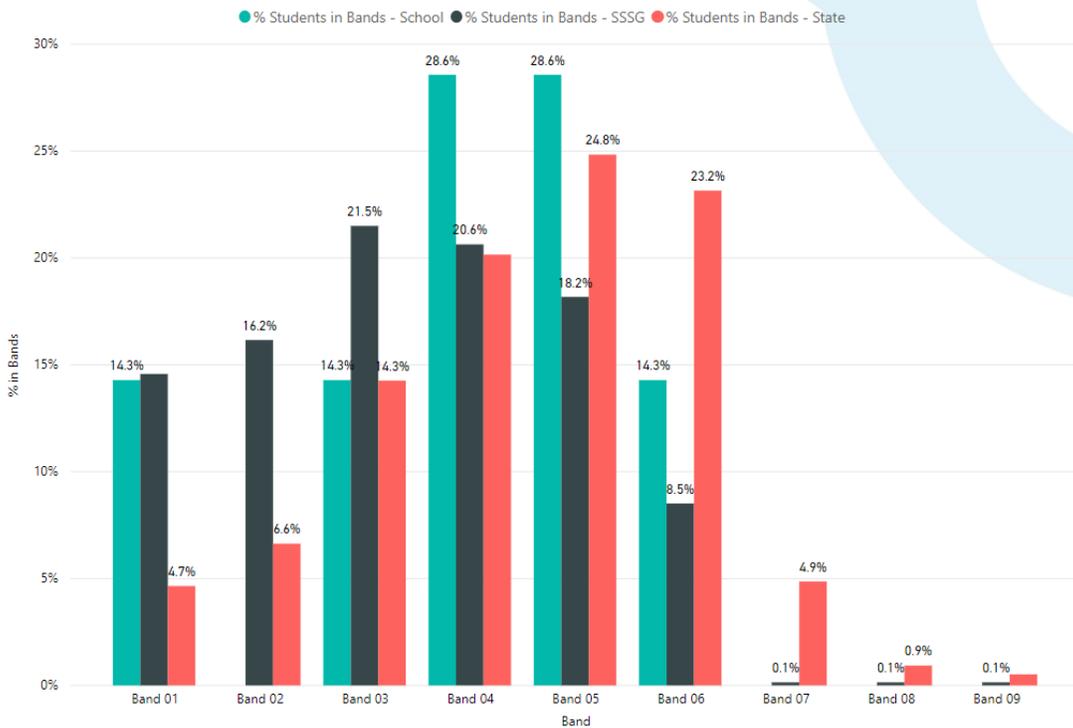
Reading

% Students in Bands - School, SSSG and State



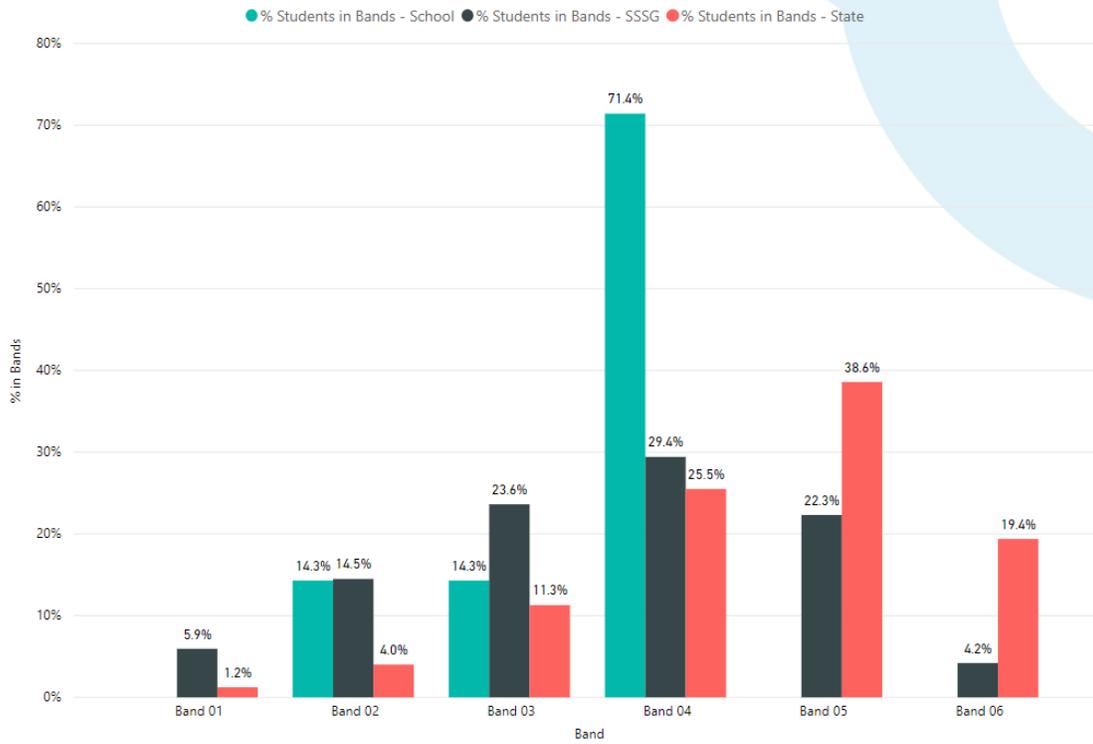
Spelling

% Students in Bands - School, SSSG and State



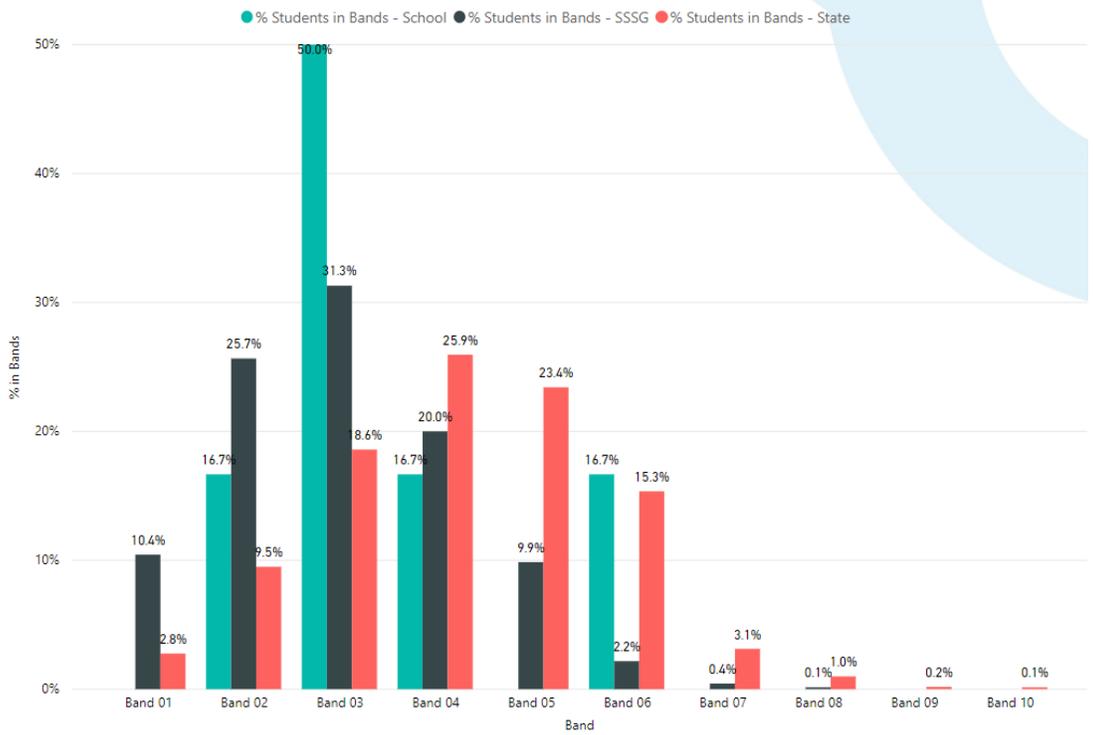
Writing

% Students in Bands - School, SSSG and State



Numeracy

% Students in Bands - School, SSSG and State

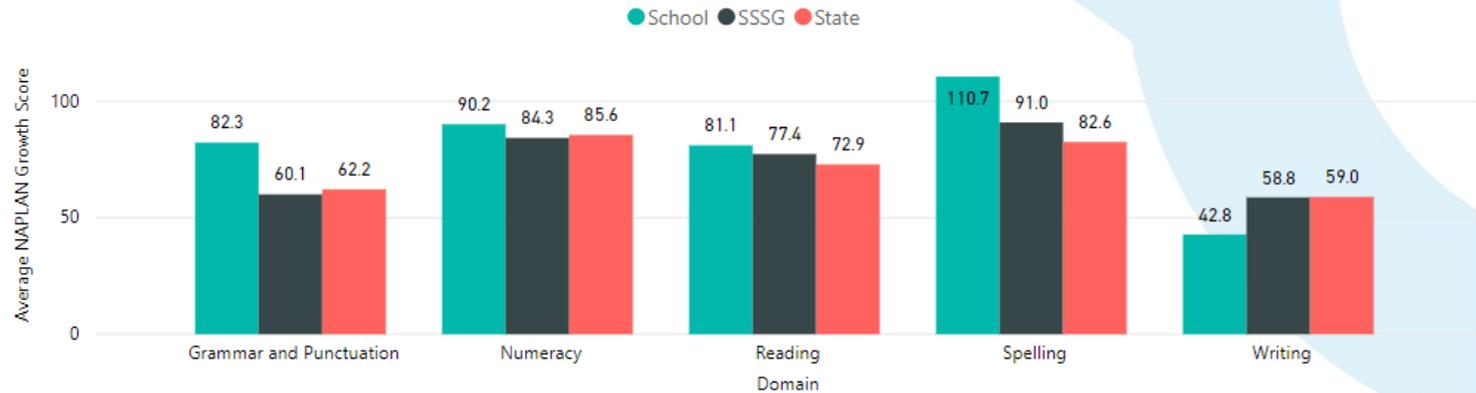


Year 5 NAPLAN Results in Bands
2019 Cohort = 4 students

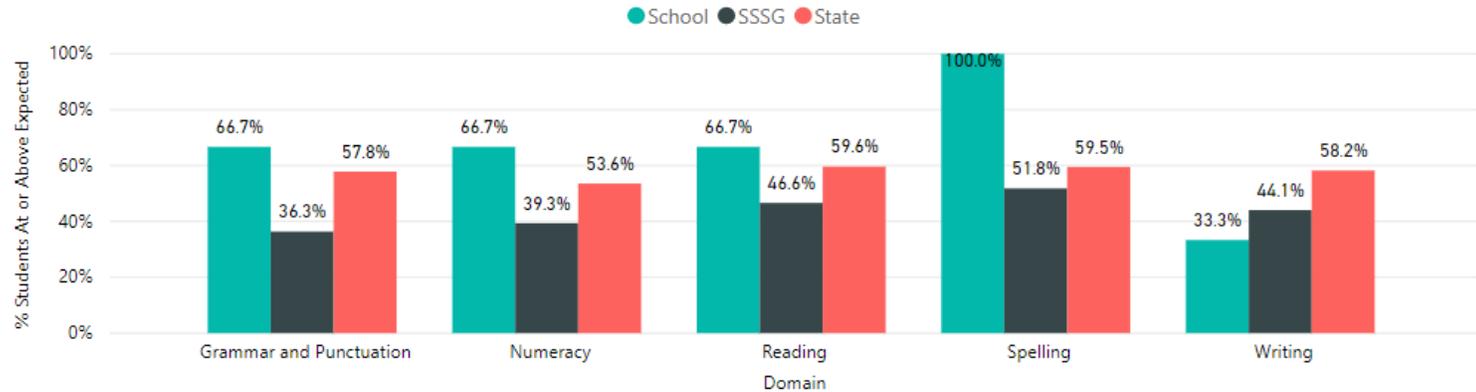
NAPLAN Data from Year 5 2019 cannot be published due to low cohort numbers. Publication would contravene privacy and personal information policies.

The tables below show the growth in the same cohort of students at Liberty from the Year 3, 2017 class to the Year 5, 2019 class. The table highlights the positive development in students across all testing domains with the exception of writing. Growth rates for this cohort indicate these students making great gains in their learning compared to the previous testing 2 years prior.

Average Scaled Growth - School Compared to SSSG and State



At or Above Expected Growth - School Compared to SSSG and State



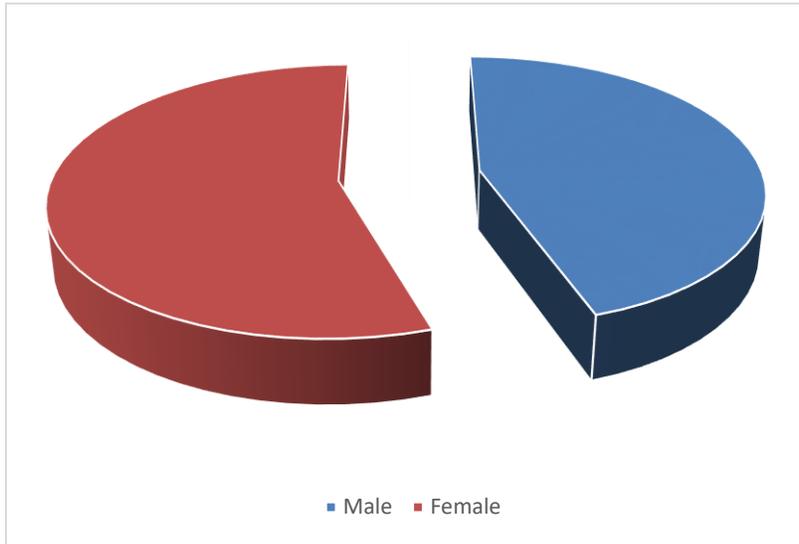
For additional information, click [here](#) to visit the My School website.

STUDENT INFORMATION

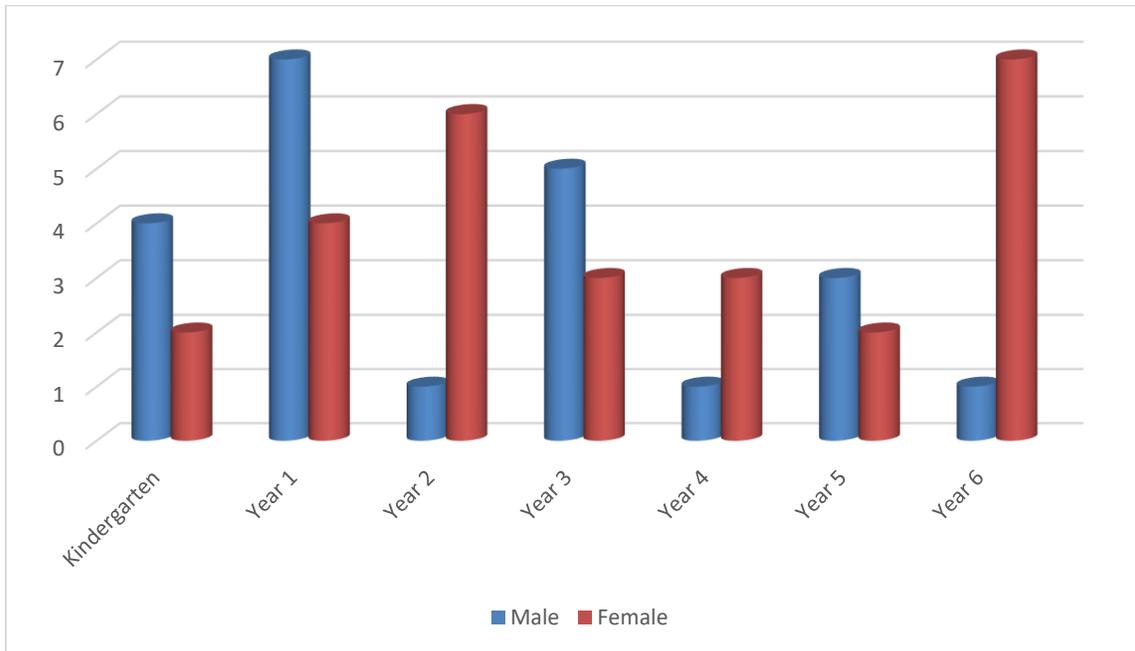
Cohort Composition

The 2019 school cohort of 49 students are from 29 families.

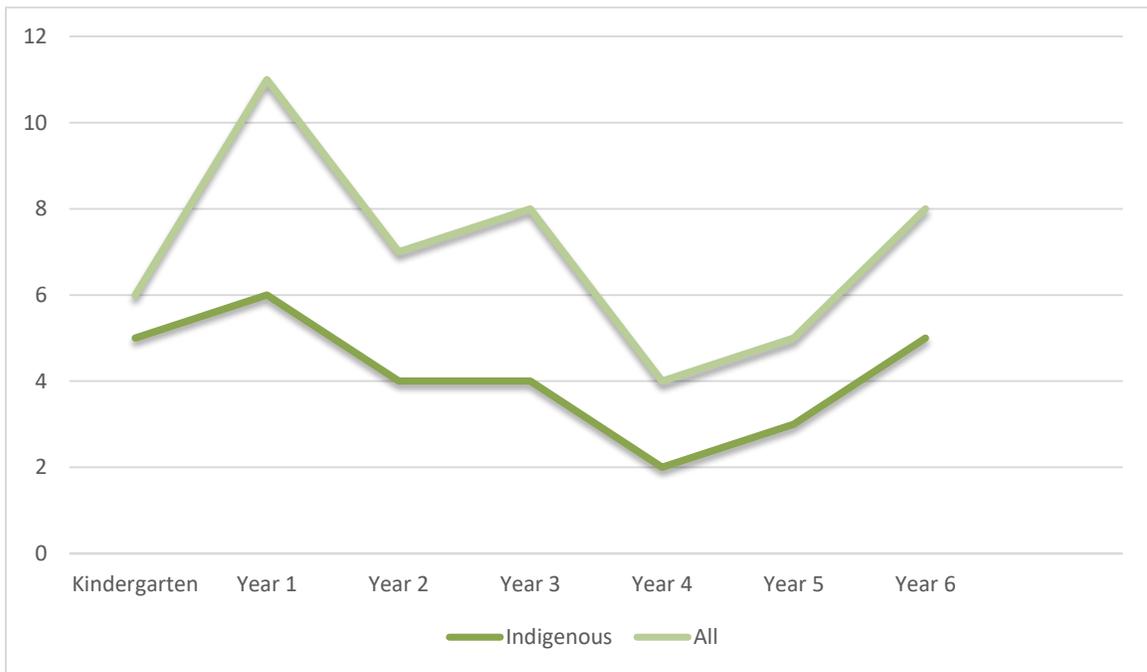
Student Gender



Student Composition per Grade



ATSI Composition



Attendance Rates

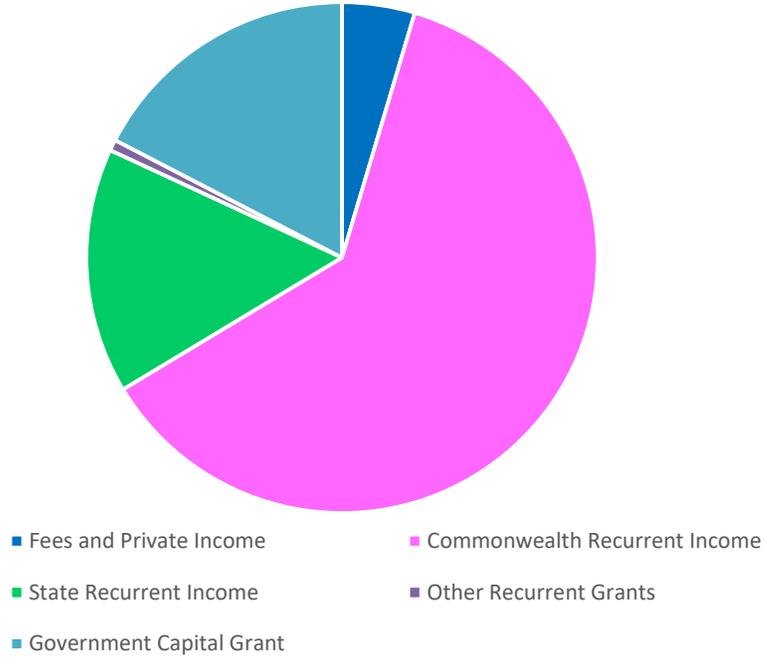
The attendance rates per grade for 2019 are outlined in the table below.

Year Level	All	Indigenous
K	88.18%	86.51%
1	86.22%	82.75%
2	85.43%	82.67%
3	82.00%	92.11%
4	88.92%	85.07%
5	85.24%	83.18%
6	83.81%	79.01%
TOTAL	84.95%	83.90%

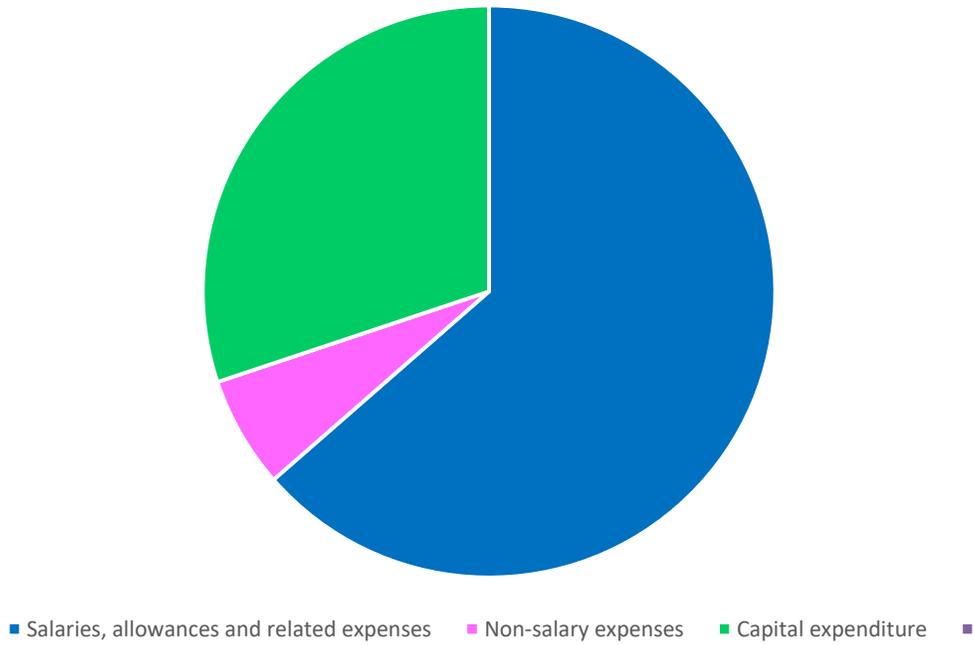
Proportion with Attendance Rates $\geq 90\%$
Non-Indigenous 35.27%
Indigenous 31.89%

FINANCIAL INFORMATION

Recurrent/Capital Income



Recurrent/Capital Expenditure



Recurrent Income	
School Fees	47 580
Excursions	NIL
Other Private Income	11 918
State Government Grants	201 097
Commonwealth Government Grants	799 231
Other Recurrent Grants	233 969
TOTAL RECURRENT INCOME	1 293 795

Capital Income	
Other Capital Income	NIL
TOTAL CAPITAL INCOME	NIL

Recurrent Expenditure	
Salaries and Allowances	
General Teaching Staff	444 160
Salaries – all other staff	309 659
Salary Related Expenses	
Workers Compensation and other salary related expenses, LSL provision	22 720
Superannuation	65 268
Non Salary Expenses	
Teaching expenses and materials, administrative and clerical expenses and sundry administrative expenses	54 559
Buildings and grounds operations, rent building and equipment – maintenance	2 821
Interest – bank overdraft and recurrent loans	NIL
Depreciation	26 203
TOTAL RECURRENT EXPENDITURE	925 390

Capital Expenditure	
Land, Buildings and improvements	393 439
Plant and machinery	5 543
Other capital expenditure	NIL
TOTAL CAPITAL EXPENDITURE	398 982

Loans	
Refundable Enrolment Deposits	
Opening Balance	NIL
Closing Balance	NIL
Recurrent Loans	
Opening Balance	NIL
Closing Balance	NIL