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Key Bodies
Performance
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Attendance
At Canberra Christian School (CCS) we believe that children achieve true growth when their mental, physical and spiritual needs are met. Our school takes a holistic approach to education; therefore it nurtures character development and values creativity, academics, musicality and sport. We encourage our students to reach their full potential through our vision statement: Nurture for today, Learning for tomorrow, Character for eternity.

Canberra Christian School is a metropolitan non-government school catering for students from the age of 2 through to Year 6. It has served the local Canberra community for over 35 years with quality Christian education. Our school facilities include generously sized classrooms and specialist learning areas surrounded by spacious play areas and attractive grounds that provide a secure environment for all students. We are also fortunate to have a well-stocked library covering a comprehensive range of fiction and non-fiction titles, computer stations in all classrooms, class sets of iPads as well as a well-equipped early learning classroom.

Our enviable student-teacher ratios allow our teachers to get to know each child as an individual. Our teaching team combines the enthusiasm of youth with dedication and experience to provide a well-rounded and targeted approach to teaching each child. School staff recognise the individuality of every child's learning needs and offer a program designed to maximise students potential in all areas of learning. There are no indigenous students currently at the school, although approximately a third of the students are from ethnic backgrounds with a language other than English as their first language.

We offer a Pre-Kindergarten program for 4-year-olds which enables children to experience an easy transition to school life. Because the program is on school grounds, children become familiar with the daily surroundings, people, philosophy and routines of school. With flexible attendance, parents can choose how often the child attends, making their start at Canberra Christian School smooth and worry free.

The foundation of our approach to educating each child is a secure and nurturing school environment. We create this environment through appreciation for individual needs, respect for the children in our care and support for their values and opinions. Through this approach we aim to help each child to reach their full potential whilst developing self-esteem and an appreciation for the needs of others.

God began doing a good work in you, and I am sure he will continue it until it is finished when Jesus Christ comes again.

- Philippians 1:6
2015 was another year of exciting growth for our school. Enrolments and staff again doubled by December. Primary enrolments increased 50% over the previous year and we now have over 140 enrolled in our Early Learning Centre (ELC) and School. Finances were carefully managed resulting in a surplus from the entire campus.

The second Pre-Kindergarten class opened in August 2015 and enrolments were maximised within the month of September 2015.

It was a year of reflection and change, with three key reviews for the school and ELC to maximise resources and ensure the focus of the School and ELC were being realised.

The year began with our maintenance team and staff spending countless additional hours to create engaging and fresh learning spaces for both the School and ELC. This resulted in a fantastic start to the year with excited families and children for the year ahead.

In mid 2015 the Board Chair James Toogood moved on from his role at CCS. We would like to express our appreciation for the work of James over his many years at Canberra Christian School.

A core focus for CCS staff is to grow our school and ELC community to ensure each family is engaged and appreciated. A number of programs commenced and/or continued to ensure this, including Mothers Morning Tea, Family Church, International Day, Movie Nights, Date Nights, Carnival, Fun-Runs, Fundraising, Tuck-shop, Library support – thank you so much for 2015.

Our school’s core value is that both parents and a loving beneficent God treasure each child uniquely. This is why our mission is to tailor curriculum, social and sport activities for your child so they achieve their personal best potential. Our vision is to extend this beyond Primary so that we will support your child through their teen years for a values-cantered successful life tomorrow.

Phillip Yates, BEd, GradDipTheo
School Board Chair
Canberra Christian School is operated by the Seventh-day Adventist Schools, an organisation of the Seventh-day Adventist Church (SNSW). The direct administration of the School is delegated to the School Board, which is appointed by the company’s Board of Directors. Eight members make up the School Board. The role of the School Board is to support the Principal in the running of the school. This includes overseeing the Strategic Management Plan, Annual Plan, Finances, WHS, Buildings and Plant management and Policy making.

As 2016 commences I would like to take this opportunity to express my excitement and thanks for the privilege to work with a team of dedicated staff, professional School Board and energetic parent body. Together I know our students will flourish both academically and in their Christian Faith.

Canberra Christian School has served the local Canberra community for over 35 years. Parents elect to enrol their children at our school because of our small size, our ability to offer individualised learning, our Christian emphasis and our excellent academic achievements.

2015 has been a successful year as this report illustrates. Staff, parents and students can be proud of our school’s academic, musical and individualised achievements.

I took on the role of Principal in 2014 and I would like to personally thank the staff, students and community for a successful 2015. Our school is blessed to have so many people that works tirelessly to achieve the best for our students and school with countless memorable opportunities for each child.
PERFORMANCE

Student Progress and Achievement

SCHOOL PROGRAM

Canberra Christian School staff recognise the individuality of a child's learning needs and offers a program designed to maximise their potential in all areas of learning. Children are placed on levels of work based on achievement outcomes rather than chronological age resulting in satisfaction and challenge being an integral part of the child's learning program. Children at an early age see themselves as individuals in their learning and are usually willing to be placed at appropriate levels for themselves rather than being concerned about their peers. The overall result is children feeling positive about their achievements in the academic areas.

Additionally our specialised music program, child developed television station and sport programs provide excellent variety for students seeking a challenge inside and outside the regular classroom.

2015 NAPLAN RESULTS

Canberra Christian School prides itself on its academic achievement. The following data provides a small sample of our academic achievement for 2015. However, it is important to note that due to our small class sizes for both years 3 and 5 data may be marginally inaccurate.

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.
### Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>29%</td>
<td>43%</td>
<td>29%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Grammar and Punctuation

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
**TEACHER STANDARDS**

Canberra Christian School (CCS) teachers are well qualified and are teaching in their specific fields of expertise. Their experience, coupled with small class sizes afford CCS students every opportunity to succeed.

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Qualifications</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Bree Hills</td>
<td>Bachelor of Education</td>
<td>8</td>
</tr>
<tr>
<td>Mrs Elize Celic</td>
<td>Bachelor of Education</td>
<td>2</td>
</tr>
<tr>
<td>Mrs Ashley Raymond</td>
<td>Bachelor of Education</td>
<td>1</td>
</tr>
<tr>
<td>Mrs Amy Willing</td>
<td>Bachelor of Education</td>
<td>5</td>
</tr>
<tr>
<td>Mrs Urvashi Rajput</td>
<td>Bachelor of Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Our CCS staff for 2014 also included a specialised music/band teacher, part time librarian as well as a school administrator.

**STAFF ATTENDANCE**

Canberra Christian School teaching staff continued to demonstrate a strong commitment to their profession during 2015 with an average attendance for the year of 92%.

**WORK FORCE COMPOSITION**

At Canberra Christian School our teaching staff consisted of 5 female teachers. 3 were full time teachers and 2 was part time. There are no staff members that are indigenous. The teachers classroom experience ranges from 1 years to 8+ years.

**LEARNING AND TEACHING STANDARDS OF STAFF**

Teaching is complex and demanding work that requires highly specialised skills and knowledge to impact significantly on student learning. Improving the learning outcomes of all students regardless of their socioeconomic background or geographic location is Canberra Christian School’s key objective for education.

Central to this objective is recognition that, as professionals, teachers need to update their skills and knowledge continuously, not only in response to a changing world but in response to new research and emerging knowledge about learning and teaching.

During 2014 teacher professional development and learning included whole-school programs and individual study programs. All teachers maintained their First Aid – Level 2 credentials and resuscitation as well as their Anaphylaxis and Asthma training.

Student free days were utilized for training with other schools as well as training in assessment, differentiated curriculum and ICT - specifically the use of new class iPads and their impact on classroom teaching and learning.

A number of the key teacher professional development and learning opportunities attended by staff are listed below.

- Interschool CASE/CAPE meeting
- Literacy and Numeracy Coaching Academy (LNCA)
- Principal participation and attendance at AIS and CSA
- Specialised literacy training for all teachers Jolly Phonics
- Fire safety training
- Differentiated curriculum
- Australian Curriculum programming and assessment training
- iPads in the classroom
- WHS Management

<table>
<thead>
<tr>
<th>TOTAL STAFF PD EXPERIENCES</th>
<th>AVERAGE COST PER TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td>$1215</td>
</tr>
</tbody>
</table>
Students are provided with excellent academic, co-curricular and pastoral care programs to develop young people of character.

During 2015, academic, pastoral care and co-curricular programs included:

- Meet the teachers
- Band Camp and band performances
- Choir performances
- Tin Whistle and Bells performances
- Noteworthy Concert
- CCS Carnival Day
- Week of Spiritual Emphasis
- Chapel and Chaplain Visits
- Family Church
- After School programs – Sport, Art, Science
- Book week
- German lessons
- Novelty Days – Crazy Hair Day, Pancake Morning, PJ Day, Snow day
- Community service activities – Operation Christmas Child
- International Food Day
- ANZAC Service
- NAIDOC Week
- Incursions – Bees, Brickworks, Chickens, Gigaleese, NRMA, Shelter building, Fire Department, Tadpoles and Frogs
- Physical Education – Gymnastics, Tennis, Swimming lessons
- Date Nights for parents
- Court House Excursion
- Christmas Presentation Night and programs
- Farmyard Nursery Excursion
- Fun Run and Wheels Day
- Gardening
- Jamberoo
- PitStop
- Spelling Bee
- Science Class and Fair
- Sydney Trip
- Weetbix Triathlon
CCS Carnival Day
Each year CCS holds a Carnival Day to encourage the school and local community to explore our school. The day was filled with different activities that ranged from face painting, jumping castles, a live band, arcade games, sumo wrestling and cookie decorating. Other stalls included a sausage sizzle, popcorn, lemonade, trinkets, cakes and a coffee bar. Parents also had the opportunity to visit their child’s teacher for a Goals Night where parents, students and teacher collectively sit down and determine the goals for each student.

Family Church
This year CCS saw a need for the school, church and community to come together and fellowship as a united group. CCS wanted to give the community an opportunity to be welcomed into a safe, enjoyable, kid and family friendly environment. Once every term we used the school hall, decorated it to a specific theme and created an atmosphere where the whole family would feel welcomed. Families enjoyed CCS hospitality through music, crafts, message, story, food and a take home pack.

Community Service Activities
In 2015 CCS launched Operation Christmas Child as one of our community service activities. Students and families were encouraged to donate items of clothing, toys and stationery in big boxes in the foyer of the school for several weeks. During the final week the items were sorted and all the students participated in a packing party by sorting and packing the items into shoe boxes according to gender and age. At the end our school managed to pack 62 boxes that were sent to Cambodia.

NAIDOC Week
During NAIDOC week we spend time each day learning about and celebrating Australia’s Indigenous and Torres Strait Islander people. During the afternoons we had a visitor come along to spend time with the students, which was followed by a cultural activity such as cultural dances, Torre Strait Islander songs, painting and cooking. On the Friday students gave a performance to family and friends about what they have learned during the week, and we also enjoyed a didgeridoo performance by a year 4 Indigenous student.

Incursions
CCS provides numerous incursions each year for students to develop their interest and skills in different areas. In 2015 we had exciting incursions that ranged from a beekeeper with bees, tadpoles and frogs, to watching chickens hatch in an incubator. Expert incursion teams also provided students the opportunity to enhance their technology skills through shelter building and brickworks. Students also enjoyed visits from the fire department, NRMA, and the Gigaleese team.

Court House Excursion
At CCS each student is given the opportunity to spend time developing their listening and speaking skills in a variety of environments. Students in years 3-6 had the opportunity to attend Australian Capital Territory Supreme Courts. Each student developed a question that they then asked a member of the court, to further understand how the Supreme Court operates. The students also ran a mock trial in a criminal court room demonstrating their listening, speaking and reasoning skills.

Spelling Bee
This year CCS was proud to develop and organize their first spelling bee. All students were encouraged to participate in the spelling bee competition which had three visiting judges, spelling bee activities and prizes. There were three spelling bee divisions for lower, middle and upper primary and participants were provided with a word list to study for the spelling bee day. Students also competed in the spelling bee activities by designing and creating their own spelling bee craft and logo.

Sydney Trip
Each year CCS has an educational overnight excursion with the entire school. In 2015 we went to Sydney for a two day overnight stay. Parents and families were invited to come along and participate in the activities planned. This year we enjoyed visiting the train museum, flip-out, and a Lego exhibition in Sydney CBD which provided students with the opportunity to build and create their own Lego masterpieces. The trip concluded with a walk and picnic under the Sydney Harbour Bridge.
Student attendance remained at a pleasing level throughout the school year with an average attendance rate of 94%. There was a slight drop in Term 3 when families tend to travel and sickness is more prevalent.

**MANAGEMENT OF NON ATTENDANCE**

If a student is absent from school a letter must be sent from home or phone call made by a parent. An email can also be sent to the school, which is then printed and given to the appropriate class teacher. If a phone call from home is made the secretary writes a note of the phone call and also passes it to the appropriate class teacher.

If the attendance of a student falls below 70% attendance year-to-date, the class teacher will notify the Principal and continue to report while the attendance remains below 70% year-to-date. It is the responsibility of the Principal to review the attendance record and if it is unacceptable will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance are developed. If these strategies are not adhered to the school will report the family to Children Services for “Failure to educate” and organise a conference.
Aim

All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support.

All students are expected to live in harmony with Christian values, show a respect for Christian principles and attend classes and participate in activities of the school and apply themselves to its curriculum.

Implementation

- All children who are eligible to attend a Government school are welcome to attend our school.

- Students enrolling at our school as part of a Pre-Kinder intake will be required to provide proof of age, indicating that they have turned four years of age by the 30th April of that year. An immunisation certificate is required from all students enrolling in Kindergarten. Where applicable the child’s visa and/or passport will be sighted and photocopied.

- A child who is younger than the minimum age of entry but has transferred from an interstate school is eligible for enrolment.

Evidence of age and full-time enrolment at the interstate school must be provided.

- Parents seeking early age entry for their children due to Gifted and Talented reasons must make a written application including an Educational Psychological Report to the Principal. The application will be forwarded to the School Board. If approval is given by the School Council the school can proceed with enrolling the child.

- Information regarding the enrolment of overseas students is available.

- When a student with disabilities seeks admission in Canberra Christian School, a consultation meeting with the Principal, parents, teachers and any relevant service providers will be held. This meeting will investigate adjustments to the teaching program that will be necessary to ensure the student has access to an education similar to that of the other students in the School. This will occur before the student is granted admission to the school. The School Council will review the application and the necessary adjustments to the program needed in the light of the schools present resources when deciding on the application.
All enrolments will require details entered immediately onto the administrative computer system.

All students from K-6 will be informed of their obligations upon joining the school, eg expectations in relationship to rules, homework, uniform etc.

The Principal may approve enrolment applications on behalf of the School Council, informing them at the next Council meeting.

Students will be allocated to classes according to a combination of class size and student need.

A non-refundable deposit of $200 is payable on receipt of a confirmation letter written on behalf of the School Council approving the enrolment. This deposit is credited to your school account and will go towards your child/ren's school fees. Refunds are not given if your child does not attend our school.

Our enrolment process is outlined briefly in the student handbook. A full copy of the policy is available at the school office.

**COMPOSITION OF PRIMARY SCHOOL**

Our student population for 2015 included 45 students ranging from Kindergarten to Year 6. We had 2 Indigenous students enrolled for the year. The Pre-Kinder class (4-year-olds) consists of 41 students per day.

The student population consisted of 56 boys and 30 girls. 24% were Seventh-day Adventists and 76% of the school population are from other faiths.
All School policies and procedures are available for viewing from the school office at any time. Policies and procedures are reviewed over a 4 year period by the School Board.

The following policy summaries are just a small sample that are available.

Complaints and Grievances Policy
Our policy for complaints and grievances (due process), outlines the procedure for parents to follow if they are concerned about any issues relating to the welfare and learning of their child. There are several levels of help given to parents to resolve any issue.

The organisational structure for handling complaints starts with speaking with the support staff member or classroom teacher for which the complaint has arisen. If no resolution is agreed upon, the next step is communication with the Principal. If no resolution is agreed upon, the next steps are communication with the Education Director and then the Chairman of the Board of Directors.

There were no changes to the Policy in 2014. The Grievance Policy can be obtained from the school office.

Student Welfare Policy
All children have a right to feel safe and supported in their school environment. School staff have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

The Student welfare policy:
• Encompasses all that the school does to promote and meet the spiritual, personal, social and learning needs of the child
• Creates a safe, caring environment in which students are nurtured as they learn
• Provides opportunities for students to:
  a. experience success in their learning
  b. make a useful contribution to the community in which they live, as well as their school environment
  c. derive joy from their learning
  d. work and play in a safe environment free from ridicule, verbal & physical abuse and any kind of behaviour that may hamper their learning
• Supports the student in wanting an environment that is free from disruption caused by unruly behaviour
• Encourages the student to value differences within their cultures
• Supports the student in all aspects of their learning.
Student Welfare at Canberra Christian School:
• Encompasses everything the school community does to meet the personal, social and learning needs of students
• Creates a safe, caring school environment in which students are nurtured as they learn
• Is achieved through the total school curriculum and the way it is delivered
• Incorporates effective discipline
• Incorporates preventive health and social skills programs
• Stresses the value of collaborative early intervention when problems are identified
• Provides ongoing educational services to support students
• Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
• Recognises the role that the school plays as a resource to link families with community support services
• Provides opportunities for students to:
  • Enjoy success and recognition
  • Make a useful contribution to the life of the school
  • Derive enjoyment from their learning

There were no changes to the Policy in 2013. The Policy can be obtained from the school office.

Discipline Policy
The School’s discipline policy promotes a good safe working environment for all students. It is important for students to have positive discipline to help in their learning.

There are three aims of the discipline policy and student behaviour management plan at Canberra Christian School:
1. The creation of a sense of community at both school and classroom level.
2. The creation of safe and supportive school environments.
3. The development of moral and responsible citizens.

The student discipline policy includes the following:
• The importance of a good learning environment
• The expectation of good discipline within the school
• The authority of the Principal
• The responsibilities of the parents
• Fair Discipline Code
• School rules
• Anti-racism and Grievance procedure
• Strategies to promote good discipline and learning
• Practices designed to recognise and reinforce student achievement
• Strategies for dealing with unacceptable behaviour
• Suspension, exclusion and expulsion from school

The discipline policy can be viewed at the school at any time at the school office. There were no changes to the Policy in 2014.

No corporal punishment is permitted at the school.

The time is always right to do what is right.
-Martin Luther King Jr.
School Improvement Plan

All schools want their students to succeed. But schools can only make a lasting difference when they focus on specific goals and strategies for change. School improvement planning (SIP) is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children’s learning at school and in the home.

Achievements in SIP Key Areas for 2015

- Review all school documents and policies and create a consistent uniform’ feel
- Through the newsletter and discussions with parents promote the after-school Bible studies program
- Create enthusiasm and excitement around Church participation and school presentations at Church
- Review the current approach to service projects within the school and create a structured plan for the new year
- Review how staff are currently provided with spiritual nurturing in the school and propose new opportunities
- Create stronger links between school/conference/Church
- Review current improvement process and report and create new one
- Revise/improve student reports and portfolios
- Improve the schools required assessments, assessment process, assessment records
- Create new Personal Professional Development Plan Template. Which asks staff and staffs direct report to create three spiritual, personal and school goals for the year. Assess the professional learning that is required to meet the goals.
- Review the current learning support provided to students in the school and its perceived success
- Create a new school curriculum and scope and sequence based on a 3 year cycle and inclusive of the ACT Curriculum, Australian Curriculum and Encounter Curriculum
- Identify how students engage with their learning in classrooms and plan to enhance this and implement a differentiated approach to curriculum in the school

Priority SIP Areas for 2016
- Further review the Vision, Mission to clarify the purpose of the school
- Work more with the community to engage in service projects and provide children a chance to model the vision and mission of the school
- Work towards a buddy program to further promote a nurturing environment where older children are paired with younger ones.
- Develop and maintain a uniform recording system for student welfare notes and information.
- Create a comprehensive Data Board for all students in the school to highlight strengths and weaknesses.
- Create stronger links between school/conference/Church
- Create a comprehensive set of ‘entry’ assessments to be administered when a student arrives at the school.
- Review the paper based ‘portfolio’ that is created each year and look at putting the entire element ‘online’
- Change the parent interview nights to include a Learning Journey night.
- Review the current learning support provided to students in the school and its perceived success
- Research the requirements for starting and Alumni. Begin developing a database of Alumni
- Develop further partnerships that will benefit the school and community

Future School Developments and Growth
As a high priority the school will continue to liaise with both government and the Church to progress the development of the Mawson Campus, classrooms and foyer specifically, to ensure consistent future growth for the school.
Values Education
Each term all classes participate in and learn about character and values from the ‘Belonging, Believing, Be-coming’ curriculum developed by the Adventist Union Conference (AUC). The values for 2013 included: Orderliness, Forgiveness, Responsibility and Gratefulness.

Teacher Encouragement
As part of the school discipline policy positive encouragement is used to promote good behaviour, respect and responsibility in students. Students are affirmed and rewarded for good behaviour. This is done with teacher praise, special certificates, and medals. Commendations are also given out when students show respect and responsibility, using their initiative to foster a happy and healthy environment.

Community Service Activities
Our students enjoy helping others. Some projects included:

- Operation Christmas Child
- Jeans for Genes Day
- Voluntering at the local Aged Care Facility
- Raised money for Napal survivors
- Tin food collection for homeless
## PARENT, TEACHER AND STUDENT SATISFACTION

Parents participated in the annual perception survey. The results are summarized in the table below.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% of parents’ responses in categories “Agree” of “Strongly Agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has strong Adventist Christian focus.</td>
<td>100%</td>
</tr>
<tr>
<td>Staff encourages students in their personal relationship with Christ.</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers encourage students to reach their full potential.</td>
<td>88.9%</td>
</tr>
<tr>
<td>Student’s individual educational needs are considered.</td>
<td>88.8%</td>
</tr>
<tr>
<td>Students are friendly towards each other.</td>
<td>100%</td>
</tr>
<tr>
<td>Sports programs encourage all children to participate.</td>
<td>100%</td>
</tr>
<tr>
<td>School discipline reflects Christian philosophy.</td>
<td>100%</td>
</tr>
<tr>
<td>Appropriate and up-to-date teaching strategies are used.</td>
<td>88.8%</td>
</tr>
<tr>
<td>The school environment is safe.</td>
<td>100%</td>
</tr>
<tr>
<td>School grounds and building reflects the professional standard.</td>
<td>77.8%</td>
</tr>
<tr>
<td>Students wear their uniform with pride.</td>
<td>100%</td>
</tr>
<tr>
<td>Students with learning disabilities receive adequate support.</td>
<td>88.8%</td>
</tr>
<tr>
<td>Opportunities are available for students to develop their unique talents.</td>
<td>100%</td>
</tr>
<tr>
<td>Achievement is affirmed.</td>
<td>100%</td>
</tr>
<tr>
<td>An appreciation for a healthy lifestyle is presented.</td>
<td>88.8%</td>
</tr>
<tr>
<td>Opportunities are provided for student’s involvement in fitness-type programs.</td>
<td>100%</td>
</tr>
<tr>
<td>The school chaplain helps students with their spiritual journey.</td>
<td>100%</td>
</tr>
<tr>
<td>Performing arts program provides an opportunity for all students to participate.</td>
<td>77.8%</td>
</tr>
<tr>
<td>There is an adequate gifted and talented program in place.</td>
<td>100%</td>
</tr>
<tr>
<td>Leadership skills are encouraged and developed.</td>
<td>100%</td>
</tr>
<tr>
<td>The school canteen serves healthy food.</td>
<td>88.8%</td>
</tr>
<tr>
<td>There is a quality Performing Arts program in the school.</td>
<td>55.5%</td>
</tr>
<tr>
<td>Opportunities are provided to develop student friendships.</td>
<td>100%</td>
</tr>
<tr>
<td>The school gives opportunities for the students to be of service to others.</td>
<td>100%</td>
</tr>
<tr>
<td>Staff reflects Christian values of the school.</td>
<td>100%</td>
</tr>
<tr>
<td>Respect for others is a priority at school.</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers are approachable and available out of class time.</td>
<td>66.7%</td>
</tr>
<tr>
<td>Teachers help students with their personal problems.</td>
<td>100%</td>
</tr>
<tr>
<td>A high value is placed on good manners.</td>
<td>88.9%</td>
</tr>
<tr>
<td>Children respect the support staff of this school.</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers know and appreciate the students as individuals.</td>
<td>100%</td>
</tr>
<tr>
<td>Classroom discipline is conducted in a positive manner.</td>
<td>100%</td>
</tr>
<tr>
<td>Students are encouraged to achieve high academic results.</td>
<td>100%</td>
</tr>
<tr>
<td>Excursions are a valuable learning tool in the school.</td>
<td>100%</td>
</tr>
<tr>
<td>Statement</td>
<td>Satisfaction Rate</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Being honest to one’s conscience and values are encouraged.</td>
<td>100%</td>
</tr>
<tr>
<td>Excellence is fostered in all areas of school curriculum.</td>
<td>100%</td>
</tr>
<tr>
<td>Generally, students relate well to teachers.</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers display a caring attitude to students.</td>
<td>77.8%</td>
</tr>
<tr>
<td>Overall I am satisfied with my (my child’s) school experience.</td>
<td>100%</td>
</tr>
<tr>
<td>You would recommend the school to others.</td>
<td>100%</td>
</tr>
<tr>
<td>The canteen services are adequate.</td>
<td>66.6%</td>
</tr>
<tr>
<td>The library resources meet your needs.</td>
<td>88.9%</td>
</tr>
<tr>
<td>School telephones are answered quickly and politely.</td>
<td>100%</td>
</tr>
<tr>
<td>You feel included in the school community.</td>
<td>77.7%</td>
</tr>
<tr>
<td>The newsletter keeps parents informed.</td>
<td>100%</td>
</tr>
<tr>
<td>The school considers parents concerns seriously.</td>
<td>66.6%</td>
</tr>
<tr>
<td>Communication from administration is clear and concise.</td>
<td>66.6%</td>
</tr>
<tr>
<td>Parent volunteers are appreciated.</td>
<td>88.9%</td>
</tr>
<tr>
<td>Teachers display a caring attitude towards students.</td>
<td>100%</td>
</tr>
<tr>
<td>Office staff are friendly and efficient.</td>
<td>100%</td>
</tr>
<tr>
<td>Parents feel welcome at school.</td>
<td>100%</td>
</tr>
<tr>
<td>The reporting system is informative.</td>
<td>88.9%</td>
</tr>
</tbody>
</table>
Financial Summary

Each year the Canberra Christian School Finance Committee seeks to implement a balanced budget, with expenditure items directed towards supporting the learning environment for our students. We have achieved our aim through the tireless commitment of the parent community in its fundraising efforts and sound financial management practices. Major expenditure items include refurbishment and upgrades to the library as well as the purchase of new technology items for all educational spaces, including Apple TV’s, iPads, Wi-Fi, Administration PC’s, etc. The school has committed further funds in 2016 to building upgrades and additional works that the school requires. The school is predicting the ongoing technology costs in the new year with be in excess of last year’s budget item.
**Summary of Financial Information**

**Income**
- Fees and Private Income: 38%
- State Recurrent Grants: 28%
- Commonwealth Recurrent Grants: 14%
- Other Government Grants: 12%
- Government Capital Grants: 2%
- Other Special Income: 6%

**Expenditure**
- Salaries, Allowance and Related Expenses: 59%
- Non-Salary Expenses: 34%
- Classroom Expenditure: 6%
- Capital Expenditure: 2%
Commonwealth Legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

Canberra Christian School complies with the following:

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- Annually reports on school performance information and makes the report publicly available
- Implements the National Curriculum as it becomes available
- Has an annual certificate of financial accountability from a qualified accountant
- Annually reports on each program of financial assistance provided under this Act
- Participates in program evaluations
Canberra Christian School is a school that looks towards the future whilst respecting the traditions and hard work that have laid the foundation for our first 42 years.

We have a strong tradition of providing a high quality education for our students. A high quality education is rather like a complex jigsaw. In order to do the very best we can for every student, we need high quality staff in all areas of the School. The students and the staff need the very best environment we can provide to support teaching and learning and for all of the other services our School offers. The best environment and best infrastructure possible depend on sound forward thinking and planning, together with prudent financial management and consistent fundraising. All of these elements depend on the School and the Canberra Christian School Community working together and planning for the future.

Canberra Christian Schools 2015 and Beyond Master Plan provides a blueprint for infrastructure projects over the next five years and includes a major re-development of our Sports and Physical Education facilities.

The School is currently building a new demountable and foyer. These will be complemented by 2016 towards the front of the School.

The 2015 and Beyond Master Plan builds upon the significant infrastructure upgrades which have occurred at Canberra Christian School over the past 12 years. These include major refurbishments of our School Hall, building stage 1 of the ELC, Canteen and Art refurbishment and the creation of a Multipurpose Room. Canberra Christian School seeks to provide a first rate learning environment for all students and a first rate working environment for our Staff.

Hard copies of the Plan are available by contacting School Reception.
In any given moment we have two options: to step forward into growth or to step back into safety - Abraham Maslow