



Kalamunda
CHRISTIAN SCHOOL



2022
Annual Report

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Our School

Calling

To cultivate character and competencies foundational to flourishing lives and community through holistic Christian Education.

Motto

Flourish - Our motto concisely encapsulates our calling.

Guiding Scripture

"I have come that they may have life and have it to the full." John 10:10 (NIV)

Values

Our Calling is underpinned and realised by our four core values; it is always about *Aiming HIGH*.

HONOUR: Treating others with respect, valuing the individual and promoting a sense of belonging for all.

INTEGRITY: Seeking truth, honesty, and wisdom in all things.

GENEROSITY: Big-hearted and open-handed, giving of time, effort, hospitality, and friendship.

HUMILITY: A gracious and other-person-centred approach to relationships.

Student Flourishing Attributes

When we speak of students at Kalamunda Christian School flourishing, we encapsulate this in six attributes we are committed to developing in their lives.

- Christ Follower
- Self-Manager
- Empowered Learner
- Problem Solver
- Team Player
- Servant Leader

Principal's Report

2022 has proved to be a year of navigating uncertain terrain. The need for constant adjustment and clear communication characterised Semester 1 as we coursed our way through the COVID-19 Omicron surge and associated State mandates and constantly shifting policies. I am reminded of words from a person I greatly admire when Martin Luther King Jr said, "Our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change." I want to thank the staff and the whole parent body for their understanding, support and ability to adjust, ensuring the welfare and learning of the students remained paramount. We indeed experienced God's blessing as we faced the challenges of change and saw the school continue to go from strength to strength. As Jesus shared in his "Sermon on the Mount", which the students have been studying this year,

'Steep your life in God-reality, God-initiative, God-provisions. Don't worry about missing out. You'll find all your everyday human concerns will be met. Give your entire attention to what God is doing right now, and don't get worked up about what may or may not happen tomorrow. God will help you deal with whatever hard things come up when the time comes.' (Matthew 6:33-34, The Message)

In light of the many challenges, we needed to navigate this year, there were many significant goals realised and improvements made. These included:

- Introducing the 'Zones of Regulation' within the Wellbeing program
- Planning for the new Parents in Partnership and Christian Life Committees starting 2023
- Employing enrolment processes including the SCEA Partnership Agreement (Parent Code of Conduct)
- A successful second year of a three-year focus on written language, especially the introduction of 'The Writing Revolution' resources
- Introducing the new REACH! program as part of our Gifted and Talented Education
- Implementation of the new SCEA Professional Support and Accountability (PSA) tool and processes for staff
- Development of the library with new shelving and restocking of the non-fiction collection
- The amalgamation of the school's two properties, making way for rezoning and new facilities in the future
- Property enhancements including a new Senior Primary Quad and installation of new flagpoles

and... the approval and planning of a brand-new Early Years Playground being constructed in 2023.

After four decades of teaching and leading across New Zealand and Australia, I look forward to contributing to Christian Education in a new capacity as Chief Education Officer for our association for the next few years. It has been a distinct pleasure to have Kalamunda Christian School as the last school where I served as a principal. The kids are delightful, the community so supportive, and my colleagues have become friends.

Many Blessings,

Dr Gregg Weaver
Principal

Christian Education

The character and purpose of all we are and do as a school derives from our commitment to providing quality education consistent with a Christian worldview. This undergirds all of our learning and teaching programs, our approach to community building, and the growth of staff. In keeping with this, 2022 was a significant year as we focused on a range of areas of development.

Emphasis was placed upon the establishment of and strengthening of connections with local churches, with the Principal becoming a member of the local Ministers group. A partnership was also created with Compassion Australia.

A new aspect of learning programs was the introduction of bible passages and verses for memorisation within the existing Christian Living program. 2023 will see a review of the whole of this program. It was wonderful seeing our students actively participating in student-initiated service-learning and charitable activities. Work was commenced on developing a Service-Learning position statement.



Our Students

Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Totals	Streams
Pre- Kindergarten	13	6	-	-	2	19	1
Kindergarten	11	11	-	1	1	22	1
Pre-Primary	6	11	2	-	-	17	1
Year 1	4	19	1	1	2	23	1
Year 2	13	14	4	1	1	27	1
Year 3	8	15	4	-	-	23	1
Year 4	14	3	5	2	-	17	1
Year 5	18	6	8	-	1	24	1
Year 6	11	15	2	-	1	26	1
Totals	98	100	26	5	8	198	-

Student Country of Birth

Country	Student Numbers
United Kingdom	4
England	4
Germany	2
South Africa	2
China	1
Jamaica	1
Phillippines	1
Thailand	1
United States of America	1
Australia	181



Attendance Rate of Each Year Cohort

Year Cohort	% of total days of instruction attended
Pre- Kindergarten	90.52%
Kindergarten	91.16%
Pre-Primary	86.86%
Year 1	85.32%
Year 2	85.65%
Year 3	88.99%
Year 4	90.82%
Year 5	87.09%
Year 6	87.21%

How Attendance is Managed

Teachers mark the class rolls on the school management system in the mornings at 8.30am and again in the afternoons at 1.25pm. Parents/guardians are required to contact the class teachers by email or reception by phone or email explaining why their child was absent. If no explanation is given before 9.15 am, the School sends a text message requesting this information. If the parent/guardian does not reply to the text message by 10.00 am, a phone call is made to establish a reason. All attendance explanations are recorded in the school management system which calculates the student's absence over the calendar year. Once a week, administration generates a list of any unresolved absences for the current term to follow-up.

Our Staff

Executive Staff

The 2022 School Leadership Team consists of:

- Dr Gregg Weaver, Principal
- Mrs Tabatha Grubb, Deputy Principal
- Mrs Rachel Pandal, Head of Curriculum
- Mr Ian Ludlow, Business Manager
- Mrs Kate Rimmer, Upper Years Coordinator
- Mrs Simone Herden, Early Years Coordinator

Qualifications of Teaching Staff

Highest Qualifications	Number Of Staff
Doctorate	1
Master	0
Post-graduate Diploma	0
Bachelor	8
Graduate Diploma	2
Diploma	3
Total	15

Our Care

Pastoral Care and Behaviour Management

Providing a safe, secure, and supportive environment for all students has always been and continues to be a key commitment of Kalamunda Christian School. Our classroom teachers take their pastoral care role very seriously, helping their students feel connected, inspired to learn and happy at school. At the start and end of each day the children have a special time with their home class teacher that includes care, share and prayer.

We also offer many specialised programs to help facilitate the sense of care in the school including our school-based Student Wellbeing program delivered by the Deputy Principal to each Pre-Primary to Year 6 class each week. It covers everything from self-awareness to self-management, social awareness to relationship skills to responsive decision-making. The school participates in the annual Wellbeing and Engagement Census, and the program is continually reviewed in light of the results. Of particular note in 2022 was the consultation with students in developing a fresh student code of conduct, the review of ICT student usage contract, a new program on digital citizenship, and the adoption and introduction in Term 4 of Zones of Regulation.



Our Priorities

2022 School Improvement Plan

1. A Vibrant Culture of Faith and Wellbeing	
Special Christian Character	<ul style="list-style-type: none"> Completion by staff of the final CSA Flourish series focused on “Practice’ Our new Chaplain, Mrs Nicholas commenced her role- supporting students, leading some RAVE sessions, and coordinating a Year 6 leadership group Promotion and support for a Compassion sponsor child Commencement of a review of the Christian Living program across the school Charity days - Wear Red for Heart Kids Day & Crazy Sock Day for World Down Syndrome Day
Promoting and Enabling Student Voice	<ul style="list-style-type: none"> A Year 6 student leadership group have worked with all classes from Year 1 in gathering and collating ideas for school improvement Work has started on developing our own KCS learning Language posters Exploring various new methods by which students can feed back on their learning Executive have started reviewing ways in which student achievement and progress is acknowledged and celebrated
Student Wellbeing	<ul style="list-style-type: none"> Introduction of the “Zones of Regulation” approach and resources Implementing a new Digital Citizenship program Thorough processes for navigating the many and complex COVID-19 related requirements

2. Rich Learning and Quality Teaching	
Written Language	<ul style="list-style-type: none"> Teachers introduced to ‘The Writing Revolution’ resource and starting to try out activities In collaboration with Ellenbrook Christian College, developing a scope and sequence for written language delivery for the school Continuing to implement the <i>Talk for Writing</i> and <i>7-Steps to Writing Success</i> strategies and <i>Mind the Gap</i> intervention activities, along with building teacher skill in Heggerty Phonemic Awareness Program
Spelling programs	<ul style="list-style-type: none"> Extension of the sounds write spelling as an intervention program to Years 4 and 5 Introduction of the <i>Spelling Mastery</i> Program for Year 6 students
KCS Pedagogical Framework	<ul style="list-style-type: none"> Unpack the Pedagogical Framework with teachers – first session program written Executive professional reading of <i>Bold Moves for Schools</i> completed
Curriculum mapping	<ul style="list-style-type: none"> Started writing a curriculum design and review policy and program
Assessment & Reporting	<ul style="list-style-type: none"> Upskilling of teachers in analysing assessment data Work on the Assessment and Planning Cycle aligned with the Early Years Framework
Learning Support	<ul style="list-style-type: none"> Provision of appropriate intervention for students at or below learning benchmarks Implementing new procedures for Documented Plans Close monitoring of learning adjustments Maximising funding support for eligible students Staff undertaking PD on working with students with Autism
Gifted & Talented Education (GATE)	<ul style="list-style-type: none"> Introduction of the new <i>REACH!</i> program Utilising AGAT tests in determining students for programs Working to introduce <i>Tournament of Minds</i> program
Library collection development	<ul style="list-style-type: none"> Undertaking of a careful cull of the non-fiction collection Ordering of new shelving units for installation in Term 3 Decommissioning the extensive backlog of old and removed stock
Extra-Curricular	<ul style="list-style-type: none"> Enabling the 2022 Production auditions and practices to proceed

3. Positive Community Partnerships	
Community connections	<ul style="list-style-type: none"> • Introduction the SCEA Parent Code of Conduct • Work toward the reconstitution of the Parents in Partnership group and establishment of a Christian Life Committee line with the updated SCEA Constitution
Heart for our indigenous community	<ul style="list-style-type: none"> • Forming of relationships with the liaison officer at SHCC and local elders • Exploring a partnership with and access resources of Australians Together • Dr Weaver to help lead a SCEA project to consult on and write a Reconciliation Action Plan • Plans all in place for the installation of an extra flagpole enabling the Aboriginal Flag to fly each day
SCEA connections	<ul style="list-style-type: none"> • Working with SCEA's Head of Marketing and Community in planning our 38th Anniversary celebrations, including engaging with pioneers of KCS • Collaborative planning with Ellenbrook Christian College around Written Language • Dr Weaver working with other SCEA schools on leadership development and support

4. Effective School Operations	
Professional Learning	<ul style="list-style-type: none"> • Unpacking the KCS Pedagogical Framework • Completion of the last of the CSA Flourish series on 'Practice' • Two staff sessions on pedagogical practices in Written Language • Mentorship of EY teacher to take on leadership role
Quality Practice	<ul style="list-style-type: none"> • Introduction and implementation of the new SCEA Professional Support and Accountability (PSA) tool and processes • Staff setting of professional goals
Advancing KCS & enrolments	<ul style="list-style-type: none"> • Implementation of new enrolment processes • Activate fresh ways of promoting enrolments
Property developments	<ul style="list-style-type: none"> • Advancement made on the amalgamation of our two properties with Council and work toward rezoning of full campus • Capital expenditure in support of teaching and learning- Robots for junior classes, green screen, handsets for productions, PE and STEM storage crates, UV Metre, portable outdoor tables and seats for flexible learning • Establishment of a new area featuring three flagpoles and extended stone wall • Approval for and commencement of work on a brand-new Senior School Quad area along with equipment including large chess set and outdoor table tennis table • New plant & equipment including a ride-on Lawn Mower with fittings

Due to the extensive COVID-19 regulations and subsequent restrictions and adaptations, several items, especially within the Community section have needed to be put on hold.



Staff Professional Learning

Writing - Writing has been a whole school focus in our School Improvement Plan for the last couple of years. In 2022 staff participated in many writing PL sessions such as AISWA / Brightpath workshops with a focus on words and images. We also did a book study on *The Writing Revolution* by Carol Hochman. The focus was on the technical aspects of writing including sentence construction. Staff analysed NAPLAN writing scripts with a view to incorporating strategies into teaching to address various strengths and weaknesses across the cohort.

Pedagogical Framework – Rachel Pental and Gregg Weaver worked on a document that summarized thinking at KCS around pedagogy and best teaching practices. This incorporated work done by John Hattie, Lyn Sharratt and Michael Fullan. It summarized the school’s approach to the GRR model as well as HITS (High Impact Teaching Strategies).

Student Safety – Each year KCS staff are First Aid trained (every third year) or complete a CPR refresher course (annually) to ensure their level of skill when supporting students when they are unwell or injured on school site. This training takes place in the PL days leading up to the start of the school year, the training is provided by Royal Life Saving. In addition to this, staff also complete Anaphylaxis and Asthma e-training and the local Community nurse is asked to come and do the practical component of using the puffer and auto injectors.

PSA Process Implementation – Staff were presented with the new SCEA PSA process in a session lead by Dr Thelma Perso in June and then subsequent sessions were run by Tabatha Grubb to share further information and support staff in working through the process. A template was created and staff were able to submit their PSA documentation via the HR management system. A review was then completed at the end of the year and the process was refined, in preparation for the 2023 school year.

Learning Support – Staff attended a variety of PL sessions to further support students with learning needs. Simone Herden and Tabatha Grubb attended a PL session on Developmental Language Disorder (DLD) and the upskilled the teachers and EAs about this far-reaching need. EAs attended fortnightly meetings with the Deputy/Learning Support Co-ordinator to discuss student needs on a regular basis.

Child Protection – KCS staff completed the SCEA Child Protection and Mandatory Reporting Modules, as required by SCEA at the start of each year.



Student Achievements

Once again, the school has enjoyed another year of very pleasing academic progress and achievement by students across year groups. Our focus on written language along with the important supports of spelling and grammar is really paying dividends.

Our students also performed well across a number of Competitions during the year. They did particularly well in three key mathematics competitions. 24 of our high achieving Year 3- 6 students participated in the Kangourou sans Frontières (Kangaroo without borders) with 10 gaining merit level. Year 4- 6 students undertook Maths Olympiad over a series of weeks and again gained good marks. And finally, our students for the second year were one of the top schools in the OZ ROCKS Times Tables Competition, placing 11th nationally and with the best performing pupil answering an amazing 7,377 questions correctly in total.

NAPLAN (National Assessment Plan Literacy and Numeracy)

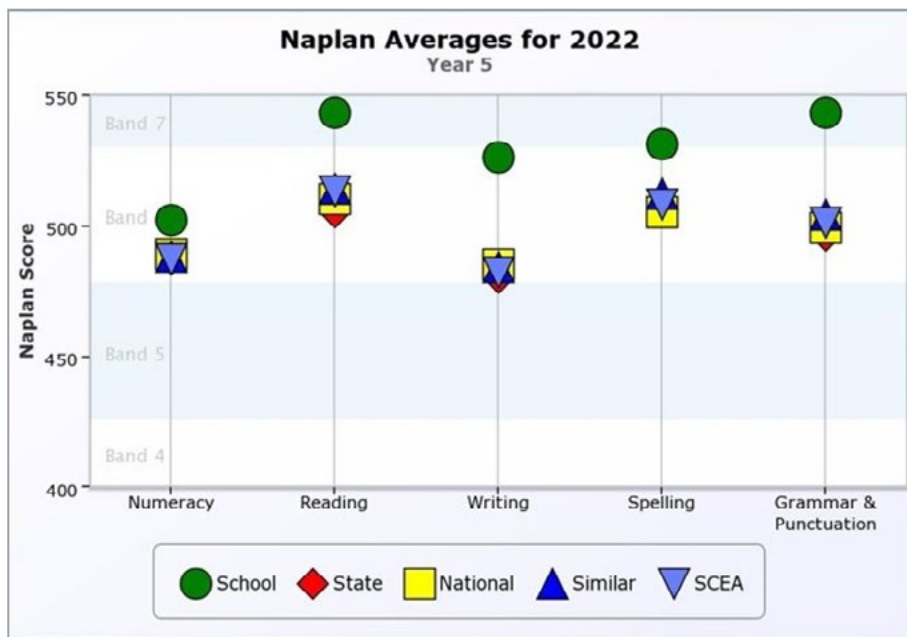
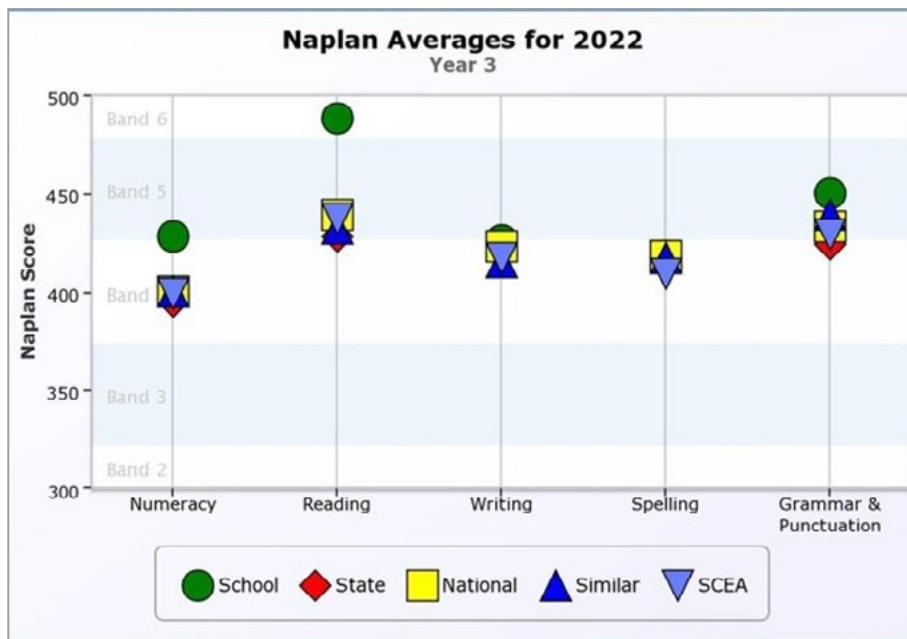
The 2022 results of the annual NAPLAN tests in Literacy and Numeracy at Years 3 and 5 were impressive, especially as compared against both State and National levels. Of particular note are:

- Year 3 Reading very high with an average in Band 6 (extremely high for that age group) with no child in the bottom category.
- In Year 5 in Reading, Writing and Spelling we had a record number of students in the top category. In grammar there was almost half the class in the top category. The reading scores are the best we have recorded, essentially the average at the national norm for Year 7.

READING results against the national outcomes	
Year 5	Best scores in last 6 years at KCS with 33% against the highest national 20% grouping (up 5% from 2021) and only 4% in lowest 20% - again a six-year best result.
Year 3	Best scores in last 6 years at KCS with 45% against the highest national 20% grouping (up 20% from 2021) and none in the bottom 20% - again a six-year best result.
WRITING results against the national outcomes	
Year 5	Best scores in last 6 years at KCS with 33% against the highest 20% grouping and only 4% in lowest 20% - again a six-year best result.
Year 3	This year we experienced a wider spread than in 2021 but still 85% against 80% nationally across the middle and top bands.
SPELLING results against the national outcomes	
Year 5	Best overall scores in last 6 years at KCS with 29% against the highest 20% grouping
Year 3	Consistent with national results. However, most encouraging to see only 10% as against the national norm for the lowest 20%, the best in 6 years with our intervention programs starting to really pay off.
GRAMMAR & PUNCTUATION results against the national outcomes	
Year 5	Best scores in last 6 years at KCS including 46% against the highest 20% grouping (up 10% on 2021) and only 4% in lowest 20%. Again our focus on the mechanics of writing are paying dividends.
Year 3	Best overall scores in last 6 years at KCS with only 10% in lowest 20% grouping

NUMERACY results against the national outcomes

Year 5	The overall results were a little down on the previous few years. We had a strong group in top level and more than expected in the lower levels. We are incorporating some goals within the 2023 School Improvement Plan as a result.
Year 3	Some pleasing results including for the first time on our records no students in the lowest 20% nationally.



Satisfaction Survey Results

Parent Survey

As part of Kalamunda Christian School's ongoing commitment to continuous improvement we take seriously our community's perceptions and opinions on a range of issues.

The 46% response rate is lower than for 2021 at 59% but can still provide some indicator of community sentiment, and its analysis by the school can assist in confirming and adjusting focus and direction.

The overall results point to the school being viewed by parents in a positive light with an overall satisfaction score of 83.3% with the SCEA average being 75.4%.

There was noticeably small increase in the neutral count across most categories but no increases in the dissatisfied categories

How satisfied are you with...		Satisfied			Highly Satisfied			Overall Satisfaction		
		2020	2021	2022	2020	2021	2022	2020	2021	2022
11	My child(ren) feeling safe at school	24.0	29.1	35.9	62.0	67.1	57.8	86.0	96.2	93.7
2	The approach to student well-being at your school	34.0	28.8	31.3	49.0	69.6	59.4	83.0	97.4	90.7
16	Whether the school is well managed and led	33.0	41.8	29.7	22.0	54.4	56.3	55.0	96.2	86.0
7	The teachers' care about my child(ren)'s needs	36.0	26.6	26.6	53.0	68.4	59.4	89.0	95.0	86.0
18	The school is providing appropriate 21st century learning programs	40.0	53.2	51.6	24.0	35.4	34.4	64.0	88.6	86.0
3	The academic program offered at your school	41.0	41.8	28.1	37.0	48.1	57.8	78.0	89.9	85.9
14	Whether the uniform policy is implemented fairly and consistently	59.0	41.8	37.5	27.0	41.8	48.4	86.0	83.6	85.9
13	Whether staff are always helpful and professional	38.0	32.9	31.3	41.0	63.3	54.7	79.0	96.2	85.5
1	Would I recommend my child's school to a friend or colleague?	28.0	24.1	17.2	47.0	70.9	67.2	75.0	95.0	84.4
9	My child(ren) making good progress at school	37.0	43.0	39.1	43.0	48.1	43.8	80.0	91.1	82.9
5	The sense of community	27.0	36.7	35.9	39.0	55.7	46.9	66.0	92.4	82.8

Staff Survey

The staff survey provides the school leadership with some vital information in terms of what is working well, especially in the cultural feel and fit and areas for future improvements. The participation rate for 2022 was a healthy 64.7%.

How satisfied are you with...		Satisfied			Highly Satisfied			Overall Satisfaction		
		2020	2021	2022	2020	2021	2022	2020	2021	2022
	My workplace culture is what I would expect of a Christian working environment	31	51.9	45.5	46	44.4	54.5	77	96.3	99.0
	Policies and their application are consistent with a Christian worldview	38	25.9	50.0	46	70.4	50.0	84	96.3	100
	The senior leaders at my workplace live the values expected of Christian leaders	23	14.8	22.7	62	85.2	77.3	95	100	100

I'm motivated to do my best	54	33.3	36.4	38	63.0	63.6	92	96.3	100
Staff around me are competent and capable of making my school a success	54	33.3	40.9	46	66.7	59.1	100	100	100
The school has a strong emphasis on delivering quality outcomes for students	15	25.9	36.4	77	74.1	63.6	92	100	100
Teaching and learning is the priority in this school	23	25.9	36.4	54	74.1	63.6	77	100	100
People in this workplace treat each other with respect	33	29.6	45.5	67	70.4	54.5	100	100	100
Staff have a strong sense of teamwork and collaboration	46	37	36.4	46	59.3	63.6	92	96.3	100
A balance between work and personal life is supported and enabled	38	25.9	77.3	15	29.6	9.1	53	55.5	86.4

Student Survey

How satisfied are you with...	Satisfied			Highly Satisfied			Overall Satisfaction		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
My teachers motivate me to learn	47	41.3%	38.6	25	52.4%	54.4	72	93.7	93.0
I feel valued and part of the school community	41	42.9%	29.8	22	39.7%	50.9	63	82.6	80.7
My teachers provide me with useful feedback about my learning	47	57.1%	35.1	23	31.7%	52.6	70	88.8	87.7
My teachers work hard to support my learning	48	19.0%	26.3	27	73.0%	66.7	75	92.0	93.0
Christian Values are embedded in all aspects of learning and school life	37	38.1%	35.1	22	30.2%	47.4	59	68.3	82.5
I feel safe at this school	41	27.0%	40.4	28	63.5%	52.6	69	90.5	93.0



School Income by Funding Source

Source	Total	Per student
Australian government recurrent funding	\$1,573,579	\$7,988
State/Territory government recurrent funding	\$385,126	\$1,955
Fees, charges and parent contributions	\$911,883	\$4,629
Other private sources	\$80,312	\$408
Total gross income (excluding income from government capital grants)	\$2,950,900	\$14,979

For additional financial information, please visit My School website (www.myschool.edu.au)

School Income by Funding Source (Total)

