



# 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 2021

*Published June 2021*



The year 2021 was definitely a challenging year for Kingdom Culture Christian School and for every other school in the state of New South Wales. Government schools, Catholic schools, and private independent schools, had all been impacted greatly by the health restrictions implemented by the NSW Health Department in the form of lockdowns, Covid-19 vaccination mandates, social distancing, and mask wearing. The challenges of remote learning with cancellations of social events, assemblies, ceremonies, especially face to face worship and scripture time, took a tremendous toll on the entire school community. However, we still praise God in everything because it is God who gives us the power and ability to overcome every challenge presented to us.

*'No temptation has overtaken you except such as is common to man; but God is faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear it.'*

*1 Corinthians 10:13 (NKJV)*

Through all the challenges we faced together as a school community, we were encouraged to hear numerous positive feedback from parents regarding how organised and comprehensive the learning packs that had been prepared by teachers for each of their children. We also heard that after some time parents were getting more confident in supporting their children with remote learning. We thank all the teachers, staff, parents and, not forgetting, the students, who worked together collaboratively to make the best of what was available to us. The school board noted and commended the high achievement of learning outcomes by the students, even through the pandemic.

In the meantime, our teachers and school staff still continued with their Professional Development trainings. All staff completed The Effective Learning and Teaching Series 1 training that equips teachers and staff to collaborate in different areas to develop our students holistically, not just academically. Other Professional Development trainings that different teachers undertook include: Differentiating for All Students, Routines for Students with Autism Spectrum Disorder (ASD), The Role of Service in a Christian School, and Meeting the Needs of Indigenous Students.

Our school community continues to grow year by year, both in student numbers and staff numbers. Our Kindergarten classes continue to show strong interests from new parents having heard by word of mouth from other happy families and students at KCCS. To God be the glory!

Blessings,

**Ben Irawan**

Chairman & Founder of KCCS



## Principal's Message

As we reflect on the achievements, accomplishments and challenges in 2021, 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. Our teachers had to innovate and provide teaching & learning opportunities online. We thank our parents who faithfully supported their children's learning at home. We agreed with parents that having their children at school was significantly easier; and so many parents have appreciated & acknowledged the efforts of our teachers for the hard efforts made each day.

This is our seventh year and we have already achieved significant milestones that are important for building our foundation as a sustainable school community. NESA has granted full registration for Kindergarten to Year 12 and accreditation for Year 7 to Year 12 until the end of 2026. 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 from an early age.

I would like to affirm the devotions and love of our teachers Zoe Peachey, Cassandra Cassis, Miguel Ribeiro, Irma Hadisurya, Valasce Woolley, Annette Frisken, Carmela Garcia, Michael Neumann, Morgan Tan and Ivan Lian, the Office Managers, Yvonne Widjaja, Fanny Mardjuki and Eviwaty Kosasih for their faithfulness in serving the children; so they may be inspired. My deepest gratitude extends to all our parents for their patience and cooperation during lockdown, and for the wonderful support they provide for their children's learning. We have been very blessed to have a dedicated and diverse Board who have provided a range of skills and experiences that has contributed to the ongoing development of the school.

May God bless you.

**Pavina Lee**  
Principal



Board: Deddy Rachman, Eric Lee, Principal Pavina Lee, Ben Irawan, John Frisken, Delia Suteja

In 2021, the School achieved significant milestones related to key improvement targets.

- Quality Christian Education through teacher and staff training
- Embedding InitialLit program to K-2 Literacy
- 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 Primary and Secondary school
- Acquisition of initial registration and accreditation for Stage 6 (Years 11 & 12)
- Completion of the new building in January 2021

### Professional Learning

- Engaging each staff member in developing a professional learning plan and participating in professional learning opportunities to maintain accreditation
- All Staff attended the Child Protection training
- All teachers developed an understanding of the Emotional and Behavioural Disorder, Autism and Asperger's Syndrome, classroom strategies and dealing with students with challenging behaviours
- Professional learning to improve student's literacy, numeracy and physical health
- All staff were trained in The Effective Teaching and Learning Series One (ETLS 1) and Teaching staff were trained in ETLS 2
- Workshop with Newtech Network to design Project based learning for all teachers
- TEC Workshop: Curriculum Reform update, Indigenous Training
- All Staff trained with Black Dog Institute to build awareness on mental health at work
- Primary teachers had a workshop with psychologist at HUM Psychologist, who provided insight in assisting students with special needs and behavioural issues
- Teacher trained on Supporting EAL/D Learners in the K-6 Classroom with AIS
- InitialLit training for all K-2 staff
- Developing students' reflective practices in English 7-12

### 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
- Celebrating the love of Jesus to our local community during Aged Care visitation





### 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 Primary and Secondary School Programs
- Embed Entrepreneurship into curriculum
- Develop 4Cs(Critical Thinking, Collaboration, Creativity and Communication) skills in all areas of the curriculum
- Character development and leadership skills

### 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

### 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
- Extend awareness to support other organisations



### Looking forward to 2022

We trust the Lord that the students will flourish as we focus on teaching, learning and service excellence. Our desire is to continue to embed a culture where exploration, inquiry, project-based learning and innovation are the key aspects of the approaches to teaching and learning linked through 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 of learning. Raising up students to be disciples of Christ is about enabling students to love and serve God and their neighbours as themselves. Meaningful learning relates all things to Christ, as in Him all things hold together.



## Overview of 2021

KCCS delivers the curriculum as required by NESAs 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.

### Kindergarten

Throughout 2021, Early Stage One continued to access the curriculum through a variety of hands-on, play based learning and exploratory activities. Our English Learning was enhanced as we began using InitialLit. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. It is a three-year program, covering the first three years of school (Foundation to Year 2). Developing reading skills was a big focus during 2021. A system of home reading was put into practice and reading groups at school were an essential part of the English curriculum.

Kindergarten students continued to consolidate their Mathematics problem-solving skills through manipulating concrete materials and online learning programs such as Mathseeds. They participated in Science activities designed to develop their scientific and design thinking skills, reflecting the new Science syllabus. In History, the learning activities focused on how some things over time have remained the same whereas other things have changed using the theme of "Our Families". During Geography students investigated places and how people are connected to different places. This year students have continued to engage with aspects of the new PDHPE syllabus, enjoying Crunch and Sip.





### Years 1-2

Stage 1 students started the year in their brand-new classroom with plenty of natural light and extra space to move around. They began the English InitialLit program, with the Year 1 students systematically and explicitly learning the basic and advanced alphabetic code and the Year 2 students being introduced to common morphemes, as well as simple to complex grammatical concepts. All students were given opportunities to develop and improve their comprehension skills through consistent exposure to quality literature. Stage 1 students were given frequent opportunities to develop and extend their Mathematics problem solving skills through manipulating concrete materials. They continued to learn to use the language of Mathematics by explaining the strategies they used to solve problems.

2021 was not a typical school year with Stage 1 students (and their parents) showing great resilience and strength of mind 'learning from home'. All students continued to demonstrate progress in Mathematics and English. Students enjoyed their almost daily art lessons at home and improved their drawing, colouring and origami skills. Other Key Learning Areas continued with students participating in Geography, Digital Technologies and PDH (Health) lessons online. In Science, they identified light, sound and heat energy and used their senses to explore the properties of familiar objects and phenomena. In Term 4, students returned to the classroom in time to participate in hands-on science investigations, including using the sun to melt a chocolate frog and arranging plastic bottle maracas from softest to loudest sound. Throughout 2021, daily Scripture lessons played a significant and important role in keeping students feel connected to KCCS and in keeping both staff and students' eyes focused on Jesus Christ.



### Years 3-4

Stage 2 learning activities continued to be focused on 21st Century Skills where students learned to develop their communication, collaboration, critical thinking and creativity. Students enjoyed learning about the First Fleet and the impact of British colonisation which culminated in the completion of drama projects. History involved research into the life of a historical person and the presentation of a short skit to the class. 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 an integral member of the community. Students identified their own personal strengths and developed strategies to resolve conflicts through role-playing.

Creativity was also an important part of Stage 2 learning. A focus on Project Based Learning provided engaging learning experiences such as a STEM project which designed a structure to protect an object from impact. Through the study of Music and Dance students were able to improvise and create performance pieces. Students were then able to present these to the wider school community.



### Years 5-6

Although Covid took a big chunk out of the interactive classroom teaching and learning experience, students were still given interesting experiences through project based learning to develop their communication, collaboration, critical thinking and creativity skills. Students learnt new computational and management skills while completing projects and engaging with their peers through Zoom breakout groups. They started using a new science program Stile which was very interactive and tickled their imaginations as well as their interest in fascinating Science topics. During PDHPE students enjoyed learning new skills and development of their core body with their coach in gymnastics. Drama was very exciting as students were immersed as they read and experienced the different characters. They enhanced their emotions linked to the characters in the script. Our students also had a great time learning music using 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 students. They learnt how to edit and rewrite their narratives and stretch their imaginations to produce a written piece that was created to the best of their abilities.





### Years 7-8

In Technology students learnt Scratch coding and designed and produced their own game for Year 3 and 4 students for their project. They also learnt fundamental cooking skills in Food Technology, including special workshops from Chef Patrick Tan. Students participated in projects in English to produce a Survival website, game-based visual narratives and their own autobiographies. They worked on proposals to improve liveability at KCCS and participated in a field study of the schools surrounding area in Geography. Students used their learning in Areas and Measurement, Finance on their presentation night project. Despite interruptions to learning due to COVID 19 lockdowns students were still actively engaged in online physical education working through a daily fitness program with their teachers. Visual arts were a highlight for many with creative designs and the use of modelling of clay.



### Year 9-10

Although 2021 was not a typical school year, Stage 5 was able to complete the year with a minimum of disruptions. In History, students studied the making of the modern world. They investigated the movement of people from 1750 to 1918; new ideas and technological developments; the role of imperialism and the significance of World Wars I and II.

Project-Based learning gave students the opportunity to explore the importance of digital safety in relation to the United Nations Sustainable Development Goals. They were also given an introduction to robotics and developed a Minecraft model of Sydney in 2030.

Students explored different chemical reactions that underpins foundational chemistry principles. In biology, students explored the ethics and values of biotechnologies such as DNA recombinant technology and performed a DNA extraction of strawberries. The question of whether we should modify our DNA for man's purposes was explored in light of God's description of man who is made in the image of God. Tampering with the DNA of mankind must be highly regulated and governed by the truth that we are made in God's image. Finally Stage 5 concluded Science with the exploration of interstellar space of the Universe.





### Year 11

2021 saw our inaugural Year 11 class at KCCS. Our students studied English, Design and Technology, Work Studies and Mathematics with KCCS teachers. Year 11 is an important year for our students as they begin to prepare for the HSC.

Year 11 students also studied elective subjects through Sydney Distance Education. This helps them develop valuable skills of setting goals, time management and independent learning. The subjects chosen allowed leaders to gain in depth knowledge of subjects they are passionate about and identify future career paths.

### Year 6 Graduation Celebration

Year 6 celebration of their Primary School Graduation had to be done during school time. 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 Secondary School years.





## Highlights of the Year

## Grandparent's Day & Mother's Day

This year we were able to organise special events to celebrate the lives of people who are very special to us. We honoured Mothers with a special Mother's Day afternoon catered for by our lovely high school students. Grandparents day gave our Leaders the opportunity to thank God for their grandparents and bless them with a afternoon tea and performance. Students and grandparents enjoyed celebrating Grandparents' Day onsite at KCCS. Grandparents watched performances by each class and spent precious time together chatting and eating. Students gave thanks to God for grandparents and showed their appreciation with gifts and cards.





## Highlights of the Year (continued)

### Aged Care visit

Our Secondary students delighted the aged care residents at Macquarie Lodge during our visit at the end of 2021 with A Day in a Life at KCCS presentation. Primary students from each grade presented a few items and provided a gift to remind them of the gift of Jesus



### 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 record amount of **\$5015**, well exceeding the amount from the 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.





### Gymnastics Program

Through the Sporting Schools initiative, KCCS students were able to experience and participate in a variety of sporting activities which included Gymnastics presented by the talented Coach Ryan from Gymnastrix. They enhanced both their flexibility, as well as their gross motor skills by learning how to control their bodies through balancing, monkey bars, trampolines, and many more exciting activities. Students were able to develop not only their fitness but also develop team-building skills and self-confidence.



### Powerhouse Museum

Stage 5 and Stage 6 students visited the Powerhouse Museum to view the Shape 2020 exhibition and the Steam Revolution exhibit. The Shape 2020 exhibit showcased the best Design and Technology from 2020. As varied as they are creative, these projects provide a glimpse into the minds of tomorrow's designers.

The Steam Revolution exhibit gave students a hands-on experience of machinery developed during the Industrial Revolution. The exhibit included Twelve steam engines, 'hands-on' displays, old boilers, videos and much more to show how steam engines developed, what they did and how they changed the world.

### Royal Botanic Garden

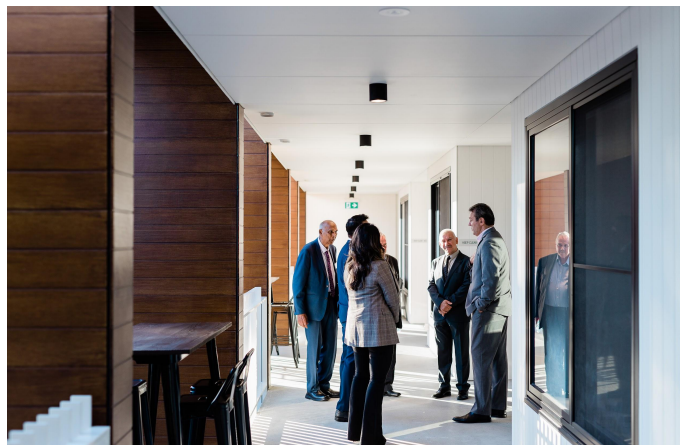
Secondary students had an excursion to the Royal Botanic Gardens to participate in a Purposeful Plants workshop. This workshop investigated a range of native plants and the adaptations that allow them to survive in the Australian environment. Students discovered the latest scientific conservation and ecosystem research happening within our Australian Institute of Botanical Science. First Nations educators provided an Indigenous perspective on native flora and explained the different uses of these plants as foods, medicines and tools and weapons.



### Grand Opening of KCCS New Building

This state-of-the-art building designed by Fuse Architecture won the Silver Award in the 2019 Sydney Design Awards, and built by Paynter Dixon, was opened on 27 March 2021. Member for Rockdale Steve Kamper, Bayside Mayor Joe Awada, attended the red-ribbon cutting ceremony, with various distinguished guests. It was a wonderful day to see the blessings of God and provision for our school.

Our local newspaper Leader published and quote Mr Kamper, he said he was "really impressed" with the school's focus on leadership. "It is so important because you teach them to communicate and engage," he said. Mayor Awada also said he was impressed with the building: "This is not just about building a few new classrooms. It is about creating an environment where learning and inspiration can flourish." Mr Irawan said the school was not just about educating the mind, but educating "the whole person holistically", and the new building was a reflection of that ethos.





## Student Population

At the end of 2021 Academic Year, Kingdom Culture Christian School had 106 students from Kindergarten to Year 11.

Years	No. of Students	M	F
K	29	16	13
1	10	6	4
2	11	6	5
3	18	11	7
4	6	1	5
5	9	4	5
6	5	1	4
7	7	5	2
8	4	2	2
9	3	2	1
10	2	1	1
11	2	2	0
Total	106	57	49

## Community Locality

Students came from:

Locality	No. of Students
Arncliffe / Rockdale / Bexley / Wolli Creek	42
Marrickville / Campsie / Earlwood	10
Hurstville / Sans Souci / Peakhurst / Penshurst	10
South Western Sydney (Canterbury - Bankstown)	11
South Western Sydney (Liverpool - Campbelltown)	11
Eastern Suburbs	15
CBD & Inner West	7

The School provides transport to and from Wolli Creek Station.

### NAPLAN 2021

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 2021 as well as inform the overall learning approaches that will deliver quality teaching and learning in literacy and numeracy across K - 9.

The 2021 NAPLAN results for Years 3, 5, 7 and 9 showed improvements in the writing, spelling and numeracy. Year 9 students achieved Band 8 or above in all areas of numeracy and literacy. The school has taken steps this year to have an increased focus on literacy with the InitialLit program, 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.

### Results

#### Year 3 (16 students)

- Reading - 81% of students are above the National average. Three band 7 was achieved.
- Writing - 67% of students are above the National average. One band 7 was achieved.
- Spelling - 81% of students are above the National average. Four band 7 was achieved.
- Grammar - 88% of students are above the National average. One band 7 was achieved.
- Numeracy - 81.5% of students are above the National average. Two band 7 and two band 8 was achieved.

#### Year 5 (9 students)

- Reading - 78% of students are above the National average. Three band 7 and two band 8 was achieved.
- Writing - 89% of students are above the National average. Three band 7 and two band 8 was achieved.
- Spelling - 100% of students are above the National average. Three band 7 were achieved and 4 band 8.
- Grammar - 67% of students are above the National average. Two band 8, One band 9 were achieved, one band 10 .
- Numeracy - 78% of students are above the National average. Three band 7 and band 8, one band 9 were achieved.

#### Year 7 (8 students)

- Reading - 88% of students are above the National average. Four band 7 and one band 8 was achieved.
- Writing - 75% of students are above the National average. Three band 7 and one band 7 was achieved.
- Spelling - 75% of students are above the National average. Three band 7 and three band 8 were achieved.
- Grammar - 50% of students are above the National average. Two band 7 and two band 8 were achieved.
- Numeracy - 88% of students above National average. One band 7, five band 8 and two band 9 were achieved.

#### Year 9 (2 students)

- Reading - 100% of students above National average. One band 8 and one band 10 was achieved.
- Writing - 100% of students above National average. Two band 8 was achieved.
- Spelling - 100% of students above National average. One band 8 and one band 10 were achieved.
- Grammar - 100% of students above National average. One band 8 and one band 10 were achieved.
- Numeracy - 100% of students above National average. One band 9 and one band 10 were achieved.



## Student Information

### Student Attendance

Cohort	Average Attendance %
K	97.2
1	96.9
2	97.1
3	97.1
4	95.7
5	98.6
6	97.1
7	97.5
8	96.6
9	98.8
10	95.8
11	95.5
Overall Attendance	97.1



### 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 2021.

In all survey submitted the school demonstrates:

- 77% strongly agree and 14% highly agree that the school demonstrates a strong commitment to the developing spiritual growth and godly character of students
- 71% strongly agree and 26% highly agree that the school is safe and supportive
- 66% strongly agree and 25% highly agree that there is clear communication to families
- 63% strongly agree and 25% highly agree that the school has a strong commitment to the growth and well-being of students
- 52% strongly agree and 37% highly agree that there is a clear commitment to improving learning for students
- 54% strongly agree and 37% highly agree that there were adequate resources to support student's learning online during lockdown
- 43% strongly agree and 40% highly agree that the school has clearly articulated strategies for improving levels of student achievement

### Teacher Satisfaction

Each teacher was interviewed at the end of 2021 and they 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 2021, the school employed six full-time Teachers, five part-time Teachers, one full-time Teacher Assistant, one part-time Teacher Assistant, a Business Manager and two Office Administrators. The Principal held the position of responsibility.

### Staff Attendance

The attendance of the school Teachers & Staff was extremely high. Teachers attendance at 93.7% and Support Staff at 99.05%, resulting in overall Teacher & Staff attendance at 95.4%

### 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 \$5,893.00. The majority of this expense covered InitialLit training. Some training opportunities were cancelled due to Covid-19 pandemic 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

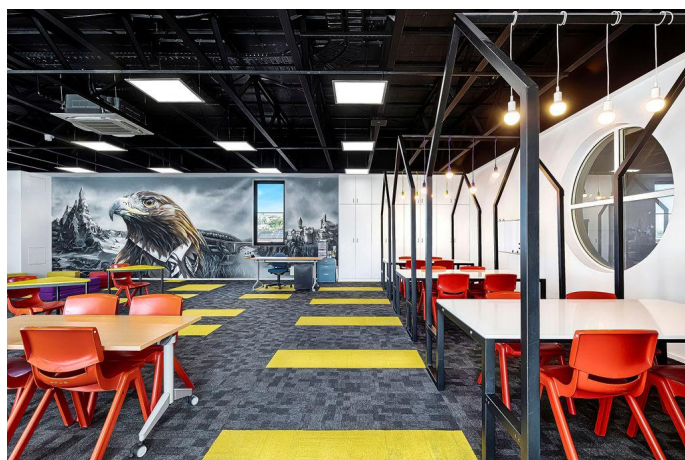
The School's Board of Directors is ultimately responsible for final decisions regarding Enrolment Policy and its implementation.

- 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 special events

#### *Locally*

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

#### *Globally*

- Provision of Samaritan Purse boxes



## Attendance

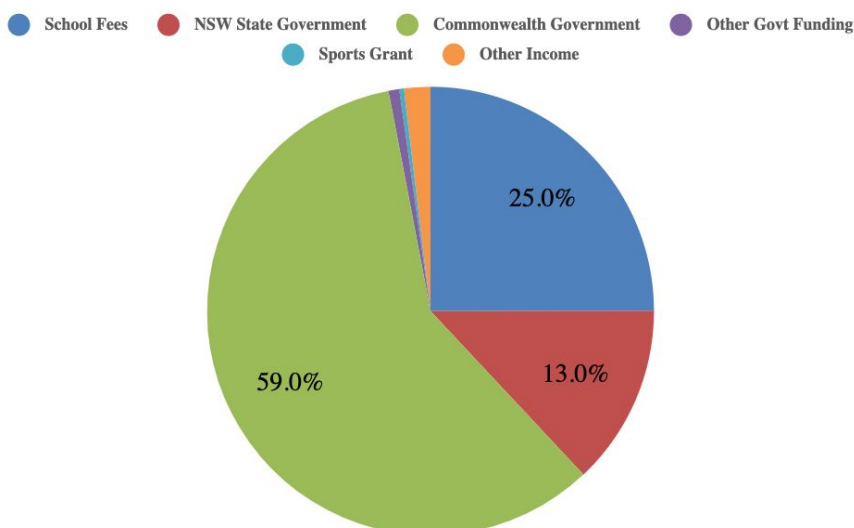
The School maintains a register of daily attendance for its students on all scheduled School days, whether on or off the premises. A parent is to notify the office by phone or email that their child will be absent. If this does not occur, the Office Manager will contact the parent on the day. The parent 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 2021



Expenditure 2021

