



Kingdom Culture Christian School

ANNUAL REPORT 2025



TABLE OF CONTENTS

01	Message From Key School Bodies
04	Contextual Information About The School And Characteristics Of The Student Body
06	Student Outcomes In Standardised National Literacy And Numeracy Testing
07	Post-School Destinations
08	Senior Secondary Outcomes (Student Achievement)
10	Teacher Accreditation And Qualifications
11	Workforce Composition
12	Student Attendance Rates
13	Management Of Non-Attendance
14	School Policies
15	Initiatives Promoting Respect And Responsibility
16	Strategic Improvements And Achievements
18	Parent, Student And Staff Satisfaction
23	Financial Information Summary

The NSW Education Act 1990 requires non-government schools to participate in annual reporting. The NSW Minister for Education and Early Learning (the Minister) determines what must be included in a school’s Annual Report. NESA provides details about the minimum content to be included in a school’s Annual Report in the Registration Manual.

Message From Key School Bodies

THE BOARD'S CHAIR MESSAGE

A reflection on ten years of fostering tomorrow's leaders

I had the privilege of addressing our community at Kingdom Culture Christian School's tenth anniversary celebration. As I reflected on the ten years that KCCS has now been part of the life of our community, one word kept coming to mind. The word is foster.

To foster is to encourage the development of something — especially something desirable. This is what we have done every day for ten years. We have encouraged the development of children into the people God has made them to be — not just academically, but in character, conviction, and identity. But to foster is also to bring up a child that is not our own. Every child who walks through the gates of KCCS is, in the truest sense, not ours. They have been entrusted to us by parents who have made one of the most consequential decisions of their lives.

Fostering, at KCCS, is not a slogan. It is a daily practice — the deliberate, embodied work of forming young people in the character of Christ, through scripture, through our Culture of Honour, and through the conversations our staff have with our students every single day. We believe Christian education is more than instruction. It is formation. And in a time when so much works against the formation of young people, this work matters more than ever.

This is why I serve on this Board. Across a career of building businesses, I have come to hold one conviction with confidence: without a clear sense of who you are, who you made by, and what you are made for, the things you build never quite become what they could be. We are fostering young people who will know their purpose early.

In Nov 2025, we were privileged to welcome Dr Bronwyn Wong to our Board — a Deputy Principal and doctoral researcher in Christian education whose scholarship directly shapes our pedagogical conscience. Alongside our Founder and CEO, Ben Irawan, and with further members currently being recruited for the season the school is now entering, we are deliberately assembling the leadership our next decade requires.

Our first decade was the foundation decade. The decade ahead is the demonstration decade. We lead this school with clear intent, and we steward it faithfully for the purpose it was built to serve.



Delia S Yeboah
Chair of the Board



THE PRINCIPAL'S REPORT

2025 has been a year of gratitude, reflection and celebration for Kingdom Culture Christian School. This year, we celebrated our 10th anniversary and paused to reflect on God's faithfulness throughout the remarkable journey of our school.

When KCCS first opened its doors in 2015, we welcomed just 19 students, supported by a Principal, two teachers, and faithful volunteers from Life Centre International Church. Today, by God's grace, we have grown to almost 200 students and 30 dedicated staff members. This tenfold growth over ten years is a testimony of God's provision, guidance, and blessing upon our school community.

From the very beginning, KCCS has existed for a clear purpose: to *raise godly leaders for God's Kingdom*. While much has changed over the past decade, this mission remains at the heart of everything we do. We seek to provide a Christ-centred education that nurtures students spiritually, academically, socially and emotionally, equipping them to fulfil God's purpose in their lives and positively influence the world around them.

As our enrolment has grown, so too has our team of committed educators and support staff. We are deeply grateful for the many staff members who have faithfully served over the years, helping to establish the culture, values and foundations that continue to shape KCCS today. One of the greatest strengths of our school is the dedication of our teachers, teacher assistants and administration team, who invest deeply in the lives of our students each day. They serve with patience, kindness, perseverance and genuine care, partnering with families to nurture every child spiritually, academically, socially and emotionally.

Beyond delivering quality education, they pray for our students, encourage them in their faith, and help them grow in wisdom, character and knowledge. Their unwavering commitment to Christ-centred education is a defining feature of KCCS and plays a vital role in creating the supportive and faith-filled community that makes our school special.

Throughout 2025, our students participated in many significant achievements and memorable experiences. They engaged in a wide range of academic, sporting, leadership and service activities. We are expanding our participation in inter-school sporting competitions. Highlights included our Sports Day, which fostered school spirit, teamwork, and community engagement, as well as our Years 5–12 School Camp, which provided valuable opportunities for students to build interpersonal relationships, develop resilience, and grow in their faith. These experiences reflect our commitment to providing a holistic education that extends beyond the classroom and supports the development of the child in all areas.

Our commitment to holistic education remains central to everything we do. Through high-quality teaching, small class sizes, individualised support, and a strong biblical worldview, we seek to develop confident learners, compassionate leaders and responsible citizens who will make a positive impact in society.

A significant milestone this year was the celebratory fundraiser held in honour of our 10th Anniversary. It was a wonderful opportunity to gather with past and present families, staff, board members and supporters to reflect on God's faithfulness and celebrate all that He has done since the school's establishment.

A special highlight of the event was the involvement of our students, who planned and coordinated many aspects of the celebration during Stage 5's MyDesign course and Stage 6's Design and Technology course. Students demonstrated creativity, teamwork, and entrepreneurial skills by organising food stalls, games, competitions, and a variety of fun activities for families and guests to enjoy.

The event was not only a celebration of our school's journey, but also a meaningful fundraising initiative. Funds raised throughout the day will contribute towards the development of the heritage house, creating additional learning spaces and opportunities for future generations of students. It was a wonderful example of our school community working together to honour the past while investing in the future.

We also recognise and honour Mr Ben Irawan, whose persistence and obedience to God's vision played a significant role in the establishment of Kingdom Culture Christian School. As CEO, he continues to champion the mission of Christian education and expand opportunities for Kingdom impact through the various ministries and initiatives connected to our school community. I would also like to express my sincere gratitude to our School Board. Their wisdom, faithful stewardship, prayerful leadership and unwavering commitment have been instrumental in guiding KCCS through seasons of both challenge and growth. Many of the achievements we celebrate today are the result of their faithful service behind the scenes.

Most importantly, we give thanks to God for His faithfulness over the past ten years. Through every challenge, every milestone and every opportunity, He has continually reminded us that this school belongs to Him. We remain dependent upon His wisdom, provision, and leading as we look towards the future.

As we enter the next chapter of Kingdom Culture Christian School, we do so with faith and expectation. We are excited about the opportunities ahead and remain committed to partnering with families to raise a generation of young people who love God, serve others, pursue excellence and bring Kingdom influence wherever God calls them.



Pavina Lee
Principal



Contextual Information about the School and Characteristics of the Student Body

CONTEXTUAL INFORMATION

Kingdom Culture Christian School (KCCS) is a Christ-centred, K-12 independent Christian school located in Arncliffe, New South Wales. We partner with families to provide a holistic education that nurtures students spiritually, academically, socially and emotionally. Our desire is to develop young people who know Christ, demonstrate godly character, and positively influence their communities and the wider world.

Our Vision

Raising Tomorrow's Leaders who will make a godly and positive impact on society.

Our Mission

KCCS pursues its vision from a Biblical perspective by striving to be authentically Christian in all that we do. We seek to:

- Nurture students into a personal relationship with Jesus Christ.
- Infuse all areas of learning with a Biblical worldview.
- Equip students with relevant entrepreneurial skills to help them thrive in the real world.

Christ-Centred Culture

At KCCS, we begin each day by honouring God through Scripture, prayer, and worship. This daily practice sets the foundation for our learning, relationships and school culture.

We intentionally point students to Jesus Christ, the Author and Perfecter of our faith, and seek to reflect His truth in every aspect of school life. Biblical principles are woven throughout the curriculum, classroom discussions, pastoral care and community activities, helping students understand God's perspective and purpose for their lives.

Our goal is not simply to teach students about God, but to nurture each child in developing a genuine and personal walk with Jesus. Through discipleship, worship, Biblical teaching and Christ-centred relationships, students are encouraged to grow in faith, character and purpose.

Our Values

Honour - We honour God and others through respect, humility, responsibility and excellence.

Integrity - We pursue truth, honesty and consistency between our beliefs, words and actions.

Service - We follow the example of Jesus by serving others with compassion, generosity and love.



STUDENT CHARACTERISTICS

KCCS serves students from Kindergarten to Year 12 from a variety of cultural, family and church backgrounds. We are committed to helping every student discover their God-given potential and develop the qualities needed to flourish in life and faith.

We seek to develop students who are:

- **Leaders** who positively influence those around them.
- **Equipped** with the knowledge, skills and wisdom needed for life beyond school.
- **Arrows of Destiny** who understand their God-given purpose and calling.
- **Disciples of Christ** who know, love and follow Jesus.
- **Empowered** to take initiative, overcome challenges and pursue excellence.
- **Respectful** in their relationships, attitudes and conduct.
- **Serving** others with humility, compassion and a Kingdom mindset.

Educational Approach

KCCS delivers the NSW curriculum through a distinctly Christian worldview. We are committed to academic excellence while intentionally developing character, leadership and faith.

As a Deep Learning school, we recognise that students must be prepared not only for examinations, but also for meaningful lives of leadership, service and impact. Learning experiences are designed to move beyond the acquisition of knowledge towards the development of understanding, wisdom and real-world application.

Through our Deep Learning framework, students are equipped with the six global competencies:

- **Character** – developing resilience, perseverance, integrity and a growth mindset.
- **Citizenship** – contributing positively to local and global communities.
- **Collaboration** – working effectively with others and valuing diverse perspectives.
- **Communication** – expressing ideas clearly and confidently.
- **Creativity** – exploring possibilities, innovation and original thinking.
- **Critical Thinking** – analysing information, solving problems and making informed decisions.

These competencies complement our Christian worldview and support our vision of raising young people who are equipped to lead, serve and make a positive impact on society.

School Culture

Kingdom Culture Christian School strives to create a safe, nurturing and Christ-centred environment where every student is known, valued and encouraged to flourish. High expectations for learning, behaviour and character are balanced with strong pastoral care, discipleship and restorative practices that promote growth, responsibility and healthy relationships.

We value strong partnerships between school, home and church, recognising that students thrive when these communities work together. Through this partnership, KCCS seeks to raise a generation of young people who are spiritually grounded, academically capable, culturally engaged and prepared to fulfil God's purpose for their lives

Student Outcomes In Standardised National Literacy and Numeracy Testing

KCCS NAPLAN Results 2025: Selected school’s average when compared to students with a similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	461	455	476	444	452
Year 5	501	482	500	529	519
Year 7	545	550	578	541	554
Year 9	593	615	613	603	606

KCCS NAPLAN Results 2025: Selected school average when compared to all Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	461	455	476	444	452
Year 5	501	482	500	529	519
Year 7	545	550	578	541	554
Year 9	593	615	613	603	606

NB A school’s NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school’s average when compared to all Australian students

Well above

Above

Close to

Below

Well below

No comparison available

- * NAPLAN participation for Kingdom Culture Christian School is 98%
- * NAPLAN participation for all Australian students is 95%
- * Kingdom Culture Christian School’s NAPLAN results are sourced from the My School website ([KCCS NAPLAN](#)).

Post-School Destinations

Students who complete Year 12 are encouraged to explore post-school pathways that align with their interests, skills, and career aspirations. Of the four students who completed Year 12 in 2025, three continued their education through university studies, while one student chose to take a gap year before pursuing further education or employment opportunities.

These post-school destinations reflect the diverse pathways available to students and the school's commitment to supporting each individual in achieving their future goals and aspirations.



Senior Secondary Outcomes (Student Achievement)

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

IN 2025, the formal
Record of School
Achievement was
awarded by NESA to

6
students

2025 HIGHER SCHOOL CERTIFICATE

Students Completing the HSC		
2023	2024	2025
1	3	4

2025 YEAR 12 SENIOR SECONDARY OUTCOMES

IN 2025, 100% of the Year 12 students
attained the Higher School Certificate,
2 students participated in vocational
education training courses.

EXTERNAL STUDIES

4 Students undertook Sydney Distance Education courses:	2 Students undertook EVET or TVET courses:
• Biology • Engineering Studies • Enterprise Computing • Industrial Technology • Society and Culture • Studies of Religion	• Electrotechnology • Retail Services

In 2025, 4 students sat for the NSW Higher School Certificate in 11 courses. In total, 75% of candidates across all courses achieved marks of 50 or more (Band 3 and 4) with 10% of these placed in Bands 5 and 6.

HSC Subjects	Years	Course Numbers	% in Bands 1-2		% in Bands 3-4		% in Bands 5-6	
			% in E1		% in E2		% in E3-4	
			School	Stotewide	School	Statewide	School	Statewide
Biology	2025	1	-	13.4	100.0	509	-	35.7
	2024	0	N/A	11.8	N/A	52.6	N/A	35.6
	2023	0	N/A	10.6	N/A	57.4	N/A	32.0
Chinese Beginners	2025	0	N/A	21.4	N/A	23.2	N/A	55.4
	2024	1	-	19.1	100.0	14.7	-	66.2
	2023	0	N/A	8.8	N/A	26.5	N/A	64.7
Design and Technology	2025	4	-	2.5	50.0	48.6	50.0	48.9
	2024	3	-	4.1	100.0	47.9	-	48.0
	2023	1	-	5.0	100.0	47.7	-	47.3
English Standard	2025	4	-	5.7	100.0	81.4	-	12.9
	2024	3	-	7.6	100.0	79.0	-	13.4
	2023	1	-	10.3	100.0	76.5	-	13.2
Engineering Studies	2025	1	100	8.2	-	63.2	-	28.6
	2024	2	-	6.1	100.0	61.8	-	32.1
	2023	0	N/A	4.8	N/A	65.9	N/A	29.3
Electrotechnology	2025	1	-	7.0	100.0	71.0	-	22.0
	2024	0	N/A	10.5	N/A	69.0	N/A	20.5
	2023	0	N/A	9.6	N/A	74.5	N/A	15.9
Food Technology	2025	0	N/A	12.1	N/A	55.5	N/A	32.4
	2024	1	-	11.9	100.0	55.7	-	32.4
	2023	0	N/A	11.3	N/A	58.5	N/A	30.2
Industrial Technology	2025	1	-	15.4	100.0	61.9	-	22.7
	2024	0	N/A	13.2	N/A	63.7	N/A	23.1
	2023	1	-	14.2	100.0	62.1	-	23.7

HSC Subjects	Years	Course Numbers	% in Bands 1-2		% in Bands 3-4		% in Bands 5-6	
			% in E1		% in E2		% in E3-4	
			School	Statewide	School	Statewide	School	Statewide
Mathematics Advanced	2025	3	-	5.6	100.0	43.0	-	51.4
	2024	2	-	5.3	100.0	44.7	-	50.0
	2023	0	N/A	6.9	N/A	43.3	N/A	49.8
Mathematics Extension 1	2025	2	100.0	4.6	-	18.1	-	77.3
	2024	0	N/A	2.5	N/A	17.2	N/A	80.3
	2023	0	N/A	4.1	N/A	24.0	N/A	71.9
Retail Services	2025	1	-	8.7	100.0	76.8	-	14.5
	2024	0	N/A	10.1	N/A	71.4	N/A	18.5
	2023	0	N/A	14.8	N/A	68.9	N/A	16.3
Society and Culture	2025	1	-	5.1	100.0	48.1	-	46.8
	2024	0	N/A	5.0	N/A	49.6	N/A	45.4
	2023	0	N/A	5.0	N/A	50.1	N/A	44.9
Software Design and Development	2025	0	N/A	24.3	N/A	40.9	N/A	34.8
	2024	2	50.0	12.7	50.0	48.8	-	38.5
	2023	0	N/A	12.1	N/A	52.6	N/A	35.3
Studies of Religion	2025	1	-	5.0	100.0	48.8	-	46.2
	2024	0	N/A	3.7	N/A	52.5	N/A	43.8
	2023	0	N/A	3.2	N/A	48.1	N/A	48.7

Teacher Accreditation and Qualifications

Teacher Accreditation Status

Level of Accreditation	Number of Teachers
Conditional	2
Proficient Teacher	15



Teacher Qualification

Category	Number of Teachers
Teachers having a bachelor’s degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines	15

Workforce Composition

Kingdom Culture Christian School (KCCS) is richly blessed with a dedicated staff team who faithfully serve in their roles as an expression of their calling to honour God through Christian education.

KCCS welcomes staff and students from all faiths and backgrounds, reflecting its commitment to being a Christ-centred and inclusive community. While no staff members currently identify as Aboriginal or Torres Strait Islander, the school continues to prayerfully encourage applications from First Nations teachers and staff, and remains committed to fostering diversity within its workforce in a way that reflects God’s love for all people.

2025 KCCS STAFF

Teaching Staff	17
Full-time Equivalent Teaching Staff	13.4
Non-teaching Staff	10
Full-time Equivalent Non-teaching Staff	8.1



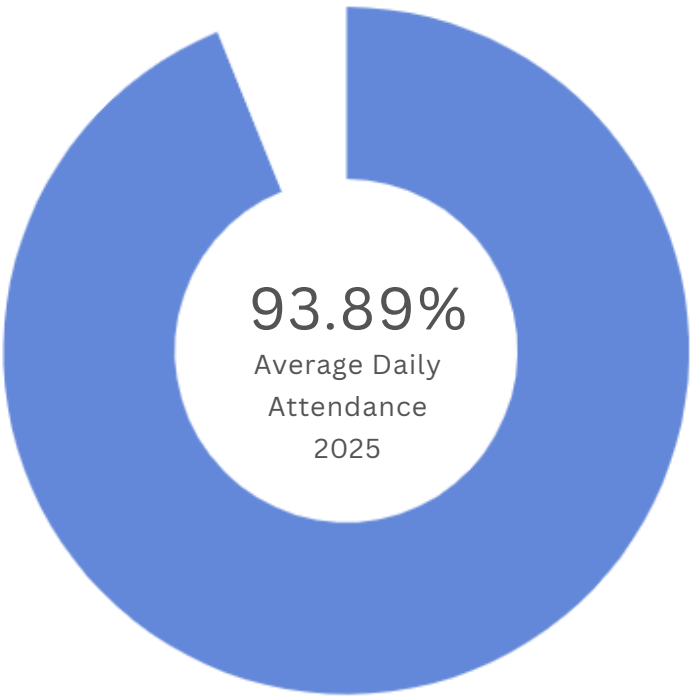
Student Attendance Rates

Student Average Attendance Rates 2025

YEAR LEVEL	ATTENDANCE RATE %
Kindergarten	96.11%
Year 1	93.50%
Year 2	93.69%
Year 3	94.37%
Year 4	94.21%
Year 5	94.48%
Year 6	94.88%
Year 7	90.53%
Year 8	95.16%
Year 9	95.01%
Year 10	93.94%
Year 11	87.89%
Year 12	92.76%
Whole School	93.89%

Average Student Attendance

On average 93.89% of students attended school each day in 2025.



For additional 2025 attendance data (Semester 1 and Term 3) please refer to the Kingdom Culture Christian School’s data on My School Website ([KCCS Attendance](#))

Management of non-attendance

Student attendance rolls are marked online through the Compass system for all year levels across the school. Attendance is recorded once each day by class teachers, at 8:25 am for Years 5 to 12 and at 8:55 am for Kindergarten to Year 4. All absences are recorded in the school's Compass attendance database. Parents and carers are required to notify the school if their child will be absent by telephone, email, or through the Compass portal.

Parents are notified via email, SMS, and app notification if their child is absent for part or all of the day. An explanation for each absence must be provided within seven days. If no explanation is received within this timeframe, the absence will be recorded as "unexplained." Follow-up of unexplained absences is the responsibility of the admin office.

If a student is absent for three or more consecutive days due to illness, a medical certificate is required to be provided to the school. Extended leave refers to leave taken for personal or family reasons for a period exceeding five school days. Applications for extended leave must be submitted in writing to the Principal using the KCCS Application for Extended Leave – Travel form. Sufficient supporting evidence must be provided to demonstrate that the leave will not significantly affect the student's ability to meet NESA course requirements, is necessary due to wellbeing circumstances, or will provide a valuable learning experience.



School Policies



Kingdom Culture Christian School is committed to fulfilling its duty of care to all students and staff by providing a safe, supportive, and caring learning environment. The school strives to support the spiritual, social, academic, and emotional wellbeing of every student while minimising risks of harm and ensuring that students and staff feel secure within the school community. Through a range of wellbeing programs and policies, the school seeks to foster students' sense of self-worth, resilience, and personal growth.

School policies are published on the school's website and internal portals to ensure they are accessible to the wider school community. During 2025, all school policies were reviewed and updated to ensure they remained current and aligned with school practices and regulatory requirements.

The following school policies are publicly available on the [school's website](#):

- Enrolment Policy
- Fee Assistance Policy
- Management of Attendance Policy
- Supervision of Student Policy
- Child Protection Policy
- Child Protection Procedures
- Discipline Policy

- Complaints Handling Policy
- Communication Policy
- Anti-Bullying Policy
- Deepfake, Manipulated Media and Hate Speech Policy
- KCCS Statement of Faith
- Aims, Goals and Education Philosophy
- Cyber Safety Policy
- Code of Conduct Policy
- Whistleblower Policy
- Culture of Honour
- KCCS Transport Access Guide
- KCCS Strategic Plan 2025-2030

Initiatives Promoting Respect and Responsibility

Kingdom Culture Christian School fosters respect, responsibility, and Christian character through intentional whole-school programs that shape student behaviour, relationships, and learning culture.

Culture of Honour Bootcamp

At the start of each year, students participate in the Culture of Honour Bootcamp, which establishes clear expectations for behaviour and relationships. Students are taught to honour God, teachers and authority, parents and elders, others, and themselves. This framework provides a practical guide for respectful conduct and responsible decision-making throughout school life.

PeaceWise Program

The PeaceWise Program is implemented across the school to equip students with biblical approaches to conflict resolution. Students learn to communicate respectfully, show empathy, take responsibility for their actions, and pursue reconciliation in relationships.

STARS Learning Etiquette

The STARS framework is embedded in all classrooms to support positive learning behaviours and self-regulation:

- S – Sit up straight and be ready to learn
- T – Tune in and listen attentively
- A – Ask thoughtful questions
- R – Respond accurately and responsibly
- S – Silence when appropriate

This consistent structure promotes engagement, respect, and a productive learning environment.

Additional Whole-School Initiatives

A range of programs further reinforce respect, responsibility, and service:

- **ANZAC Commemorations** – Students and staff participate in services that build respect for those who have served and an understanding of civic responsibility.
- **Buddy Reading Program** – Older students mentor younger peers, developing leadership, encouragement, and positive relationships.
- **Daily Scripture and Worship** – Daily devotions strengthen Christian values and encourage students to live out biblical principles.
- **Police Liaison Programs** – Education sessions support students in understanding safety, legal responsibility, and respectful online and community behaviour.

Strategic Improvements and Achievements

Kingdom Culture Christian School (KCCS) continues its mission of "**Raising Tomorrow's Leaders**" who are equipped to make a godly and positive impact on society. The school's 2025–2030 Strategic Plan aligns with our core goal of "Raising Tomorrow's Leaders" by equipping our students with the knowledge, skills, and character they need to thrive in an ever-evolving world. Through this process of reflection and collaboration, we have identified four key areas of focus that will guide the growth and development of KCCS over the next five years: Culture of Honour, focus on Innovation, Collaboration, and establishing a Multi-Campus Network.

1. Culture of Honour

The Culture of Honour is designed to foster respect, integrity, and leadership, encouraging students to reflect Christ-like values across all areas of life. This pillar is delivered through two distinct internal frameworks:

- **The 7 Dimensions of Honour:** Cultivating deep respect and alignment across seven domains: Honouring God, Honouring Teachers, Honouring those in Authority, Honouring Parents, Honouring Older People, Honouring Others, and Honouring Self (through self-discipline and integrity).
- **The 7 Student Attributes (L.E.A.D.E.R.S):** Actively forming students to develop Leadership, be Equipped, become Arrows of Destiny in the hands of God, be Disciples of Christ, Empowered, Respectful, and Serving.

2. Innovation & Deep Learning

In partnership with Independent Schools New South Wales (ISNSW), KCCS focuses on **Deep Learning**, the acquisition of **Six Global Competencies (The 6 C's)** to prepare future-ready citizens:

- **Character:** Building perseverance, self-efficacy, resourcefulness, and risk acceptance.
- **Citizenship:** Encouraging problem-solving, inquiry, relevance, and a sense of purpose.
- **Collaboration & Communication:** Fostering teamwork, reflection, and constructive feedback loops.
- **Creativity & Critical Thinking:** Driving ongoing learning and real-world application.

Key Focus - Entrepreneurship: The innovative curriculum integrates real-world business skills, giving students the platform to create and pitch business ideas, collaborate with industry mentors, and view mistakes as opportunities through a growth mindset.

3. Collaboration

KCCS recognises that mutual growth stems from shared learning experiences. Collaboration strategies target three distinct ecosystems:

- **Internal Teams:** Facilitating student group projects and public exhibitions alongside teacher collaboration co-developing initiatives.

- **Higher Education & Industry:** Advancing pathways like the university-partnered KCCS Diploma of Entrepreneurship. Connecting students with professionals for mentorship, internships, and real-world problem-solving.
- **Community & Symbiotic Partnerships:** Partnering with creative arts, sports, and educational providers to offer enriched extracurricular programs while executing community service initiatives.

4. Multi-Campus Network

To scale its impact, KCCS is actively transitioning into a multi-campus network across NSW and beyond, utilising an **"Asset Light" strategy**.

- **Sustainable Growth:** Leasing properties from local churches and organisations to minimise the financial burdens of property ownership.
- **Resource Sharing:** Implementing unified digital platforms to share teaching materials, teacher training, and specialist educators virtually across campuses.
- **Cohesive Identity:** Maintaining tight curriculum integration and hosting joint student events and competitions to bridge campus locations.



Parent, Student and Staff Satisfaction

PARENT SATISFACTION

At Kingdom Culture Christian School, we deeply value the partnership between home and school. Active parent feedback is essential to our continuous growth, and in 2025, twenty-four families participated in our Parent Satisfaction Survey. Parents shared their insights on our spiritual growth, student wellbeing, school culture, communication, and co-curricular opportunities.

Overall, the feedback reflected a wonderful sense of confidence in the school's Christian mission and community culture. Parents highlighted the spiritual development of their children, the genuine care shown by our staff, and the strong sense of belonging their children experience every day.

Key Survey Insights

Our data showed strong alignment and positivity across several key areas:

- **92%** of parents agreed that KCCS helps their child grow spiritually.
- **88%** agreed that school rules are clear, fair, and easy to understand.
- **83%** agreed that their child feels a true sense of belonging at school.
- **83%** agreed that the school communicates news and events clearly.
- **83%** agreed that their child knows exactly what to do if bullying occurs.

Parents also shared great appreciation for our leadership team and pastoral care, with one parent noting that school leadership always addresses concerns promptly and effectively.

Hearing From Our Families

The heart of KCCS is our community, and the written feedback beautifully captured the experiences of our families this year:

"KCCS has been a wonderful blessing for our family."

"The teachers and staff are ready to help the students, creating a positive environment to learn and making everyone, including parents and carers, feel connected as a big family."

"My daughter loves the school. She comes home excited every day and has grown in confidence this year."

Listening and Growing Together

Continuous improvement is a journey we take together. While overall satisfaction was incredibly strong, our families identified clear areas where we can expand and enhance the student experience.

- Extra-Curricular Expansion: Families expressed a strong desire for more diverse sporting pathways, performing arts programs, and enrichment activities.
- Teaching Consistency: A small number of parents provided constructive feedback regarding consistency in teaching and learning practices.

A Connected Community

A thriving school relies on active participation, and we love seeing our families engage through Parent-Teacher Interviews, information sessions, Presentation Days, special events and assemblies. We are especially grateful for the wonderful participation of our parents in our 10th Year Anniversary Celebration, which made the occasion even more meaningful and memorable. Whether through volunteering, attending gatherings, or interacting with our digital platforms and social media, parent involvement strengthens the partnership between school and home. Together, we continue to build a Christ-centred school community where our children can flourish.

Our Principal and leadership team maintain an open-door approach, and we always encourage parents to bring their questions, ideas, and suggestions forward.

The 2025 survey results show that our community deeply values Christian education, student wellbeing, and a supportive culture. KCCS remains entirely committed to working hand-in-hand with our families to ensure every single student is known, valued, and supported in their academic, spiritual, and personal growth.





STUDENT SATISFACTION

Student feedback gathered from Years 3 - 11 during 2025 paints a very positive picture of life at Kingdom Culture Christian School. Students consistently reported feeling safe, supported, and connected to the school's Christian values. The results reflect a community where students are not only growing academically but are also developing spiritually, socially, and personally as tomorrow's leaders.

One of the strongest messages from the survey was the impact the school's Christian foundation is having on students. Across both primary and secondary years, students indicated that the school is helping them grow in their understanding of Jesus Christ and their faith journey. Many students clearly value the daily opportunities for worship, Scripture, prayer, and Christian community.

Students also expressed a strong sense of safety and wellbeing. The vast majority reported that they know what to do if they experience or witness bullying and feel supported by the staff around them. This reflects the strength of the school's pastoral care systems and commitment to ensuring every child feels known and valued.

Another significant strength was the positive relationship students have with their teachers. Students consistently described their teachers as respectful, fair, caring, and supportive. They recognised that teachers help them learn, maintain positive classroom environments, and encourage them to do their best. The survey indicates that students appreciate both the high expectations and genuine care shown by staff.

While the overall results were highly positive, students also provided valuable feedback about areas where they would like to see continued growth. Some students expressed a desire for more sporting and extra-curricular opportunities. As the school continues to grow, this feedback provides helpful direction for future planning and the development of additional opportunities for students to discover their gifts, pursue their interests, and build friendships beyond the classroom. Students indicated that they enjoy being involved and would welcome even more opportunities to participate in school activities.

The survey also highlighted an opportunity to continue strengthening peer-to-peer relationships and a culture of honour. While students generally feel safe and respected, responses suggest there is room to further develop how students interact with one another. Through the school's ongoing focus on the Culture of Honour, character development, discipleship, and leadership programs, students are being equipped to demonstrate kindness, responsibility, integrity, and respect in their everyday interactions.





Overall, the 2025 Student Satisfaction Survey affirms that KCCS is successfully creating a Christ-centred environment where students feel safe, supported, and inspired to grow. The results demonstrate a strong foundation for learning and discipleship while providing valuable insights that will guide future improvements as the school continues its mission of raising and equipping tomorrow's leaders.



STAFF SATISFACTION

The 2025 Staff Satisfaction Survey reflects a positive and encouraging picture of life at KCCSL. Staff across the school were invited to provide anonymous feedback on a range of areas including workplace culture, leadership, communication, wellbeing, professional growth, and overall job satisfaction. The results demonstrate a strong sense of purpose, community, and commitment among staff, highlighting the unique culture that exists within the school.

A recurring theme throughout the survey was the importance of the school's Christian foundation. Staff consistently expressed appreciation for the way faith is integrated into everyday life and recognised the school's commitment to supporting both student and staff spiritual growth. Daily staff devotions were frequently identified as a valued part of the school culture, providing encouragement, connection, and an opportunity to begin each day with a shared focus on Christ.

A distinctive feature of the school community is the way staff care for one another. Staff shared that during difficult times they feel supported not only professionally but personally and spiritually. As one staff member shared, "*When I have challenges in my life, I know my colleagues will be praying for me.*" This culture of care and compassion contributes significantly to the strong sense of belonging experienced by staff and reflects the school's commitment to living out its Christian values in practical ways.



The survey also highlighted the commitment of staff to student success and wellbeing. Staff value the opportunity to make a meaningful difference in the lives of young people and see their work as part of a greater purpose. This shared commitment creates a strong sense of unity across the school as staff work together to support students academically, spiritually, and personally.

Professional growth and development were also identified as important strengths. Staff reported that they have access to the resources, support, and learning opportunities needed to perform their roles effectively. Coaching, mentoring, collaboration, and professional learning opportunities were viewed positively and contribute to a culture of continuous improvement. Staff appreciated being encouraged to develop their skills while remaining aligned with the school's vision and values.

While the overall feedback was highly positive, staff also provided constructive insights that will help guide future improvement. Some staff identified workload pressures, communication processes, stress management, and balancing competing responsibilities as areas that could be strengthened. This feedback provides valuable direction for ongoing planning and reflects the school's commitment to listening to staff and continually improving workplace practices. Leadership remains committed to supporting staff wellbeing and ensuring that KCCS continues to be a healthy, sustainable, and rewarding place to work.

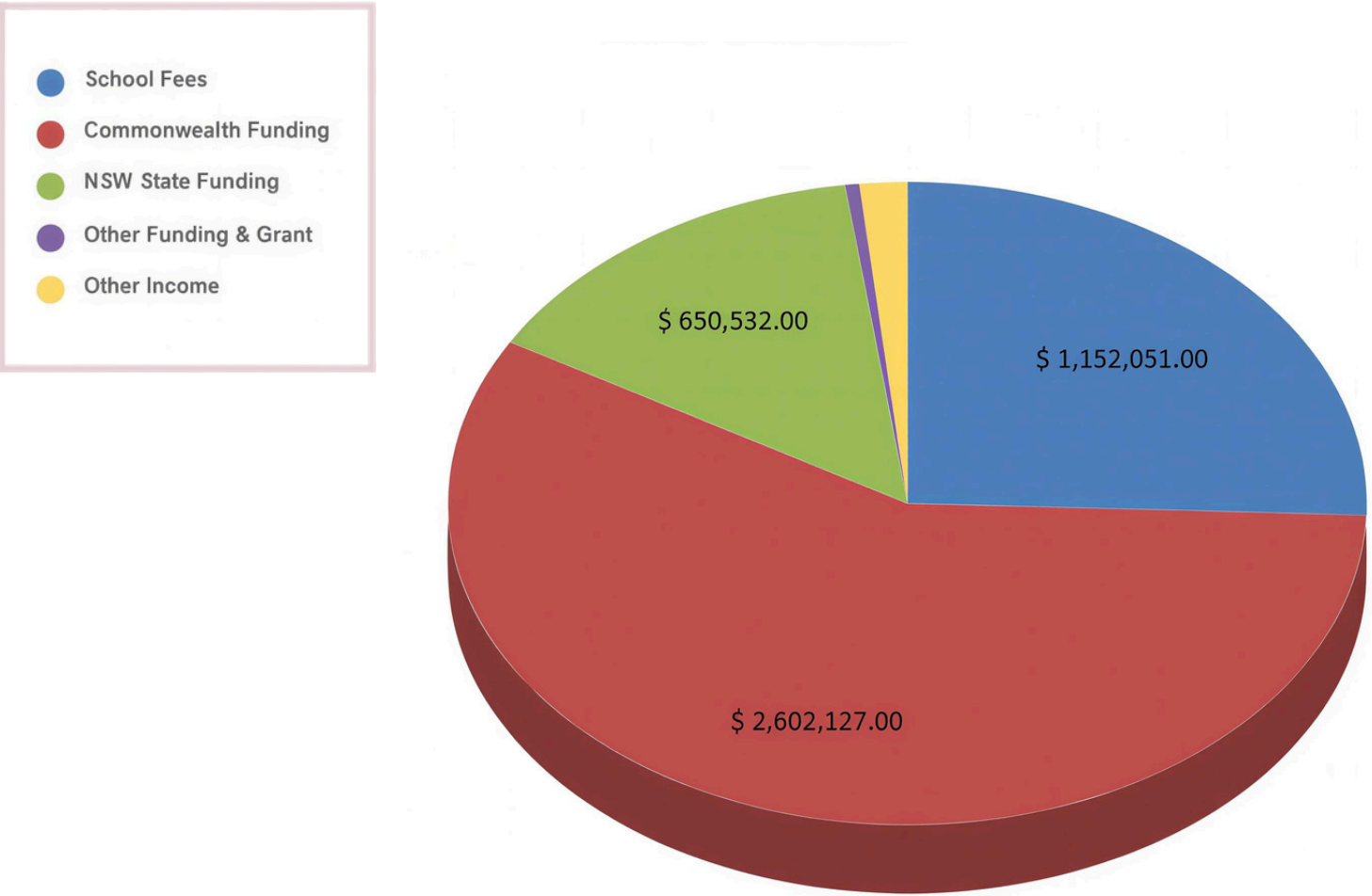
The survey results affirm that KCCS is much more than a workplace. It is a Christ-centred community where people are valued, relationships are nurtured, and individuals are encouraged to grow in both faith and purpose. Staff are united by a shared vision to see young

people flourish, love Jesus and are committed to serving with excellence, integrity, and compassion. Through its Culture of Honour, strong Christian foundation, and commitment to professional growth, the school continues to provide an environment where staff can thrive personally and professionally while making a lasting difference in the lives of students and families.

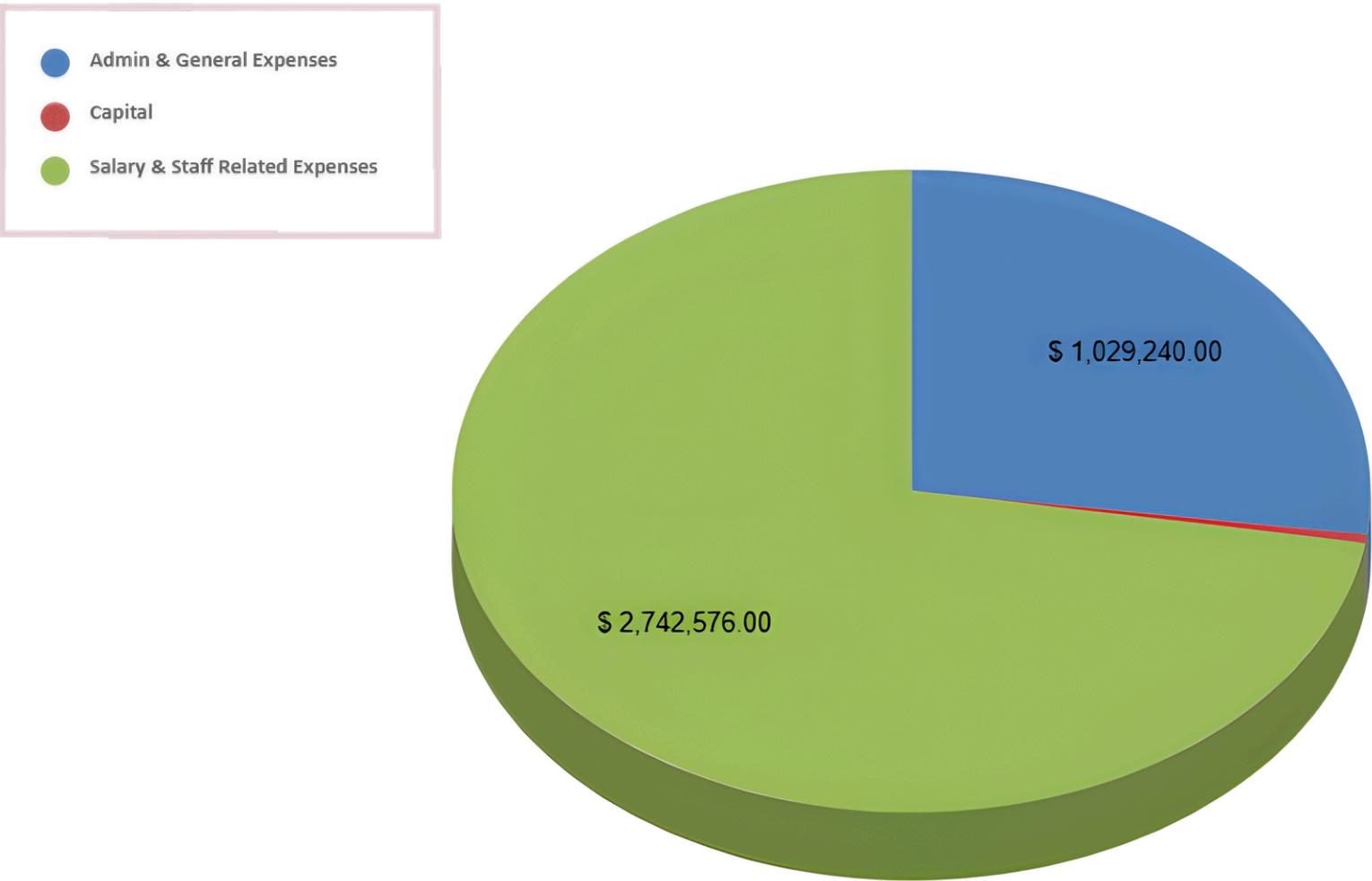


Financial Information Summary

INCOME SOURCE 2025



EXPENDITURE 2025





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