



**2023**

# ANNUAL SCHOOL REPORT

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## Message from Key School Bodies

### Report from the Board Chair

#### Our Mission

*To equip students to be disciples of Jesus through Christ-centred, Biblical education.*

#### Our Vision

*Partnering with parents in a covenant community, nurturing servant-hearted students with an understanding of Christ's saving grace while providing academically rigorous education in a safe and caring environment.*

The primary role of the Association in a Christian School like Tyndale is the governance and oversight of the ways in which the school seeks to achieve the stated Vision and Mission. In 2023, with the COVID19 restrictions behind us, the Board was able to renew its focus on this mission.

We have rejoiced in the blessings of the Lord over the past twelve months. Despite the teacher shortage crisis impacting all schools in NSW in 2023, which left us with some gaps in our teaching staff, the Board was greatly encouraged by, and grateful to, the Executive and senior leadership team of the school. Our Principal and Deputy Principal returned to classroom teaching, and many of our executive staff took on additional classes to ensure our students continued to receive quality education. We are also grateful to the team of casual staff who provided additional support, some for extended periods of time.

Construction began on the new Library, TAS and STEM classrooms, and the community has adapted well to the inevitable disruptions that come with a project of such a large size in a school that is continuing to run as usual. We thank our Lord for His provision, as the project is running smoothly and in accordance with the projected timeline and budget. We look forward to these buildings being ready for use early in Term 3, 2024.

Financially, Tyndale continues to be in a strong position. 2023 presented unprecedented challenges, with the NSW Government announcing a historic wage increase for teaching staff. We acknowledge the many hours sacrificed by our financial team, led by Sallie Chen, and the work of the Executive in producing a budget for 2024 that has allowed us to meet this financial challenge. We were also able to minimise the impact of this increase on tuition fees by reducing spending in other areas of the budget. We also thank our teaching staff for their patience and commitment to Tyndale as we worked on a solution.

We are also very thankful to the Lord for His provision of a complete teaching staff for 2024. Many schools are not in this position, particularly in Western Sydney, and we again acknowledge the work of our senior executive in working alongside our teaching staff.

Finally, after the challenges of the past few years, enquiries and applications for the Association are starting to grow once more. Please continue to pray that this continues. Our active presence in the community over the past couple of years has assisted in raising the profile of the Association, but we need to continue having conversations with the families around us about joining the Association. This will ensure our school can continue to provide Christ-centred, Biblical education and partner with Christian families in doing so.

Tania Vander Noord.

**Board Chair**

### Report from the Principal

Tyndale continues to be committed to equipping students to be disciples of Jesus by providing a Christ-centred, Biblical education. In 2023, Tyndale's theme, Connected in Hope, reflected our trust in God's unfailing love, faithfulness, mercy, and justice as we educate for hope. As a Christian School, Tyndale seeks to encourage our students to have perseverance, to be curious and tenacious learners in the same way that the Bible urges believers to persevere inspired by the hope they have in the Lord Jesus. To live in hope is to live now in the light of a certain future where we look forward to the promised return of Jesus and possessing this hope is "an anchor for the soul, firm and secure." Hebrews 6:18-20. Throughout the year, staff and students were encouraged to consider where they find hope, where they place their hope, and what their deep hopes are for the future.

In 2023, we had several key focus areas. As part of the NSW Curriculum Reform K-12, our staff were engaged in the writing and resourcing of teaching programs that align with the new syllabus and in reviewing draft syllabus documents in preparation for future changes. Amendments





to the processes and structures of teaching routines, reporting, and assessment were undertaken as we embedded the objectives of the Tyndale Teaching and Learning Framework, a document that was completed in 2022 and elaborates on our three core values of Learning, Growing, and Serving. The primary aim of our Teaching and Learning Framework is to promote engagement with learning where students are actively encouraged to become curious and tenacious learners and discerning and critical thinkers. Approaches to learning, such as promoting questioning, researching, identifying connections, and applying and transferring knowledge all assist students in deepening their understanding. As students courageously take responsible risks to learn and develop the ability to creatively and collaboratively problem solve, it is our deep hope that they become people of outstanding character whose intentional and empathetic contributions to society will enable the flourishing of all as they serve with love, justice, and compassion.

An education for hope, the encouragement of curiosity, and deepening student understanding of their world starts in our Early Learning Centre where children learn that they are made in God's image and blessed with imagination and talents. Educators identify children's strengths and interests and design learning environments that enable children to explore new opportunities. It is also expressed in our Before and After School Care program where students are encouraged to consider the needs of others, play cooperatively, and in vacation times, engage in a variety of hands-on, engaging incursion activities. Both of these areas are growing, with increasing demand for places. We therefore have plans to extend our ELC to include students from the age of two and to increase our numbers in the Kids Club.

2023 was the year of beautiful work for our Primary school, with a focus on the quality of student work and an emphasis on encouraging students to strive for excellence and apply their best efforts. Classes were named after poets and it was a delight to hear students learning poetry and reflecting on how poets use words and imagery to marvel at the beauty and awe of God's creation, express human emotions, and entertain and inform.

In secondary, our weekly Fusion program for students in Years 7-10 assists students in cultivating the dispositions of the Tyndale Learner Profile and considering practical ways they can contribute to the good of society. Refinements to this program were undertaken in 2023. In Stage 4, students focus on learning the elements of the Profile and, with guidance, undertake a variety of activities and projects designed to foster these elements within their own approach to learning. In Stage 5, students work alongside the Sydney Science Park Project and the Shark Tank E School program to apply and transfer their learning from prior years to real-world problems.

Our whole-school focus on serving others as the outworking of our school motto to serve the Lord with gladness was evident in how we served our wider community throughout the year. Students raised money for several charities, provided over 100 boxes of Christmas gifts for Samaritan Purse's Operation Christmas Child campaign, donated bags of products to the Share the Dignity campaign, and developed many school-based initiatives to mentor and support students in our school context.

As part of our ongoing commitment to be a safe and caring school community, we engaged with the AIS for a 12-month whole-school well-being project. Several new initiatives were introduced as a result of this project and staff undertook a series of training modules that focussed on improving staff and student well-being, managing challenging behaviours in the classroom, and attending to the needs of all learners. In Secondary, we established an Alternate Learning Space for students with diverse needs who require additional support and provided a variety of pathways such as School-Based Apprenticeships and Life Skills courses as part of our commitment to attend to the diverse needs of all learners. We also expanded our Enrichment and Extension opportunities.

It was with great delight that we were able to recommence our overseas Tours in 2023. A group of Stage 6 students and four staff had a successful trip to Japan in April to visit our friendship schools and explore Japanese culture and places of interest. It is anticipated that we will travel to Korea in 2024 with Years 10 and 11 and begin planning trips to Thailand, to serve with Shoulder to Shoulder, and Darwin for an Indigenous cultural experience in 2025.

Finally, the development of our site to provide facilities that encourage deep learning was also a key objective in 2023. In 2022, we were successful in securing a BGA grant for the building of new Science labs, TAS spaces and a new library. The building works commenced in 2023 and are due for completion in early 2024. In addition to this, several other capital works projects were undertaken to improve our facilities.

I am thankful to God for His provision, love, and care for our community throughout 2023. It has been an honour to serve God and the Tyndale community in my capacity as Principal.

Rebecca Hall  
**Principal**

## Contextual Information about the School and Characteristics of the Student Body

### What is Tyndale all about? Vision and Mission

Tyndale Christian School is committed to partnering with parents in the Christian education of their children by equipping students to be disciples of Jesus through Christ-centred Biblical education. At Tyndale, we affirm the Biblical truth that each child is made in the image of God and are therefore committed to providing a holistic education where each child has the opportunity to identify and develop their God-given talents. We seek to develop the character that supports our students to bring glory to God in all spheres of life.

Tyndale's Biblical framework for teaching and learning enables students to be seekers of Biblical truth who understand that their identity is in Christ. Through the work of the Holy Spirit and the faithful teaching of passionate and dedicated Christian teachers, our students are equipped to serve the Lord with gladness by serving others with love, justice, and compassion.

### What is Tyndale's purpose?

Our Educational Creed states that it is the special task of the school to train children in the use and development of their God-given talents so that they may be equipped to serve Christ as King in all spheres of life, to the Glory of God, and the well-being of all humanity.

Tyndale works with families to equip students to grow in competence and confidence in every subject area while challenging them to develop a Christian worldview. We provide an education that is tailored to the whole child – spiritually, intellectually, emotionally, physically, and socially. The Tyndale curriculum is embedded within a Christian worldview in which each student learns how to be discerning and critical thinkers who can interpret the world through the lens of Biblical truth, develop a strong sense of purpose, and grow in their capacity to serve with humility.

In Primary School, our teachers have been actively working to improve the quality of teaching by prioritizing explicit teaching instruction in all aspects of literacy and numeracy. The positive atmosphere in each classroom, the high expectations of student learning, and the use of engagement strategies have improved the involvement of all students in every lesson as we seek to build a community of curious and tenacious learners. School subjects included English, Mathematics, Biblical Studies, GIFTS: Growing Individuals for Thanksgiving and Service, Incorporating HSIE and Science & Technology; Personal Development/Health/ Physical Education and Creative and Practical Arts, which includes Visual Arts and Drama. In addition, students attend classes taught once a week by specialist teachers in Music, Library, LOTE: Korean, and Digital Technology.

In the Secondary School, we nurture students in a way that focuses on individual gifts and talents and encourages students to be reflective and responsible learners who develop critical thinking and creative and collaborative problem-solving skills. In teaching students how to learn and emphasizing the process of learning, we are promoting a culture where students take ownership and responsibility for their learning and are able to make connections between what they are doing in the classroom and the real world. During these years of education, when young people are asking key questions concerning identity and meaning, our teachers are ready and able to help them make sense of their world and their culture, and to find purpose in their lives now, and in the future.

### What does Tyndale offer?

In addition to our excellent teaching program, we provide additional staffing to support and extend student learning. Our Learning Support Department provides a 3-tiered model of intervention framework, including in-class support, small group instruction in language, literacy, and/or numeracy, and intensive long-term adjustments and intervention programs for those requiring the third level of support. We also provide Extension and Enrichment groups across all areas of the school and EALD support for students with a first language other than English, including new arrivals, refugees, and overseas students.

Tyndale provides a number of extra-curricular opportunities for students to develop their creative and sporting talents. Tyndale students play representative sports through various organizations, including the Christian Schools Sports Association and the Combined Independent Schools. There is also a weekly Interschool Sports Competition involving a number of local schools. Tyndale's extensive Music program has several bands and individual tuition in a variety of instruments. Our Fusion program in Secondary and lunchtime clubs in Primary School offer students weekly opportunities to develop skills in several personal interest areas. Finally, Tyndale's camping program enables students in Years 5-12 to experience learning in a different setting and strengthens the bonds between students and between students and their teachers.

Tyndale also offers an Early Learning Centre for children aged 3 years and over and a Before and After School Care and Vacation Care program for families whose children attend Tyndale's primary school. The Before and After School Care program operates under the National Quality Framework and is guided by the "My Time, Our Place" framework for school-aged care. Tyndale Before and After School Care values each child and their relationship with God. Educators actively nurture their God-given gifts and talents and partner with the school and families to equip students for a life of service as disciples of Jesus Christ. Educators provide play and leisure opportunities that are meaningful and



support children's well-being, learning, and development. The vacation care program is informed by the children's interests, ideas, and feedback, and is designed to engage children in experiences that promote social and emotional development. Tyndale Before and After School Care values family and community engagement and aims to build collaborative partnerships that complement the learning that occurs at home and at school.

## Characteristics of the Student Body

Tyndale Christian School is an independent, Christian, co-educational school from Pre-school to Year 12. It offers students a rich academic experience in a secure nurturing environment where Christian values and Biblically-based teaching are foundational. Tyndale aims to teach its students to think critically, communicate effectively, and serve gladly and compassionately, encouraging creativity and fostering the enjoyment of learning.

While the majority of families enrolling their children at Tyndale subscribe to the Christian faith, the school community includes families from a wide variety of ethnic, religious, and socio-economic backgrounds as well as many different Christian denominations. The Tyndale student body consisted of students from 45 different cultural backgrounds and 66 language groups, with a significant proportion, approximately 50%, of our students speaking another language at home.

Our Primary School was composed of 464 students from Kindergarten to Year 6 with 4 streams in Kindergarten and 3 in each of Years 1-6. The Secondary School had an enrolment of 406 students across Years 7-12. Tyndale Early Learning Centre enrolled over 100 children throughout 2023.

## Outcomes and Results

### Student Outcomes in Standardised National Literacy and Numeracy Testing

#### Primary School

Year 3 and Year 5 – National Assessment Program – Literacy and Numeracy (NAPLAN) 2023

#### Years 3 and 5 Student Outcomes

2023 Test	Year 3 53 students	Year 5 58 students
	Percentage of students at each outcome	Percentage of students at each outcome
<b>Reading</b>	21% Exceeding 51% Strong 25% Developing 3% Needs additional support (53 students)	9% Exceeding 62% Strong 24% Developing 5% Needs additional support (58 students)
<b>Writing</b>	100%  All students Band 2 or above (51 students)	12% Exceeding 66% Strong 19% Developing 3% Needs additional support (58 students)
<b>Spelling</b>	17% Exceeding 63% Strong 17% Developing 3% Needs additional support (53 students)	29% Exceeding 57% Strong 12% Developing 2% Needs additional support (58 students)
<b>Grammar &amp; Punctuation</b>	17% Exceeding 60% Strong 19% Developing 4% Needs additional support (53 students)	28% Exceeding 46% Strong 24% Developing 2% Needs additional support (58 students)
<b>Numeracy</b>	15% Exceeding 61% Strong 21% Developing 3% Needs additional support (52 Students)	16% Exceeding 62% Strong 17% Developing 5% Needs additional support (58 students)

We were particularly pleased with the high student percentage represented in our Year 5 Spelling and Grammar and Punctuation. We were also pleased to see that only one or two students achieved at Needing additional support level. We have a high representation of students who are performing at a Strong level.

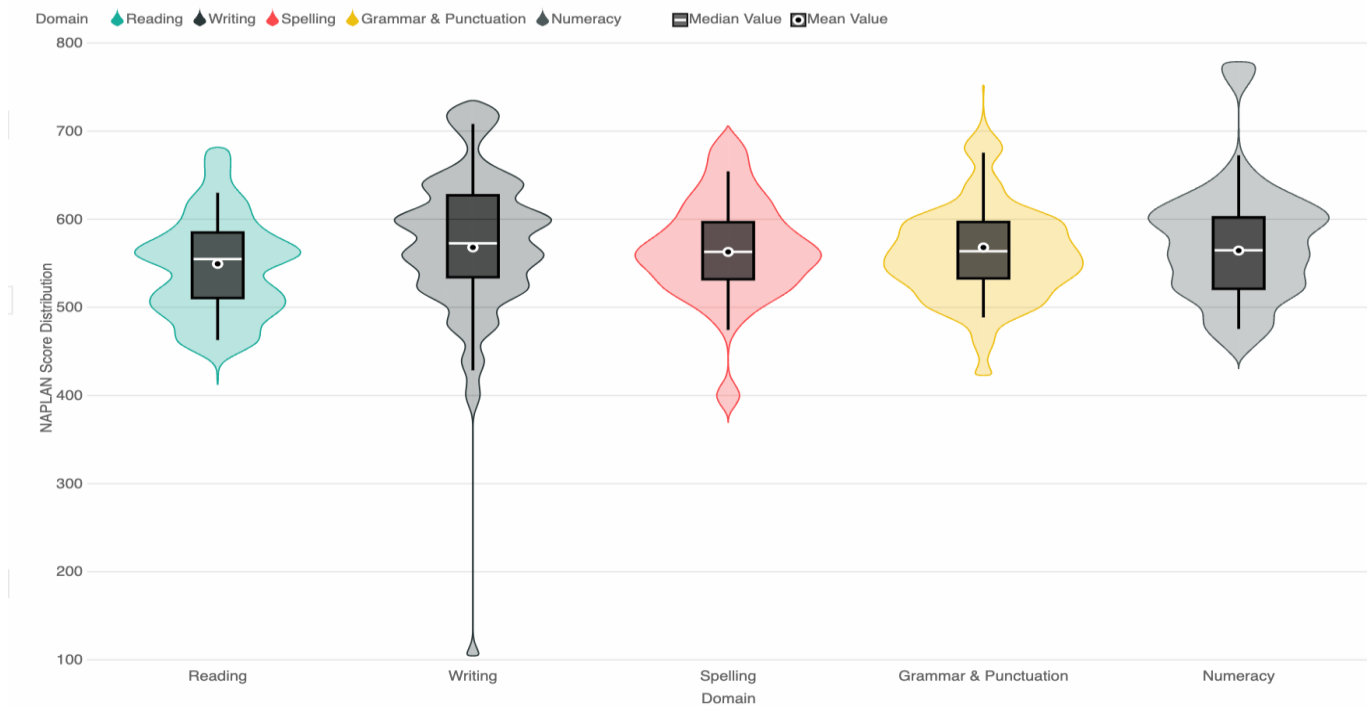


### Secondary School

#### Years 7 and 9 - National Assessment Program - Literacy and Numeracy (NAPLAN)

In 2023, 81 Year 7 students and 76 Year 9 students participated in NAPLAN at Tyndale. The chart below shows the distribution of results for students in Year 7 at Tyndale.

NAPLAN Score Distribution by Domains



For Year 7 Reading, the maximum result was 681.9, while the minimum result was 412.20. The average result was 549.40. The range between the maximum and the minimum result was 269.7. For Writing, the maximum result was 734.6, while the minimum result was 104.5. The average result was 568.05. While the range was much higher between maximum and minimum in Writing than any of the other results (630), the average was actually higher than that of the other domains. The table below shows the spread for Year 7 Writing. It is evident from this table that one student received a zero score. Five students out of 81 received a score of two out of four. 21 students received a score of three out of six. 46% of students achieved a score of four out of six. This was 38 students. 16 students achieved a score of five or six out of six.

Writing Score Distribution - School Compared to State



For Spelling, the maximum result was 706.5, while the minimum result was 369.2. The average result was 562.92. The range between the maximum and the minimum result was 337.3. For Grammar and Punctuation, the maximum result was 752.2 and the minimum result was 422.8. The average result was 567.95. The range between the maximum and the minimum result was 329. Lastly, for Numeracy, the maximum result was 778.7. This was the highest maximum from all domains. The minimum was 430. This was the highest minimum result across all domains. The average result was 564.4 with the range being 214.3. The results from Numeracy demonstrate that there was a



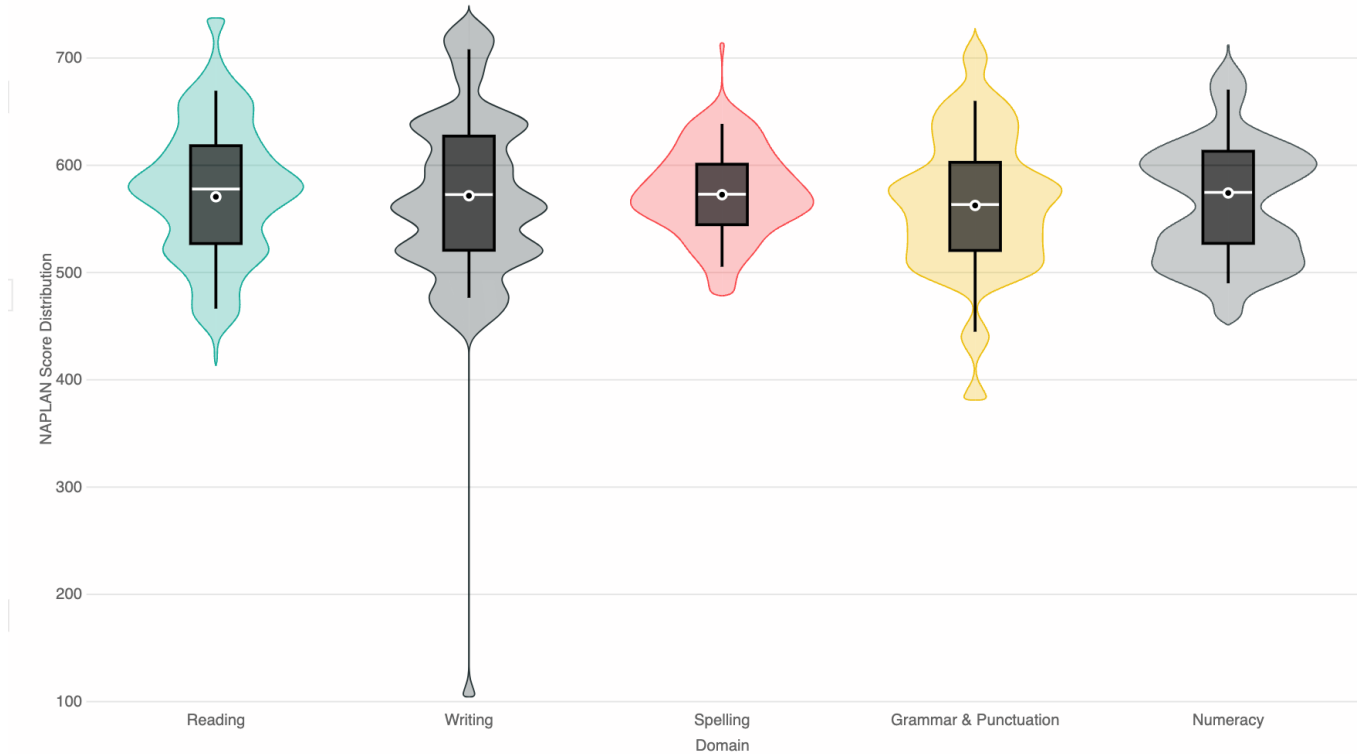


small group of students who achieved very high results, while the bulk of students achieved somewhat lower results than in the other domains. This is revealed in the graph.

The Year 9 results below show the distribution of results in each of the domains.

NAPLAN Score Distribution by Domains

Domain ◆ Reading ◆ Writing ◆ Spelling ◆ Grammar & Punctuation ◆ Numeracy  Median Value  Mean Value



For Year 9 Reading, the maximum result was 737.4 and the minimum result was 413. The average was 570.67. The range of marks between the maximum and the minimum was 324.4. For Writing, the maximum result was 748.9 and the minimum result was 104.5. The average was 571.6. The range of marks between the maximum and the minimum was 644.4. The table below shows the spread of marks for Year 9 Writing. It is evident from this table that one student achieved a zero score. This accounts for the low tail on the chart above. 25 students out of 76 achieved a score of three out of six, and 32 out of 76 achieved a score of four out of six. 23.68% of students at Tyndale achieved a score of five or six. This is almost a quarter of the cohort.



In the domain of Spelling, the maximum mark was 714 and the minimum was 478.3. The average was 572.59. The range of marks between the maximum and the minimum was 235.7. For Grammar and Punctuation, the maximum mark was 727.7 and the minimum was 381.1. The average was 562.56. The range between the maximum and the minimum marks was 346.6. Finally, for Numeracy, the maximum was 712.2

and the minimum was 451. The average result was 574.2. The range between the maximum and the minimum was 261.2. Similar to Year 7, although the lowest result across the domains appeared in Writing, the highest result also appeared in this domain.

## Year 12 - Higher School Certificate

In 2023, Tyndale Christian School had 54 students complete the Higher School Certificate. There were 23 courses studied at Tyndale, and a further six were completed either via distance education or through the Sydney School of Languages.

Across all subjects, including those studied externally, our students received the same number of Band 6 results as in 2022. Evidence suggests that our overall school ranking fluctuates based on the capacity of students at the top end.

### HSC Band 5, 6 Performances

Year Cohort	No. of Students	Band 6	Band 5
2016	53	11	49
2017	47	3	41
2018	46	5	59
2019	59	20	78
2020	55	25	53
2021	47	3	32
2022	45	6	44
2023	54	6	35

### 2023 HSC Band 5, 6 Performances by Subject

Subject	No. of Students	Band 5	Band 6
Ancient History	10	2	0
Business Studies	12	3	0
CAFS	16	3	1
English Advanced	19	5	0
English EAL/D	4	1	0
Food Technology	6	1	0
Hospitality	12	4	0
Mathematics Standard	29	4	1
PDHPE	15	1	0
Physics	9	1	0
Society and Culture	7	3	0
Studies of Religion	12	1	0

Visual Arts	9	6	1
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In 2023, the highest ATAR score was in the low 90s. Approximately 7% of students received an ATAR greater than 80. The state averages with regard to Band 5 and 6 results are depicted in the table below.

Subject	No. of Students	Band 5	Tyndale Average	State Average	Band 6	Tyndale Average	State Average
Ancient History	10	2	20%	23%	0	0	9%
Biology	9	0	0	24%	0	0	8%
Business Studies	12	3	25%	25%	0	0	11%
Chemistry	11	0	0	26%	0	0	12%
Community and Family Studies	16	3	19%	30%	1	6%	6%
Design and Technology	1	0	0	35%	0	0	12%
English Advanced	19	5	26%	53%	0	0	14%
English Ex 1	2						
English Ext 2	1						
English EAL/D	4	1	25%	17%	0	0	5%
English Standard	31	0	0	13%	0	0	0.3%
Food Technology	6	1	1	17%	0	0	7%
Hospitality Examination	12	4	33%	31%	0	0	8%
Japanese Beginners	6	0	0	26%	0	0	11%
Legal Studies	11	0	0	29%	0	0	14%
Mathematics Advanced	10	0	0	27%	0	0	22%
Mathematics Ext 1	7						
Mathematics Ext 2	4						
Mathematics Standard 2	29	4	14%	22%	1	3%	9%
Modern History	6	0	0	25%	0	0	10%
Music 1	4	0	0	46%	0	0	23%
PDHPE	15	1	7%	25%	0	0	6%
Physics	9	1	11%	26%	0	0	13%
Retail Services Examination	3	0	0	14%	0	0	2%
Society and Culture	7	3	43%	33%	0	0	12%



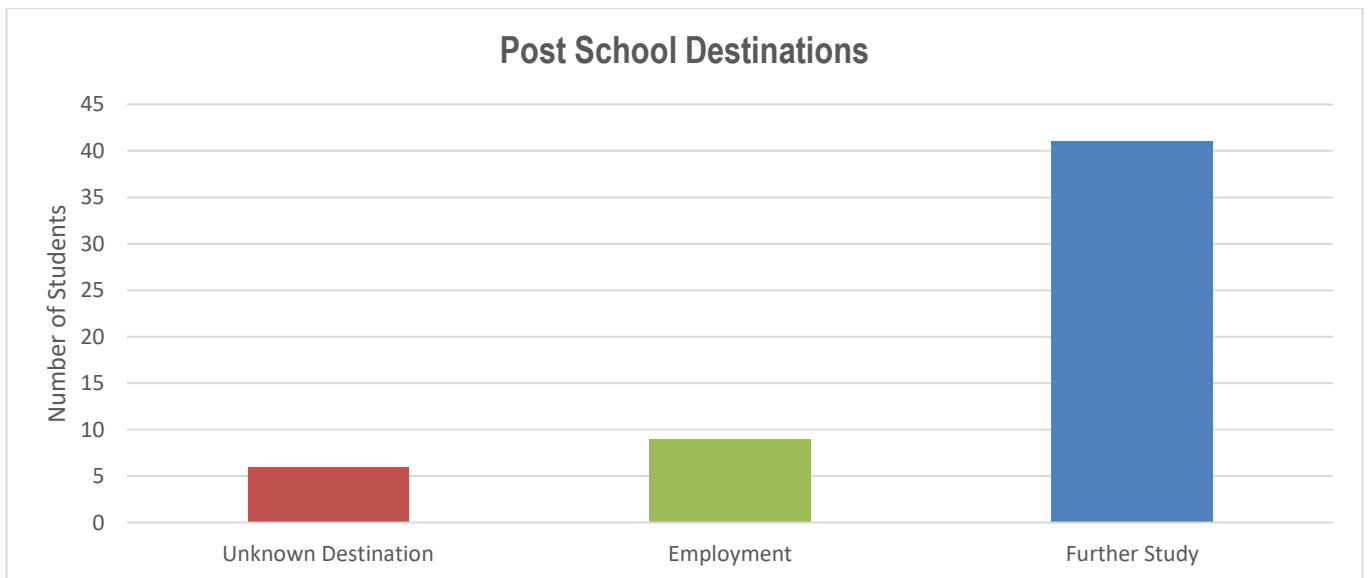
Studies of Religion 2	12	1	8%	35%	0	0	11%
Visual Arts	9	6	67%	47%	1	11	19%

## Senior Secondary Outcomes

In 2023, all of those students who elected to study for this qualification were awarded the HSC. 12 students studied VET Hospitality, utilising the school's Hospitality facilities and staff, and all of these students chose to complete the HSC Examination Hospitality (Kitchen Operations), achieving dual accreditation for this subject. One student completed a number of Life Skills subjects.

## Post School Destinations

Students who left Tyndale at the end of Year 12 following the HSC examination in 2023 have gone on to the following post school endeavours:



## Staffing

### Teacher Accreditation

As of the end of 2023, the teaching staff at Tyndale held NESAs teacher accreditation as follows:

Teacher Accreditation Status	Number of Teachers
Conditional	11
Provisional	4
Proficient	64
Highly Accomplished	0
Lead	0

### Workforce Composition

In 2023, Tyndale's staffing comprised:

	Count				Full-time equivalent (FTE)		
	Primary	Secondary	Both	Total	Primary	Secondary	Total FTE
<b>Principal</b>	0	0	1	<b>1</b>	0.5	0.5	<b>1</b>
<b>Teaching</b>	36	38	5	<b>79</b>	31.9	35.3	<b>67.2</b>
<b>Non-teaching</b>	9	10	40	<b>59</b>	20.4	22.6	<b>43</b>
<b>Total</b>	<b>45</b>	<b>48</b>	<b>46</b>	<b>139</b>	<b>52.8</b>	<b>58.4</b>	<b>111.2</b>

Data on teaching numbers can be found on the MySchool website ([www.myschool.edu.au](http://www.myschool.edu.au)).

Non-teaching staff include all those who provide secretarial, administrative and teacher's aide support within the School, as well as counsellors, maintenance staff, bus drivers, and food services personnel.

The workforce figures *do not* include staff employed in the Tyndale Early Learning Centre, Kids Club (before and after school care program) or cleaners, all of whom are outside the scope of the Census definitions of staff.

### Indigenous Staff

In 2023, there were two staff members employed at Tyndale who identified as being of Aboriginal and Torres Strait Islander heritage.

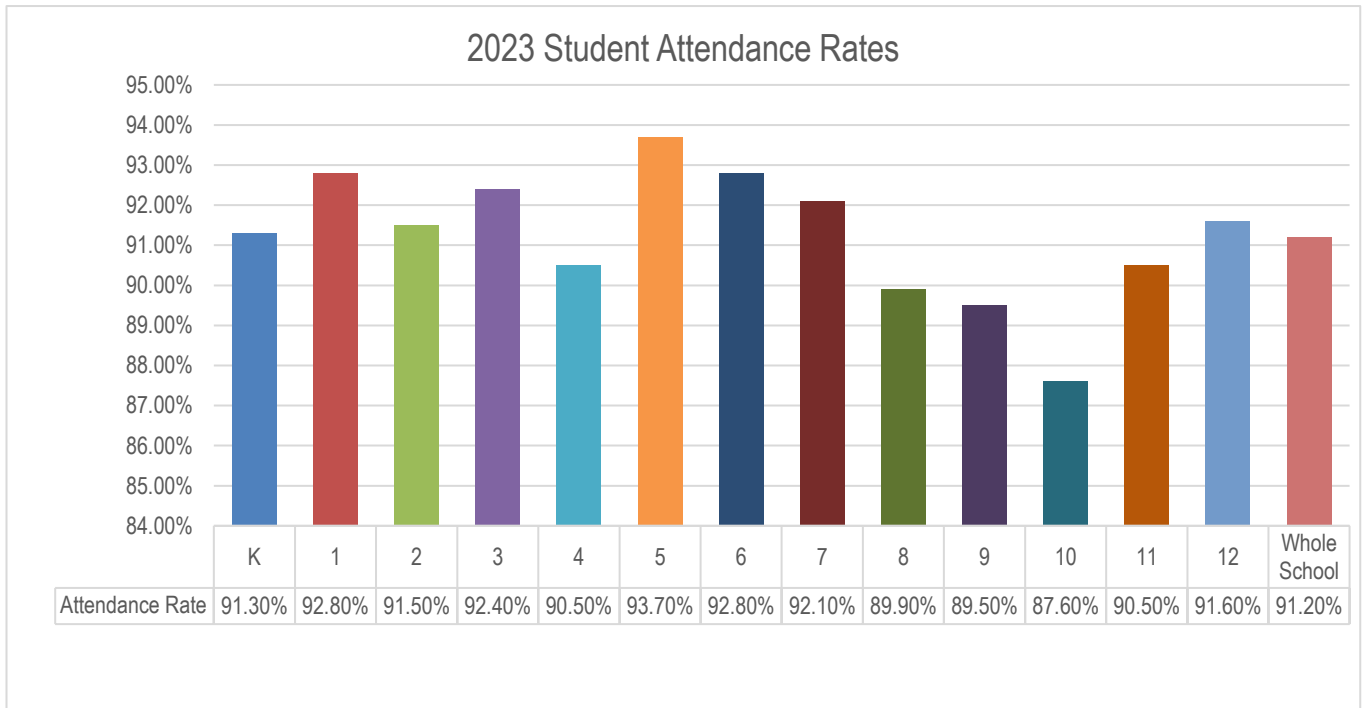




## Student Attendance

### Attendance Rates

The 2023 attendance rate for each year level is shown in the graph below. The overall student attendance rate in 2023 was 91.20%.



### Management of Non-Attendance

Student non-attendance is managed by close and prompt communication with parents and carers via SMS text messages on the day of the student's absence, follow-up letters, contact by pastoral care teachers and any other means of school-to-parent communication deemed necessary.

Student Services staff members also monitor attendance trends and periodically generate reports for Stage Wellbeing Coordinators and the Deputy Principal, noting any areas of concern. Families are then contacted and often called in for meetings to discuss, where appropriate, any concerns the School might have in relation to a particular student's attendance.

If a student's attendance rate does not improve despite the School's efforts and the student has been absent for 30 days within the past 100 school days, a report is made to the Department of Communities and Justice (DCJ) by the Principal and/or their delegate. The School also works with families by way of an attendance plan to improve an individual student's attendance where necessary.



### School Polices

Full copies of the following and other policy documents are available on the school website, via the MyTyndale Portal, or upon request.

[Child Safe Policy](#)

[Complaints Management Policy](#)

[Relationships and Responsibilities Policy - Discipline](#)

[Bullying Prevention and Intervention Policy](#)

[Student Attendance Policy](#)

[Enrolment Policy](#)

Policies and procedures ensure that the School's Vision and Mission are fulfilled and meet the academic and welfare needs of our students.

At Tyndale, we believe that every student has the right to a safe and caring environment. Tyndale has a range of policies covering the health and welfare of its students. These include but are not limited to, Staff and Student Codes of Conduct, the Child Safe Policy, the Complaints Management Policy, the Motivating Students Policy, the Relationships and Responsibilities Policy, and the Bullying Prevention and Intervention Policy. These policies seek to minimize the risk of harm and ensure that students are safe, spiritually nurtured and guided, socially responsible, emotionally mature, physically healthy, and culturally enriched during their time at school. Through these policies and school programs, Tyndale seeks to develop and foster in its students a sense of their value in Christ, self-worth, and resilience.

## School-Determined Priority Areas for Improvement

Throughout 2023, the following areas were the focus of Strategic improvement:

### Teaching and Learning

- Implementation of the school-wide Teaching and Learning Framework.
- Writing teaching programs and resources for the implementation of the new curriculum.
- Development of positive teaching strategies, specifically focusing on how students approach learning, shifting from behaviour management to developing a positive learning culture in our classrooms.
- Professional development, lesson observations, peer observations, demonstration lessons, and walk-throughs to improve the quality of teaching and to identify strategies for increasing student engagement.
- The use of Teaching Sprints in Secondary to improve the quality of teaching in the Secondary school.
- Further refinement to the Fusion Program for Years 7-10.
- Continue designing and implementing programs of work for our new K-2 English and Mathematics Curriculum, and begin designing and implementing programs of work for our new 3-6 English and Mathematics Curriculum.
- Regular meetings to develop teacher's knowledge and understanding of the new curriculum in an English and Mathematics curriculum writing team.
- Weekly sessions with new staff throughout the year, focusing on teaching key concepts of the Explicit Teaching model and behaviour management strategies, followed up by lesson observations and coaching.
- Professional Development on planning and programming for the new K-2 syllabus and developing routines throughout Primary School, including entry into classrooms, expectations regarding leaving assemblies, etc.
- Professional development, lesson observations, peer observations, demonstration lessons, and walk-throughs to improve the quality of teaching.

### Student Wellbeing

- Commitment to raising student application and engagement in learning.
- Use of Pulse surveys to track student wellbeing.
- Completion of the AIS Whole School Wellbeing Project
- Development of a comprehensive student leadership program.
- Small student intervention groups dealing with anger, bullying and self-control.
- Primary-run club.
- Development of Co-Curricular programs in Primary and Secondary.
- The 'Love bites' program completed with Year 8 students.
- Further development of the Year 6 to Year 7 transition program.

### Facilities and Resources

- Stage 1 of Tyndale's Masterplan with the commencement of the construction of new science labs, TAS spaces and library.
- Install bollards in the car park waiting area.
- New signage around the school.
- Decking upgrade in multiple areas around the school.
- Hall AV system upgrade.



## Parent, Student and Teacher Satisfaction

Our annual parent, student, and staff satisfaction surveys required participants to rank Christian character, Biblical Knowledge, Academic Growth, Pastoral Care, and Peer Group Relationships in order of importance, and to rate the school on its faithfulness to the vision and mission of the school by responding to a variety of statements.

### Staff Feedback

The highest performing statements for staff were:

1. I have confidence in the Board, Executive, and Senior Leadership of the School.
2. Tyndale is a safe and caring environment.
3. The School continues to fulfil its vision.

Areas where staff were least satisfied included:

1. Children are engaged and motivated in their learning.
2. Staff workloads are determined on a fair and equitable basis.
3. The wellbeing of staff is considered important at Tyndale.

We have prioritised the following actions to address these concerns:

- Engaged in an overall school well-being initiative with the AIS throughout 2023, the work of which will continue under the direction of a Well-being committee.
- Establishment of new school-wide routines and structures that ensure students are equipped and ready to learn.

### Parent Feedback

The highest-performing statements for parents were:

1. Tyndale is equipping my child to live as a disciple of Jesus.
2. The School continues to fulfil its vision.
3. Tyndale's use of technology is effective for my child's learning.

Areas, where parents were least satisfied, included:

1. Student discipline is administered consistently and fairly.
2. Communication with parents is timely, accurate, and appropriate.
3. Teachers help my child to identify their gifts and talents.

We have prioritised the following actions to address these concerns:

- Engaged in an overall school well-being initiative with the AIS throughout 2023, the work of which will continue under the direction of a Well-being committee and includes the use of Restorative Practices for discipline and student engagement.
- Appointment of a Co-Curricular Facilitator, broadening the range of co-curricular opportunities and establishing a House Points system to encourage students to use their gifts and talents through engagement in co-curricular activities.
- Investment into building community and engagement with parents through the Tyndale Parents and Friends Network.



### Student Feedback

The highest-performing statements for students were:

1. Tyndale's use of technology is effective for my learning.
2. Tyndale is equipping me to live as a disciple of Jesus Christ
3. Tyndale is a safe and caring environment.

Areas where students were least satisfied included:

1. The students' voice is valued and heard at Tyndale.
2. Student discipline is administered consistently and fairly.
3. Teachers help me to identify my gifts and talents.

We have prioritized the following actions to address these concerns:

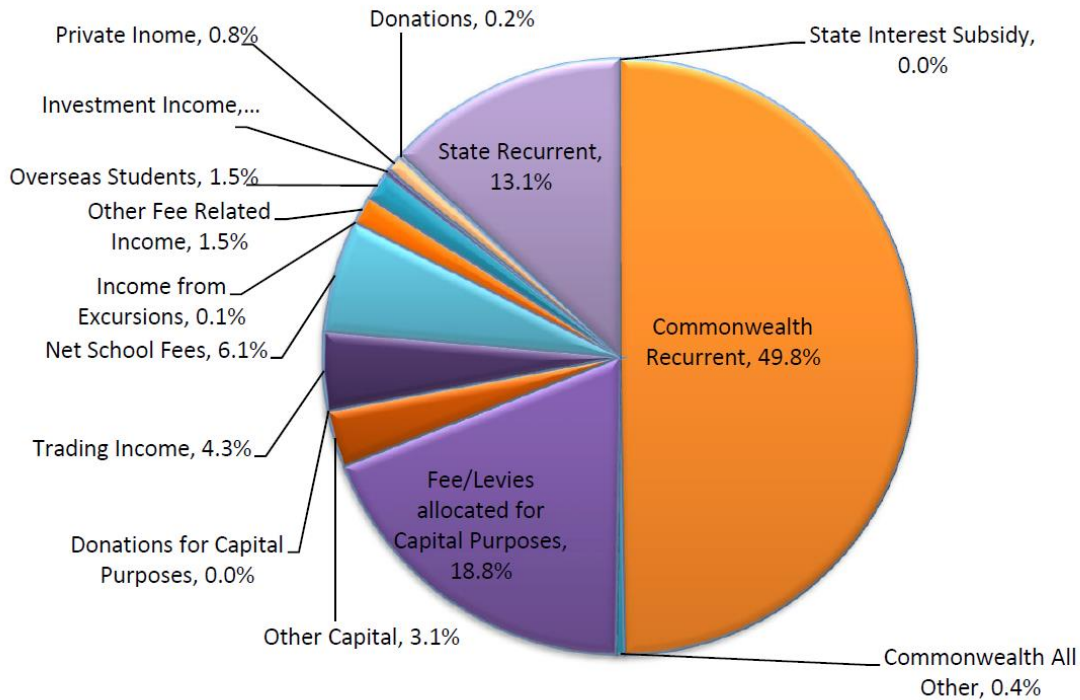
- Providing more opportunities for student leaders and developing a student leadership mentoring framework.
- Engaged in an overall school well-being initiative with the AIS throughout 2023, the work of which will continue under the direction of a Well-being committee and includes the use of Restorative Practices for discipline and student engagement.
- Appointment of a Co-Curricular Facilitator, broadening the range of co-curricular opportunities and establishing a House Points system to encourage students to use their gifts and talents through engagement in co-curricular activities.



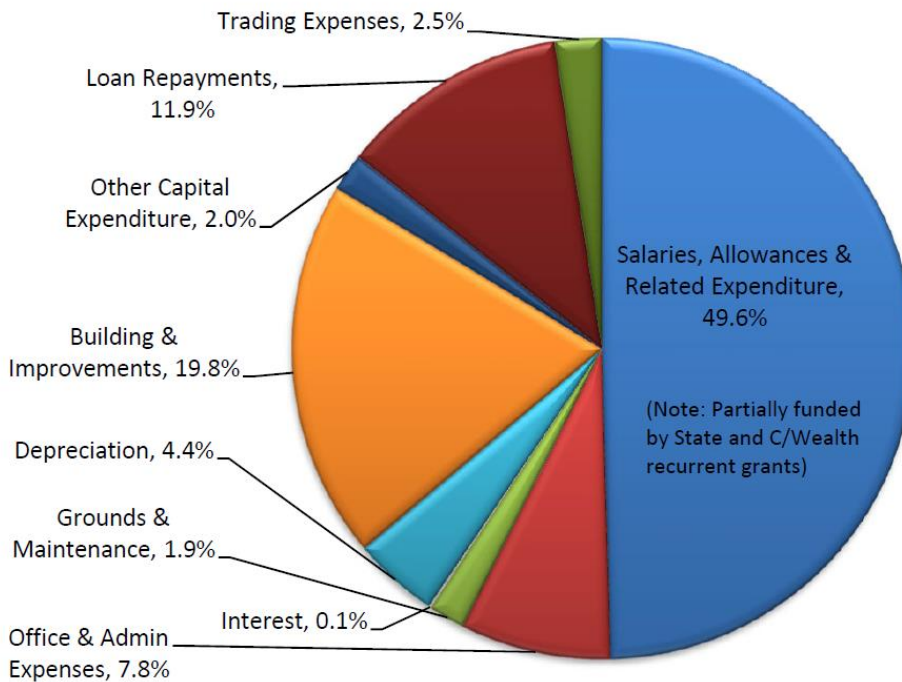


## 2023 Financial Statements

2023 Source of Recurrent and Capital Income



2023 Recurrent and Capital Expenditure



Note that these graphs are based on the Commonwealth Government Financial Questionnaire and therefore do not include income or expenses from Prep.



# Tyndale

CHRISTIAN SCHOOL

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