

International Chinese School Annual School Report 2016

THEME 1 – A MESSAGE FROM KEY SCHOOL BODIES

PRINCIPAL'S MESSAGE

2016 proved a very encouraging year for our school community. It was exciting to see the expansion of the International Chinese School (ICS) with the addition of its second Kindergarten cohort.

The bilingual Mandarin immersion program has been well received by students evidenced through their enthusiasm in class as well as their very pleasing progress. Throughout the year emphasis was given to increasing the proportion of the curriculum delivered in Mandarin. With strong parental support, ICS became the first school in the state to put forth a successful proposal to NESA to deliver an almost 50% two-way immersion bilingual model using the Content and Learning Integrated Learning (CLIL) approach. Not only does ICS provide for a generation of Chinese Australians reclaiming their heritage, but also for a growing number of students with no cultural connections to China learning Mandarin as an additional language.

The school has certainly appreciated the ongoing support of the St Paul's Anglican Church community. From the provision of facilities, to wise contribution to governance and the valued support of our School Chaplain (Mrs Deb Gould) St Paul's also provides our staff, students and families with Christian love, encouragement and care. Through in-class Christian education as well as the school Chapel program students are receiving firm grounding in the Christian faith, focusing on the Good News of Jesus' offer of salvation to all humankind.

For a new and relatively small school students have enjoyed an abundance of rich extracurricular opportunities. All annual Chinese Festivals have been celebrated with singing, dancing and student activities such as cookery and calligraphy. Also, our students joined with over 2,500 students from schools across Australia participating in the *National Chinese Eisteddfod 2016*. Students actively supported several charitable causes including *Jump Rope for Heart* and Anglicare's *2016 Winter Pantry Appeal*. Life skills were developed through *Start Smart* (Commonwealth Bank's Money program for children), a visit from *Healthy Harold* and involvement in our *Gardening Club*. Other opportunities included piano lessons, chess and tennis clubs. Through involvement in the 'Bullying. No way' program, *NAIDOC Week* celebrations and *Harmony Day* students grew in their respect for others.



I would like to acknowledge the wonderful support of parents over the past twelve months. 2016 saw the establishment of our *ICS Parents and Friends Association (P&F)*. The P&F's support of the *Creative Arts Showcase* contributed to a successful evening of entertainment featuring student dance, choral and instrumental performances.

We give praise to God for blessing ICS with such a wonderful community of students, parents and staff.

"Praise him—he is your God, and you have seen with your own eyes the great and astounding things that he has done for you."

(Deuteronomy 10:21)

WENDY YU

MESSAGE FROM CHAIRMAN OF THE SCHOOL BOARD

2016 was the second year of operation for the International Chinese School (ICS).

Mrs Wendy Yu, as Principal, was responsible for the daily operation of ICS. The Board congratulates Mrs Yu and her team on their outstanding and considerable achievements throughout the year.

The members of the Board are appointed by St Paul's Anglican Church and reflect a range of skills, expertise and tenure. At present there are 5 members on the Board, with the Principal as an ex-officio member. In March 2016, Mr David Lawrence resigned from the Board having been a foundation member. In 2016, the Board met on nine occasions.

The Board acknowledges the support given by the staff and parishioners of St Paul's who assisted in a number of roles in a voluntary capacity to ensure the smooth running of the school. The Board also acknowledges the payroll support it received from the Anglican School Corporation.

The Board continues to look to the future of the school beyond 2018. Two potential options for a permanent site are being explored.

The school continues to build on its foundational aims to serve Christ by nurturing and equipping students to become leading global citizens. We remain committed to our Core Values of Christian Faith, Sound Character, Cultural Diversity, Pursuit of Excellence and Service to others. The School Board takes great delight in the growth and direction of the School.

STEVE JEFFREY

MESSAGE FROM PARENTS AND FRIENDS ASSOCIATION PRESIDENT

2016 marked the second year of operation of the International Chinese School (ICS). ICS expanded its student body now having both Kindergarten and Year 1 classes. To assist and support the growing school in its many activities and functions, the Parents & Friends Association (P&F) was founded. The P&F also serves as an opportunity for parents to play an active role in their children's education and to strengthen the link between the school, church and the wider community.

In its inaugural year, I would like to highlight some noteworthy events that the P&F contributed to. The first was the Creative Arts Showcase where the school showcased the artistic and performance talents of its students. As part of this event, the P&F organised the silent auction event of the night. Eighteen outstanding items were assembled and all were successfully auctioned raising a total of \$2830 for the school. The second was the Jump Rope for Heart Day that was a day of fun physical activity for the students while raising funds to fight heart disease. The school raised a total of \$712.25.

In addition to the fundraising events above, the P&F were also involved in functions to foster the growth of the school community. The kind and tireless mothers of P&F organised the first Father's Day Afternoon Tea. Other parents have been involved in other activities such as weekly banking, class reading and school excursions.

I would like to personally thank all those involved in making the above a success. It is a great testament to the school community spirit that teachers, parents and the church community have all come together in unity to ensure the education of our children.

SHAWN LIN

THEME 2 – CONTEXTUAL INFORMATION

International Chinese School is an Anglican co-educational bilingual school situated in Chatswood, NSW. In just its second year of operation the student population grew to 22 students, Kindergarten-Year 1. Although some students live outside of the local area, parents find that the school is conveniently located with ease of access to public transportation. Chatswood Interchange is only 550 metres away making it a short 9 minutes walk to the school.

International Chinese School values an international education that equips our students with the skills and the desire to become future leaders with servant hearts. At our school we are committed to develop multilingual skills that are essential in preparing our students for the increasingly connected global economy. We offer a dual language program that incorporates elements of the Two Way Immersion Model to engage our students in learning Mandarin as an additional language. Our objective is for our students to demonstrate high levels of academic achievement in both English and Mandarin and to develop cross-cultural competence in a supportive learning community.



Students come from a diverse language background with approximately 40% from language backgrounds other than English. There is a mix of cultures represented at the school with Chinese, Malaysian and Singaporean the predominant groups.

Our school consists of keen Australian students who demonstrate a desire to explore their personal and national identity. Through our unique bilingual program, students learn far more than just languages. They learn about the diverse cultural perspectives in Australia (including indigenous Aboriginal perspectives), the unique characteristics of families, customs and celebrations and how ultimately to adapt and thrive in cross-cultural environments.

In its pursuit of academic excellence the school places emphasis on the acquisition of literacy and numeracy skills by all students. Students are taught in groups based on ability and use a variety of resources including e-resources to consolidate understanding. Specialised music and physical education programs are taught to all students and students attend a fortnightly Chapel service and are involved in weekly scripture classes. Students also have a wide range of extra-curricular activities available to them.

THEME 3 – STUDENT PERFORMANCE IN NATIONAL AND STATE TESTING

The school will engage in national and state-wide testing for the first time in 2018.

THEME 4 – SENIOR SECONDARY OUTCOMES

This part of the report is not relevant to this school.

THEME 5 – TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

In 2016, there were 3 teachers on staff. There was also one Chaplain with theological training. All teachers have teaching qualifications from recognised Higher Education Institutions within Australia.

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	3
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Professional Learning

All teaching staff participated in professional learning about meeting the needs of diverse learners during school development days to increase understanding of effective differentiation in their classroom practice. In addition, staff throughout 2016 undertook the following professional learning activities.

Description of Professional Learning Activity	No. of staff participating
<i>Advanced E-Teaching Training Program for Mandarin Instructors</i>	One
<i>The Chinese Language Teacher's Association (CLTANSW) Annual Conference</i>	One
<i>2016 Taiwanese Culture and Folk Arts Teacher Training Program</i>	One
<i>Lighting the Literacy Fire: Practical course empowering teachers for the implementation of modeled and guided reading in classrooms.</i>	2
<i>NAPLAN Narrative Writing Marking Course: Equipped teachers to improve the creative writing of their students.</i>	2
<i>Consistent Teacher Judgment Workshop: The workshop enhanced teacher understanding of the standards-referenced framework which underpins curriculum development, assessment and reporting in NSW.</i>	2
<i>School Communities Working Together: A support package for NSW schools to counter anti-social and extremist behaviour.</i>	All
<i>NSW Syllabus for the Australian Curriculum Geography K-6: An online module familiarising staff new syllabus emphases and content.</i>	All
<i>NSW Syllabus for the Australian Curriculum Mathematics K-6: An online module familiarising staff new syllabus emphases and content.</i>	All
<i>Working Mathematically workshop: Focused on generating student interest through development of differing strategies for tackling the problems in Mathematics.</i>	All
<i>First Aid CPR training</i>	All
<i>ASCIA Anaphylaxis training</i>	All
<i>Child Protection – Obligations in Identifying and Responding to Children and Young People at Risk.</i>	All

THEME 6 – WORKFORCE COMPOSITION

In 2016 the school had 2.6 full time equivalent teaching staff and 1.1 full time equivalent non-teaching staff. Further detail can be found on the My School website: <http://www.myschool.edu.au>. There were no indigenous teaching staff members.

THEME 7 – STUDENT ATTENDANCE AND RETENTION RATES

Student Attendance Rate

Year	Kindergarten	Year 1	Combined
Attendance Rate	97%	95%	96%

2016 was the second year of the school. The school intends to add one grade each calendar year.

School Management of Non-Attendance

The electronic roll must be marked at the start of the day by the class teacher. If for any reason an electronic roll cannot be completed, the teacher will mark a paper roll and hand to the School Secretary. The secretary will then enter the attendance records into the school management system.

A student who is late to school or who leaves early must be signed in/out at School Reception. They will be given a receipt docket to present to their class teacher.

A student who has been absent from the school must provide a note from a parent/carer. The class teacher or the school secretary collects this note. Notes are then dated and initialed and appropriate symbols are entered into school management system. The note is stored in a Term folder with the year, class and term number indicated.

Unexplained absences are to be followed up by sending home an "Absence from the School" letter (available from Reception) when the child has returned to school for three days and an absence note has not been presented.

If after seven days an explanation has not been received then the absence will be recorded as 'unexplained'.

Retention of Year 10 – Year 12 students and Post – School Destination

This part of the report is not relevant to this school.

THEME 8: ENROLMENT POLICIES

International Chinese School is a co-educational bilingual primary school providing an education underpinned by Christian values.

There are a number of steps and processes in the enrolment timeline.

Prospective parents who make contact with ICS are encouraged to attend an information session, which is held on the 2nd and 4th Thursdays of the month at 2pm during school terms.

If they are unable to make this time, or would like a separate tour of the school, then we can arrange an alternate time to view the school. Anyone can attend an informal tour.

During the tour, if the opportunity arises, prospective parents can view the classroom and say hello to the students and the teachers. If the parents wish to enrol their child, a registration form or enrolment form must be filled in (depending on the year of entry). Registration is required if the year of entry is not the following year. Once the registration form and deposit is returned, a receipt is issued, confirming the student is on a waiting list for the year of entry. The family will be contacted the year prior to entry to organise a formal enrolment interview.

Enrolment Process

Families are invited to attend an enrolment interview with the Principal after the enrolment application form has been filled out.

Once the interview is scheduled, the Registrar prepares a letter of offer, which is available at the interview.

After the offer is made, the parents confirm acceptance of the terms and conditions and pay the enrolment fee.

The Registrar will confirm receipt and the student place.

The Database will be updated with the student and parent information and a student file will be created for that cohort.

International Chinese School is mindful of and complies with the Disability Discrimination Act, 1992.

Conditions of Enrolment

Interpretation

“Parents” means the Student’s mother and father; or, where the Student has only one parent, that parent.

"Parents" also includes the Student's guardian.

“Student” means the person who is enrolled as a student at the School.

“Principal” means the Principal or Acting Principal of the School, by whatever title she or he is known, and/or his or her nominee.

“School” means the school or college of International Chinese School at which the Student is enrolled.

Fees and Charges

1. The Parents are to pay to the School all fees and charges for school fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by International Chinese School or incurred on behalf of the Student from time to time (Fees and Charges).

2. The Parents are to pay all Fees and Charges in advance, at the end of the first week of each term, except Fees and Charges on amended accounts and accounts raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an account for Fees and Charges within 21 days of the due date they will be liable to pay an overdue charge which reflects the administrative and financial cost to International Chinese School in collecting the outstanding Fees and Charges. The Parents may enquire as to the current amount of the overdue charge at the Office of

International Chinese School.

3. If an account for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended and the Principal may without further notice refuse entry to the Student and/or terminate the Student's enrolment.
4. The Parents are to give at least one full term's notice in writing to the Principal before terminating the Student's enrolment. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's school fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.
5. No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, or expulsion.
6. The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment.
7. The Parents are to pay all medical and ambulance expenses incurred by the School on behalf of the Student which the School is not able to otherwise recover.

Students' Obligations

8. Students are to demonstrate high standards of behaviour and:
 - (a) abide by the School rules as they apply from time to time;
 - (b) act courteously and considerately to each other and to staff at all times;
 - (c) support the goals and values of the School;
 - (d) attend and, as required, participate in:
 - (i) chapel services and assemblies;
 - (ii) the School sports programme;
 - (iii) important School events such as Speech Day / Night or other events determined by the Principal;
 - (iv) camps and excursions that are an integral part of the School curriculum;
 - (e) wear the School uniform as prescribed and follow conventional standards of appearance in accordance with the School's guidelines and the expectation of the School community; and
 - (f) attend the School during school hours, except in the case of sickness or where leave not to attend has been given.

Parents' Obligations

9. The Parents:
 - (a) are to accept and abide by the requirements and directions of the School Board and the Principal relating to the Student or students generally and not interfere in any way with the conduct, management and administration of the School;
 - (b) acknowledge International Chinese School's Philosophy of Education published on International Chinese School's website www.intcs.nsw.edu.au;
 - (c) are to support the goals, values and Christian foundation and activities of the School;
 - (d) are to read the School newsletter;
 - (e) are to advise the School in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the School loses

- contact with the Parent or has mail returned to it;
- (f) are to ensure the Student has each item of official required uniform, clean and in good repair, and all other requirements such as textbooks and stationery;
 - (g) are to communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time to time; and
 - (h) are to use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the Student's education.

Exclusion of Students

10. The Principal may in his or her absolute discretion, but subject to affording the student procedural fairness, suspend or expel the Student for:

- (a) breaches of rules or discipline;
- (b) behaviour prejudicial to the welfare of the School, its staff or students; or
- (c) where parents have failed to comply with these Conditions of Enrolment.

11. The Principal also may terminate the Student's enrolment if the Principal considers that a mutually beneficial relationship of trust and cooperation between the Parents and the School has broken down to the extent that it adversely impacts on that relationship.

Leave

12. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are, in general, considered only in exceptional cases, and only on receipt of written application from the Parents by the Principal. Parents are to explain in writing to the Principal any Student absence for a part or whole day during term time, including late arrival at the beginning of the day.

Content of Courses attended

13. The School determines which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. These may be changed without notice.

Special needs, Health and Safety

14. The Parents are to disclose fully any special needs or changes in special needs of the Student (including but not limited to any medical, physical, learning or psychological needs) as soon as they become aware of those special needs or changes in special needs. The Parents are to complete the Student's medical form accurately and provide annual updates.

15. The Principal may search the Student's bag, locker or other possessions where reasonable grounds exist to do so in order to maintain an environment that is safe for all students.

16. If the Student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if the Parents are not readily available to authorise such treatment, the Parents authorise the Principal or, in the Principal's absence, a responsible member of the School staff to give the necessary authority for such treatment.

17. The Student's personal property is not insured by the School, and the School does not accept any responsibility for loss of or damage to the Student's personal property.

18. Parents are to observe School security procedures for the protections of students.

19. In accepting these conditions the Parents:

- a) acknowledge that the School may from time to time collect personal information about parents and students for the School's function or activities;
- b) authorise the School to use and disclose information in such a manner as the Principal may deem appropriate for the purposes of the Student's education, health, care, welfare and development; and
- c) acknowledge that they have read the School's Privacy Policy and Standard Collection Notice, as displayed on the School's website, or as otherwise published.

20. The Parents give permission for photographs and videos of the Student to be placed in the School's records; displayed from time to time around the School; and published in School publications, on its website and in other marketing and promotional material, unless the Principal has been advised or is advised in writing that the Parents do not give this permission.

Court Orders and Provision of Reports

21. The Parents are to, where relevant, provide to the School all current Family Court or other court orders relating to the Student. Such information will be dealt with in accordance with the School's Privacy Policy.

22. The School will send academic reports to the address or addresses notified by the Parents. If the Parents are separated or divorced, reports will be sent to each of the Parents on request to the address notified by each Parent unless there is an order of a court or an agreement that reports are to be sent to only one of the Parents.

General

23. International Chinese School may change these Conditions of Enrolment with effect from the beginning of a calendar year, provided the School gives the Parents at least two terms' notice.

24. We agree to give International Chinese School any change in our contact details.

25. The Parents' obligations to the School, as set out in these Conditions of Enrolment, are joint several and may only be terminated at the end of three months after we give notice, in writing, to the Principal, of our desire to be released from such obligations.



THEME 9: OTHER SCHOOL POLICIES

International Chinese School seeks to provide a safe and supportive learning environment for each student. As outlined in the National Safe Schools Framework (revised 2011) the definition of a safe and supportive school is described as follows: -

“In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.”

The table below summarises school policies that ensure the above environment is delivered and maintained. There is a Welfare Policy that incorporates behaviour management and discipline, a Bullying Policy and a Grievance Policy.

Policy	Changes in 2015	Access to full text
<p>Student Welfare</p> <p>The Welfare Policy (incorporating behaviour management and discipline) of the School is grounded in the broad aim of bringing all things under the Lordship of Christ. Students are guided in their learning to work out a faithful and obedient response to God and His world. This aim is equally applicable to the learning of concepts and skills, the dynamic relationships that form part of that learning, and activity outside the classroom.</p> <p>The Welfare Policy chiefly addresses those relationships.</p> <p>The Welfare Policy is to be read within the context of the National Safe Schools Framework and complements the Principles of a Safe and Supportive School environment.</p> <p>The School’s core values and ethos also complement the Framework. Our policies are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion. The school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.</p>	<p>There were no changes to this policy in 2016.</p>	<p>Full Text on School Server and Web Site, Hard Copy available from Principal on request.</p>

Policy	Changes in 2015	Access to full text
<p>Anti-bullying The School Policy provides a framework for setting behavioural expectations, identifying potential bullying behaviour and strategies for correcting such behaviour. The policy identifies various examples of bullying behaviour and harassment such as Verbal, Physical, Psychological, Social and Cyber Bullying. It outlines the Rights and Responsibilities of all members of the School Community including appropriate strategies for correcting the situation, both in the immediate context and in the future.</p>	<p>There were no changes to this policy in 2016.</p>	<p>Full Text on School Server and Web Site, Hard Copy available from Principal on request.</p>
<p>Grievance The Grievance Policy sets out a broad framework for how the School is to respond where students, parents, contractors, local residents, visitors and others express a grievance. Procedural fairness is of paramount importance when investigating a grievance and to ensure this is achieved, a separate Procedural Fairness Policy has been created to guide the process.</p>	<p>There were no changes to this policy in 2016.</p>	<p>Full Text on School Server and Web Site, Hard Copy available from Principal on request.</p>



A list of all policies and procedures currently maintained by the School appears in the table below.

Safe and Supportive Environment
Child Protection
WHS Policy
Privacy Policy
Counselling Policy
Special Needs
Student Medication and Accident Policy
Drugs Policy
Managing Anaphylaxis
Allergy Aware School
Homework
Welfare Policy (incorporating behaviour management and discipline)
Dealing with Bullying Policy
Security Policy
Staff Code of Conduct
Volunteer Code of Conduct
Communications Policy
Grievance Policy
Emergency Response Plan
Critical Incident Plan
Excursion/Incursion Policy
Attendance and Roll Policy
Management of Drop off and Pickup

Educational Context
Educational Context and Aims
Philosophy
Employment of Staff
Educational and Financial Reporting
Educational and Financial Report Policy
BOSTES Notification Requirements
Bostes Returns Policy
Operational
Building and Property Maintenance
Governance
Structure and Governance of approved Teacher Accreditation

Full Text versions are on the School Server and Hard Copy is available from Principal on request.

THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

AREA	PRIORITIES	ACHIEVEMENTS
QUALITY TEACHING & LEARNING	Implement the new NSW Geography Syllabus	Implemented in all classes of the school (Kindergarten & Year 1)
	Strengthen the 'Working Mathematically' strand of the Mathematics curriculum through inquiry, exploring and connecting mathematical concepts and applying problem-solving skills.	All staff undertook Professional development related to working mathematically. Classroom mathematics teaching emphasised on having students work like a mathematician through an emphasis on problem-solving.
	Create global links to foster student global and digital citizenship by establishing a sister school in a Mandarin speaking country.	ICS is developing links with schools in Taiwan. Three students visited Kaohsiung City Xin Shang Primary School school in Taiwan for summer school.
	Develop teaching practices that encourage students to think in ways that are creative, imaginative, interpretive and critical when responding and composing texts.	Staff developed a cross-curricula focus on creative thinking.
	Tracking students on the literacy and numeracy continuum.	Implemented for Mathematics. Students self track through their ' <i>I Can Do</i> ' record sheet. Literacy rescheduled for 2017.
FACILITIES AND RESOURCES	Install interactive whiteboards in all classrooms.	Interactive whiteboard technology has been installed in all classrooms.
	Increase the number of Chinese and English reading materials and make it available to students through the school library.	The school's stock of Chinese and English reading resources has been significantly increased.
	Purchase and use school iPads in the classroom.	All classes have access to iPads with an iPad to student ration of 1:2.
	To increasingly use the school management system for reporting, attendance and student welfare purposes.	Use of <i>Senral</i> (the school's data management system) has been expanded to incorporate reporting and welfare as well as attendance.

AREA	PRIORITIES	ACHIEVEMENTS
STAFF DEVELOPMENT	Equip staff with curriculum strategies to meet the needs of gifted and talented students through differentiation, acceleration and curriculum compacting.	Developed differentiated programs focusing on areas of special interest for gifted and talented students. Chess club implemented
	Collaboratively create inclusive syllabus outcomes for students with a range of learning needs	Teachers completed professional development consistent teacher judgement and applied to planning and programming.
MULTICULTURAL SCHOOL COMMUNITY WORKING IN PARTNERSHIP	Formally establish a P& F Association	A very successful year for the newly formed ICS P&F Association. Standout initiatives included Mothers' Day dinner, Fathers Day afternoon tea, Creative Arts performance evening.
	Develop language learning and discipline workshops for the parent community to attend	ICS was successful in applying for a language grant through NSW AIS. In 2017, ICS will make a Parental Polyglots Languages program available to school parents giving them the opportunity to learn/brush up upon their Mandarin and to better support their children.
	Encourage parent volunteers in school fundraising events	P&F networked with local businesses for donations to the school's silent auction, that raised near \$3,000 for the school.

AREAS FOR IMPROVEMENT AND KEY PRIORITIES FOR 2017

AREAS	PRIORITIES
Teaching & Learning	<p>Increase Mandarin content and language integrated learning to 50% for all ICS students.</p> <p>Information Technology <i>ScopeIT</i> course. Courses are tightly integrated with the Australian curriculum providing lessons on learning to code, building websites, creating apps, 3D printing and design, Arduino, robotics, Google research and Digital Citizenship which includes online behaviour and safety.</p> <p>Tracking of student performance on the literacy continuum.</p> <p>Creative Writing: Implement the <i>7 Steps to Writing Success</i> Program that empowers teachers to inspire their students to rapidly improve their writing skills, and most importantly, learn to love writing.</p>

Facilities & Resources	<p>Identify and establish a new and permanent site for the school.</p> <p>Expand outdoor experiential learning facilities (eg. sand & water table; exterior chalkboards).</p> <p>Establish new classroom for language learning and streaming purpose.</p> <p>Upgrade WIFI access for students and staff of the school.</p>
Staff Development	<p>Keep staff abreast of statutory changes in relation to child protection through AIS online Child Protection Professional Development.</p> <p>Equip staff to better identify and support students with learning difficulties (eg. Autism Spectrum).</p> <p>Bilingual education: School interstate visit.</p>
Multicultural school community working in partnership	<p>Implementation of AIS grant with parents participation in online Basic Mandarin course.</p> <p>Educate parents in relation to Google classroom and its application to their child's learning.</p> <p>Parental fundraising efforts in support of the annual Performing Arts evening.</p> <p>Involvement of parents in the introduction of annual sporting carnivals.</p>

THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

International Chinese School encourages all students to see that they are valued and integral to the life of the school community. School staff readily provide the care and support to promote respect and responsibility among all students. Examples of activities conducted throughout 2016 to promote respect and responsibility included:

Gardening Club

The introduction of the gardening Club deepened children's sense of connection with the environment inspiring a sense of responsible stewardship of God's creation. Gardening offers schools a way of helping children to identify with their school and to feel proud of their own individual contribution.

Jump Rope for Heart Fundraiser

Students developed self-respect through physical activity and development of new (skipping) skills which in turn promoted healthy heart habits. Further students learnt the value of community service through fundraising for an important cause - research into heart disease.

Visit to Forest View Aged Care Facility

The Christmas visit to the Forest View Aged Care Facility fostered respect among students for the aged in our population through challenging biases and stereotypes, promoting inclusiveness and advancing pursuit of social justice and equity within our extended communities.

Anglicare's Winter Appeal

ICS participated in the Anglicare's 2016 Pantry Appeal as part of May's Mission Month. The food items contributed to Anglicare's Winter Food Appeal and the Emergency Relief Fund across Sydney and the Illawarra. Students were able to help meet the needs of the homeless and the struggling.

THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

A strong partnership in learning exists between teachers and parents of the School. Parents are always welcome at the School and appreciate the open door policy that is in place. Communication between school and home is effective and facilitated through in person conversations, 'The Vine' (School newsletter), phone calls and email.

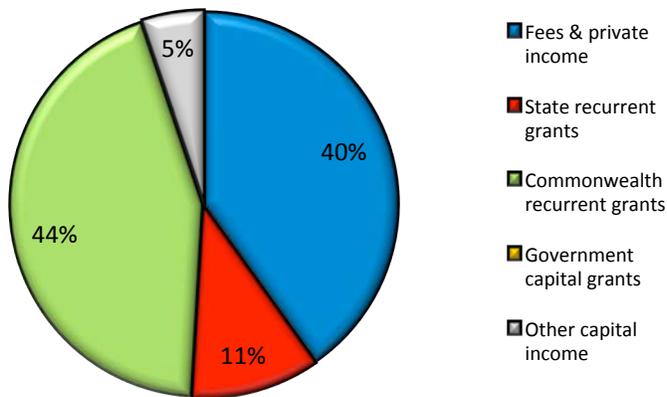
Parents have expressed strong support for the School's bilingual educational focus with Mandarin as the language of choice. Students enjoy and participate enthusiastically in learning Mandarin and are making pleasing progress. Teachers feel it is a privilege to be part of such an innovative approach to education.

Parents regularly express their joy that their children are so happy at school, enjoying learning and making strong friendships with their peers.

The inclusive, caring and bilingual learning environment is appreciated by all, and makes ICS a great place to live and learn.

THEME 13: SUMMARY FINANCIAL INFORMATION

Income



Expenditure

