

	<p>FREE REFORMED SCHOOL ASSOC. (TAS.) INC. administering the JOHN CALVIN SCHOOL 49-53 Howick Street Launceston, Tas. 7250 Ph: 6344 3794, Email: board@jcs.tas.edu.au ABN No 32 415 227 180</p>
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Principal's Report to the FRSA (Tas) Inc

at the Annual General Meeting on 31 March 2025

Prepared by Daniel Coote

Dear brothers and sisters in Christ, partners in the nurturing of God's covenant children at John Calvin School,

The blessings we enjoy from the hand of the Lord that enable our school to flourish were the focus of our school theme in 2024, 'Growing in Gratitude'. We have so much to be grateful for, and it was edifying to take time to focus on His wondrous work throughout history, in our school and in our personal lives. We learnt that the more we look for God's handiwork and His blessings, the more there is to discover. What a glorious thought it is that we get to spend eternity discovering the wondrous glory of God! We also explored what is fitting for a child of God for demonstrating gratitude, to Him and to others. To God, we show gratitude through obedient service and praise, and to each other we show gratitude through the fruits of the Spirit. It is such a joy to have a school where our lives as God's children are central to all we do and where we can see the Spirit at work in the lives of our students.

This annual report is once again a testament of the Association's dedication to Reformed Christian education, and a witness to the Lord's blessings to our school community. Thank you for your engagement and support throughout 2024, and we covet your prayers for the future.

1) Student information

Students at beginning of 2024	137
Students at beginning of 2025	128
Students at end of 2024	139
Student mobility in 2024	+ 1.4%
Tuition enrolments in 2024	31 (23% of student population)
Tuition enrolments 2025	27 (21% of student population)
Male/Female makeup in 2024	68 male (51%) / 65 female (49%)
Male/Female makeup 2025	65 male (51%) / 63 female (49%)
School-wide attendance *	90.6% (2023 – 88%)
Students with regular attendance >90%	65% (2023 – 48%)
Attendance by year level	
Kindergarten	94%
Prep	90%
Year 1–2	87%
Year 3–4	91%
Year 5–6	95%
Year 7–8	91%
Year 9–10	86%
<p>* School attendance is monitored daily, before 9:15am, and contact is made with parents/guardians if a child has not arrived at school and no explanation has been received. Periods of non-attendance are followed up by the school to ascertain the reason for non-attendance and to negotiate measures to facilitate school engagement and/or attendance.</p>	
Largest single class size	18
Smallest single class size	7
Average single class size	11.5
Largest combined class size	30
Smallest combined class size	16
Average combined class size	23.2

Year 10 Graduates	
Emma Bakker, Bethany Bredenhof, Dustin Coles, Ahliya Coote, Janelle Dijkstra, Scarlett Dijkstra, Wayde Eilander, Joelle Gunnink, Quinlan Huizinga, Kaden Kroeze, Rosie McKenna, Hayden Spaanderman, Holly Sutcliffe.	
Post School Destinations	
Launceston Christian School	8 (62%)
Launceston College	0 (0%)
Newstead College	5 (38%)
Apprenticeships	0 (0%)
Year 6 Graduates	
Eva Bijlsma, Johannes Boersma, Maarten Boersma, Isaac Brouwer, Lachlan Coote, Alice Duff, Alexis Eilander, Dayna Hart, Marissa Jonker, Gabriel Kroeze, Lara Reitsema, Kay VanDelden	

a) Student learning

i) Curriculum

In Kindergarten we provided play-based learning experiences in accordance with the 'Belonging, Being & Becoming Early Years Learning Framework 2.0' (EYLF). The National Quality Standards for early years education and care also guide the review and improvement agenda in the Kindergarten.

[EYLF-2022-V2.0.pdf \(acecqa.gov.au\)](https://www.acecqa.gov.au/eylf-2022-v2.0.pdf)

[National Quality Standard | ACECQA](#)

In Foundation (Prep) to Year 10 we continue to implement the Australian Curriculum (AC), which stipulates exploration of the following learning areas:

- English,
- Mathematics,
- Science,
- Humanities and Social Sciences,
- The Arts (Dance, Drama, Media Arts, Music and Visual Arts),
- Technologies (Design and Technology, Digital Technology),
- Health and Physical Education,
- Languages (predominately French)

[Australian Curriculum version 9](#)

John Calvin School also provides instruction in the following:

- Bible Knowledge
- Church History
- Bible text and Psalter familiarisation/memorisation
- Our Year 9/10 learning program also offers a suite of optional subjects aligned with the Australian Curriculum, senior secondary or vocational pathways, including:
 - Art, Commerce, Drama, Digital Technology, Food Studies, Introduction to automotives, Introduction to metal work, Introduction to construction, Introduction to psychology, Photography, Science Extended, STEM, Textiles, and Woodwork.

All learning areas at John Calvin School are taught through a Reformed Christian worldview. Parents are encouraged to view the Christian worldview statements under 'curriculum' on the school website as an indication of the underpinning of teaching and learning with scripture.

[John Calvin School | Curriculum \(jcs.tas.edu.au\)](https://jcs.tas.edu.au).

ii) Assessment and reporting

The school continues to improve in its data collection and observations that inform decisions about student learning, and to assist students to pursue continual growth. Implementation of a new school management system in 2024 will allow for continued improvement data sharing with students and parents as implementation continues in 2025.

Full reports on student learning are sent home at the end of term 2 and 4, with other interim reports issued in term 1 and 3. Reports assess against the Australian Curriculum Achievement Standards, translated to easily understandable language for students and parents.

A critical element of student progress is strong parent-school communication. We strongly urge parents to make use of formal meeting times as well as informal communication with the teachers.

iii) Standardised Testing program

Formal testing against recognised standards helps the school identify teaching and learning strengths and challenges. This data informs the differentiated teaching and learning programs and helps set improvement targets at the individual student, class and whole-school level.

Kindergarten uses the Kinder Development Check at the beginning and end of the year, a language screener and Letters and Sounds progress check in Term 4.

Prep use the Letters and Sounds progress checks to check student achievement and progress in literacy, and other resources for assessing benchmarks in other areas. A review of our early years screening and assessment protocol is being conducted over 2024/25.

Year 1–10 students engage in a standardised testing regime early in Term 4 each year, including testing on numeracy, reading, grammar and punctuation, spelling and vocabulary.

Data from John Calvin School students is compared to nationally acquired data to provide statistically robust comparisons with other students. The majority of our standardised testing is conducted online, yielding immediate data to work with. Data is analysed by teachers at the beginning of each new school year, to help them target their teaching and learning to their new class cohort.

iv) National Assessment Program Literacy and Numeracy (NAPLAN)

(1) NAPLAN is conducted annually in Year 3, 5, 7 & 9. John Calvin School performs well compared to National minimum standards, Australian averages and other similar schools.

(2) John Calvin School performance in NAPLAN can be viewed at <https://www.myschool.edu.au/>

(3) A summary of results from the past 2 years are provided below. A change to the reporting was made in 2023, with students identified as ‘needing additional support’ (NAS) rather than students ‘at or above the national minimum standard’ (AANMS).

Summary of 2024 data

	Reading	% NAS	Writing	% NAS	Spelling	% NAS	Grammar & Punctuation	% NAS	Numeracy	% NAS
JCS Year 3	446	0	440	0	407	0	412	5.6	422	0
Similar school	413	11.5	415	5	397	10.3	398	16.6	409	8.1
All students	404	11.3	4416	5.6	401	11.2	409	16.1	404	9.7
JCS Year 5	526	0	498	14.3	500	14.3	501	0	494	0
Similar school	506	6.1	492	5.4	486	8.7	500	7.4	491	5.9
All students	492	8.7	485	8.7	486	9.5	498	10.4	489	8.6
JCS Year 7	570	0	567	0	570	0	563	0	569	0
Similar school	537	9.6	535	8.1	530	9.5	529	12.7	528	9.8
All students	535	10.2	540	10.4	540	7.9	537	13.2	540	9.4
JCS Year 9	585	14.3	596	0	599	0	558	14.3	597	0
Similar school	565	10.9	571	9.6	587	4.3	547	15	555	10.4
All students	565	11.1	574	11.6	568	7.9	555	14.6	565	10.4

% NAS; Percentage of students at a standard that indicates they need additional support according to the minimum Australian standard.

Summary of 2023 data

	Reading	% NAS	Writing	% NAS	Spelling	% NAS	Grammar & Punctuation	% NAS	Numeracy	% NAS
JCS Year 3	491	0	454	0	461	0	449	9.1	475	0
Similar school	459	4.4	439	2	434	4	443	7.1	445	3
All students	405	9.1	416	6.1	404	11.1	411	13.3	407	10
JCS Year 5	549	0	501	0	549	0	541	0	515	0
Similar school	529	4.5	492	7	522	7.5	524	6.8	504	5.3
All students	496	7	483	9.6	489	8.7	497	10.1	488	9.3
JCS Year 7	533	12.5	508	25	525	12.5	550	0	538	0
Similar school	544	2.7	527	3.7	536	4.8	549	4.8	546	4.4
All students	536	9	534	10.9	539	7.5	539	10.6	538	9.3
JCS Year 9	598	0	603	0	599	0	607	7.1	602	7.1
Similar school	593	4.1	594	4.3	587	4.3	586	5.7	590	3.3
All students	564	10.6	567	12.1	568	7.9	557	12.9	568	10.1

% NAS; Percentage of students at a standard that indicates they need additional support according to the minimum Australian standard.

v) Teaching and Learning enrichment

In addition to the class-based teaching and learning programs the school seeks to enrich the student experience through a variety of additional initiatives or programs. For example:

(1) Student Representative Council (SRC)

SRC members are elected by their peers and must provide a written submission regarding their plans for the SRC and their capacity to make a positive contribution. Engagement with the SRC helps to develop leadership and committee skills, good communication and a servant heart. The SRC work with the input of their peers and in collaboration with staff representatives to positively impact the school culture and student experience. SRC members are also expected to represent the school at formal functions and events.

(2) Assembly program

Whole-school assemblies are conducted at the beginning and end of each term, as well as on special occasions. These are conducted by school leaders or individual classes and their respective teachers in turn, providing students with the opportunity to develop their public speaking skills. Secondary students engage in Pastoral Care sessions each day, with content focussing on the current school theme, topics of interest and relevance to adolescents, and goal-setting and growth.

(3) Whole-school / special events

Each year a number of whole-school events are organised. These events provide opportunity for students to showcase their God-given talents and to work together to achieve common goals. Some events are held each year, while others are held every 2 years. In 2022 these activities included:

- Whole school art exhibition;
- Drama presentations
- Learning extravaganza
- Swimming, cross-country and athletics carnivals, including relevant interschool activities;

5) Inter-school activities

A number of inter-school activities throughout the year enabled our students to test their abilities against students from other schools. These activities included swimming, cross country, futsal and athletics with other Christian schools. A number of secondary students also engaged in STEM projects that competed against other schools nationwide.

6) Excursions/Incursions

Class teachers utilise excursions, usually on a termly basis, to enrich the learning program and build student connection and well-being. Secondary classes tend to integrate their excursions to explore multiple learning areas in the one excursion. A variety of organisations or guests visit the school each year to enrich the learning program or help to deliver specific content. Teachers take great care in vetting excursion or incursion programs for suitability, and proactively equip students for what they might encounter with a secular experience or visitor.

7) School camps

In Primary school, school camps are sometimes organised from Year 3 up, depending on the cohort and preferences of the teacher. Year 7–10 students engage in a school camp in term 1 to build connections and challenge themselves outside of their usual environment. Year 10s also join John Calvin Christian College from WA in July to tour Canberra and the Snowy Mountains snow fields. Year 10s also enjoy a finishing camp in the days prior to their graduation to add a cherry to the cake of their schooling experience, and to add finishing touches to their speeches for the graduation ceremony.

8) Community service

We take opportunity to engage in community activities and community service, including ANZAC Day, tree planting, Clean Up Australia Day and assistance with other local not-for profit organisations. We receive regular positive feedback about the engagement of our students with the community, and we are pleased that they represent Christ and the School appropriately.

9) In recent years our Year 9/10 students have been quite successful with their engagement in STEM, both in the state Science and Engineering Challenge and in state and national STEM competitions. These are competition-based engagements that push students to their capacity and teach them to work effectively in a team.

10) Personal Learning Project and Work Placements

In 2024 the school continued to offer an open-ended approach to learning for Year 9–10 students, with the Personal Learning Project in Term 3 and 4. Students were guided to select a learning project of interest and to engage rigorously with this topic, ending in a learning extravaganza to share the outcomes. We frequently receive positive feedback about our students and their diligence.

11) Pathway Planning

At the end of each year, Year 7–9 students are engaged in a week of activities related to pathway planning. This is more than career advice and research, it is focussed on helping students consider God's plan for their lives, God's gifts to them and what opportunities lie ahead for them to serve Him faithfully in all contexts.

Students use the myfuture, and TASC resources to plan their next few years of educational engagement, and listen to guest speakers who share their stories of being led by God on various paths.

We greatly appreciate the willing participation of community members who come in to share.

12) Home Reading program

Throughout the school, students are encouraged to engage in reading at home as well as at school on a regular basis. Reading to others, with others and listening to others read is an integral part of a child's language development. In the primary school a regular reading routine is supported by a formal home reading program. The secondary students are also encouraged to read with engaging reading activities in their English class and other subjects. Reading is held in high esteem at the school, as it is a key skill for exploring and understanding God's Word.

13) Student support team

In 2024 the school continued with a review of our learning support structures and processes, leading to a renewed focus on early identification and intervention. More rigorous screening processes are now in place, with appropriate responses prepared and well resourced. Our support team have engaged in professional development to improve the provision of high-quality targeted support.

The school is required to report annually on students receiving reasonable adjustments to the learning program or environment through the Nationally Consistent Collection of Data for students with disability.

<https://www.nccd.edu.au/for-parents-guardians-and-carers>

Our student support is applied according to a three-tier approach. Tier 1 is additional support in the classroom. Tier 2 may be small group or individual support in the classroom or a nearby space. Tier 3 is specialist support on an individual or small group basis usually separate from the rest of the class.

Our Teacher Assistant team was again critical to helping teachers implement the learning program, and we are blessed with the calibre of Teacher Assistants that support student progress and well-being.

Where external services are required, the school facilitates this in collaboration with parents and students, with strong partnerships with local agencies bearing fruit for many of our families.

2) Staff

a) Staffing arrangements

Staffing arrangements are publicised in the Parent Handbook. I refer you to the 2024 edition on the school website for further details. (<http://www.jcs.tas.edu.au/documents/JCS%20Parent%20Handbook.pdf>).

b) Staff composition

	2024	2025
Teachers	15	12
Teacher and Resource Assistants	9	6
Administration	3*	3**
Made up of:		
Male	6	5
Female	20	16

* One teacher also fulfils an admin role

** One resource assistant also fulfils an admin role

c) Teachers:

	2024	2025
Kinder	Hannah Coote (BEd)	Hannah Coote (BEd)
Prep	Joanne Hart (BEd)	Joanne Hart (BEd)
Year 1 / 2	Evelin Sutcliffe (BBA–marine resources, M.Teach–primary)	Evelin Sutcliffe (BBA–marine resources, M.Teach–primary)
Year 3	Lisa Taleghani (BEd, MSocSc(Cnslg&Psychpy))	Amy Eilander (BEd)
Year 4	Danielle Thompson (BEd)	Ross tenHaaf (BSc, M.Teach–primary)
Year 5–6	Nick Gunnink (BEd)	Nick Gunnink (BEd)
Secondary	Samuel DeRuiter (BHM)	Samuel DeRuiter (BHM)
	Laurence Huizinga (BEng, M. Teach)	Laurence Huizinga (BEng, M. Teach)
	Dini Plug (BEd, BA–Cont Arts)	Dini Plug (BEd, BA–Cont Arts)
	Karen Wielstra (BBus, DipEd, BEd (Leadership), M.Ed (Leadership)).	Emily Alaimo (B??, M.Teach–secondary)
	Irene Eilander (BEd)	Stephanie Jonker (BA, M.Teach)
	Daniel Coote (BHM–Hons)	Daniel Coote (BHM–Hons; M.Ed Leadership)

- i) Qualifications – All teachers are registered with the Tasmanian Teachers Registration Board (TRB). Teachers are supported to progress from provisional to full registration through a process of mentoring, observation and coaching.

d) Administration

- i) Chelsea Lyons (Mon, Tue, Fri); Monica Kooistra (Wed, Thu)
- ii) Karen Wielstra, Business Manager/Association Secretary; Herman Mills, Assistant Business Manager.

e) Teacher Assistants/Resource Assistants

- i) Chandell Dekker, Ingrid Mulder, Sonya VanWinden, Sarah-Jane Groenewold
- ii) Wilma Veldhuis and Chelsea Lyons (Resource Aide – Library)

f) Staff attendance

- i) Staff attendance was 97.5% in 2024. We have a number of relief staff available to help as required. Part-time staff make themselves available for relief work, and all staff demonstrate flexibility and a willingness to help as they are able.

g) Staff development framework

- i) All staff are required to participate in the staff development process, engaging in reflection, goal setting and professional development. Our co-coaching structures facilitate this and help to build greater collaboration and professional conversations. Interaction with staff from other Christian schools is also a valued part of staff development, as well as engagement in various teacher association activities.
- ii) In 2024, engagement in professional development included:
 - (1) Independent Schools Tasmania workshops on curriculum planning
 - (2) Independent Schools Tasmania workshops on structured literacy and screening assessments (DIBELS)
 - (3) Independent Schools Tasmania Leaders workshops on lifting literacy and Tasmanian mandate.
 - (4) Orton-Gillingham approach to literacy
 - (5) John Calvin Schools Conference in WA
 - (6) DECYP Qualiteach modules: Multitiered systems of support, structured literacy, and direct explicit instruction.
 - (7) Student support training with online modules from NCCD.
 - (8) Student support training in intervention programs MiniLit and MaqLit.

(9) Teacher Registration Board – provisional to full registration process engagement

(10) Job-alike sessions with teachers from other local Christian schools.

h) Volunteers

Community involvement in the school enriches the education experience. Parent-helpers are a valuable resource that greatly assists the teachers to support the learning of each child. Involvement in the school is dependent on the volunteer having 'working with vulnerable people (children) registration', as well as other requirements from time-to-time, as the circumstances require. For information regarding WWVP registration see:

<https://www.cbos.tas.gov.au/topics/licensing-and-registration/work-with-vulnerable-people>

3) Review and Development

a) School Improvement:

In 2024 the school prioritised the Teaching and Learning component of the new FRSA TAS strategic plan, as well as school culture initiatives in partnership with the Board's People and Culture committee. In particular, we implemented greater opportunity for our staff to collaborate with teachers from other Christian schools, and we implemented initial changes to our student support systems. Parent input on school culture resulted in more opportunities to be involved in the school.

b) Strategic Planning:

The Board continues to focus its energy on achieving strategic objectives in its current plan, with a primary focus of preparing to relocate a great school to a great new location in coming years. The Board plans and tracks priority actions each year in the areas of governance and leadership, risk and finance, teaching and learning, people and culture, and facilities and infrastructure.

c) Office of the Education Regulator–Non-Government Schools Registration Board:

The school is currently registered through until 2025, when a re-registration application will be submitted in March of that year.

The school has been busy updating policies and practice, especially as they relate to student safety and well-being. In 2024 the school undertook a review of the child safe standards and how they are implemented at JCS, as well as looking at key areas for improvement. The school is committed to providing a safe place for children and young people to learn. The child safe standards should become familiar to our whole community as we work together on this important element of community.

<https://www.childsafety.gov.au/system/files/2024-04/national-principles-for-child-safe-organisations.PDF>

d) Satisfaction surveys

In 2024 the People and Culture committee of the Board conducted a culture survey to ensure we stay in touch with the thoughts and values of our association. A number of initiatives were introduced as a result, with positive feedback received from those involved.

May our gracious God continue to guide us in His ways, that we may bring Him glory by nurturing our young people to be a blessing wherever He calls them.

Thank you for your ongoing support and engagement in our association and school community.

Yours in Christ,

A handwritten signature in black ink, appearing to read 'D Coote', with a stylized flourish at the end.

Daniel Coote