



ANNUAL REPORT 2017

CONDELL PARK CHRISTIAN SCHOOL



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FROM THE PRINCIPAL

As I reflect on the 2017 academic year, I am reminded to be thankful that even when our “best laid plans... go awry”, nothing surprises our omniscient and sovereign God. Before we encountered the challenges of the year, He already knew what the year would hold and how we would navigate each day. I reflect on the challenges and the victories with gratefulness and confidence that we have done all to the glory of God and for the benefit of our School.

As in previous years, we were blessed with a wonderful team of staff at Condell Park Christian School in 2017. I would like to make specific mention of the ministry of Mrs Jessica Fonacier who graciously extended her period of ministry with us until we were able to secure a replacement for her in mid-2017, at which point Miss Gloria Samson took the reigns in Middle Primary. We also welcomed Miss Anna-Grace Ingram as a team teacher in the Lower Primary department and Mrs Carolyn Trumble as a secondary Maths teacher in the latter part of 2017. Our staffing needs were further complicated by the temporary absence of two of our key administrative staff, Mrs Anna Panova and Mrs Rebekah Chaudhary. Mr Lyndon McPherson was able to join us in 2017 and has been a helpful addition to our administration team. At the end of the year, we farewelled Mrs Carol Nasr and Mr Rowan Marcus. We thank the Lord for their ministry and pray for His guidance for them in their future careers. We were also pleased to recognise several staff for significant years of service or for outstanding contribution to the school throughout 2017.

Perhaps the most significant achievement of 2017 was the very pleasing report we received from the NSW Education Standards Authority’s inspectors during our K-10 renewal of registration process. I would like to pay tribute to the many staff members who have worked tirelessly to maintain and upgrade our teaching and administrative documents and processes. NESAs was very pleased to grant us a further five years of registration for our K-10 departments. The improvements we made throughout the re-registration process will stand us in good stead for our renewal of registration for Years 11-12 in 2019.

Significant emphases for the year included, but were not limited to: further development of the Special Education program, provision of Biblical Counselling training for staff, refurbishment of the main music classroom and staff conference room, provision of more library and technology resources and beginning the process of gaining local government authorisation to increase student enrolment numbers. Students also enjoyed several special events such as camps, excursions, visits from various community members, School Spirit Days, interschool sports days, performing arts programs and graduation services.

As I examine the year retrospectively, I can see that although it was busier and more challenging than expected, it was a time in which our school community was given opportunities to grow together and serve our Saviour together. I’m sure I would speak for each and every staff member of our School in expressing that we count it a great privilege to be given the task of investing our lives in the training and nurturing young lives not just for academic and personal success but also for service in whatever ministry God has in store for them.

Donald Leys
Principal

FROM THE CHAIRMAN OF THE SCHOOL COUNCIL

The 2017 academic year was one of good success. The staff and students engaged well with the academic program and were grateful to reflect on a year of growth academically, personally and spiritually both as individuals and as a wider school community.

The year held opportunities for a range of experiences to complement the students' academic program with activities such as Swimming and Athletics Carnivals, a High School Drama Night, a Primary Family and Friends' Night, an Open Day, High School and Primary Camps and Awards Presentations. Other educational activities included the presentation of a school music concert, continued participation in the Premier's Reading Challenge and participation in various competitions.

It is always pleasing to observe the way in which the School not only pursues academic excellence but also places priority emphasis on development of Christian character. This is achieved through Biblical worldview teaching, regular instruction from God's Word in chapels and assemblies, memorisation and exposition of Scripture passages and engagement with opportunities to minister within the school and local communities.

Madeleine Boatto was our sole Year 12 graduate in 2017. We rejoice in her achievements and follow her progress with great interest. Special thanks were offered to the following staff members: Carol Nasr and Rowan Marcus, who concluded their school ministry at the end of the year, and Brenna Jaworski and Rania Ghossain who both achieved significant milestone years of ministry.

It is appropriate that we express our appreciation to Mr Leys and his team for their fine work in teaching and training the young people of Condell Park Christian School throughout 2017. I would also like to thank the School Committee of Management and the School Association for their service and leadership in 2017.

Glenn Matthews
Chairman

FROM THE STUDENT REPRESENTATIVE COUNCIL

The 2017 CPCS School Representative Council (SRC) had a profitable year in planning events and raising student requests. In 2017, Anthony Panov, Kate Castillo and Deng Acuil were elected as Years 9-12 representatives, Samantha Fitzgerald for Years 7-8 and Alanah Fahd for the Primary school. With Mr Lyndon McPherson as the newly appointed staff supervisor of the Council, the school was looking to reinvigorate the SRC programme. Student roles were filled in the SRC with Anthony Panov, Kate Castillo and Deng Acuil fulfilling the roles of Chairmen, Secretary and Treasurer respectively. For the first time, the SRC had a monetary budget to allocate towards any initiatives the Council saw fit, within reason. In the SRC, the members brought up student inquiries such as uniform changes and expanding the canteen specials. The SRC also launched the first Scripture competition to encourage students to take initiative with their Scripture recitation. Competitions were held within the Primary and Secondary departments for a chance to win a free pizza party, with the winners being Upper Primary and Years 9-12. To wrap up the year, the SRC planned a School Spirit Fun Day. The day included a message from Mr Joshua Koura, an all-school quiz and water games at the local oval. With the passing of this year, we are looking forward to more progress in the 2018 SRC program.

Deng Acuil
2017 SRC Treasurer

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Condell Park Christian School is a co-educational, Church-based School with 88 enrolled students in Kindergarten to Year 12 at the conclusion of the 2017 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 2017, our 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 & Punctuation).

The **Year 3** students achieved results consistent with the national average in the Writing category. All other literacy categories - Reading, Spelling and Grammar & Punctuation - were consistently substantially above average. So, too, were the Year 3 students' numeracy results.

The **Year 5** students achieved results consistent with the national average for Reading. Their results for Spelling were a little below average but all students were above the National Minimum Standard. The Year 5 students' results for Writing, Grammar & Punctuation and Numeracy were all above average.

The **Year 7** cohort was too small to be publicly reportable on the MySchool website. However, we are pleased to report that all Year 7 results were above the national average.

The **Year 9** students achieved outstanding results, with all categories rated as substantially above average.

It was pleasing to note that all students achieved at or above the benchmark across all test areas. The overall data has also been helpful in identifying that Condell Park Christian School continues to demonstrate strength in Numeracy across all year groups and that there has been overall improvement in Grammar & Punctuation. The data has helped us to again identify the need to work towards further improvement in some areas of literacy, particularly in the Spelling category.

More detailed information and graphs can be found by locating Condell Park Christian School on the ACARA My School website at: www.myschool.edu.au

Condell Park Christian School's average when compared with all Australian students:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	Substantially Above	Close	Substantially Above	Substantially Above	Substantially Above
Year 5	Close	Above	Below	Above	Above
Year 7	Above	Above	Above	Above	Above
Year 9	Substantially Above	Substantially Above	Substantially Above	Substantially Above	Substantially Above



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.

At the conclusion of 2017, eighteen staff had 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 had graduate qualifications from a higher education institution but lacking formal teacher education qualifications. One was defined as an existing teacher because of years of experience prior to 2004, and one was completing studies at this time.

As well as individualised professional development, all school staff participated in a workshop on Child Protection and WHS, as well as a two day Christian Educators' Conference. 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. Thirteen support staff provide specialised programmes, team teaching, or relief teaching.

Seven additional aides support the classroom teachers by helping to address various needs, particularly in literacy and numeracy. Our full-time Office Manager was on maternity leave at the conclusion of 2017 but was ably assisted by one full-time Administrative Assistant and one part-time Secretary as well as several additional staff from within our Church and School community who fulfil many administrative roles. Broader Church staff members also assist with a range of administrative tasks. A large number of parents and Church members also assist with voluntarily tasks, including fulfilling 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. Our sole Year 12 student in 2017 undertook a TVET course with very good success.

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Condell Park Christian School is a co-educational, Church-based School with 88 enrolled students in Kindergarten to Year 12 at the conclusion of the year. Students come from a wide range of backgrounds, including a significant number of students with languages other than English. Average student attendance rates for the whole school for 2017 were:

Year Level	Attendance Rate %
Kindergarten	97.00
Year 1	96.25
Year 2	96.56
Year 3	96.20
Year 4	97.03
Year 5	97.64
Year 6	95.11
Year 7	99.46
Year 8	96.53
Year 9	97.08
Year 10	95.55
Year 11	97.57
Year 12	91.89

The overall average school attendance rate for 2017 was 96.54%. This was a very slight improvement upon the daily attendance rate in 2016 and demonstrates a continuing trend of gradual improvement in student attendance rates.

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 on an electronic roll by the supervising staff member. Unexplained absences from classes are followed up with an email 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. Parents or guardians of students with an attendance rate of less than 90% for a semester are notified of their child's unsatisfactory attendance rate. Where no improvement is noted in the following semester, the Principal follows up with the parents directly in the form of a conference. Mandatory reporting procedures apply where absences are extended or the student may be at risk.



RETENTION OF YEAR 10 TO YEAR 12

During 2017, four students were enrolled in Year 10. It is pleasing to report that all of these students enrolled to continue their studies throughout Years 11&12 at Condell Park Christian School.

POST SCHOOL DESTINATIONS

As Years 11 and 12 are not accredited, students do not candidate for the Higher School Certificate and post school destinations are not a reportable item as such. However, as a School deemed to be registered for Years 11&12, we can report that the one student who graduated at the end of 2017 has commenced a work and study internship with their local council.

It is worth noting that this student was offered a very generous study scholarship by Western Sydney University which the student chose to decline in favour of the internship currently being undertaken.

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 Education Standards Authority (NESA).

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 body in Christ 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 2017, there were 30 children in K-2, 34 children in Years 3-6 and 24 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. An annual review of the Child Protection Policy and Procedures by the School Association ensures that all legal obligations and pastoral issues are continually being fulfilled. On the other hand, the policies listed below are reviewed on a two yearly basis and the majority of them were reviewed throughout 2016. A full text of the Child Protection Policy or any of the other student welfare policies listed below are available on request.

Security

The school seeks to maintain a safe and supportive environment, which minimises 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.

The Security policy contains 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 further 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 recognises 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-glorifying; and student expressions that are abusive, hurtful, crude and generally not edifying.

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 and 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.

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.

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.

Health Care

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. The procedures were updated to ensure a clear process for the use of the School's Medical Record for which all administration of medicine to students is recorded. It was further noted that sun safety awareness will continue to be taught to students, with sunscreen available for student use when needed. Students requiring health and/or medical services and support or medication are assisted to access these in an appropriate manner. Forms for the administration of medication clearly include the recording of the dosage given at School.

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.

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.

COMPLAINTS AND GRIEVANCES POLICY

Condell Park Christian School acknowledges that Biblical pathways for parent(s)/legal guardian(s), carers, staff, teacher's aides, 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.





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. The School continues to use and promote the recently revised 'Bully Busting' anti-bullying plan.

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 2017

Area	Targets	Key Performance Indicators Achieved
Curriculum	Continued emphasis on literacy	<ul style="list-style-type: none"> - Timetabled sessions for dedicated literacy activities - Continuing participation in the PRC - Provision of additional books for classrooms
	Continued updating of curriculum documents*	<ul style="list-style-type: none"> - Ongoing updates to Scope & Sequence documents - Ongoing updates to Teaching Programs
Students	Development of a Special Education program	<ul style="list-style-type: none"> - Establishment and regular meeting of a Special Education committee - Development and implementation of IEPs for students with Special Educational needs
	Building a mindset of physical fitness	<ul style="list-style-type: none"> - Regular lunchtime outings to local sports facilities - Investigate funding for Sporting Schools activities - Organisation of special sports days for High School
Teachers	Staff unity - opportunities for fellowship and edification	<ul style="list-style-type: none"> - Team building activities during pupil free days - Organisation of special staff outings - Staff participation in spiritual growth sessions
	Development of skills in Biblical counselling	<ul style="list-style-type: none"> - Staff participation in Biblical Counselling course
Premises & Buildings	Common Room refurbishment	<ul style="list-style-type: none"> - Repainting of all internal walls - Installation of new carpet - Provision of new furniture - Organisation of cabling system and network infrastructure
	Provision of staff lounge facilities	<ul style="list-style-type: none"> - Removal of large conference table and paper guillotine - Provision of new furniture and basic staff amenities
Resources	Expansion of High School library resources	<ul style="list-style-type: none"> - Selection and purchasing of a range of library books - Provision of necessary shelving
	Provision of iPads or laptops for the Music Department	<ul style="list-style-type: none"> - Purchase and configure devices - Installation of relevant software
Administration	Automated sign in and out for staff and students	<ul style="list-style-type: none"> - Investigate hardware and software options - Purchase of necessary hardware and software**
	Further progress in using Sentral for parent communication	<ul style="list-style-type: none"> - Use of Sentral Health module for recording and reporting to parents on student medical needs - Use of Sentral Parent Portal for two-way communication about student attendance
Other	Installation of new network clock system	<ul style="list-style-type: none"> - Installation of new cabling infrastructure - Installation and configuring of new clock devices
	Local government authorisation to enrol up to 130 students	<ul style="list-style-type: none"> - Investigate requirements for increasing student numbers - Lodge application with Canterbury-Bankstown Council
	Upgrade of school network infrastructure	<ul style="list-style-type: none"> - Installation of new cabling and wifi access points - Provision of infrastructure to ensure full coverage of church and school property

* Familiarisation with and implementation of new curriculum documents is an ongoing task as NESA gradually rolls out new syllabus documents for each KLA.

** Achieved for staff. Process still ongoing for students.

SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2018

Area	Targets
Curriculum	Greater focus on developing grammar and writing skills.
	Greater focus on reading a variety of texts, with younger students regularly reading aloud.
	Greater focus on problem solving in Maths.
Students	Promoting greater love and care within the student body.
	Developing a more effective reward system, particularly for High School students.
	Opportunities for student growth through provision of a missions trip for senior students.
	Promoting greater respect for staff.
Teachers	Development of a plan to increase the number of available relief teaching staff.
	Locate additional bus drivers from within the Church and School community, and assist them with the procurement of any required upgrades to their driver's licences.
Premises & Buildings	Installation of shade cloth for grass area in front of the demountable.
	Installation of stormwater connection for the bus port.
	Replacement of the air conditioners in the demountable.
Resources	Provision of more books, particularly PRC books.
	Provision of iPads for the Kindergarten classroom.
	Replacement of Years 7-8 desks to be consistent with the rest of High School.
Administration	Research and select an appropriate replacement phone system.
	Make further progress towards paperless administration.
Other	Conduct a trial of separate Primary and High School chapel services.
	Greater focus and resources dedicated to finding staff locally.
	Replacement of bus seat belts.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Condell Park Christian School teaches students the principle of responsibility for their own actions and respect toward others. It is necessary because of the Gospel message of unconditional love to all people. The life of Christ, the Saviour, and our ultimate example, are major themes 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 they 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. The older students in particular are able to use these talents in ministry both locally and abroad by participating in church ministry and in overseas missions trips. Students also look forward to earning awards for their year of academic accomplishments at the annual Awards Days.



Nursing Home Ministry

Students willingly prepared and ministered to the dear residents of a local nursing home, with hearts that were desirous to show care, compassion and thoughtfulness. Residents lit up with thankfulness as the children ministered in song, poem and Scripture. Nursing home staff expressed 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 & Friends' Night

Family & Friends' Night for Pre-Reading to Year 6 was held during Term 3 and the students were delighted to perform in their class presentations. The plays were: 'Mr Brown's Magnificent Apple Tree' (Pre-Reading), 'The Tortoise and the Hare' (Kindergarten & Lower Primary), 'The Armour of God' (Middle Primary) and 'Who Needs Help?' (Upper Primary). The plays conveyed messages relating to compassion, cooperation, resilience, humility, selflessness and respectful behaviour. Students demonstrated teamwork, discipline and effort in their preparations.

High School Drama Nights

The High School students presented two dramatic productions throughout the year. The Years 7-8 group performed 'The Struggles' which addressed themes of compassion, empathy and confidence. The Years 9-12 group performed an allegorical drama entitled, 'You Are What You Eat' which was co-written by one of our Year 11 students. This presentation addressed themes of responsible Christian living and care for others in our community. High standards of commitment, effort and collaboration were key elements of the lengthy and detailed preparation for this ministry.

Music Extravaganza Concerts

These special in-house concerts were conducted each term. During an extended lunchtime at the end of each term, the school students gathered to both perform and observe as the music students of various grades showcased their work throughout the term. The students demonstrated a love for music and the ability to play with increasing skill. The students demonstrated that they have grown together as a respectful group of young people who willingly take personal responsibility for their preparation as well as actively encouraging their peers in the development of their musical skills.

School Music Concert

Students worked with their peers and the music staff to prepare a variety of vocal and instrumental items for presentation at our end-of-year School Music Concert. The theme for the concert was 'Musical Adventures'. Students, staff, parents and friends filled the auditorium for the event and later expressed their gratitude for the hard work students put in both individually and collectively to prepare for a present a very polished program demonstrating their developing skills.

PreReading - Year 6 Awards Day & Years 7-12 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 2017 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

Parents were surveyed about their degree of agreement with ten different statements. An agreement rating of 80% or higher was achieved by nine out of the ten statements, with the strongest ratings being given to:

- My child's school accurately reflects its purpose of focusing on Christian values, Biblical character development and citizenship. (88% agreement)
- My child's school provides a curriculum with a Biblical worldview. (92% agreement)

Parents showed the greatest concern in response to the following statement:

- My child is developing safe and supportive relationships with their peers.

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 families for consideration and implementation in the future. It is pleasing to see that families of the school are supportive and proactive in their role as key members of the school community. There was an overall satisfaction rating of 92%.

Student Survey

It is pleasing to note that more than 90% of students surveyed agreed with the following statements:

- My school encourages me to focus my life on Christian values.
- My school provides a challenging academic curriculum.
- My school provides a curriculum with a Biblical worldview.
- I feel safe on the School premises.
- Most students appreciate, respect and obey the teachers.
- I feel safe amongst the other students at School.
- The teachers demonstrate Christlike care and encouragement.
- My school is preparing me for life-long ministry for Christ.

The students provided additional feedback and suggestions in the form of comments which have been most helpful. Students were able to communicate a desire for a more challenging academic program and a more respectful approach to the teachers from the student body. There was an overall satisfaction rating of 85%.

Teacher Survey

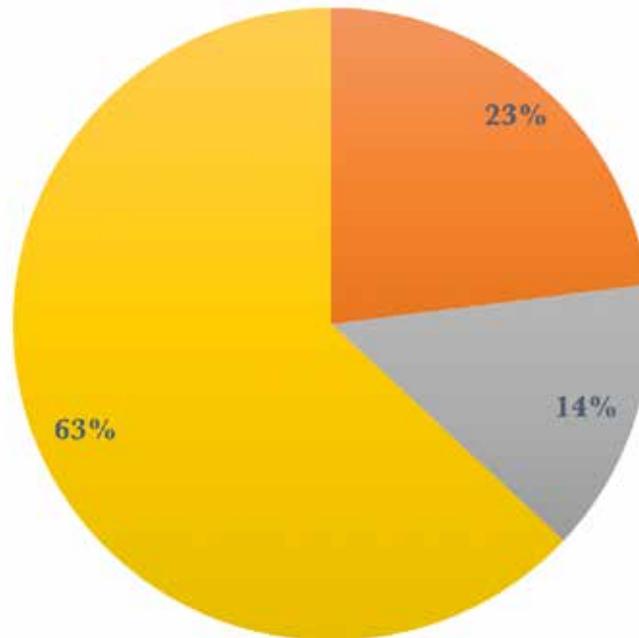
School staff were surveyed about their degree of agreement with 15 different statement. There was unanimous agreement with nine of these statements, the ones with the strongest level of agreement being:

- Staff are supported in their professional development.
- The school property is a safe workplace.
- Staff are committed to focusing students on academic growth and on Biblical character development.
- The school's policies and procedures are effective and are consistent with its purpose and values.

Staff were invited to provide additional feedback and suggestions which proved most helpful in identifying the strengths of the school and areas for improvement from the perspective of the staff. The staff have expressed a desire for the provision of more facilities and a greater level of respect and care to be shown within the staff body. There was an overall satisfaction rating of 92%.

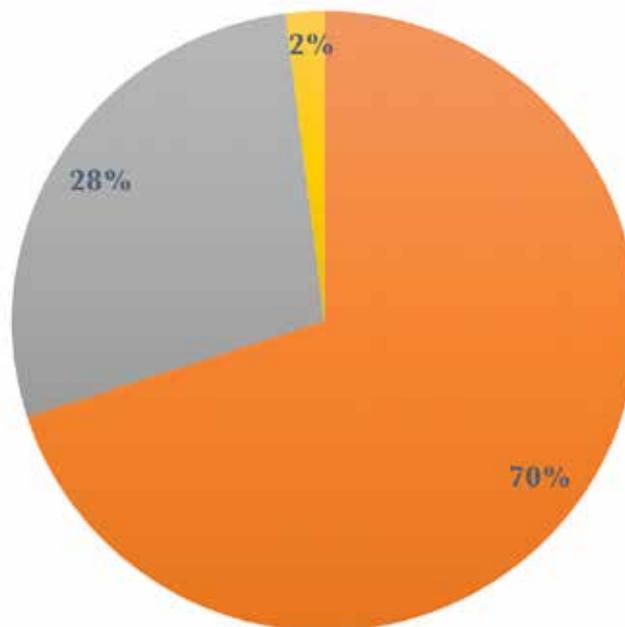
SUMMARY OF FINANCIAL INFORMATION

INCOME



- Fees & Private Income (23%)
- Commonwealth Recurrent Grants (63%)
- State Recurrent Grants (14%)
- Commonwealth Capital Grants (0%)

EXPENDITURE



- Salaries & Related Expenses (70%)
- Non Salary Expenses (28%)
- Capital Expenditure (2%)



CONDELL PARK CHRISTIAN SCHOOL
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