



Kingdom Culture Christian School

Annual Report 2024



TABLE OF CONTENTS

MESSAGE FROM THE BOARD	1
PRINCIPAL’S MESSAGE	2
OVERVIEW OF 2024	3
THE HIGHLIGHTS OF THE YEAR	14
OUTCOMES AND RESULTS	26
SCHOOL POLICIES	28
STUDENT INFORMATION	32
STUDENT ATTENDANCE	33
COMMUNITY SATISFACTION SURVEY	34
STAFF INFORMATION	35
FINANCIAL INFORMATION	37

MESSAGE FROM THE BOARD



As we close the chapter on 2024, we do so with deep gratitude to God for His unwavering faithfulness and provision over Kingdom Culture Christian School (KCCS). It has been a year marked by significant growth, new opportunities, and meaningful milestones that have furthered our mission to raise tomorrow's leaders through Christ-centred education.

One of the highlights of this year was the formation of our first-ever school sporting team, the KCCS Bravehearts. Our students proudly represented the school at the Christian Schools Sports Association (CSSA), competing in both the Under 15's and Open Boys Basketball competitions. It was a historic and unifying moment for our community—witnessing our students display skill, teamwork, and godly character on and off the court. We also participated in the CSSA Athletics Carnival, which opened further opportunities for student involvement and personal development through sports.

2024 also saw us begin a major facilities project that reflects the growing needs of our school community. Planning for renovation works has commenced on the heritage-listed house, alongside plans to install mezzanine floors in the auditorium. These upgrades will allow us to create more educational spaces to better serve our students in the years to come, while respecting the historical significance of our site.

This year, we were also blessed to partner with Life Centre International and SAGE Schools Australia to deliver enriching extra-curricular programs. These included the K-2 Intro to Music Program and instrument lessons in guitar, keyboard, and drums—all held onsite after school. These offerings have added tremendous value to our students' development by nurturing creativity and expanding their horizons beyond the classroom.

As we reflect on these achievements, we give thanks to God for His grace, our committed staff and families, and the strong partnerships that continue to shape the future of KCCS. With great anticipation, we look forward to all that 2025 will bring as we continue to build, grow, and serve with faith, courage, and vision for generations to come.

Blessings,

Ben Irawan
CEO & Founder

PRINCIPAL'S MESSAGE



As we look back on 2024, we do so with thankful hearts. God has been gracious and faithful. In all that we've taken part in this year, whether in the classroom, on the field, at home, or in the wider community, we have seen His hand at work, guiding and providing in ways both big and small. At the centre of all we do is our deep desire to see students grow in wisdom, in godly character, and in their love for Christ. We've seen that growth in both the daily rhythms of school life and in the many special moments we have shared.

The year began with our Welcome Party, where students and families were embraced into our community. The Culture of Honour Bootcamp helped lay strong foundations for the year ahead. Our Year 5 to 12 Camp was a key highlight. Students built friendships, overcame challenges together, and grew in their faith through worship, devotions, and reflection.

We paused throughout the year to celebrate the gift of family. Grandparents' Day, Mother's Day, and Father's Day reminded us of the influence of godly family life in shaping young hearts. Each term, our Student Presentations allowed students to share their learning and be recognised with Gold Certificates and Pins. These moments highlighted their growth, effort, and character that reflects Christ.

As a school, we came together to honour our servicemen and women during the Anzac Assembly.

This year also marked a special milestone in sport. For the first time, KCCS students represented our school at the Zone Athletics Carnival. We also had students participate in Zone Basketball, showing humility, courage, and a growing sense of teamwork. These opportunities continue to build discipline and confidence in our students.

A proud moment came when our Student Captains and Leaders attended the Sydney Prayer Breakfast. It was a powerful reminder that our students are growing not just as learners, but as young people ready to stand for Christ in the world.

As the year drew to a close, we celebrated key milestones with our Year 6 and Year 12 Graduation Dinners. These evenings, shared with families, were filled with gratitude and hope. Our final event, Presentation Night, was a joyful conclusion to a year where we have clearly seen the faithfulness of God.

This has been a full and fruitful year. Through all its challenges and joys, we have continued to hold to our mission: to equip students to know Christ, grow in character, and respond to His calling on their lives.

Thank you to our staff, families, board members, volunteers, and supporters for all you have invested in the life of our school. As we look to the year ahead, we do so with hope and confidence that He who began a good work in our students will be faithful to complete it (Philippians 1:6).

With gratitude,
Pavina Lee
Principal

OVERVIEW OF 2024

PRIMARY YEARS

Curriculum

KINDERGARTEN



Kindergarten is foundational in establishing positive experiences in order to contribute to a life long love of learning. Routines and clear expectations of our students are critical in our early years to help develop a positive mindset towards growth and development.



Early literacy acquisition incorporates all aspects of language development. Reading, writing and oral language are taught with equal importance. Students in Kindergarten enjoyed listening to a variety of texts throughout the year and discussed and interpreted meaning and other associated ideas. Kindergarten were introduced to all letters of the alphabet and learnt to identify and begin to blend sounds together to make words. They recorded known words in their writing with accuracy and made independent attempts at recording unknown words by hearing and recording sounds in the correct order. They were introduced to some simple forms of punctuation to use in their writing. Students participated in news time where they were encouraged to present their news clearly and with independence.

In Mathematics, students were introduced to numbers to 30. They learnt to form numbers, create groups to match numbers and begin to separate quantities in order to develop early strategies for addition and subtraction. Kindergarten manipulated concrete



materials in order to explore and develop their mathematical skills. Students observed, manipulated and recorded ideas in association with 2D and 3D shapes and were familiar with common features. They were taught early concepts in time and measurement and enjoyed many hands on experiences in order to consolidate their understanding. Students were involved in partner work and small group work in order to learn from each other and share their ideas.

Other areas of learning included Science where we investigated living things and what things are made of. In Geography our main focus was on places and in particular places that are of importance to us. We learnt about celebrations in History. Creative Arts focussed on various techniques to present art forms that represented ourselves. In PE students participated in Soccer, Taekwondo, Athletics and fundamental movement skills. They also enjoyed dance during Term 4. In PDH students learnt about what it is to be a peacemaker and to develop their skills when dealing with conflict. A unit on road safety was also implemented.

YEAR 1



In Year 1, students took part in a comprehensive English program to build strong foundational literacy skills. Through the Initial-Lit program, they learned letter-sound correspondences to decode and blend sound effectively. They also explored morphemes and grammar, developing an understanding of word structure and sentence formation. Vocabulary and comprehension were key focuses, supported by classroom discussions and shared reading. In writing, students practised forming sentences, using punctuation, and clearly expressing their ideas. The program supported their growth as confident early readers, writers, and communicators.

In Mathematics, students represented whole numbers in various ways and developed strategies for combining



and separating quantities. They explored grouping, basic addition and subtraction, and investigated 2D shapes and 3D objects. Through hands-on tasks, they also used informal units to compare length, area, and capacity, building a strong foundation in geometric measurement.

In Science, students explored the external features of living things, their habitats, Earth's resources, material uses, and basic forces and energy. In Geography, they learned about Australia's place in the world, local Australian places, and people's connections to them.

In History, students investigated visible aspects of the past, significant local historical features, and how technology has changed daily life.



In PDH, students learned the PeaceWise method and strategies for being peacemakers, explored ways to stay safe—especially around roads—and discussed healthy lifestyle choices. In PE, they developed fundamental movement skills through activities such as soccer, swimming, taekwondo, and athletics.

In Creative Arts, students explored music through singing, notation, and simple composition. They participated in drama and dance activities and developed their understanding of visual arts by exploring key artistic elements.

YEAR 2



In Year 2 our main focus in English was on developing writing skills and reading comprehension skills. We did this through our InitialLit program with a great emphasis on explicit teaching of sentence building and modelling of reading comprehension strategies. We also did a comprehensive phonics program, covering many digraphs and trigraphs.

In Mathematics this year, we focused on building confidence and fluency in all strands of mathematics. We endeavoured to learn through practise and games.



In Science, we covered many aspects of scientific learning including the following: External Features of Living Things; Living Things Live in Different Places; Earth's resources; Materials are used for a purpose; Forces and energy.

In Geography, we studied about Australia's location in the world and Australian places; People's connections to places and local and global connections.

In History, we asked the questions: What aspects of the past can we see today and what do they tell us? What remains of the past are important to the local community and why? How have changes in technology shaped our daily life?

In Creative Arts, we covered music, visual arts, drama and dance.

In Visual Arts, we explored the question, What is art? We created drawings around the theme of God's creation, studied illustrators as artists, and made 3D art.

In dance, we had fun making dances to Disney tunes. In drama lessons, we looked at how we can use our emotions and imagination to create short skits. In music, students were able to sing and play percussive instruments.

In PDH, we learnt about the PeaceWise method, strategies to be peacemakers. We also looked at safety with a special focus on road safety. We further explored how to be healthy.

In PE we were able to participate in lots of fundamental skills learning, including soccer, swimming, taekwondo and athletics.



YEAR 3 & 4



In English, students explored a range of fiction and non-fiction texts, including *Fantastic Mr Fox*, *Iceberg*, and *Earth's Incredible Oceans*. These texts supported writing for various purposes and helped students identify key ideas and make text connections. They also studied two texts based on true stories-*Wandi* and *Beth: The Story of a Child Convict*, which gave insight into the real-life experiences of the characters.



In Mathematics, the students studied topics such as whole numbers, place value, operations, data, symmetry, measurement, and 2D space, applying problem-solving strategies across these areas.

In History, students developed historical inquiry skills by investigating Aboriginal and Torres Strait Islander life before European settlement, early European exploration, and the establishment of the Sydney colony. During the history excursion, they stepped back in time, exploring sites connected to convict life and gaining a deeper understanding of Australia's colonial past.



In Creative Arts, they explored Dance and Music. They learnt different styles such as Hip Hop, Disco, and Jazz. In music, they developed rhythm, pitch and instrumental skills as well as basic theory.

In PDHPE, students built self-control, empathy, and an understanding of conflict resolution through biblical Peacemaking. In PE, students participated in a range of sports including Taekwondo, Soccer, Athletics, and Swimming. These activities provided opportunities to develop their coordination and refine techniques.

In Science, students explored living things, classifying them by features, and investigated the states of matter, learning how heat affects solids, liquids, and gases through hands-on experiments.

YEAR 5 & 6

This year, Grades 5 and 6 have been busy turning brains into knowledge machines, classrooms into parliament, and bread into science experiments (more on that later)...



Empathy? Check. Creativity? Double check. Through the novel *August and Jones* by Pip Harry—a heartwarming tale of unlikely friendship between a shy boy and a girl battling cancer—we cried, laughed, and wrote with deeper compassion. We then immersed ourselves in the imaginative world of *The Wild Robot* by Peter Brown, where a robot finds herself stranded on a remote island. Inspired, we became authors of our own robot stories, which we published for our adoring Reading Buddies! But wait, there’s more—we even sewed our own stuffed toy robots to bring our tales to life. Naturally, we had to watch *The Wild Robot* movie (which was good... but let’s be honest, the book wins again).



This year in Mathematics, we went beyond times tables and long division! After sharpening our skills in number, measurement, and data, we applied our knowledge to solve real-world problems in exciting investigations. Who knew math could help us plan parties, manage budgets, and explore mysterious patterns?

Lights, Scripture, Action! In Drama, we explored the dramatic elements—including tension, contrast, mood, and more—while preparing skits based on Bible stories. Improvisational theatre sports took the stage too, where spontaneous creativity and quick thinking stole the show (along with a few dramatic gasps and giggles).



Boom! Shake! Splash! From earthquakes to volcanic eruptions and tsunamis, we explored extreme natural events and how they impact people and places in Science. Our “Mouldy Bread Experiment” revealed the cold, hard truth: the fridge is bread’s best friend. We also investigated how living things adapt to physical changes—turns out, humans aren’t the only ones who like to hibernate when it’s cold. A trip to Calmsley Hill

City Farm gave us a firsthand look at sustainable living (and some very cute animals).



In PDHPE we powered up our bodies *and* our minds! Whether we were kicking goals in soccer, showing strength in resistance training, mastering strokes in swimming, or yelling “Kiai!” in Taekwondo, we kept active and energized. We also built our decision-making muscles, learning how to stay safe, confident, and in control.

From the snowy mountains of Japan to the bustling cities of India, we explored the rich cultural diversity and fascinating geography of Asian countries in Geography - conducting our own research projects.



In History, we journeyed through Australia’s path to Federation, discovered how our government works, and turned our classroom into the House of Representatives. Campaigns were run, elections held, and laws passed. We're proud to report that the *No Homework Bill* and the *Support Dogs in Class Bill* were both passed with overwhelming support with even members of the Opposition crossing the floor.

In Visual Arts, we painted, sculpted, and created. Our art adventures included acrylic paintings in the dreamy style of the Impressionists, vibrant watercolour abstracts inspired by Sonia Delaunay, and colourful sculptures inspired by the bold flair of Dale Chihuly. Our classroom walls became a gallery of creativity.



We found our groove with the 12-bar Blues in Music. From Funky Blues to Boogie Blues, we tapped our toes to rhythms, recognised accents in beats, and learned the common chord progressions that make the Blues sing. We even gave vocal improvisation a go with some brave scat singing.

In summary, it’s been a jam-packed, action-filled, robot-building, law-passing, drama-loving kind of year. Grades 5 and 6—over and out!

YEAR 7 & 8

English



Students engaged in a diverse and enriching curriculum designed to build core literacy skills and foster creative expression. During the novel study unit, students explored characterisation, themes, and narrative techniques while learning to write analytical PETAL paragraphs, which developed their ability to structure and support their ideas with evidence. In the poetry unit, students examined the representation of cultural experiences. They presented their insights through formal speeches, strengthening their oral communication and interpretive skills. Building on their understanding of drama, students took on the roles of director and actor to rehearse and perform a scene from *Sunshine Super Girl*, enhancing their appreciation of performance elements and teamwork. The year concluded with a collaborative film project inspired by *Red Dog*, where students applied storytelling techniques to script, shoot, and edit their original 3-minute films, showcasing their creativity, collaboration, and growing confidence as communicators.

Mathematics

Year 7 Mathematics Overview



This year in Year 7 Mathematics, students explored a variety of engaging topics, beginning with foundational concepts such as positive integers, number properties and patterns, fractions, percentages, decimals, and algebraic techniques. As the year progressed, they moved into computation with negative integers, angle relationships, geometrical figures, statistics, probability, equations, and measurement—including length, perimeter, area, mass, and temperature. Throughout, students participated in problem-solving tasks and projects that helped them make meaningful connections between topics. A highlight was the hands-on Measurement Project, where they applied their learning to real-life situations like planning parties, managing budgets, and discovering patterns in everyday life.



Year 8 Mathematics Overview

In Term One, Year 8 students explored a wide range of topics including computation with integers, angle relationships and properties of geometrical figures, fractions, decimals and percentages, measurement and Pythagoras' theorem, algebraic techniques, and index laws. Students particularly enjoyed the "Travel Project," which allowed them to apply all these mathematical skills in solving real-life problems through project-based learning and creative problem-solving.



During Term Two, students studied ratios and rates, equations and inequalities, probability and statistics, as well as transformations and congruence. These topics were brought together in an engaging "Measurement Project," where students discovered how mathematics could be used in everyday scenarios—like planning parties, managing budgets, and uncovering fascinating patterns in the world around them.

Science

This year in Science, students explored a range of topics including chemistry, the human body, geology, and energy. They learned how substances interact and change, how body systems work together to keep us alive, and how natural processes shape the Earth. Students also investigated how energy is transferred and transformed in everyday life. Throughout the year, they developed their practical skills by conducting experiments, collecting data, and drawing conclusions from their findings.





PDHPE

Students participated in a comprehensive program that focused on developing respectful relationships, maintaining personal safety, and acquiring new movement skills during physical education. Through the PeaceWise curriculum, students explored what it means to be a peacemaker, learning practical strategies for resolving conflict and promoting harmony in their daily interactions. They demonstrated their understanding and skills by collaboratively preparing a skit to illustrate their peacemaking skills. Respectful relationships emphasised the importance of empathy, effective communication, and clear boundaries in fostering positive connections. Combined with 'Staying Safe and Healthy', 'Safe & Active Communities' units enable students to identify strategies for personal safety, including road and online safety, as well as ways to contribute to the school's safe and supportive community. Students developed teamwork, coordination, and strategic thinking through a variety of physical activities. Their final project was the collaborative development of a road safety campaign aimed at promoting student awareness and responsibility in school zones.

Technology

This year in Technology Mandatory, students took part in a variety of practical and theory-based learning experiences across different contexts. They explored materials, tools, and processes through hands-on projects that developed their problem-solving, design, and critical thinking skills. Students learned to design solutions to real-world problems, using digital technologies and traditional methods to create products and systems. Projects included designing and building, exploring food technologies through meal planning and preparation, and learning basic coding and digital design. Throughout the course, students were encouraged to think creatively, work collaboratively, and reflect on how technology impacts daily life and the wider world.

YEAR 9 & 10

English



The focus in English was to develop skills in literary analysis, preparing students for senior English. Students rose to the challenge of composing an original crime fiction story based on the ideas and stylistic features of Agatha Christie's 'And Then There Were None'. Using the model of a writer's workshop, students developed original ideas and planned, composed, and peer-reviewed their work. Their teacher acted as the editor, providing feedback for students to consider when revising their stories. Impressively, students composed 3,000 to 5,000-word entertaining original crime fiction stories. The study of Simon Armitage's poetry allowed students to practice and develop analysis skills, as well as learn how to write analytical essays. The study of Shakespeare's Macbeth allowed students to develop sophisticated presentation skills.

Mathematics



Students explored a broad range of topics including integers, financial mathematics, algebraic expressions and equations, right-angled triangles, linear relationships, quadratic expressions, and algebraic fractions. A highlight of the term was the engaging "Travel Project," where students applied these mathematical concepts to real-life situations through project-based learning and creative problem-solving.

Science



This year, students explored key scientific concepts through hands-on and inquiry-based learning. In Earth and the Environment, students investigated earthquakes and designed their own earthquake-resistant structures. The Disease and Homeostasis unit introduced body systems and how they maintain internal balance. Students built their Science Skills through practical investigations and data analysis. In Chemical World, the focus was on Acids and Bases, with students conducting experiments to observe chemical reactions and understand everyday applications of chemistry.

THE HIGHLIGHTS OF THE YEAR

Sports Program

Taekwondo

Primary students greatly enjoyed their Taekwondo lessons in Term 1. They acquired various skills, including high kicks and blocks, and learned about the purpose of Taekwondo as well as the importance of mutual respect. Towards the end of the term, students had the opportunity to demonstrate their progress by breaking a board using the skills they had developed. Overall, the students were enthusiastic and looked forward to their sports lessons each week.



Athletics

Secondary students learnt the basic skills of discus, relay races and various agility activities. Students were pushed to their limit with some of the activities. To end the term students participated in exciting invasion games that involved teamwork, agility and throwing skills. Overall, students looked forward to participating in sports every week during term 2.



Basketball

In term 1 students were privileged to receive special basketball training from a coach who is competing in representative basketball. Overall, our leaders learnt various basketball skills including, dribbling, passing, shooting and teamwork. This was a great foundation to establish the KCCS basketball teams in term 2.



Tennis

Students enjoyed developing their skills through regular practice, making good use of a large supply of tennis balls to maximise hitting opportunities. They were challenged by a skills-based assessment at the end of the term and responded positively, putting in their best effort to showcase their progress.



Swimming

During Term 4, our students took part in a series of swimming lessons focused on building water confidence, safety skills, and basic swimming techniques. These lessons were a valuable opportunity for students to grow in skill and independence while enjoying physical activity in a supportive and structured environment. We are thankful for the experienced instructors who guided each session and for the enthusiasm our students brought to the pool each week



Kindergarten Excursion to Symbio Wildlife Park

In Term One Kindergarten visited Symbio Wildlife Park in Helensburgh. When we arrived we were greeted by our Ranger who showed us some close up and hands-on experiences with some of the park's very special animals such as a Blue-Tongue Skink and a Tawny Frogmouth. The students were treated to an incredible live animal presentation in an amphitheatre setting followed by some games and activity based learning.

We then enjoyed recess and headed off to the beautiful manicured grassland to hand feed both kangaroos and wallabies with our pre-purchased feed. We also enjoyed feeding the goats in the farmyard experience with many leaders losing their feed incredibly fast including the paper bags!

After lunch in the amphitheatre we got to view and hear about a variety of other animals in their more natural habitats. We visited the reptile house and the koala and penguin enclosures. The bus ride home was very quiet indeed with most leaders exhausted from their very exciting and busy day.



Stage 1 Science Excursion to Symbio Wildlife Park

Our visit to Symbio Wildlife Park gave Stage 1 a chance to observe first-hand the features and changes of living things! The Rangers walked the students through a variety of habitats and environments, giving them the opportunity to investigate how living things belong to different places which suit their needs, and describe observable features of living things and their environment. They saw what meerkats eat, how snakes shed their skin, and how kangaroos carry their young. Students saw the different stages in the life cycle of animals and examined how living things change as they grow and produce offspring similar to themselves. As they walked through the wildlife park with the Ranger-guides, students learned to identify and group plants and animals using their external features, and observed animals in enclosures designed to mimic their native habitats. They gained an understanding of the importance of caring for our natural environment and discussed how we can improve a local environment to encourage living things to thrive. By the end of the action-packed day, students were able to describe the ways the different environments of exotic and native Australian animals provide for the needs of living things – how they survive, change, and reproduce.



Stage 1 History excursion to Vacluse house

Stage 1 experienced a journey back in time on their excursion to Vacluse House to the home of William Wentworth. They had the chance to learn about what life was like for the Wentworth family and their servants at Vacluse House in the 1860s. They had the opportunity to play 19th-century games, such as croquet, skittles, cup and ball, quoits, and hoop and stick.

Other highlights included doing the washing by hand in the service courtyard and completing tasks in the kitchen – such as polishing cutlery, grinding spices and churning butter.

Students said their favourite part was the tour of the house in which they got to see many of the rooms including the nursery and how a chamber pot works.

The learning that happened on the excursion went a long way to consolidate and illuminate the concepts they have explored in their history units: The Past In The Present - Learning About The Past / Preserving The Past.

Stage 2 & 3 History Excursion

Our Year 3 and 4 students recently participated in an engaging excursion as part of their History and English curriculum, focusing on the First Fleet settlers. During the Walking Rocks Tour, students explored significant historical topics, including the first contact between the Eora people and the British, the Aboriginal way of life before and after colonisation, and key figures and events related to the British penal colony.

The tour also took us through important historical sites around Sydney, offering students a deeper understanding of the city's early development. A highlight of the excursion was the opportunity for students to dress up as characters from the First Fleet. They thoroughly enjoyed the chance to role-play, putting on costumes and stepping into the shoes of historical figures, which made the experience both fun and educational.

Overall, the students were highly engaged, particularly during the interactive elements, and gained valuable insights into the early colonial history of Australia.



ANZAC Assembly

This year, our Student Leadership Team had the honour of representing the school at the ANZAC Day Commemoration Service held at Arncliffe Park. With reverence and respect, they laid a wreath on behalf of the school and stood alongside others to remember those who served and sacrificed.

Our school gathered for a special ANZAC Assembly. Students reflected on the significance of ANZAC Day through Scripture, poetry, and prayer, honouring the courage, mateship, and sacrifice of our servicemen and women. It was a meaningful time for our school community to pause and give thanks for the freedoms we enjoy today.



Sydney Prayer Breakfast

Student Captains and Leaders attended the Sydney Prayer Breakfast to join over 1000 people in prayer for our city and communities.



Grandparents Day

Grandparents Day was a heartwarming occasion celebrated at our school, bringing together families and the special bond between grandparents and their grandchildren. This year, we were delighted to welcome not only grandparents of the students but also residents from the local nursing home, creating a joyful atmosphere with community and connection.

The day began with grandparents visiting their grandchildren's classrooms, where they were warmly greeted and shared valuable time together joining in singing and learning time.

Following this, the students led a presentation with a program that featured a variety of song performances, which highlighted the love and appreciation students have for their grandparents. There was also a fun trivia that involved both grandparents and students, creating moments of laughter and memorable moments. This time was an opportunity for students to recognise the special role that their grandparents have in their lives recognising their wisdom, care and love. The interactions during the activities not only strengthened these bonds but also created memories that everyone would cherish.

After the presentation, a special morning tea was held for the grandparents. Grandparents Day was a momentous occasion, filled with joy, laughter, and love as the shared experiences emphasised the invaluable contributions of grandparents to the student's lives.



Mother's Day

Mother's Day at KCCS this year was lots of fun, with many mums attending and enjoying their children's presentations.

The morning began with a fun photo booth so mums could take home a photo with their children. Everyone then came into the auditorium for our Mothers Day Assembly where we prayed and the Kindergartens sang 'Skidamarink - I Love You'. Mrs Cheng's Year 1 class made a video thanking their mums for all the wonderful things they do for them, including 'packing my bag' and 'playing games with me'. They also spoke about all the things they love about their precious mums.

Some Year 2 students shared beautiful poems they had written about their mums, while Stage 2 shared Proverbs 31:25-31 - wonderful verses from the Bible that they had memorised. Stage 3 students had fun answering questions about their mums ending with all the reasons why they love them. The question, 'What would a world without mothers be like?' was answered by Stage 4. Students replied with 'sad', lonely' and 'dry'.

The morning ended with a delicious morning tea and an opportunity for mothers to socialise after the assembly.



Father's Day

Fathers Day at KCCS this year was celebrated with breakfast and games. The Fathers were treated to a sausage sizzle breakfast followed by a photo booth and games. The leaders and fathers enjoyed spending the morning competing in a paper plane making competition. The object was to see which plane could fly furthest. Other games in the playground included tug of war between older students and fathers and a mini golf course using a variety of equipment to add extra challenge.

The morning was well received by the fathers and an enjoyable time for all.



Book Week Parade

Our Book Week event at KCCS was a blast! All the students came dressed as their favourite book characters, and they brought along the books that inspired their costumes. The day kicked off with everyone reading their books in costume with their Reading Buddies, which was such a fun way to start the morning. The children were so excited to share their stories and characters with each other.

After recess, the fun continued with a Book Week parade for the Kindergarten to Year 2 students. They walked around the auditorium, proudly showing off their costumes and books while Mrs Conyngham announced each character. Each student got a moment to shine as they told everyone who they were dressed as and which book their character was from.

Throughout the day, each class participated in a variety of Book Week activities. These fun and engaging activities were designed to encourage students to continue on their reading journeys. Overall, Book Week was a huge success, and it really brought our school community together in a celebration of reading and creativity.



Buddy Reading

Buddy reading has provided a wonderful opportunity for students to engage with literature in a meaningful way. Younger students have thoroughly enjoyed listening to and reading alongside their older peers, fostering both a love of reading and strong connections across year levels. Stage 3 students designed and created their own robot plushies to accompany original stories they wrote, which they then gifted to Stage 1 students. This initiative was a beautiful demonstration of creativity, generosity, and community spirit.



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 bushwalk 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.



Athletics Carnival

The 2024 KCCS athletics carnival was a great success. What was most pleasing about the day was the total involvement of students throughout the day.

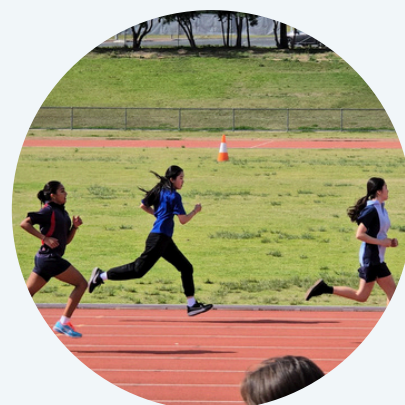
Leaders in K-2 were able to participate in many activities including short sprint races (50m, 70m 100m), vortex, tunnel ball, shuttle relays, egg and spoon races and mini hurdles. They had so much fun. By the end of the day they were happy and exhausted.

Our 3-12 leaders were able to experience a wide array of events including 100m, 200m, 400m, 800m, vortex, shot put, long jump, discuss and relays. It was so enjoyable to see how well students participated and cheered on their teammates.

There was great support from parents who were able to assist in many events including doing the time keeping. Their assistance was vital to make the day run smoothly.

Overall, a fantastic day. We are excited to see how those students who have qualified for the next stage will compete.

While we were thrilled with the event we are considering another venue for 2025.



Swimming Carnival

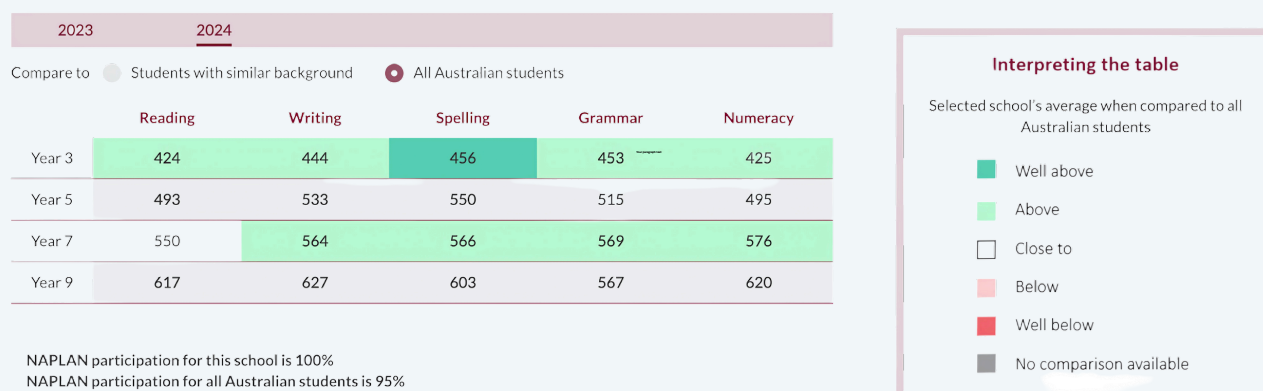
The first swimming carnival was a fantastic success! Students from Years 3 to 12 gave it their all, showing great effort and enthusiasm in every race. For many, it was their very first time competing—and they did an incredible job! We're so proud of everyone who took part and can't wait to see even more students dive in next time.



OUTCOME AND RESULTS

NAPLAN 2024

The NAPLAN data has provided valuable insights into student performance in literacy and numeracy at KCCS. 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 demonstrated excellent results. There were strong results in Year 7 of Writing, Spelling, Grammar and Numeracy. 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.



<https://www.myschool.edu.au/school/51461/naplan/results>

Year 12 , Higher School Certificate Results

In 2024, three students at Kingdom Culture Christian School completed HSC courses. Three HSC subjects were offered: English Standard, Mathematics Advanced/Standard 2, and Design & Technology. All students achieved a Band 4 in both English and Mathematics.

All Year 12 students who completed their schooling at KCCS in 2024 successfully enrolled in university courses following their graduation. KCCS continues to support senior students through personalised learning, small class instruction, and pastoral care to ensure they are well-prepared for further study and life beyond school.

Below is the RAP School Group Statistics for 2024

Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Design and Technology 2 unit	15080	3		65.27	2.75	69.33	8.96	65.27	3.30	77.25	10.58	-11.98	-1.13
English Standard 2 unit	15130	3		71.87	3.43	66.00	7.48	71.47	3.51	71.40	8.28	.07	.01
Mathematics Advanced 2 unit	15255	2		74.60	3.60	68.50	8.50	69.60	8.60	78.43	11.53	-8.83	-.77
Mathematics Standard 2 2 unit	15236	2		74.00	1.60	70.00	4.00	73.00	2.60	71.63	13.05	1.37	.10



SCHOOL 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.

Student Welfare: A Safe and Supportive Environment & Discipline

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.

Child Protection Policy

The School has implemented the NSW child protection policies and procedures as required under the Children and Young Persons (Care and Protection) Act 1998 and the Child Protection (Working with Children) Act 2012.

All staff completed child protection training relevant to their roles during 2024. The school's policies and procedures are designed to ensure the safety, welfare, and wellbeing of students. These include guidelines for responding to and reporting allegations of reportable conduct and suspected risk of harm.

The Child Protection Policy is reviewed regularly to ensure ongoing compliance with legislative changes and is available to staff and parents upon request through the school office.

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 (2024)

At the end of 2024 Academic Year, Kingdom Culture Christian School had 169 students from Kindergarten to Year 12.

Years	No. of Students	M	F
K	34	22	12
1	18	5	13
2	15	7	8
3	22	12	10
4	15	8	7
5	10	5	5
6	15	10	5
7	14	10	4
8	8	4	4
9	6	3	3
10	4	3	1
11	5	4	1
12	3	2	1
Total	169	95	74

Community Locality

Students came from:

Locality	No. of Students
Arncliffe / Rockdale / Bexley / Wolli Creek	52
Marrickville / Campsie / Earlwood	14
Hurstville / Sans Souci / Peakhurst / Penshurst	30
Canterbury - Bankstown	32
South Western Sydney (Liverpool - Campbelltown)	11
Eastern Suburbs	5
CBD & Inner West	25

The school provides transport to and from Wolli Creek Station.

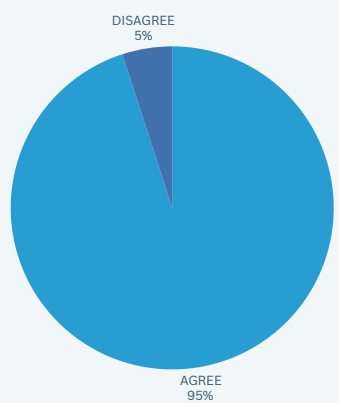
STUDENT ATTENDANCE

Student Attendance (2024)

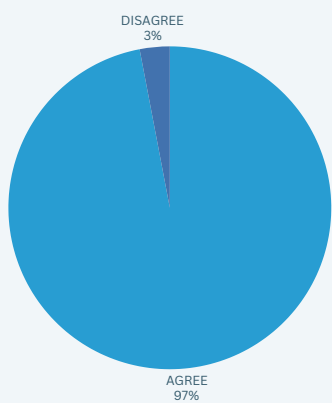
Cohort	Average Attendance %
K	92.8%
1	93.4%
2	91.2%
3	93.2%
4	94.1%
5	93.9%
6	91.8%
7	97.1%
8	93.1%
9	94.1%
10	92.7%
11	93.4%
12	94.9%
Overall Attendance	93.3%

COMMUNITY SATISFACTION SURVEY

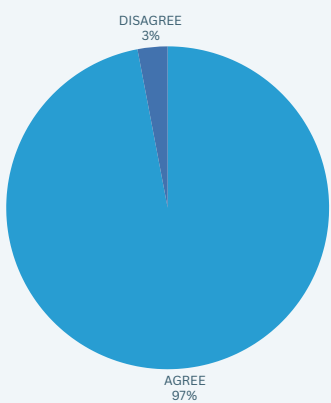
Based on 37 parents who participated in an online survey at the end of 2024.



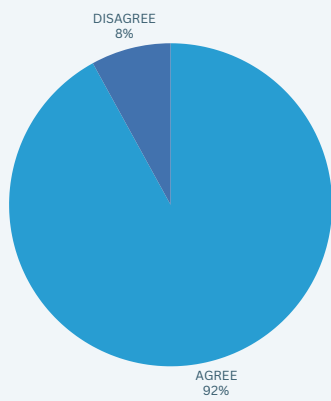
KCCS helps my child grow spiritually



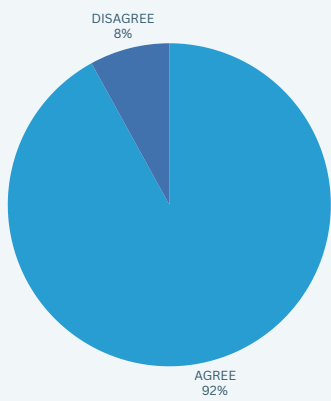
The school rules are clear, fair and easy to understand



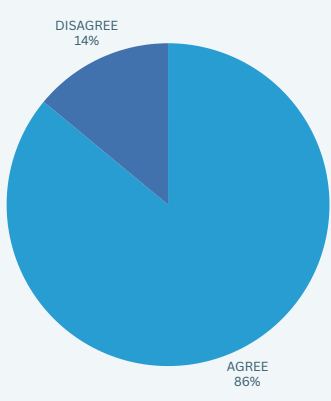
My child feels a sense of belonging at this school



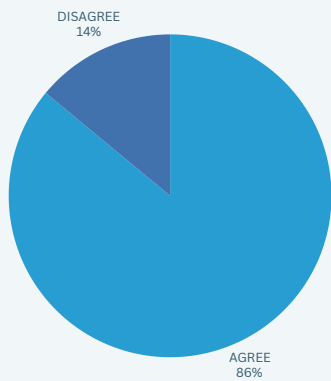
Everyone treats each other with respect at our school



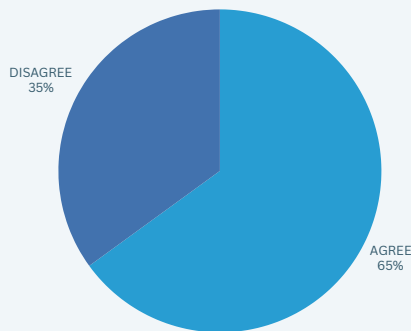
If my child is being bullied or see someone being bullied, he/she knows what to do



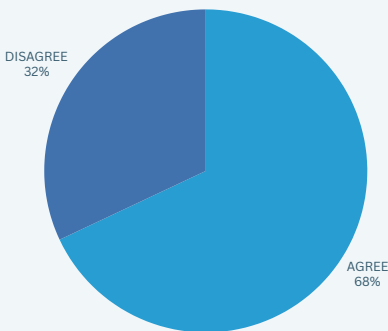
The school communicates news and events clearly to me and my family



The school provides regular updates about my child's learning progress



The school provides enough sporting activities for my child to participate in



There are enough extra-curricular activities available at the school

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 2024, the school employed eight full-time and two part-time Teachers, one full-time and one part-time Teacher Assistant, a full-time Office Manager, one part-time Business Manager and two part-time Office Administrators. The Principal held the position of responsibility. The CEO is responsible for school growth and strategic planning.

Level of Accreditation	Number of Teachers
Conditional	1
Proficient Teacher	13

School Staff 2024	Number of Teachers
Teaching staff	9
Full-Time equivalent teaching staff	1.6
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.4

Staff Attendance

Staff attendance throughout the year remained consistently high, reflecting a strong commitment to the school community. Teachers recorded an attendance rate of 94.8%, while support staff attendance was slightly higher at 95.7%. This brought the overall staff attendance to 95.1% for the year. Such reliability contributes significantly to stability in classrooms and the smooth running of daily school operations

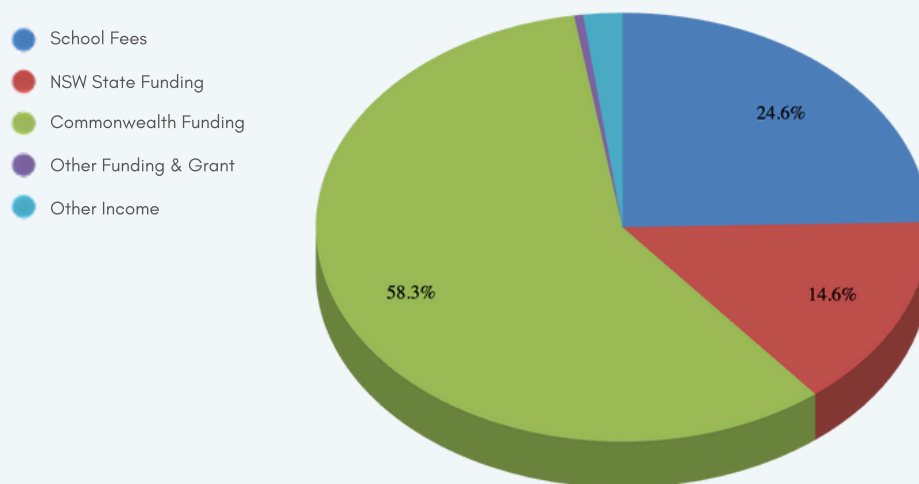
Professional Learning

Professional learning remained a central focus of our school in 2024. We recognise that investing in the growth of our staff directly impacts the quality of education and care we provide to students. All staff members, both teaching and non-teaching, engaged in ongoing development through individual Professional Learning Plans tailored to their roles and goals. These plans helped guide their participation in relevant training, workshops, and further study throughout the year. The total expenditure on professional learning in 2024 was \$16,474.00, reflecting our commitment to continuous improvement and excellence across all areas of the school.

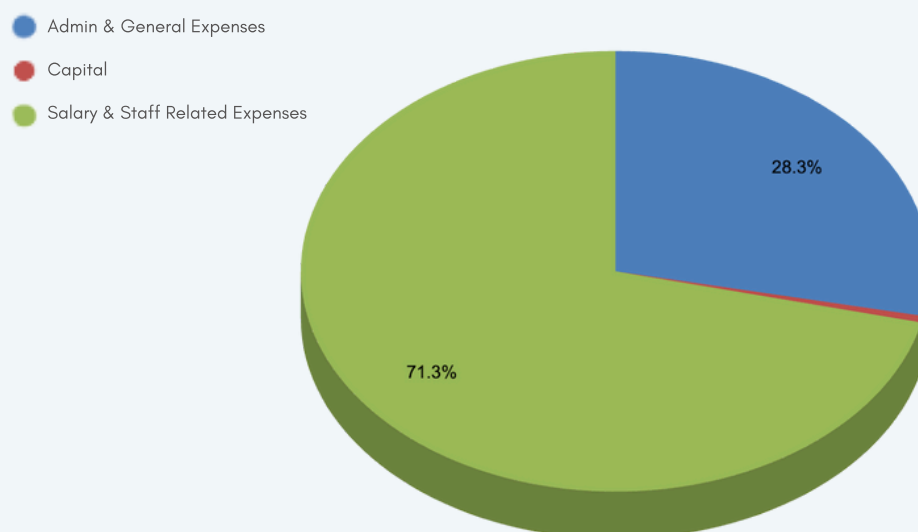


FINANCIAL INFORMATION

INCOME SOURCE 2024



EXPENDITURE 2024



THANK YOU



KINGDOM CULTURE CHRISTIAN SCHOOL
19 Dowling Street (Entrance via Kembla St)
Arncliffe NSW 2205

(02) 9567 8133
contact@kccs.nsw.edu.au
www.kccs.nsw.edu.au