



ANNUAL REPORT 2023



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.nsw.edu.au

Principal's Message



Pavina Lee

Principal

Reflecting on the year gone by, 2023 was a milestone year for KCCS as we celebrated the growth and achievements of our students and the dedication of our incredible staff. As we marked our ninth year, we continued to strengthen our school community, guided by a commitment to purposeful and creative learning that nurtures intellect, character, and talent.

Throughout the year, I've been deeply moved by the remarkable achievements of our students and the tireless dedication of our staff. From playful learning activities to rigorous numeracy and literacy programs, our students engaged wholeheartedly in enriching educational experiences. Their growth in personal development, particularly through programs like *Peacewise* and the expressive arts, showcased not only their talents but also their resilience and creativity.

At KCCS, spiritual development is integral to our mission. Our staff's thoughtful integration of Scripture, daily prayers, and meaningful discussions has fostered a nurturing environment where students deepen their understanding of faith and community. I enjoy seeing the sense of community that develops through buddy reading, where older students have the opportunity to read to younger students.

Service learning has been a cornerstone of our school's ethos. I'm immensely proud of how our students and staff embraced initiatives like Clean Up Day and our successful Jump Rope for Heart event, embodying compassion and social responsibility while raising funds for important causes like the Heart Foundation.

In the realm of creative arts and sports, our students have excelled beyond measure. Music, Dance, Drama, and Visual Arts have been avenues for them to express their talents, culminating in unforgettable performances at our presentation nights.

Likewise, our sporting programs—from Taekwondo to Athletics—have not only showcased athleticism but also fostered teamwork and sportsmanship.

The school camp was a fantastic experience that brought us all together. Staff and students formed strong friendships and enjoyed the stunning beauty of the Blue Mountains.

Behind every achievement, there is a dedicated team of educators who embrace innovation and excellence in teaching. Their commitment to using technology, interactive lessons, and hands-on activities has empowered our students to explore their interests and develop critical thinking skills.

As we look ahead, I am filled with gratitude for our teachers, aides, and office managers whose unwavering dedication inspires me daily. I also extend heartfelt thanks to our parents for their invaluable partnership and steadfast support in their children's education.

Together, we have achieved great things at KCCS. Let us continue to nurture the potential within each member of our community, knowing that our collective efforts are shaping future leaders and making a positive impact in our world.

With sincere gratitude and warm regards,

Pavina Lee

Message from the Board

2023 has been an extraordinary year for Kingdom Culture Christian School (KCCS), filled with remarkable achievements and heartwarming milestones. We began the year with the exciting relaunch of the KCCS Marketplace. This innovative program enables students to spend their hard-earned KCCS Dollars, earned through their weekly jobs, as part of their comprehensive Financial Literacy learning experience. Our students have the unique opportunity to engage with our own bank, jobcentre, and both online and physical shops, all managed by our high school students. This initiative not only equips them with valuable financial skills but also fosters a sense of responsibility and entrepreneurial spirit.



We are also thrilled to announce the signing of a Memorandum of Understanding (MOU) with Alphacrucis University College, launching a pioneering program in 2024 for our Year 9 and 10 students. This program will allow our students to graduate not only with a Higher School Certificate (HSC) and an Australian Tertiary Admission Rank (ATAR) score but also with a full Diploma of Entrepreneurship. Remarkably, this will be achieved without any extra time or upfront costs. This diploma opens doors to employment in most businesses and organisations, serves as a pathway into most Australian universities, and will be credited as the first year of a three-year Bachelor of Business degree at Alphacrucis University College. KCCS is set to be the first school in Australia to enable Year 12 students to qualify for a full diploma alongside their HSC.

In July, we proudly introduced The Culture of Honour manual, a comprehensive guide designed to embed our core values of respect, understanding, and inclusivity within our school community. This manual has been meticulously crafted to cultivate a culture where every individual feels valued and empowered to excel. By embedding these principles in our educational framework, we aim to nurture an environment of continuous growth, development, and mutual respect.

We are equally delighted to share the results of the independent survey conducted by the Association of Independent Schools of NSW. The survey results are nothing short of amazing, with AIS NSW noting that they have never seen a school rank so high in satisfaction levels among parents, students, and staff. These outstanding results are a testament to the unwavering dedication and hard work of our KCCS executives, teachers, and staff over the past year. The phenomenal outcomes we have achieved together reflect our steadfast commitment to excellence in education.

As we reflect on this year's accomplishments, we are filled with gratitude and pride. The success we celebrate today is a testament to the collective effort of our entire school community. Together, we have built a nurturing, innovative, and inspiring educational environment. We look forward to the future with hope and excitement, confident that we will continue to achieve great things together. May we continue to inspire and uplift each other, always striving to reach new heights in our journey of learning and growth. All glory to our Lord Jesus!

Warm regards,

Ben Irawan

CEO, Board Director and Founder

2024 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
- Instil a culture of honour

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 using God's Big Story
- To engage in service-learning
- To allow students in the leadership roles to exercise their gift in serving the community
- 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
- Partner with the Heart Foundation while establishing healthy habits
- Extend awareness to support other organisations



2023 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 InitialLit, 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. Game based learning was incorporated to engage more active learning, and practical application of concepts learnt. An investigation based on the classic fairytale "Goldilocks and the Three Bears" involved organising a morning tea using mathematical concepts such as matching, ordering, sequencing, fractions, and sharing. Students also re-enacted the story using puppets. In Science and Technology, the students explored the concepts of movement and change to make sense of the world around them. They looked at the physical characteristics of objects and its effects and investigated how push and pull forces create movement. Students also participated in activities related to recycling and sustainability. They engaged in a recycled art craft activity, creating a space-themed mobile. Art projects focused on using different materials and techniques. They explored the seasons by gathering leaves of various sizes to create a collective masterpiece. Another project involved making ice cream artworks, where they used sponges and paint to print coloured shapes for the background and glitter glue to create patterns for the waffle cone.

YEAR 1

Year 1 enjoyed a dynamic year of learning, centred around growth and development of their thinking skills, ingenuity and creativity. Studies in literature and writing built student knowledge of phonetic code, quality vocabulary and textual purpose. History and Geography embodied reflection of personal histories and the responsibilities of and value of places both local and abroad. Solar systems, chemical properties, natural and synthetic materials and their purpose framed scientific investigations. We facilitated a range of practical science experiments and coding projects throughout key points in the year. Of all subjects explored throughout the year, Mathematics crowned the year, with many planned, role play and hypothetic simulated investigations, including establishing a class cafe, planning of a balanced vegetable garden and the designing of a three-dimensional town. This enabled students to engage in problem solving and sophisticated application of content in a highly productive manner, exhibiting school value learning frameworks of entrepreneurial skills and sustainable citizenship. They particularly enjoy social play and sandpit time.

Curriculum

YEAR 2



Students greatly enjoyed their literacy lessons this year. InitialLit-2 was implemented for the second time here at KCCS with the aim of providing all students with the essential core knowledge and strong foundations to become successful readers and writers. The students were highly engaged as they explored informative, imaginative, and persuasive text genres. They also practised various comprehension strategies, including prediction, connection, visualisation, questioning, inference, summarisation, and monitoring.

Daily mental mathematics drills enabled students to become more familiar with, and faster at using, different strategies to solve number problems. Year 2 also participated in several mathematical Investigations. One investigation, for example, involved a pretend visit to the Easter Show! Students were placed in groups to tackle a series of questions, thus improving their collaboration and communication skills. They were given a set amount of money and had to choose what to spend it on – rides, food, drinks, games – and make sure they stayed within budget.

Lastly, Year 2 students continued to develop their understanding of who Jesus Christ is, in their daily Scripture lessons and through their daily classroom learning as KCCS staff taught with an intentional biblical worldview. They learned new songs and were given opportunities within the school to serve and pray.

YEARS 3 & 4



Year 3 and Year 4 began the year with an Aboriginal Experience at Carss Park, connecting their History and Geography lessons through stories from dreamtime and the Gumaraa Ranger, emphasising Aboriginal Australians' connection to the land. In English, they explored imaginative and persuasive writing, enhanced spelling, grammar, handwriting, and developed reading fluency with various texts. Mathematics lessons involved investigation-based learning across Number and Algebra, Measurement and Space, and Statistics and Probability, applying problem-solving skills. In Science, students studied life cycles, conducted hands-on experiments, and explored natural and human impacts on Earth. Creative Arts include Dance, Visual Arts, Music, and Drama, with highlights like an art exhibition, a musical performance, and a movie excursion. Personal Development and Health focused on self-control, compassion, conflict resolution, and biblical peacemaking through the *Peacewise* program. Physical Education featured Taekwondo, Softball, Athletics, and Fit-For-Fun programs, culminating in active participation in the Athletics Carnival at Sylvania Waters Athletics Track.

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



Stage 4 students began the year delving into the foundations of scientific inquiry. They applied their knowledge and skills of the scientific method through a group investigation to determine the effect of changing a parachute's canopy size on the landing time. It was a fun learning experience, especially for the year 7 students new to high school science! In term two, students learned about the particle model of matter, states of matter, mixtures, and ways to separate the components of mixtures. The incursion with Fizzics Education showed them real-life examples of separating mixtures in forensics, such as blood analysis and chromatography.

In semester 2, students studied about the life forms on Earth and the importance of classification in studying them. The excursion to Sydney Taronga Zoo was a memorable field study on classification and animal adaptations. The study of astronomy towards the end of the year led to the construction of a large, to scale, visual representation of the solar system in the STEM room.

YEARS 9 & 10



Stage 5 students explored force, motion, and energy, investigating a motion-related problem independently. They studied genetics and evolution, focusing on gene-environment interactions and natural selection, acknowledging historical figures and Christian perspectives. In the second semester, the Chemistry unit covered atomic models, the periodic table, and chemical reactions, highlighted by a Fizzics Education incursion demonstrating forensic chemical reactions. Later, students examined various ancient and scientific beliefs about the universe's origin, continuation, and potential end, fostering discussions about science and faith.

YEARS 11 & 12



We are proud to witness a Year 12 student's journey to graduation. Her achievements, hard work, and unwavering commitment throughout her 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. Her exemplary character and personal growth, displaying Christ-like character and humility, stand as a testament to her efforts and values.

The Year 11 Design & Technology students had an active Term 1, running games during the presentation night and organising a movie night to raise funds for OzHarvest, promoting environmental awareness and addressing homelessness. Meanwhile, our Year 12 student dedicated herself to her major design project, which involved making and planning decorations for an 18th birthday party.

The Highlights of the Year

K-2 HSIE/Visual Arts excursion

In March, students were given a unique opportunity to immerse themselves in the richness of Aboriginal culture during their visit to Carss Park. They had the privilege of learning about the traditions and heritage of the Aboriginal people through engaging activities. The day began with a Smoking Ceremony and Welcome, followed by a Traditional Ochre Ceremony where their faces were adorned with natural ochre—a symbolic initiation and warm welcome into Indigenous practices and lands.

Despite the rain, our knowledgeable Aboriginal Gumaraa Rangers persevered and gathered our group under shelter to share their wisdom. They enlightened the students about the diverse medicinal properties of different plants, which have been used for centuries to treat common illnesses. Additionally, the students discovered the art of foraging for 'bush tucker' and learned how to identify various edible plants in their natural surroundings.

An exciting highlight of the day was the hands-on experience with authentic traditional artefacts, including boomerangs, spears, shields, and other items. Under the guidance of the Rangers, students eagerly attempted boomerang and spear throwing, showcasing impressive skills with these historically significant weapons.

To conclude the memorable day, students were introduced to several traditional and ceremonial dances. They learned that dancing held a significant purpose of storytelling, a means of passing down ancestral knowledge through the generations. These stories revolved around the land, animals, dreamtime, and the lives of Aboriginal people, encapsulating the profound connection to their cultural heritage.

The entire experience served as a remarkable consolidation of learning across multiple disciplines. Geography, History, and Creative Arts intertwined beautifully throughout the day, enabling students to deepen their understanding of Aboriginal culture in a hands-on and immersive manner.



Highlights continued

YEAR 5-12 CAMP

Perhaps one of the best ways to start a new year, getting to know one another, and creating memories, is with a school camp. This is exactly what we did - heading out to Blue Gum Lodge in Springwood - for Years 5-12. With some extra time before arriving at our campsite, we ventured on a bush walk to Wentworth Falls, where some were fortunate enough to spot a red belly black snake sunning itself on a rock.

The theme for our camp this year was "Loving God, loving others" - where students were encouraged, through daily devotion sessions, to apply the two greatest commandments to their lives. It was great to see our students respond to the Gospel message and God's call on their lives.

Of course camp also includes team building activities and delicious food. When we weren't eating meals or feeding on God's Word, there was much fun to have - shooting targets in archery, braving the cold pool water, playing tennis, challenging a friend at Ed's Alley, completing a volleyball rally, or just chilling in the recreation room with the pool table, air hockey, and table tennis.

The Amazing Race kept us captivated and enthralled, with a close dash of competing teams to the finish line. And no camp experience is complete without roasting marshmallows over a camp fire. After three days and two nights in the Blue Mountains, we headed back to school on the bus with one last surprise - a game of Laser Tag.



Highlights continued

GRANDPARENTS DAY



KCCS organised a special event called Grandparent's Day on March 29th. This joyful occasion was celebrated with both the grandparents of the students and those from the nursing home. Our school acknowledges the important role that grandparents play in the lives of our students, families, and communities. Each year's level showcased their appreciation and love for the grandparents through various performances, such as wonderful songs by the Kindergarten, Stage 1, and Stage 2 classes, and a thoughtful poem titled 'Grandparents are a treasure' by Stage 3. Additionally, the secondary students hosted a quiz, where Grandmama and her grandchild asked each other questions about songs, movies, and shows to compare the two generations. Grandma demonstrated a great understanding of the current generation and answered most of the questions correctly.

After the presentation, a delightful afternoon tea, prepared by the staff and students, was served. The grandparents enjoyed spending time with their grandchildren, sharing a meal, taking photos, and visiting their classrooms. KCCS is truly grateful for all the grandparents who serve as great role models, share their wealth of knowledge, experience, and stories, and provide incredible love, care, and support to all our students!

MOTHER'S DAY



The day began with the distribution of beautifully crafted gift boxes and delicious breakfast packs, carefully prepared to show appreciation for the incredible mothers in our school community. The K-2 students took the stage, showcasing their talents through heartwarming performances that brought smiles and tears of joy to the faces of the proud mothers in the audience.

The spirit of togetherness and camaraderie extended to students from Year 3 to 12, who enthusiastically participated in a range of games and activities designed to foster connection and create lasting memories. Laughter filled the air as the mothers and children joined in the fun. The children eagerly presented their mothers with handcrafted gifts. These little tokens of love carried immense meaning, symbolising the gratitude and affection the children have for their mothers. It was a touching moment that left both mothers and children with cherished memories that will be treasured for years to come.

ANZAC DAY ASSEMBLY



Our students proudly represented KCCS at the 2023 ANZAC Dawn Service at Arncliffe Park. This year's service held special significance as it marked the 70th anniversary of the cenotaph, a symbol of remembrance for those who served in wars and conflicts.

We are immensely proud of our students for representing KCCS with honour and respect at the 2023 ANZAC Dawn Service. Their participation in this significant event reflects our school's commitment to fostering a deep appreciation for our history, instilling values of respect and gratitude, and nurturing responsible and engaged citizens.

We were also privileged to have Mr. Roy Pearson and his son Mr. Jace Pearson from Arncliffe RSL join us for a special assembly. Students were given a unique opportunity to engage with history meaningfully. Through Mr. Pearson's personal anecdotes and reflections, they gained a deeper understanding of the human experiences associated with war and the enduring need for compassion and empathy.

Highlights continued

In Food Technology, we partnered with OZ Harvest in a FEAST program (Food Education and Sustainability Training.) We explored the issue of food waste and its environmental impact, as well as healthy eating and easy classroom cooking. Each week, students learned basic cooking skills and prepared delicious meals with the help of an outstanding OZ Harvest volunteer, Stacey Savant. Stacey's industry experience gave students valuable culinary skills that will equip them in the future.



Visual Art Excursion

In term 1, Year 7 & 8 visited the NSW Art Gallery for Visual Arts. The newly opened extension of the gallery gave students the opportunity to experience various types of artwork first-hand. Students were given a tour of various exhibits and discovered new ways of looking at and thinking about art, which sparks curiosity about art and museums

English

Students engaged in various real-world writing activities such as creating websites, collaborative digital narratives and biographies. They also presented TED Talks and produced a short film. Students participated in the Dorothea Mackellar Poetry Awards by writing poems based on their cultures. Students were commissioned to create picture books to promote *PeaceWise* solutions for conflict to be used in our Junior Primary classes.

History and Geography

Students created the first KCCS Ancient Chinese artefacts museum through a collaboration of Art and English. They enjoyed a visit from Medieval Man, who told them wonderful stories of life during the Middle Ages. They wore medieval armour and were able to handle medieval weapons. Students developed a disaster recovery plan to prevent damage to wildlife if there was a chemical spill in Botany Bay. They also enjoyed a bushwalk along Wolli Creek where they collected evidence of the impacts of humans on the natural world.

Highlights continued

Sports Program

In the sports program for 2023, 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 four key sports for Primary: Taekwondo, Softball, Athletics and Fit for Fun while Secondary enjoyed Volleyball, Basketball, Athletics and Badminton.

Athletics Carnival

The Athletics Carnival at Sylvania Waters Athletics Field was a vibrant and energetic event, bringing together students from Kindergarten to Year 12. The excitement from the students as they participated in various track and field events, showcasing their athletic skills and sportsmanship. The carnival featured sprints, relays, long jump, discuss and shot put, among other events. Each year group cheered on their peers, creating a supportive and enthusiastic atmosphere. Parents also contributed to the lively environment with their support and cheers. The day was filled with memorable moments, from personal bests to unexpected victories, making it a joyous celebration of school spirit and athletic skills. The day concluded with a thrilling race for mums and dads, adding a fun and competitive twist to the event.

Mayoral Awards

We congratulate our students Nathaniel Cassis and Charlize Wu for receiving the Bayside Council's Student Excellence Mayoral Award 2023. They have set an exemplary example for our community with their honour, integrity, and service.

Bayside Christmas Flag Competition

Adelaide Leong received an award from the Bayside Council for the Bayside Christmas Street Flag Competition. Her flag was proudly flown around the Bayside Council area during December 2023.

Clean Up Day

Our school community united to clean and beautify our campus. Students, teachers, staff, parents, and volunteers worked together, demonstrating the power of collective effort and service learning. This event highlighted our commitment to being good stewards of our environment and taught students the importance of caring for their surroundings. As we worked, we were reminded of the Bible verse: "The earth is the Lord's, and everything in it" (Psalm 24:1).



SPORT



ATHLETICS CARNIVAL

Highlights continued

Jump Rope for Heart

Jump Rope for Heart was an exhilarating event that not only showcased our students' skipping skills but also served a meaningful purpose. With the goal of promoting heart health and raising funds for the Heart Foundation, our students came together to make a significant impact.

The event was a true testament to the dedication and determination of our students. Throughout the fundraising period, they skipped a total of 33 hours, showcasing their endurance and commitment to the cause. Their efforts were not in vain, as they successfully surpassed our initial fundraising goal of \$2,807. The final amount raised was an astonishing **\$10,160.08**, a testament to the generosity and support of our school community.

The purpose of Jump Rope for Heart goes beyond simply skipping rope. It is a campaign designed to raise awareness about heart health and encourage regular physical activity among young people. By participating in this event, our leaders not only engaged in a fun and energetic activity but also learned about the importance of maintaining a healthy heart.

The funds raised through Jump Rope for Heart will be used by the Heart Foundation to support crucial medical and scientific research in the field of heart health. This research aims to improve the prevention, diagnosis, and treatment of heart-related conditions, ultimately saving lives and enhancing the well-being of individuals affected by heart disease.

The success of this event is a proof to the power of collective effort and community support. It is a reminder that when we come together with a shared purpose, we can achieve remarkable results. The enthusiasm and passion demonstrated by our leaders, as well as the support and encouragement from parents, teachers, and friends, were integral to the tremendous success of Jump Rope for Heart.



Highlights Continued



Yr 3-6 History excursion

Years 3 - 6 embarked on an exciting History excursion at Carss Park, led by Sam, our knowledgeable Aboriginal teacher for the day. The start of Term Two was marked by this immersive Aboriginal experience, which left a lasting impression on our students.

The day commenced with a captivating traditional smoking ceremony. Sam skillfully ignited a pile of gum leaves in his Coolamon, filling the air with the aromatic scent of eucalyptus. As we walked along the coastline, Sam guided us on a bush tucker tour, unveiling the wonders of the natural environment around us. We learned about fascinating plants such as the She-Oak trees and the Soap Bush (also known as Quandong). The leaves of the Soap Bush contain saponin, a natural surfactant that creates a soapy foam when mixed with water. Indigenous people have traditionally used this plant for washing hair, skin, and clothing.

During our excursion, Sam also introduced us to his favourite bush tucker - the fruit of the Pigface succulent plant, commonly found along beaches. We were encouraged to keep an eye out for the small berries that change in colour from green to purple or black as they ripen in late summer and early autumn. Not only are these berries visually appealing, but they are also rich in Vitamin C and antioxidants. We discovered many other plants with medicinal properties and even learned how to make whistles to attract snakes (for those with a particular interest).

Immersing ourselves in the Aboriginal culture, we had the privilege of learning various Aboriginal dances. Each dance had its own unique story, often inspired by local animals. It was a joyous and educational experience as we embraced the rhythm and movements of these traditional dances.

To conclude the day, we had the opportunity to throw spears and boomerangs under Sam's guidance (with the utmost care for the safety of all involved, including children and animals). Sam generously shared his collection of Indigenous artifacts, including axes, clubs, shields, Coolamons, digging sticks, killer boomerangs, and the iconic didgeridoo, traditionally known as the yidaki, which is exclusively played by males. For our female students, there was a special possum skin drum, exclusively reserved for them to explore and appreciate.

The Yr 3-6 History excursion at Carss Park was truly enriching, providing our students with valuable insights into Aboriginal culture, traditions, and the rich connection between Indigenous communities and the natural world. We extend our gratitude to Sam for his expertise and the engaging activities he shared with us.



Professional Learning

- AIS Course - Creating safer independent schools - Session 2: This course provided a comprehensive training on child protection equipping staff with the knowledge and skills to safeguard children and create a nurturing environment.
- PETAA - Supporting struggling readers: A full-day workshop aimed at equipping teachers with strategies to support students who struggle with reading.
- First Aid - Equipping staff with the necessary skills to provide immediate medical assistance in emergencies within school settings
- Everyday Peacemaking for schools - Training focused on fostering peace and conflict resolution in schools.
- Building strong teams Leadership seminars - Developing effective and cohesive leadership teams from a Christian perspective.
- Professional learning for Selective Mutism and Neurodiversity - support students with selective mutism and neurodiverse conditions.
- InitialLit training for new teachers in K-2
- SpellEx - raining for Year 3-6 teachers
- Creating an English Unit Using Textual Concepts - Workshop on designing English units based on textual concepts.
- Deepening the Learning in Technology - Training to enhance technology integration and learning.
- PETAA Joint Construction - Informative Texts: Professional development on constructing informative texts in English.
- Writer's Toolbox - Focused on enhancing writing skills and techniques for educator

Teachers

- NSW Curriculum Implementation - Professional development for teachers on the new NSW English and Mathematics curriculum for Years 3-10.
- Co-Teaching Professional Development - Training on collaborative teaching strategies and practices

Admin

- Resolve School Finance Equipper for the Business manager training on school finance management.
- The Board had training with Optimal School Governance on "The Board's role in Directing change"



Student Achievement

NAPLAN 2023

The NAPLAN data has provided valuable insights into student performance in literacy and numeracy at KCCS during the 2023 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 2023 demonstrated excellent results. There were strong results in Year 3 of Reading, Spelling, Grammar and Numeracy. Year 5 achieved above or well above all Australian students in all the five subject areas. Building on these positive outcomes, the school has taken proactive measures this year to enhance its focus on writing. Both pedagogy and professional learning have been given increased attention to ensure quality instruction in these areas. To address the learning needs of students requiring additional support, adjustments have been made to classroom learning experiences and independent learning activities. We continue 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

Year 3 (13 students)

- Reading - 77% of students achieved strong or exceeding proficiency levels.
- Writing - 75% of students achieved strong or exceeding proficiency levels.
- Spelling - 61% of students achieved strong or exceeding proficiency levels.
- Grammar - 46% of students achieved strong or exceeding proficiency levels.
- Numeracy - 61% of students achieved strong or exceeding proficiency levels.

Year 5 (14 students)



- Reading - 92% of students achieved strong or exceeding proficiency levels.
- Writing - 86% of students achieved strong or exceeding proficiency levels.
- Spelling - 100% of students achieved strong or exceeding proficiency levels.
- Grammar - 86% of students achieved strong or exceeding proficiency levels.
- Numeracy - 64% of students achieved strong or exceeding proficiency levels.

Year 7 (9 students)

- Reading - 77% of students achieved strong or exceeding proficiency levels.
- Writing - 100% of students achieved strong or exceeding proficiency levels.
- Spelling - 88% of students achieved strong or exceeding proficiency levels.
- Grammar - 66% of students achieved strong proficiency levels.
- Numeracy - 88% of students achieved strong or exceeding proficiency levels.

Year 9 (3 students)

- Reading - 100% of students achieved strong or exceeding proficiency levels.
- Writing - 33% of students achieved strong proficiency levels.
- Spelling - 66% of students achieved strong proficiency levels.
- Grammar - 100% of students achieved strong proficiency levels.
- Numeracy - 100% of students achieved strong proficiency levels.

2023					
Compare to  Students with similar background  All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	429	408	427	428	432
Year 5	524	518	555	529	509
Year 7	551	575	595	569	584
Year 9	-	-	-	-	-

NAPLAN participation for this school is 100%.
NAPLAN participation for all Australian students is 95%.

Interpreting the table

Selected school's average when compared to all Australian students

-  Well above
-  Above
-  Close to
-  Below
-  Well below
-  No comparison available

NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds. KCCS had 4 Year 9 students participated in NAPLAN.

Source: [My School website](#), Kingdom Culture Christian School, Arncliffe, NSW

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 was 1 student who completed HSC courses in 2022. Three HSC courses were offered at KCCS in 2023.

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:

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 2023 Academic Year, Kingdom Culture Christian School had 117 students from Kindergarten to Year 12.

Years	No. of Students	M	F
K	15	6	9
1	18	10	8
2	21	13	8
3	13	8	5
4	8	3	5
5	13	10	3
6	4	2	2
7	10	4	6
8	5	2	3
9	4	3	1
10	2	2	0
11	3	2	1
12	1	0	1
Total	117	65	52

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	35
Marrickville / Campsie / Earlwood	15
Hurstville / Sans Souci / Peakhurst / Penshurst	19
Canterbury - Bankstown	16
South Western Sydney (Liverpool - Campbelltown)	6
Eastern Suburbs	9
CBD & Inner West	17

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	93.3%
1	92.0%
2	93.6%
3	95.0%
4	95.5%
5	95.7%
6	97.6%
7	94.6%
8	93.1%
9	89.8%
10	94.8%
11	94.9%
12	93.6%
Overall Attendance	94.0%

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
- KCCS Jobs

Locally

- Clean up Day
- OzHarvest awareness of waste and homelessness

Nationally

- Support the work of the Heart Foundation



Staff Information

STAFF COMPOSITION



KCCS is fortunate to have a dedicated staff team who approach their roles as a service to God. In 2023, the school employed eight full-time Teachers, two part-time Teachers, one full-time Teacher Assistant, one part-time Teacher Assistant, a full-time Office Manager, a part-time Business Manager, and two part-time Office Administrators. The Principal oversaw school operations, while the CEO focused on school growth and strategic planning.

TEACHER PROFESSIONAL LEARNING



Professional Learning for all staff, both teaching and non-teaching, and the Board members 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 the agreement) was \$20,439.00.

STAFF ATTENDANCE



The attendance of the school Teachers & Staff was extremely high. Teachers attendance at 96.2% and Support Staff at 94.9%, resulting in overall Teacher & Staff attendance at 95.7%.



Community Satisfaction

In November 2023, KCCS conducted an independent survey using AISNSW Perspectives: Your School in Focus. This survey collects detailed feedback from staff, parents, students, and board members, providing a comprehensive overview of your school community. It covers multiple areas, including student wellbeing, school environment, teaching and learning, leadership, and community engagement.

Utilising data has become essential for schools to make informed decisions and guide strategic planning. By leveraging the Perspectives survey reports, schools have successfully adopted evidence-based practices. This methodical approach has enabled many schools, both large and small, in the Independent sector to make well-informed decisions about their future.


Below are some of the highlight from the AISNSW Perspectives: Your School in Focus survey:

Students:

- 97% of students agree that the school helps them to develop their knowledge and understanding of the school's faith
- 97% of students agree that their teachers give them learning that challenges them
- 93% of students agree that the school supports their spiritual growth
- 93% of students agree that their teachers know their learning strengths and challenges
- 83% of students agree that the school gives them opportunities to "make a difference" by helping other people, the school, or the community.
- 80% of students agree that the school tries to keep everyone safe from bullying
- 38% of students agree that there are enough co-curricular activities for them to choose from.

Parents:

- 100% of parents agree that the school fosters their children's spiritual growth.
- 100% of parents agree that their children feel safe in their classes.
- 96% of parents agree that teachers use a range of activities to help my child learn.
- 96% of parents are proud to have their children attend this school.
- 96% of parents agree that the quality of education their children receive meets their expectations.
- 71% of parents agree there are enough opportunities for their children to engage in sport beyond the curriculum.
- 65% of parents agree that there is enough variety in the co-curricular activities provided.



**HIGHLIGHTS FROM SURVEY
CONDUCTED BY AISNSW**

WHAT STUDENTS SAY

93% of students agree that their teachers know their learning strengths and challenges

83% of students agree that the school gives them opportunities to "make a difference" by helping other people, school, or community



**HIGHLIGHTS FROM SURVEY
CONDUCTED BY AISNSW**

WHAT PARENTS SAY

100% of parents agree that their children feel safe in their classes

96% of parents agree that the quality of education their children receive meets their expectations



**HIGHLIGHTS FROM SURVEY
CONDUCTED BY AISNSW**

AREAS TO BE EXPLORED

71% of parents agree there are enough opportunities for their children to engage in sport beyond the curriculum

65% of parents agree that there is enough variety in the co-curricular activities provided

Staff Satisfaction

Teachers:

- 100% of teachers agree that the school's vision and mission are at the heart of everything the school does.
- 100% of teachers agree that the school values and supports ongoing professional learning.
- 83% of teachers agree that students set personal goals for themselves and keep track of their progress.
- 83% of teachers agree that the school's leaders and teachers regularly discuss, identify and prioritise individual professional learning needs.
- 80% of teachers agree that the school's leaders provide opportunities for aspiring leaders to build their capacities.

Non-Teaching Staff:

- 100% of staff agree that they have opportunities to be coached or mentored to strengthen their capacity.
- 100% of staff agree that leaders provide opportunities for aspiring leaders to build their capacities.
- 100% of staff agree that distributed leadership is modelled through clear individual and collective roles and responsibilities
- 100% of staff agree that leaders effectively communicate the change needed in the school.
- 100% of staff agree that leaders bring the right people together to champion and lead change.



MAYORAL AWARD



DR CHRISTINA CURRY AT PRESENTATION NIGHT



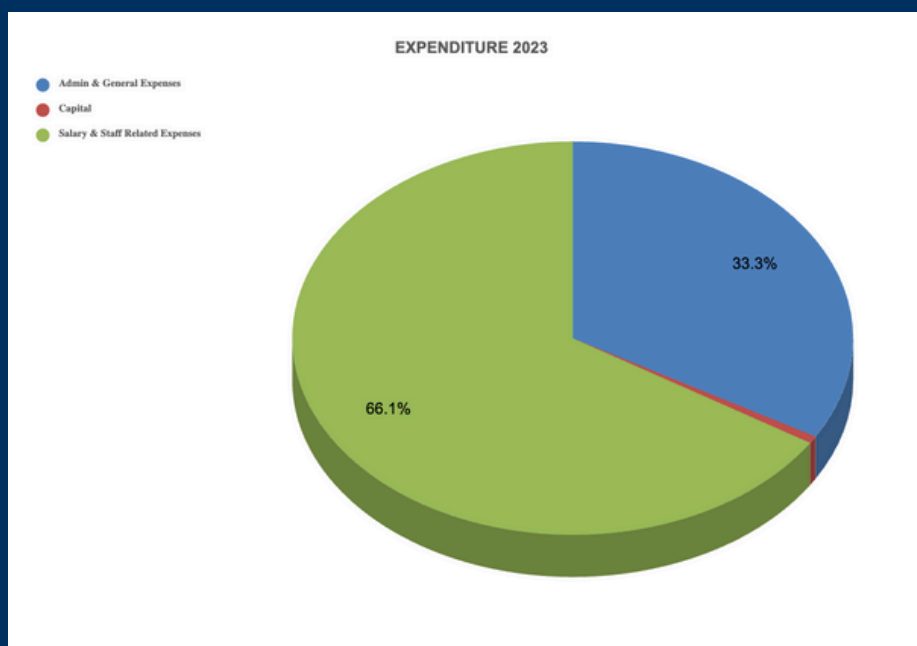
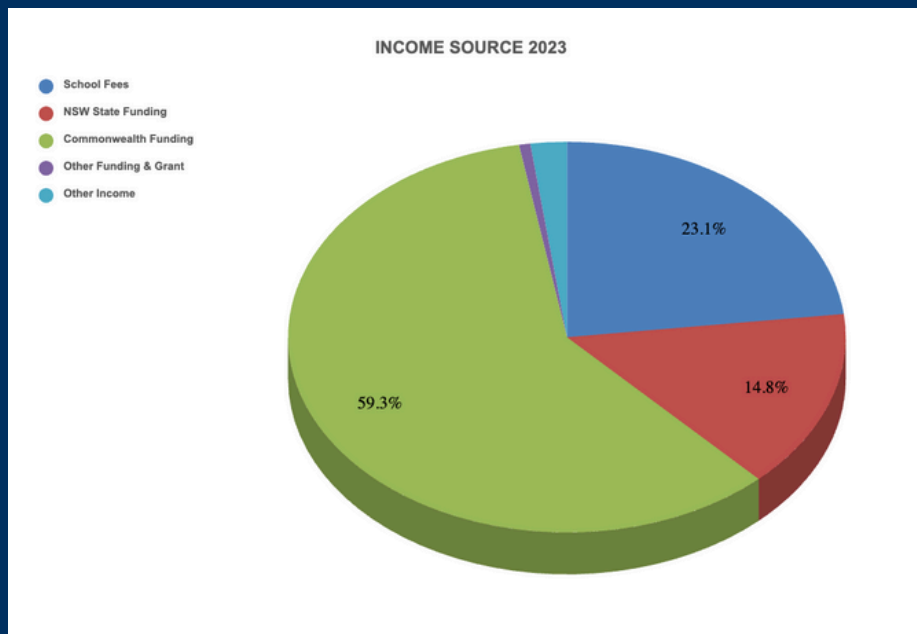
BAYSIDE COUNCIL FLAG COMPETITION



CLEAN UP DAY

Financial Report

The accompanying graph below highlights the expenditure and income throughout 2023, offering a visual representation of the financial report.



THANK YOU

Looking forward to 2024

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.



ANZAC DAY ASSEMBLY



MR ROY & JACE
PEARSON