



INTERNATIONAL  
CHINESE SCHOOL

国际中文学校

An Anglican School  
圣公会学校

# ANNUAL REPORT 2017

# Principal's Message

The International Chinese School (ICS) continued its growth in 2017 with students enrolled K-2. The local community is becoming increasingly aware of the School and the benefits of a bilingual education. ICS is not only providing 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.

Inspectors from the NSW Education Standards Authority (NESA) were impressed with the school's 50% Mandarin bilingual immersion model using the Content and Learning Integrated Learning (CLIL) approach. After viewing teaching programs, student work samples and policy documentation they had no hesitation in approving the School to expand to incorporate Year 3 in 2018.

Children are growing in their competence not only in spoken Mandarin, but also in reading and writing. Students can be heard regularly communicating in Mandarin with staff and peers including general conversation in the playground and around the school. Competence in Mandarin was highlighted with a student from Year 1 among the winners of the SBS National Languages Competition (over 6,000 Chinese entrants nationwide) and in the National Chinese Eisteddfod.

The School appreciates the ongoing support of St Paul's Anglican Church through the provision of facilities, Chaplaincy support and Christian Education classes. The wonderful Christian environment of the School provides students with a firm grounding in the Christian faith, focusing on the Good News of Jesus' offer of salvation to all humankind.

Students have enjoyed an abundance of opportunities beyond the classroom. Start Smart, the Commonwealth Bank's school-based savings program for children has seen our students grow in the understanding of responsible stewardship of resources. Healthy Harold once again visited promoting healthy life choices. Gardening club saw the establishment of a vegetable patch, chess club developed higher order thinking skills, with piano and tennis lessons available as well.

All annual Chinese Festivals have been celebrated including Chinese New Year, Lantern Festival as well as the Dragon Boat Festival. Other significant celebrations included Book Week, NAIDOC Week, Harmony Day and The National Day Against Bullying. Students also grew in their compassion for the less fortunate through support of Anglicare's 2017 Winter Appeal and Jump Rope for Heart.

The School has enjoyed wonderful support from parents over the year. Parents assisted in the classroom helping with reading groups and other activities. Parents also supported special school events, such as the Chinese New Year dinner, special Assemblies and Chapels. It is wonderful to be part of such an amazing learning community.

**WE PRAISE GOD FOR  
HIS MANY BLESSINGS  
ON THE ICS  
COMMUNITY  
THROUGHOUT 2017.  
"AND WHATEVER YOU  
DO, WHETHER IN WORD  
OR DEED, DO IT ALL IN  
THE NAME OF THE  
LORD JESUS, GIVING  
THANKS TO GOD THE  
FATHER THROUGH  
HIM." (COLOSSIANS  
3:17)**

**Peter Jamieson**

Principal (Acting)

# Message from The School Board 2017

2017 was the third year of operation for the International Chinese School. Under the leadership of Principal, Mrs Wendy Yu, the School expanded its Chinese bilingual program with near half of the curriculum delivered in Mandarin.

The members of the Board are appointed by St Paul's Anglican Church and reflect a range of skills, expertise and tenure. Throughout the year the School averaged five members on the Board, with the Principal as an ex-officio member. After serving as Chairman from the school's inaugural year in 2015, Reverend Stephen Jeffrey, resigned from the Board in July. Mr Peter Jamieson assumed the role of Chairman and continues in this role. In 2017 the Board met on 12 occasions.

The Board has been fortunate to engage the services of an educational consultant with over sixteen-years' experience in school leadership. This has particularly strengthened governance of the School, especially in the area of policy and compliance. Further, locating a new and permanent site for the school was a focus, and although several very positive prospects were investigated, unfortunately the search continues.

The Board acknowledges and appreciates the ongoing support of the Anglo Australian Christian and Charitable Fund. The Fund has provided financial backing for the School that has ensured students enjoy a well-resourced, pleasant learning environment.

The School continues its focus on developing students as positive citizens in an ever-increasing globalised society. The School Board desires all students to come to understand Christ's plans for their lives, and to live their lives in honour of Him.

**Barry Roots**

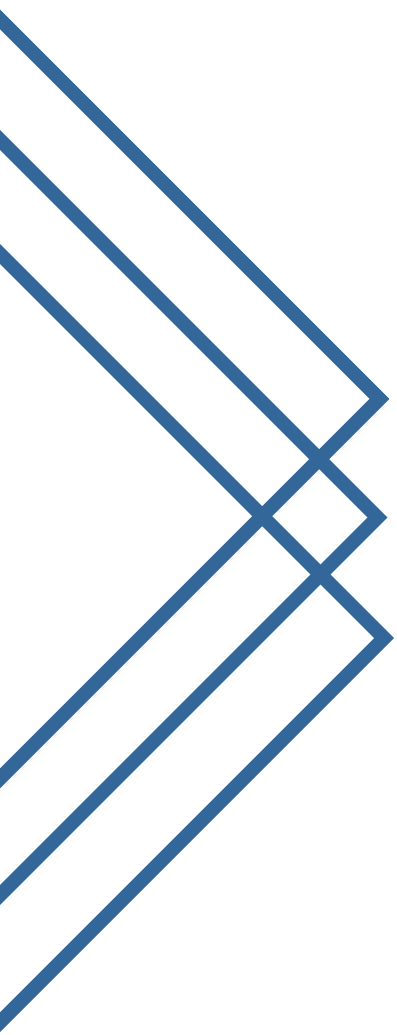
Director



# Contextual Information

International Chinese School is an Anglican co-educational bilingual school situated in Chatswood, NSW. In its third year of operation the student population grew to 27 students, Kindergarten-Year 2.

While the majority of students live within Chatswood and local surrounds, the School draws students from as wide afield as Mascot in the south, and Hornsby to the North West. The School is conveniently located with ease of access to public transportation, with Chatswood Interchange only 500 metres away.



**The School's 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.**

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. 50% of the total curriculum is presented to students in Mandarin.

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.

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.

Specialised music and physical education programs are taught to all students and students attend Chapel and are involved in weekly Christian Studies classes.

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. 50% of the total curriculum is presented to students in Mandarin.

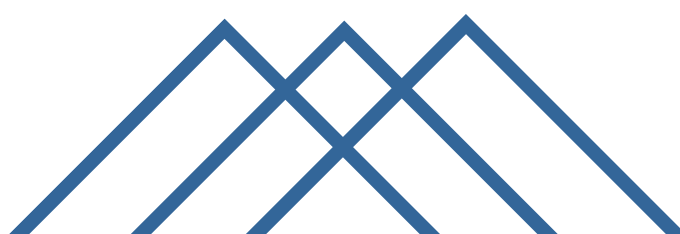
In its pursuit of academic excellence, the school places emphasis on the acquisition of literacy and numeracy skills by all students. Students are taught in groups based on ability and use a variety of resources including e-resources to consolidate understanding. Students also have a wide range of extra-curricular activities available to them.



# Teacher Qualifications and Professional Development

In 2017, there were 4 teachers on staff. All teachers have teaching qualifications from recognised Higher Education Institutions within Australia.

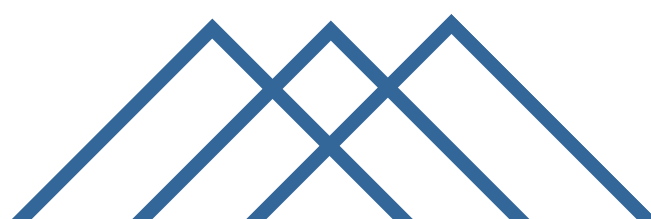
CATEGORY	NUMBER OF TEACHERS
I. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
II. Teachers having a bachelor degree from a higher education institution 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 throughout 2017. The table below provides a summary.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NUMBER OF STAFF PARTICIPATING
Concise Judgement: How to accurately assess students work samples	2
Seven Steps to Writing: Equipping teachers to better develop students' writing skills.	1
Child Protection: AIS briefing for Principals	1
Child Protection Legislation Reportable Conduct and Allegations Against Employees 2017	ALL
2017 National Conference of Chinese Language Teachers' Federation of Australia (Inc) – The second Asia Pacific Chinese Conference	1
108 hours of Educational Training Program for Teaching Mandarin sponsored by Overseas Community Affairs Council, Republic of China (Taiwan), organised by Chung Yuan Christian University.	1
First Aid CPR training	ALL
Asthma First Aid training	ALL

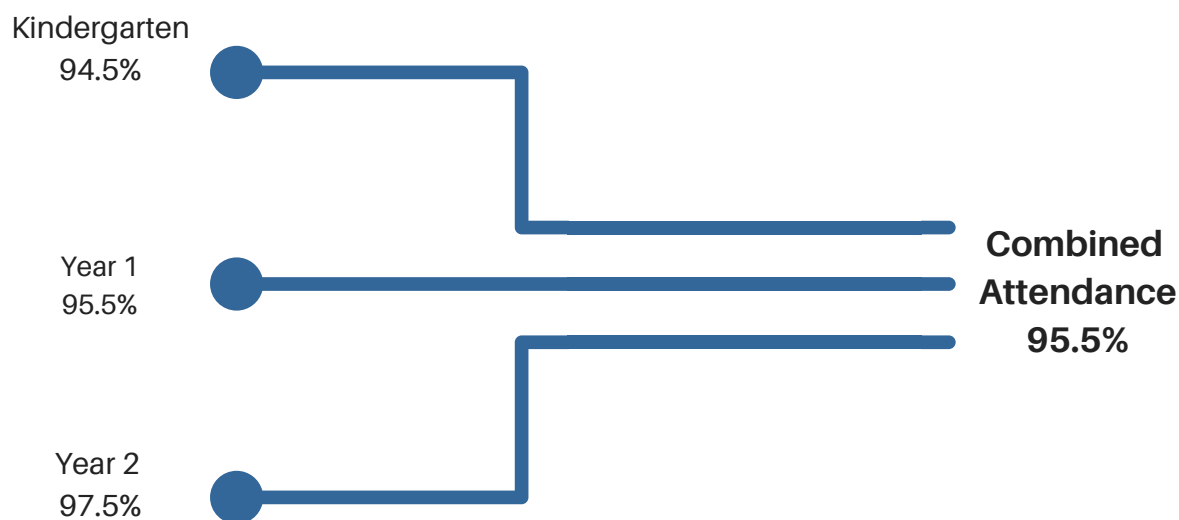


## Workforce Composition

In 2017 the school had 3.2 full time equivalent teaching staff and 0.4FTE 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.

## Student Attendance

Attendance rates at the School were particularly pleasing in 2017. The daily attendance rate was very similar to previous years. 2017 was the 3rd year of the School. The School continues to add one year group 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 initialled 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'.

# ENROLMENT POLICIES

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

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](http://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;
- (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.

# 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.





# Student Welfare

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.

The Welfare Policy chiefly addresses those relationships. 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. 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.

## Changes in 2017

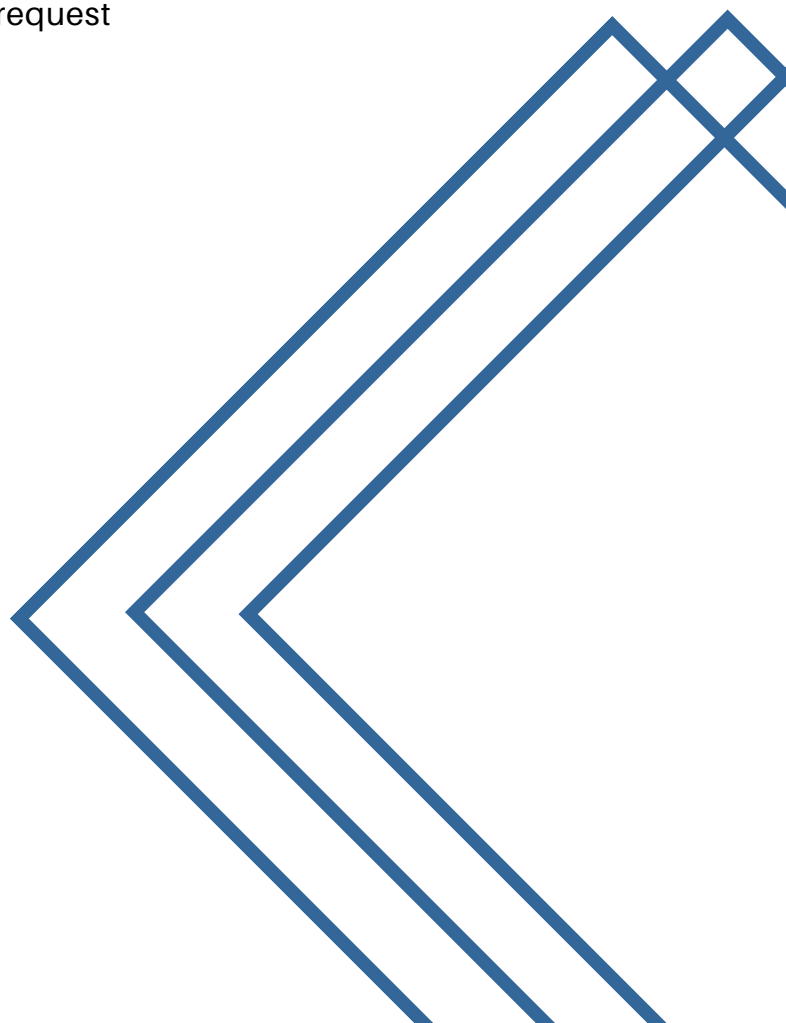
Policy was reviewed and revised in 2017.

The policy focus in terms of discipline is on restorative justice principles.

Procedural fairness is also emphasised.

## Access to full text

Full Text on School Server and Web Site, Hard Copy available from Principal on request



# 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.

## Changes in 2017

Policy was reviewed and revised in 2017.

The policy emphasises the School zero-tolerance policy in relation to bullying.

It highlights the centrality of the partnership we share with parents.

The policy focus in terms of discipline is on restorative justice principles.

Procedural fairness is also emphasised.

# 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.

## Access to full texts

Full Text on School Server and Web Site, Hard Copy available from Principal on request




# School Determined Priority Areas For Improvement



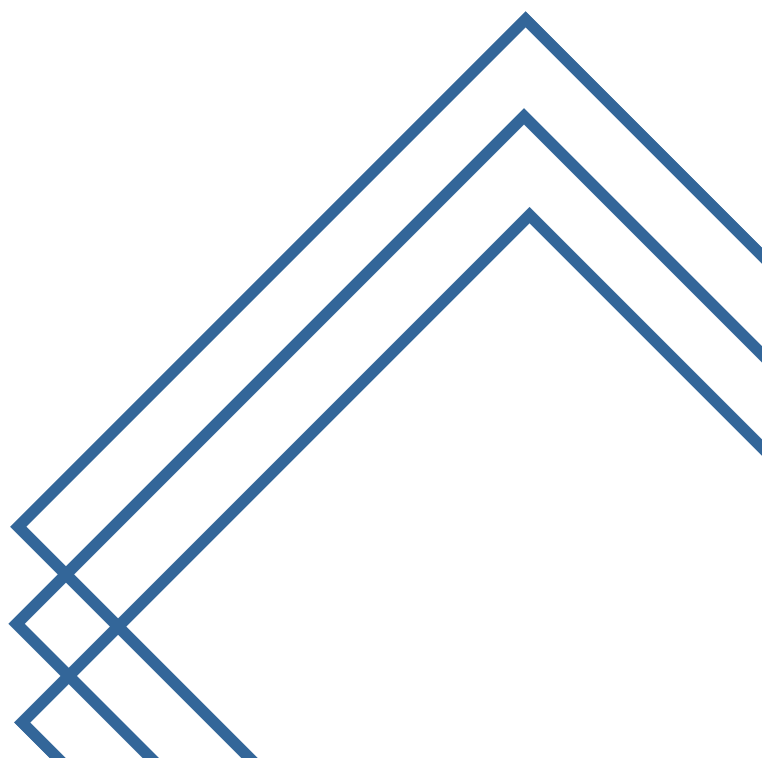


# Quality Teaching and learning


Priorities 	Achievement
<p>Increase Mandarin content and language integrated learning to 50% for all ICS students.</p>	<p>Increased Mandarin content stream to 40%.</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>Students participated in series of workshops presented by <i>ScopeIT</i>. Areas focused upon included coding, robotics.</p>
<p>Tracking of student performance on the literacy continuum.</p>	<p>Students in each year undertake standardised testing in relation to spelling &amp; reading at the start and end of the year providing data for tracking.</p>
<p>Creative Writing: Implement the 7 Steps to Writing Success Program that empowers teachers to inspire their students to rapidly improve their writing skills, and most importantly, learn to love writing.</p>	<p>Implemented and students grew in their creative writing abilities.</p>

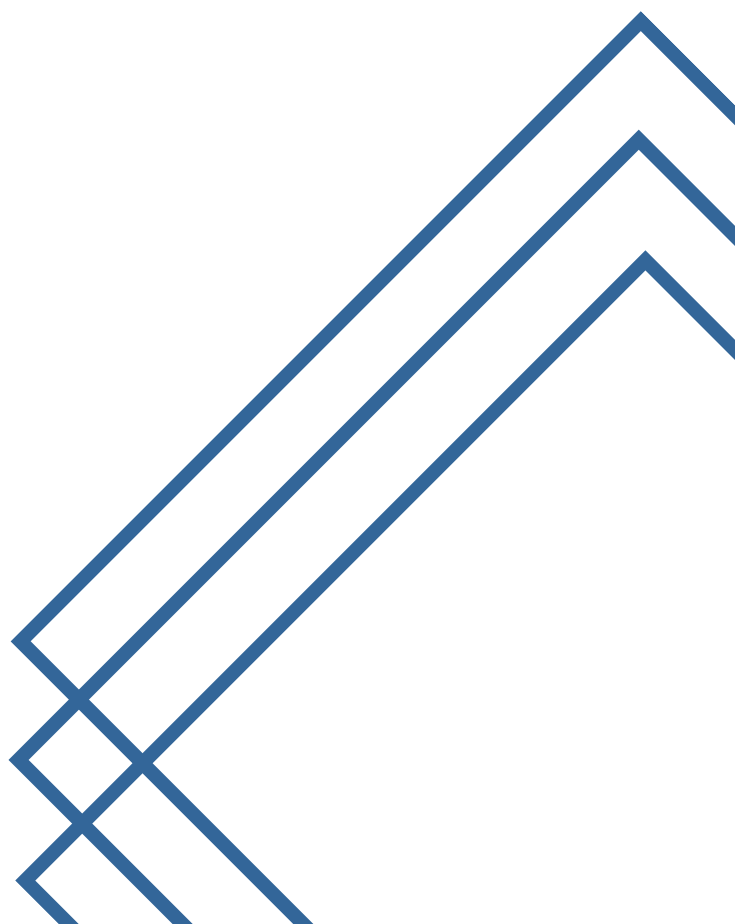
# Facilities & Resources

Priorities	Achievement
Identify and establish a new and permanent site for the school.	Finding a new site in the local area remains challenging. Negotiations took place in relation to 2 specific sites but unfortunately neither progressed.
Expand outdoor experiential learning facilities (eg. sand & water table; exterior chalkboards).	Sand/water table purchased. Exterior chalkboards not installed due to the school being a leased site.
Establish new classroom for language learning and streaming purpose.	New language learning room established. This allowed for the streaming of students for Mandarin language lessons.




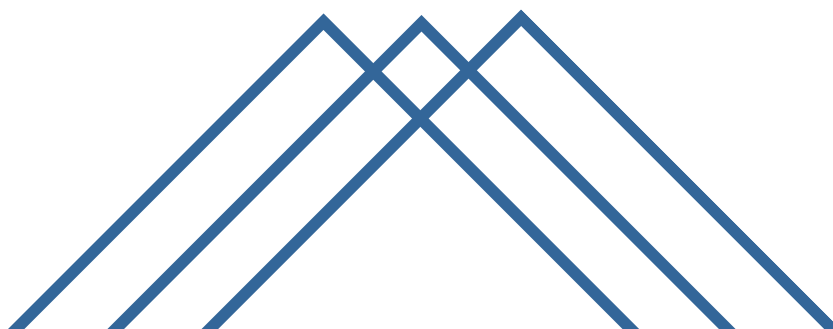
# Staff Development

Priorities 	Achievement
<p>Keep staff abreast of statutory changes in relation to child protection through AIS online Child Protection Professional Development.</p>	<p>Principal attended child protection briefings presented by the AIS and updated staff in terms of changes to legislation.</p>
<p>Equip staff to better identify and support students with learning difficulties (eg. Autism Spectrum).</p>	<p>Principal attended relevant professional development and briefed staff on a staff development day.</p>
<p>Bilingual education: School interstate visit.</p>	<p>The Board Chairman visited Richmond West PS in Victoria, which has a bilingual (Mandarin) emphasis.</p>



# Multicultural School Community Working in Partnership

<b>Priorities</b> 	<b>Achievement</b>
Implementation of AIS grant with parents participation in online Basic Mandarin course.	Parents of the school participated in the online Polyglots language learning program.
Educate parents in relation to Google classroom and its application to their child's learning.	Google classroom pilot program with Mrs Liu's Mandarin classes.
Parental fundraising efforts in support of the annual Performing Arts evening.	Fundraising efforts associated with the Creative Arts night held in September.
Involvement of parents in the introduction of annual sporting carnivals.	Introduced whole-school Cross Country Carnival in Term 2 involving whole school community.



# AREAS FOR IMPROVEMENT AND KEY PRIORITIES FOR 2018

Teaching & Learning	<ul style="list-style-type: none"> <li>• Move to whole-school 50% Mandarin immersion bilingual teaching program.</li> <li>• Meet NESA requirements for the registration to deliver NSW syllabi to Stage 2 of Learning (Yr3-4).</li> <li>• Introduce flexible progression for Mandarin classes.</li> </ul>
Facilities & Resources	<ul style="list-style-type: none"> <li>• Identify and establish a new and permanent site for the School.</li> <li>• Provide safe play environment catering for active and passive play.</li> <li>• Increase Mandarin reading and library resources.</li> <li>• Establish a new classroom on the present site to allow expansion to Stage 2 of learning.</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Run a school-based <i>Introduction to Christian Teaching</i> program for staff with a focus on Christian worldview education.</li> <li>• Develop support programs for teachers new to the profession.</li> <li>• Ensure staff are kept abreast with changes to child protection legislation.</li> <li>• Strengthen behaviour management practices in the school with a focus on encouragement and restorative justice.</li> </ul>
Multicultural school community working in partnership	<ul style="list-style-type: none"> <li>• Increase parental involvement in the School.</li> <li>• Nurture partnerships with local churches and community organisations.</li> <li>• Student contribution to public Chinese celebrations in the local area.</li> <li>• Involvement in <i>World Education Program</i> through sponsoring a visit by a volunteer Chinese national who will contribute to the School as a teachers' aid.</li> </ul>

# 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 2017 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.

## **Harmony Day**

Students celebrated the diversity of cultures that make up the Australian community.

## **National day Against Bullying**

Students participated in activities that promoted tolerance and respect among peers.



# 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.

**Strengths of the School acknowledged through an attitudinal survey included:**

- The wonderful sense of community that is enjoyed with parents feeling welcome at school.
- The strong partnership in learning between teachers and parents
- Parents feel involved in their children's education and appreciate the friendships they and their children are developing across the School community.
- Strong support for the School's bilingual educational focus with Mandarin as the language of choice.
- The affordability of fees, especially when compared to other nearby independent schools.
- Effective communication between home and school with nearly all parents attesting to regularly reading 'The Vine' (School newsletter).





- The academic emphasis of the School with parents expressing confidence in teaching staff, and children's firm grasp of basic literacy and numeracy skills.
- Strong pastoral care with parents feeling the School provides a positive and caring environment for their children.
- Staff 'hear' parental feedback and concerns regarding children, and in turn provide appropriate support and care.

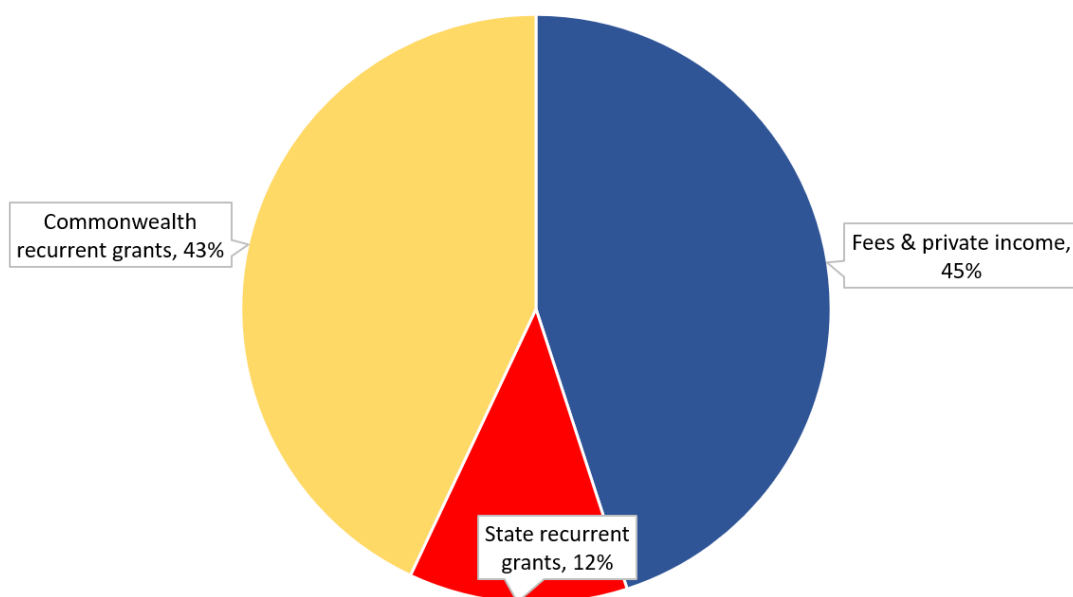
**The school was pleased to receive honest feedback in relation to aspects of school life that could be improved upon. Examples included:**

- A desire for the school to move to a more permanent site.
- A general concern about the lack of play area on the present location.



# Summary Financial Information

## Income



## Expenditure

