



**INTERNATIONAL CHINESE SCHOOL**

**国际中文学校**

An Anglican School

圣公会学校

# **ANNUAL REPORT 2019**

# A MESSAGE FROM KEY SCHOOL BODIES

## PRINCIPAL'S MESSAGE

The International Chinese School continued its expansion in 2019 with students enrolled K-4. The School's unique educational program and strong sense of community has led to a steady increase in interest in enrolment. Such is the interest that mid-year the School Board decided to add a second Kindergarten class for 2020. While providing a unique educational experience for children of families with Chinese heritage, the School also has significant enrolment from students with no cultural connections with China.

Inspectors from the NSW Education Standards Authority (NESA) visited the School in April and had no hesitation in registering ICS to expand to include Year 5 in 2020. Once again, the School was commended on its 50% Mandarin bilingual immersion program using the Content and Learning Integrated Learning (CLIL) approach. Further, the strength of the general teaching programs was also acknowledged.

Students are growing in their competence in spoken Mandarin as well as reading and writing. This was highlighted in the ICS Chinese Language Spectacular, held at the Zenith Centre in Chatswood, where children performed music, song, dance and poetry recitals. It was an impressive evening testifying to students' progress in Mandarin, particularly pleasing as most students come to the School with no background in the language.

Once again student performance was very strong in the National Assessment Program – Numeracy and Literacy (NAPLAN). All students exceeded state averages in the varying aspects of Numeracy and Literacy that were assessed, with school averages in all areas exceeding schools with families of similar socio-economic background. This supports research findings that learning a second language stimulates brain development and benefits overall learning as well as confirming the high calibre of teaching staff.

Students have enjoyed a selection of extra-curricula opportunities. Chess Club and piano lessons were enjoyed by a number of students. Further, enrichment art lessons commenced on Tuesday afternoons and the work produced revealed some talented artists in our midst. Annual Chinese celebrations such as Chinese New Year and Dragon Boat Festival were celebrated. Other significant whole school events included Book Week, NAIDOC Week, Harmony Day and The National Day Against Bullying.

The School values its partnership with parents from which a wonderful sense of community has emerged. Parents are always welcome at school and are actively involved in their children's education. Parents assisted inside and outside the classroom helping with reading groups, excursions, special celebratory activities. Highlights included a Mothers' Day High Tea hosted by the students, as well as our traditional Fathers' Day breakfast.

Application was made with the NSW Department of Planning, Industry and the Environment to relocate the School to St Leonards. The School worked with the owner of the site in modifying building renovations that had already commenced ensuring that it met the code for school occupation. It is envisaged that ICS will commence on the St Leonards site in mid 2020.

The year has been one of focused prayer, with up to 10 parents present for the Wednesday morning parents' prayer group. While prayer for the general life of the school continued, the group petitioned God in relation to the approval of the St Leonards site so that our students would finally have a place to call home.

We are constantly reminded that ICS is God's school, in fact the whole of creation is His. As such 211 Pacific Highway St Leonards is His as well and the School community is convinced that it is God's desire for ICS to move to that site.

In all we do may we glorify our Lord and God, Jesus Christ, and see the students placed in our care grow to become all that He has created them to be.

*"The earth is the LORD's, and everything in it, the world, and all who live in it;"*  
(Psalm 24:1)

**Peter Jamieson**  
**Principal**

## MESSAGE FROM THE SCHOOL BOARD

2019 was the fifth year of operation for the International Chinese School. Throughout the year the School averaged four members on the Board. In 2019 the Board met on seven occasions. Specific focus has been given to the annual budgeting process and tracking performance against the budget.

The Board praises God, that after 10 years of searching a suitable and affordable new site has been found for the School. The approval process has faced many challenges along the way, however the Principal assisted by consultants engaged by the School, have been able to overcome obstacles that have arisen. The new site at St Leonards will be ready for occupation early to mid 2020.

The Board is greatly encouraged that Jesus is at the centre and prominent in the life of the School. Students can be heard singing praises to Jesus during Chapel and other times throughout the week. The Principal has communicated to the Board his gratefulness for the personal support and encouragement he has received from parents through the weekly prayer time. May the children of the School continue to grow in their love and knowledge of Christ and be prepared to make a difference in the world.

It was with sadness the School farewelled Foundation Principal, Mrs Wendy Yu, after five years of service to the School community. Mrs Yu returned in a part-time capacity in 2019, after maternity leave in 2018. She relinquished the role of Principal but continued her valuable contribution through the role of Curriculum Coordinator. She completed her time with ICS in December to take up a role on the teaching staff of a very renowned and established independent school much closer to where she lives. We thank Mrs Yu for her commitment and contribution throughout the early years of the School's history.

The Board wishes to acknowledge the outstanding leadership and educational expertise of the current Principal, Mr Peter Jamieson. Under his headship the School has continued to pursue academic excellence, to assess and develop the skills and abilities of each and every ICS student to inculcate a very strong sense of community in all ICS families and at the same time to hold firm to the Christian foundation upon which the school was built.

The ongoing support of the Anglo Australian Christian and Charitable Fund (AACCF) is acknowledged by the Board. The AACCF has provided financial backing for the School that has ensured students enjoy a well-resourced, pleasant learning environment. The Charity is also providing significant financial support in the purchase of the St Leonards site.

The Board is encouraged by the development of the School, in particular the growth of the students whose families we serve.

**Barry Roots**  
**Director**

## CONTEXTUAL INFORMATION

The International Chinese School (ICS) enrolled its first students in 2015. The School offers a bilingual (Mandarin/English) immersion model of education to students from K-4 (2020) [K-5 2021] from a variety of cultural and linguistic backgrounds. Most students come to the school with little to no background in Chinese language. 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 International Chinese School is a wonderful place for students to commence their learning journey. As a Christian school in the Anglican tradition, learning is delivered through a distinctly Christian worldview.

High proficiency in more than one language is a huge asset living in our interconnected global society. We recognise that students who become proficient in a second language often develop greater mental agility, a sharper memory and are likely to be more alert and perceptive later in life. Such children also develop a broader appreciation and adaptability in a variety of social and cultural contexts. The School's education will prepare students for life in a 21st century world in which the relationship between China and Australia will continue to assume wider and deeper importance.

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. The School has adopted a bilingual immersion approach where students spend approximately 50% of the week learning in English, and 50% learning in Mandarin. In achieving this goal, the School has adopted the Content and Language Integrated Learning (CLIL) approach to bilingual education with teaching in Key Learning Areas delivered in Mandarin.

Teachers partner with parents to develop confident, enthusiastic and principled leaders of the future. Parents are actively involved in the School assisting with reading groups, excursions and many other aspects of school life. Families enjoy a welcoming and inclusive sense of school community.

## TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

In 2019, there were 6 teachers on staff. All teachers had 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 | 6                  |
| 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 2019. The table below provides a summary.

| Description of Professional Learning Activity                                  | Number of staff participating |
|--|-------------------------------|
| Christian Worldview Education  | 6                             |
| Provide First Aid  | 6                             |
| Creating Safer Independent Schools (Child Protection)                          | 6                             |
| NSW Reportable Conduct and Allegations against Employees - Online Module       | 6                             |
| Outcomes based reporting   | 6                             |
| Literacy in the classroom  | 1                             |
| Supervising teach accreditation for teachers progressing to proficient teacher | 1                             |
| Enrolling and supporting students with diverse needs                           | 1                             |
| Registration Requirements for Schools Renewing Registration in 2020            | 1                             |
| Professional Teacher Accreditation   | 1                             |
| AIIS Annual Briefing   | 1                             |
| NSW Chinese Language teachers' Annual Conference                               | 2                             |
| AIIS Governance Symposium  | 1                             |

## WORKFORCE COMPOSITION

In 2019 the school had 3.7 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.

## STUDENT ATTENDANCE

| Year            | Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Combined |
|-----------------|--------------|--------|--------|--------|--------|----------|
| Attendance Rate | 93%          | 93%    | 97%    | 97%    | 94%    | 94.5%    |

Attendance rates at the School were very pleasing in 2019. The daily attendance rate was very similar to previous years.

### 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 administration team 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'.

## PERFORMANCE IN NATIONAL STANDARDISED TESTING

### NAPLAN – Year 3

The Year 3 cohort of 2019 were the second from ICS to participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). All student results were very pleasing and as is illustrated by the table below the School's average was substantially above that of the general population and above schools of similar socio-economic advantage.

| YEAR 3          | Reading | Writing | Spelling | Grammar | Numeracy |
|-----------------|---------|---------|----------|---------|----------|
| ICS             | 514     | 486     | 501      | 562     | 511      |
| Similar schools | 508     | 470     | 491      | 528     | 484      |
| State           | 432     | 423     | 419      | 440     | 408      |

ICS student performance in grammar and numeracy was particularly impressive.

## 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 where families meet individually with the Principal. The Principal will share information related to the education offered at ICS and provide a tour of the School. Parents have an opportunity to ask questions.*

*If the parents wish to enrol their child, an Application for Enrolment form must be completed. Payment of an application fee (\$100) formalises the application. Students' position on the enrolment waiting list is determined according to the following criteria:*

1. Siblings of students already enrolled at the School.
2. Children of staff members.
3. Children of Christian ministers/pastors.
4. Other families prioritised according to date of application.

### **Enrolment Process**

Families that submit an enrolment application are invited to attend an enrolment interview with the Principal.

Following the enrolment interview, successful applicants will receive a letter from the School offering a place for their son/daughter in the School. Parents have 14 days to accept the offer which is confirmed through the payment of a non-refundable enrolment fee (\$600). 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 the relevant year 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 of the School, by whatever title she or he is known, and/or his or her nominee.

"School" means the International Chinese School.

#### **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. 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) *camp 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 protection 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. *Parents agree to notify the School of any change in contact details.*
25. *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

ICS seeks to provide a safe and supportive learning environment for each student where 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 Child Protection Policy, a Bullying Policy and a Grievance Policy.

| Policy  | Changes in 2019   | Access to full text   |
|---|---|---|
| <p><b>Student Welfare</b><br/>           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.<br/>           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.</p> | <p>Nil</p>  | <p>Full Text on School Server and Web Site, Hard Copy available from Principal on request</p> |
| <p><b>Child Protection Policy</b><br/>           The safety, protection and well-being of all students is of fundamental importance to the School.<br/>           This policy summarises the obligations imposed by Child Protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines to the School in how to deal with child protection matters.</p>   | <p>Reviewed and revised to comply with recent changes in legislation. Include for parents was a flow chart outlining the process that is followed when an allegation of reportable conduct is made.</p> | <p>Full Text on School Server and Web Site, Hard Copy available from Principal on request</p> |
| <p><b>Anti-bullying</b><br/>           The School Policy provides a framework for setting behavioural expectations, identifying potential bullying behaviour and strategies for correcting such behaviour.<br/>           The policy identifies various examples of bullying behaviour and harassment such as Verbal, Physical, Psychological, Social and Cyber Bullying.<br/>           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>Nil</p>  | <p>Full Text on School Server and Web Site, Hard Copy available from Principal on request</p> |

| <b>Policy</b>   | <b>Changes in 2019</b> | <b>Access to full text</b>   |
|---|------------------------|--|
| <p><b>Grievance</b><br/> 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.<br/> Policy lays out formal process for addressing a grievance.<br/> Policy encourages parties to talk where possible, raising the grievance with the person concerned.<br/> 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> | Nil                    | Full Text on School Server and Web Site, Hard Copy available from Principal on request |

## **SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT AREA PRIORITIES ACHIEVEMENT**

| <b>Area</b>                          | <b>Priorities</b>   | <b>Achievement</b>  |
|--------------------------------------|---|---|
| <b>Quality teaching and Learning</b> | Meet NESA requirements for the registration to deliver NSW syllabi to Stage 3 of Learning (Yr 5). | NESA inspection visit in March saw the school granted registration for Year 4 of learning, and initial registration for Year 5.   |
|                                      | Increase student engagement through challenging and hands-on learning.                            | Students' engagement at the school show a marked increase. An example was student involvement in enrichment activities such as the enrichment art classes which saw around 25% of the population participating.   |
|                                      | Review of formal semester reports   | Format of reports were reviewed and although minor changes were implemented it was felt that the basic format provided useful feedback and was easy for parents to understand.  |
| <b>Facilities &amp; Resources</b>    | Gain approval for relocation of the School to the St Leonards site.                               | A suitable site was identified at 211 Pacific Highway St Leonards and the School has an application before the NSW Department of Planning, Industry and the Environment to relocate its campus. The relocation is expected to take place in early 2020. |
|                                      | Provide students with greater access to open space for play, Physical Education and Sport.        | Opportunities were provided offsite with occasional school picnic/play sessions, sporting programs such as gymnastics with Macquarie University, athletics at OH Reid Memorial Park, swimming at Fitness First Chatswood.                               |
|                                      | Increase Mandarin and English reading resources.  | Online Mandarin reading resources available for students. Mandarin reading scheme introduced. Library resources added too.  |

| Area  | Priorities   | Achievement  |
|---|--|--|
| <b>Staff Development</b>  | Introduce an annual Teacher Appraisal system.  | System was introduced in July. To be further developed in 2020.  |
|   | Ensure all staff have current first aid training.  | All staff completed First Aid training over January staff development days.  |
|   | Ensure staff are kept abreast with changes to child protection legislation.  | Staff completed the NSW Reportable Conduct and Allegations Against Employees module (AIS) and Creating Safer Independent Schools (AIS) Professional Development.   |
| <b>Multicultural school community working in partnership with wider communities</b> | Student contribution to public Chinese celebrations in the local area.   | While the Chinese Language Spectacular organised by the Confucius Institute did not proceed, the School held its own locally based ICS Chinese Language Spectacular. Students also were involved in local Chinese language eisteddfod. |
|   | Continued 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. | During Term one the school once again enjoyed the support and contribution of another WEP volunteer from mainland China. She was a trained preschool teacher and made a wonderful contribution to our school community.                |

## AREAS FOR IMPROVEMENT AND KEY PRIORITIES FOR 2020

|   |   |
|---|---|
| <b>Teaching &amp; Learning</b>  | Meet NESA requirements for the registration to deliver NSW syllabi to Stage 3 of Learning (Yr 5). |
|   | Develop a K-6 Chinese language scope and sequence with a focus on vocabulary specific to ICS.     |
|   | Provide students with improved access to IT resources.  |
| <b>Facilities &amp; Resources</b>   | Move the School Campus to St Leonards   |
|   | Introduce state of the art digital <i>Electroboard</i> technology to school.                      |
|   | Increase Mandarin and English reading resources.  |
| <b>Staff Development</b>  | School to become registered as a Teacher Accreditation Authority                                  |
|   | Teachers equipped to incorporate <i>Electroboard</i> technology in the classroom.                 |
|   | Training for further incorporation of <i>Clickview</i> resource                                   |
| <b>Multicultural school community working in partnership with wider communities</b> | Further development and expansion of the ICS Chinese Language Spectacular as an annual event.     |
|   | Contribution of students to local community activities and causes.                                |

## 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 2019 to promote respect and responsibility included:

### 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.

### 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.

Parental feedback over the 12 months identified the following strengths of the School:

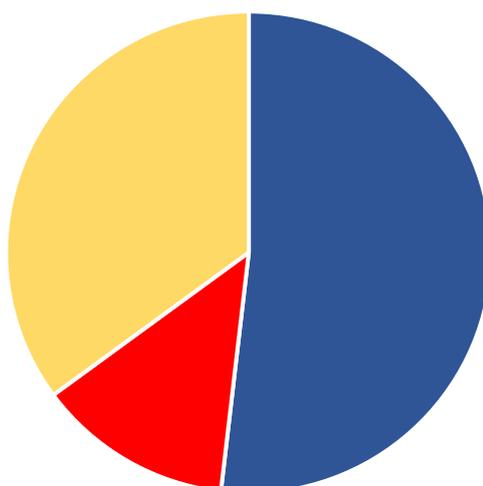
- The Christian foundation and priorities of the School. This was demonstrated with up to 20% of school families represented at the weekly parent prayer group.
- The competence their children are showing in Chinese language use.
- The sense of community has continued to grow, with parents feeling welcome and involved in the life of the School.
- The strong partnership in learning between teachers and parents.
- Parents feel their voices are heard and the Principal values their contribution to the School.
- Children love school and learning.
- Children feel safe at school and enjoy positive relationships with their peers.

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

- A strong desire for the School to move to a new site.
- Greater resourcing of the School, especially in the area of information technology.

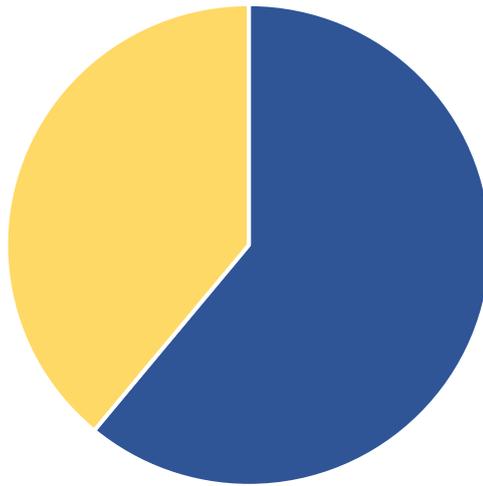
## SUMMARY FINANCIAL INFORMATION

### INCOME



■ Fees & private income    ■ State recurrent grants    ■ Commonwealth recurrent grants

## EXPENDITURE



■ Salaries, allowances & related expenses   ■ Non-salary expenses   ■ Capital expenses