



# 2019 Annual Report

## Educational and Financial Reporting



## **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

Reporting Area 1:	Message from Key School Bodies .....	3
Reporting Area 2:	Contextual Information about the School and Characteristics of the Student Body .....	4
Reporting Area 3:	Student Outcomes in Standardised National Literacy and Numeracy Testing	5
Reporting Area 4:	Senior Secondary Outcomes .....	6
Reporting Area 5:	Teacher Professional Learning, Accreditation and Qualifications .....	7
Reporting Area 6:	Workforce Composition.....	8
Reporting Area 7:	Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools.....	9
Reporting Area 8:	Enrolment Policies.....	11
Reporting Area 9:	Other School Policies .....	13
Reporting Area 10:	School Determined Priority Areas for Improvement .....	15
Reporting Area 11:	Initiatives Promoting Respect and Responsibility .....	16
Reporting Area 12:	Parent, Student and Teacher Satisfaction .....	17
Reporting Area 13:	Summary Financial Information .....	18

## Reporting Area 1: Message from Key School Bodies

The German International School Sydney hereby presents its Annual Education and Financial Report for 2019. Its purpose is to 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) and "German International Baccalaureate" (GIB) in Year 12. The educational concept offers a strong academic focus and an international community with students representing more than 20 nationalities.

GISS is proud to announce academic excellence in several areas. International Baccalaureate scores were again above the world average and GISS ranked 2<sup>nd</sup> for NAPLAN scores 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 study at elite universities worldwide.

The international approach to learning and being part of a caring 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.

The School is part of a network of 140 recognised German schools abroad. Although most students have a German-speaking background, the School is home to students from many different backgrounds (more than 20 different nationalities), including Australians. About 40% of our students were born in Australia.

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 the New South Wales curriculum. In the school's core areas of strength – languages and science – the curriculum exceeds these requirements significantly.

GISS has been awarded the quality certificate "Excellent German School Abroad" after an extensive review of the School's teaching practices and operation by an external committee of education experts.

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

The School offers the German year 10 exams. In years 11 and 12 the School offers the International Baccalaureate Diploma Program since 2002. Depending on subject choice and language of instruction, students can achieve the bi-lingual diploma.

In August 2008 the School moved to its new premises in Terrey Hills. The new facilities include a purpose-built area for the Preschool, classrooms for the primary and secondary school, specialist rooms for science, music and arts, sports hall, multifunction room. The German government contributed most of the funding required to build the new campus, about \$13m. In 2010 the School acquired additional land and with the support from the Australian Federal Government through its Building the Education Revolution program 2 additional buildings for classrooms and a library were constructed. The Government's contribution was \$850,000 towards the extension. In 2019 the School completed a further extension with more general learning areas – a project which won design awards in Australia and in Germany.

### **Characteristics of the Student Body**

At census date the School had 302 students (excluding Preschool). The gender split is 55% boys and 45% girls.

The students come from a diverse range of cultural backgrounds. 86% have a background other than English. The students come from more than 20 different countries, with Germany, Australia, Switzerland, New Zealand, South Africa and Austria being the biggest groups.

The school enrolls overseas students for primary and secondary years (a total of 17 overseas students were enrolled at census date). 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

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](http://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

"In November 2019, 18,745 students worldwide, registered to sit Finals for their IB Diploma. At GISS, 15 of our 16 graduates of the Class of November 2019 were awarded their IB Diploma, resulting in a pass rate of 95% while the world average pass rate was 70% and, the Australian pass rate was 91%. (NB: our one student who was not awarded their Diploma was an inclusion student who is registered to sit their retakes in Nov 2020). The minimum pass score for the Diploma to be awarded is 24, the maximum score is 45. Our IB Diploma average score for November 2019 was 32.7, while the world average was 28.5. Of our 16 graduates, 4 (37.5%) attained the Bilingual Diploma, while the world average was 21.3%. In addition, our 3 Duxes who each scored 40 points and were the highest scorers of our Class of 2019, each received a *Distinction Award* from IB Schools Australasia and 2 of them received the *Dalyell Scholarship* from USYD. Furthermore, 9 of 16 graduates received 18 Merit Awards between them for scoring the highest grade of 7 in a subject and/or, an A for Theory of Knowledge or their Extended Essay."

"In Australasia (Australia, New Zealand, PNG and Fiji) 3,024 students sat for the IB Diploma from a total of 18,745 in the November 2019 examination session throughout the world. In the May 2019 (Northern hemisphere) examination session, there were 166,465 candidates combining to a total of 185,210 candidates attempting the IB Diploma in 2019. 83 Australasian schools had Diploma candidates sitting for examinations in the November session. The Australasian average score out of 45 was 33.5 compared to the global average of 28.5. The pass rate of Australasian students was 91% compared with the global average of 70%. 461 of the 1377 students to achieve above 40 and 30 of the 69 students to achieve a perfect score of 45 came from Australasia. In this session three (Australian) students also completed the IB Career-Related Programme. Australia had 67 schools with 2654 Diploma candidates. Their average was 34 with a pass rate of 92%. 419 Australian students achieved above 40 and 29 perfect scores came from Australia. New Zealand had 13 schools with 345 Diploma candidates. Their average was 32 with a pass rate of 87%. 42 New Zealand students achieved above 40 and one achieved a perfect score." (<https://ibaustralasia.org/articles/86-november-2019-ib-results-released>; accessed 13/10/2020)

## 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, <sup>1</sup>	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

<sup>1</sup> 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 <sup>2</sup>	14
Provisional	6
Proficient Teacher	22
Total Number of Teachers	42

<sup>2</sup> 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:

In 2019, most of the professional development undertaken by staff was in the following areas:

- IB training (external)
- Australian curriculum (external)
- Competency-based teaching, assessment, and reporting (internal)
- Content and Language Integrated Learning (internal)
- Differentiation (internal)
- Workplace

The total spent on teacher's professional training in 2019 was \$68,485. All teachers participated in professional training throughout 2019.



## **Reporting Area 6: Workforce Composition**

In 2019 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). Many teachers come from a German speaking background

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

Since 5 teachers (including the principal) are seconded to our school from Germany for a prescribed period of five years we have one of them turn over most years. In 2019 one of the 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 2019 Years 1-10

Year	attendance rate	students with >= 90%	students with < 90%
Year 1:	94.6%	18	3
Year 2:	97.3%	27	1
Year 3:	93.3%	19	4
Year 4:	98.2%	16	0
Year 5:	94.4%	16	3
Year 6:	96.2%	16	1
Year 7:	94.4%	31	4
Year 8:	93.3%	27	4
Year 9:	95.2%	18	3
Year 10:	92.0%	18	8

94.7% of students attended school on average each school day in the year 2019 across years 1-10.

### Management of non attendance

The School implements policy and procedures for the management of student's non attendance. Parents / Guardians are called if a student fails to come to class without prior notification from the parents. The School requires written explanation from a student's parents about the reasons of an absence and the School follows up where such written explanation is not received.

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%

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
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%

Note: The increase in enrolments from Year 10 to Year 12 is related to overseas students who come to the School for the IB Diploma Program in Years 11 and 12. The significant drops in 2006/2008, 2010/2012, 2012/2014, and 2013/2015 was due to a large number of students moving overseas or changing school at the end of Year 10.

### **Post-School Destinations**

Based on the information provided to the school when students leave they do so because of family circumstances (returning to Germany) or to pursue employment or vocational training.

Students who left school at the end of Year 12 following the completion of their school education continued on to University or TAFE. All students who left the School after Year 10 continued their secondary education at another school (predominantly overseas).

## Reporting Area 8: Enrolment Policies

- 1.1. GISS enrolment is coordinated by the Registrar.
- 1.2. Applications for enrolment must be submitted using the official forms, meeting all requirements (as per 1.3), including supporting documentation, payments, signatures, etc.
  - a. An application is considered 'received' by the school on the date all requirements are met. Once 'received' the application will be processed and can be taken into account for GISS planning (not before).
  - b. No commitments of GISS are made before the application is 'received' as planning depends on factors that GISS can't influence.
- 1.3. Enrolment requirements:
  - a. For students to have the full benefit of the school's academic program, certain language skills in either English and/or German are a prerequisite.
  - b. Students may be required to provide evidence of language proficiency. The School reserves the right to perform its own assessment.
  - c. An offer of enrolment may be conditional on the student attending additional language classes outside of normal school (cost not covered by school fees), if the school deems this necessary.
- 1.4. The following age limits apply for enrolments:
  - a. Preschool students must be at least 3 years old;
  - b. Kindergarten: must be at least 5 years old on 30 January of the year Kindergarten commences; students who turn 5 years before 30 June of the year Kindergarten commences, may be accepted (parents can apply for early enrolment and the student is assessed by GISS).
- 1.5. Three times during the year, received applications are reviewed to inform school planning (31 March, 31 May and 31 August). GISS aims to complete the respective planning cycle within a month (including Board discussion) – with information on results/enrolment status as per 1.9 going to parents
  - a. in the first week of May,
  - b. in the first week of July and
  - c. in the first week of October.
- 1.6. Transition from 'Pre-School to Kindergarten' and 'Year 6 to Year 7' requires confirmation of continuing enrolment from parents to allow for school planning. This confirmation is to be requested from parents by 1 March and confirmation is to be received by GISS by 31 March (for the respective planning cycle).
  - a. Current Pre-School and Year 6 students are guaranteed a place, if their confirmation is received by 31 March.
  - b. Where confirmations are not received by 20 March, the GISS registrar follows up with parents individually to ensure the request has been received and the potential implications of missing the 31 March deadline are understood.
  - c. A transition fee will be charged and will be non-refundable if student does not transition.
- 1.7. GISS aims to process urgent applications (immediate school starts within the following 2 months) in between these dates. Though depending on the context, including other applications received, GISS might not be able to confirm enrolment and commencement date immediately.
- 1.8. Student applications at these review dates are prioritised by the date the application was 'received' (refer to 1.2.a), according to the following prioritisation (from first to last priority):

- a. Existing students (Playgroup, Preschool to IB) have priority and are considered enrolled for all years as applicable to them (refer to 1.6 for additional requirements).
- b. Siblings, if a sibling is enrolled or once it has been offered a place.
- c. Children of GISS alumni, if a parent has been enrolled at GISS.
- d. Company sponsored GISS students
- e. Students of GISS employees.
- f. New GISS student.

1.9. Student enrolment, including enrolment status

- a. After completion of the assessment, the School will: offer a place; or offer a place on the waiting list; or decline to accept the application for enrolment. Should a place be offered, a Letter of Offer of Enrolment will be sent for completion and payment of the Enrolment Fee will be required. Enrolment is only completed if the Acceptance of Offer is returned and the Enrolment Fee paid within the period of offer as stated on the Letter of Offer of Enrolment.
- b. If a student receives a place on the waiting list, the student will be considered for an offer, as per the waiting list, when the number of students falls under expanded/target class size. The student can then decide to join immediately or within the timeframe suggested by the school. If the student has been offered a place and does not start with the next school year, it will be removed from the waiting list and the application will be cancelled. The same applies if no decision has been made by the parents four weeks after the place has been offered.
- c. If any student declines an offered place, the application will be cancelled. In these cases a new application and application fee is required should they wish to re-apply. Any application priority for a child is lost and the student is considered a 'new GISS student'.

1.10. By signing the application form parents / guardians have to confirm that all information provided are complete and correct, especially in regards to disclosure of medical and other considerations for inclusion. Failure to fully disclose all information requested with the application may result in the School declining, delaying or terminating a student's enrolment.

## Reporting Area 9: Other School Policies

### A. 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

Within the totality of the School's policies the following policies relate to student welfare

Policy	Changes in 2019	Access to full text
Child Protection Policy <ul style="list-style-type: none"><li>- definitions</li><li>- legislative requirements</li><li>- prevention strategies</li><li>- reporting and investigation</li><li>- documentation</li></ul>	Nil	School Intranet
Anti-Bullying Policy <ul style="list-style-type: none"><li>- definitions</li><li>- prevention strategies</li><li>- responsibilities</li><li>- discipline measures</li></ul>	Nil	School Intranet School's Website
WH&S Policy <ul style="list-style-type: none"><li>- safety of school grounds</li><li>- emergency procedures</li></ul>	Nil	School Intranet

### B. Policy for Discipline

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

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.

The School 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.

### **C. Policy for Complaints and Grievance Resolution**

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

The full text of the school's policy and processes is available on the school's intranet and published in the School's website.

## Reporting Area 10: School Determined Priority Areas for Improvement

Achievements of priorities identified in the School's Annual Report:

Area	Priorities	Achievements
Teaching and Learning	Complete framework for school approach to teaching and learning;	Progress delayed – carry-over to 2020
Student Achievements	Improve student achievements in NAPLAN with focus on all areas due to transition	Most have improved; NAPLAN results in 2019
Facilities and Resources	Develop Masterplan/vision for school campus	New Campus vision completed in 2019
Staff Development	Focus on training on ATLs, internal differentiation, wellbeing and IB curriculum changes	Internal and external training
General	Support all students post transition	Additional teaching hours were made available

2019 Priority Areas for Improvements:

Area	Priorities
Teaching and Learning	Complete framework for school approach to teaching and learning;
Student Achievements	Improve student achievements in NAPLAN with focus on all areas due to transition  Improve student achievements in IBDP with focus on key areas
Facilities and Resources	Develop Masterplan for school facilities
Staff Development	Focus on training on ATLs, internal differentiation, wellbeing and IB curriculum changes
General	Increased support for students with inclusion needs



## **Reporting Area 11: Initiatives Promoting Respect and Responsibility**

### **Respect and Responsibility**

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

In the year 2019 the school again participated in an interschool program where students from our school and other Sydney based international schools jointly attended classes and cultural activities which allow them to get to know each other from a wide variety of cultural backgrounds and beliefs. The program has greatly assisted in promoting respect for the individual and the rights of others.

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.

## **Reporting Area 12: Parent, Student and Teacher Satisfaction**

The School adheres to an 'Open Door' policy and welcomes parents to become involved through the Parent Representative Council (PRC). The level of parental involvement is generally high, especially for the large recurrent events such as the annual Christmas market.

The Senior Leadership Management Team (SLMT) is made aware of concerns or needs through regular discussions with the PRC. PRC meetings take place each month and two representatives of the SLMT participate in those meetings.

Regular annual surveys are conducted among the school's stakeholders. In general, the level of parents' satisfaction with the School is high. Areas for improvement are identified (with the majority relating to facilities and communication) and working groups established to address those issues. The next survey is planned for 2020

Students meet at Student Representative Council meetings to discuss issues that may affect their welfare and other issues related to student life.

The German International School Sydney promotes an open dialogue with staff and provides staff with every opportunity to express themselves on any number of issues. All staff members are valued and respected highly.

Every effort is made for the Principal to hold an exit interview with departing families.

## Reporting Area 13: Summary Financial Information

### German School Johannes Gutenberg Statement of Profit or Loss and Other Comprehensive Income For the Financial Year Ended 31 December 2019

	Notes	2019 \$	2018 \$
Revenue	4	7,587,521	7,669,627
Other income	4	194,672	202,164
<b>Total revenue</b>		<b>7,782,193</b>	<b>7,871,791</b>
<b>Expenses</b>			
Administration		(1,187,048)	(959,720)
Bus hire and drive services		(357,440)	(310,998)
Depreciation		(765,853)	(772,199)
Doubtful debts		20,784	12,511
Employee benefits		(5,269,032)	(5,003,295)
Foreign exchange losses		(38,556)	(10,954)
Fundraising expenses		(82,336)	(58,162)
Finance costs		(54,693)	(69,807)
Marketing		(119,311)	(87,313)
School materials and services		(594,957)	(613,681)
Other expenses		(7,196)	(24,811)
<b>Total expenses</b>		<b>(8,455,638)</b>	<b>(7,898,429)</b>
<b>Net loss for the year</b>		<b>(673,445)</b>	<b>(26,638)</b>
Income tax expense		-	-
<b>Loss after income tax</b>		<b>(673,445)</b>	<b>(26,638)</b>
Other comprehensive income		-	-
<b>Total comprehensive loss</b>		<b>(673,445)</b>	<b>(26,638)</b>