



2020 Annual Report



German School Johannes Gutenberg

ABN 63 003 484 204

Financial Statements

For the Year Ended 31 December 2020

Our Vision

The German International School Sydney enables your child to live a fulfilled life in tomorrow's modern, fast changing and challenging global society.

Our Mission

The German International School Sydney offers the highest quality co-education in a continuous bi-lingual and multi-cultural environment and is dedicated to developing the individual student's full potential.

We are committed to the best of German, European and Australian educational and cultural values mediated in a friendly and caring community.

We challenge our students to develop into responsible, reliable, competent and confident adults.

Our Values

We celebrate different cultures, opinions and standpoints.

We guide our children to appreciate openness, honesty and respect.

We aim for the highest educational quality standards.

We foster an atmosphere of peace and understanding amongst all of us.

We care for your child and provide a nurturing environment.

Contents

Message from Key School Bodies	4
Contextual Information about the School and Characteristics of the Student Body	5
Student Outcomes in Standardised National Literacy and Numeracy Testing	6
Senior Secondary Outcomes	7
Teacher Professional Learning, Accreditation and Qualifications	8
Workforce Composition	10
Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools	11
Enrolment Policies	13
Other School Policies	13
School Determined Priority Areas for Improvement	15
Initiatives Promoting Respect and Responsibility	15
Parent, Student and Teacher Satisfaction	16
Summary Financial Information	16

Reporting Area 1: Message from Key School Bodies

The German International School Sydney hereby presents its Annual Education and Financial Report for 2020.

We publicly disclose the school's educational and financial performance in accordance with the requirements of the Australian Government and NSW Education Standards Authority.

GISS is based on European values of education blended with local concepts, criteria and governance. GISS operates as a 'Local school with International education' from Preschool to the "International Baccalaureate" (IB) in Year 11/12. Our educational concept provides an academic focus within an international student body representing more than 35 nationalities.

GISS continues to excel academically with International Baccalaureate scores above the world average and GISS ranked 2nd for NAPLAN scores in 2019 amongst all schools on Sydney's Northern Beaches.

The GISS Preschool continues to hold an overall rating of "Exceeding National Quality Standards" in seven out of seven categories, which is only achieved by around 15% of children's services in NSW.

A standout feature of the German International School Sydney is bilingual education, which enables students to learn and communicate in at least two languages as well as better understand and reference other cultures. This, in combination with the IB, boosts the opportunities for GISS graduates to attend universities and pursue career opportunities across the globe.

Our international approach to learning as well as a caring and nurturing school environment are expressed in the school's motto: Individually responsible and globally aware.

Olaf Pietschner

Chairman of the Board

Reporting Area 2: Contextual Information about the School and Characteristics of the Student Body

The German International School Sydney was founded in 1989 to provide primary and secondary education. Growing over the years the School now offers a Preschool (for 3 to 5-year-old children), and primary and secondary education leading to the International Baccalaureate Diploma Program in years 11 and 12.

GISS is one of 140 official German schools abroad. While maintain a strong connection to Germany, GISS is now more global than ever. Our students speak more than 35 languages at home and more than half hold dual citizenship. But GISS is also a local school with 65% of our student body being Australian citizens.

Since 2015, students without prior knowledge of the German language can enrol in any class from Kindergarten to Year 11.

The School is registered with the NSW Education Standards Authority and fulfils all requirements of of the New South Wales curriculum. In the school's core areas of strength – languages and science – the curriculum exceeds these requirements significantly.

GISS also holds the certificate “Excellent German School Abroad”

Our Preschool has consistently achieved the “Exceeding National Quality Standards” rating, which it was first awarded in November 2013 and again in November 2018. The Preschool is endorsed by the “Little Scientists” organisation for its focus on early childhood science education.

GISS has offered the International Baccalaureate Diploma Programme since 2002. Depending on subject choice and language of instruction, students can achieve a bi-lingual IB (GIB) diploma which offers further advantages for students who wish to study at a German university.

In August 2008 GISS moved its Campus to Terrey Hills to allow for further growth. The German government contributed significant funding for the new campus and in 2010 GISS acquired additional land for a new junior secondary building and a library.

In 2019 GISS completed a further extension for four new general learning areas – a project which won design awards in Australia and in Germany.

Characteristics of the Student Body

At census date 329 students attended GISS, up from 302 in 2019 (excluding Preschool). The gender split is 55% boys and 45% girls.

Our students come from a diverse range of cultural & ethnic backgrounds, with Germany, Australia, United States, Switzerland, Austria being the biggest nationalities.

The school enrolls overseas students for primary and secondary years. Senior overseas students are accommodated in host families.

Reporting Area 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

2019 National Assessment Program - Literacy & Numeracy (NAPLAN) in Years 3, 5, 7, 9 due to 2020 Naplan having been cancelled.

Students in year 3, 5, 7 and 9 students participate in the National Assessment Program – Literacy & Numeracy (NAPLAN) test. Although the school follows the German curriculum, and the test is conducted in English, 68% of students ranked in the top 25% of the national average in all aspects of the test.

The average performance of Year 3 was substantially above the national average in 3 of the 5 assessment areas. It was close to the national average in spelling and above the national average in writing.

The average performance of Year 5 was above the national average in 2 of the 5 assessment areas It was close to the national average in 3 other assessment areas.

The average performance of Year 7 was substantially above the national average in 4 of the assessment areas. It was above the national average in Writing

The average performance of Year 9 was substantially above the national average in all the assessment areas (reading, persuasive writing, spelling, grammar & punctuation and numeracy).

Overall, the student's results in the NAPLAN tests were substantially above the national average in 12 of the 20 assessment areas and above the national average in 4 assessment areas. Given the high number of students with a language background other than English (82%) this is an excellent achievement.

A more detailed view of the results can be obtained from the MySchool website:

www.myschool.edu.au.

While the NAPLAN tests provide a good measure for a student's proficiency in the key areas of literacy and numeracy, it is the School's policy to continue to provide a broad education and a holistic view to a young person's development. Other than familiarising the students with the specific format of the NAPLAN tests the School does not specifically prepare the students for these tests.

Reporting Area 4: Senior Secondary Outcomes

GISS can again report excellent IB results when compared globally. The November 2019 cohort achieved an average score of 32.8 points with a 100% pass rate, while the November 2020 cohort also had a 100% pass rate with a current average of 32.8 points. This value might increase due to split exam sessions or resits in May 2021. These results place GISS in a good position globally: Nov 2019 global IB-average 28.5, ATAR approx. 82; Nov 2020 global IB average 29.8, ATAR approx. 84. Out of the 2019 cohort of 16 students, 4 also received the GIB, in 2020 this number was 4 out of a cohort of 24. With this focus on academic excellence and through the bilingual approach, the students are well equipped to start their tertiary studies worldwide, especially in Germany and other European countries as well as Australia.

Reporting Area 5: Teacher Professional Learning, Accreditation and Qualifications

Teaching Standards:

The following overview of teaching staff excludes teachers working in our Preschool. The list includes teachers who are teaching non-NESA curricula (e.g. IB Diploma Programme).

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, ¹	42
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

¹ 28 teachers obtained their teaching qualifications from an overseas higher education institution (New Zealand, Germany, Austria, Switzerland, UK); 5 teachers, including the principal, are seconded by the German government.

Level of Accreditation	Number of Teachers
Conditional ²	14
Provisional	6
Proficient Teacher	22
Total Number of Teachers	42

² for most teachers on conditional accreditation, the condition on their accreditation relates to their formal English qualification (e.g. IELTS) at professional level (teachers who teach in German initially don't need the English qualification in order to be accredited).

Professional Learning:

Professional Development is at the core of maintaining academic excellence and ensuring GISS staff remain current with the constant evolution of learning tools and approaches. GISS uses a collaborative approach to support teacher development.

In 2020, professional development (PD) opportunities were limited due to COVID restrictions. PD was done online and covered a variety of topics including:

- Off campus learning / online teaching (COVID related)
- IB training

- Australian curriculum
- Competency-based teaching, assessment, and reporting
- Content and Language Integrated Learning
- Differentiation
- Workplace

GISS spent approx. \$45k for professional learning in 2020. This was significantly lower due to COVID impact on course availability. All teachers participated in professional training throughout 2020.

Reporting Area 6: Workforce Composition

In 2020 GISS employed 42 teachers for primary and secondary school (31 female, 11 male), 7 teachers for the Preschool (6 female, 1 male) and 12 non-teaching staff (10 female, 2 male). The majority of teachers speak German

The retention rate of staff members remains extremely high at 84% and an average period of employment of more than five years.

GISS employs 5 teaching staff (including the principal) who are seconded from German public schools. They are usually on a 5 year rotation and in 2020 one seconded teachers returned to Germany as per their contract.

Reporting Area 7: Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance, Semester 3 2020 Years 1-10

Year	attendance rate	students with >= 90%	students with < 90%
Year 1:	94.1%	16	5
Year 2:	96.35%	23	1
Year 3:	96.4%	22	2
Year 4:	96.05%	24	1
Year 5:	98.17%	17	1
Year 6:	96.55%	24	3
Year 7:	94.02%	24	6
Year 8:	94.42%	29	5
Year 9:	95.2%	29	3
Year 10:	93.24	17	3

95.37% of students attended school on average each school day in the year 2020 across years 1-10.

Management of non attendance

GISS has a very strong track record of high attendance across all grades. GISS has in place policies and procedures to manage non-attendance. Parents / Guardians are called if a student fails to come to class without prior notification. Unexplained non-attendance is followed-up

Additional procedures are in place to monitor the attendance of overseas students on student visa, which may have their visa revoked if attendance falls under a limit.

Retention Rates in Secondary School

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. The following case identifies the number of students who were enrolled in year 10 who have continued to year 12 at our school.

Years compared	Yr 10 total enrolment on census date	Yr 12 total enrolment on census date	Yr 10 enrolment at census date remaining in Yr 12 on census date	Retention rate
2004/2006	11	10	10	91%
2005/2007	9	11	9	100%
2006/2008	17	7	7	41%
2007/2009	5	7	5	100%
2008/2010	8	12	8	100%
2009/2011	12	12	9	75%
2010/2012	18	11	9	50%
2011/2013	12	12	9	75%
2012/2014	17	8	6	35%
2013/2015	10	7	5	50%
2014/2016	18	19	13	72%
2015/2017	15	17	11	73%
2016/2018	23	19	17	74%
2017/2019	13	16	10	77%
2018/2020	24	26	21	88%
2019/2021	26			
2020/2022	20			

Post-School Destinations

All 2020 IB graduates were accepted into their 1st or 2nd choice of University. Due to our international student body GISS has a higher number of students who leave us throughout the year. Most of these students return to their home country or another international destination. 2020 saw a slightly higher number of students leaving to public school due COVID related issues.

Enrolment Policies

GISS enrolment policies can be found on [our website](#).

School Policies

Policies for Student Welfare

The School seeks to provide a safe and supportive environment which:

- minimizes the risk of harm and ensures students feel secure
- supports the physical, social, academic and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Anti-Bullying

The German International School Sydney is committed to providing quality education that will support our students to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that interferes with the teaching and learning and the wellbeing of our students at our school will not be accepted or tolerated.

All students, teachers, parents and members of our school community have the right to feel safe, supported and valued at all times, free from fear of bullying behaviour, harassment and intimidation.

Discipline Policy

The German International School is committed to ensuring a safe and secure learning environment based on mutual respect, cooperation and positive relationships between teachers, students, and parents. Communication and teamwork between home and school are essential to support the students' learning, personal growth, and positive self-esteem.

The aims of this policy are:

- to build a school environment based on positive behaviour, mutual respect and cooperation.
- to manage poor behaviour in a positive and professional manner and to establish comprehensible consequences.

The full text of the school's discipline policy and associated procedures is provided to all members of the School's community through staff handbook, school intranet, and school's website.

GISS expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

POLICIES AND PROCEDURES FOR HANDLING COMPLAINTS

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

School Determined Priority Areas for Improvement

Achievements of 2020 priorities identified in the school's 2019 Annual Report:

Area	Priorities	Achievements
Teaching and Learning	Complete framework for school approach to teaching and learning	Framework completed; Off-Campus learning was well implemented and saw highly positive reviews by parents & students
Student Achievements	Improve student achievements in NAPLAN with focus on all areas due to transition	No Naplan in 2020, carry over to 2021
Facilities and Resources	Develop Masterplan/vision for school campus	Masterplan in progress
Staff Development	Focus on training on ATLS, internal differentiation, wellbeing and IB curriculum changes	Most initiatives were overshadowed by needed adaptation & implementation to off-campus learning during lock-down
General	Increased support for students with inclusion needs	Additional resources & training was made available

Priority Areas for Improvement 2021

Area	Priorities
Teaching and Learning	Expansion of composite class trials in primary; programme for student wellbeing in secondary
Student Achievements	Better transitions between primary / junior secondary / senior secondary sections
Facilities and Resources	Campus Masterplan and increase ongoing maintenance
Staff Development	Resumption of face to face PDs, focus on NCDIS, development talks and lesson visits
General	Student retention; after school care programme

Reporting Area 11: Initiatives Promoting Respect and Responsibility

Respect and Responsibility

GISS wants all students to recognise that they are valued and integral parts of our school community, with parents and staff providing the care and support that engender self-esteem, mutual respect, and responsibility.

The German International School Sydney maintains a good relationship with most of the international schools in the Greater Sydney area. Sports carnivals see children of different cultural backgrounds interacting.

Charity work is undertaken throughout the year and forms an important part of the broader values program. Money raised through the work is distributed to a variety of charities. The school has “A girl and her world” as its major charity – this charity aims to support girls in the Pacific Islands to gain a school education.

Parent, Student and Teacher Satisfaction

GISS conducted surveys in 2020 to assess the quality of our off-campus teaching during lock-down. GISS also participated in a benchmark survey led by the Associations of Independent Schools (AIS). Areas of success and concern were identified and GISS subsequently engaged in a number of staff workshops to address them.

2020 Summary Financial Information

German School Johannes Gutenberg Statement of Profit or Loss and Other Comprehensive Income For the Financial Year Ended 31 December 2020

	Notes	2020 \$	2019 \$
Revenue	4	8,198,453	7,587,521
Other income	4	440,669	194,672
Total revenue		8,639,122	7,782,193
Expenses			
Administration		(1,322,290)	(1,187,048)
Bus hire and drive services		(393,835)	(357,440)
Depreciation		(784,901)	(765,853)
Doubtful debts		(84,037)	20,784
Employee benefits		(5,697,726)	(5,269,032)
Foreign exchange losses		(7,512)	(38,556)
Fundraising expenses		(3,380)	(82,336)
Finance costs		(75,587)	(54,693)
Marketing		(116,316)	(119,311)
School materials and services		(600,623)	(594,957)
Other expenses		(1,732)	(7,196)
Total expenses		(9,087,939)	(8,455,638)
Net loss for the year		(448,817)	(673,445)
Income tax expense		-	-
Loss after income tax		(448,817)	(673,445)
Other comprehensive income		-	-
Total comprehensive loss		(448,817)	(673,445)

German School Johannes Gutenberg
Statement of Financial Position
As at 31 December 2020

	Notes	2020 \$	2019 \$
Assets			
Current			
Cash and cash equivalents	5	549,004	702,730
Receivables	6	255,209	200,193
Other current assets	7	201,635	185,218
Current assets		1,005,848	1,088,141
Non-current			
Property, plant and equipment	8	14,300,563	14,821,314
Non-current assets		14,300,563	14,821,314
Total assets		15,306,411	15,909,455
Liabilities			
Current			
Trade and other payables	9	533,243	459,873
Provisions	10	618,358	498,475
Borrowings	11	132,766	186,404
Other liabilities	12	-	83,585
Current liabilities		1,284,367	1,228,337
Non-current			
Provisions	10	330,525	272,045
Borrowings	11	1,435,812	1,704,549
Non-current liabilities		1,766,337	1,976,594
Total liabilities		3,050,704	3,204,931
Net assets		12,255,707	12,704,524
Equity			
Retained earnings		2,148,141	2,596,958
Reserves		10,107,566	10,107,566
Total equity		12,255,707	12,704,524