



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 2019

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Message from the Board



It has been an amazing five years for Kingdom Culture Christian School (KCCS) since it opened its doors in 2015. KCCS continues to be a vibrant, loving, future focused and Christ-centred learning community that is growing from strength to strength. It is a testament to God's blessings, favour and faithfulness to the vision and dedication of all its teachers, staff and volunteers. There is a warm and positive atmosphere that is very unique among Christian Schools. The relationships between teachers, students, staff, parents and carers are more like a family, KCCS Family. Children are like seeds - when they are planted in a positive learning environment, they will surely bloom and thrive to achieve their maximum potential.

Many more parents are now hearing great reports about KCCS. We have had to establish a waiting list now that the school is operating at full capacity. We are so thankful and appreciative to Life Centre International Church and its members for always supporting the vision of the school. Passionately committing to the construction of a new building to allow KCCS to expand and accept more students. The construction of the new building extension started in March 2020 and is due for completion by the end of 2020. The official grand opening to the new building is expected in early 2021. When the construction is completed it will be equivalent to two double storey buildings, with six new additional classrooms, an extended underground car park, an elevator connecting the basement carpark level, ground level, mezzanine level, and the first floor level. We will also have two new playgrounds and an upgraded main playground area.

One of the great achievements of 2019 was receiving the approval from the NSW Education Standards Authority (NESA) to operate Years 9 & 10 in 2020. KCCS plans to progress into Years 11 in 2021. The school has also officially partnered with the Australian division of New Tech Network, an organisation that was initially funded by the Bill & Melinda Gates Foundation to revolutionise education in America. Our engagement with this third party provider will greatly enhance the Project Based Learning (PBL) options available to our students.

The KCCS Board has recently welcomed two new directors to contribute their knowledge, wisdom and expertise in the development and governance of the school. Eric Lee has a background in business and logistics. Delia Suteja has a background in business, branding and marketing. Recently, the Board held a very productive and fruitful strategy session discussing the exciting future of the school and the possibility of establishing additional campuses in the not too distant future. The future is bright for KCCS.

Ben Irawan

Founder & Director
on behalf of the Board



Principal's Message

As we reflect on the achievements and accomplishments in 2019, we can celebrate as a community of students, teachers, staff and families. Together, we have assisted each other to see the children grow and flourish in both their development and learning.

This is our fifth year and we have already achieved significant milestones that are important for building our foundation as a sustainable school community. NESA has granted initial registration for Years 9 and 10, allowing students to continue their schooling at KCCS. The diversity of the KCCS Board has provided a range of skills and experiences 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. 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, Annette Frisken, Michael Neumann, the Office Managers, Yvonne Tan, Fanny Mardjuki 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 2019.

May God bless you.

Pavina Lee
Principal



2019 Improvement Targets Achieved

In 2019, the school achieved significant milestones related to key improvement targets.

- Professional Learning: training in STEM and implementation in programs
- Quality Christian Education
- 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.
- Teacher started training in NAPLAN writing course
- Ensuring teachers are equipped and implement the new Technology syllabus
- Professional learning to familiarise with the new Personal Development, Health and Physical Education (PDHPE) K–10 Syllabus
- Provide opportunities for all students to serve during special events
- Raising awareness and developing healthier lifestyles while supporting the work of the Heart Foundation through Jump Rope for Heart Day
- 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
- Three teachers completing The Effective Teaching and Learning Series (ETLS) program
- Fundraising for the new building through events like Movie night and Fundraiser night
- We acquired initial registration and accreditation for Stage 5 (Year 9 & 10)



2020 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
- Application for Year 11 & 12 in 2021
- Project Based Learning in High School Programs

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 new building project
- Continue the work of the Heart Foundation while establishing healthy habits



Looking forward to 2020

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 are held together.

Pavina Lee
Principal



Overview of 2019

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 come to understand the wonder of God's design. The focus of our education program is enabling students to learn and grow as people, 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 critical thinking skills, 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. They are learning to use the language of Mathematics by explaining the strategies they use to solve problems. With the integration of the new Science syllabus, our students have been engaged in developing and using scientific and design thinking skills, as they have explored and interacted with living things and their environment. Our students have learnt about the history of families and how technology has changed the way a typical family functions. They have studied the life of indigenous families through exploring various sources. This past year students have continued to engage with aspects of the new PDHPE syllabus. They particularly enjoy Crunch and Sip and activities around Vege week. Junior students have enjoyed their weekly visit to our school library to borrow books and as well as participating as class groups in the Premier's Reading Challenge. 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, Mathseeds and Matific at their own individual pace.

Year 3-6

21st Century Skills learning has been an essential part of Stage 2 & 3 learning activities. Students were given hands-on experiences through project based learning to develop their communication, collaboration, critical thinking and creativity skills. Through completing projects within a limited space of time, students were given the opportunity to enhance their time management skills. Students enjoyed learning about the Gold Rush and Eureka Stockade by producing a video and reenactment of the events. Students combined their imaginations and scientific knowledge to design and create a game to demonstrate forces and friction. In PDHPE students developed dance movements to the song 'Joy' which they performed for presentation night. Drama this year explored bullying and demonstrated the importance of repentance and forgiveness in building community. Our students also had a great time learning music through playing the Glockenspiel and enjoyed performing their musical items at the end of the term presentation night. Learning to write like a writer was also a challenging and engaging activity for our Senior Leaders.



Years 7-8

2019 ushered in our first year of High School. We welcomed new teachers to our team to cater for the diverse subject areas offered in the secondary curriculum. It was an exciting and challenging year for staff and students as together we explored how we could integrate project-based learning into the 7 to 8 curriculum. Semester One saw students embark on excursions to the Bardwell Valley Parklands to look at the quality of water and how we could better protect this waterway from human impact. English complemented this work by studying representations of Survival in literature and media. Students worked collaboratively on projects and used critical thinking skills to come up with solutions for our waterways. Students used their newly learnt skills from Food Technology as well as some Mathematics mastery to bless the school community by catering for various events such as canteen day and presentation evenings. High school performances of tribal music and dance during presentation evenings were well received. Our Leaders were also excelled in Art, as they experimented with different mediums to express their ideas.

Fundraising Events Canteen Day

Canteen Day proved very popular with our Leaders. It gave them real life experience of purchasing meals. Lots of hard work by our support staff and parents made it a successful day. Our Leaders helped out with planning, serving and cleaning up. Together we raised \$922 towards our new school building.

Movie night

High School Leaders used their mathematical and planning skills to survey the school about movies they would like to watch and foods they wanted to eat. From here they planned a movie night for the school. Everyone arrived with their comfy pillows and blankets and settled down to a night of adventure with Hiccup, Toothless and the gang in 'How to Train Your Dragon: Hidden World'. Warm popcorn just added to the enjoyment. This was a great time making connections across our school body as well as building our sense of community.

Sporting Schools

Sporting Schools is a \$240 million Australian Government initiative designed to help schools to increase children's participation in sport, and to connect them with community sporting opportunities.

Sporting Schools programs are provided to help students build the confidence and capability to be active for life. Through the Sporting Schools initiative, KCCS Leaders were able to experience and participate in a variety of sporting activities including volleyball, gymnastics, swimming and athletics. Leaders were able to develop an appreciation for the variety of skills unique to each sporting activity and through these experiences, build not only their fitness, but also develop team building skills and self-confidence.

Grandparents Day, Mother's Day, Father's Day

Over this year we had several special events to celebrate the lives of people who are very special to us. Grandparents day gave our Leaders the opportunity to thank God for their grandparents and bless them with a morning tea and some songs. This was followed by a time to honour mothers with a special Mother's Day afternoon catered for by our lovely high school students. By far the most exciting celebration was Father's day, with Dad's and their children participating in an action packed morning of games and competitions, along with enjoying a delicious breakfast.



Excursion to Botanical Gardens K-6

Our Primary Leaders were a credit to our school as they travelled to and from the Royal Botanic Gardens by train. Year 3-6 Leaders became sustainability superheroes by learning about sustainable living practices and the way in which they can help to protect and sustain our natural environment. They participated in gardening activities, visited the composting area to see the garden's worm farm in action and planted a herb to take home to grow. The students used their problem solving skills to design a simple rainwater harvesting system with recycled materials. This excursion assisted them to consider how our environments can be used sustainably and how waste can be managed sustainably. The K-2 Leaders embarked on an adventure tracing the footsteps of the duckling Alexander. Based on Pamela Allen's book 'Alexander's Outing', they traced Alexander's journey through the garden and solved mathematical problems along the way.

Excursion to Farm K-8

Despite the wet weather our excursion to Calmsley Hill City Farm was very successful with our Leaders gaining a snapshot of farm life. The rain stopped when we arrived and held off for the day. Visiting the farm helped our Leaders understand the source of the food they eat. Hands on experience of the animals, milking a cow and watching Mrs Frisken and Mr Ribeiro crack a whip were the highlights of the day.

Excursion Yr 7 & 8

Bardwell Valley Parklands present a crossover between natural and human environments. Our Leaders were challenged to research the human impact on our metropolitan waterways. They used their science and geography skills to discover how the natural environment is altered by human contact. Students used the information they sourced on their excursion to report on the health of Bardwell Creek and suggest ways to reduce human impact on natural environments.

Jump Rope for Heart

Last year our students once again participated in the Jump Rope for Heart initiative to raise money for the Heart Foundation. Leaders enjoyed completing a circuit of activities using both large and small skipping ropes. It was wonderful to witness the skill development from the previous year. Some of our Leaders are becoming quite proficient in the more advanced skipping skills and techniques such as criss-cross and under the leg jumps. A tremendous effort was made by all the Leaders, raising a total amount of **\$2,157.97** which was considerably more than the previous year. We look forward to continuing our participation in such a worthy cause.



The Years 3-8 Camp

There was great anticipation and excitement for the yearly school camp. Mr Neumann asked the Leaders to write down what they were expecting their Heavenly Father to reveal to them during camp on the first morning. This was followed by a great time of bonding during the drive to and from the campsite and during camp. Activities included: nature walks, a beautiful picturesque jetty which overlooked a gorgeous ocean view, volleyball, hide and seek, tag, cricket, basketball, swimming, kayaking and hot cocoa with melted marshmallows by the campfire. Some highlights of the camp as mentioned by students and staff were the powerful devotional times of worship and Bible study, where the impact of God's powerful presence was deeply felt and was transformational for all.

"Growing into the Maturity of Christ" was the theme of the KCCS 2019 Camp and included lessons in trusting God, understanding the Bible, living in the Spirit and breakthrough worship. Testimonies shared on the last day from students and staff in response to Mr. Neumann's question from day 1 were amazing and included some students experiencing God's presence for the first time. Others received visions and words straight from their Father in Heaven. What better way to end the KCCS camp with a baptism of one of our senior Leaders. To God truly be the glory for all He has done and continues to do. We are looking forward to the year ahead and hopefully experiencing camp at the same beautiful location in 2020.



NAPLAN

NAPLAN data provides the school with a snapshot of student performance in literacy and numeracy. This has provided valuable feedback for KCCS to assess the learning needs of the students that had commenced at the school in 2019, as well as inform the overall learning approaches that will deliver quality teaching and learning in literacy and numeracy across K - 8.

The 2019 NAPLAN results for Years 3, 5 and 7 showed improvements in their reading, writing, spelling, grammar and 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 need additional support have had adjustments made in both class learning experiences and independent learning activities.

Result

Year 3 (8 students)

- Reading - 88% of students above National average. Four band 6's were achieved.
- Writing - 88% of students above National average. Three band 6's were achieved.
- Spelling - 75% of students above National average. Four band 6's were achieved.
- Grammar - 88% of students above National average. Five band 6's were achieved.
- Numeracy - 88% of students above National average. Three band 6's were achieved.

Year 5 (5 students)

- Reading - 60% of students above National average. One band 8 was achieved.
- Writing - 80% of students above National average. One band 8 was achieved.
- Spelling - 60% of students above National average. Two band 8's were achieved.
- Grammar - 80% of students above National average. Three band 8's were achieved.
- Numeracy - 80% of students above National average. Two band 8's were achieved.

Year 7 (2 students)

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

A detailed summary of the NAPLAN data is available through the My School's Website <http://www.myschool.edu.au/>



Student Information

Student Population

At the end of 2019 Academic Year, Kingdom Culture Christian School had 59 students from Kindergarten to Year 8.

Years	No. of Students	M	F
K	13	6	7
1	17	10	7
2	2	0	2
3	8	4	4
4	5	2	3
5	5	4	1
6	5	3	2
7	2	2	0
8	2	0	2
Total	59	31	28

Community Locality

Students came from:

Locality	No. of Students
Arncliffe / Rockdale / Bexley / Wolli Creek	30
Marrickville / Campsie / Earlwood/Canterbury/Campsie	6
Hurstville / Sans Souci /Peakhurst / Penshurst	3
South Western Sydney (Liverpool - Campbelltown)	11
Eastern Suburbs	6
CBD & Inner West	3

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 2019.

In all survey responses submitted, the school demonstrates:

- 95% strongly agrees the implementation of Christian Education in its culture and programs
- 50% strongly agrees and 50% highly agrees the commitment to improving learning for students
- 45% strongly agrees and 35% highly agrees a clear commitment to improving learning and achievement for each student and the growth and well-being of students
- 25% strongly agrees and 50% highly agrees the school has clearly articulated strategies for improving levels of student achievement
- 75% strongly agrees and 20% highly agrees the school has a strong commitment to the growth and well-being of students
- 85% strongly agrees and 15% highly agrees the school is safe
- 68% strongly agrees and 16% highly agrees clear communication to families

Teacher Satisfaction

Each teacher was interviewed at the end of 2019, and 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 staff team who approach their roles with great dedication as an act of service to God. In 2019, the school employed three full-time teachers, two part-time teachers, one part-time teacher assistant, an office manager and office administrator. The principal held the position of responsibility.

Staff Attendance

The attendance of the school staff was extremely high at 98.8%.

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 \$3,847.



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. If there are complaints in relation to a Child Protection matter, such as an allegation of reportable conduct will be directed to the Principal.

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 ongoing 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



