



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

2017

The Message from the Board Chair



We are excited with the current progress and development of Kingdom Culture Christian School (KCCS). Since the establishment of the school in 2015, the school has become a considerable influence in the lives of the students and families. Our school vision "Raising Tomorrow's Leaders" who will make a Godly and positive influence in every strata of society is certainly being fulfilled.

At the end of 2017, we farewelled Helen Blanch who over the last two years has taken on the Principal role. The Board would like to give special thanks to Helen Blanch for her major contribution in achieving the five year registration for the school.

We have appointed Pavina Lee who was the Head Teacher at Kingdom Culture Christian

School (KCCS) since 2016 as the new Teaching Principal commencing 2018.

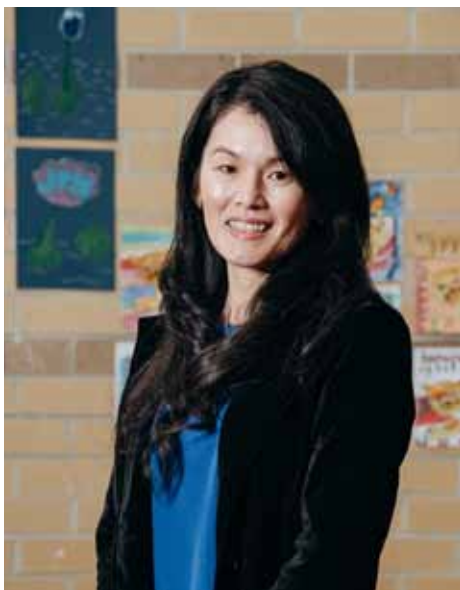
KCCS offers quality Christian Education to the growing suburbs of Arncliffe, Wolli Creek and surrounding areas. The need for Christian Education is growing as families seek to have their children raise up with Godly character and to be future leaders in every strata of society.

I would also like to thank members of the KCCS Community for their contribution to the life of the School during the course of 2017. There are so many people who by their service make this School work in so many different ways. I acknowledge all of these efforts and this service.

Deddy Rachman
Board Chair



Principal's Message



As we reflect on the achievements and accomplishments in 2017, we can see how, as a community of students, teachers, staff and families, we have assisted one another to see the children grow and flourish in their development and learning.

Our school community has been involved in a wide range of the Service Learning Project to reach out to both the local and global community. K-6 engaged in a variety of community engagement such as Mother's day, Grandparent's Day, Father's day, Picnic Day and Book Week where community members were invited to join students at school. Our end of term Presentation nights provided opportunities for students to showcase what they have learnt and to share events that took place during the term. Students were also invited by the local community and visited the Salvation Army aged care to present musical items and drama performances which brought such joy to the elderly groups. Students participated in activities like Canteen day to serve each other within the school community.

Students had the opportunities to engage in learning activities during our excursion days where we went to the Monkey Baa Theatre and Botany Garden for Minibeast.

Years 3-6 were involved in camp activities where students spent three days together with their peers and teachers to develop teamwork through outdoor activities, sharing devotions and worship to build relationship with Jesus and knowledge of the Word of God.

This is our third year of school and we achieved significant milestones that are important for building its foundation as a sustainable school community. NESA granted five year registration as a K-6 Primary School. Kingdom Culture Christian School Ltd also obtained Teacher Accreditation Authority approved which authorises the decisions to accredit teachers in relation to the Australian Professional Standards for Teachers. This year we saw three staff receive Proficiency. The diversity of the Board has provided a 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, develop 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 both 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 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, Irma Hadisurya, Sandra Ku, Vanessa Raman, 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.

Pavina Lee
Principal



2017 Improvement Targets Achieved

In 2017, the school achieved significant milestones related to the improvement targets.

- **Library**

The opening of the library called “The Upper Room” during bookweek will be a treasured memory in the life of KCCS. The name is reflective of the fact that it is to be a place for learning, quiet reflection and prayer. We are deeply grateful to the Lord for everyone who contributed monetary or book donations, time, effort and expertise to setting it up.

- **Embedding a Service Learning Culture**

Service Learning activities were implemented and relate to the curriculum through the service learning groups. Opportunities for students to engage in serving in the areas of Performance, Art & Media, Hospitality and Gardening.

- **Teacher Accreditation**

Three teachers received their accreditation at Proficient level.

- **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 bless an overseas community.
- There was a focus on developing approaches and strategies to assist meeting the special learning needs of students.

- **Creating School Traditions.**

We maintained strong school traditions which were created in 2016, now continues to nurture a culture of faith, hope and love. These included: Grandparents Day, a Year 3- 6 camp, and end of year excellence awards for achievement, effort and service. The introduction of Mother's Day, Father's Day and Picnic Day has certainly brought the community together.

- **Other Service improvements**

The School will make arrangements for After School Care.



2018 Improvement Targets

Strategic Planning

The board and the Principal will continue to develop the strategic plan for the growth of KCCS.

Educational Program

- Implementation of “Live Life Well @ School” program for Personal Development and Health.
- Provide a variety of Physical Education with trained coaches in Swimming, Gymnastics, Touch Football, Softball, Athletics and Cricket.
- The establishment of a library.

Professional Learning

- Engaging each staff member in developing a professional learning plan and participating in professional learning opportunities to maintain accreditation.
- Ensuring teachers are equipped to implement the new Technology syllabus in 2019
- Provide professional learning to teachers to equip them to implement the new Personal Development, Health and Physical Education (PDHPE) K–6 Syllabus

Embedding a Service-Learning Culture

- Provide opportunities for all students to serve during special events
- Service learning opportunities for students to use their gifts to raise funds to support the work of training Indonesian teachers in Christian Education through The Effective Teaching and Learning Series(ETLS) program.



Looking forward to 2018

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.

Pavina Lee
Principal

Overview of 2017

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 students 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

The Junior students enjoyed a great year full of learning and exploration. The children had the opportunity to explore our natural environments up close with our "Minibeasts" excursion to the Botanical Gardens in Sydney. During this excursion the children were also able to identify some of the major landmarks in Sydney, like the Opera House and the Harbour Bridge. Leading on from this, the children had the opportunity to present a skit where they offered Mrs Blanch a variety of holiday options which encapsulated their learning about many other cities and tourist destinations in Australia.

The new library was a great source of delight to the children. They enjoyed having the opportunity to choose from a much wider selection of books to enhance their reading pleasure.

As usual, the end of year Presentation night was one of the highlights of the year. The Juniors did a great job as they danced and sang and played their part in the end of year production alongside the rest of the school.

Years 3-6

Creativity has been an important part of stage 2 & stage 3 learning. Our focus on Project Based Learning has been a key part which provided engaging learning experiences. Through the study of Music & Drama at their stage level, the students collaborated together to produce a musical drama called Back to the Drawing Board which was a key part of effective learning. Students organised themselves into three groups who were responsible for writing the script, preparing the props and managing the stage production. Students presented their musical drama item to the wider school community at the end of the year.



The preparation of the musical drama took around two terms to finish. Years 3-6 were able to include the K-2 in the musical which meant that all students from the school community participated together. Years 3-6 had the opportunities to enhance their collaboration and creativity skills throughout the preparation of the musical drama.

Quality Learning and Technology

Students had the opportunities to engage in learning activities that fostered caring and wise learners and users of technology. Students also learnt valuable technological skills and engaged in research and public speaking through multimedia presentation. Students published their work online and connected with a collaborative community through Google slides, documents and Google classroom.



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

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

KCCS continues to assist in the raising of funds for Teachers at New Life Academy in Uganda to provide training in Christian Education through The Effective Teaching and Learning Series(ETLS). Each term, the school set up Canteen Day in order to raise funds for this to take place.

- **Packing Samaritan Purse Boxes**

Fostering an attitude of generous love is what we seek to enculturate in our children. Together the students and teachers packed thirty 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 3 - 6 Camp**

KCCS School Camp 2017 was about developing the next generation of leaders who will pursue God's truth through reading the bible and worshipping God through songs and devotions. This was held at the Jim Doust Retreat on the Central Coast. They had the opportunity to bond in friendship and enjoy the many activities which included rock climbing, kayaking, and swimming. The children showed love towards one another and the staff by assisting with the food preparation for lunch and dinner, including cleaning up. 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.

- **Easter and Christmas Service held at Salvation Army Aged Care Centre**

The students presented musical items, drama and dance, as well as worship and carols during our visit at the Aged Care the Easter and Christmas celebration. The residents and students were blessed as they shared this memorable event.

- **Book Week**

What a wonderful way to celebrate Book Week by opening our new library, holding character parade and a colouring-in competition. Each student and staff had to come dressed as a character from a story. This sparked interest and a love for reading.

- **Picnic Day**

KCCS Captains suggested picnic day which will be our tradition to celebrate the year together with games and fun.



External Testing 2017

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 2016 / 2017 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 2017 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 was introduced.

Result

Year 3 (2 students)

- Reading - 100% 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 - 50% of students were above State average.
- Numeracy - 100% of students were above State average.

Year 5 (2 students)

- Reading - 100% of students above State average. One band 9 was achieved.
- Persuasive Writing - 100% of students above State average.
- Spelling - 50% of students above State average. One band 8 was achieved.
- Grammar - 100% of students above State average. One band 9 was achieved.
- Numeracy - 100% of students above State average. Two band 8's were achieved.

Student Attendance

| Cohort | Average Attendance % |
|----------------------------|----------------------|
| K | 88.8% |
| 1 | 95.4% |
| 2 | 91.4% |
| 3 | 96.2% |
| 4 | 97.9% |
| 5 | 94.6% |
| 6 | 95.5% |
| Overall Primary Attendance | 94.4% |



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 | 3 | 0 | 3 | 0 | 3 | 0 |
| 1 | 6 | 3 | 3 | 4 | 2 | 0 |
| 2 | 5 | 1 | 4 | 2 | 3 | 0 |
| 3 | 2 | 2 | 0 | 1 | 1 | 0 |
| 4 | 5 | 3 | 1 | 1 | 3 | 1 |
| 5 | 2 | 1 | 2 | 1 | 1 | 0 |
| 6 | 2 | 0 | 2 | 1 | 1 | 0 |
| TOTAL | 25 | 10 | 15 | 10 | 14 | 1 |

Community Locality

Students came from:

| Locality | No. of Students |
|---------------------------|-----------------|
| Rockdale / Hurstville | 10 |
| Marrickville / Canterbury | 2 |
| Bankstown / Liverpool | 11 |
| Eastern Suburbs | 2 |
| CBD & Inner West | 2 |

The school provides transport to and from Wolli Creek 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.

Families completed a satisfaction survey for 2017.

In all survey submitted the school demonstrates:

- 90% strongly agree the implementation of Christian Education in its culture and programs
- 64% strongly agree & 27% highly agree a clear commitment to developing the gifts of each student
- 90% strongly agree a clear commitment to improving learning and achievement for each student and the growth and well-being of students
- 73% strongly agree and 27% highly agree has a commitment to the well-being of students and a safe environment
- 55% strongly agree and 45% highly agree clear communication to families

Teacher Satisfaction

Each teacher was interviewed at the end of 2017. 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 2017, the school employed two full-time and two 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 98.8%

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 attained Proficiency in 2017.

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 \$3,101.21.



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
- visit of Linda Burney (federal member for Barton) to school
- 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

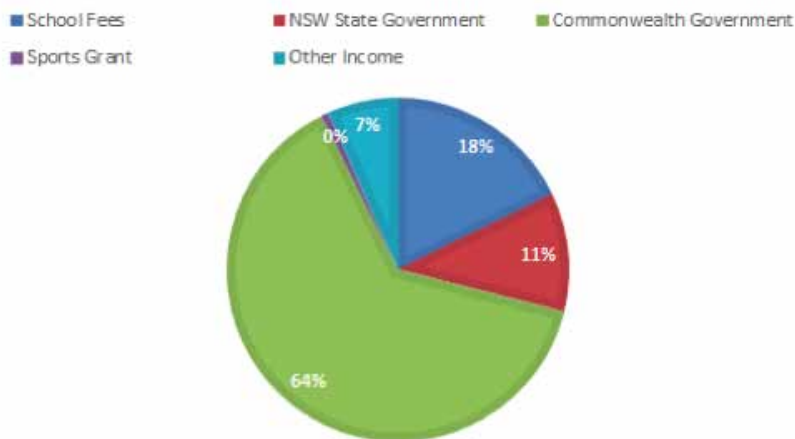
The School maintains a register of daily attendance for its students on all scheduled school days, whether on or off the premises. A parent is to notify the office by phone or email that their child will be absent. If this does not occur, the Office Manager will contact the parent on the day. The parent 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

INCOME



EXPENDITURE





A COMMUNITY WHERE STUDENTS
CAN FLOURISH