



Kingdom Culture Christian School

“Raising Tomorrow’s Leaders”

For it is by grace you have been saved, through faith and this is not from yourselves, it is the gift of God not by works, so that no one can boast. For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

Ephesians 2:8-10



ANNUAL REPORT

2016

The Message from the Board Chair



In 2016, several significant events and achievements have occurred at Kingdom Culture Christian School making 2016 an extraordinary year in building a firm foundation and framework for the future development of the school.

These included :

- Appointment of four new board members who bring significant expertise to their roles of Director;
- Appointment of Helen Blanch as the Principal;
- NSW Education Standards Authority (NESA) granted five years registration (2016 - 2021) with monitoring;
- NESA granted Kingdom Culture Ltd. Teacher Accreditation Authority approval.

Kingdom Culture Christian School exists to raise up a godly generation of children and give birth to future leaders whose life purpose is to advance the Kingdom of God and its influence on this earth in every strata of society. The Board would like to thank Helen Blanch, the teachers and the non - teaching staff for their significant and enduring contribution to the school in 2016 and for making the vision of KCCS into a reality.

The inauguration of the Board Governance committee is continuing to develop and evolve. The Committee is providing good oversight and enabling the Board meetings to be focused on the oversight of the financial management and move into more strategic planning and thinking.

The school is in an ideal situation to offer quality Christian education to the growing suburbs of Arncliffe, Wolli Creek and surrounding areas. KCCS is able to provide a unique offering to families interested in a Christ - centered quality education and the Board looks forward with anticipation to the way God will lead the school into the future.

Deddy Rachman
Board Chair



Principal's Message



As we reflect on the rich story of our school in 2016, it enables us to see how, as a community of students, teachers, staff and families, we have assisted one another to see the children growing and flourishing in their development and learning. Our deep gratitude goes to God who has blessed the school abundantly this year.

The focus of our educational program is the development of the whole person to love God through Christ, to love others as themselves and to care for and develop God's world now and into the future. This has involved linking their knowledge and learning with their living so that children will learn to live well both now and into the future.

This year was the second year of the school and we achieved significant milestones that are important for building its foundation as a sustainable school community. BOSTES (now NESAS) granted KCCS five year registration as a K - 6 Primary school. Kingdom Culture Christian School Ltd also obtained Teacher Accreditation Approval authority which authorises the decisions to accredit teachers in relation to the Australian Professional Standards for Teachers. The restructure of the Board with four new members provided a diverse range of skills that has contributed to the ongoing development of the school. The partnership with the Excellence Centre has continued to provide invaluable expertise, professional learning and practical assistance in establishing the curriculum and policy framework of the school. The KCCS educational program both within and beyond the class, is that learning is purposeful and creative to inspire their intellect, deepen their character and develop their gifts. This has involved developing discernment in life - related situations, developing creativity, competency in literacy and numeracy and fostering critical thinking skills.

Embedding a service-learning culture has been an important aspect of school life. Each student is able to learn and make a contribution to serve God by serving the school community and the local and global communities. As the students serve they begin to appreciate not only their own gifts but the contributions of others. They learn to work together to make a difference in the lives of others. These activities bless others as they demonstrate the hope and love found in Christ.

I would like to affirm the devotion of the teachers, Pavina Lee, Sandra Ku, Irma Hadisurya, Miriam Lampard, the Office Manager Yvonne Tan and School Chaplain Miguel Ribeiro for their faithfulness in serving the children so they may be inspired to learn actively, engaged in their learning and provided with opportunities to implement their learning in real life situations. Their expression of caring for one another and the students is a testimony to the presence of Jesus in our midst.

In 2016, KCCS was a place where the partnership between staff, students and families thrived. Together we shared the journey of growth in the children. We look forward to the future as God leads us in educating our children to be life - long learners who are able to communicate effectively and express their creativity in their learning and serving. The staff team, both teaching and non - teaching, will continue to nurture and shape a culture that encourages our students to live lives of faith, hope and love found in Christ. For all learning finds its meaning in Christ in whom all things hold together. Kingdom Culture Christian School is dedicated to ensure that knowledge and learning is directed to raising children to be disciples of Jesus who make a difference in the world.

Helen Blanch
Principal



2016 Improvement Targets

In 2016, the school achieved significant milestones related to the improvement targets.

- **K- 6 School Registration.**
The school was granted its five - year registration for Kindergarten to Year 6 (2016 - 2021)
- **Teacher Accreditation Authority**
KCCS Ltd was granted authority to accredit the teaching staff in relation to the Australian Professional Teaching Standards. Two teachers completed their accreditation process for Proficient teacher.
- **Professional Learning**
The teachers were engaged in a diverse range of professional learning activities to ensure that they are equipped to develop students so that they are learning more effectively in the context of a biblical worldview.
- **A Quality Christian Education**
 - The teachers developed quality curriculum documentation.
 - A multi - faceted co-curriculum program was developed and students had opportunities to present different aspects of their learning at a Presentation Night held each term.
 - The intentional embedding of a service - learning culture through many opportunities for students to serve and use their gifts in the school, in the local community and to blessed and overseas community.
 - There was a focus on developing approached and strategies to assist meeting the special learning needs of students.
- **Creating School Traditions.**
It has been important to create strong school traditions that nurture a culture of faith, hope and love. These included Grandparents Day, a Year 4- 6 camp, and the introduction of end - of - year excellence awards for achievement, effort and service.
- **Improved Premises**
The Life Centre International church provided artificial grass for the student playground area.



NESA Monitoring Inspection

The school will continue to develop excellence in the provision of governance and policy framework. The board will further develop its governance policies & procedures in light of the new legislative requirements.

Strategic Planning

The Board and the Principal will continue to develop the strategic plan for the growth the school.

Educational Program

- The adoption of a K-6 approach to the effective teaching and learning of literacy skills called “Ants in the Apple.”
- The development of the STEM based learning approach in the curriculum and project – based learning.
- The implementation of a special needs program to assist in meeting the learning needs of students.
- The establishment of a library / learning space to provide support for literacy and the love of reading, a space for reading groups and a space to celebrate the distinctive school culture.
- The development of students’ creativity through all their learning and increasing opportunities in the Creative Arts.



Professional Learning

- Engaging each staff member (both teaching and non – teaching) in developing a professional learning plan and participating in professional learning opportunities.
- A key focus will continue to be on the nature and implementation of a gospel-shaped education, particularly in relation to the planned curriculum and school culture.



Embedding a Service-Learning Culture

- The school will introduce service learning groups that provide opportunities to engage student in areas such as Performance, Art &Media, Business, Hospitality and Gardening.
- The service activities, where possible will be directly related to the planned curriculum.

Looking forward to 2017

We trust the Lord that the students will flourish as we focus on teaching, learning and service excellence. Our desire is to continue to embed a culture where exploration, inquiry, project-based learning and innovation are the key aspects of the approaches to teaching and learning and these are linked to service. Christian education is defined by love anchored in a transformational view of what it means to be truly human and this is to shape of all learning. Raising up students to be disciples of Christ is about enabling students to love and serve God and their neighbours as themselves. Meaningful learning relates all things to Christ, as in Him all things hold together.



Helen Blanch

Principal

Overview of 2016

Primary Years

KCCS delivers the curriculum as required by NESA and informed by a biblical worldview. This occurs in the context of a learning environment that is a caring and nurturing community where through their learning students trace the wonder of God's design. The focus of our educational program is that may learn and grow as humans who are preparing to make a difference in the world. KCCS assists students to unfold God's purpose for their lives by re-orientating them to the Creator and equipping them to use their gifts to serve others. This involves knowledge of God's Word, competency in literacy and numeracy, learning for critical thinking skills, the wise use of technology and working collaborately and creatively.

Curriculum

All educational programs were carefully planned and designed to meaningfully engage students in the curriculum.

Year K- 2

Creativity permeated the learning of Years K - 2. The junior leaders had a great time learning about God's creation and exploring and investigating the world around them. Stage 1 students enjoyed creating and constructing their own mini - ecosystems and models of the water cycle. This learning was consolidated as they attended an excursion to the Sydney Observatory, to study weather patterns. In Science, the leaders learnt to express their creativity through designing and making their own toys.

The students had many opportunities to practise their public speaking and communication skills both in front of the class and the wider school audience. The Presentation Nights, held each term, saw many creative expressions of student learning.

Years 3-6

Creativity was also an important part of stage 2 and 3 learning. A focus on Project - Based Learning provided engaging learning experiences such as STEM project which designed a structure to protect an object from impact. Through the study of Music and Dance at their stage level students were able to improvise and write material to create performance pieces. Students were then able to present these to the wider school community. History involved research into the life of an historical person and the presenting of a short skit to the class.

Quality Learning and Technology

Year K- 2 had a strong focus on numeracy and literacy skills utilising carefully selected apps to enhance their skills utilising experience and build a strong foundation.

The latest technology coupled with effective teaching and learning activities fostered skilled, caring and wise learners and users of technology. Students had opportunities to learn valuable technological skills and engage in research and publishing. Carefully selected apps were matched to curriculum content and enhanced learning experiences. Students published work online and connected with a collaborative community through Google Classroom. Today's students are technologically savvy. Meaningful engagement with the world through technology is a valuable skill that must be coupled with wisdom and underpinned by Christian values. Passionate teachers, combined with an involvement in our school activities, created a rich learning environment for each child.

Worship & Bible Program

All students start the day with corporate (K-6) Praise & Worship and Biblical Studies led by Miguel Ribeiro, the School Chaplain. The children have grown in their faith in the Lord and express a sincere love for God's Word and His Spirit. Corporate worship and prayer, fun dramas and games, exciting illustrations and times of meaningful discussion have made Scripture an engaging and enjoyable experience for all involved.



The Highlights of the Year

Service - Learning Opportunities

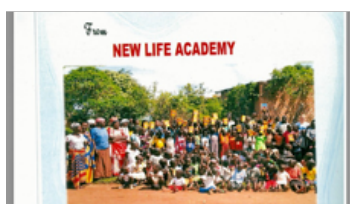
The year was full of wonderful opportunities for the students to serve others in the Name of Jesus, using their gifts and learning to bless others

- **Easter and Christmas Chapel Services held at the Salvation Army Aged - Care Centre.**

The residents were very appreciative of the presentations that the children shared with them and the children were blessed in their interactions with the older folk.

- **Gardening**

The Life Centre International Church blessed the school with the wonderful gift of artificial grass in the playground. Students and staff decided to bless them by weeding the garden and planting shrubs. This was an opportunity for the students to be good stewards of this small part of God's creation and they were very enthusiastic.



- **A Partnership with New Life Academy in Uganda.**

KCCS has developed a partnership with a primary school in Africa. This is a relationship which of mutual blessing to both schools. The students have communicated with one another through letters. KCCS had a project to raise funds to provide Bibles and play equipment for them. The students held a Ugandan fund - raising night for Presentation Night (Term 3). All children were part of a group who organised a stall and had a business plan to sell a good or a game / competition. It was an excellent learning experience

and the community was very generous raising \$1341. A Service - Learning Fund has been established where students can propose and engage in fundraising opportunities to support their service learning projects.

- **Packing Samaritan Pruse Boxes**

Fostering an attitude of generous love is what we seek to enculturate in our children. Together the students and teachers packed thirty - four boxes to send to children in Thailand.

- **The Sydney Easter Parade**

The students participated in the annual Sydney Easter Parade & Family Day. It was a wonderful opportunity to participate with other Christian groups to celebrate the Gospel of Christ.

- **The Years 4 - 6 Camp**

This was held at the Jim Doust Retreat on the Central Coast, a beautiful site that provided a wonderful setting for the activities. These included kayaking, rock climbing, swimming and games. Students were responsible to plan the menu and assist with the food preparation. They spent time together in worship and learning from God's Word. It was a significant learning time that students were able to reflect upon on their return.



External Testing

NAPLAN

NAPLAN data provides the school with a snapshot of student performance in literacy and numeracy at a particular time of the year. This has provided valuable feedback for KCCS to assess the learning needs of the students that had commenced at the school in 2015 / 2016 as well as inform the overall learning approaches that will deliver quality teaching and learning in literacy and numeracy across K - 6. It also informs the strategies for students with special learning needs.

The 2016 NAPLAN results show for Years 3 and 5, both the strengths and weaknesses in Years 3 and 5 literacy, and Year 3 numeracy. The school has taken steps over this year to have an increased focus on literacy and numeracy, both in pedagogy and professional learning. Strategies for students who have special learning needs have had adjustments made and are receiving additional support. In 2017, the 'Ants in the Apple' a K - 6 approach to literacy will be introduced.

Result

Year 3 (6 students)

- Reading - 50% of students above State average.
- Persuasive Writing - 50% of students equal to or above State average.
- Spelling - 50% of students equal to or above State average.
- Grammar - 33% of students were above State average.
- Numeracy - 25% of students were above State average.

Year 5 (4 students)

- Reading - 50% of students above State average. One band 9 was achieved.
- Persuasive Writing - 25% of students above State average.
- Spelling - 50% of students above State average. One band 8 was achieved.
- Grammar - 50% of students above State average. One band 9 was achieved.
- Numeracy - 50% of students above State average. Two band 8's were achieved.

Student Attendance

Cohort	Average Attendance %
K	97.1%
1	97.2%
2	96.5%
3	95.9%
4	97.1%
5	96.7%
6	88.6%
Overall Primary Attendance	95.7%



Community Matters

Student Population

In the 2016 Academic Year, Kingdom Culture Christian School had 28 students for years of Kindergarten to Year 6

Years	No. of Students	M	F	LCI Church	Other Church	No Church
K	6	3	3	3	3	0
1	4	1	3	1	3	0
2	2	2	0	1	1	0
3	7	5	2	1	5	1
4	2	1	1	1	1	0
5	4	2	2	1	3	0
6	3	2	1	1	2	0
TOTAL	28	16	12	9	18	1

Community Locality

Students came from:

Locality	No. of Students
Rockdale / Hurstville	12
Marrickville / Canterbury	2
Bankstown / Liverpool	12
Eastern Suburbs	2

The school provided transport to and from the train station.



Community Satisfaction

The anecdotal evidence and perceptions gained through interactions with staff, students and families indicate a high degree of satisfaction with the school. The school has been encouraged by positive feedback received by the members of its community.

Families completed a satisfaction survey for 2016.

In all surveys submitted parents strongly agreed (in most cases) that the school demonstrates :

- The implementation of Christian education.
- A clear commitment to improving learning and achievement for each student and developing their gifts.
- A commitment to the well - being of students and a safe environment.
- Clear communication to families.

Teacher Satisfaction

Each teacher was interviewed at the end of 2016. Throughout the year, teachers when stating their views of the school as a place to work consistently express the following thoughts:

- a sense of God's call to be part of the vision and establishment of the school
- a great staff team who love the school and are dedicated to the students and the task
- a wonderful culture to work in
- they work very hard but are willing to do so to establish the school
- the students are wonderful and responsive learners

Staff Composition

KCCS is blessed with a wonderful staff team who approach their roles with great dedication as an act of service to God.

In 2016, the school employed two full-time teachers and employed two additional part-time teachers. The Office manager and the School Chaplain were provided by the Life Centre International Church. The Principal held the position of responsibility.

Staff Attendance

The Attendance of the school staff was extremely high at 98.5%

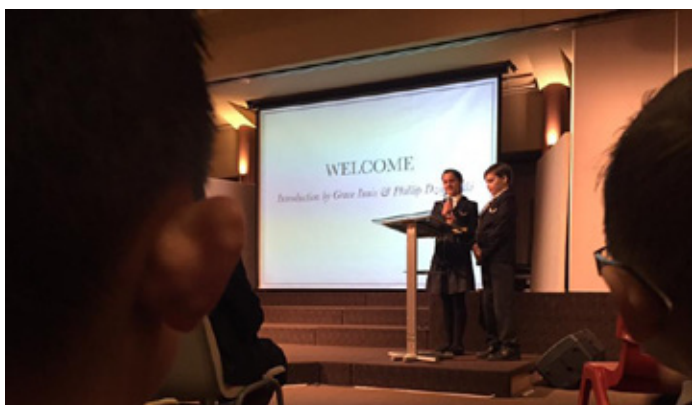
Teacher Qualifications

All teaching staff have graduate qualifications from a higher education institution within Australia.

Teacher Professional Learning

Professional Learning for all staff, both teaching and non - teaching, was a key focus of the school. Each person had a Professional Learning Plan. Three teachers in 2016 were Teachers Seeking Accreditation (TSA). In partnership with the Excellence Centre, they provided Master Teachers to lead regular staff sessions on different aspect of quality pedagogy and do lesson observations. The Assistant Director (of the Excellence Centre) directed the accreditation process for the TSA's. Two teachers completed their accreditation process to attain proficiency.

The expenditure on this professional development is not readily calculated as it was part of an agreement with the Excellence Centre to incorporate all assistance to the school. Expenditure on Professional Learning (outside of this agreement) was \$4,548.71.



Kingdom Culture Christian School has policies governing all aspects of the school's operation. Policies relevant to parents as highlighted below, are found on the school's website.

Enrolment

Kingdom Culture Christian School has been established to primarily provide a Christian Education for children from Christian parents or to those who unreservedly align with its vision and support its aims which are encapsulated in, "The KCCS Aims, Goals and Educational Philosophy".

The School will enrol students where the family:

- Seeks a Christian Education for the student
- Supports the ethos of the school as expressed in the KCCS Aims, Goals and Philosophy and Codes of Conduct for Students and Parents and the Cybersafety Use Agreement.
- Declares all information relevant to the enrolment decision, including health, learning or behavioural difficulties
- Commits to pay their fees in accordance with school policies
- Commits to provide uniform and equipment as required

Admission Priorities

In filling places, the following factors will be considered:

- Priority placement of children of Christian parents transferring from other Christian schools.
- Children of parents who already have a child in the school.
- Children of parents who are members of the Company
- Children of parents who, whilst not testifying to an active Christian commitment, unreservedly support the aims of the school.
- Overseas students, provided the school is ready to accept overseas students (who have the relevant visa) and vacancies remain after all other applicants have been considered.

Each enrolment decision will be assessed on its individual merit and governed by the school's capacity to support the student's academic, social, psychological, emotional and physical needs.

Applicants for Kindergarten will be required to undergo a readiness assessment before enrolment. The recommended age for enrolment at KCCS is that the student turns five by the end of March in the commencement year. Individual cases of students who turn five between 1 April and 31 July will be considered. The School may recommend deferral of enrolment for students it deems the child is not ready to commence school.

As part of the assessment and interview process the school may ask the parents to provide more information about the student.

Where a student has a declared education support need or a disability or other information has come to light indicating a possible need for education support services, the School will make an initial assessment of the student's needs. In addition, the Principal may:

- Require the parents to provide medical, psychological or other reports from specialists outside the School;
- Obtain an independent assessment of the student.

All students are offered a six-month probationary enrolment, or an enrolment conditional on an individual plan, outlining any provisions the school will make for the student and any other conditions or requirements placed on the student and/or parent. If the requirements placed on the student and/or parent are not fulfilled, then the school reserves its right to terminate the enrolment.

The School will comply with the Education Act 1990 and relevant discrimination legislation.

The School's Board of Directors is responsible for final decisions regarding enrolment.

Student Welfare: A Safe and Supportive Environment

KCCS has a passionate commitment to the well-being of its students. The School recognises its responsibility to ensure a safe and supportive community for all members of the community, students and staff. In the context of a Biblical worldview, the welfare of students refers to their total well-being and growth as persons created in the image of God. Therefore, student welfare cannot be separated from the school community. In belonging to a community that focuses on right relationship with God, oneself and one's neighbour, this provides the context for children from a diversity of ethnic and cultural backgrounds to learn more effectively and to flourish in their lives. The School community is a place where each student can learn and thrive.

Hence the school's welfare Policies and Procedures express this understanding and seek to embody the importance of the community and the need for restored relationships in situations that may arise. They promote growth through the connectedness and interactions of the members of the community.

Student Behaviour and Discipline Policy

If loving God and loving others is to be at the centre of the Christian life, then a caring and supportive community is key to a Christian education. We expect every member of our Community to give and receive care and respect. This reflects that we are all created in God's image: created uniquely and with dignity.

Staff are committed Christians whose lives are to reflect the character of Christ and they support the school's culture by implementing the school's policies in relation to a safe and supportive environment. Behaviour Management and Discipline are an integral part of pastoral care in fostering caring and supportive relationships that support the well-being of the students and development student who treat others with respect.

The purpose of this policy is to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the School as expressed in the code of conduct. This code can be summarised in the words: respect, kindness, non-abuse, obedience and understanding.

The School's Behaviour and Discipline Policy and Procedures are based on procedural fairness. Procedural Fairness is related to the right of a fair hearing; the right of an unbiased decision; and the right of appeal.

In order to ensure students behave in a respectful and responsible way the school staff:

- manage student behaviour in and out of the class context
- encourage and reward positive behaviour and growth in character
- nurture a class community in such a way as to prevent negative behaviour arising
- follow the procedures outlined in the policy in relation to both positive and negative behaviour
- contact parents where it is appropriate

Teachers receive on-going Professional Learning and practical support in nurturing a safe and supportive environment for the students. Kingdom Culture Christian School complies with the NSW Education Reform Amendment Act (1995) and does not authorise or endorse the implementation of corporal punishment by itself or others on its behalf.

Anti-Bullying Policy

The School seeks to respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged. We expect every member of the community to give and receive care and respect. Bullying involves acts that diminishes and devalues a person's sense of worth and identity and damages the community. KCCS Anti-Bullying Policy clearly indicates that the school has zero tolerance for bullying between any members of the school community. All members are to participate in school life free from any form of bullying or harassment and are encouraged to immediately notify the school of such incidents. This policy operates in conjunction with the Child Protection and Complaints and Grievance Policies, and reflects the general principles adopted to raise and respond to matters of concern identified by students, staff or parents. As such it follows procedural fairness, the right to be heard and the right to be an unbiased decision.

Complaints and Grievance

The School seeks to promote a safe, positive and supportive environment leading to relationships that reflect Christian



values. Effective communication within the community is an important element of the School's culture and is the key to the prevention of grievances and the resolution of grievances that do occur.

The School encourages students, parents, employees and members of the wider school community to express a grievance they may have to an appropriate member of staff with courtesy and respect. When this happens the grievance should be considered a complaint, whether identified as such by the complainant or not. The policy outlines the means by which complaints should be resolved and relationships restored, including the relationship between the complainant and the School. Positive social and learning environments of school students, and working conditions of staff are a priority.

The School will promptly investigate complaints, seeking to manage them effectively to expedite their satisfactory resolution in accordance with the principles of procedural fairness, incorporating the right to be treated without bias, the right to be informed of allegations being made against the person, the right to respond to an allegation and the right to information regarding the status of the complaint.

Respect and Responsibility

The School promotes respect and responsibility in a number of ways ;

Code of Conduct

Students, parents and staff are encouraged and expected to abide by the Codes of Conduct as they relate to them. The student code is based on respecting relationship to others and is summarised by the following:

- be respectful
- be kind
- be non-abusive
- be obedient
- be understanding

Curriculum

Civic and Citizenship is highlighted and focussed on

- during Worship/Bible time programs and assemblies
- in the History curriculum and the PDHPE curriculum
- celebration of significant events such as Anzac Day
- through service - learning activities

Community Service

Within the school

- The Primary "Jobs" Program
- Caring for the school gardens

Locally

- Visitation to the Aged Care - Facility

Globally

- A partnership with New Life Academy (in Uganda)
- Provision of Samaritan Purse boxes (Thailand)



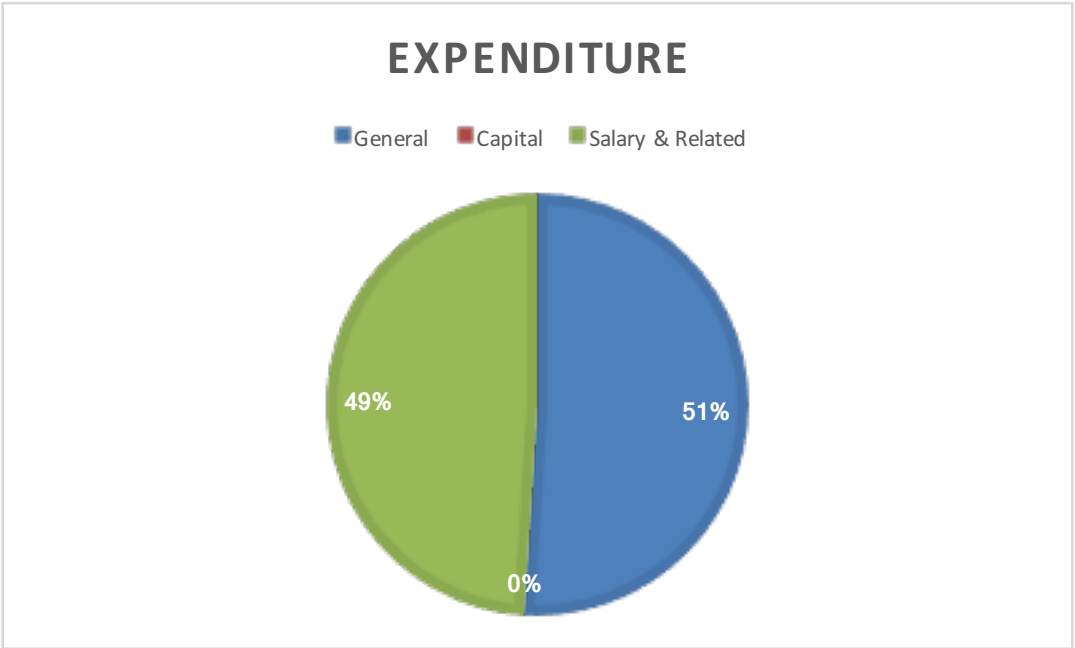
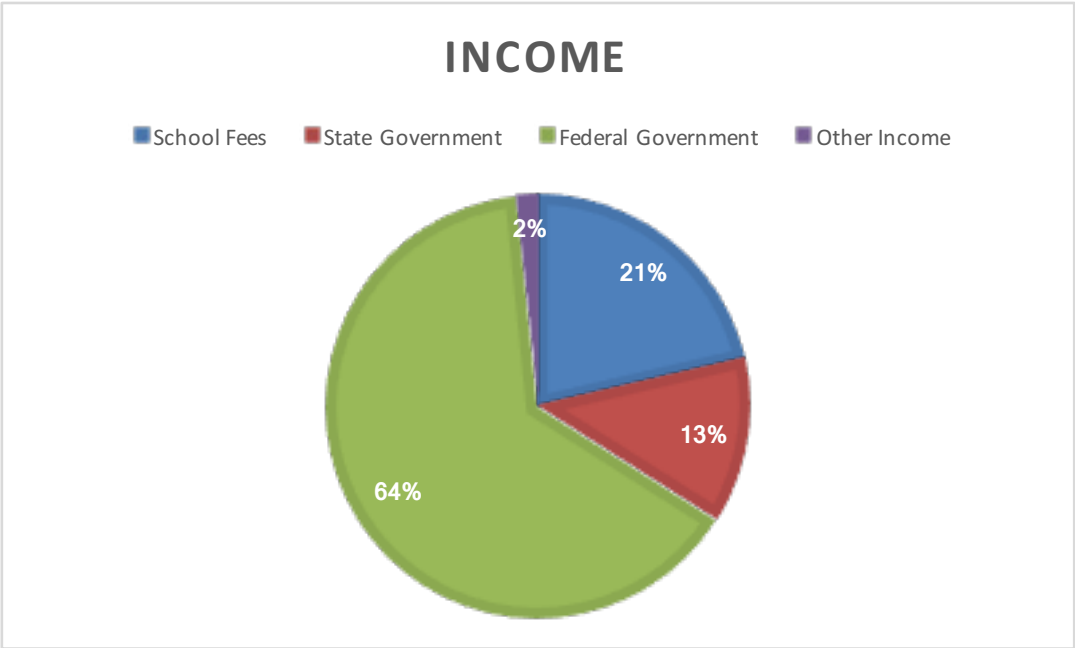
Attendance

The School maintains a register of daily attendance for its students on all scheduled school days, whether on or off the premises. A parent is to notify the office by phone or email that their child will be absent. If this does not occur, the Office Manager will contact the parent on the day. The parent must provide a written note showing the date(s) and reasons for the student’s absence within seven days of the student’s return to school. A medical certificate is required in the case of absences exceeding two days in a row.

Parental Notes are also required for partial absences. If a note is not received after seven days the absence will be recorded as unapproved. Parents seeking to take their children on holiday or leave during term time must apply in writing to the Principal.

If a student has an absence extending more than three days, the school will provide coursework if the student is able to continue with their work at home. The school reports annually to the Federal Department of Education, Employment and Workplace Relations regarding attendance.

FINANCIAL INFORMATION





*A community where students
can flourish*