



# CANBERRA CHRISTIAN SCHOOL

NURTURE | LEARNING | CHARACTER



# 2022

## ANNUAL REPORT

REPORTING ON THE  
2021 CALENDAR YEAR

# CONTENTS

<b>03</b>	Canberra Christian School	<b>14</b>	Policies
<b>05</b>	A Message from the Principal	<b>19</b>	Improvement Targets
<b>06</b>	Performance	<b>20</b>	Respect
<b>08</b>	Teacher Standards	<b>21</b>	Satisfaction
<b>11</b>	Attendance	<b>22</b>	Financials
<b>12</b>	Students	<b>24</b>	Commonwealth Legislation



# 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 2022 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, M Ed, 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.

2020 although tough considering the impact of COVID19 was 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 2020. 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.

A young girl with dark hair, wearing a white shirt and a blue plaid vest, is focused on playing a red and gold recorder. She is looking down at the instrument. In the background, other children in similar uniforms are also playing recorders, though they are out of focus.

# 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.

Canberra Christian School has a number of processes and data collection methods it uses to collect data about the entire school community and specifically the educational outcomes of students. The data collected is related to achievement, demographic and perception data. This data is used to inform school goals, teaching focus as well as how the school and staffing are structured to best support student growth and achievement.

Achievement data is collected through mandated assessment such as NAPLAN, as well as standardised testing (PAT), criterion referenced tests (Maths pre-post-tests), school based assessments, classroom-based assessments, teacher observations and students work.

All of the data gathered from these assessments and tests collate together to inform teaching practice, identify student learning needs and highlight areas of strength/weakness. At CCS we have an assessment and reporting coordinator to not only ensure we maintain a high level of achievement data gathering but to also collate the data into a school wide literacy and numeracy data board. This data board highlights learning needs, student progress as well as specific students requiring learning assistance. For example, students who are more than 12 months behind in their reading are highlighted red on the data board. These students are then identified as a potential candidate for PitStop, our literacy and numeracy intervention program. Additionally, the data board highlights students who are working just below grade level, at grade level and beyond grade level.

# 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 165	AVERAGE COST PER TEACHER \$398	Teachers (number or group)
7 Steps Writing			10
New Child Protection Compliance			14
NCCD PD			14
WHS x 3 (one per term)			14
ADHD Training (Full staff)			10
Australian Curriculum in the Classroom			8
First Aid Course (Full day course including CPR/Anaphylaxes)			14
Gifted and Talented AIS (x4)			4
Wellbeing online conference			2
Australian Curriculum relating to EAL/D (x2)			14
Professional Learning Communities Training			14
Mini-Lit			2
Multi-Lit			2
Trauma Informed Teaching			3
Food & Me Online Health Training			14
Distance Education Training - Online			14
Jolly Grammar			2
Programming			6
Wellbeing in the workplace			2
Beginning teachers workshop			2



During 2021 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 Writing.

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, majority online, which supported their professional learning needs.

A number of the key professional development and learning opportunities are listed on the previous page.

Name of Teacher	Qualifications	Years of Experience
Mrs Charlene Chan	Bachelor of Education	14
Mr Dathan Tuaoi	Bachelor of Education	3
Mrs Andrea Price	Bachelor of Education	6
Mrs Bree Hills	Masters and Bachelor of Education	14
Mrs Emma Jose	Bachelor of Education	5
Mrs Sara Pearce	Bachelor of Education	5
Mrs Neroli Scott	Bachelor of Education	5
Mrs Lilly Chen	Bachelor of Education	12
Mrs Rachelle Cooper	Bachelor of Education	5
Mrs Tania Wells	Bachelor of Education	14
Ms Natalie Ruiz	Bachelor of Education	8
Mrs Sonia Bensley	Bachelor of Education	16





## WORKFORCE COMPOSITION

At Canberra Christian School our teaching staff consisted of 12 female teachers and 1 male teacher. 11 were full time teachers and 2 were part time. There are no staff members that are indigenous. The teacher's classroom experience ranges from 2 years to 13+ years.

Our CCS staff for 2021 also included a specialised literacy/ numeracy teacher, music/band teacher, part time librarian as well as a school administrator.

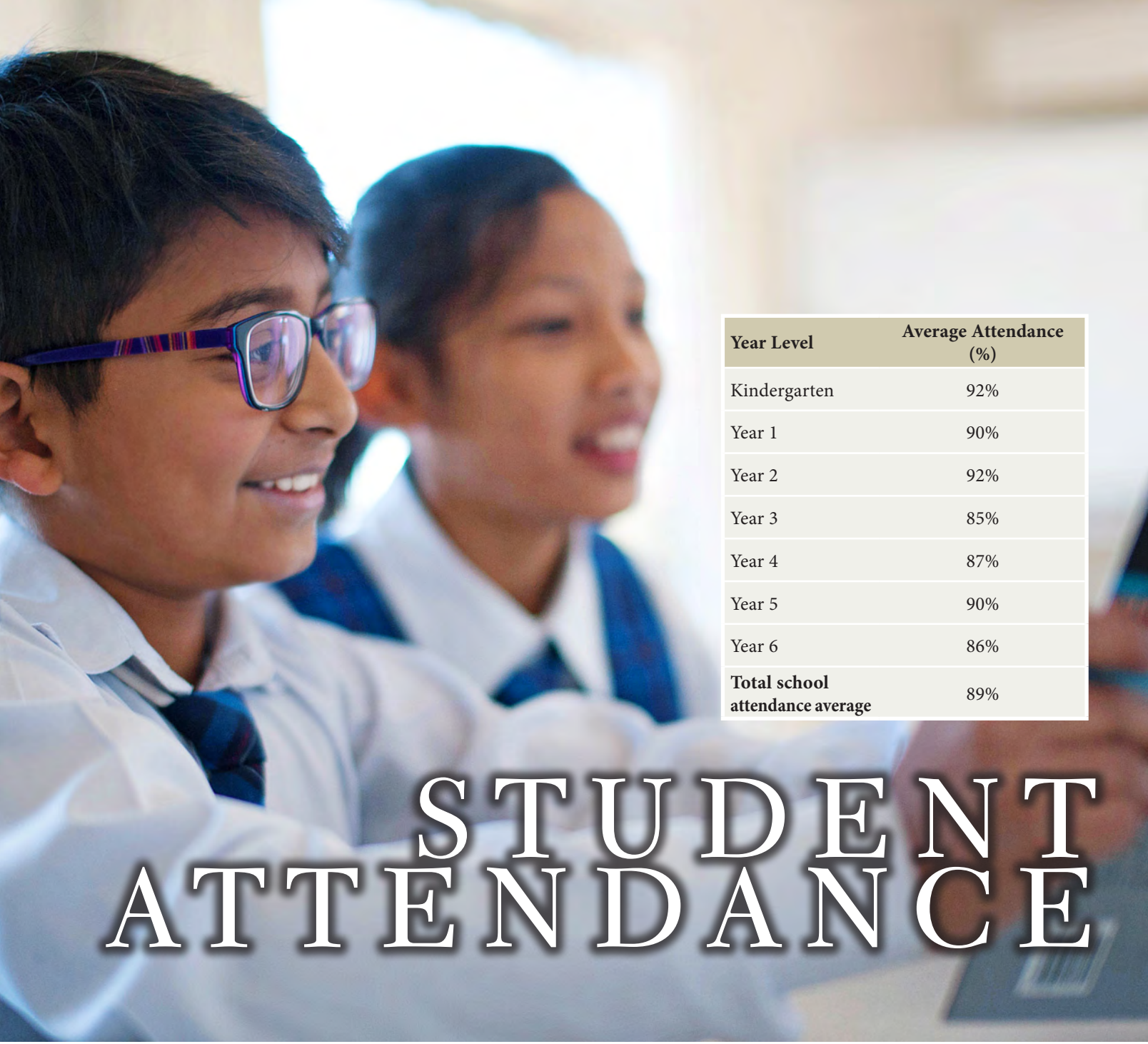
Canberra Christian School teaching staff continued to demonstrate a strong commitment to their profession during 2021 with an average attendance for the year of 95%.

## TEACHER ACCREDITATION STATUS

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	3
(iii) Proficient or higher	10







Year Level	Average Attendance (%)
Kindergarten	92%
Year 1	90%
Year 2	92%
Year 3	85%
Year 4	87%
Year 5	90%
Year 6	86%
<b>Total school attendance average</b>	<b>89%</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 89%. There was a slight drop in Term 2 when we progressed to online learning for term 3 due to COVID19.

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.

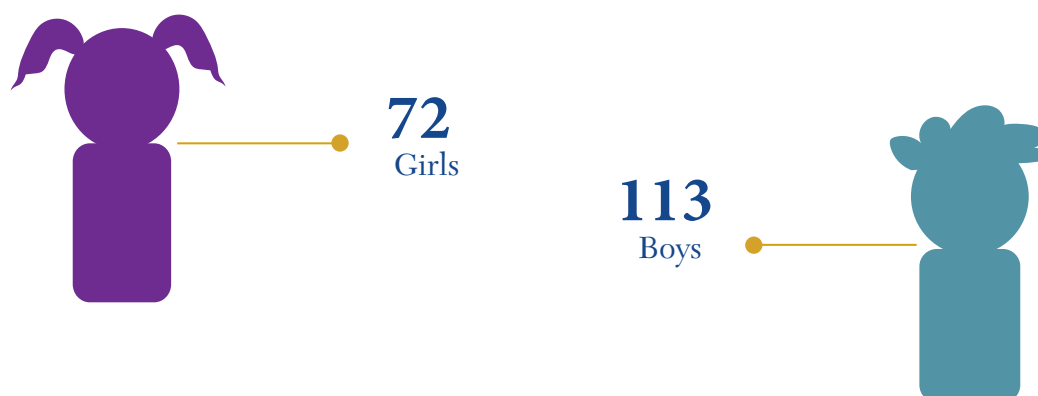
##### PROCESSING APPLICATIONS

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 2021 included 185 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 35 students per day.

The student population consisted of 113 boys and 78 girls. 20% were Seventh-day Adventists and 62% 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 2019.**

### 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 or 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 2019

'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 2019**

## 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 2019.**





# 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 2022

- Implement a Student Representative Council at CCS
- Provide opportunity for parent voice to have input into the learning of students and engagement with some decision making processes.
- Review marketing area of the school to if we could improve on our practices.
- Develop shared meta language and practices for dealing with student behavior and school wide programs such as writing, phonics.
- Build staff culture to be open to sharing and learning from each other and valuing the skills of others.

- Further investigating PD in writing for staff to ensure a school wide approach.
- Provide more opportunities for students to participate in wider community relationships.

### Achievement of Priority Areas listed for improvement in the 2021 report

#### Achievements in SIP Key Areas for 2021

- Provide platform for families to be informed of the unique Adventist identity of our school.
- Enhance the friendship experience in the school equipping students with tools to manage their friendships and teachers the tools to deal consistently with issues in the playground
- Check in on student wellbeing at least twice a year through whole school wellbeing survey
- Check in on staff wellbeing at least twice a year through a wellbeing survey.
- Pair staff up with a regular buddy who is their first go to person if they need help but also to encourage each other Not just for new staff.





## 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







# FINANCIALS

## Financial Review of 2021

### 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 purchasing of new technology and furniture for 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.

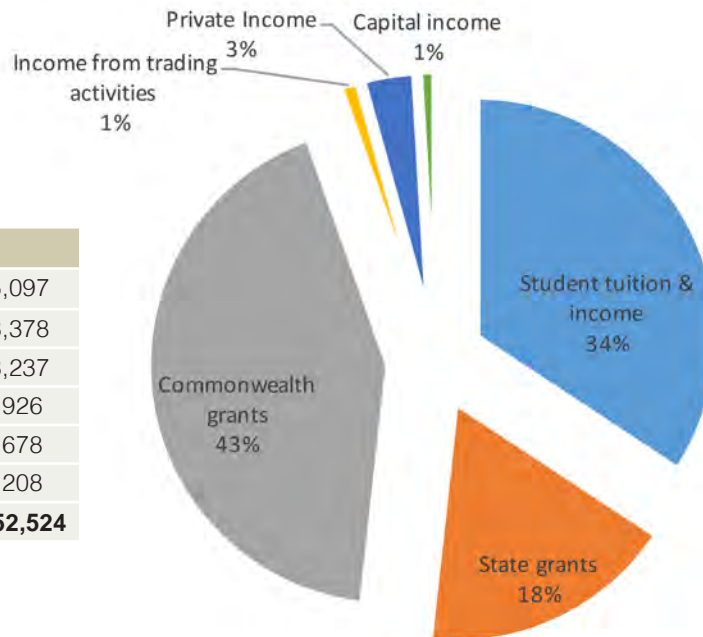
### Public disclosure of educational and financial performance

The 2021 Annual report will be published on the School's website and available on request from the School's office.



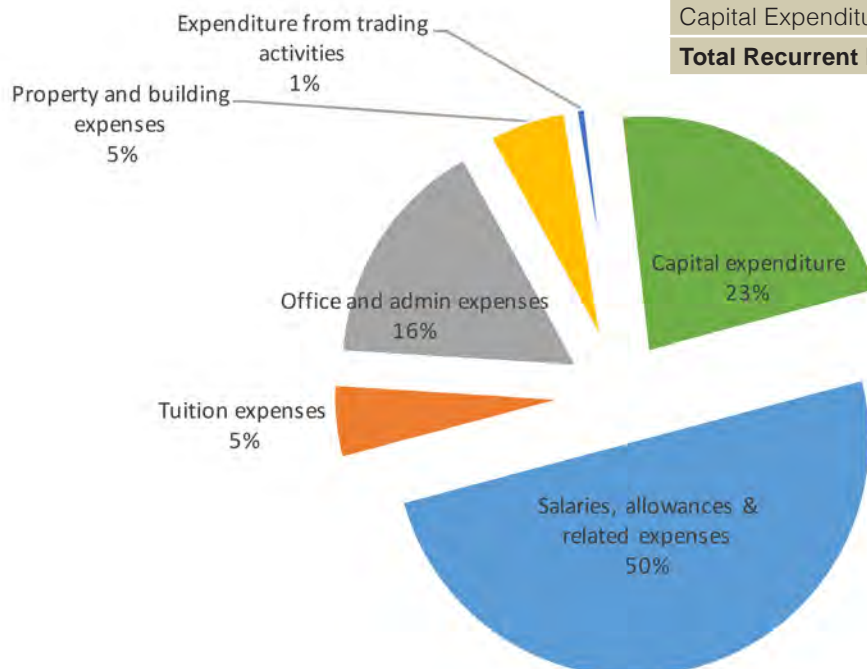
## INCOME 2020

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 2020

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>





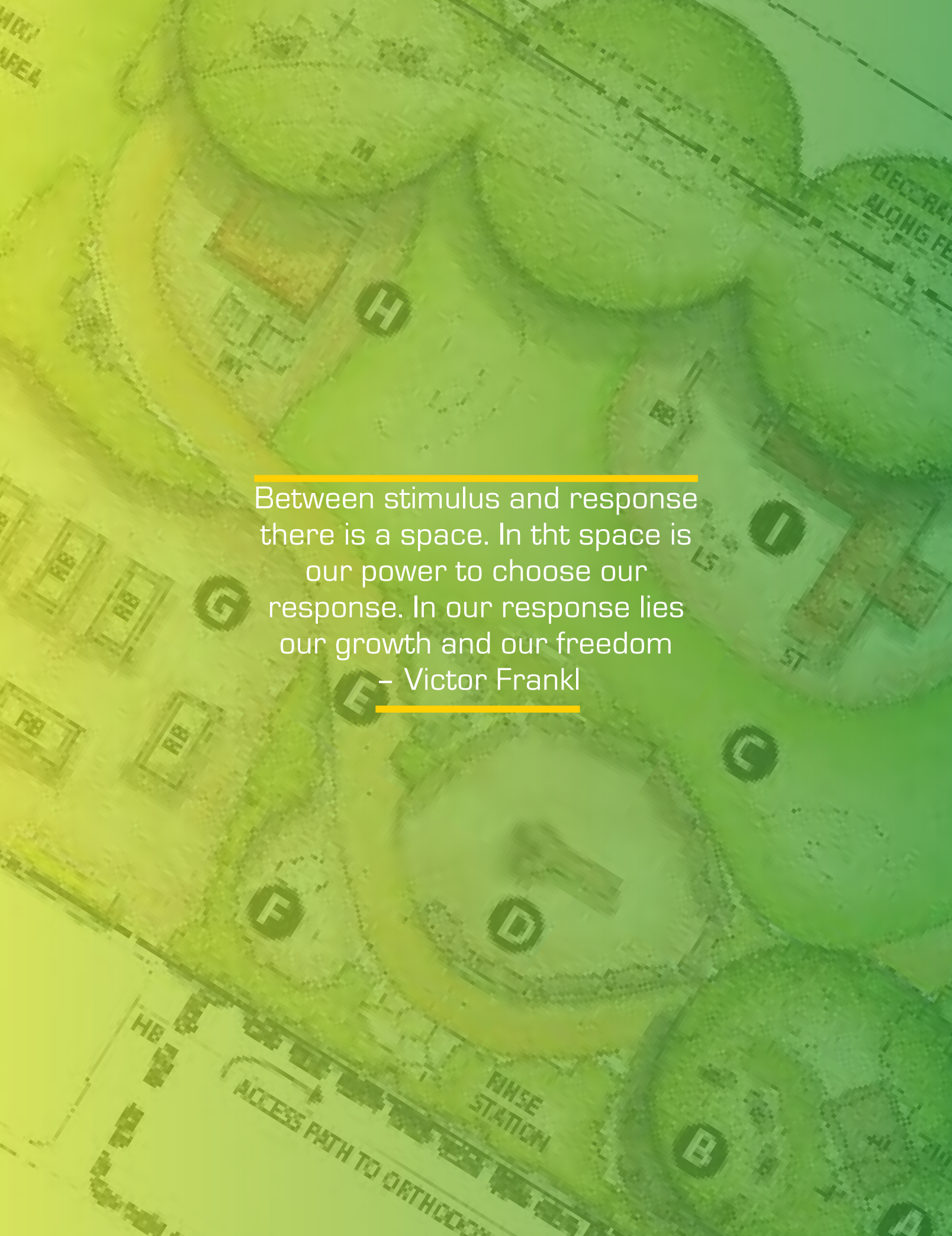
# Commonwealth Legislation Checklist Requirements

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





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





☎ 02 6286 3989    ✉ [secretary@ccs.act.edu.au](mailto:secretary@ccs.act.edu.au)  
📍 64a Ainsworth Street Mawson ACT

Owned and Operated by Seventh-day Adventist Schools (SNSW) Ltd