



# CANBERRA CHRISTIAN SCHOOL

NURTURE | LEARNING | CHARACTER



# 2019

## ANNUAL REPORT

REPORTING ON THE  
2018 CALENDAR YEAR

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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*





# A message from the Principal



## **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.





# STUDENT PERFORMANCE

## Student Progress and Achievement

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

### Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	42%	25%	33%
Year 5	0%	44%	77%

### STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Canberra Christian School prides itself on its academic achievement. The following data provides a snapshot of our academic achievement for 2018. 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.

#### NUMERACY

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

## Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	31%	46%	23%
Year 5	0%	30%	60%

## Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	23%	54%	23%
Year 5	0%	30%	60%

## Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	31%	31%	38%
Year 5	0%	40%	60%

## Numeracy

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	23%	54%	23%
Year 5	0%	30%	70%

## INTERPRETIVE COMMENTS

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.



# Professional Learning and Teacher Standards

## PROFESSIONAL LEARNING

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.

Areas of professional learning	TOTAL STAFF PD EXPERIENCES 161	AVERAGE COST PER TEACHER \$428	Teachers (number or group)
CASE/CAPE			10
Child Protection Compliance			14
NCCD PD by AIS Rep			14
WHS x 4 (one per term)			14
Visible Learning PD's (2 Staff + 2 Management)			10
CPR/Anaphylaxes (only)			14
First Aid Course (Full day course including CPR/Anaphylaxes)			14
Gifted and Talented AIS (x4)			4
Wellbeing conference			2
Australian Curriculum (x2)			5
SEQTA Training			14
Mini-Lit			2
Multi-Lit			2
STEM – Project Based Learning			1
Differentiation – Combined PD with ACT schools			14
STEM – Combined PD with ACT schools			14
Spelling Mastery			2
Jolly Phonics			6
Behaviour Management for the classroom			3
Beginning teachers workshop			2



During 2018 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 training in assessment, differentiated curriculum and Visible Learning.

Throughout the year staff also had opportunities to meet regularly in PLC (Professional Learning communities) to

engage in professional learning opportunities, discuss current research and innovative teaching pedagogy through in depth professional reading, to plan lessons collaboratively, to share their teaching experiences and to set future goals.

Staff also attended various other professional development workshops and conferences, whether in person or online, which supported their professional learning needs.

A number of the key professional development and learning opportunities included:

Name of Teacher	Qualifications	Years of Experience
Mrs Shashan Cai	Bachelor of Education	?
Mrs Sunday Ciastkowski	Bachelor of Education	?
Mr Michael Godfrey	Bachelor of Education	1
Ms Tammie Harrison	Bachelor of Education	4
Mrs Bree Hills	Bachelor of Education	12
Mrs Emma Jose	Bachelor of Education	3
Mrs Sara Pearce	Bachelor of Education	3
Uru Rajput	Bachelor of Education	?
Mrs Neroli Scott	Bachelor of Education	?
Mrs Melby Thomas	Bachelor of Education	10
Mrs Kylie Tooby	Bachelor of Education	?
Mrs Tania Wells	Bachelor of Education	12



WORKFORCE COMPOSITION

At Canberra Christian School our teaching staff consisted of 9 female teachers and 1 male teacher. 6 were full time teachers and 4 were part time. There are no staff members that are indigenous. The teacher’s classroom experience ranges from 2 years to 10+ years.

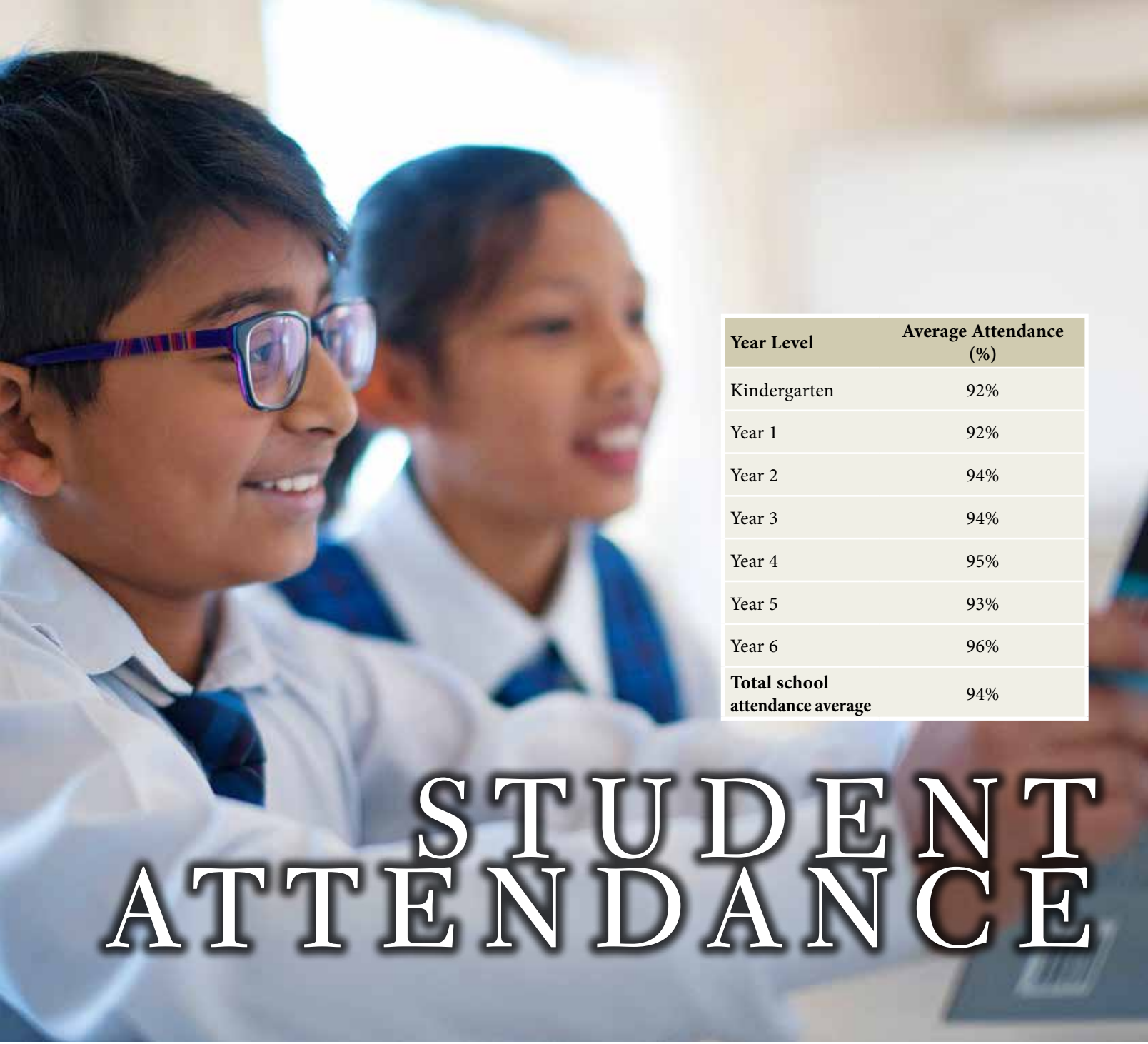
Our CCS staff for 2018 also included a specialised literacy/ numeracy teacher, music/band teacher, part time librarian as well as a school administrator.

Canberra Christian School teaching staff continued to demonstrate a strong commitment to their profession during 2018 with an average attendance for the year of 92%.

TEACHER ACCREDITATION STATUS

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	
(ii) Provisional	4
(iii) Proficient or higher	6
	10





Year Level	Average Attendance (%)
Kindergarten	92%
Year 1	92%
Year 2	94%
Year 3	94%
Year 4	95%
Year 5	93%
Year 6	96%
<b>Total school attendance average</b>	<b>94%</b>

# STUDENT ATTENDANCE

## Average Year Level Attendance

### MANAGEMENT OF NON-ATTENDANCE

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.

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

#### Scope

Seventh-day Adventist Schools in NSW/ACT are comprehensive co-educational schools providing an education underpinned by the values of the Seventh-day Adventist Church and operating within the policies of the ACT Education Act.

#### Enrolment Guidelines

##### APPLICATIONS

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K at the school for the first time will be at least 5 years of age on or before 31 April of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 April of the enrolling year.

##### IMMUNISATION REQUIREMENTS

All schools are required to request an immunisation certificate at enrolment.

The school will then:

- record each child's immunisation status in a register and

retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;

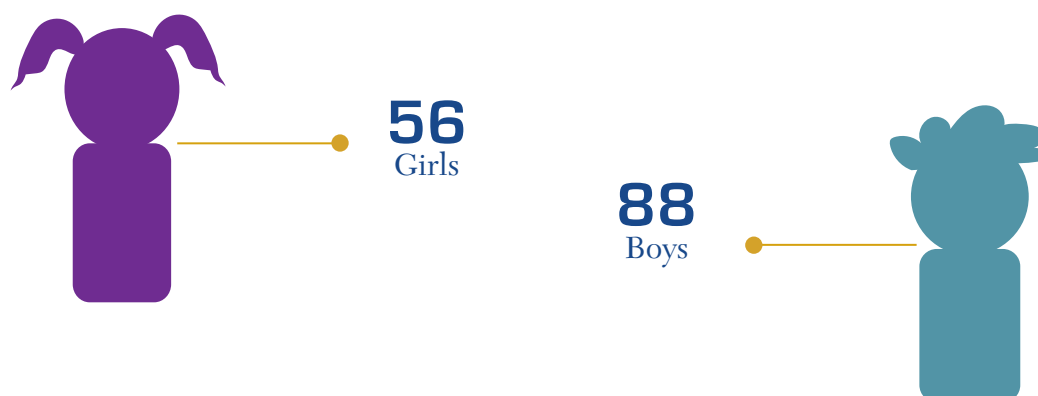
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

##### PROCESSING APPLICATIONS

1. The school will base any decision about offering a place to a student on:
  - **Family Relationship with the school:**
    - the applicant coming from a Seventh-day Adventist family;
    - sibling of a current or ex-student;

- whether they hold attitudes, values and priorities that are compatible with the school ethos.
  - **The Student:**
    - the contribution that the student may make to the school, including the co-curricular activities;
    - any special needs or abilities of the student;
    - the student's reports from previous schools.
  - **Other Considerations:**
    - order of receipt - when the application to enrol is received by the school.
2. The school will meet with parent/caregiver(s) of the students before offering a place.
  3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
  4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

## Composition of Student Population



### COMPOSITION OF PRIMARY SCHOOL

Our student population for 2018 included 144 students ranging from Kindergarten to Year 6 and we had 4 Indigenous students enrolled for the year. The Pre-Kinder class (4-year-olds) consisted of 32 students per day.

The student population consisted of 88 boys and 56 girls. 23% were Seventh-day Adventists and 77% of the school population are from other faiths.



## Policies and Procedures of Our School

### STUDENT WELFARE POLICY

(summary of policies for Student Welfare)

#### Rationale

All children have a right to feel safe and supported in their school environment. As school staff, we 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.

#### Aim

To ensure that every child's need for support and safety is maintained.

#### Implementation

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying),

a student leadership system, and the management and reporting of serious incidents;

- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

**Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.**

**There have been no changes made to this policy during 2018.**

### DISCIPLINE POLICY

#### Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use of corporal punishment or the implicit



sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

## Aim

To ensure that a procedurally fair discipline system is in place.

## Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

The following sentence has been added to this policy during 2018

'This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.'

## ANTI-BULLYING POLICY

### Rationale

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.

### Implementation

#### 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 Behav-

iour 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.

**Location of the full text of the Anti-Bullying Policy is found on the school's intranet. To obtain a copy please ask at the front office.**

**No changes made to the Policy during 2018**

## COMPLAINTS AND GRIEVANCES POLICY

### 1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints

management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures

and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

### 2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

#### a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

#### b. Principal

The Principal is responsible for complaint handling in each

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

school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

#### **c. Staff**

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

### **3. Guiding Principals**

#### **FACILITATING COMPLAINTS**

##### **People focus**

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

##### **No detriment to people making complaints**

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

#### **Anonymous complaints**

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

#### **Visibility and transparency**

Information about how and where complaints may be made will be readily available and publicised on school websites.

#### **Accessibility**

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

#### **RESPOND TO COMPLAINTS**

##### **Early resolution**

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

##### **Responsiveness**

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

##### **Objectivity and fairness**

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

##### **Confidentiality**

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

## MANAGE THE PARTIES TO A COMPLAINT

### Empowerment of staff

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

### Managing unreasonable conduct by people making complaints

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

## 4. Complaint Management System

### Stages of Managing a Complaint

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;

- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress & review.

### Receipt of Complaints

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

### Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

### Initial Assessment and Addressing of Complaints

After acknowledging receipt of the complaint, the staff





member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

- severity;
- complexity;
- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

Addressing complaints

The methodology for addressing the complaint may include:

- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

## 5. Providing Reasons for Decisions

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

## 6. Closing the Complaint, Record Keeping, Redress and Review

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

## 7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to

the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

## 8. Accountability and Learning

### Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

### Monitoring of the Complaint Management System

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

### Continuous Improvement

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

**This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.**

**This is a new Policy introduced during 2018.**



# IMPROVEMENT TARGETS

## School determined improvement targets

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.

### Priority Areas for Improvement for 2019

- Ensure the school is compliant with current legislation and statutory changes in readiness for 2019 accreditation.
- Strengthen the partnership with church in supporting school families through programs such as pathfinders, adventurers, Garage 64 and Project 64.
- Collaborate with the church to discuss future use of shared spaces.
- Developing more intentional tracking and alignment of PD with professional goals and AITSL standards.
- As the school grows strategically develop distributed leadership with clearly defined roles.
- Establish a playgroup/music group for local mums and pre-schoolers.

- Continue to grow parent and community 'life groups' such as cooking, sewing, bike riding.
- Provide further opportunities for students to serve more in local community eg visit nursing homes, baking for family in need in local community.

### Achievement of Priority Areas listed for improvement in the 2018 report

Achievements in SIP Key Areas for 2017

- Further reviewed the Vision, Mission to clarify the purpose of the school
- Worked more with the community to engage in service projects and provide children a chance to model the vision and mission of the school
- Developed and maintain a uniform recording system for student welfare notes and information.
- Created a comprehensive Data Board for all students in the school to highlight strengths and weaknesses.
- Created stronger links between school/conference/Church
- Reviewed the paper based 'portfolio' that is created each year and look at putting the entire element 'online'
- Reviewed the current learning support provided to students in the school and its perceived success
- Revised the current curriculum and scope and sequence





## Initiatives Promoting Respect and Responsibility

Our core values include appreciating diversity, valuing relationships, acting with integrity and engaging in service. These values are reinforced on a daily basis through the interactions between students and staff and provide a framework that supports respect and responsibility.

Respect and responsibility are also addressed during assemblies with prayer and the National Anthem. Weekly chapel

programs as well as daily class devotional and Bible lessons regularly demonstrate respect and responsibility.

Our Student Representative Council continues to develop leadership across the school as well as within the classroom. Teachers provide programs which help the students develop respect and responsibility and students throughout the school participate in the service program.

Students participate in other programs such as but not limited to:

- Jump Rope for Heart - a skipping program which aims to develop fitness as well as raise money for the Heart Foundation
- Run for Bibles Fun Run – promotes raising money for children who cannot afford a Bible
- Operation Christmas Child - It partners with local churches in developing nations to reach out to children by providing gift-filled shoeboxes and bringing the Good News of Jesus Christ.
- Cupcake for a Cure Day - raises money and aware of Cancer
- School Clean Up Day – promotes respect for the school environment
- Crazy Hair/Hat Day – raises money and aware of Cancer
- Childhood Hero Day – raises awareness of childhood trauma and aims to celebrate the fun, innocence and importance of childhood
- Red Nose Day – raises funds for SIDS and Kids
- Nursing Home Visits







# SATISFACTION

## Parent, Student and Teacher Satisfaction

### Student Satisfaction

In 2018, a voluntary survey was conducted which included sections on student engagement, student satisfaction and areas for improvement.

Overall, 78% of Canberra Christian School students from Years 3-6 completed the survey. A large percentage of students who participated in the survey believed they could do better than they are doing now but struggle to stay focussed. The majority of students felt they were in a safe and supportive environment at school, however, they also believed the behaviour in class and the playground was below appropriate.

These points were discussed during school improvement plans regarding motivation, student behaviour and student learning. This also led to a revision of playground rules and the behaviour management processes in the classroom. The ongoing use of tracking information in this space was also explored to ensure rich data gathering moving forward.

### Parent Satisfaction

Approximately 15% of families represented at the school completed the school developed satisfaction survey. A large percentage of parents who participated in the survey indicated that they were satisfied with the standard of education and the spiritual development of their child. Almost all parents stated they were satisfied with pastoral care given to their child and over 70% were very supportive of how the school has dealt with any issues or incidents and considered that they had been dealt with in a fair, graceful and inclusive manner.

The majority of parents surveyed indicated that their child is happy at school and that they feel very welcomed and accepted whenever they are at school. While some parents indicated that they were dissatisfied with the lack of ample communication regarding events at school almost the same percentage of parents indicated there was too much information and too many reminders regarding events at school. Similarly parents also highlighted a wish to see more healthy food in the canteen and promoted through the kitchen garden program. These points were discussed during school improvement plans regarding parents and community and also will be further acknowledged through the improvement plans for the coming year.

### Staff Satisfaction

The 2018 survey was completed by the majority of teaching staff. A number of staff believe the school is a positive and supportive environment in which to work in. They also confirmed the IT requirements and resources available at the school had improved since the previous year. Staff acknowledged the importance of a collaborative school culture and that they valued working with other teachers in developing cross curricular or common learning opportunities. Staff did indicate that the expectations from teaching staff was increasing and time consuming, however acknowledged the need to further develop Professional Learning Communities and their personal Professional Development.





# FINANCIALS

## Financial Review of 2018

### 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 the addition of a new demountable with 4 new learning classrooms. The school is also working through different solutions to accommodate its rapidly growing student population and are looking at a new multi-purpose learning facility.

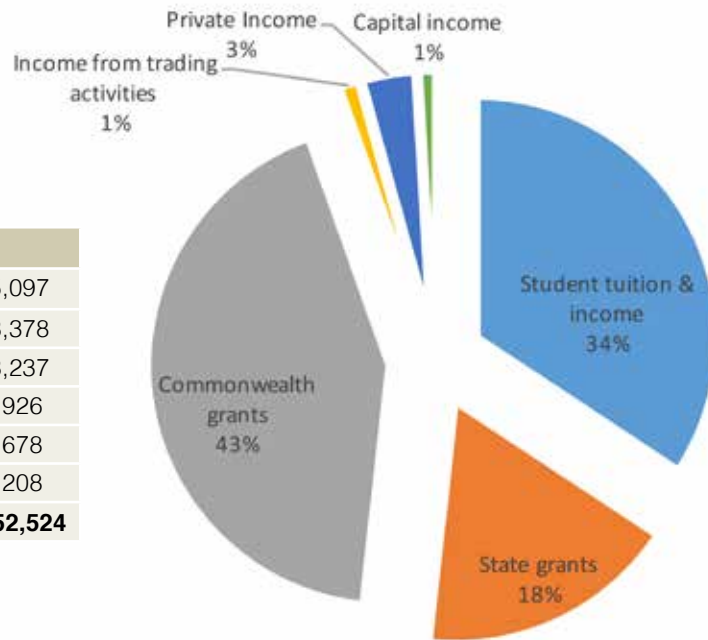
The school along with its P&C is now planning on raising funds to build a rainproof structure to cover the basketball quadrangle.

### Public disclosure of educational and financial performance

The 2018 Annual report will be published on the School's website and available on request from the School's office.

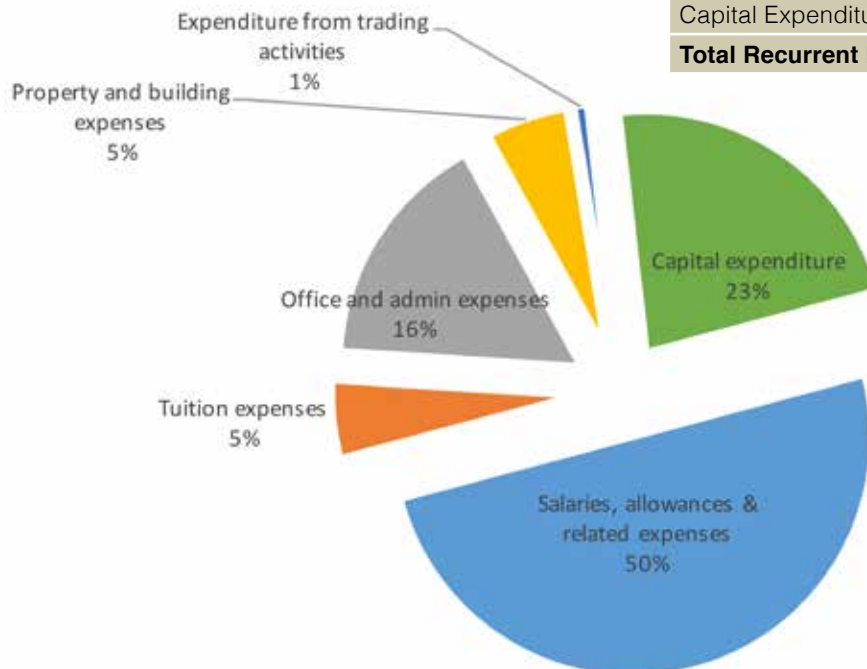
## INCOME 2018

Recurrent Income	
Student Tuition & Income	635,097
State Grants	323,378
Commonwealth Grants	793,237
Income from Trading Activities	20,926
Private Income	62,678
Capital Income	17,208
<b>Total Recurrent Income</b>	<b>\$1,852,524</b>



## EXPENSES 2018

Recurrent Expenditure	
Salaries, Allowances & Related Expenses	1,141,420
Tuition Expenses	117,405
Office & Admin Expenses	365,378
Property and Building Expenses	123,329
Expenditure from Trading Activities	17,713
Capital Expenditure	516,538
<b>Total Recurrent Expenditure</b>	<b>\$2,281,783</b>







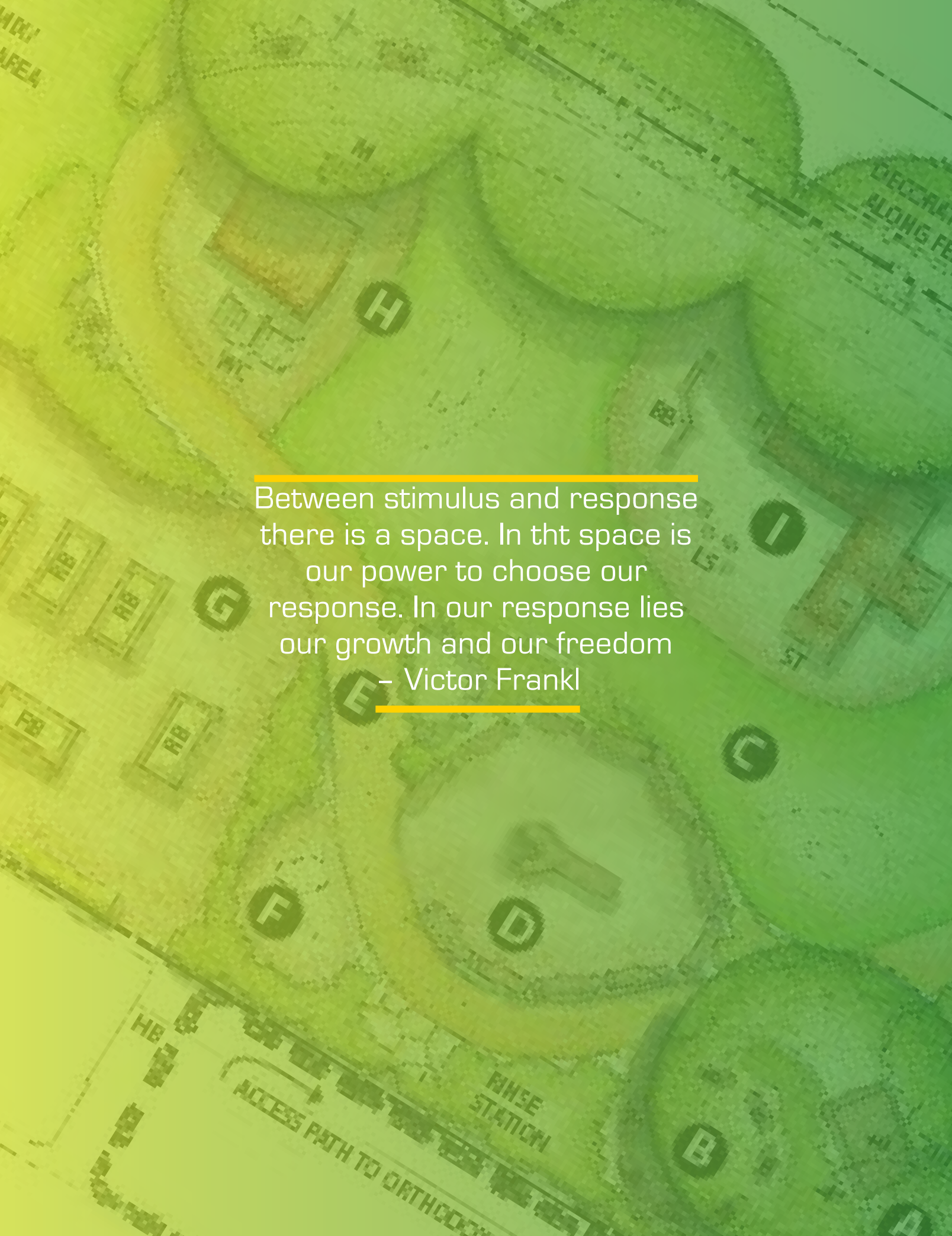
# Commonwealth Legislation Checklist Requirements

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



The background is a pixelated, green-tinted map of a city area. It features various landmarks and letters. At the top left, there's a label 'H'. Below it, a large 'G' is visible. To the right of 'G' is a large 'H'. Further right, there's a large 'I'. Below 'I' is a large 'C'. At the bottom left, there's a large 'F'. In the center, there's a large 'D'. At the bottom right, there's a large 'B'. At the very bottom, there's a large 'A'. The map also shows streets and buildings, with labels like 'ACCESS PATH TO ORTHODOX' and 'RINSE STATION' visible at the bottom. The overall aesthetic is that of a low-resolution, pixelated map with a green color scheme.

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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