



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 2020

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Message from the Board



As I am writing this, I am humbly reminded that it is only by God's hand and favour that we can be where we are today. These words came to my mind:

Day by day, term by term, year by year.
We have solely depended on Him.
Grace upon grace, have produced...
Miracles upon miracles, that have taken us from...
Glory to glory.

Kingdom Culture Christian School (KCCS) started in 2015 as a Kindergarten to Year 6 School. At the end of 2020, we were awarded by the New South Wales Education Standards and Authority (NESA) the registration and accreditation to operate Year 11 and 12 from 2021 onwards. The process of adding new academic year levels is now complete. From 2021, KCCS will be a K to 12 School. Parents can enrol their children from Kindergarten and see their children grow year by year until they graduate high School as a person who will bring a positive contribution to society.

As the new school building was nearing completion and photos of updates were regularly posted on social media, KCCS received a flood of interest and enquiries from potential parents, creating an even larger waiting list, especially for Kindergarten. We have even received applications for Kindergarten up to the year 2025. Potential parents are sending in enrolment applications as soon as their child is born. They know that the Kindergarten class is in high demand and they simply do not want to miss out. Now, that is wisdom!

The School Board is very pleased with the progress of the School and would like to thank our School Principal Mrs Pavina Lee for her great leadership. The Board would also like to thank all the teachers and staff for their whole-hearted service in this ministry of raising future leaders for this nation who will represent the Kingdom of God in all they do. I have never witnessed such a loving and supportive community that is so dedicated and as hard-working as KCCS' teachers and staff.

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 2020, 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 their development and learning.

2020 marked our sixth 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 11 and 12, allowing students to continue their schooling at KCCS from K-12. The diversity of the KCCS Board has provided a range of skills and experiences that have contributed to the School's ongoing development. 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 to explore the students' intellect, deepen their character and develop their gifts. This has involved developing discernment in life-related situations, 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, Miguel Ribeiro, Abigail Kee, Valasce Woolley, Beth Boland, Morgan Tan (Tutor) and Lenny Supandi (Teacher Assistant), the Office Managers: Fanny Mardjuki and Eviwaty Kosasih, 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 2020.

May God bless you.

Pavina Lee
Principal



2020 Improvement Targets Achieved

In 2020, the School achieved significant milestones related to key improvement targets.

- Quality Christian Education
- Provision of a variety of Physical Education with trained coaches in Basketball, Athletics and Swimming.
- Increase in awareness and development of healthier lifestyles while supporting the work of the Heart Foundation through Jump Rope for Heart Day
- Provision of a quality education in teaching, learning and service, with teachers ensuring that all Educational Programs are infused with a Biblical worldview and are compliant with accreditation requirements
- Implementation of Project Based Learning (PBL) for Years 9 & 10
- Acquisition of initial registration and accreditation for Stage 6 (Years 11 & 12)
- Completion of the new building by the end of 2020



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
- Project Based Learning in High School Programs
- Embed Entrepreneurship into curriculum
- Develop 4Cs (Critical Thinking, Collaboration, Creativity and Communication) skills in all areas of the curriculum

Professional Learning

- Training all staff 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 trained to develop Project Based Learning through mentoring and support from New Tech Network
- Implement the Initial-Lit Programs in Kindergarten and Stage 1 classes

Embedding Service-Learning Culture

- Provide opportunities for all students to serve during special events
- Service learning to raise funds for various organisations
- Continue the work of the Heart Foundation while establishing healthy habits



Looking forward to 2021

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.



Overview of 2020

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.

Years 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 were blessed with special visitors from our indigenous family and were enriched by the cultural experience of the Aboriginal language, dance and music. This past year students have continued to engage with aspects of the new PDHPE syllabus. They particularly enjoyed Crunch and Sip and activities around Veggie week. Junior students enjoyed their weekly visit to our School library to borrow books and as well as their participation 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 worked through Reading Eggs, Mathseeds and Matific at their own individual pace.



Years 3-6

Stages 2 & 3 learning activities continued to be focused on 21st Century Skills where students learned to develop their communication, collaboration, critical thinking and creativity. The students were off to a great start and then the COVID 19 pandemic hit which caused Project-based learning to be put on hold while they adjusted to online learning from home. Students enjoyed learning about the First Fleet and the impact of British colonisation. In PDHPE students developed their character as they demonstrated the understanding that every person is unique, special and an important member of the community. They identified their own personal strengths and developed strategies to resolve conflicts through the Peace Wise program.

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 the term presentation night.

During drama students were mentored by an experienced drama teacher Ms Joanne Samuel who starred with Mel Gibson in Mad Max (1979). She now runs her own theatre in Leura "3 Sisters Youth Theatre". Students quickly emerged from their shells as they became more confident and comfortable with acting as Ms Jo sharpening their skills by teaching them about voice intonation, projection, body positioning on the stage as well as enhancing their imaginative sides. They developed self-confidence and expressed themselves more freely by incorporating movement and direction while working on their scripts. The students thoroughly enjoyed the drama experience and everyone were very enthusiastic and excited about participating in a drama program in the future.



Year 6 Graduation Celebration

Year 6 students displayed great excitement during the celebration of their Primary School Graduation. We were blessed to experience teaching and learning with these wonderful students. They are all unique individuals who contribute uniquely to our community. During their primary School years, some have developed close bonds with each other and it was lovely to see their friendships flourishing during the graduation night. Up to this day, we have witnessed every kind of joy and trial throughout their journey, proving just how true of what the Bible says, "It takes a grinding wheel to sharpen a blade, and so one person sharpens the character of another." Proverbs 27:17 (TPT). May all of our wonderful students continue to develop their growth and maturity, bringing hope and encouragement to each other as they grow & learn together in their High School years.

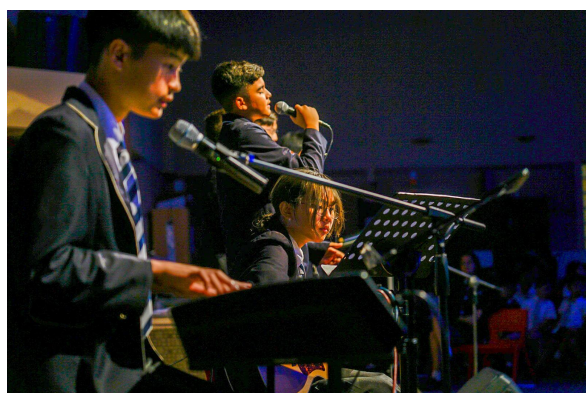


Years 7-8

Years 7 and 8 doubled in size this year, and many of our year 6 students joined us for their first year of High School. After a great start to the year, our learning was interrupted by the COVID 19 pandemic. Project-based learning took a back seat while adjusting to online learning to meet our students' needs to study from home. With various events and excursions cancelled due to COVID restrictions, Semester One was very different. Our students did a great job applying themselves to the new mode of learning. They found creative ways to work collaboratively while physical distancing.

Throughout the year, our students learnt many new skills and gained an understanding of English, Maths, Languages and PDHPE. Our students spent the year trying their hand at learning Indonesian 'Selamat pagi, apa kabar?'. During English, students learnt new creative writing skills, developed social justice campaigns, had a taste of Shakespeare and developed a new appreciation for what it is to be Australian. In Mathematics, our students explored various topics working at their own pace and level. PDHPE gave students opportunities to learn how to maintain respectful relationships, develop strategies to minimise risks

of drugs, maintain their health through wise choices, and develop valuable basic first aid skills. Physical Education was very different during the lockdown, but students still learned basketball skills that they filmed for evaluation. We were unable to attend our usual sports venues due to COVID restrictions, and so gymnastics and athletics were adapted to accommodate the need to socially distance.



Semester One students also studied History and Science. The History mystery box challenge introduced students to the study of source materials to determine the identity and behaviours of people from the past, which led to a study of ancient societies around the world. Over this time, Science allowed students to learn about creation at a cellular level, elements and chemical reactions, geology, and energy. In addition, students enjoyed discovering the chemistry of everyday life. Finally, semester two Art and Music were introduced to students.

Years 9-10

A new milestone in the development of KCCS' High School was the commencement of Years 9 and 10. Students continued with their core studies of English, Mathematics, Geography, PDH and Science. In English, students relished the opportunity to work with an author in writing workshops to produce their own crime fiction stories. Project Based Learning (PBL) integrated elements from all subjects to provide real-world experience in applying their learning. Projects culminated in written articles for 'New Scientist', reports on wellbeing to the United Nations on a country of their choice, student-led lectures and experiments and public relations campaigns. These projects presented students with challenging and rewarding learning experiences that required them to tap into skills needed in the 21st Century. Students were also able to participate in language study to continue to extend their skills for participating in our increasingly connected world.

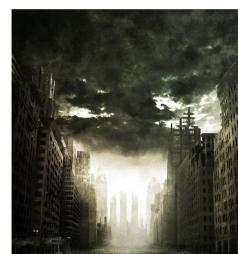
THE WORLD WILL RUN OUT OF FOOD BY 2050!

HERE'S HOW WE CAN PREVENT OUR EXTINCTION...

BY IMMANUEL IRAWAN

The world is ending, and it's our fault. You may have heard something like this many times throughout your life. Whether watching the latest zombie apocalypse movie, or browsing conspiracy theories on the web. The end of the world is quite a common and novel concept, with many people taking many different approaches to the event. Theories such as super volcanoes, our sun collapsing, a meteor strike, sun flares, cosmic bursts, rogue black holes, alien invasion or divine intervention suggest that the end of the world would be entirely out of our control.

But what if it wasn't out of our control? What if the end of the world was much closer, and much more manageable than we thought? Violent events of destruction or calamity is how most envision it, but a detailed analysis of the economy and the habits of people around the world implies a slower and more unexpected degradation of our race.



Canteen Day

KCCS uses Canteen Day to raise money for different community projects. This year we raised money to support Life Centre International's building project. The funds raised will be a contribution from our community to see the award winning architectural design studios completed in 2021. We raised \$837.10 from Mufti Day & Canteen Day for the new school building.



Friday Fun Day

Friday Fun Day was adopted to bring all the students together after all social events that were planned for the year were cancelled. To celebrate the end of Term 3, KCCS students had a wonderful time in multiple activities such as Sport/Physical Activities, Board games, Puzzles, Ping Pong/ Badminton, Building/Construction with cardboards, Art and Cooking/Baking. Not only did they enjoy what they did but also had a chance to collaborate with other students from different stages and teachers. After lunch, we had time for a movie.



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 students were able to experience and participate in a variety of sporting activities including basketball, gymnastics (which was done virtually from home), swimming and athletics. students 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.



Highlights of the Year

Excursion to Botanic Gardens K-6

The Primary School enjoyed a day out attending the Royal Botanic Gardens in 2020. Year 3-6 students explored the different vegetation, climate and atmosphere of Tropical and Arid Regions. This provided opportunities to deepen their knowledge about different plant species and animals' adaptations in different conditions around the world.



The K-2 students, on the other hand, learnt more about bees, honey and beeswax. Each student got very creative by making their own bee house using wood, bamboo and glue. Upon asking the students about what they enjoyed most regarding this special day one said "I enjoyed tracing and learning how to draw the different leaves as I like being able to draw". Another did not like the mosquitos in the Tropical regions, but she found the different types of cacti in the Arid region fascinating as she did not know that there were so many different species. Both teachers and students had a wonderful day immersing in the beautiful garden in the heart of our city.



Jump Rope for Heart

In Term 3, KCCS has again participated in this good cause activity for National Heart Foundation Of Australia. An amazing effort was made by all the students and we raised a total of **\$2,676.78**, well exceeding the amount from previous year. We look forward to continuing our participation in such a worthy cause. The students not only developed skills and learnt new styles of skipping; they also enjoyed the event tremendously.



Highlights of the Year

Annual Picnic Day

After all the restrictions on activities during COVID, Picnic Day was a beautiful way to have the opportunity to celebrate the end of 2020. Gough Whitlam park was an excellent venue, and even though the sun did not shine, everyone had a wonderful time. Students enjoyed various games such as egg and spoon races, threading the hoop, rob the nest and tunnel ball. Teachers and students all joined in to make this a triumphant celebration of a tumultuous year.



Operation Christmas Child

In Australia, we have never had the unpleasant experience of not being able to spread joy during the Christmas period. Unfortunately, families of developing nations experience this difficulty every year. To play our part in a global community, KCCS participated in Operation Christmas Child (OCC). Operation Christmas Child (a project of Samaritan's Purse) is an initiative to reach out to children of developing nations by providing gift-filled shoeboxes and bringing the Good News of Jesus Christ. After receiving the shoebox gifts, many children are also invited back to participate in an evangelism and discipleship program.



Highlights of the Year

The Years 3-8 Camp

Despite Covid-19 restrictions Years 3-10 had the opportunity to attend camp in 2020. The anticipation was high and the students were so excited to be returning to the beautiful and picturesque Telford Youthworks Port Hacking Conference Centre. There was a great time of bonding during the drive to and from the campsite and during fun camp activities which included; building a catapult in teams, nature walks, basketball, kayaking, amazing race, badminton and worshipping by the campfire. Some highlights during camp were the powerful devotional times of worship and Bible study where everyone was deeply impacted by God's presence. The theme of the camp was "My Identity in Christ". We look forward to building, bonding and being together on our next camp.



My Identity in Christ



Student Population

At the end of 2020 Academic Year, Kingdom Culture Christian School had 70 students from Kindergarten to Year 10.

Years	No. of Students	M	F
K	10	6	4
1	12	6	6
2	16	10	6
3	3	0	3
4	8	4	4
5	5	2	3
6	4	4	0
7	4	3	1
8	2	2	0
9	3	1	2
10	3	2	1
Total	70	40	30

Community Locality

Students came from:

Locality	No. of Students
Arncliffe / Rockdale / Bexley / Wolli Creek	25
Marrickville / Campsie / Earlwood	5
Hurstville / Sans Souci / Peakhurst / Penshurst	6
South Western Sydney (Liverpool - Campbelltown)	18
Eastern Suburbs	3
CBD & Inner West	13

The School provides transport to and from Wolli Creek Station.

Student Information

NAPLAN

NAPLAN for year 2020 was cancelled due to Covid-19 pandemic.

Student Attendance

Cohort	Average Attendance %
K	95.4
1	94.4
2	95.1
3	92.8
4	95.5
5	96.1
6	85.8
7	95.8
8	99.5
9	86.6
10	94.1
Overall Attendance	94.4



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 2020.

The results from the survey are as follows:

- 70% strongly agree that the implementation of Christian Education is in the School's culture and programs
- 70% strongly agree and 20% highly agree that there is a clear commitment to improving learning for students
- 55% strongly agree and 20% highly agree that a clear commitment to developing the gifts of each student
- 50% strongly agree and 25% highly agree that the School has clearly articulated strategies for improving levels of student achievement
- 65% strongly agree and 25% highly agree that the School has a strong commitment to the growth and well-being of students
- 65% strongly agree and 25% highly agree that the School demonstrates a strong commitment to the developing spiritual growth and godly character of students
- 70% strongly agree and 20% highly agree that the School is safe and supportive
- 60% strongly agree and 15% highly agree that clear communication with families

Teacher Satisfaction

Each teacher was interviewed at the end of 2020 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 2020, the School employed five full-time Teachers, four part-time Teachers, two part-time Teacher Assistants, an Office Manager and an Office Administrator. The Principal held the position of responsibility.

Staff Attendance

The attendance of the school Teachers & Staff was high. Teachers attendance was at 91.8% and Support Staff at 94.3%, resulting in the overall KCCS Staff attendance of 92.4%.



Teacher Professional Learning

Professional Learning for all staff, both teaching and non-teaching, was a key focus of the School. Each member of staff 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 \$2,757. This figure was lower than expected due to cancellations of a number of Professional Development sessions due to Covid-19 restrictions.

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. Details of this policy may be found on our website. After a complaint has been investigated the person who managed the complaint will notify the complainant of the outcome.

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 ensure their work space is tidy and clean
- Students serve during Canteen Day and special events

Locally

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

Globally

- Provision of Samaritan Purse boxes



Attendance

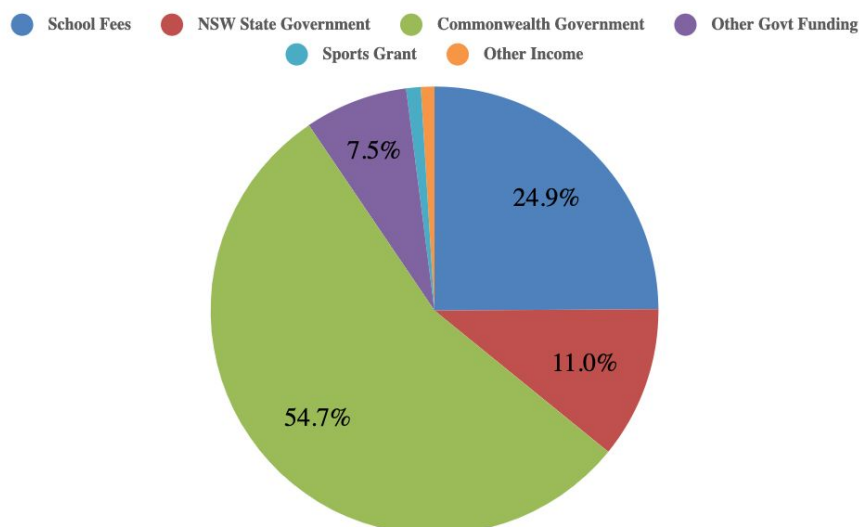
The School maintains a register of daily attendance for its students on all scheduled School days, whether on or off the premises. A parent is to notify the office by phone or email that their child will be absent. If this does not occur, the Office Manager will contact the parent on the day. The parent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

INCOME 2020



Expenditure 2020

