



Annual Report
2019

Contents

From the Principal	2
From the Chairman of the School Council	4
From the Student Representative Council	4
Contextual Information About the School	5
Student Performance in National Tests	5
School Attendance	6
General School Information	7
Summary of Student Welfare Policies	9
Policy for Enrolment	11
Parent, Student & Teacher Satisfaction	13
Initiatives Promoting Respect and Responsibility	15
School Determined Improvement Targets for 2019	17
School Determined Improvement Targets for 2020	19
Summary of Financial Information	20

From the Principal

The year 2019 was a year of gratifying academic successes, a huge step forward in our Christian School's staffing formula, a series of special events that built character and advanced the school's impact, and challenging trials that tested our faith and reliance upon our God.

Our teaching staff delivered some outstanding, new and upgraded Biblical Worldview teaching programs throughout 2019 and most students responded with in-class and project assessment tasks of the highest order. Such achievement is testament to the high level of interest shown by parents in their children's regular school work, the daily close engagement of quality teachers with the students, and the motivation of the young people to strive to achieve. Successes were measured externally by the outstanding work of our students both in NAPLAN testing and the achievements of our young people in national academic competitions, such as those run by International Competitions and Assessments for Schools.

This year was also a time of ensuring that our school was comprehensively staffed with gifted teachers and effective administrators, hopefully for many years to come.

We are now in a very pleasing and strong position to meet all of the curriculum delivery and administrative needs of our School. God, in His good Providence, had now given us a teaching and administrative team for which we could be very thankful.

In the midst of many pleasing outcomes demonstrating God's Providential care, in His wisdom He also provided some challenging times for our staff and students, reminding us of the great need for prayerful dependency upon Him for wisdom, grace and the provision of our every need:

- Due to our increases in staffing levels and the salary increases associated with that action, along with several additional large and unexpected costs that we have had to bear, and a small but significant number of unexpected enrolment losses, our School has faced a short-term financial challenge. Very careful management of expenses, combined with every effort to generate additional enrolments has been a necessary but welcome outcome of this trial.


God, in His good providence, has now given us a teaching and administrative team for which we could be very thankful... 

- Also, throughout the year, it was very apparent how much the values and attitudes of this present “broken world” are encroaching upon us all. In a world where there is so much self-absorption among adults and young people alike, our staff are spending increasingly more time exhorting, counselling, rebuking, correcting, encouraging and praying with those who need to have a love for Christ and others to fill their vision and help them with successful and victorious living in their families, their workplaces and their society.
- Our Senior School was inspected the NSW Education Standards Authority (NESA), granting us a further three years approval for the operation of Stage 6. We elected to take a three year period of registration instead of five years in order to align the registration periods for all of our class stages.
- The Awards and Graduation functions. Most gratifying was the graduation of our Year 12 students. It’s here that we witnessed the fruit of God’s transforming power in these students, changing them into God-fearing, academically-grounded, principled and purposeful young people. Of the seven students who graduated from Year 12, two students sought trade vocations whilst the remaining five have pursued university admission. Of these five, four received invitations to undertake studies in the degree courses and institutions of their first preference! One student received an offer for his second preference.

Some significant events that occurred during 2019:

- The 40th Anniversary of Condell Park Christian School, at which time both Mr and Mrs Leys were acknowledged for their contributions to the ministry of Christian Education in this school over a period 40 years and 41 years respectively.
- High School students and staff travelled to Broken Hill for a five-day School Camp.

What a memorable year! We continue to count our blessings!

Don Leys
Principal

From the Chairman of the School Council

The mission of Condell Park Christian School is to provide quality Christian Education by:

Teaching truth in all subjects; developing character in all students; preparing for service in all places.

In 2019 we welcomed several new additions to our teaching and administrative staff. I praise the Lord that each has embraced our School's mission and joined the existing staff in providing quality Christian Education for all our students.

In January six Pre-Reading students enjoyed their first day at School, while in December seven Year 12 students graduated, having been well prepared to represent Christ in the next phase of their lives.

In March, our School celebrated its 40th anniversary. We acknowledge, with much gratitude to the Lord, the faithful and enduring ministry of our Principal, Mr Donald Leys and his wife, Mrs Susan Leys, who have taught our students and guided our staff through the School's long history. They are wonderful examples of perseverance and faithfulness and bear abundant testimony to the sustaining grace of God. Their impact on many lives is impossible for us to quantify. But God knows and, thankfully, He will reward them accordingly. In the meanwhile, we

express our sincere thanks and appreciation to Mr and Mrs Leys.

Thanks and appreciation is also extended to all the staff for their excellent work in preparing for our 2019 School inspection. Representatives from NESA (the NSW Educational Standards Authority) visited our School in July. Praise the Lord, they were pleased with what they witnessed and approved our School's registration of our Stage 6 (Senior School) for another three years. As well as giving thanks to God we also congratulate our staff for their tremendous work in attaining this outcome.

Amid many blessings, 2019 also presented some challenges. Increased staffing levels, salary increases, some unexpected expenses, and the loss of several enrolments were factors that impacted us financially. Thankfully the Committee of Management and the School Association have responded well to these challenges. With the appointment of a Business Manager (Anna Panova) and a comprehensive budget for 2020, the pathway forward is clear and encouraging.

Glenn Matthews
Chairman

From the Student Representative Council

2019 was a wonderful year for the School Representative Council of Condell Park Christian School. The SRC included two captains as well as two additional representatives from High School and two representatives from Primary. We worked alongside Mrs Chaudhary to achieve all that we set out to at the beginning of the year. Our primary goal was to listen to the opinions and ideas of both students and teachers to work towards improving our school.

In 2019, all members of the SRC were active in communicating with their peers and teachers and listening to their concerns. All matters were reported back to the SRC group and, where appropriate, added to the goals for the year. We held multiple fundraisers to help families in need, the 2020 Fiji Missions Team and those in the wider Australian community affected by the drought. We improved the School's overall image and operation through an emphasis on leadership, particularly from our School Captains. Years 5 and 6 were introduced

to High School Chapel where all students began the 'Quieting a Noisy Soul' Series. High School Devotions class was made much more relevant as Mrs Chaudhary, Pastor Matthews and Mrs Matthews addressed societal issues from a Biblical worldview. To end a busy year there was a School Spirit Day and Christmas Party. There were games, Kris Kringle presents and lots of food. The students and teachers ended the day with a few competitive games of volleyball!

Praise God, 2019 was a great year of improvement for Condell Park Christian School. The relationships amongst students and with their teachers were really strengthened throughout the year. Spiritual conversations and encouragement became a bigger part of the school environment. We look forward to all that God will achieve in the School throughout 2020.

Idora Karam
2019 School Captain

Contextual Information About the School

Condell Park Christian School is a co-educational, Church-based School with 94 enrolled students in Kindergarten to Year 12 at the conclusion of the 2019 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 2019, our Year 3, 5, 7 and 9 students participated in the yearly National Assessment Programme – Literacy and Numeracy (NAPLAN). Tests were in Reading, Writing, Spelling, Grammar and Numeracy.

The Year 3 students achieved results above the national average in all categories, with all except Numeracy being reported as well above average.

The Year 5 students also achieved well above average results in all categories except for Numeracy. Numeracy results were close to the national average.

The Year 7 cohort was too small to require reporting in this forum.

The Year 9 cohort was too small to require reporting in this forum.

It was pleasing to note that all students achieved the National Minimum Standard (NMS) across all test areas, with all but one test for one student returning results that were reflective of being above the NMS. The overall data has also been helpful in identifying that Condell Park Christian School has continued to demonstrate a high level of achievement in both Literacy and Numeracy testing. The results of the 2019 NAPLAN testing has helped us to identify Primary Numeracy as a key area for further development.

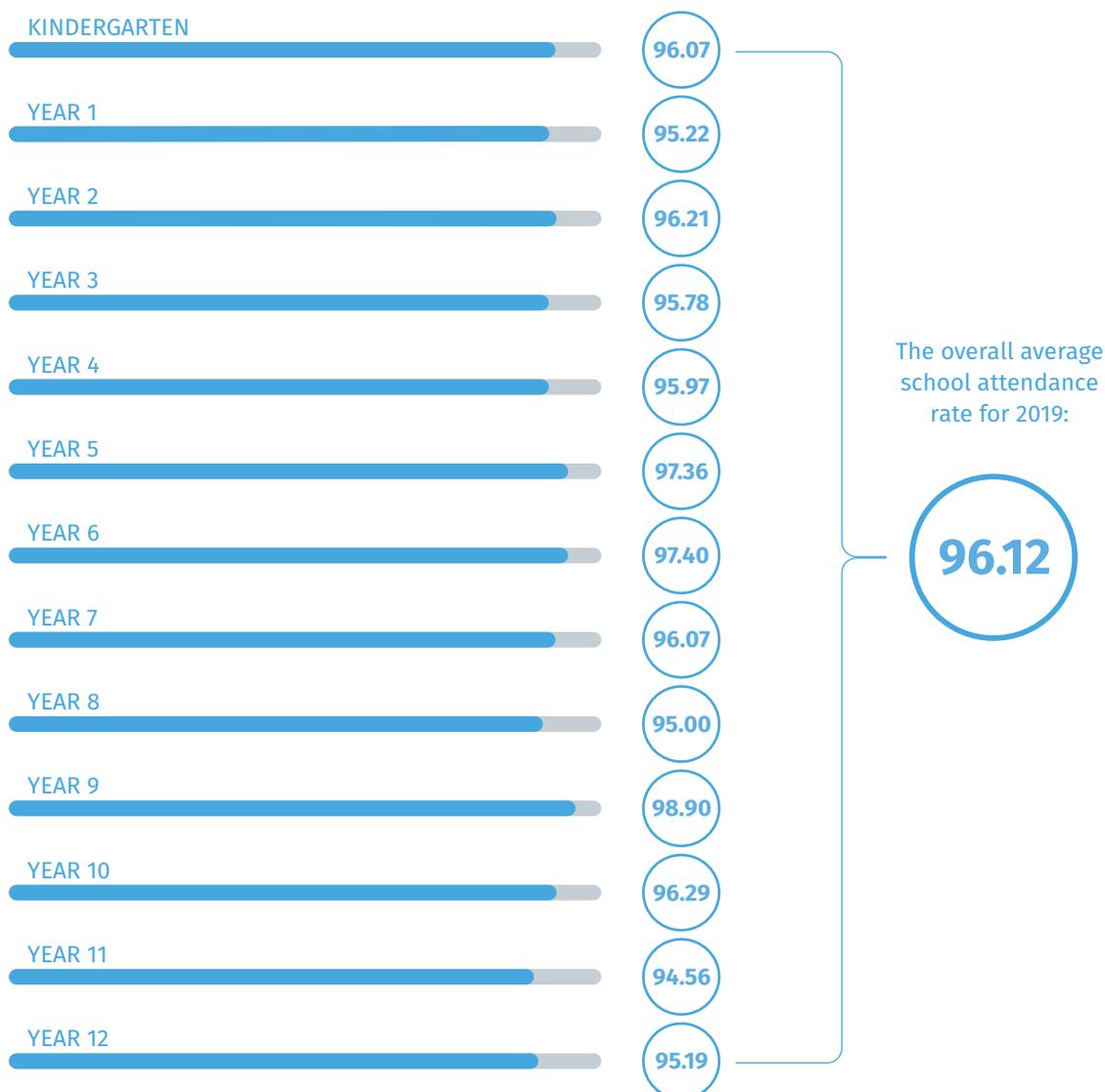
More detailed information and graphs can be found by locating Condell Park Christian School on the ACARA My School website at: www.myschool.edu.au

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

	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
YR 3	Substantially above	Substantially above	Substantially above	Substantially above	Above
YR 5	Substantially above	Substantially above	Substantially above	Substantially above	Close
YR 7	Insufficient number of students				
YR 9	Insufficient number of students				

School Attendance

Condell Park Christian School is a co-educational, Church-based School with 94 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 2019 were:



This was a very slight decrease as compared with the 2018 attendance rate of 96.82%. Nevertheless, we are pleased that following several years of gradual improvement in student attendance rates, our attendance rate for 2019 remains relatively high.

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 automatically generated email to the parents (or guardians) with the request that they provide a timely and feasible explanation for their child's absence. Where unsatisfactory 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. Fourteen support staff provide specialised programmes, team teaching, or relief teaching.

Eleven additional aides support the classroom teachers by helping to address various needs, particularly in literacy and numeracy. The Office Manager continued to be 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 2019, sixteen 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.

Three 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 two were 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 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.

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 2019 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 2019, six 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.

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&12, we can report the following on the seven students who graduated at the end of 2019:

- One student has commenced a Bachelor of Engineering (Honours) at Western Sydney University.
- One student has commenced a Bachelor of Information Technology & Diploma of Information Technology Professional Practice at the University of Technology Sydney.
- One student has commenced a Bachelor of Education (Primary) & Bachelor of Psychology at Macquarie University.
- One student has commenced a Bachelor of Health Science (Paramedicine) at Western Sydney University.
- One student has commenced a Bachelor of Education (Primary) & Bachelor of Arts at Macquarie University.
- Two students are currently seeking placement in a trade apprenticeship.

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. The school relies heavily on a school app, an online portal 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

- 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



Parent, Student & Teacher Satisfaction

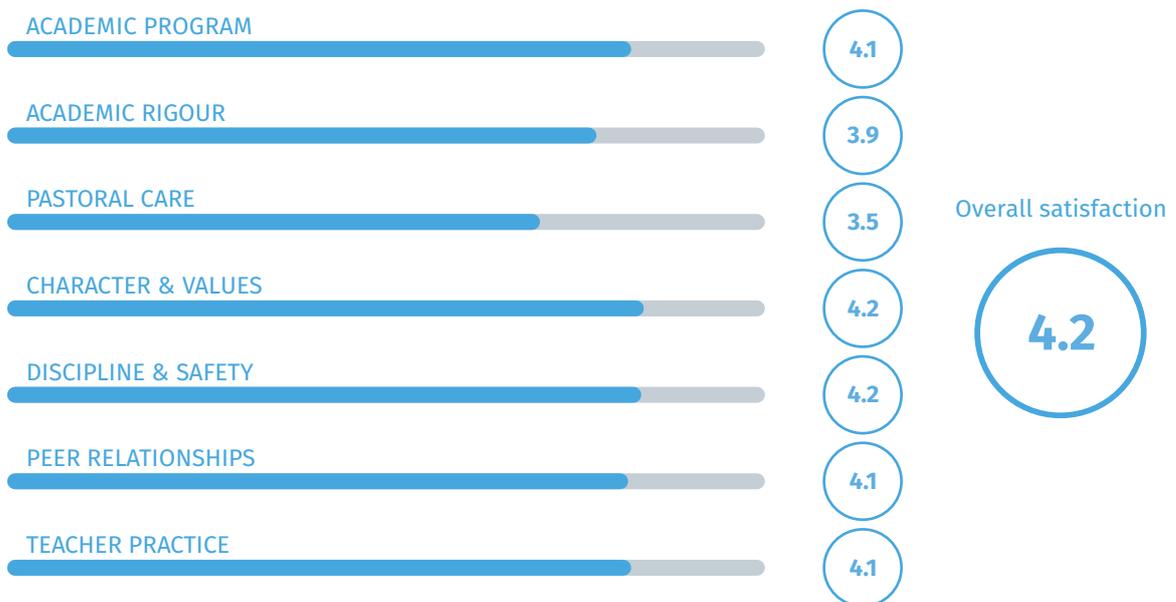
A satisfaction survey was conducted to measure the school's level of success in achieving its goal to provide for students a quality education which is distinctively Christian. High school studies, parents and staff were surveyed across a variety of relevant category groups and asked to provide responses indicating level of agreement with each statement, with a rating of 5.0 being the highest level of agreement. Survey responses were optional, anonymous and confidential.

Some key points to note from the survey data include:

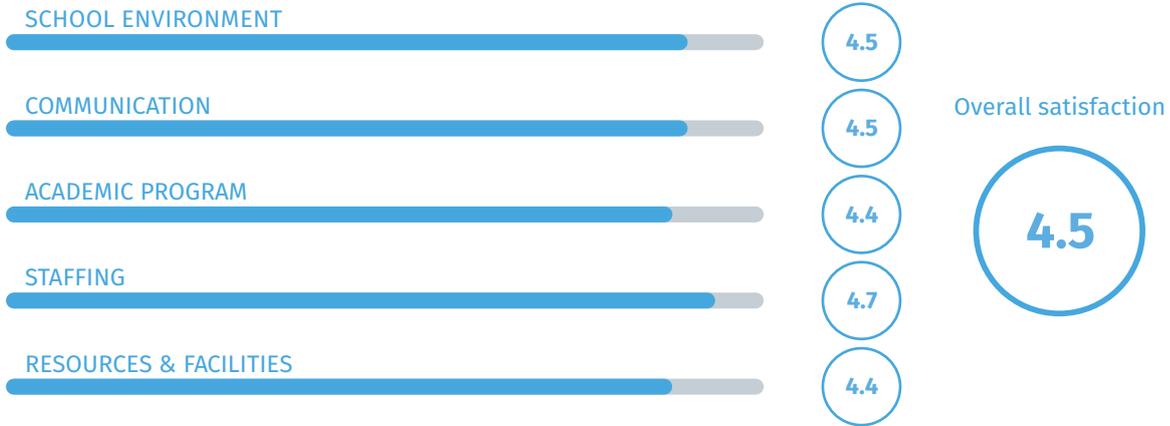
- Students were more satisfied with their schooling experience in 2019 than in previous years.
- Students would like opportunities to be better able to develop good relationships with their peers.
- Students continue to feel that more work is needed in providing quality pastoral care.
- Parents are very pleased with the quality of the staff at Condell Park Christian School.
- Parents would like to see programs and resources better used to cater for a diversity of student strengths.
- Staff have expressed a desire for greater efficiency in communication in the workplace.
- Staff continue to be quite satisfied with their employment.

The data collected from these surveys has been useful in informing forward planning in several domains of the school's life. Much of the feedback was incorporated into our planning for this year's School Determined Improvement Targets.

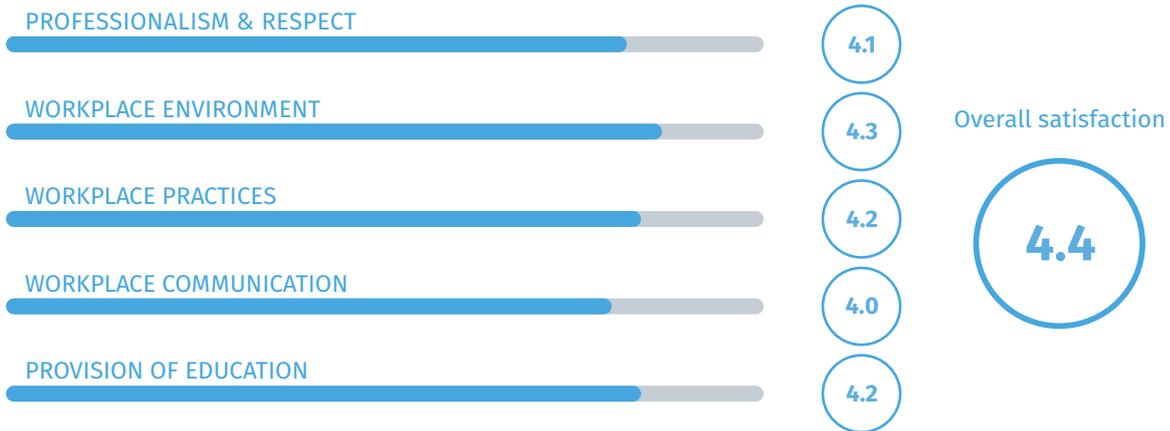
Students



Parents



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. In 2019, we were able to continue a good relationship with a new aged care facility nearby to the School. Students visited in small groups throughout the year and in larger groups towards the end of the year as they presented some Christmas-themed special items to the residents.

SRC & Captains

A small group of students were elected by their peers at the beginning of the year to function as members of the Student Representative Council. These students worked together as a team to present suggestions for improvement of the school facilities, programs and student morale through a range of initiatives throughout the year. We were thrilled to introduce School Captains into our SRC in 2019. Male and female captains were elected from the Year 12 cohort by the student body. The Captains involved themselves

deeply in routine activities such as leadership of assemblies, as well as in deliberate and personal interactions with other students. We were pleased to see the Captains model responsible leadership by attending a range of external special events as representatives of the school where they conducted themselves with both confidence and humility.

High School Camp

Early in the school year, our High School students and staff enjoyed a week of ministry, learning and recreation in the outback town of Broken Hill. The group encountered several challenging and unexpected events along their journey to and from their destination. These challenges served as opportunities for students to develop resilience, care for one another and flexibility. Whilst in Broken Hill, the group enjoyed the opportunity to assist a local church in various ministries. The students were pleased to engage with the local community in activities that allowed them to develop confidence as well as care and compassion for others.

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: 'A Nice Walk in the Jungle' (Kindergarten), 'Mr Popper's Penguins' (Lower Primary), 'The True Tale of the Big Bad Wolf' (Middle Primary) and 'The Boy Who Cried Wolf' (Upper Primary). The plays conveyed messages relating to responsibility, friendship, cooperation, kindness, selflessness and respectful behaviour. Students demonstrated teamwork, discipline and effort in their preparations.

High School Drama Nights

The Years 7-8 students performed in a production of a play entitled 'Apostrophes'. The play explored themes of inclusion, respect and care for others as the characters developed a storyline where school students learnt how to create a sense of belonging amongst their peer group. Later in the year, the Years 9-12 students performed in a production of a play entitled 'Treasure'. The plot followed the main characters who considered ethical implications of their decisions and the values that determined their life decisions. High standards of commitment, effort and collaboration were key elements of the lengthy and detailed preparation for these presentations.

Primary Choir

In 2019, we were excited to launch our Primary Choir group. This voluntary choir group included students from Year 3 through to Year 6. The students met with the Music staff outside of class time, including regular before school practices and occasional lunch time practices in order to develop their individual and group skills in vocal performance. The students and staff greatly enjoyed working together to produce some high-quality work. We are pleased that this initiative has continued into 2020 with a high level of participation from the students.

Music Concert

Our students excitedly presented a range of items from the school bands, string ensemble, choirs and recorder groups at our end of year Music Concert entitled "The Royal Quest". Students and staff enjoyed the opportunity to work together on presentations, some having been developed throughout the entirety of the school year, and each item was delivered with skill and excellence during the performance evening. Students developed skills in persistence, team work and self-discipline as they worked together with their teachers in readiness for this special event.

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 2019

AREA	TARGETS	KEY PERFORMANCE INDICATORS ACHIEVED
Curriculum	Development of a plan to improve spelling capabilities across all year levels	<ul style="list-style-type: none"> Purchasing and implementation of MultiLit resources for use in K-2 Development of a SoundWaves based Spelling program for Years 3-8 to be introduced in 2020 Restructuring of the secondary Spelling program
	Implementation of MultiLit resources	<ul style="list-style-type: none"> Purchasing of MultiLit resources Implementation of MultiLit resources in K-2 class Key staff members attending specialised MultiLit training
	Implementation of Answers Bible Curriculum for use in Primary Chapel	<ul style="list-style-type: none"> Purchasing of Answers Bible Curriculum Implementation of curriculum in weekly Primary chapel sessions
Students	Addressing evident social and emotional needs within the student body	<ul style="list-style-type: none"> Staff collegiate discussion leading to development of strategies for changing and managing classroom rhetoric around achievement, failure and effort Commencement of a systematic study of the 'Quieting a Noisy Soul' course in High School chapel Dedicated Primary and High School chapel times for teaching and discussion of key issues with students Discussion and activities for teachers at November staff development day focused on how to address specific social and emotional needs in the classroom
	Provision of greater access to student counselling	<ul style="list-style-type: none"> Arrangements made for regular pastoral counselling for students manifesting social, spiritual, and/or behavioural needs Development of a plan for a formal counselling program to commence in 2020 Commencement of works to refurbish an office space for part-time use as a counselling facility
Teachers	Facilitating access to MultiLit training for key staff members	<ul style="list-style-type: none"> Three staff members received school-funded MultiLit training
	Participating in a variety of team building activities	<ul style="list-style-type: none"> Staff development days shaped around team building activities and collaborative work Provision of an informal staff outing to Berrima

AREA	TARGETS	KEY PERFORMANCE INDICATORS ACHIEVED
Premises & Buildings	Installation of additional security cameras	<ul style="list-style-type: none"> • Purchase of three new cameras • Installation of new cameras and upgrade to main security console
	Investigation of options for future development of additional classroom facilities	<ul style="list-style-type: none"> • Ongoing collaboration with the landlord, Condell Park Bible Church, about driving progress towards consideration of additional school facilities • Consideration given and pricing obtained for various options for temporary classrooms
Resources	Investigation of options for a comprehensive Christian physical development curriculum	<ul style="list-style-type: none"> • Proposal presented to parents with a good amount of positive feedback received • Sourcing and purchasing of materials from which to build the curriculum • Development of a plan to build a comprehensive curriculum in 2020 for implementation in 2021
	Sourcing of a variety of apologetics resources for use by staff and students	<ul style="list-style-type: none"> • Purchasing of a range of resources for use by staff, students and in classes • Overview of various resources presented to the staff
Administration	Development of a Strategic Plan	<ul style="list-style-type: none"> • Participation in advisory meetings with an AIS consultant • Development of a draft plan by the Principal which was approved by the Board • Commencement of implementation of the plan
	Formalising an induction program including the development of a multimedia welcome pack	<ul style="list-style-type: none"> • Research and selection of an appropriate presentation platform • Creation of multimedia resources • Completion of an initial but basic multimedia welcome pack due for further development in 2020
Other	Development of a plan to improve the school image	<ul style="list-style-type: none"> • Issuing of blazers for all High School students • Updating of sports shorts and culottes • Provisions made for staff to dress more formally for special events • Updating of the staff induction package • Promotion of the school at Christian conferences and within local churches, including updated promotional material • Creation of an updated school promotional video

School Determined Improvement Targets for 2020

AREA	TARGETS
Curriculum	<ul style="list-style-type: none"> • Development of Christian physical and sexual development curriculum • Implementation of an extension and enrichment program for high-achieving students
Students	<ul style="list-style-type: none"> • Implementation of plan to provide regular counselling and pastoral care to students • Further develop an environment of inclusiveness and care within the student body
Teachers	<ul style="list-style-type: none"> • Improved efficiency in communication between staff • Review of roles and workloads for staff
Premises & Buildings	<ul style="list-style-type: none"> • Investigate provision of additional facilities, including: at least one additional High School classroom, a library room and a learning support room • Provision of new playground equipment • Installation of awnings on the Demountable classroom building
Resources	<ul style="list-style-type: none"> • Purchase of additional MultiLit resources for Primary classroom usage • Upgrade of the School's WiFi network equipment
Administration	<ul style="list-style-type: none"> • Increase student enrolments • Updating of Staff and Student handbooks
Other	<ul style="list-style-type: none"> • Greater spiritual focus in the school community as a whole • Increased online exposure and promotion of the School

Summary of Financial Information

