



# ANNUAL REPORT 2022



## 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

[www.kccs.com.au](http://www.kccs.com.au)

# Principal's Message



## Pavina Lee

*Principal, KCCS*

In 2022, the KCCS community came together to celebrate the achievements and growth of our students. As we marked our eighth year, we reached significant milestones in our journey towards becoming a stronger school community. Our educational program, both in and out of the classroom, remained focused on purposeful and creative learning, aiming to explore students' intellect, deepen their character, and nurture their talents. We prioritised character development from an early age, nurturing the growth and well-being of each child.

Throughout the year, our students and staff accomplished remarkable feats that made it truly exceptional. Our school provided a diverse range of activities and projects, fostering communication, collaboration, critical thinking, and creativity. From play-based learning tasks to literacy activities, students engaged in enriching learning experiences. Personal development, conflict resolution, and artistic expression were emphasised, and students showcased their talents in creative and performing arts. Students in higher grades explored cultural awareness, engaged in practical experiences, and developed critical thinking and understanding of the world.

In addition to academic growth, spiritual development was a focus at KCCS. Our dedicated staff created an environment where students could deepen their understanding of God, incorporating Scripture, daily prayers, and thoughtful discussions into their education. Community service played a vital role in our school, as students and staff actively participated in charitable initiatives, demonstrating compassion and social responsibility.

The creative expression of our students thrived, as they delivered breathtaking performances in Music, Dance, Drama, and Visual Arts that left audiences captivated during presentation nights. Their talents and artistic abilities were showcased, highlighting their dedication, teamwork, and sportsmanship not only in traditional sports but also in programs such as gymnastics, gridiron, and swimming, culminating in the celebration of the Gridiron Gala Day. Throughout their educational journey, our staff embraced innovative teaching approaches, utilising technology, interactive lessons, and hands-on activities to engage students and empower their exploration of interests while fostering critical thinking skills.

We achieved great things through the commitment and efforts of our students and staff. By fostering academic growth and spiritual development, we created an engaging educational environment. We inspired students to love learning, deepen their understanding of God, and positively impact their communities. We are thankful for our dedicated teachers, aides, and office managers for their inspiring service. We also appreciate the parents for their patience, cooperation, and exceptional support in their children's education. We are proud of our accomplishments and eagerly anticipate another year of inspiring achievements.

## Message from the Board

Kingdom Culture Christian School (KCCS) opened its doors in Term 1 of 2015 with 19 students in various year levels from Kindergarten to Year 6. Since then, the KCCS team focused their efforts on adding additional high school year levels onto the school over the next few years. In 2019, KCCS received the registration and accreditation to operate Years 7 and 8. The year after in 2020, KCCS received the registration and accreditation to operate Years 9 and 10. The KCCS team decided not to stop there but pushed on to receive the registration and accreditation to operate Years 11 and 12 in 2021, to enable our students to sit for the Higher School Certificate (HSC) and be eligible for the Australian Tertiary Admissions Rank (ATAR).

At the end of the year 2022, KCCS reached a huge milestone by graduating our first two Year 12 graduates who intend to pursue further studies and careers in hospitality and communications. The year ended with a big bang with the end of Term 4 Presentation Night that was attended by our two Year 12 graduates dressed in casual clothing instead of their KCCS uniform to bid their final goodbye to the school community.

Despite the easing of COVID-19 lockdown measures and the subsequent lifting of health mandates, returning to a sense of normalcy has proven challenging for many schools, including ours. We have encountered various difficulties within our school community as a result of the lingering effects of the COVID-19 lockdown. However, we trusted our lives and our school in God's hands alone. We believe that the greater the challenges are, the bigger the breakthrough and the sweeter the victory we will experience with God. It reminds us of the words of Apostle Paul when he wrote to his spiritual son Timothy: *Philippians 4:13-14 (NLT) For I can do everything through Christ, who gives me strength. Even so, you have done well to share with me in my present difficulty.*

No matter what we go through in life... "we can do all things through Christ, who gives us strength." However, just like Apostle Paul, we are very thankful for the support of the whole school community during these difficult times. Now, we can all thank God and give Him all the glory for our many breakthroughs and sweet victories. To God be the glory!

**Ben Irawan**  
Founder & Chair of KCCS  
On behalf of the Board of Directors



# 2023 Improvement Targets

## Strategic Planning

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

- To infuse Biblical truths and worldview in all areas of curriculum
- To teach entrepreneurial skills to students
- To provide exposure to a variety of careers through their learning
- Create partnerships with universities
- Develop plans for career's advice and planning
- To develop life skills that provide a positive impact in their lives including: honour, respect, etiquette, and communication
- Consider hybrid learning in programs
- Reconciliation Action Plan (RAP)

## To be authentically Christian

Teachers and staff to train in a biblically-shaped 21st century framework and its implementation in class

- Have all staff trained in The Effective Teaching and Learning Series by New Hope International (ETLS)
- Teachers to train in Christian education, particularly as it relates to understanding how the Bible shapes all Key Learning Areas
- To engage in service-learning
- To develop the role of student leadership develop the role of Captains
- To involve all members of the community where possible in the learning and service opportunities and events of the school
- To hold parent evenings that address issues of concern for them

## Educational Program

- Provide a variety of Physical Education activities with trained coaches
- Project Based Learning in Primary and Secondary School Programs
- Embed Entrepreneurial skills into curriculum
- Develop 4Cs (Critical Thinking, Collaboration, Creativity and Communication) skills in all areas of the curriculum
- Character development and leadership skills

## 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



# 2022 Overview

## CURRICULUM



KCCS delivers a curriculum aligned with the requirements of NESA (New South Wales Education Standards Authority), while being informed by a Biblical worldview. Our learning environment is characterised by care, nurture, and a sense of community, where students explore the wonder of God's design through their education. The primary focus of our educational program is to help students develop into individuals who are equipped to make a positive impact in the world. We aim to assist students in discovering and embracing God's purpose for their lives by shifting their focus towards the Creator and empowering them to use their gifts to serve others. This involves not only acquiring knowledge of God's Word but also developing competence in literacy and numeracy, fostering critical thinking skills, promoting the responsible use of technology, and encouraging collaborative and creative work. During each presentation night, we joyously celebrate the students' learning accomplishments. It is a special occasion where their hard work and achievements are recognised and applauded.

## KINDERGARTEN



Early Stage One students had a rich educational experience with a focus on hands-on, play-based learning, and exploratory activities. In English, the curriculum was enhanced with InitiaLit, a comprehensive literacy program. This evidence-based program provided all students with the necessary core knowledge and strong foundations to become proficient readers and writers. Kindergarten students continued to strengthen their problem-solving skills through engaging hands-on activities that utilised concrete materials. Additionally, online learning programs like Mathseeds were employed to enhance their understanding of mathematical concepts. The Science curriculum focused on fostering scientific and design thinking skills, aligning with the updated syllabus. Students explored the theme of "Our Families" in History, examining the concept of change over time. This exploration enabled them to recognise elements that remained constant while observing the changes that occurred. Geography lessons centred around the investigation of different places and how individuals are interconnected with these locations. Furthermore, students actively participated in elements of the new PDHPE (Personal Development, Health and Physical Education) syllabus and enjoyed taking part in Crunch and Sip, promoting healthy habits.

## YEAR 1



Year 1 students focused on play-based learning tasks and projects that fostered 21st-century skills such as communication, collaboration, critical thinking, and creativity. In Music, they explored sound production and created their own instruments using recycled materials. They learned musical concepts through playing tambourines they made themselves. During Presentation Night, they proudly showcased their tambourines with a fantastic performance. English lessons revolved around procedural texts, where students learned to write and follow procedures to make cookies. These homemade cookies were packaged as thoughtful Christmas gifts, teaching students the value of creating meaningful presents using readily available materials. Mathematics emphasised money skills. Students learned to recognise different denominations and apply addition and subtraction in simulated real-life transactions at their Bake Sale Shop. The money raised was used to purchase new learning resources for the school. Engaging in these projects allowed Year 1 students to acquire valuable skills, deepen their understanding of subjects, and apply knowledge practically and creatively.

# Curriculum

## YEAR 2



Year 2 students had an engaging literacy experience with the implementation of InitialLit-2. They delved into different text types and comprehension strategies, exploring topics like recycling, papermaking, lighthouses, and Australian animals. The use of rich multimodal texts enhanced their learning experience. Additionally, students learned about Jesus, engaged in Science and digital technology activities, and honed their collaboration, creativity, communication, and critical thinking skills. Overall, it was a rewarding and enriching journey that provided them with essential foundations for reading and writing success. Year 2 students continued to learn about Jesus Christ in their daily Scripture lessons as well as classroom Bible lessons. They learned new songs and are starting to understand the importance of Bible reading, prayer and Christian community. Science was a highlight this year for Year 2, beginning with a focus on living things, an amazing excursion about forces, exploration of Earth's resources and development of new skills in Digital Technology. Students have also continued to develop their skills in collaboration, creative thinking, communication and critical thinking.

## YEARS 3 & 4



In Years 3 & 4, students' learning activities emphasised the development of 21st-century skills such as communication, collaboration, critical thinking, and creativity. They had an engaging exploration of the First Fleet and its impact on Australia's history, gaining a deeper understanding of historical events. In PDHPE, students focused on character development, recognising their individual uniqueness, and becoming valued community members through the Peacewise program.

Music played a significant role in students' education as they learned to play the glockenspiel, practicing and showcasing their musical talents in an end-of-term performance. Drama classes provided a platform for self-expression and building confidence through voice training, stage positioning, and script work. Overall, Stage 2 provided a well-rounded education, nurturing essential skills, personal development, historical exploration, artistic expression, and interpersonal growth.

## YEARS 5 & 6



Years 5 & 6 students had a rich and diverse learning experience. In English, they focused on improving their writing skills and explored various types of texts. They also developed their reading fluency and comprehension abilities through independent reading. Mentor texts like "Charlie and the Chocolate Factory" and "Peter Pan" were analysed, and book reviews were written. In Mathematics, problem-solving skills were enhanced across all areas of the subject. The Creative Arts curriculum included studies in Drama, Dance, Music, and Visual Arts. Students learned dance skills, showcased their talents during presentations, explored abstraction techniques in visual arts, engaged in drama exercises, and learned to play musical instruments. In History, students learned about their culture and heritage, studied the law-making process, and examined the impact of migration and colonial exploration on Australia. In Geography, they investigated the influence of the environment on human characteristics and explored different countries through research and vlog presentations. Overall, Years 5 & 6 provided a comprehensive and engaging learning experience across multiple subjects.

# Curriculum

## YEARS 7 & 8



Our students faced challenges while learning Chinese but showed remarkable perseverance and made commendable progress. They focused on pronunciation, counting, greetings, time-telling, and familiarising themselves with the calendar. Their dedication led to basic conversational skills, supported by engaging cultural activities like celebrating birthdays and experiencing festivals.

In Technology, students completed two projects that enhanced practical skills and fostered creativity. They built a rubber band racing car, learning engineering principles, and created a stop-motion animation portraying the First Fleet from an Aboriginal perspective. These projects developed technical abilities and cultural awareness. During the history lesson, students were taught the fascinating process of mummifying a cucumber. Additionally, they were exposed to engaging displays showcasing the weaponry and armoury utilised during the medieval era. This allowed them to gain a deeper understanding of the tools and equipment necessary for warfare in that period.

## YEARS 9 & 10



Stage 5 students performed heart dissections to gain a deeper understanding of the circulatory system and the functions of the heart. This hands-on activity enhanced their knowledge of anatomy and physiology. They also participated in a field trip focused on observing the environment, studying abiotic and biotic factors within an ecosystem. Through field observations and data collection, students developed their ecological analysis skills and grasped the interrelationships between organisms and their environment.

During Geography, students explored geographical processes, their consequences, and the interconnections between people, places, and environments. They investigated changing environments and global differences in human well-being. Students proposed solutions to address present and future challenges, fostering critical analysis and sustainable thinking.

## YEARS 11 & 12



It was a year filled with pride and joy as we witnessed our first two Year 12 students embark on their journey to graduation. The achievements, hard work, and unwavering commitment displayed by these students throughout their final year of schooling were truly remarkable. The road to graduation is often challenging and demanding, requiring dedication, perseverance, and a strong sense of purpose. Our Year 12 students at KCCS exemplified these qualities, demonstrating their determination to succeed in their academic pursuits and personal growth.

The Gridiron Gala Day became a special occasion for our school community to commemorate the remarkable journey of our graduating Year 12 students from KCCS. The walk of honour was a powerful visual representation of the collective support and encouragement that the KCCS community provided throughout the students' academic journey. It was a moment of reflection, as the students looked back on the challenges they overcame, the friendships they forged, and the memories they created during their time at KCCS.

# The Highlights of the Year

## K-2 Science excursion

Students had an exhilarating and enjoyable Science excursion at Carss Bush Park, where they further solidified their understanding of forces, with a particular emphasis on pushes, pulls, and gravity. Engaging in a range of hands-on activities, they had a blast while deepening their knowledge of scientific concepts.

The students had the opportunity to make slime, exploring the properties of materials and the forces at play during its creation. They also had an exciting experience launching air pressure rockets, discovering how forces act to propel objects into the air. In addition, the students engaged in friendly competition as they raced each other in billy carts, experiencing firsthand the forces that affect motion and speed.

To further enhance their understanding, the students witnessed the explosive effects of forces by observing soda water bags bursting under pressure, demonstrating the power of gas expansion. Lastly, they actively participated in a thrilling game of tug-of-war, experiencing the opposing forces at play and the importance of teamwork and strategy.

Through these engaging activities, the students not only had a great time but also solidified their understanding of forces in a tangible and memorable way. They experienced the effects of different forces firsthand, fostering a deeper comprehension of scientific principles while enjoying a fun and interactive day at Carss Bush Park.





# Highlights continued

## Year 3-6 Excursion

Year 3-6 students embarked on an exciting adventure as they delved into the world of agriculture during the Farm Days Excursion at Olympic Park. This immersive event provided them with a unique opportunity to interact with farm animals up close, explore the fascinating applications of technology in agriculture, and gain insights into the production of food and fibre.

Through a series of engaging and interactive round-robin workshops facilitated by industry professionals, our students had a truly memorable experience. They had the chance to witness firsthand the incredible ways technology is utilised in modern agriculture, gaining a deeper understanding of its impact on food production and sustainability. From learning about advanced farming techniques to exploring the role of drones and automation in the agricultural sector, our students were captivated by the intersection of technology and farming.

Additionally, the Farm Days Excursion allowed our students to develop a strong connection with the natural world as they interacted with farm animals. This hands-on experience not only fostered an appreciation for the vital role animals play in agriculture, but also instilled a sense of responsibility towards their well-being and the importance of humane practices.

The workshops delivered by industry professionals provided invaluable insights into the various aspects of food and fibre production. Our students learned about crop cultivation, irrigation methods, and the environmental factors that influence agricultural practices. They were encouraged to ask questions, explore different career paths in the agricultural industry, and consider the significance of sustainable and ethical practices in ensuring a secure and thriving food supply.



# Highlights continued

## GRANDPARENTS DAY

Throughout the year, our school organised various special events to honour and celebrate the remarkable individuals who hold a special place in our lives. Among these events, Grandparents Day stood out as a cherished occasion, offering our students a chance to express gratitude to God for their grandparents and create lasting memories together.

The classrooms were open for grandparents to visit, allowing them to witness firsthand the vibrant learning environment their grandchildren experience every day. Students eagerly shared their projects and achievements, engaging in fun activities that brought joy to both young and old.

The highlight of the day was a special performance, carefully prepared by the students, as a heartfelt expression of love and appreciation for their grandparents. The music, songs, and heartfelt gestures left a lasting impression, evoking emotions and strengthening the bond between generations.



## MOTHER'S DAY & FATHER'S DAY

Both the Mother and Father's Day events at KCCS were dedicated to honouring and expressing gratitude to all the wonderful mothers and fathers in our community. Students and mothers had a delightful time coming together to celebrate Mothers' Day at KCCS. The event was filled with heartwarming moments, special performances, and shared conversations over delicious food. Fathers were treated to a delightful buffet breakfast, a perfect start to a morning filled with celebration and fun at KCCS. After enjoying a delicious breakfast, fathers and their children engaged in a variety of games and activities designed to strengthen the bond between them. Laughter filled the air as fathers and children competed in friendly challenges, showcasing their skills and creating precious memories together. The joy and excitement were evident on the faces of the children, who were overjoyed to have their fathers actively participating in this special event. The presence of their dads made the morning even more memorable, as they demonstrated their love and support through their enthusiastic involvement.



## BOOK WEEK PARADE

Our students had an enchanting day as they embraced the spirit of Book Week by dressing up as characters from their beloved books. Book Week holds a special place in our hearts at KCCS as it aims to foster a deep love for reading among our students. In line with this goal, we organise Buddy Reading sessions every fortnight, where our senior leaders have the joy of reading with our junior leaders. This cherished activity allows our leaders to explore their personal reading interests and develop a strong connection with literature.

To further support our commitment to nurturing avid readers, we organised a successful fundraiser known as Canteen Day. Our leaders actively participated in this event, contributing to the overall success of the fundraiser. Through the collective efforts of our school community, we raised an impressive amount of \$1732.70. The funds raised were dedicated to enriching our Library with a diverse collection of brand new books, carefully selected to offer rich vocabulary and captivating content. These additions to our Library will provide our students with a wide range of genres and text types to explore, fostering their growth as strong and capable readers.



## Highlights continued

### History Excursion Year 7 & 8

The excursion to Jibbon Beach was strategically planned at the beginning of Term One to align with the introductory units on exploring Ancient Australian history and understanding the role of historians.

The purpose of the trip was to provide students with a hands-on experience in a natural setting that would enhance their understanding of Ancient Australian history. Jibbon Beach, with its rich Indigenous heritage, served as an ideal location to delve into the history and culture of the local Aboriginal communities.

During the excursion, students had the opportunity to explore the beach and its surroundings, guided by knowledgeable educators. They learned about the traditional practices, customs, and stories of the Indigenous people who have inhabited the land for thousands of years. By immersing themselves in the environment and engaging with the history firsthand, students gained a deeper appreciation for the richness and significance of Ancient Australian history.

The trip to Jibbon Beach not only enriched the students' understanding of history but also instilled in them a sense of respect for the traditional custodians of the land. It provided a foundation for their ongoing exploration of history throughout the term and set the stage for further inquiry and learning about the diverse cultures and traditions that shape our nation's past.



### Gridiron Gala Day

The Gridiron Gala Day was a resounding success, as it fostered a strong sense of community and camaraderie among students, families, and staff. It was a momentous occasion where the school community could come together, celebrate sporting achievements and appreciate the collective effort that went into mastering a new sport.

### Stage 5 Science Field trip

Students undertook a field trip to Bardwell Parklands to engage with Science in the natural environment. The activity involved using different digital meters to measure light intensity, temperature, humidity, the acidity of the soil and even identified the type of plants that grew in that environment. The field trip was part of the unit, Ecology. Students measured the abiotic factors (non-living; sunlight, air temperature, water temperature) that shape ecosystems. Bardwell Parklands during the month of June provided a glimpse of how a cold environment determines the type of plants that can grow there and hence the ecosystem.

The field trip to Bardwell Parklands provided a rich learning experience that connected classroom teachings with real-world applications. It allowed students to explore and appreciate the role of abiotic factors in shaping ecosystems, fostering a deeper understanding of the delicate balance within natural environment.

# Highlights continued

## Sports Program

In the sports program for 2022, KCCS planned a diverse range of sporting activities to provide our students with opportunities to develop their physical skills, teamwork, and sportsmanship. The program included three key sports: swimming, tag gridiron, and gymnastics.

### Swimming:

Swimming was an essential life skill, and our students had the chance to enhance their swimming abilities through lessons and practice sessions. They learned various swimming strokes, improved their endurance, and developed water safety skills. Swimming not only promoted physical fitness but also built confidence in the water.

### Tag Gridiron:

Tag Gridiron, a form of American football, was introduced as a new sport in our program. Students learned the rules and strategies of the game and developed their skills in passing, catching, and teamwork. Gridiron emphasised agility, strength, and coordination, providing a unique and exciting sporting experience for our students.

### Gymnastics:

Gymnastics was an excellent sport for developing strength, flexibility, and body control. Our students engaged in a variety of gymnastic activities, including tumbling, balance beam, uneven bars, and vaulting. They learned fundamental gymnastics techniques, improved their coordination and balance, and had the opportunity to showcase their skills through performances and demonstrations.

By incorporating swimming, gridiron, and gymnastics into our sports program, we aimed to provide a well-rounded sports experience for our students. These sports not only promoted physical fitness and skill development but also encouraged teamwork, discipline, and perseverance. We believed that through active participation in these sports, our students would enhance their overall well-being and develop a lifelong appreciation for physical activity.



# Highlights continued

## Kingdom Culture Carnival Spectacular

On the 25th of June 2022, KCCS Stage 5 students organised a carnival as part of a Project-Based Learning (PBL) initiative to raise funds for the 'Make a Wish' Foundation. The Kingdom Culture Carnival Spectacular created a memorable experience for many attendees, featuring a wide range of activities, including jumping castles, ping pong, and more.

The food stall proved to be a popular attraction, with hungry individuals quickly causing the hot dogs to sell out. Waffles were also in high demand among the students, while parents particularly enjoyed the refreshing and stress-relieving cups of coffee. As the carnival neared its end, excitement grew as the announcement for the raffle ticket winners approached. People eagerly checked their tickets, hoping to be among the lucky recipients of the prizes. Numbers such as "D89" and "A17" were called out, and the winners joyfully claimed their prizes.

Fortunately, the carnival proved to be a resounding success in raising funds for the "Make a Wish" Foundation. With the community coming together, the event managed to raise approximately \$5000, reaching the ambitious fundraising goal. This achievement ensures support for numerous sick and terminally ill children in hospitals, granting them the opportunity to have their wishes fulfilled. The KCCS carnival not only achieved its fundraising objective but also provided a lasting opportunity for families and friends to gather and enjoy themselves. It served as a testament to the power of community involvement and the positive impact that can be made when people come together for a meaningful cause.



# Highlights Continued



## Secondary Camp

During Term 2, the Secondary students embarked on a 3-day camp at Port Hacking YouthWorks, which served as a valuable opportunity for refreshment and connection following the isolating effects of the COVID-19 pandemic. The camp provided a much-needed break and allowed the student to engage in a range of exciting activities. The camp itinerary was packed with thrilling experiences designed to bring joy and build fellowship among the students. Activities such as Go Karting, Flip Out, kayaking, and various games provided moments of exhilaration and adventure. Some of these activities also encouraged them to step out of their comfort zones, fostering teamwork and collaboration skills. Under the theme "KNOWING MY IDENTITY," the camp focused on guiding them in exploring their identity in Jesus Christ through devotions and worship sessions. These sessions offered a space for reflection and introspection, allowing our students to deepen their understanding of who they are in Christ. Individual prayers were also offered for each student, empowering them to embrace their unique purpose and calling as envisioned by God. The camp experience served as a catalyst for personal growth and spiritual development. Through meaningful interactions, uplifting worship, and intentional prayer, the leaders were encouraged to embrace their identity as children of God and recognise the potential and purpose within them.

## Year 3-6 camp

The yearly school camp for Year 3-6 students was a highly anticipated and exciting event. Led by Mrs. Gatmaitan and Mr. Ribeiro, the camp kicked off with engaging group games that fostered strong bonds among the leaders within their camp groups. The journey to and from the campsite provided additional opportunities for bonding and creating lasting memories. Throughout the camp, a wide range of activities kept the students engaged and entertained. From exhilarating sessions at Flip Out to refreshing nature walks, from friendly matches of badminton and basketball to thrilling games of hide and seek, the students had a fantastic time participating in various sports and recreational activities. Swimming, laser tag, and enjoying hot cocoa with melted marshmallows by the campfire were also highlights of the camp. However, beyond the exciting activities, what truly made the camp meaningful were the powerful devotional times of worship and Bible study. The theme of the 2022 KCCS Camp was "Knowing My Identity," which centred around important lessons such as trusting God, understanding the Bible, living in the Spirit, and breakthrough worship. These sessions led to transformational experiences for both students and staff.



## Professional Learning

- AIS Course - Creating safer independent schools - Session 1: This course provided a comprehensive training on child protection equipping staff with the knowledge and skills to safeguard children and create a nurturing environment
- Share, Shape and Shine - Development Language Disorder webinar: this webinar addressed language difficulties in students, promoting inclusive education.
- PETAA - Supporting struggling readers: A full-day workshop aimed at equipping teachers with strategies to support students who struggle with reading.
- Sue Larkey Workshop: this workshop provided valuable insights into supporting students with autism.
- Reviva First Aid - This course is designed to offer thorough first aid training, equipping participants with the necessary skills to provide immediate medical assistance in emergencies within school settings
- Into English Pty. Ltd. - Discursive writing in junior English PD course: which focused on enhancing writing instruction in English classes.
- MultiLit Pty Ltd - InitialLit PD Workshop and Spell-It PD Workshop: aimed to improve literacy instruction and spelling skills of teachers.
- Lifelong Literacy - Writing for Life Online Workshop: which focused on effective writing instruction for students.

## Teachers

- New Hope International - ETL5 1 and ETL5 2 training: these trainings focused on improving teaching practices and instructional strategies.
- PeaceWise Limited - Everyday Peacemaking online courses: These courses, attended by several participants, aimed to foster conflict resolution skills and promote peace within the school community.

## Admin

- AIS NSW - Financial Acumen for Principals and Directors: these courses provided valuable financial management skills to school leaders



# Student Achievement

## NAPLAN 2022

The NAPLAN data has provided valuable insights into student performance in literacy and numeracy at KCCS during the 2022 academic year. This information has been crucial in assessing the learning needs of students who joined the school that year and has guided the development of effective teaching and learning approaches across the K-9 grade levels. The NAPLAN results for Years 3, 5, 7, and 9 in 2022 demonstrated improvements in the areas of writing, spelling, and grammar. Building on these positive outcomes, the school has taken proactive measures this year to enhance its focus on literacy and numeracy. Both pedagogy and professional learning have been given increased attention to ensure quality instruction in these key areas. To address the learning needs of students requiring additional support, adjustments have been made to classroom learning experiences and independent learning activities. These strategies aim to provide targeted assistance to students, ensuring their progress and growth in literacy and numeracy skills. By using the NAPLAN data as a foundation for improvement, KCCS has demonstrated its commitment to continuous development and delivering the best possible education to its students. Through these efforts, the school strives to create a learning environment where every student can thrive and reach their full potential in literacy and numeracy.

### Results

In Year 3, the achievements of the 11 students are as follows:

Reading: 54% of students are at or above the National average, with two students achieving Band 6 and one student achieving Band 10.

Writing: 59% of students are at or above the National average, and two students achieved Band 6.

Spelling: 54% of students are at or above the National average, with five students achieving Band 6.

Grammar: 54% of students are at or above the National average, and three students achieved Band 6, while one student achieved Band 8.

Numeracy: 70% of students are at or above the National average, with two students achieving Band 6 and one student achieving Band 9.

In Year 5, the achievements of the 6 students are as follows:

Reading: 67% of students are at the National average, and four students achieved Band 6.

Writing: 50% of students are at the National average, and three students achieved Band 6.

Spelling: 67% of students are at the National average, with three students achieving Band 6 and one student achieving Band 7.

Grammar: 67% of students are at or above the National average, and two students achieved Band 6, while two students achieved Band 7.

Numeracy: 50% of students are at or above the National average, with two students achieving Band 6 and one student achieving Band 8.

In Year 7, the achievements of the 12 students are as follows:

Reading: 75% of students are at or above the National average, with three students achieving Band 6, three students achieving Band 7, five students achieving Band 8, and one student achieving Band 10.

Writing: 91% of students are at or above the National average, with three students achieving Band 6, four students achieving Band 8, three students achieving Band 9, and one student achieving Band 10.

Spelling: 75% of students are at or above the National average, with two students achieving Band 7, five students achieving Band 8, and four students achieving Band 9.

Grammar: 50% of students are at or above the National average, with two students achieving Band 7 and two students achieving Band 8.

Numeracy: 91% of students are at or above the National average, with four students achieving Band 7, four students achieving Band 8, two students achieving Band 9, and one student achieving Band 10.

In Year 9, the achievements of the 4 students are as follows:

Reading: 75% of students are at or above the National average, with one student achieving Band 7 and two students achieving Band 9.

Writing: 100% of students are at or above the National average, with three students achieving Band 7 and one student achieving Band 9.

Spelling: 100% of students are at the National average, with three students achieving Band 8.

Grammar: 67% of students are at or above the National average, with one student achieving Band 7 and one student achieving Band 9.

Numeracy: 100% of students are at or above the National average, with two students achieving Band 7 and two students achieving Band 9.

These achievements reflect the hard work and dedication of both the students and staff. They highlight the progress made in various subjects and demonstrate the commitment to academic excellence in our school community.

### Year 12, Higher School Certificate Results

There were 2 students who completed HSC courses in 2022. Four HSC courses were offered at KCCS in 2022. Note on z-scores

Please note that you cannot draw any conclusions from the analysis of z-scores when there are relatively low numbers of students doing particular courses:

Course	Students Included	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Design and Technology 2 unit</u>	2	65.6	77.62	-12.02	-1.18
<u>English Advanced 2 unit</u>	2	70.3	81.53	-11.23	-1.41
<u>Mathematics Advanced 2 unit</u>	1	66.4	78.31	-11.91	-0.97
<u>Mathematics Standard 2 unit</u>	1	62	70.87	-8.87	-0.68



# Policies

## 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.

# Policies Continued

## 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.

# Policies Continued

## Anti-Bullying Policy

The School is committed to addressing reports or allegations of bullying in a compassionate and fair manner, ensuring the well-being of all individuals involved. We expect every member of our community to treat others with care, kindness, and respect. Bullying encompasses actions that undermine a person's self-worth and identity, and it also harms the community as a whole.

At KCCS, we have a strict zero-tolerance policy towards bullying among all members of our School community. It is our aim to create an environment where everyone can fully participate in School life without experiencing any form of bullying or harassment. We strongly encourage individuals to promptly report any incidents of bullying to the School. This policy works in conjunction with the Child Protection, Complaints, and Grievance Policies. It aligns with the overarching principles we have adopted to address concerns raised by students, staff, or parents. Therefore, it ensures procedural fairness, including the right to be heard and the right to an unbiased decision.

## Complaints and Grievance

The School is dedicated to fostering a safe, positive, and supportive environment that upholds Christian values and promotes healthy relationships. Effective communication within our community is a vital aspect of our school culture and plays a key role in preventing and addressing grievances.

We strongly encourage students, parents, employees, and all members of our wider School community to express any grievances they may have to a designated staff member, treating others with courtesy and respect. Regardless of whether the individual identifies it as such, when a concern is raised, it will be considered a complaint. This policy outlines the appropriate procedures for resolving complaints and restoring relationships, including the relationship between the complainant and the School. We prioritise creating positive social and learning environments for our students and ensuring favourable working conditions for our staff.

The School is committed to promptly investigating all complaints, with a focus on effectively managing them to expedite a satisfactory resolution. We adhere to the principles of procedural fairness, which encompass the right to be treated impartially, the right to be informed of any allegations made against the person, the right to respond to an allegation, and the right to receive information about the status of the complaint. For further information, please refer to the details of this policy available on our website. Once a complaint has been thoroughly investigated, the person responsible for managing the complaint will promptly notify the complainant of the outcome.

# Student Information

## Student Population

At the end of 2022 Academic Year, Kingdom Culture Christian School had 125 students from Kindergarten to Year 12.

Years	No. of Students	M	F
K	20	11	9
1	27	16	11
2	11	6	5
3	12	6	6
4	17	11	6
5	5	2	3
6	10	4	6
7	8	2	6
8	6	2	4
9	3	2	1
10	3	2	1
11	1	0	1
12	2	2	0
Total	125	66	59

## Community Locality

Students came from various locality. The School provides transport to and from Wolli Creek Station.

Locality	No. of Students
Arncliffe / Rockdale / Bexley / Wolli Creek	42
Marrickville / Campsie / Earlwood	12
Hurstville / Sans Souci / Peakhurst / Penshurst	18
South Western Sydney (Canterbury - Bankstown)	13
South Western Sydney (Liverpool - Campbelltown)	11
Eastern Suburbs	22
CBD & Inner West	7

# Student Attendance

The School maintains a record of student attendance on all scheduled School days, whether on or off the premises. Parents are responsible for notifying the office of their child's absence through phone or email. If no notification is received, the Office Manager will contact the parent on the day of absence. Within seven days of the student's return to School, the parent must complete an absent form indicating the dates and reasons for the absence. For consecutive absences lasting more than two days, a medical certificate is required.

Partial absences also require parental notes, and if a note is not received within seven days, the absence will be marked as unapproved. Parents wishing to take their children on holiday or have them leave during term time must submit a written application to the Principal.

If a student has an absence of more than three days, the School will provide coursework if the student can continue their work at home. The School submits an annual attendance report to the Federal Department of Education, Employment, and Workplace Relations.

Cohort	Average Attendance %
K	90.4
1	90.1
2	92.3
3	93.3
4	91.9
5	88.3
6	93.4
7	90
8	89.6
9	90.5
10	94.8
11	91.5
12	87.9
Overall Attendance	91.1

# 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



# Staff Information



## 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 2022, the school employed equivalent to eight full-time Teachers, two part-time Teachers, one full-time Teacher Assistant, three part-time Teacher Assistants, one Office Manager, one part-time Business Manager and two part-time Office Administrators. The Principal held the position of responsibility.



## TEACHER PROFESSIONAL LEARNING

The school prioritised professional learning for all staff members, including both teaching and non-teaching staff. Each individual had a Professional Learning Plan in place. The exact amount spent on professional development is not easily determined, as it was included in an agreement with The Excellence Centre, which covered all forms of assistance provided to the school. However, separate from this agreement, the school spent \$9,863.00 on professional learning throughout the year.



## STAFF ATTENDANCE

Despite the restrictions and isolation during the pandemic, the attendance of the school Teachers & Staff was high. Teachers attendance at 92.2% and Support Staff at 94.5%, resulting in overall Teacher & Staff attendance at 92.8%.



# Community Satisfaction

The school places a strong emphasis on regularly reviewing approval and satisfaction levels as an integral part of its values. To ensure effective communication and feedback, the school organises parent and teacher meetings twice a year. During these meetings, parents are encouraged to provide feedback based on specific criteria.

Feedback is gathered annually through surveys from both parents and staff, and it plays a vital role in evaluating the school's performance and driving necessary improvements. Notably, the parents of KCCS express a strong appreciation for the exceptional care and quality of service provided by the school. This appreciation further solidifies the institution's positive reputation and high level of satisfaction among parents.

Based on the feedback from parents, here are the key aspects they like most about the school:

- **Jesus-Centred and Christian Environment:** Parents appreciate that the school is centred around Jesus and maintains a strong Christian environment. They value the emphasis on Christian values, the teaching of Godly principles, and the development of godly characters in their children.
- **Accommodation of Needs:** Parents acknowledge that the school tries its best to accommodate the needs of their children with the available resources. This demonstrates a commitment to providing individualised support and addressing the specific needs of each student.
- **Friendly and Caring Teachers:** Parents value the friendliness and kindness of the teachers. They appreciate that the teachers are caring, supportive, and help their children build confidence and social skills. The care and support provided to the students are seen as significant factors contributing to the positive school environment.
- **Small Classes and Not Overcrowded:** Parents express satisfaction with the smaller class sizes at the school. They appreciate that the school is not overcrowded, which allows for more personalised attention and a better learning experience for their children.
- **Focus on Judeo-Christian Ethos:** The school is praised for maintaining a strong Judeo-Christian ethos. Parents appreciate the focus on Christian and godly values, which are taught to their children from a young age.

Overall, parents appreciate the school's Jesus-centred and Christian environment, the accommodation of their children's needs, the commitment and care provided by teachers, the smaller class sizes, and the focus on Judeo-Christian values. The safe and supportive environment and the early teaching of Godly principles are also highlighted as positive aspects of the school.





# Staff Satisfaction

Based on the provided feedback from staff, here are the three things that they appreciate about their workplace:

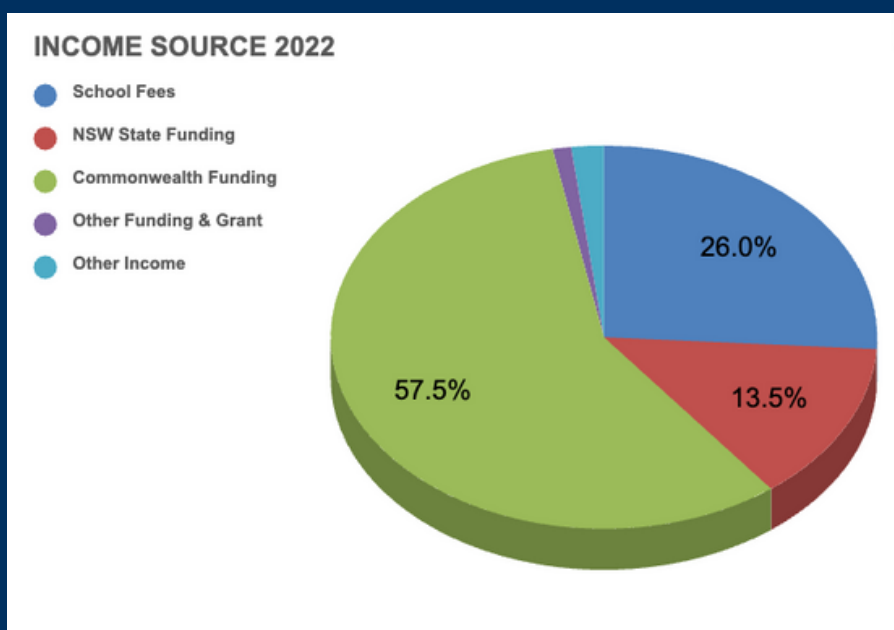
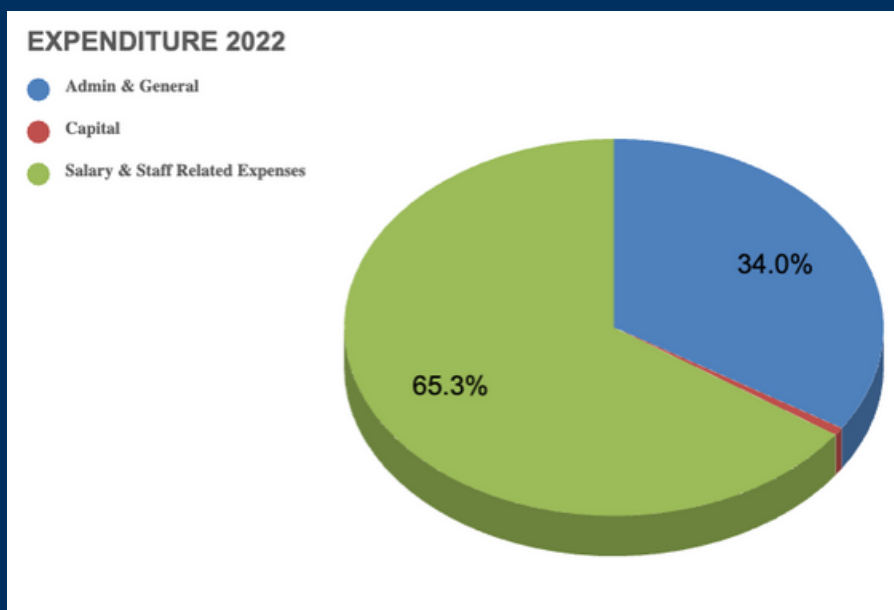
- **Unity and Ministry Focus:** The staff appreciate that everyone in the workplace is Christian and shares a common goal of bringing their leaders and their families into a saving relationship with God. They value the unity and importance given to the gospel in their workplace.
- **Leadership Style and Flexibility:** The staff appreciate the leaders' peace-making leadership style and the flexibility offered to teachers and staff. They value the opportunity to try new teaching methods and evaluate their effectiveness. The leaders have allowed the adoption of various tools and resources, showcasing a commitment to best practices in teaching.
- **Supportive and Motivated Staff:** The staff appreciate the friendships and fellowship they have with both students and staff. They value the supportive nature of their colleagues, teacher assistants, and administrative staff who work behind the scenes to prepare materials, provide assistance, and support the leaders in their learning. This partnership is seen as essential in the workplace.

Overall, the staff appreciate the Christian environment, support in prayer, teaching flexibility, friendly and caring staff, and the sense of community within the workplace. The opportunity for professional development, a positive atmosphere, and a culture of caring and understanding are also highlighted as significant aspects of their workplace experience.



# Financial Report

The accompanying graph below highlights the expenditure and income throughout 2022, offering a visual representation of the financial report



# THANK YOU

Looking forward to 2023

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.

