Kingdom Culture
Christian School

"Raising Tomorrow's Leaders"

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.

1 Pet 4:10



2015 Annual Report

The Message from the Board Chair



The vision for the school started years ago when Ben Irawan, the Senior Pastor of Life Centre International church was shown by God that he would have a significant role in a Christian school. As a result, he began to research about education, its history and the different approaches to teaching and learning. He learnt about the key focuses of 21st century learning that included the development of critical thinking, communication, creativity and collaboration through blended and project-based learning approaches.

Kingdom Culture Christian School was birthed in 2015 with the support of Life Centre International church. The congregation whole-heartedly supported the vision and made it a reality. They donated generously, raised funds by selling food and many were involved in the 'Adopt-A-Furniture' Program. The main auditorium was converted into a large learning space for Kindergarten to Year 2 on one side and Year 3 to Year 6 on the other side.

The first two teachers, office manager, chaplain and the original board members were committed members of the church who shared the vision of "Raising Tomorrow's Leaders" for Christ through education. They believed that every child is unique because God made them in His image. Therefore they must structure the teaching and learning so they can know how each student is gifted and how they learn effectively. As the education enables them to grow in their potential, they can be effective in their lives to serve God and become tomorrow's leaders.

Kingdom Culture Christian School commenced on Monday, 27th January 2015 with 19 students, 2 teachers (Pavina Lee and Irma Hadisurya), an Office Manager (Yvonne Tan) and a volunteer School Chaplain (Miguel Ribeiro). Ben Irawan was the founding Principal. In October the school employed two additional part-time staff: Sandra Ku and Miriam Lampard.

As a School Board we look forward to the wonderful plan God has for the school as KCCS moves forward into the future.

Deddy Rachman
Board Chair





Principal's Message



As we reflect through this report on the rich story of the first year at Kingdom Culture Christian School, it enables us to see how our identity as a Christ-centred learning is interwoven in all parts of our school life.

As the Principal appointed to the school in 2016, I want to recognise the significant contributions of community members to building the foundation of the school in 2015. Our community is deeply thankful to God for His leading, guidance and provision for every aspect of the establishment of the school.

KCCS is truly blessed. Our gratitude goes to the founding Principal, Pastor Ben Irawan. His responsiveness to the vision God gave him for a school and his leadership in the 2015 pioneering stage of KCCS' development, resulted in the wonderful community that is in existence today. The 2015 target was to establish a Christian school that focussed on a learning approach that provided a framework for 21st century education. The learning methods included self-paced, game-based, research-based and project based learning with a focus on developing students' critical thinking, communication, creativity and collaboration. He was able to inspire and employ a team of dedicated staff who were committed to Christian education for the 21st century learner.

I would like to thank the teachers Pavina Lee, Sandra Ku, Irma Hadisurya, Miriam Lampard, the Office Manager Yvonne Tan and the School Chaplain Miguel Ribeiro for their extraordinary dedication to serving the needs of the students and ensuring they were growing in their learning and development. The staff are thankful to the parents who were willing to trust their children to a new school and were committed to its vision. Our thanks go to the first group of students at KCCS, whose enthusiasm & participation in their learning, have contributed to the beautiful culture that has been nurtured at the school. As was mentioned in the Board Chair's report, the establishment of the school would not have been possible without the dedicated commitment of the church family at Life Centre International expressed in the practical support required to start a school. KCCS is grateful for the church's ongoing support.

Finally, our thanks go to the Pacific Hills Christian School and The Excellence Centre who partnered with KCCS to assist in the school's compliance to the Board of Studies, Teaching and Educational Standards (BOSTES) for the registration of a non-government school. Their advice and the practical assistance given was invaluable in helping the school establish its compliance framework.

KCCS in 2015 was a place where the partnership between staff, students and families thrived. Together they shared the experience and journey of growth in their students. The school has been truly blessed by the dedicated service to others by members of the community. The staff team will continue to nurture a culture where students can develop and thrive in the character and gifts that God has given them. We look forward to the future as God leads us in educating our children to be disciples of Jesus who makes a redemptive difference in the world.







2016 Improvement Targets







BOSTES Registration

The School will continue to review its policies and procedures in order to be granted registration for a five year period.

Review and Planning

The Board will undergo a restructure and continue its review of its governance policies, the school's vision, mission and strategic plan.

Strategic Planning

The Board and Principal will continue the development of the Master Plan for the property in order for the school to move forward into secondary school.

Christian Education

A key focus will be involving the staff in Professional Learning related to the nature and implementation of Christian education shaped by the Gospel of Christ.

Professional Learning

Engaging each staff member (both teaching and non-teaching) in developing a Professional Learning Plan and participating in Professional Learning opportunities.

Education Program

- To build within and beyond the classroom a multi-faceted academic and co-curricular program. This includes developing more opportunities for the Creative Arts and Sports.
- To implement service learning as part of the curriculum and development of the students' gifts. This will involve a partnership with an overseas school in a developing country.
- The restructure of the blended and project-based learning in the Key Learning Areas.
- Developing our Special Needs program to assist meeting diverse student needs.

Creating School Traditions

The goal is to establish school traditions that nurture a strong culture, such as Grandparents' Day and a Year 4-6 annual camp.

Looking Forward

We trust the Lord that throughout 2016 that the school will flourish with many new students and their families experiencing the joy of belonging to this community. The focus of our educational program will continue to be the development of the whole person to love God, to love others as themselves and to care for and develop God's world. Our encouragement to our students is to love the things that challenge their minds, deepen their character and motivate them to strive for excellence.

Helen Blanch
Principal

Overview of 2015

Primary Years
The Primary years are a wonderful time of growth and development.
The years K-2 classes commenced with 9 students.
The years 3-6 classes commenced with 10 students.

KCCS follows the Board of studies Curriculum teaching from a Christian perspective. Pedagogy focussed around developing creative and critical thinking and collaboration. Assessment is an ongoing element in the teaching and learning cycle.

The learning environment is a caring and nurturing community where each student was encouraged to develop their gifts.

CURRICULUM

All educational programs were carefully planned and designed to meaningfully engage students in the curriculum. The latest technology coupled with effective teaching and learning activities fostered skilled, caring and wise learners and users of technology.

Students had opportunities to learn valuable technological skills and engage in research and publishing. Carefully selected apps matched to curriculum content and enhanced learning experiences. Students published work online and connected with a collaborative community through Google Classroom.

Today's students are technologically savvy. Meaningful engagement with the world through technology is a valuable skill that must be coupled with wisdom and underpinned by Christian values. Passionate teachers, combined with an involvement in our school activities created a rich learning environment for each child.

Years 3-6 were engaged in Project-based Learning which provided an enjoyable learning experience. Staff collaborated to implement creative ideas for teaching and learning activities. For example: in History, a time-machine was created for students to enter the past. They imagined what it was like to be a convict on the First Fleet. Students were able to use their imagination and creativity through Project-Based Learning.

Worship & Bible Program
All students start the day with corporate (K-6) Praise & Worship and Biblical Studies led by Miguel Ribeiro, the School Chaplain. This time involves a variety of activities such as singing, prayer, games, object lessons, drama, animation and media. These are designed to equip students with a deep spiritual framework that will nourish their hearts and minds, and lead to using their gifts in service. Students are enthusiastic about this time and actively engage in the activities. Growth in the children in their confidence, care, character and concern for one another was evident throughout the year.







Highlights of the Year

The highlights of the year included:

- **Excursions**

  The excursions to NSW State Parliament House in Term 2, gave students the opportunities to learn about the roles of the different people.

  The excursion to the Commonwealth Bank Innovation Lab enabled students to observe a 3Dimensional printout of an ice-cream. They participated in an activity to find the ultimate ice-cream. This involved brainstorming and creative thinking to design a model ice-cream. They also experienced virtual banking, coding and programming a Lego mindstorm robot.

- **Presentation Nights**

  On the last night of each term, students had the opportunity to showcase their learning to families & friends. This involved singing and dancing, drama, science experiments, and presentation of their projects.

- **Sydney Easter Parade & Family Day**

  The students participated enthusiastically in the annual Sydney Easter Parade & Family Day. It was a wonderful opportunity for churches and Christian schools to celebrate the Gospel of Christ.

External Testing

NAPLAN

NAPLAN data provides the school with a snapshot of student performance in literacy and numeracy at a particular time of the year. This provided valuable feedback for KCCS to assess the learning needs of the students that had commenced at the school as well as inform the approaches of teaching and learning that best suit the learning needs of each child. The 2015 NAPLAN results for Years 3 and 5 show both the strengths and weaknesses in Year 5 literacy, and the weaknesses in Year 3 literacy and numeracy. The school is aware that it needs an increased focus on literacy and numeracy, both in classroom pedagogy and professional learning.

Results

Year 3 (2 students)

- Year 3 Reading saw students below State average.
- Year 3 Persuasive Writing saw students below State average.
- Year 3 Grammar & Punctuation saw students below State Average.
- Year 3 Spelling saw one student below State average and another in Band 5, above State average.
- Year 3 Numeracy saw one student below State average and another in Band 5, above State average.

Year 5 (4 students)

- Year 5 Reading saw 50% of students in Band 5, and one student in Band 8.
- Year 5 Persuasive Writing saw 50% of students in Band 6.
- Year 5 Spelling saw 50% of students in Band 7.
- No students below State average in Year 5 Grammar & Punctuation.
- Year 5 Numeracy saw one student in Band 8 and most students Above State average.







Student Attendance
Attendance

Cohort	Average Attendance %
K	98%
1	97.7%
2	96.3%
3	94.4%
4	96.4%
5	95.8%
6	98.4%
Overall Primary	**96.6%**

Community Matters
Student Population
In the 2015 Academic Year Kingdom Culture Christian School had 20 students between the Years of kindergarten to Year 6.

Years	No. of Students	M	F	LCI Church	Other Church	No Church
K	2	0	2	1	1	0
1	2	1	0	1	0	0
2	5	4	1	1	4	0
3	3	1	2	1	2	0
4	2	0	2	1	1	0
5	4	2	2	1	3	0
6	2	2	1	2	0	1
	20	**10**	**10**	**8**	**11**	**1**

Community Locality
Students came from:

Locality	No. of Students
Rockdale/Hurstville	9
Marrickville/Canterbury	3
Bankstown/Liverpool	7
Sydney City	1

The school provided transport to and from the train station.

Community Satisfaction
The anecdotal evidence and perceptions gained through interactions with staff, students and families indicate a high degree of satisfaction with the school. The school has been encouraged by positive feedback received by the members of its community during its first year of operation. This is indicated also by the significant growth in enrolments (50%) for 2016.

Teacher Satisfaction
Teachers when stating their views of the school as a place to work express the following thoughts:

- a sense of God's call to be part of the vision and establishment of the school
- a great staff team who love the school
- a wonderful culture to work in
- they work very hard but are willing to do so to establish the school
- the students are wonderful
- they appreciate openly sharing their faith with students

Formal Surveys will be conducted in 2016 to ascertain Parent, Student and Teacher satisfaction.

Staff Statistics
KCCS is blessed with a wonderful staff team who approach their roles with great dedication as an act of service

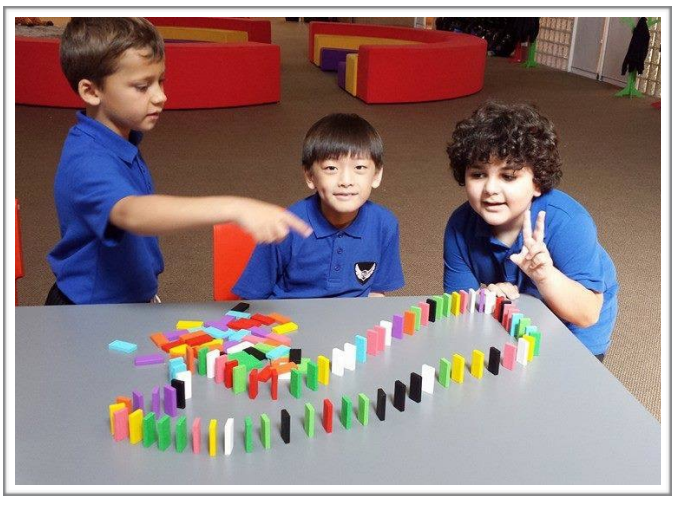
Staff Composition
In 2015, the school employed two full-time teachers and in Term 4 employed two additional part-time teachers. The Office manager and the School Chaplain were provided by the church Life Centre International. The Principal held the position of responsibility.

Staff Attendance
The Attendance of the school staff was extremely high at 99.4%

Teacher Qualifications
All teaching staff have graduate qualifications from a higher education institution within Australia.

Teacher Professional Learning
Three teachers in 2015 were Teachers Seeking Accreditation. In partnership with the Pacific Hills Christian School and The Excellence Centre, Professional Learning was provided by their qualified staff. Staff undertook Professional Learning delivered during Term 4 by the Pacific Hills Christian School and The Excellence Centre covering Standard Two and Six of the Australian Professional Standards for Teachers.

The expenditure on professional development was not able to be readily calculated as it was part of the agreement with the The Excellence Centre to incorporate all assistance given to the school.





POLICIES

Kingdom Culture Christian School has policies governing all aspects of the school's operation. Policies relevant to parents as highlighted below, are found on the school's website.

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 Mission Goals.

The School will enrol students where the family:

1. Seek a Christian Education for the student
2. Support the ethos of the school as expressed in the *KCCS Aims, Goals and Philosophy* and *Codes of Conduct for Students and Parents*
3. Declare all information relevant to the enrolment decision, including health, learning or behavioural difficulties
4. Commit to pay their fees in accordance with school policies
5. Commit to provide uniform and equipment as required
6. Admission Priorities
   In filling places, the following factors will be considered:
   a) Priority placement of children of Christian parents transferring from other Christian schools.
   b) Children of parents who already have a child in the school.
   c) Children of parents who are members of the Company
   d) Children of parents who, whilst not testifying to an active Christian commitment, unreservedly support the aims of the school.
   e) Overseas students, provided the school is ready to accept overseas students (who have the relevant visa) and vacancies remain after all other applicants have been considered.

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 it deems the child is 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 additional, 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

All students are offered a six-month probationary enrolment, or an enrolment conditional on an individual plan, outlining any provisions the school will make for the student and any other conditions or requirements placed on the student and/or parent. If the requirements placed on the student and/or parent are not fulfilled, then the school reserves its right to terminate the enrolment.

The School will comply with the Education Act 1990 and relevant discrimination legislation.
The School's Board of Directors is responsible for final decisions regarding enrolment.





Student Welfare: A Safe and Supportive Environment

KCCS has a passionate commitment to the well-being of its students. The School recognises its responsibility to ensure a safe and supportive community for all members of the community, students and staff. In the context of a Biblical worldview, the welfare of students refers to their total well-being and growth as persons created in the image of God. Therefore, student welfare cannot be separated from the school community. In belonging to a community that focuses on right relationship with God, oneself and one's neighbour, this provides the context for children from a diversity of ethnic and cultural backgrounds to learn more effectively and to flourish in their lives. The School community is a place where each student can learn and thrive.

Hence the school's Welfare Policies and Procedures express this understanding and seek to embody the importance of the community and the need for restored relationships in situations that may arise. They promote growth through the connectedness and interactions of the members of the community.

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.

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 their development.

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.

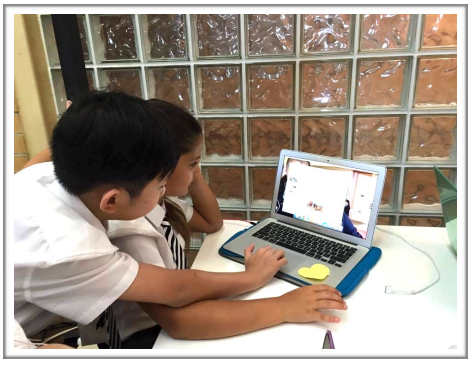
In order to ensure students behave in a respectful and responsible way the school staff:

- 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 on-going Professional Learning and practical support in nurturing a safe and supportive environment for the students.

Kingdom Culture Christian School complies with the NSW Education Reform Amendment Act (1995) and does not authorise or endorse the implementation of corporal punishment by itself or others on its behalf.





Anti-Bullying Policy
The School seeks to respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged. We expect every member of the community to give and receive care and respect. Bullying involves acts that diminish and devalue a person's sense of worth and identity and damages the community. KCCS Anti-Bullying Policy clearly indicates that the school has zero tolerance for bullying between any members of the school community. All members are to participate in school life free from any form of bullying or harassment and are encouraged to immediately notify the school of such incidents. This Policy operates in conjunction with the Children Protection and Complaints and Grievance Policies, and reflects the general principles adopted to raise and respond to matters of concern identified by students, staff or parents. As such it follows procedural fairness, the right to be heard and the right to be unbiased decision.

Complaints and Grievance
The School seeks to promote a safe, positive and supportive environment leading to relationships that reflect Christian values. Effective communication within the community is an important element of the School's culture and is the key to the prevention of grievances and the resolution of grievances that do occur.

The School encourages students, parents, employees and members of the wider School community to express a grievance they may have to an appropriate member of staff with courtesy and respect. When this happens the grievance should be considered a complaint, whether identified as such by the complainant or not. The policy outlines the means by which complaints should be resolved and relationships restored, including the relationship between the complainant and the School. Positive social and learning environments of School students, and working conditions of staff are a priority.

The School will promptly investigate complaints, seeking to manage them effectively to expedite their satisfactory resolution in accordance with the principles of procedural fairness, incorporating the right to be treated without bias, the right to be informed of allegations being made against you, the right to respond to an allegation and the right to information regarding the status of the complaint.

Respect and Responsibility
The School promotes respect and responsibility in a number of ways.

Code of Conduct
Students, parents and staff are encouraged and expected to abide be the Codes of Conduct as they related to them. The student code is based on respecting relationship to others and is summarised by the following:

- be respectful
- be kind
- be non-abusive
- be obedient
- be understanding





Curriculum
Civic and Citizenship is highlighted and focussed on

- during Worship/Bible time programs and assemblies
- through all HSIE units
- celebration of significant events such as Anzac Day

Community Service

- The Primary School Leadership Program
- The Primary "Jobs" Program

Attendance
The School maintains a register of daily attendance for its students on all scheduled school days, whether on or off the premises. A parent is to notify the office by phone or email that their child will be absent. If this does not occur, the Office Manager will contact the parent on the day. The parent must provide a written note showing the date(s) and reasons for the student's absence within seven days of the student's return to school. A medical certificate is required in the case of absences exceeding two days in a row.

Parental notes are also required for partial absences. If a note is not received after seven days the absence will be recorded as unapproved. Parents seeking to take their children on holiday during term time must apply in writing to the Principal.

If a student has an absence extending more than three days, the school will provide coursework if the student is able to continue with their work at home. The school reports annually to the Federal Department of Education, Employment and Workplace Relations regarding attendance.

Financial Information

