



# ANNUAL REPORT 2014

CONDELL PARK CHRISTIAN SCHOOL





## TABLE OF CONTENTS

2	Message from the Principal
3	Message from the Chairman of the School Council
4	Message from the Chairman of the School Representative Council
4	Contextual Information about the School
4	Student Performance in National Tests
6	Recognition of School Achievement (Rosa)
6	School Performance in State Wide Tests
6	Professional Learning and Teacher Standards
6	Workforce Composition
7	Senior Secondary Outcomes
7	Student Attendance and Management of Non-Attendance
9	Retention of Year 10 to Year 12
9	Post School Destinations
9	Policy for Enrolment
11	Characteristics of the Student Body
12	Summary of Student Welfare Policies
14	Discipline Policy
14	Complaints and Grievances Policy
15	Anti-Bullying
16	School Determined Improvement Targets for 2014
17	School Determined Improvement Targets for 2015
18	Initiatives Promoting Respect and Responsibility
20	Parent, Student and Teacher Satisfaction
21	Summary of Financial Information

## FROM THE PRINCIPAL

The term “Drilling Down” has long been applied to the mining industry, but it has now been employed in a large number of other sectors, even in the field of education. In 2014, the teaching staff of our school distinguished themselves by pushing the frontiers of our recognized curriculum offerings deeply into the Years 11 & 12 Senior years. Further, on a united front, all staff of K-12 led the way into more challenging and comprehensive teaching methodologies and materials. Our young people also responded marvellously, with some outstanding achievements in their routine assessment measures, national and state academic competitions, and external examinations. Students and their mentoring staff were also highly commended for amazing performances in drama, music, platform, athletics and swimming. As Principal, I am both delighted and amazed at our teachers’ clear grasp of the latest child pedagogies, whilst providing a 21st Century-relevant, distinctively Christian education for our young people.

The most significant curriculum development in 2014 was in relation to Stage 6, Year 11 & 12 curriculum. Our school set about applying for and securing “Exemption from Registration on Religious Grounds” (“deemed to be registered” with B.O.S.T.E.S.) for Years 11 & 12. Our high school staff worked very hard writing curriculum in the form of Scope and Sequences, Assessment Plans, and Units of Work for the mandatory number of courses, and pattern of courses required for registration with the Board. Their efforts were richly rewarded when we were advised that our school had been recommended for Registration for the Senior years. I thank God for such a wonderful outcome, where our young adults can continue to receive a recognised Biblical worldview education beyond Year 10.

It has also been our school’s determination in 2014 to enhance the breadth of our teaching staff. There have been some new appointments, consistent with the goal of not only attracting but also retaining quality staff. We also recruited one new member of staff with the goal of providing regular relief days for some teachers, and for providing much needed RFF (relief from face to face) for others. Our teaching staff are our greatest resource, and we have built a great team.

Encouraging to me also as Principal are the signs of growth in the enrolment of our school. This year’s enrolment was 77 students, but next year’s enrolment is expected to be 86 students. Satisfied parents from our existing families are our best ambassadors, who clearly appreciate our school’s stand for the historic Christian faith, and its articulation in Biblical character development of our young people.

We were also very pleased to achieve greater functionality of our facilities in 2014. Renovations to the School Office and Staff Kitchen were greatly appreciated, the school library was decentralised to classrooms, a furnished and equipped Science Laboratory facility was established, complete with a new Smartboard. Additionally, the school contributed towards the purchase of an additional bus, and a new lift for the two-storey Primary classrooms was installed and commissioned.

We “drilled down” deep in 2014, and were blessed in doing so. Nevertheless, we became increasingly aware of the challenges that confront us into the future, with the overwhelming secularization of society. Very evident to me is the way in which the once foundational Truth and practice of Biblical absolutes in society are rapidly being relegated to the realm of individual belief and practice. May the power of God and His wisdom be our portion in 2015.

Donald Leys  
(Principal)



## FROM THE CHAIRMAN OF THE SCHOOL COUNCIL

It is always a great satisfaction, indeed a pleasure, to have a School as part of our suite of ministries in the Church. To be able to provide for the spiritual welfare of the students integrated with their academic and social progress is very rewarding. It enriches every part of their lives. As I observe the work of Condell Park Christian School from within, from the top levels of administration to the profiles of the youngest children, I am pleased to say that the School has been healthy in every aspect for its entire life of more than 36 years.

Academic excellence is readily observable in the content provided by and through the teachers and this manifests in the lives of the students as it becomes part of their lives. It is noticeable in casual contact as well as in-depth interaction with the students. They are well equipped for life.

The encouragement afforded all students in the development of a self-disciplined life is also obvious, whether in governing their routines and responsibilities, or simply in their social demeanor. Consistent external guidance and disciplines generate an internal counterpart so that a student is well prepared to handle all the dynamics of life.

Four years ago we were rejoicing in the provision of a new building and accessories. Not only did the development of new classrooms fill a number of deficiencies but it provided great encouragement for our staff to be able to teach and lead in a purpose-built environment that enhances the learning process. In these last four years the impact of the new facility, and its positive effect on the usefulness of the whole complex, has generated an increase in enrolment. Although this has also increased the work-load of all involved in the School ministry it has been worthwhile and very rewarding to be able to play a part in this development.

Recently we installed an elevator for students with difficulties in mobility. We are looking forward to the continuing use of such an asset as it will be a great relief, not only for the students with difficulties, but the staff members who assist these students to access these facilities that have been provided by God

B. G. Wenham  
(Chairman)



# FROM THE CHAIRMAN OF THE SCHOOL REPRESENTATIVE COUNCIL

The students elected by their peers for the Student Representative Council (SRC) for 2014 were Stephanie Toland, Elliot Jauregui, Jared Wilson, Melissa Cuttlan and Noah Fahd. The Teacher Representative, in her first year, was Mrs. Rebekah Chaudhary.

In our first meeting for the year Stephanie was appointed secretary and Elliot was appointed chairman. The SRC was able to meet regularly to discuss suggestions which were all considered with the helpful ones implemented by the School. All in all our goal was to hear the voice of the student body and come to appropriate conclusions for the betterment of Condell Park Christian School.

Elliot Jauregui  
(SRC Chairman)

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Condell Park Christian School is a co-educational, Church-based School with 77 enrolled students in Kindergarten to Year 12 at the conclusion of the school year. This school is a ministry of Condell Park Bible Church located in the south-western Sydney suburb of Condell Park. The teachers are born-again Christians, professionally qualified and dedicated to serving the Lord through the spiritual gift of teaching. Students come from a wide range of backgrounds, including an increasing number of students with languages other than English. The aim of the school is to provide all students with an education that will not only provide a sound academic foundation and prepare them to lead a fulfilled life, but will also make them especially aware of their responsibilities to God, home, church and country.

## STUDENT PERFORMANCE IN NATIONAL TESTS

In 2014 all Year 3, 5, 7 and 9 students participated in the yearly National Assessment Programme – Literacy and Numeracy (NAPLAN). Tests were in Numeracy, Reading, Writing and Language Conventions (including Spelling, Grammar and Punctuation).

Year 3 students achieved good results so there was a commendable average in all subject areas. However, it is noted that one student did score at benchmark in Reading.

Year 5 students achieved results that reflect a broad range of abilities and achievement levels. Some students achieved excellent results which created the good base for an acceptable average overall in all subject areas. However, a number of the students found some of the assessments a challenge. In Persuasive Writing, two scored at benchmark; in Language Convention, two scored at benchmark; in Reading, one scored at benchmark.

Year 7 students achieved commendable averages which were above or substantially above averages. Results were pleasing, however, one student, within this number, achieved at benchmark in Writing.

The one student in Year 9 achieved highly commendable results with marks well above benchmark and national average.

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	437 397 - 477		449 417 - 481		447 411 - 483		482 440 - 525		464 432 - 496	
	SIM 425 416 - 434	ALL 418	SIM 405 397 - 413	ALL 402	SIM 413 404 - 422	ALL 412	SIM 430 420 - 440	ALL 426	SIM 407 399 - 415	ALL 402
Year 5	524 480 - 568		491 450 - 531		526 485 - 566		546 499 - 593		527 492 - 561	
	SIM 506 497 - 515	ALL 501	SIM 471 463 - 479	ALL 468	SIM 498 490 - 506	ALL 498	SIM 507 497 - 516	ALL 504	SIM 490 482 - 499	ALL 488
Year 7	587 539 - 634		537 485 - 590		587 538 - 637		601 548 - 654		606 564 - 649	
	SIM 548 540 - 556	ALL 546	SIM 514 508 - 523	ALL 512	SIM 544 536 - 552	ALL 545	SIM 546 537 - 554	ALL 543	SIM 547 539 - 554	ALL 546
Year 9	-		-		-		-		-	
	SIM 585 578 - 592	ALL 580	SIM 556 547 - 566	ALL 550	SIM 584 577 - 592	ALL 582	SIM 578 570 - 586	ALL 574	SIM 589 582 - 596	ALL 588





## RECOGNITION OF SCHOOL ACHIEVEMENT (ROSA)

Condell Park Christian School is not accredited for years 7-10 and students are not required to meet the study requirements for each KLA as detailed on the Assessment Certificate Examination (ACE) website. Therefore, there are no candidates for the Recognition of School Achievement. (ROSA). The parent community is aware of this status and is supportive of the same.

## SCHOOL PERFORMANCE IN STATE WIDE TESTS

Senior students in this school do not candidate the Higher School Certificate. Therefore, comparison of student performance to statewide performance and trends in student performance is not possible. Parents within the School community have been notified of this fact and understand that at the time of enrolment.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

All staff at Condell Park Christian School fulfil a Christian ministry before God on behalf of Condell Park Bible Church as part of their vocational calling to minister the Word of God for the salvation of souls and the edification of believers. Each one is a committed Christian who subscribes to the Church's Statement of Faith.

Twelve staff have teacher qualifications from a higher education institution within Australia or as recognised by the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Two staff members have graduate qualifications from a higher education but lacking formal teacher education qualifications. One is defined as an existing teacher because of years of experience prior to 2004, and one is completing studies at this time.

As well as individualised professional development, all school staff participated in a workshop on Child Protection and WHS; a two day Christian Educators' Conference, and a resuscitation refresher course conducted by RLSSA. Staff have appreciated the opportunities for ongoing professional learning.

## WORKFORCE COMPOSITION

The workforce at Condell Park Christian School consists of Christian workers who are born-again Christians dedicated to serving the Lord through the use of their spiritual gift of teaching.

Under the heading of Teaching Standards, there are details of specific qualifications of those who are teachers. Seven staff members take leadership for departments with many and varied teaching and administrative responsibilities. Four support staff provide specialised programmes and general support, and three additional aides help to address the literacy and numeracy needs that arise.

Two part-time secretaries fulfil many administrative roles but broader Church staff members assist with tasks as part of this total Church and School community. A large number of parents and Church members assist voluntarily with teacher's aide responsibilities.



# SENIOR SECONDARY OUTCOMES

Senior Secondary Outcomes are linked with the fact of accreditation and students who attain a Year 12 Higher School Certificate. However, Condell Park Christian School has not pursued accreditation or the Higher School Certificate. This School is exempt from registration with the status of a School that has been deemed to be registered. Nevertheless, the quality of the scope and sequence of teaching programs, teaching and learning activities and samples of student work is still evident and seen by Registration Inspectors when they visit the School.

## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Condell Park Christian School is a co-educational, Church-based School with 77 enrolled students in Kindergarten to Year 12 at the conclusion of the year. Students come from a wide range of backgrounds, including an increasing number of students with languages other than English. Average student attendance rate for the whole school for 2014 was:

<b>Year Level</b>	<b>Attendance Rate %</b>
Kindergarten	97.02
Year 1	96.17
Year 2	96.11
Year 3	94.64
Year 4	97.54
Year 5	95.78
Year 6	95.26
Year 7	92.85
Year 8	96.66
Year 9	93.99
Year 10	97.38
Year 11	98.03
Year 12	95.90

Ninety-six per cent of students attended school on average each school day in 2014. This was similar to the daily attendance in 2013.

The School monitors the daily attendance and absence of every student by maintaining a daily register for each class of students. Student absences from classes are recorded in a consistent manner by the supervising staff member. Unexplained absences from classes will be followed up with a letter to the parents (or guardians). Where unsatisfactory class attendance is identified, the attendance issue and any action taken is recorded, as appropriate, on the student file. Mandatory reporting procedures apply where absences are extended or the student may be at risk.



# RETENTION OF YEAR 10 TO YEAR 12

As Years 11 and 12 are now deemed to be registered due to the exemption from registration granted in 2013, it is pleasing to report on retention of Year 10 students to Year 12.

Of the five students enrolled in Year 10, three students progressed to study to Year 11/12 at Condell Park Christian School, whereas two students moved to alternative schooling systems.

# POST SCHOOL DESTINATIONS

As Years 11 and 12 are not accredited so students do not candidate for the High School Certificate and post school destinations are not a reportable item as such. However, as a School deemed to be registered for Year 11 & 12, we can report on the following on the two students who graduated:

One student proceeded to university to complete a degree in business management, and the other student pursued tertiary studies in a private college.

# POLICY FOR ENROLMENT

## 1.0 Policy Statement

Condell Park Christian School is a comprehensive co-educational K-12 school that strives to serve the Church community by providing a sound, Bible-based education as well as operating within the policies of the NSW Board of Studies, Teaching and Educational Standards (BOSTES).

## 2.0 Policy Background

For Christian education to be effective in each student, the mutual support of and harmony between home, Church and school must be the priority of all stakeholders, including the student. This is considered essential for enrolment to proceed.

It is the expectation of the Church and school administration that students not only be provided with quality Christ-centred teaching and learning programmes, but also that they be nurtured at home, church and school to develop a love for God, love for others, a desire to develop and maintain a Godly testimony and to prepare for life-long ministry for Christ.

Condell Park Christian School values the diversity of all students including those students with disabilities or special educational needs, and implements specific procedures for enrolment of children with disabilities/special needs found in Section 2.0, SP1.6: Procedures for Enrolment.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the school's philosophy, siblings already attending the school and other criteria as outlined in Section 3.0 Conditions of enrolment.

Students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.



## ENROLMENT...

### 3.0 Conditions of enrolment

- 3.1 Christian parents, who are born-again believers in the Lord Jesus Christ, in regular attendance of Condell Park Bible Church or a church of like faith, practice, and convictions, may seek to enrol their child in Condell Park Christian School.
- 3.2 Acceptance of the application for enrolment is subject to the provisions outlined in Section 5.1 of the policy.
- 3.3 Parents must be willing to maintain a Biblical testimony by keeping the Word of God central in their lives, attending worship services regularly, teaching the Word of God in the home and setting a godly example.

### 4.0 Scope

The Policy of Enrolment is for all Pastors concerned, the Principal, parents and students.

### 5.0 Implementation Guidelines

#### 5.1 Procedures

- All applications should be processed within the requirements outlined in the school's Enrolment Policy and Procedures.
- The enrolment process carried out must be fair, open and transparent with a central focus on the will of God in each situation.
- The school administration will consider each applicant's ability and willingness to support the school ethos.
- The educational needs of each applicant will be considered by gathering information and consulting with the parents / family and other relevant persons.
- The school Principal and relevant persons will prayerfully seek to identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- Upon considering the above points, the applicant will be informed of the outcome.
- Subject to availability, an offer of a place will be made according to the suitability of the applicant, whether there are siblings of the student already at the school, and the order of application.
- Continuing enrolment is subject to the student's adherence to school rules (see Student Handbook and P3.1 Pastoral Care, P3.2 Discipline policies) and parental support including payment of all school fees.

#### 5.2 Enrolment of Students with Special Needs/ Disabilities:

All applications for students with special needs and/or disabilities will be processed in accordance with the school's Enrolment policy and procedures.

Condell Park Christian School will assist students with disabilities by:

- Valuing all students as individuals made in the image of God;
- Respecting rights to privacy and confidentiality;
- Encouraging positive, loving and accepting attitudes towards students with disabilities; and
- Devising equitable enrolment procedures for all students.



## **6.0 Policy Review Statement**

This policy is to be reviewed every two years.

## **7.0 References and Related Documents**

SP1.6 Enrolment.doc

F1.6 Enrolment.doc

P3.1 Pastoral Care

P2.5 Health Care.doc

# **CHARACTERISTICS OF THE STUDENT BODY**

The multinational component is a steadily increasing factor to consider when one examines characteristics of the student body. It is quite diverse with students from many different national backgrounds represented in this School community, but we praise the Lord that there is a mutual bond with a uniform focus on the Lord Jesus Christ and spiritual values. Being one is a precious and encouraging reality!

The student body receives the preaching of the Word of God which is living and life changing. Therefore, a common characteristic of the student body at Condell Park Christian School is a faith in Jesus Christ as Saviour from sin. Lives have been changed and testimonies reflect lives that are centred in Jesus Christ to the glory of God.

In respect to total student numbers in 2014, there were 26 children in K-2, 25 children in Years 3-6 and 26 children in High School.



# SUMMARY OF STUDENT WELFARE POLICIES

## **Child Protection**

The school is committed to providing a safe and secure environment for children. The school acknowledges that it has a duty of care to various classes of people and that its duty is high with respect to the children in its care. This policy aims to reduce the risk of child abuse and to ensure that a caring and appropriate response is in place and taken. A full text of the Child Protection Policy is available on request.

## **Security**

The school seeks to maintain a safe and supportive environment, which minimizes risk of harm and helps students to feel secure. Procedures for the security and use of the grounds and buildings and the emergency procedures are contained in the Emergencies and Critical Incidents Policy and Lockdown Policy, which were both reviewed in 2014. These policies are available on request. Also available is a Security policy with guidelines regarding the security of students, buildings and facilities.

Procedures are in place for dealing with emergency situations or incidents that may arise at the school, thereby ensuring the health and safety of all persons. Establishing a high standard of risk management minimises the likelihood of an emergency situation or critical incident arising and, in the event of a situation or incident occurring, reduces its damaging impact. A Work, Health & Safety Policy addresses the need to eliminate unreasonable risks to the health and safety of students and staff.

## **Supervision**

Appropriate measures are taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and the age of the students involved. The church and school administration recognizes its responsibility in its “duty of care” in supervision and risk management.

This requires anticipating and intercepting as needed: potentially hazardous or harmful circumstances; student actions that are dangerous, unloving or divisive; student attitudes that are not God-glorying; and student expressions that are abusive, hurtful, crude and generally not edifying.

The complete Supervision Policy and the Excursion Policy were reviewed in 2014 and can be obtained on request.

## **Codes of Conduct**

The School has in place a Code of Conduct for both staff and students that includes the rights and responsibilities of staff and students within the school community. The student code of conduct, formulated in collaboration with the student body, includes, but is not limited to the following points: uphold a code of conduct that is friendly, caring and helpful; manifest the love of Christ to all others within the school environment; foster a peaceful environment without conflict; and personally display God-honouring behaviour, encouraging others to do the same.

Behaviour management processes consistent with the school’s philosophy are in place with all teachers using classroom management and control strategies. Staff provide, as does a shepherd, loving care and help, guidance and follow up of all needs, even corrective action when it is warranted, exercising the faith to be courageous leaders in directing, loving, guiding and correcting the children in their charge.

A Student Representative Council (SRC) made up of elected high school and primary-age representatives is fully functional. Students present their ideas and suggestions to peer leaders for their consideration and discussion before the matters are ultimately raised with school staff and administration. The complete Code of Conduct Policy, reviewed in 2014, can be obtained on request.

### **Pastoral Care**

Students are aware of and have access to appropriate pastoral care arrangements and counselling. Pastoral care is part of that training programme in exercising Biblically correct methods and plans to teach and train the whole child (spirit, soul and body) to the glory of God. The Christian philosophy of this church-school is based on the authority, authenticity and reliability of the Bible as the complete and final revelation of God concerning all matters of faith, truth and practice.

Pastoral care exists since the school is an integral part of the Church. Church pastoral care, including special services and counselling, is available at all times to all staff and students. Small classes exist within departmental units with each child under close supervision and shepherding by teachers. Also, children are in other ministries of the Church outside of school and in close connection with pastors, youth leaders, staff and carers. A full text of the recently reviewed Pastoral Care Policy can be obtained on request.

### **Health**

Condell Park Christian School seeks to apply “due diligence” at all times to maintain a safe and healthy service environment and thereby to provide all reasonable protection for all those involved in the school from any potentially adverse health and safety effects. Students requiring health and/or medical services and support or medication are assisted to access these in an appropriate manner. Storage and supply of prescribed medications and consumables have been reviewed and updated. Forms for the administration of medication clearly include the recording of the dosage given at School. The complete Health Care Policy is available on request.

### **Homework**

Homework is considered by the school to be a valuable means of reinforcing the knowledge, skills and understanding learnt during the school day by each student. Condell Park Christian School seeks to support this goal as well as engender a good work ethic that continues past the hours spent at school. The complete Homework Policy, as reviewed in 2014, is available on request.

### **Communication**

Formal and informal mechanisms are in place for facilitating communication between the school and those with an interest in the student’s education and well-being. It is the objective of the school and the parent(s)/guardian(s) that the families attend the scheduled parent information evenings to seek the highest possible level of harmony in all that is believed, taught and practised. Most frequent communication from the school to the home is conducted through the ‘Parent Communication Envelope’ system. Biannually comprehensive Student Progress Reports are prepared reporting on both academic & Christian character development. Academic results are in the A, B, C, D and E format.

The school recognises that God has given parents the role of primary educator, and that the church and school staff fulfil a supportive role. Pastors have a compelling interest in the Christian School, visiting and ministering with regularity, knowing that the school is fully supportive of the spiritual and moral values upheld in the churches. The complete Communication Policy can be obtained on request.

## DISCIPLINE POLICY

At school, discipline, which is firm, consistent, fair, and tempered with love, is maintained. Our staff maintain standards of behaviour in the classroom through kindness, love, and a genuine regard for the students. Students are required to abide by the school's clearly defined rules based on Biblical standards and to follow the instructions of staff and other authority figures placed in a position of responsibility by the school.

Disciplinary action will vary according to the nature of the breach of discipline and a student's prior behaviour, and when it becomes necessary, it is carried out firmly and lovingly, followed by prayerful restoration. Principles of procedural fairness have been incorporated into the Discipline Policy.

In all respects the school adheres to the mandate given by God to parents in the exercise of authority by parents over children and seeks to cooperate with parents on all issues relating to the upbringing of their children. However, the Education Reform Amendment (School Discipline) Act, 1995, does not permit the use of corporal discipline as part of the school's official policy; therefore, the school prohibits the use of corporal discipline by church-school workers themselves as a method of correction. The principal will not permit himself/herself or any members of the staff to administer corporal discipline to students attending this school. The principal and/or teachers shall refer matters of a serious nature to a student's parents for their consideration with no reference being made to the issue of corporal correction. The complete Discipline Policy is available on request.

## COMPLAINTS AND GRIEVANCES POLICY

Condell Park Christian School acknowledges that Biblical pathways for parent(s)/legal guardian(s), carers, staff, monitors/volunteers and students to express honestly and sincerely matters of concern must always exist. Procedures are in place so that at such a time when a matter of concern, grievance or complaint arises, there is a mechanism in place to ensure that such a problem is heard, assessed and any necessary action taken. Available complaint pathways and details of the contact persons are provided in this policy, which was reviewed in 2014. Due to parental suggestions in the 2013 Satisfaction Survey, Discussion Nights with the Principal have commenced. The complete policy for Complaints and Grievances is available on request.







## ANTI-BULLYING

Condell Park Christian School upholds a God-honouring, loving, safe and caring approach so as to ensure that all pupils may learn in a secure environment. Bullying is unacceptable and will not be tolerated (Matthew 18:6-10). The School has in place policies and procedures to appropriately address any act of bullying as defined in the School's Anti-bullying Policy.

In compliance with the National Safe Schools Framework (NSSF), the School works to promote and uphold anti-bullying behaviour. In order to avoid, prevent and manage bullying behaviour, the School provides guidelines, support systems and resources on how to identify and address bullying behaviour.

It is important that teachers, teacher's aides, students and parents become aware of the School's Anti-bullying Policy and how to respond if/when bullying does occur. Classroom discussions and Chapel messages reinforce the principle of gracious, kind and respectful behaviour toward others.

The Principal is responsible to ensure that the School implements an Anti-bullying plan of which further details are laid out in the Anti-bullying Policy and Procedures which are available on request.

# SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2014

Area	Targets	Key Performance Indicators
<b>Curriculum</b>	Implement Australian (NSW) Curriculum across Grades: <ul style="list-style-type: none"> <li>K-6: English only</li> <li>Yrs 7-10: Mathematics, English, HSIE, Science</li> </ul>	Scope and sequences, Teaching & Learning programmes Implementation of Aust. (NSW) Curriculum
<b>Students</b>	Promote Mission Awareness and Outreach Goals	Periodic teaching in School Chapel on Mission themes Mission focus in classroom devotions and prayer Planning proceeded for mission outreach
<b>Teachers</b>	Staffing: <ul style="list-style-type: none"> <li>Recruitment of additional voluntary assistants from School community</li> <li>Recruitment of additional secondary and primary staff</li> </ul>	Additional voluntary staff assisting at school  Appointment of K-6 teacher and Secondary teacher
<b>Premises and Buildings</b>	Refurbishment of Henderson Hall  More accessibility for students with disabilities to the P21 building  Provide additional shade areas on the school premises	Secretaries' Office renovations completed Henderson Hall cupboard replacement  Lift for P21 completed  Installation of shade structure outside Henderson Hall in seating area
<b>Resources</b>	Stock classrooms with additional & helpful electronic equipment  Address student transportation	Smartboard for Science Laboratory  6x iPads procured for High School Student use  14x MacBook Airs for High School students allowing 1:1 student to computer ratio for Yrs 7-12  12x Windows laptops, refurbished by PC Link, relocated to Middle Primary (Yrs 3/4)  Purchase of additional School bus
<b>Administration</b>	Strategic Growth and Development Plan update	Professional audit completed examining the facilities, management and operation of the school

# SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2015

Area	Targets	Key Performance Indicators
<b>Curriculum</b>	Ongoing familiarisation and implementation of the Australian Curriculum <ul style="list-style-type: none"> <li>Write Teaching and Learning (T&amp;L) Programmes</li> <li>Re-draft of Scope and Sequences</li> </ul>	Ensure Scope and Sequences and T&L Programmes address the requirements of the Australian curriculum
<b>Students</b>	Missions trip for Seniors  Implementation of electronic student reporting  Promote 'treating everyone equally' and 'including everyone'	Undertake a mission outreach trip this year  Negotiation with Sentral re: reporting software  Guest speakers including Chapel speakers to address topic. Classroom teaching to incorporate this teaching
<b>Teachers</b>	Bible-based Professional Development (PD) and greater staff engagement with PD in general  Retention and attraction of quality teachers	PD workshops to be scheduled with greater regularity, including Bible-based workshops  Encouraging provision of salary increases to staff
<b>Premises and Buildings</b>	"Kiss and Go zone" to be operational this year at William Street exit	For student safety, procedures to be firmly established, and parent education programme established
<b>Resources</b>	Upgrade of Computers: <ul style="list-style-type: none"> <li>Middle Primary</li> <li>Upper Primary</li> <li>Secretary/Office</li> </ul> Provide a new computer for design work  Implementation of Electronic Library Management System (LMS)	Lease of 38 MacBook Airs for Middle and Upper Primary.  Purchase and replace Office computers  Purchase of computer for design work  Resourcing school with Electronic LMS
<b>Administration</b>	Initial phase of implementation of Governance Guidelines  Organisation of school and administrative electronic documents for an efficient workplace  Launch of new school website	Governance requirements to be fully understood and implemented so that these governance guidelines are in place.  Delete duplicate files, archive older files and establish a new filing framework for electronic documents  Completion of all inputs for new website

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Condell Park Christian School teaches students the principle of responsibility for their own actions and respect to others. It is necessary because the Gospel message is one of love towards others. The life of Christ, the Saviour and our ultimate example, is a major content of teaching in chapel messages and devotional sessions. Staff endeavour to be examples and models of this behaviour.

The Student Representative Council (SRC) is a student body elected from students themselves. Students can present their needs to teachers and the school administration by talking to an SRC member, who then brings ideas and concerns before the SRC. These students are trained in leadership and experience the accomplishment of goals as a team. A major focus is love, manifested in respect, care and consideration of others.

All students have learnt respect for other cultures, as the student body includes local students with family heritage from countries throughout the whole world. It is an unquestionable mark of the western suburbs of Sydney, and something that has lifted everyone's understanding of other cultures and diversity. It has definitely enhanced consideration of respectful attitudes toward all people.

Students are encouraged to take responsibility by fulfilling certain tasks throughout the year as detailed on the Job Charts within the School and for each department. Experience shows that students love to participate, help and assume a level of responsibility. School and class rules are set by teachers with input from students themselves and embedded in these rules is respect for others.

Events throughout the year give students many opportunities to develop and display their skills and talents in such diverse fields as singing, instrumental performance and drama. Other events inspire students to learn about and encourage each other by displaying their cultural heritage on International Day and earning awards for the year's academic accomplishments at the annual Awards Days.





- **Nursing Home Ministry**

Students willingly prepare and minister to the dear residents of a local nursing home, with hearts that are desirous to show care, compassion and thoughtfulness. Residents light up with thankfulness as the children minister in song, poem and Scripture. Nursing home staff express sincere appreciation for the love and respect shown to the elderly residents.

- **School Open Day**

The School Open Day gave students an opportunity to display their work to parents and other visitors to the school. Appreciation from every participant was evident as students happily presented individual and group assignments to show the work they had completed through the year. The respectful attitude of the School students was clearly displayed and they were delighted by the presence of each visitor.

- **Family and Friends Night**

Family and Friends Night for Pre-Reading to Year 6 occurred in June and the students were enthusiastic in their drama presentations of several plays. Many of these plays conveyed messages relating to respect and responsibility. The names of the plays were: “The Hungry Foxes and the Foxy Ducks” (Pre-Reading), “Our Magnificent God” (Kindergarten), “We’re Going on a Bear Hunt” (Lower Primary), “The Three Little Elephants” (Middle Primary) and “Zacchaeus” (Upper Primary). Students demonstrated teamwork, discipline and effort for this highlight of the year.

- **High School Drama Night**

The High School Drama occurred in November, the High School Students presented “The Least of These” (Years 7&8) and “The Wedding Banquet” (Years 9-12). “The Least of These” was a challenging illustration of a Christmas miracle by Jerome McDonough who told the story of three young people, though late for their Christmas pageant, discover their actions have resulted in a miracle illustrated by the Scriptural passage, “Inasmuch as ye have done it unto one of the least of these My brethren, ye have done it unto Me.” “The Wedding Banquet” was a modern adaptation of the Parable of the Wedding Feast in Matthew 22, which tells of a king who prepared a feast and invited many guests, though all declined through their own selfish reasons. It was a wonderful illustration of the Gospel invitation and the sacrificial death of Jesus Christ, and the message was conveyed powerfully. High standards of commitment, effort and collaboration were key elements of the lengthy and detailed preparation for this ministry.

- **Music and Band Concert**

Singing, instrumental, solo, small group and whole band items were part of this morning of music illustrating the Biblical passage, “Let them praise the name of the Lord: for his name alone is excellent; his glory is above the earth and heaven.” Titled, “His Name Alone Is Excellent”, it was a special morning designed by the music staff at the school, but presented by the students from Years 3 to 12. It was a clear display of the students to show their love for music and ability to play skilfully. A morning of music appreciation was experienced by all with respect and appreciation of one another was an underlying theme.

- **International Day**

International Day was a wonderful addition to 2014. Students were encouraged to dress in a national costume. It was a blessing to see the diversity of cultures displayed on the day. Though students came in differing dresses and costumes, the respectful attitude of the School students was evident and they enjoyed the variety of cultures that were on show on International Day.

- **Music and Platform Competition**

Students prepared for this important event in which they were responsible for preparing various items in music and spoken word. Appreciation from every student and judge was evident as students happily presented individual and group performances.

## ENROLMENT...

- **PreReading, Kindergarten and Lower Primary Awards Day & Middle Primary to High School Awards and Graduation Evening**

This is another yearly fixture on our calendar in which we honour the achievements of our students. Appreciation from every participant was evident as students were recognised for their achievements through the year. The respectful attitude of the School students was clearly displayed and they were delighted by the presence of each visitor.

## PARENT, STUDENT AND TEACHER SATISFACTION

School Satisfaction Surveys were used in 2014 as a measure to gauge the satisfaction levels of students, parents and teachers, as it has provided a good means to understand and respond to individual needs. Survey responses were anonymous and confidential.

### **Parent Survey**

A parent survey was willingly completed by school families for this year. Parents unanimously agreed that the school accurately reflects its purpose of focusing student learning and their lives on Christian values, Biblical character development and citizenship; and the staff display genuine leadership, care and encouragement to the children. Over 95% of the families agreed that the school provides a challenging academic curriculum with a Biblical worldview and the staff are qualified professionals who are consecrated to Christ.

A section was provided on the survey form for additional general feedback that would either elaborate on issues raised in questions or other issues that warrant commendation or concern. Helpful suggestions were also given by some family for consideration and implementation in the future.

The School community involvement is commendable with volunteers assisting at school each day, represented by a good number of parents helping at working bees, and an encouraging level of parent attendance at seminars or parent meetings. Families are supportive and this is greatly appreciated.

### **Student Survey**

It is pleasing to note that 100% of students continue to indicate that the “school encourages me to focus my learning and my life on Christian values”. The fact that students have identified this God-given purpose and focus on learning with Christian values at Condell Park Christian School is truly positive. 90% of Students expressed agreement that the School provides a challenging academic curriculum with a Biblical worldview and personally testified “I am satisfied that the school is helping me to gain a quality Christian education.”

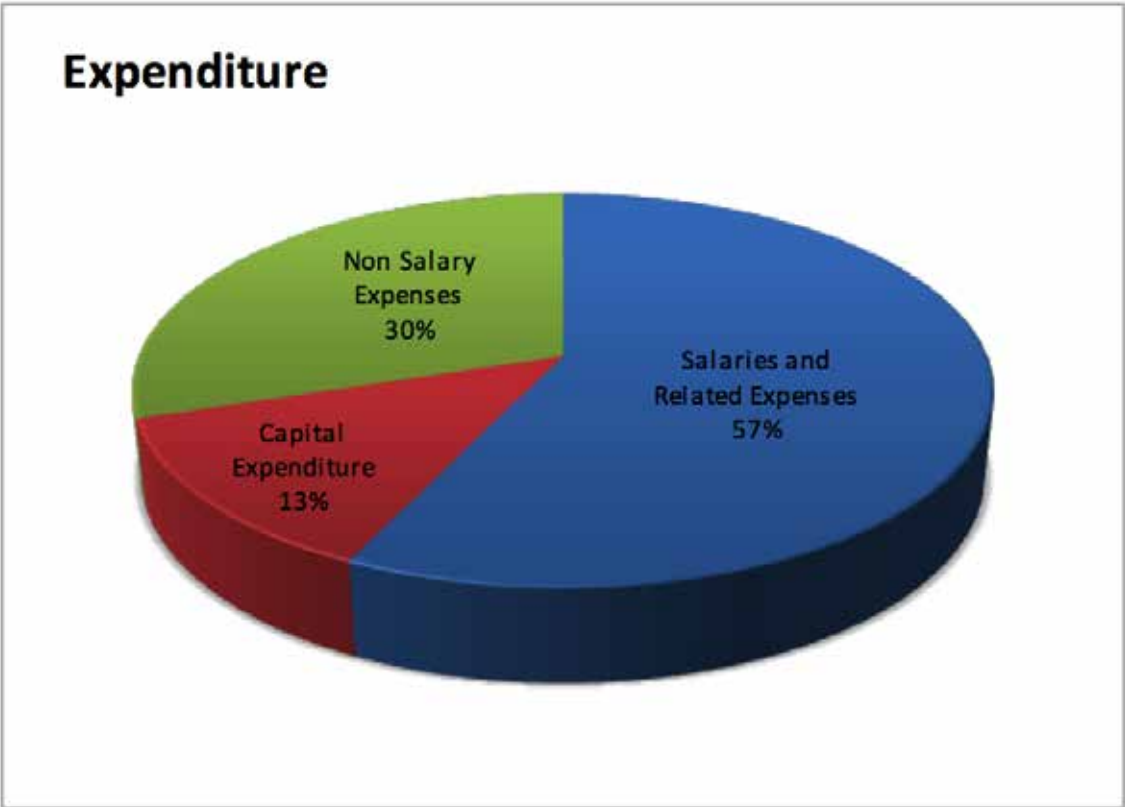
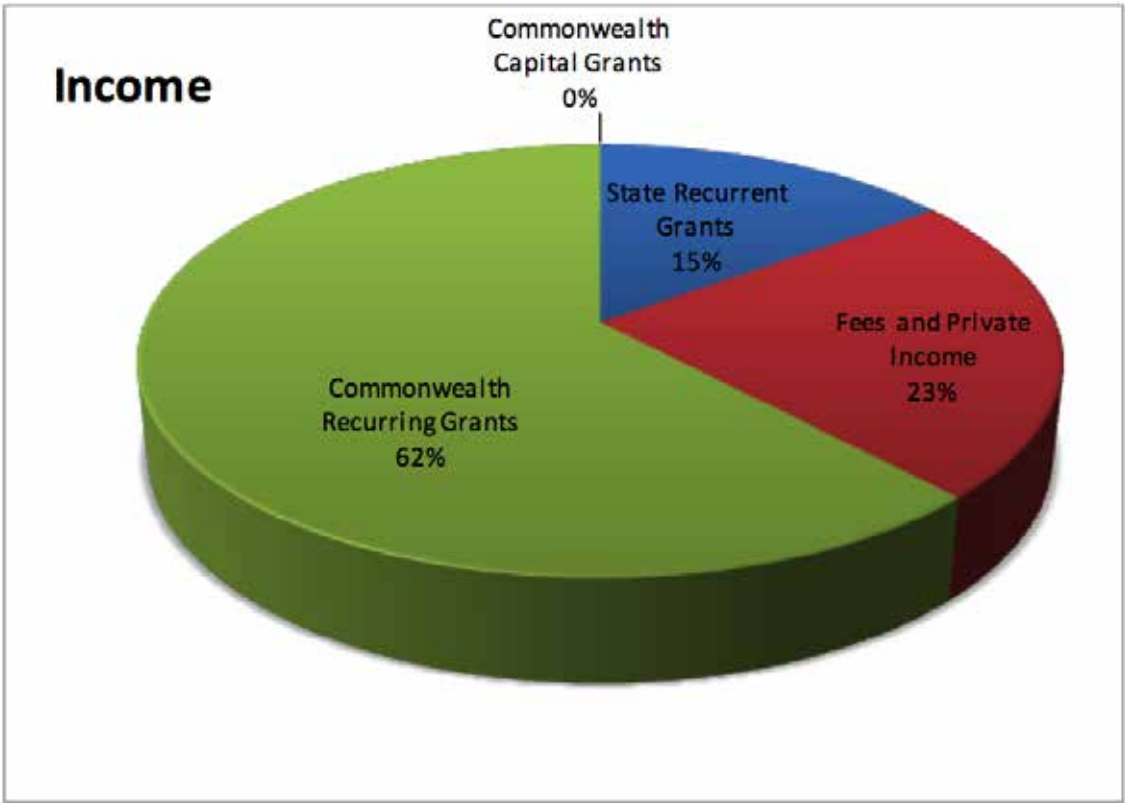
### **Teacher Survey**

A broad range of items were surveyed by staff to assess satisfaction levels. Unanimous agreement was reflected in the realms of school purpose, policies and high standards. Heartfelt satisfaction with employment, curricula, resources and involvement in ministry was indicated by staff as well.

### **Conclusion**

As reported above, there are objective indications that staff, parents and students of Condell Park Christian School are satisfied with the services provided by the school. It is encouraging to see the good number of families represented by parents or family members as volunteer helpers in school projects and classes across Kindergarten to Year 12. We praise the Lord for another rewarding year to His glory and honour.

# SUMMARY OF FINANCIAL INFORMATION







**CONDELL PARK CHRISTIAN SCHOOL**  
29 Lancelot St - Condell Park, NSW 2200