



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
2018

The Message from the Board Chair



Kingdom Culture Christian School (KCCS) continues to grow from strength to strength, providing students with world class education through the best use of modern resources, developing young minds to think, question and create. The school creates an environment conducive to learning, which enables them to become confident, independent and successful members of the community.

Furthermore, it is pleasing to see the strong positive relationship developed between the school staff and parents, as this is one of the key contributors for creating a safe and nurturing environment. Allowing the students to grow emotionally, socially and academically. We care for and appreciate each of our students as unique individuals with distinct talents, interests, needs, and learning styles.

Several significant events occurred in the last 12 months making 2018 another extraordinary year. Including NESA's approval for KCCS to operate Stage 4 (Year 7 and 8) and Life Centre International (LCI) receiving Council development approval in December 2018 for the construction of the new building. The construction of the new building is expected to commence in 2019. When completed, the new two storey building will be able to accommodate six new classrooms for a maximum of 200 students.

On behalf of the school board, I would like to acknowledge and thank the school principal, staff, students and all the volunteers who have made significant contributions in 2018. We are aware of the challenges that lie ahead and may God the Father shower His blessings on us all and give us the strength to face all the challenges that come our way.

Deddy Rachman

Board Chair



Principal's Message



As we reflect on the achievements and accomplishments in 2018, we can celebrate as a community of students, teachers, staff and families. We have assisted each other to see the children grow and flourish in both their development and learning.

This is our fourth year and we have already achieved significant milestones that are important for building our foundation as a sustainable school community. NESAs has granted initial registration for Years 7 and 8, allowing students to continue their schooling at KCCS. 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 focused on purposeful and creative learning in order to explore the students intellect, deepen their character and develop their gifts. This has involved developing discernment in life-related situations, development of creativity, competency in literacy and fluency in numeracy and fostering of critical thinking skills. At KCCS, we cultivate & nurture the character development of each child and build financial literacy at an early age.

Our school community has been involved in local and global communities through Service Learning Projects. For example, earlier in the year, we raised funds to support teachers in Indonesia. This assisted Christian teachers in Indonesia to gain access to quality training through New Hope International increasing quality Christian education.

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 through serving the school, the local and global communities. Through community service, students begin to appreciate the gifts and contributions of others; and the impact they create in the lives of those around them. These activities bless others as they demonstrate the hope and love found in Christ.

I would like to affirm the devotions and love of our teachers, Irma Hadisurya, Lyn Steele, the Office Manager, Yvonne Tan and School Chaplain & Teacher Assistant, Miguel Ribeiro for their faithfulness in serving the children so they may be inspired. My deepest gratitude extends to all the volunteers who have made contributions in 2018.

May God bless you.

Pavina Lee
Principal

2018 Improvement Targets Achieved

In 2018, the school achieved significant milestones related to the improvement targets.

- The provision of a quality education in teaching, learning and service, we ensured all Educational Programs are infused with the Biblical worldview and are compliant to accreditation requirements
- A teacher had professional learning in STEM and implemented this in relevant programs
- Teachers were trained in a Biblically-based 21st century framework, particularly as it relates to understanding how the Bible shapes all Key Learning Areas
- Teachers had professional learning to become familiar with the new Personal Development, Health and Physical Education (PDHPE) K–10 Syllabus
- Online training was available and utilised for teachers for NAPLAN writing course
- The school implemented the “Live Life Well @ School” program for K-6 PDHPE
- A variety of Physical Education activities with trained coaches were made available for students in Swimming, Gymnastics, Touch Football, Softball and Athletics through Sporting Schools
- Students were provided many opportunities to serve during special events throughout the year
- Students participated in Service Learning activities to raise funds to support the work of training Indonesian teachers in Christian Education, through The Effective Teaching and Learning Series (ETLS) in the following ways:
 - Sponsoring transportation costs for trainers (to and from training events)
 - Sponsoring attendees to pay for accommodation when the training occurs, as some are from remote areas
- An opportunity to raise awareness and develop healthier lifestyles while supporting the work of the Heart Foundation through Jump Rope for Heart Day
- We acquired registration and accreditation for Stage 4 (High School)



2019 Improvement Targets

Strategic Planning

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

Educational Program

- Provide a variety of Physical Education activities with trained coaches in Swimming, Gymnastics, Volleyball, Softball, Athletics and Table Tennis.
- Application for Stage 4 was approved

Professional Learning

- Teachers trained in The Effective Teaching and Learning Series (ETLS)
- 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
- Professional learning to improve student's literacy, numeracy and physical health

Embedding Service-Learning Culture

- Provide opportunities for all students to serve during special events
- Service learning to raise funds to support the work of New Hope International (Indonesia) in Christian Education through The Effective Teaching and Learning Series (ETLS)



Looking forward to 2019

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 and innovation are the key aspects of 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 all learning. Raising up students to be disciples of Christ is about empowering students to love and serve God, their neighbours and themselves. Meaningful learning relates all things to Christ, as in Him all things hold together.

Pavina Lee
Principal

Overview of 2018

KCCS delivers the curriculum as required by NESA 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 collaboratively and creatively.

Curriculum

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

Year K-2

The Junior students continue to access the curriculum through a variety of hands on and exploratory activities. All students enjoyed a great year of fun-filled learning. K-2 students were given frequent opportunities to consolidate their maths problem-solving skills through manipulating concrete materials. Their scientific thinking skills are beginning to develop as they have continued to explore and interact with living things and their environment. Our students have learnt lots about History, including our indigenous people, through exploring various sources. This past year it has been great to explore aspects of the new PDHPE Curriculum by experimenting with new initiatives such as "Crunch and Sip" and "Fruit and Veggie" week. Junior students have enjoyed their weekly visit to our school library to borrow books. It has been encouraging to see our Junior students grow in confidence as readers and writers. Their skills continue to be consolidated as they work through Reading Eggs and Mathseeds at their own individual pace.

Year 3-6

21st Century Skills learning has been an essential part of Stage 2 and 3 learning activities. Students were given hands-on experience through project based learning to develop their communication, collaboration, critical thinking and creativity skills. Students enjoyed learning about the First Fleet and the impact of the British colonisation through game-based learning in Minecraft Edu. Through completing projects within a limited amount of time, students were given the opportunity to enhance their time management skills. In PDHPE students developed their character as they demonstrated the understanding that every person is unique, special and integral member of the community. Students identified their own personal strengths and developed strategies to resolve conflicts through role-play. Our students also had a great time learning music through playing glockenspiel and were very excited to perform their musical items at the end of term presentation night.



Quality Learning and Technology

Technology has been a useful tool in lessons and are carefully utilised for the building and consolidation to enhance learning. Year K-2 were introduced to typing and various Google applications. Year 3-6 students had 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 presentations. Students published their work online and connected with a collaborative community through Google slides, documents and Google classroom.



Worship & Bible Program

All students start off each 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.

Civic and Citizenship

Civic and Citizenship is highlighted and focused on during Worship/Bible programs, assemblies, in History and PDHPE programs, significant events such as ANZAC Day and through service learning activities.

A Partnership with New Hope International

KCCS was able to assist in the funding for Teachers in Indonesia to provide training in Christian Education through The Effective Teaching and Learning Series (ETLS). The school held a special fundraising event during Term 2 Presentation night and raised \$1,314.45. Students had opportunities to use their gifts and talents by serving, preparing and taking part in selling goods during the night. They also raised funds during canteen day which took place each term. Students were able to serve the school through collection, processing and distributions of lunch orders. A total of \$1002.50 was raised.

Sporting Schools

Through Sporting Schools, students participated in a variety of team and individual sports, promoting an engagement in a healthy, active and fun lifestyle. Students had the opportunity to experience touch football, swimming and gymnastics. Building their strength and fitness, students were excited to learn new skills, gain confidence and develop both agility and flexibility. .

Excursion to Monkey Baa Theatre for Josephine

Our K-4 students had the privilege of attending the production of “Josephine Wants to Dance” by the Monkey Baa Theatre Company. The production was based on the book written by Jackie French. The company brought to life the characters of the story in an uplifting, creative and humorous manner emphasising movement and animation. Our students were able to engage with characters and were inspired by the underlying theme of being true to yourself and following your dreams. The company also successfully highlighted the hard work, dedication and discipline that it takes to succeed. A wonderful and rich experience was had by all attending.

Excursion to the Powerhouse Museum

Our students visited the Powerhouse Museum and were engaged in a variety of interesting and challenging activities. Presented by the Future Park Show, demonstrating the use of technology for creative play. Students were fascinated watching their 2D drawings being transformed into moving 3D objects projected onto a screen. The transport hall provided a timeline of how transport has changed and improved over many years. A true sized replica of a space shuttle captured the interest of our students. A very productive journey through science and history for our students.

Excursion to Taronga Zoo

The excursion to Taronga Zoo provided our students with a unique learning experience. Students explored a range of animals and wildlife and their respective habitats. Students also engaged in interactive learning developing their understanding of conservation and animal behaviour.

Jump Rope for Heart

KCCS students took part in the Jump Rope for Heart initiative to raise money for the Heart Foundation. They participated in a number of fun activities using skipping ropes, including skipping relays, skipping races, individual skipping and skipping using a long rope. Some of the students had never used a skipping rope before so they learnt a lot about perseverance! Students enjoyed the skipping so much that they continued to use the skipping ropes at morning tea and lunchtimes. They are becoming very proficient skippers! We were very proud to raise money for such a worthy cause. A big thank you to our students for participating and to our parents for supporting them. We raised \$1,127.00.



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 2018, as well as inform the overall learning approaches that will deliver quality teaching and learning in literacy and numeracy across K - 6.

The 2018 NAPLAN results for Years 3 and 5 showed improvements in their writing, spelling and grammar. 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 need additional support have had adjustments made in both class learning experiences and independent learning activities.

Result

Year 3 (5 students)

- Reading - 80% of students above National average.
- Persuasive Writing - 80% of students above National average.
- Spelling - 60% of students above National average.
- Grammar - 60% of students above National average.
- Numeracy - 100% of students above National average.

Year 5 (4 students)

- Reading - 75% of students above National average. One band 8 was achieved.
- Persuasive Writing - 75% of students above National average. One band 7 was achieved.
- Spelling - 75% of students above National average. Three band 7's were achieved.
- Grammar - 75% of students above National average. Two band 9's were achieved.
- Numeracy - 75% of students above National average. Three band 7's were achieved.



Student Information

Student Population

At the end of 2018 Academic Year, Kingdom Culture Christian School had 39 students from Kindergarten to Year 6.

Years	No. of Students	M	F
K	13	7	6
1	3	0	3
2	8	4	4
3	5	1	4
4	5	4	1
5	4	2	2
6	1	1	0
Total	39	19	20

Community Locality

Students came from:

Locality	No. of Students
Arncliffe / Rockdale / Bexley / Wollie Creek	17
Marrickville / Campsie / Earlwood	5
Hurstville / Sans Souci / Peakhurst / Penshurst	3
Western Sydney Suburbs (Canterbury - Bankstown)	4
South Western Sydney (Liverpool - Campbelltown)	5
Eastern Suburbs	4
CBD & Inner West	1

The school provides transport to and from Wollie 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 2018.

The data gathered from the submitted surveys demonstrates:

- The implementation of Christian Education in its culture and programs (95% strongly agree)
- The commitment to improving learning for students (84% strongly agree and 16% highly agree)
- A clear commitment to developing the gifts of each student (74% strongly agree & 27% highly agree)
- A clear commitment to improving learning and achievement for each student and the growth and well-being of students (84% strongly agree)
- The school has clearly articulated strategies for improving levels of student achievement (52% strongly agree and 36.8% highly agree)
- KCCS has a commitment to the growth and well-being of students (79% strongly agree and 21% highly agree)
- The school is safe (79% strongly agree)
- There is clear communication to families (63% strongly agree and 26% highly agree)

Teacher Satisfaction

Each teacher was interviewed at the end of 2018. They unanimously agreed the school was a place where they can contribute their gifts and talents. Every teacher has a strong commitment to imparting God's truth. Nurturing each student as individuals was of high importance.

Staff Composition

KCCS is blessed with a wonderful team who approach their roles with great dedication as an act of service to God. In 2018, the school employed two full-time and one part-time teacher, as well as one part-time teacher assistant. The Office Manager was 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 99.8%

Teacher Professional Learning

Professional Learning for all staff, both teaching and non-teaching was a key focus of the school. Each person has a Professional Learning Plan. 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 \$464.00.



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 comply with all relevant discrimination legislation.

The School will enrol students where the family:

- Seek a Christian Education for the student
- Support the ethos of the school as expressed in the *KCCS Statement of Faith, the Aims, Goals and Philosophy* and *Codes of Conduct for Students and Parents*
- Declare all information relevant to the enrolment decision, including health, learning or behavioural difficulties
- Commit to pay their fees in accordance with school policies
- Commit 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 and those transferring from other Christian schools.
- Children of parents who already have a child in the school
- Children of parents who are members of the Life Centre International church
- Children of parents who, whilst not testifying to an active Christian commitment, unreservedly support the aims of the school

The School's Board of Directors is ultimately responsible for final decisions regarding Enrolment Policy and its implementation.

- 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 if deemed not ready
- 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

Any Assessments or reports required from non-school personnel will be at the parent's expense.



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.

Child Protection Policy

The school seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and wellbeing of the students entrusted to it. The school meets all its obligations under the Child Protection Legislation.

All school community members have a duty to take reasonable care for the safety and welfare of students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or risk of harm that can be reasonably predicted. This duty of care owed to students by all School community members applies during all activities and functions conducted or arranged by the school staff and where a student is in the care of a school community member.

The school expects all school staff and community members to be caring, compassionate adults who take an interest in the well-being of students, and who set appropriate boundaries for worker-student relations. School community members must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the School.

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.

The 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 Responsibilities

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

Responsibility through Community Service

Within the school

- Students work and are paid for the "Jobs" they do
- Students serve during Canteen Day and special events

Locally

- Visitation to the Aged Care Facility
- Support the work of the Heart Foundation

Globally

- Assistance with New Hope International with improving teacher quality in Indonesia
- Provision of Samaritan Purse boxes



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 complete the absent form 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



