



Annual Report
2018

From the Principal

The year 2018 was a year in Condell Park Christian School characterised by not only encouraging blessings by the good hand of God, but also unexpected challenges, even the uncomfortable grace of God, which reminded us very clearly to ... “in everything give thanks: for this is the will of (our sovereign) God in Christ Jesus....” (1 Thessalonians 5:18)

The academic year had not yet begun and the School Board and executive leaders were involved in making submissions to the Ruddock Special Panel of experts who had begun looking into the matter of Religious Freedom in Australia on behalf of the Federal Government. It had become very obvious to many Christian leaders that since the inclusion of same-sex marriage as a legitimate institution in Australian law, then Christian churches and Christian Schools would very well need additional protection at law from secularists who would seek to demonise any Christian preachers or educators who would wish to uphold traditional, Biblical, one man - one woman marriage. Based on the experience of Christian churches and schools internationally where these same changes to marriage laws were adopted, then there also followed a number of regulations that further impinged upon the Biblical ethos of these institutions. Our church and school leaders were privileged, along with other like-minded Christian leaders to host a meeting of representatives of the Ruddock Review Panel, where we were able to make special deputation regarding our uncompromising

faith position on this most vital matter, and to put the case very clearly for legal protection of our long-standing faith position.

What followed then was a campaign from our church and school community to send a series of emails and to hold (where possible) meetings with Federal

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parliamentary members in order to plead with the government for the introduction of legislation that would guarantee religious freedom of all persons of religious faith. We are yet to see the resolution of these matters by the Australian government.

As the academic year began, the school's enrolment was slightly in excess of 90 students from K-12, representing sure but steady growth. There was some movement of staff, with Miss Ingram and Miss Morgan moving on to other endeavours, whilst Miss Arellano joined our Primary teaching

staff, and each of Mrs Panova and Mrs Chaudhary re-joined our staff following their periods of release for maternity leave.

School activities and achievements were characterised by some very pleasing academic performances, punctuated regularly by class excursions, and school camps in the case of Upper Primary and High School students. An all-school theme day, namely the “Fiver for a Farmer” dress up and donation day, where students and their parents were invited to financially support farming families who were struggling in the grip of prolonged drought, contributed to building respectful, compassionate citizenship in the lives of our young people. The response to this appeal was more than gratifying. Of great character-building benefit also was an initiative undertaken by a high school teacher to engage the junior high school students in regular, curriculum-related, caring and sharing dialogue with elderly residents of a nearby aged care facility. The relationship-building through consistent dialogue, and the production of biographical sketches of the residents to be ultimately included in a printed booklet as a Christmas gift was a highlight to all concerned.

Some encouraging developments throughout this year included: the local City Council gave approval for the school to grow to 130 students enabling our staff to reach out to further young people, and

to enhance the financial viability of the school’s operation; many enquiries from Christian parents in our locality for the enrolment of their children indicate to us that we are providing a much sought-after educational program for young people; some new and fruitful initiatives were commenced in Educational Support for those students identifying with special educational needs; new initiatives were trialled with great success in separate Primary and High School Chapel programs; Performing Arts (Music and Drama) specials were outstandingly successful and rewarding for students; the regular Fiji Missions Trip for senior students was life-changing and life-directing for several of our young people who participated.

Finally, among other rich highlights of the Awards and Graduation Evening of 2018, a massive tribute was paid to Mrs Sue Leys as she completed her 40th successive year of teaching in this School. Her dedication to children, to their faith, to their growth and development as independent-functioning, academically-robust young people was acclaimed with great thankfulness.

We are indeed excited as to what is in store for us in 2019 as a school community, proceeding with both confidence and faith in the Providential care of our great God.

Don Leys
Principal

From the Chairman of the School Council

I am pleased to report on the ministry of Condell Park Christian School in 2018. It provides an opportunity to acknowledge the School's continuing ministry of preparing students for a God-dependent life of service.

The School Board does not have any direct influence on the teaching and discipleship of the students; that is the responsibility of our dedicated teachers and staff. Lead by Principal Don Leys, they work together as a wonderful team, to present our students with a broad range of subjects. Academic excellence is pursued because the mastery of any subject requires the development of certain character traits, such as: diligence, perseverance, stamina, endurance, self-discipline, self-denial, courage and determination. It is the development of these character traits, along with a Biblical worldview, which stands our students in good stead for a life of God-glorifying service beyond our School.

In 2018 our School celebrated a significant milestone - its 40th anniversary. The school has changed and grown in many ways since its humble beginnings, however, there has been one significant constant - Mrs Sue Leys, who has faithfully ministered in the school from its very beginning. Thank you Mrs Leys for your investment in many lives and your consistent encouragement and example to the School staff.

God has been good to our School and we look to Him for guidance in the future. Certainly we are living in the last days and we have many challenges ahead of us. Our main challenge is to remain true to God's Word whilst continuing to provide Christian education that will develop the students both academically and spiritually for Jesus Christ.

Glenn Matthews
Chairman

From the Student Representative Council

2018 was another productive year for the Student Representative Council (SRC) of Condell Park Christian School. With Mr Lyndon McPherson continuing his role as staff supervisor of the SRC, we were able to build upon the progress and momentum of the year before. With many challenges faced the smaller body of four members, Anthony Panov (chairman), Mariam Bengamine Beshere (secretary), Hannah Larrigaudiere and Jacob Fahd being the elected members. Our primary role was to represent the concerns and requests of the students and take action to help improve the school as a whole.

This year we implemented a new suggestion box, for students to be able to bring their requests before the SRC for consideration. As a result, we brought in new waterproof sport jackets and a series of books "The Russell Collection" into the Primary library. We held another Scripture competition, with the Year 6 department being

the recipients of a free pizza party! We trialled the beginning of an Art Club for Years 3-6. This gave students the opportunity to do art work during their lunchtime with two of our senior students leading the art club and organising activities.

To conclude a long and hard year of work the students were rewarded with a School Spirit Fun Day. With an emphasis on school spirit and unity, Pastor Matthews gave a chapel message to encourage the students. This was followed by quizzes and games in the church. Lunch was a sausage sizzle with slurpee machines also available. We had a jumping castle and strength machine at school for the students to enjoy. The day was finished with water activities at the local oval. With another year of continued success, we look forward to another productive year in 2019.

Anthony Panov
2018 SRC Member

Contextual Information About the School

Condell Park Christian School is a co-educational, Church-based School with 87 enrolled students in Kindergarten to Year 12 at the conclusion of the 2018 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 2018, 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 Spelling category. All other literacy categories - Reading, Writing and Grammar & Punctuation were above average, with Reading results being shown as substantially above average. The Year 3 Numeracy results were also above average.

The **Year 5** students also achieved results consistent with the national average in the Spelling category with all other categories being above average. Reading, Writing and Numeracy were all substantially above average.

The **Year 7** students achieved outstanding results with all categories of Literacy and Numeracy being substantially above average.

The **Year 9** students achieved results consistent with the national average in the Spelling category. All other literacy categories - Reading, Writing and Grammar & Punctuation were above average, with Reading and Grammar & Punctuation results being shown as substantially above average. The Year 9 Numeracy results were also 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 has continued to demonstrate areas of strength in Grammar & Punctuation and Numeracy. It is encouraging also to note that there has been improvement all three remaining areas of Reading, Writing and Spelling. The data has also again highlighted that despite the improvement in Spelling results, there is still the need to work towards further improvement in this area.

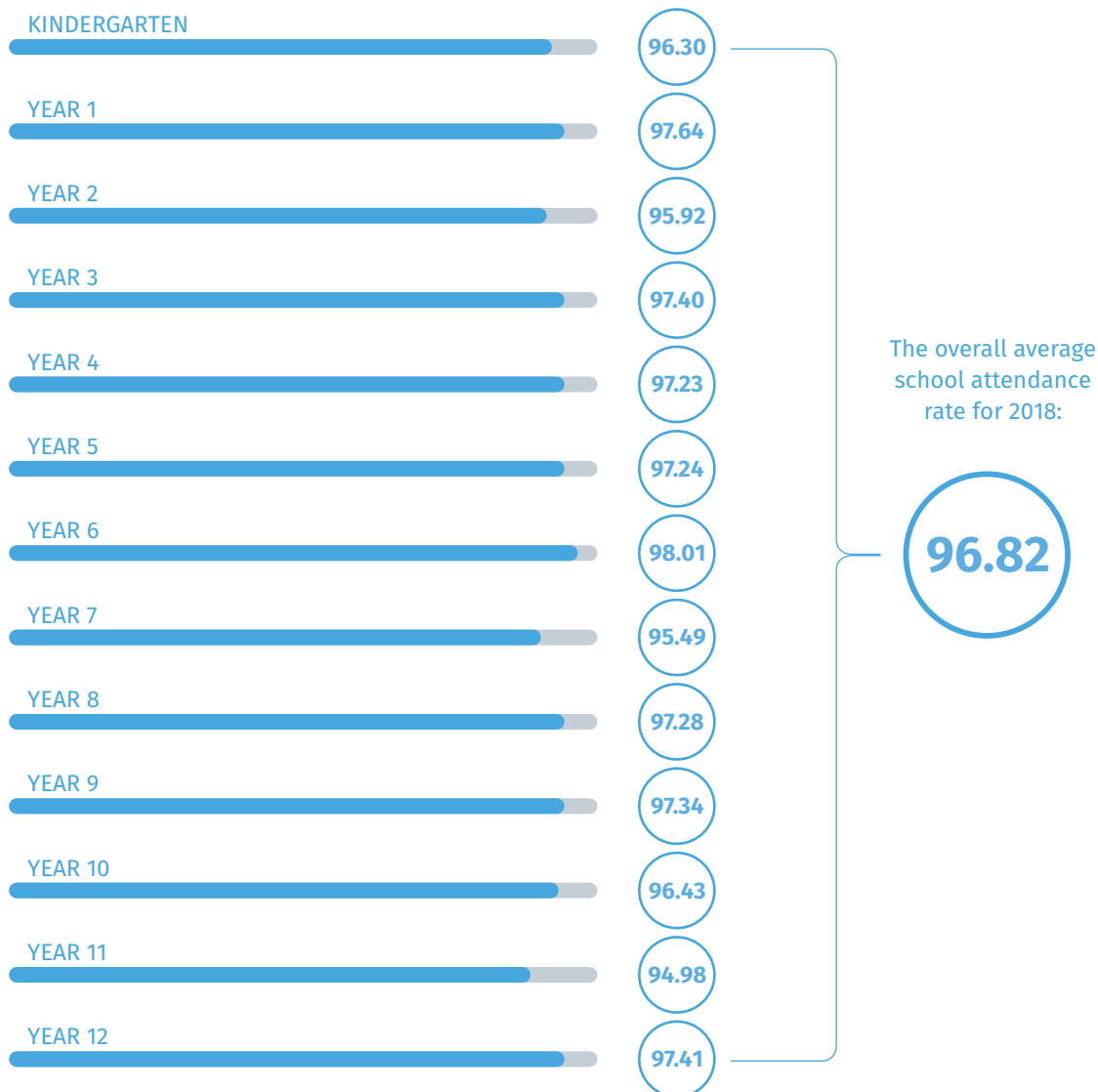
More detailed information and graphs can be found by locating Condell Park Christian School on the ACARA My School website at: www.myschool.edu.au

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

	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Yr 3	Substantially above	Above	Close	Above	Above
Yr 5	Substantially above	Substantially above	Close	Above	Substantially above
Yr 7	Substantially above	Substantially above	Substantially above	Substantially above	Substantially above
Yr 9	Above	Substantially above	Close	Substantially above	Above

School Attendance

Condell Park Christian School is a co-educational, Church-based School with 87 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 2018 were:



This was a very slight improvement upon the daily attendance rate in 2017 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.

General School Information

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. Ten support staff provide specialised programmes, team teaching, or relief teaching.

Ten additional aides support the classroom teachers by helping to address various needs, particularly in literacy and numeracy. Our Office Manager returned from maternity leave to a part-time role in 2018 and 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.

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 2018, fourteen 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 a Proficient 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.

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 Australian Safe Schools Framework, 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 'Bully Busting' anti-bullying plan.

It is important that teachers, teacher's aides, students and parents become aware of the School's Antibullying 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 Antibullying Policy and Procedures which are available on request.

Complaints and Greivance Policy

Condell Park Christian School acknowledges that Biblical pathways must always exist for parent(s)/ legal guardian(s), carers, staff, teacher's aides, volunteers and students to express honestly and sincerely matters of concern. The aim of the policy is to provide fair and equitable processes to ensure that all concerns are considered and resolved in a spirit of love and care for each person. 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.

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.

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.

Total student numbers at the conclusion of 2018 were 24 children in K-2, 29 children in Years 3-6 and 34 children in High School.

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.

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.

Retention of Year 10 to 12

During 2018, five students were enrolled in Year 10. It is pleasing to report that all of these students enrolled to continue their studies throughout Years 11 and 12 at Condell Park Christian School.

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.

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 and 12, we can report the following on the five students who graduated at the end of 2018:

- One student has commenced a Bachelor of Science (Medical Science) at Sydney University.
- One student has commenced a Bachelor of Design in Architecture at Sydney University.
- One student has commenced a Bachelor of Construction Management at Western Sydney University.
- One student has commenced a Bachelor of Arts with the degree of Bachelor of Education (Primary) at Macquarie University.
- One student has commenced a Bachelor of Planning at Western Sydney University.

It is worth noting that four of these students received early entry offers into their chosen university course.

Summary of Student Welfare Policies

Child Protection

The school is committed to providing a safe and secure environment for children to mature academically, spiritually, emotionally and socially based on the principles of God's Word. The school acknowledges that it has a high duty of care to various groups of people and especially to children in its care. The school is committed to the safety of all children including those from culturally and/or linguistically diverse backgrounds, and to provide a safe environment for children living with a disability. 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 2018. 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 practiced. Most frequent communication from the school to the home is conducted through the 'Parent Communication Envelope' system. The school also relies heavily on a school app and email facilities to communicate electronic messages to parents. 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. Annual parent/teacher interviews are conducted at the beginning of Term 3.

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.



The Christian philosophy of this church-school is based on the authority, authenticity and reliability of the Bible...



Behaviour management processes consistent with the school's philosophy are in place with all teachers using effective 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 on Sentral. 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 to engender a good work ethic that continues past the hours spent at school.

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.

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

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:

- 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.
- 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



Parent, Student & Teacher Satisfaction

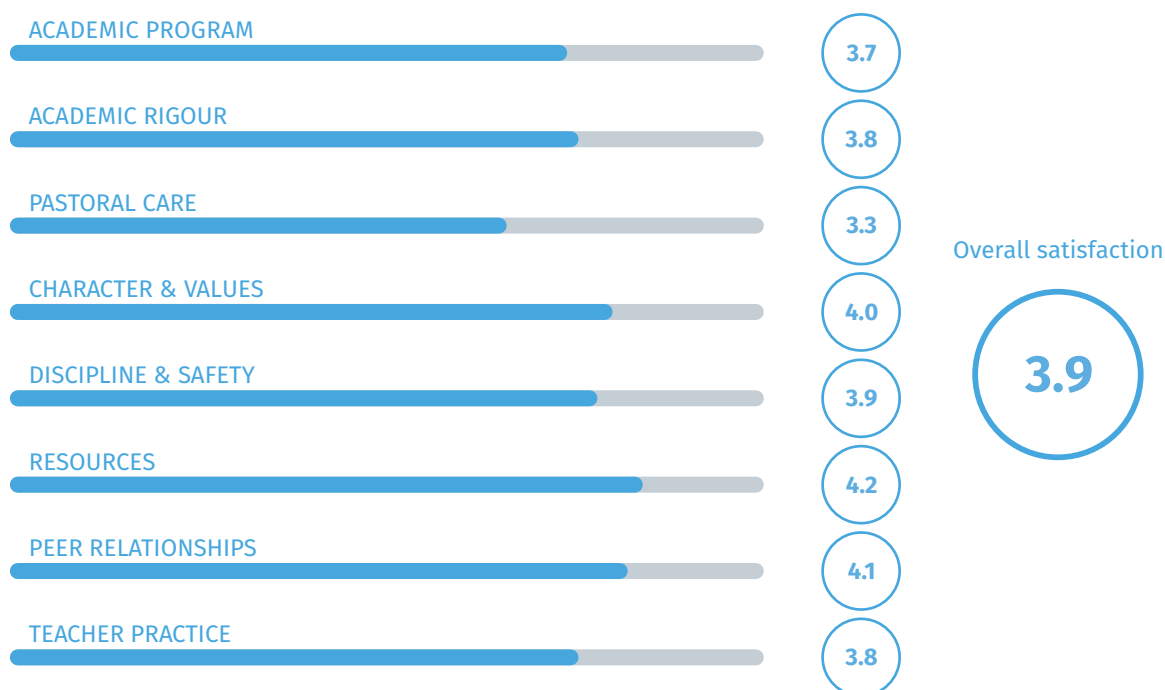
A satisfaction survey was conducted to measure the school's level of success in achieving its goal to provide for students a quality education which is distinctively Christian. High school studies, parents and staff were surveyed across a variety of relevant category groups and asked to provide responses indicating level of agreement with each statement, with a rating of 5.0 being the highest level of agreement. As a part of the Staff Satisfaction Survey, Executive and Classroom Teaching staff were asked to complete several additional questions which were not directly relevant to administrative and support staff. Survey responses were optional, anonymous and confidential.

Some key points to note from the survey data include:

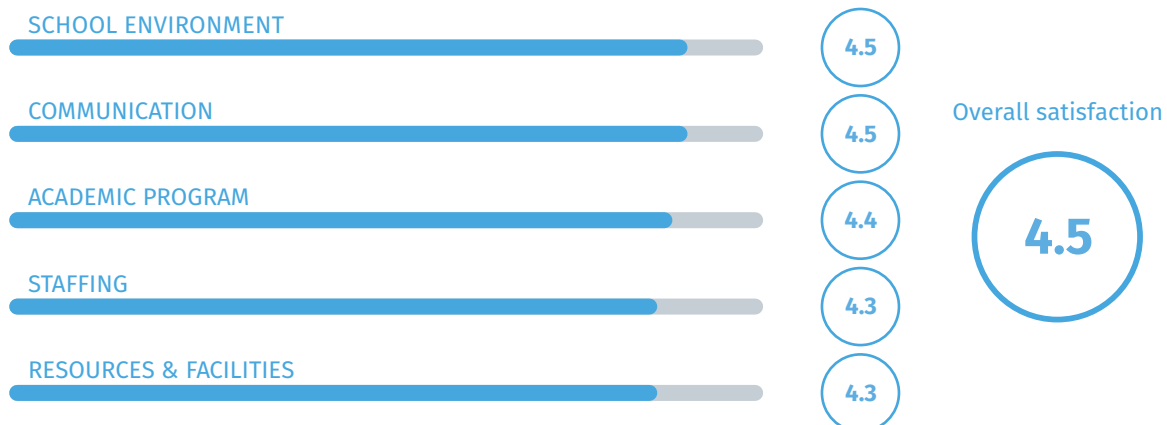
- Students are appreciative of the provision of access to quality learning resources.
- Students feel secure and valued amongst their peers.
- Students feel that there is a need for significant improvement in the provision of pastoral care.
- Parents are supportive of and pleased with the school environment.
- Parents are generally very satisfied with the school.
- Staff are quite satisfied with their employment.
- Teaching and Executive staff feel that communication between staff needs to be much more efficient.

The data collected from these surveys has been useful in informing forward planning in several domains of the school's life. The average agreement rating for questions in each category group are shown below.

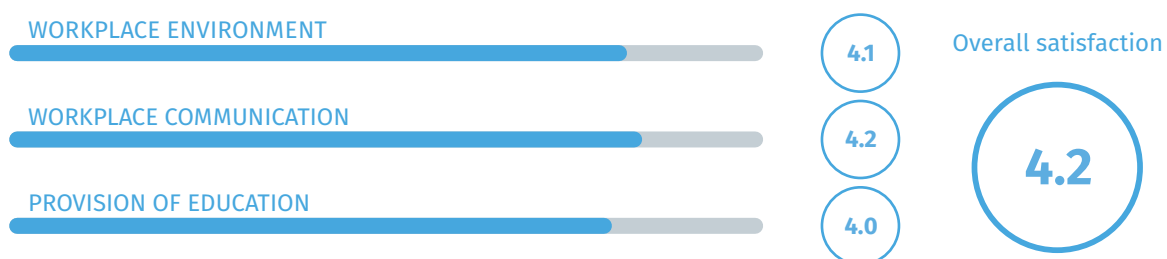
Students



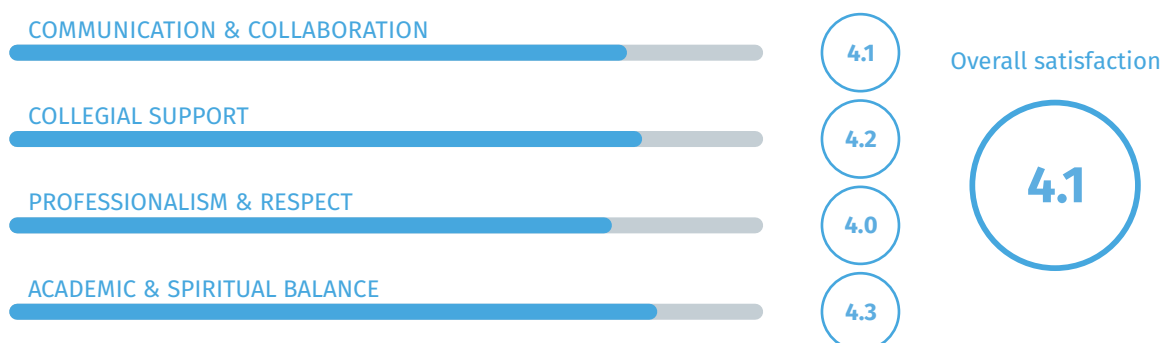
Parents



Staff



Teaching & Executive Staff



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. Furthermore, our Stage 4 students were able to, as a part of an English assignment, visit with and interview residents of a local aged care facility and thereby compile a beautiful book of memories for the residents to keep. These visits culminated with a special Christmas presentation where the students performed Christmas carols, recited Bible passages, interacted with the residents and presented as gifts the compiled book of residents' memories. These visits enabled the students to develop a greater interest in and respect for the elderly in our community. During the course of this project, one of the residents who the students were interviewing passed away. This sad occasion also provided an opportunity for deep discussion about mortality, compassion and empathy as well opportunities for the students to reach out with care to the bereaved family. We are very pleased that our engagement with this new facility has opened the door to an ongoing relationship with the staff and 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 Kindergarten to Year 6 was held during Term 3 and the students were delighted to perform in their class presentations. The plays were: 'The Fruit of the Spirit' (Kindergarten), 'Peter Rabbit' (Lower Primary), 'Charlie and the Chocolate Factory' (Middle Primary) and 'The Trial of Barnabus Wolf' (Upper Primary). The plays conveyed messages relating to love, patience, kindness, compassion, cooperation, resilience, humility, selflessness and respectful behaviour. Students demonstrated teamwork, discipline and effort in their preparations.

High School Drama Night

The Years 9-12 students performed an adapted singalong dramatic production of Charles Dickens's classic story A Christmas Carol. This presentation addressed themes of compassion, respect and social responsibility. High standards of commitment, effort and collaboration were key elements of the lengthy and detailed preparation for this ministry. The singalong element of the production required an additional level of commitment and cooperation from the students who were tasked with incorporating musical elements into the presentation of their character.

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.

Interschool Music & Platform Competition

Students worked throughout the year to prepare music and platform pieces for presentation at our biennial Interschool Music & Platform Competition. Students demonstrated discipline, discernment and teamwork as they worked to prepare both individual and group pieces for performance. We were greatly encouraged to see our students rewarded with a greater number of first-place awards than in any previous year.

Increased Student Counselling

Throughout the early part of the year, it became evident that there were significant peer relationship issues amongst certain groups of the student body. Added to that, there were serious and repeated instances of disrespect shown to peers and to staff. As a result, one to one and group counselling sessions were increased, as well as additional parent-teacher interviews specifically dedicated to discussing these ongoing social issues. Several external professionals were also able to engage with the students to provide helpful information and advice.

Caring Community Project

Throughout Term 4, the Years 9-12 students worked with several staff members to create a series of videos as a part of our Caring Community Project. This project was launched in response to the identification of several social needs arising within the student body. For several consecutive weeks, a new video was launched each Monday morning encouraging students to model a particular character trait in their interactions with each other throughout the week. This same topic was addressed in the Monday morning assembly and the videos were sent home to parents with the encouragement that they watch and discuss the videos at home also. Parents, students and staff were encouraged to provide commendations for particular students who excelled in demonstrating that week's character trait. Such students were publicly commended in the following Monday morning assembly. The students who worked on the project as well as those who were the audience for the videos thoroughly enjoyed engaging with the project. Some of the themes addressed in the videos were: inclusiveness, courtesy, politeness, respect, obedience, selflessness, contentedness and cooperation. We were also pleased to submit our video addressing the attribute of inclusiveness to the K-12 Inclusion Project schools' competition. We were thrilled to learn in early 2019 that we won first prize in the competition.

Kindergarten - 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.

School Determined Improvement Targets for 2018

Area	Targets	Key Performance Indicators Achieved
Curriculum	Greater focus on developing grammar and writing skills.	<ul style="list-style-type: none"> Grammar policy & K-6 Scope and Sequence under development InitialLit (K-2) & Sound Waves (3-6) programs investigated for implementation in 2019
	Greater focus on reading a variety of texts, with younger students regularly reading aloud.	<ul style="list-style-type: none"> Sections of High School mathematic texts are read aloud Primary reading groups implemented for some students
	Greater focus on problem solving in Maths.	<ul style="list-style-type: none"> Incorporated problem-solving activities at the end of the chapter of Maths texts in High School High School Maths tests upgraded to include problem solving strategies
Students	Promote greater love and care within the student body.	<ul style="list-style-type: none"> Teaching opportunities on this topic implemented Specific students and groups counselled as required
	Developing a more effective reward system, particularly for High School students.	<ul style="list-style-type: none"> Greater use of merit certificate program encouraged amongst staff New Honour Roll system currently under development
	Opportunities for student growth through provision of a missions trip for senior students	<ul style="list-style-type: none"> Missions Trip to Fiji accomplished for Years 11-12 students Students reports were extremely positive and appreciative of opportunities for growth through ministry
	Promoting greater respect for staff.	<ul style="list-style-type: none"> Short video series was produced to address issues in an engaging way for all students Direct teaching in Chapel and incidental instruction given
Teachers	Development of a plan to increase the number of available relief teaching staff.	<ul style="list-style-type: none"> Willingness and availability of known teachers is being determined
	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.	<ul style="list-style-type: none"> Personnel who would be willing to upgrade their licence in order to drive a bus have been identified Training and upgrades will be provided in 2019

Area	Targets	Key Performance Indicators Achieved
Premises & Buildings	Installation of shade cloth for grass area in front of the demountable.	<ul style="list-style-type: none"> A 6m x 3m gazebo will be trialed in 2019
	Installation of stormwater connection for the bus port.	<ul style="list-style-type: none"> Awaiting feedback from those responsible for installation Challenges encountered but have been mostly overcome
	Replacement of the air conditioners in the demountable.	<ul style="list-style-type: none"> Air conditioner replaced
Resources	Provision of more books, particularly PRC books.	<ul style="list-style-type: none"> Librarian purchased PRC books throughout the year Bookseller visited school with PRC books for purchase
	Provision of iPads for the Kindergarten classroom.	<ul style="list-style-type: none"> iPads no longer required at this stage
	Replacement of Years 7-8 desks to be consistent with the rest of High School.	<ul style="list-style-type: none"> Additional tables purchased
Administration	Research and select an appropriate replacement phone system.	<ul style="list-style-type: none"> Phone system replaced
	Make further progress towards paperless administration.	<ul style="list-style-type: none"> Letters, documents, memos and general information being sent to parents and staff by email The MYOB system altered to send invoices and statements to parents via email
Other	Conduct a trial of separate Primary and High School chapel services.	<ul style="list-style-type: none"> Trials conducted successfully Separate Chapel services to continue
	Greater focus and resources dedicated to finding staff locally.	<ul style="list-style-type: none"> Attempted, but largely unsuccessful
	Replacement of bus seat belts.	<ul style="list-style-type: none"> Current seat belts are adequate and effective Seatbelts need regular maintenance

School Determined Improvement Targets for 2019

Area	Targets
Curriculum	<ul style="list-style-type: none"> • Development of a plan to improve spelling capabilities across all year levels. • Implementation of MultiLit resources. • Implementation of Answers Bible Curriculum for use in Primary Chapel.
Students	<ul style="list-style-type: none"> • Addressing evident social and emotional needs within the student body. • Provision of greater access to student counselling.
Teachers	<ul style="list-style-type: none"> • Facilitating access to MultiLit training for key staff members. • Participating in a variety of team building activities.
Premises & Buildings	<ul style="list-style-type: none"> • Installation of additional security cameras. • Investigation of options for future development of additional classroom facilities.
Resources	<ul style="list-style-type: none"> • Investigation of options for a comprehensive Christian physical development curriculum. • Sourcing of a variety of apologetics resources for use by staff and students.
Administration	<ul style="list-style-type: none"> • Development of a Strategic Plan. • Formalising an induction program including the development of a multimedia welcome pack.
Other	<ul style="list-style-type: none"> • Development of a plan to improve the school image.

Summary of Financial Information

