



CANBERRA CHRISTIAN SCHOOL

NURTURE | LEARNING | CHARACTER



2017

ANNUAL REPORT

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Canberra Christian School

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 through 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*

Key Bodies



Pr Phil Yates

School Board Chair

Firstly, I would like to thank all those involved in making Canberra Christian School (CCS) a excellent place for learning, developing and caring for the students within our community. This includes our Principal, leading teachers, teachers, ELC staff, teachers aids, administration staff, canteen helpers, grounds staff and volunteers. It is because of YOU that CCS is making a difference in the lives of 200+ students and the surrounding community.

2016 was another exciting year for growth in staff and students. In fact with the growth pattern of 2015 and 2016 combined, CCS will be named the fastest growth private school in the ACT. A second 1/2 class has been open and was quickly filled within in the next couple of months. Our finances again have been carefully managed resulting in a surplus over the entire campus.

It was a year of reflection and planning, getting back to the core of why we exist and being at the cutting edge of effective education.

The heart of the discerning
acquired knowledge, for the
ears of the wise seek it out.

- Proverbs 18:15

Canberra Christian School caters to each students educational needs by individual education plans, which highlight how students understand concepts and learn effectively. Because of the tremendous growth in enrolments experienced over the past few years, CCS has had to apply for and obtain grants to build more classrooms. The date, 4 new demountables have been installed and the new foyer, front office area and classroom renovation was completed in August.

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-centered successful life tomorrow.

We look forward to 2018 with anticipation and the Chairman deeply thanks the principal, staff, volunteers and all families who all recognize that "every child in every activity is someone's whole world". We exist to serve your world.

Philip Yates

School Board Chair



Mrs Bree Hills

Principal

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 Council, which is appointed by the Company's Board of Directors. Eight members make up the School Council. The role of the School Council 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 2018 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 Council and energetic parent body. Together I know our students will flourish both academically and in their christian faith.

Bree Hills, B Ed and CPPD
Principal

“Staff, parents and students can be proud of our school's academic, sporting, musical and individualised achievements. ”

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.

2017 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 am grateful and blessed to have the role of Principal and I would like to personally thank the staff, students and community for a successful 2017. Our school is blessed to have so many people that work tirelessly to achieve the best for our students and school with countless memorable opportunities for each child.



PERFORMANCE

Student Progress and Achievement

SCHOOL PROGRAM

We implement the government developed Australian Curriculum. However, Canberra Christian School staff recognise the individuality of each child's learning needs and offers a program designed to maximise each student's potential in all areas of their 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.

The foundation of our approach to educating your child is our 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 will help your child to reach their full potential whilst developing self-esteem and an appreciation for the needs of others.

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.

INCLUSIVE ENVIRONMENT

Canberra Christian School is an inclusive school, with a wonderful ethos that is underpinned by excellent care, guidance and support. We believe that every child has the capacity to extend their learning beyond their expectations. We have an excellent record of achievement for all our children and we are proud of their successes.

We closely monitor the children with special educational needs and provide additional support when necessary, through in-class support and our successful intensive small group program. It is important for us to work closely with our families to meet all the children's needs.

2017 NAPLAN RESULTS

Canberra Christian School prides itself on its academic achievement. The following data provides a snapshot of our academic achievement for 2017. It is important to note that due to our small class sizes for both years 3 and 5 data should be interpreted with care.

LITERACY

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

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	0%	10%	90%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	60%	40%
Year 5	0%	80%	20%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	60%	40%
Year 5	0%	50%	50%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	20%	80%
Year 5	0%	16%	84%

NUMERACY

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

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	57%	43%
Year 5	0%	15%	85%



Teacher Standards and Professional Learning

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.

Name of Teacher	Qualifications	Years of Experience
Mrs Bree Hills	Bachelor of Education	11
Mrs Elize Celic	Bachelor of Education	4
Mrs Tania Wells	Bachelor of Education	11
Mrs Amy Willing	Bachelor of Education	8
Mrs Melby Petersen	Bachelor of Education	9
Mrs Sara Volk	Bachelor of Education	2
Emma Jose	Bachelor of Education	2
Tammie Harrison	Bachelor of Education	3
Brooke Estreich	Bachelor of Education	1

Our CCS staff for 2017 also included a specialised literacy/numeracy teacher, 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 2017 with an average attendance for the year of 87%.

WORK FORCE COMPOSITION

At Canberra Christian School our teaching staff consisted of 9 female teachers. 5 were full time teachers and 4 were part time. There are no staff members that are indigenous. The teachers classroom experience ranges from 2 years to 10+ 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 2017 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 utilised for training with other schools as well as assessment and training in assessment, differentiated curriculum and ICT.

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

• Interschool CASE/CAPE meeting • Jolly Phonics and Jolly Grammar • Principal participation and attendance at AIS and CSA • Specialised literacy training for all teachers in Literacy and Numeracy Coaching Academy • Fire safety training • Differentiated curriculum • iPads in the classroom • WHS Management

TOTAL STAFF PD EXPERIENCES

162

AVERAGE COST PER TEACHER

\$1249

Special School Activities and Achievements

Students are provided with excellent academic, co-curricular and pastoral care programs to develop young people of character.

During 2017, 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 Breakfast, PJ Day, Snow day • Community service activities – Run for Bibles • International Food Day • ANZAC Service • NAIDOC Week • Incursions – Chickens, Gigaleese, NRMA, Shelter building, Fire Department, Physical Education – Gymnastics, Hockey, Swimming lessons, Billycart building • Date Nights for parents • Parliament House Excursion • Christmas Presentation Night • Farmyard Nursery Excursion • Fun Run and Wheels Day • Gardening • Big Splash • PitStop • Spelling Bee • Science Class • Science and Fair • Maritime Museum • Weetbix Triathlon • Sports Carnival

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 their teacher collectively sit down and determine the goals for each student.

Family Church/Garage 64

This year CCS continued the Family Church for the local Church and invited the school community to come. The aim of Family Church is to give the community an opportunity to be welcomed into a safe, enjoyable, kid and family friendly environment. Twice every term we used the church, decorated it to a specific theme and created an atmosphere where the whole family would feel welcomed. Families enjoyed CCS hospitality through music, crafts, an inspirational talk, story, food and a take home pack.

Community Service Activities

In 2017 CCS participated in Run for Bible as one of our community service activities to raise money for Bibles and Bible studies for school-aged children in Africa. Students and families were encouraged to donate money and funds received were tracked by a large colourful display of Bible on the wall of the hall. Approximately 270 Bibles were able to be purchased and donated.

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. We enjoyed a didgeridoo performance by a year 6 Indigenous student.

Incursions



CCS provides numerous incursions each year for students to develop their interest and skills in different areas. In 2017 we had exciting incursions including a visit from Kenny Koala, life Education, billy kart building lessons, Commonwealth Bank for financial education, the chickens hatching program. 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.

Curriculum Excursion

At CCS each student is given the opportunity to spend time developing their connection with school content through topical excursions. This year we saw classes visit the Zoo for 'Living Things', Questacon for 'Natural Disasters', Bus interchange to learn about 'timeables and mathematics', just to name a few.

Interschool Spelling Bee

This year CCS was proud to develop and organize their first inter-school 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.

Overnight Excursions



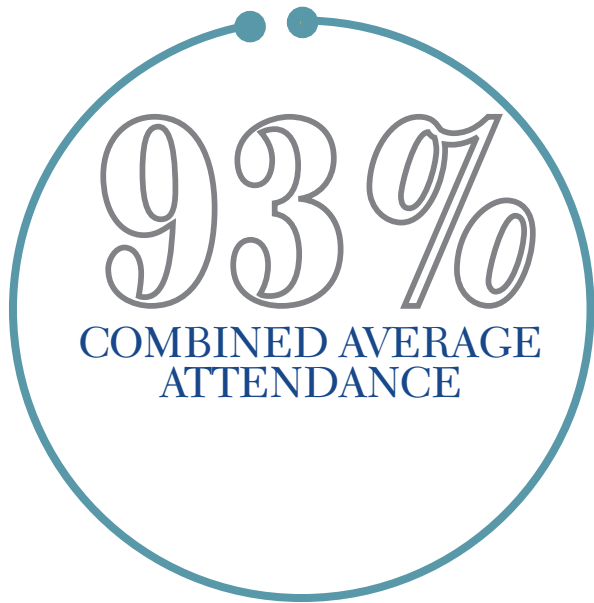
This year we separated into groups for our class excursions. Year 1 & 2 went to Green Hills convention centre, Year 3 & 4 went to the Maritime Museum in Sydney and Year 5 & 6 went to Band Camp at Crosslands in Sydney. Kindergarten had a school based evening at the school that included games and dinner.

ANZAC Day Service

Every Year the school participates in the local ANZAC Day ceremony at Woden Park with approximately 8 other schools. Selected students from each class lay a wreath of flowers at the base of the flag pole; which is flown at half mast. Parents and other family members are invited to attend the service.



Average Year Level Attendance



K 92%

92%

2 94%

3 94%

93% 4

5 93%

6 90%

Student attendance remained at a pleasing level throughout the school year with an average attendance rate of 93%. 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 85% attendance year-to-date, the class teacher will notify the Principal and continue to report while the attendance remains below 85% 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.



STUDENTS

Characteristics and Enrolment Policies

ENROLMENT POLICIES

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

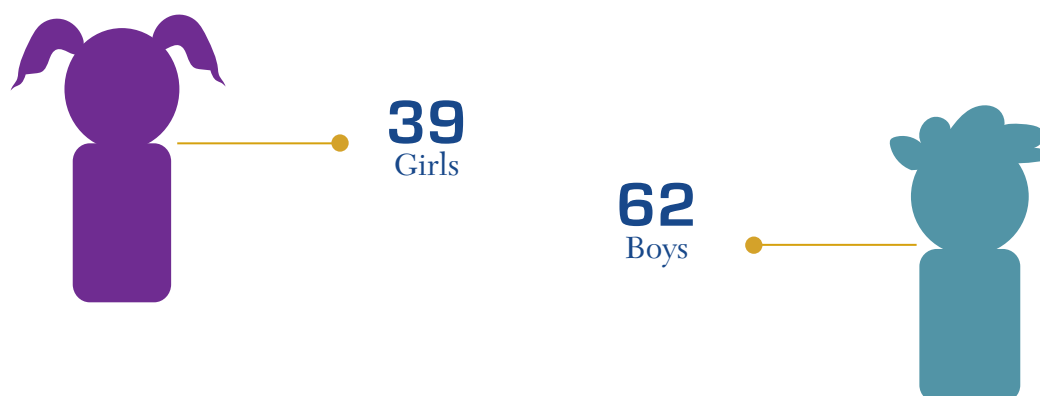
- All children who are eligible to attend a Government school are welcome to attend our school.
- Students enrolling at our school as part of a Pre-Kinder intake will be required to provide proof of age, indicating that they have turned four years of age by the 30th April of that year. An immunisation 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. However, evidence of their 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 to-wards 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.

A child's continuing enrolment is assumed unless written confirmation is provided to the school a term in advance.

Composition of Student Population



COMPOSITION OF PRIMARY SCHOOL

Our student population for 2017 included 101 students ranging from Kindergarten to Year 6 and we had 2 Indigenous students enrolled for the year. The Pre-Kinder class (4-year-olds) consisted of 27 students per day.

The student population consisted of 62 boys and 39 girls. 16% were Seventh-day Adventists and 84% of the school population are from other faiths.



Policies and Procedures of Our School

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 Council.

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.

Student Welfare at Canberra Christian School:

- 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.
- 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 2016. 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 or sanctioned at the school.

Anti-Bullying Policy

The School's anti-bullying policy sets out the responsibilities of Canberra Christian School to counter bullying, harassment and violence. Canberra Christian School has a zero tolerance of bullying. The definition of bullying requires any form of inappropriate behaviour which results in a student feeling unsafe or abused (physical, verbal or non-verbal) to be ongoing.

Educational Strategies Used to Address Bullying

- Each year the Principal addresses students and discusses bullying (including cyberbullying) at the commencement of the year.
- The definition of bullying is discussed and the school's procedures, expectations and consequences are clearly stated.
- Class teachers take their classes through the Behaviour Management Policy and state the consequences for bullying-type behaviour including cyber-bullying.
- During discussions of Health and Values, class teachers refer to forms of bullying that are not appropriate or tolerated. Values discussions also occur in the Pastoral Care (Chaplain) Program.
- Anti- Bullying posters are displayed throughout the school.
- External presentations and performances (e.g. Life Education Bus) are provided to the students each year.
- Issues relating to bullying are programmed into the Pastoral Care (Chaplain) program under the headings of Resilience and Protective Behaviours.

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



LOOKING AHEAD

A Forward Look at 2018

School Improvement Plan (SIP)

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 in-creasing the degree to which parents are involved in their children's learning at school and in the home.

Achievements in SIP Key Areas for 2017

- Jolly phonics and Jolly Grammar training and program implimenting across all year levels
- Engage parents in reading and writing teaching practices across all year levels
- Commenced implementing 'Making Thinking Visible' routines through each grade
- Implement on online feedback application/program, SEESAW
- Engaged with SEQTA to implement software
- Engaged SEQTA consultant to train staff.
- Ask each staff member to individually design their goals and PD plan together to ensure they tie in with schools overarching focus.
- Develop a staff spiritual retreat annually
- Refine onboarding documentation and procedures
- Work closely together with the Church to engage our school families with Life Groups

- Ensure teaching staff have regular access and participation in professional development opportunities
- CCS will take on the leadership of all Sabbath School events for the Church, known as 'kids ministries'

Priority SIP Areas for 2018

- Developing programs to encompass wider learning styles.
- Service projects and mission trips to be focused on in more detail for the school and each class
- Engaging more staff in Family Church and Garage 64
- Whole school weekly value advertised in newsletter and pinboard
- Implementing resilience program
- Create a comprehensive Data Board for all students in the school to highlight strengths and weaknesses
- PD each term in relation to behaviour management, playground duties and incident reporting
- Staff survey concerning behaviour management
- Assess what new staff are on boarding each year and develop a professional development plan
- Create a 'School Manual' to explain how we operate to provide to all new staff

- Use staff meeting time for sharing relevant PD learnings
- Implement parent information evenings to share educational information and update them of how we teach our reading and maths through differentiation
- Have opportunities for students to be involved in leadership and mentoring programs
- Strong lines of communication for our out of school hours events. E.g. Garage 64.
- Further develop Family Church and its regularity

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 footprint, to ensure consistent future growth for the school. Stage 1 of the master plan was completed in mid-2017 which included the foyer, administration and classroom refurbishment.





Initiative Promoting Respect and Responsibility

Character Education

At CCS we believe success in life depends on a strong academic foundation, well-developed character strengths and a close relationship with the Heavenly Father. As a school we believe that it is our responsibility to help children foster these character strengths that are essential for their own success and well-being. CCS Character program focuses on the ten strengths that are critical for an engaged, happy and successful Christian life.

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.

Developing Leaders

Each child has the opportunity to participate in several programs which offer involvement in the local community and provide students with life-changing experiences. CCS also presents students with many opportunities to develop an understanding for the needs of others through classroom projects for various charities, visits to neighbouring nursing homes and several other programs.

Some of the specific programs at Canberra Christian School in 2017 include:

- Peer tutoring program (lunch play activities for younger children)
- Student representative, captaincy positions and a student council provide leadership opportunities.
- Organise events and functions – learn organisation skills through ownership of entire projects.
- All classes lead in weekly assemblies which gives each child performance and leadership opportunities.

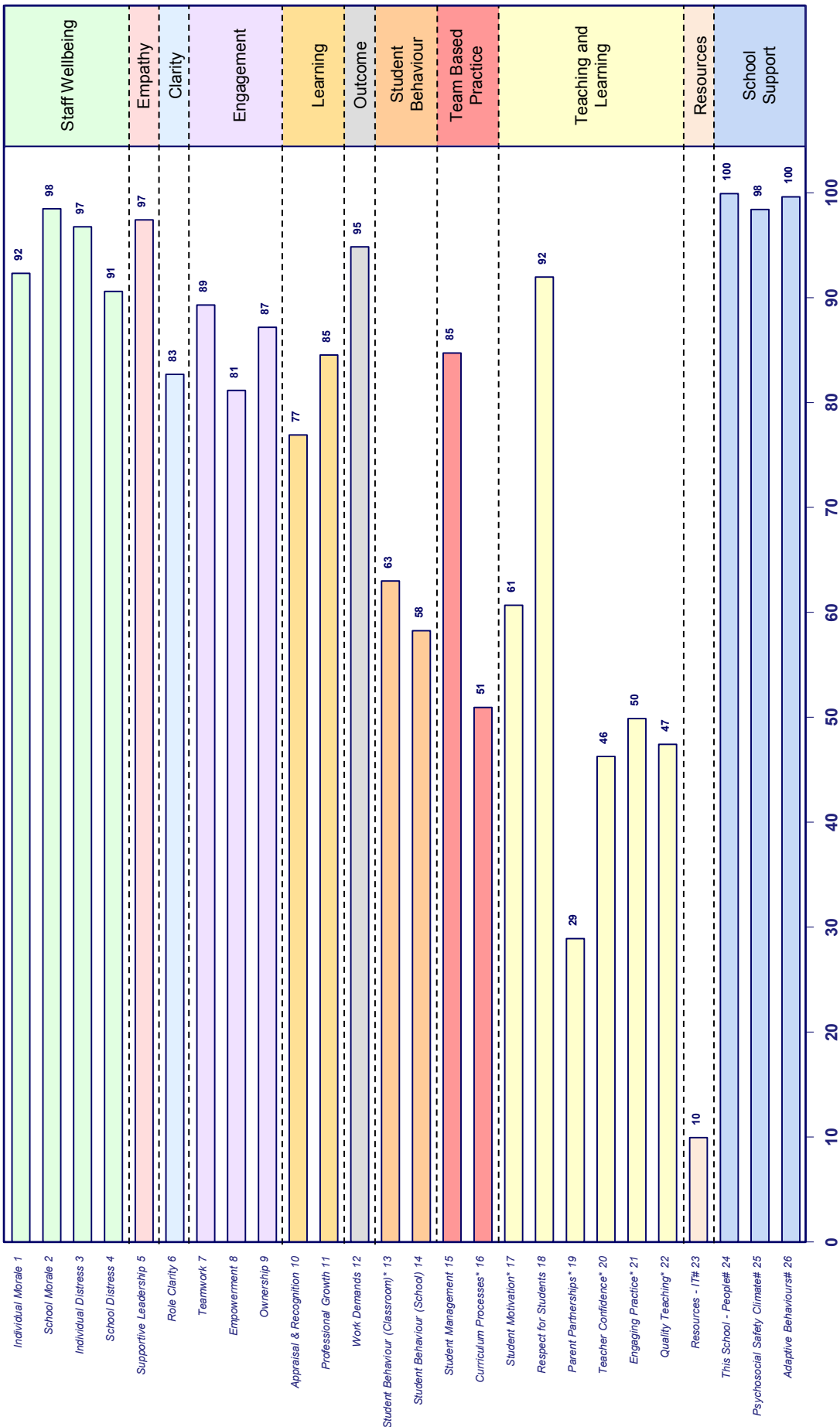
Community Service Activities

Our students enjoy helping others. Some projects included:

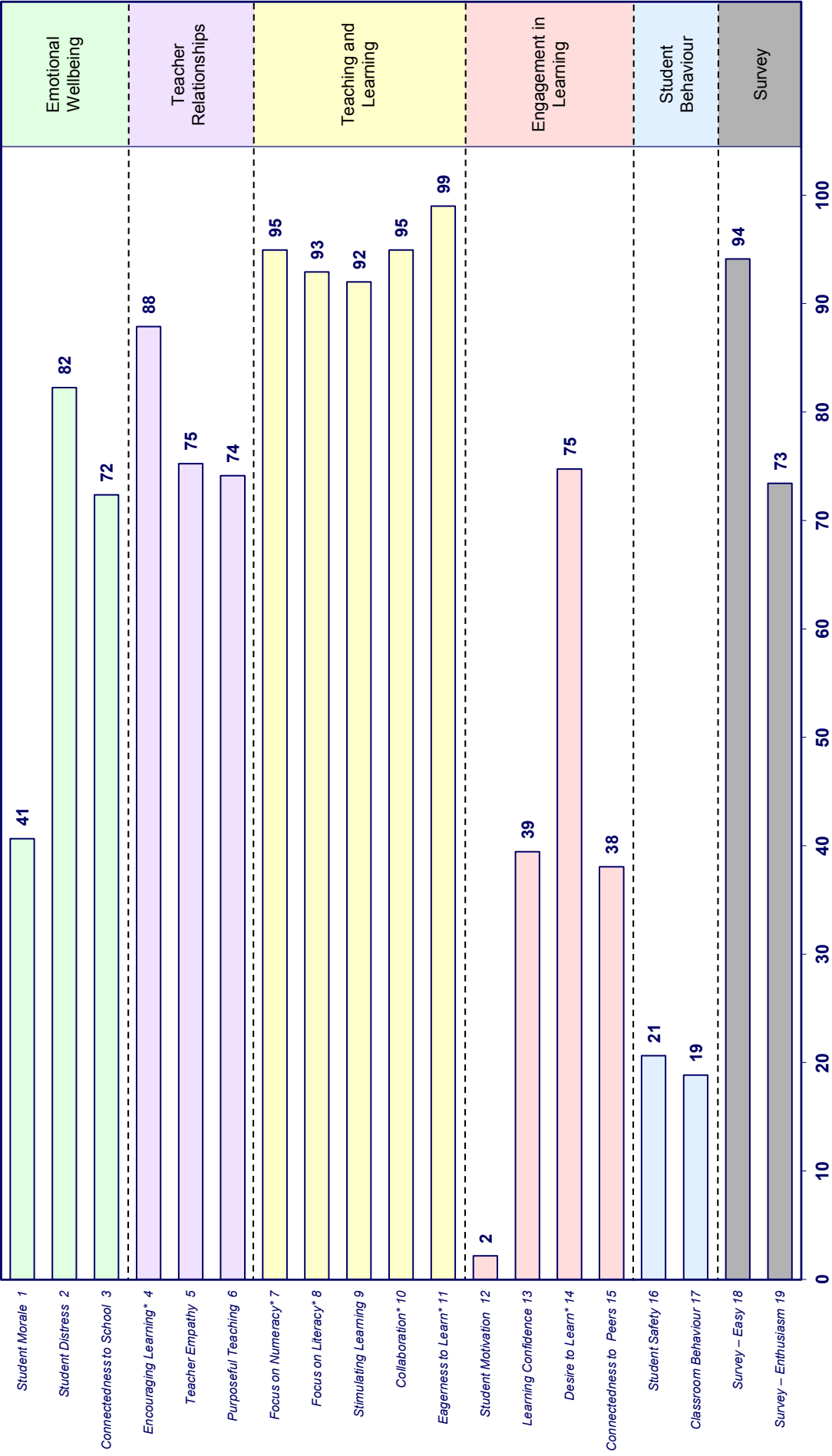
- Operation Christmas Child.
- Run for Bibles.
- Mufti Day - Raised money for an African Orphanage.
- Road to Bethlehem community production.
- Volunteering at the local Aged Care Facility.

PARENT, TEACHER AND STUDENT RESPONSIBILITY

Parents, students and teachers participated in the bi-annual perception survey. The results are summarized in the tables below.



PARENT, TEACHER AND STUDENT RESPONSIBILITY CONT.





FINANCIALS

Financial Review of 2017

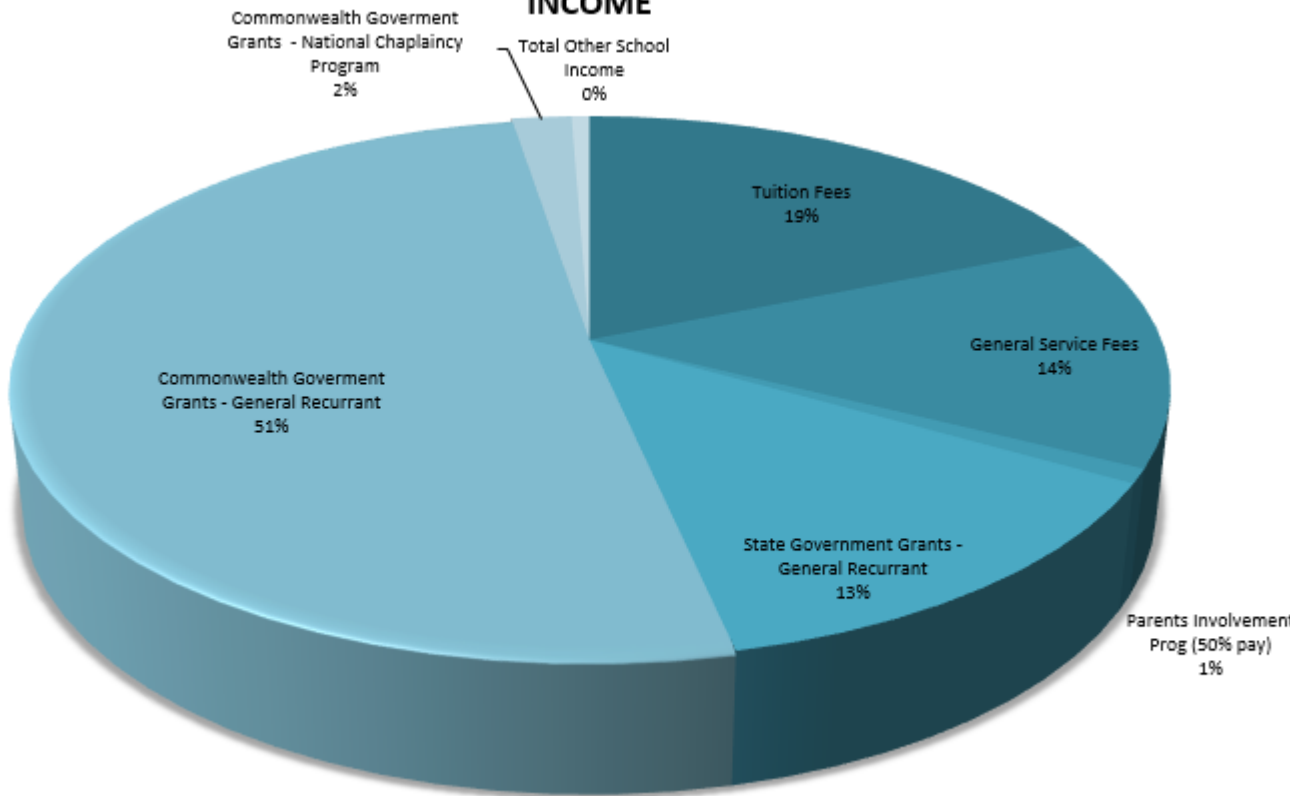
Financial Summary

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 included refurbishment and upgrades to the Year 5 & 6

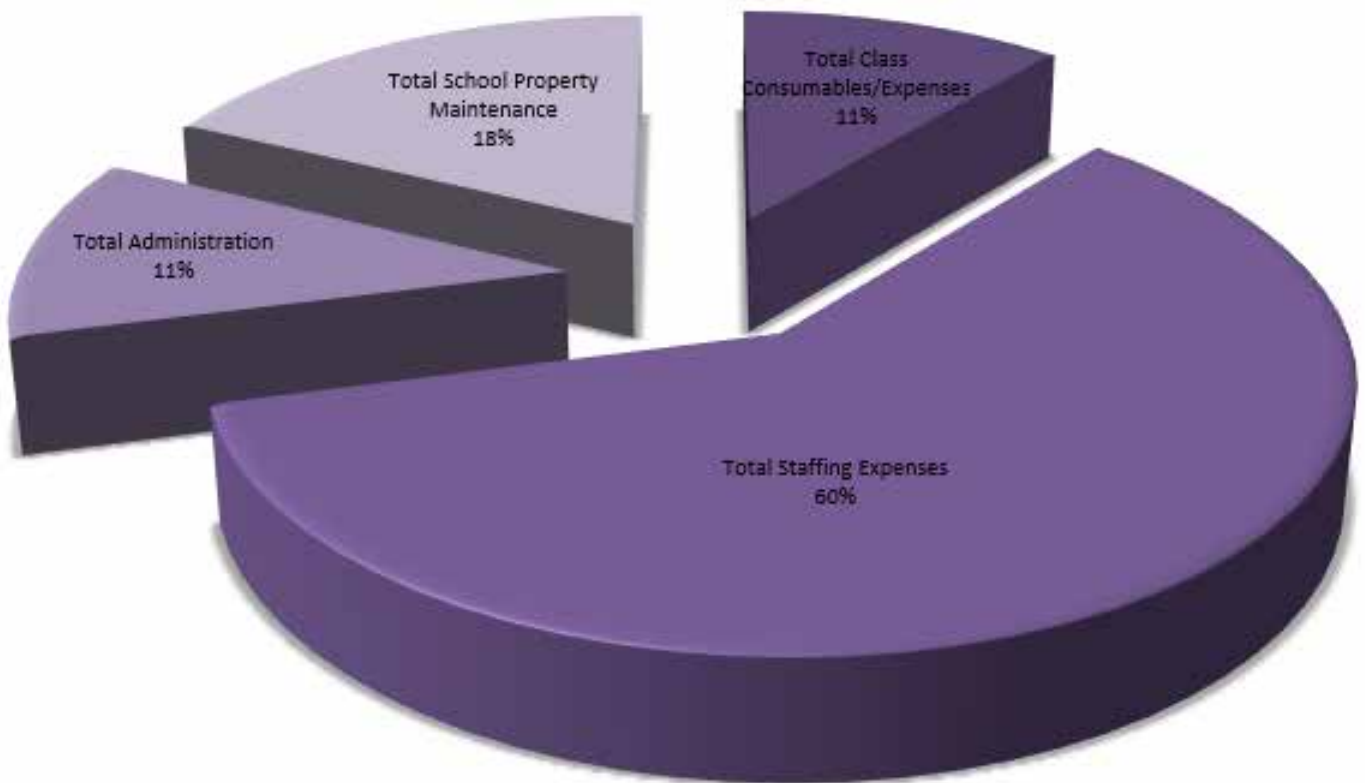
classroom and the building of the new church/School foyer and office space. The school is also working through different solutions to accommodate its rapidly growing kindergarten classrooms and is planning on acquiring additional demountable classrooms to accommodate additional classes, based on our current growth rate.

The school along with its P & C is now planning on raising funds to build a rainproof structure to cover the basketball quadrangle.

INCOME



EXPENSES





Commonwealth Legislation Checklist Requirements

Commonwealth Legislation (Schools Assistance Act 2008) includes the following requirements.

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



FUTURE

Future Directions

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 43 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.

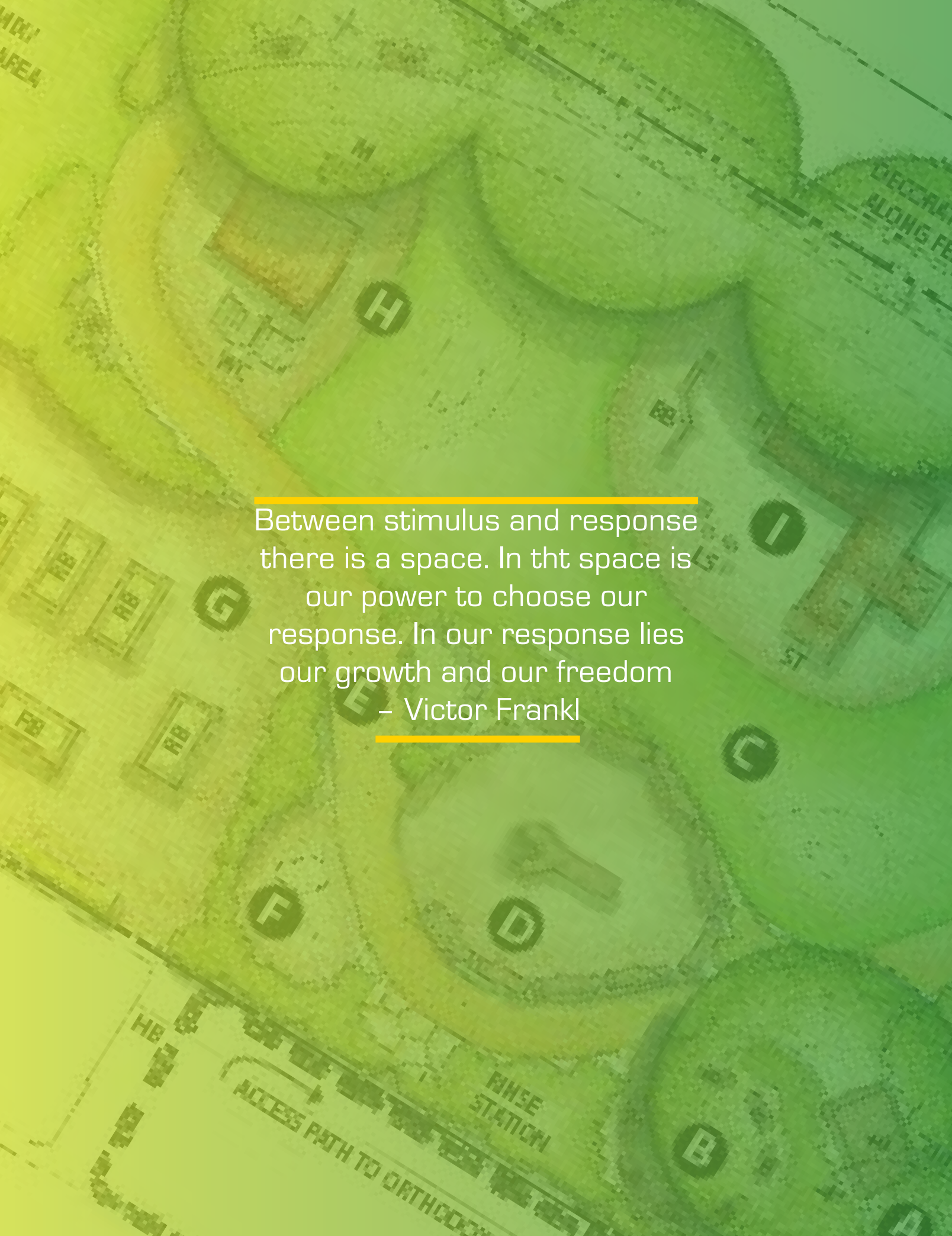
Canberra Christian Schools 2016 and Beyond Master Plan

provides a blueprint for infrastructure projects over the next ten years and includes a major re-development of our performing arts and classroom facilities

The School has completed stage 1 of the master plan with the a new administration area and learning facilities opened in August 2017

The 2016 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.

The background is a pixelated, green-tinted map of a city. The map shows various streets, buildings, and landmarks. Several letters are scattered across the map, including 'H', 'G', 'E', 'F', 'D', 'C', 'B', 'A', 'I', 'J', 'K', 'L', 'M', 'N', 'O', 'P', 'Q', 'R', 'S', 'T', 'U', 'V', 'W', 'X', 'Y', 'Z'. Some letters are inside circles, some are inside squares, and some are inside rectangles. The map is tilted at an angle, and the overall color scheme is a mix of green and yellow. The text is centered in the middle of the map, between two horizontal yellow lines.

Between stimulus and response
there is a space. In tht space is
our power to choose our
response. In our response lies
our growth and our freedom
– Victor Frankl



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