




Kalamunda
CHRISTIAN SCHOOL

2025

Annual Report





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Our School

Calling

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

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

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.

Our Graduates

KCS students go on to various High Schools across Perth, including SCEA schools such as Swan Christian College and Mundaring Christian College. Our desire is to see them reflect the values and attributes they have experienced during their time here. Schools that enrol graduates from KCS tell us they are respectful, hard-working, well-mannered and take pride in their uniform.





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Principal's Report

Parents and educators have the most significant impact on children's learning, according to John Hattie, one of the leaders in educational research. I am so grateful that we get to partner with staff, families, and students to help every child flourish. In this world of rage, ChatGPT, and social media algorithms, it is good to be part of a community that values the growth of each child through holistic Christian education.



*May our sons flourish in their youth,
like well-nurtured plants.
May our daughters be like graceful pillars,
carved to beautify a palace.
— Psalm 144:12*

This verse refers to sons being nurtured and cared for so they grow strong, and daughters being shaped and encouraged so they radiate the kind of beautiful inner strength our world so desperately needs.

Arts

"All the world is made of faith, and trust, and pixie dust."

Peter Pan, with its detailed sets, design, costumes, and performances, dazzled audiences over two nights at the end of Term 3. The school production is a significant annual event led by Mrs Rimmer, Mrs Wheat, Mrs Michael, parents, and former student helpers. You can see the photos and pixie dust in the Yearbook, which captures the fun and quality of this cherished KCS tradition.

Our music program, led by Mrs Wheat and our passionate tutors, continues to see students shine in their skills. This was best evidenced at the after-school performance nights and the Music Assembly. Who knows where their talents will take them in the future?

Sport

One of this year's highlights was our inter-school swimming team placing first in their carnival division. It came down to the final relay, and our swimmers cheered and screamed our team all the way to the finish line and podium success. This year, our athletes also competed in basketball, netball, soccer, cross-country, and athletics events. In our swimming, cross-country, and athletics carnivals, students performed for their personal bests and their house factions. Mr Williams also provided opportunities for students to learn touch rugby, golf, tennis, and lacrosse. Learning through physical education is a vital part of our students' development and a key component of their learning journey.

Learning at KCS

Learning and engagement are not just measured by data. Witnessing the 'aha' moments when students discover something new, master a concept, or collaborate meaningfully is an important metric at KCS.

We do use data to benchmark students and our school each year. This has led to a strategic focus on grammar and spelling, with a new program called PLD, pioneered by Mrs Pandal, already bearing fruit across the school.

In NAPLAN, 84% of Year 5 students achieved in the strong/exceeding band for Reading, 90% in Spelling, and 95% in Numeracy. One student scored 'exceeding' in all four tests! A particularly encouraging result was the significant improvement shown by students from Year 3 to Year 5.

Our staff provide both intervention (TLC programs) and differentiation. Every student is on a learning journey and deserves nurturing and encouragement. Our robotics and STEM programs, camps, and excursions offer diverse learning experiences at KCS. Our Exhibition of Learning sessions are one of the ways we make student learning more visible in our school.

Staff News

We are grateful to Mr Bonalack, who taught Chinese while Mrs Wong was on maternity leave this year. Miss Lane brought joy and colour to the Pre-primary class and the front office while Mrs Chambers was on maternity leave. Mrs Cramer stepped in to teach Year 4 while Mrs Pental took time off for an operation. Miss van den Heever joined our administration team, and Mrs Orchard, after many years of diligent service, concluded her season at KCS. Mr Newell also finished his year at KCS, bringing his creative passion to the role of marketing and communication.

With a flourish of leopard prints at the final assembly, Mrs Grubb also concluded her time at KCS after 17 years. We celebrated with a morning tea and a final bell-ringing 'Leave Your Legacy' moment with special guests, students, and parents. Her favourite song, Joy by For King & Country, was performed by students with special dance moves, followed by a farewell arch of students and parents.

Mrs Rimmer was successfully appointed as Acting Deputy Principal, serving in this role from the start of Term 4.

Community Events

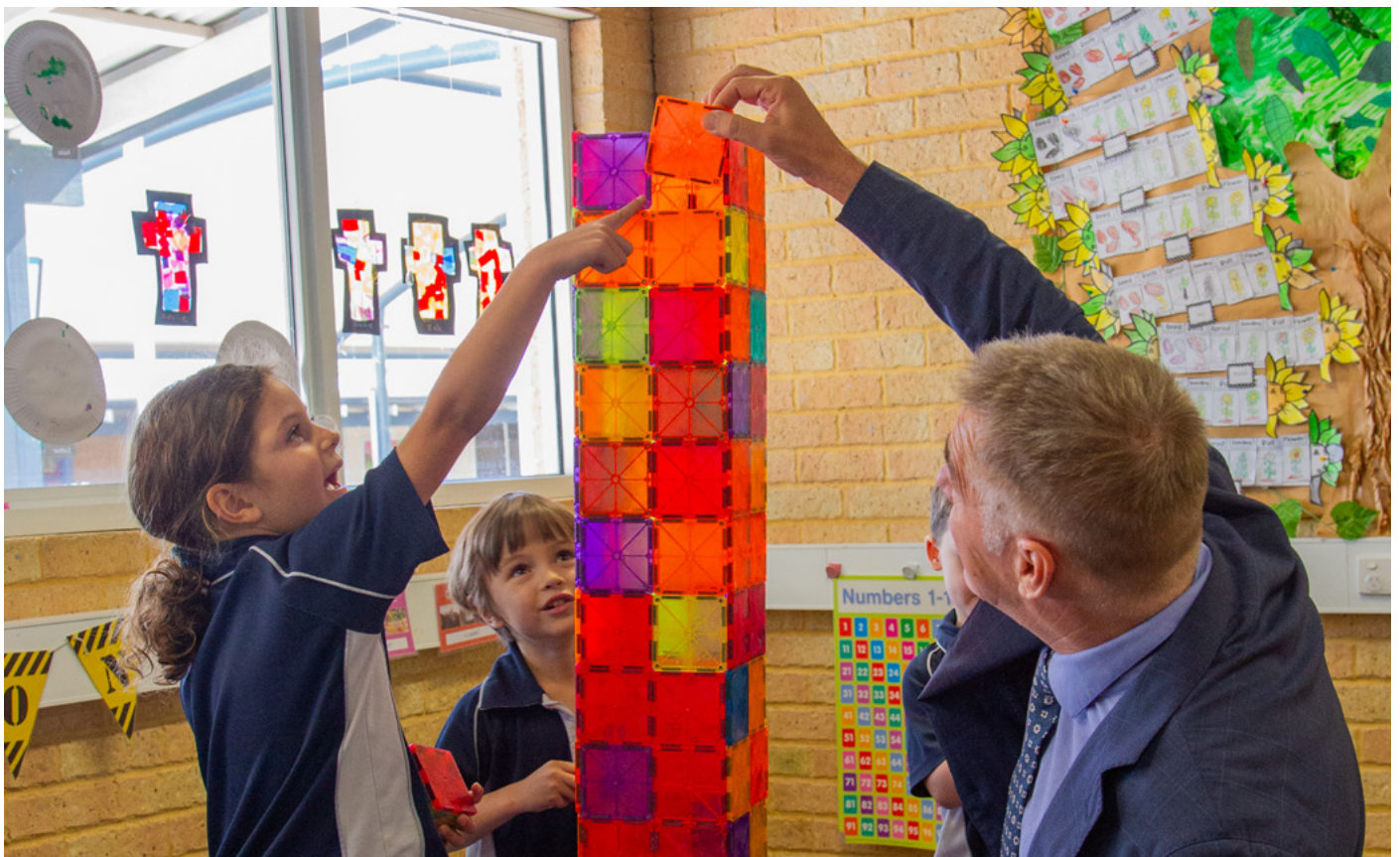
This year included a glamorous quiz night, a camp-fire night, Christmas and Easter concerts, and even go-karting. These events are part of the glue that makes our school not just a learning institution, but a village to belong to.

Blessings,
Mr Craig Hunter
Principal

Let me finish with a prayer of blessing:

Dear Father, thank you for lavishing your love on us and the families at KCS. We thank you that 2025 was a year of your faithfulness, and that we could be a beacon of your light and love. We thank you for every child and the incredible plan and purpose you are unfolding in their lives. We pray for a special blessing over our graduating Year 6 students, and that they would know your strength and courage to make a difference in this world.

In Jesus' name, Amen.





Christian Education

General Culture

At Kalamunda Christian School we have a strong understanding that education begins with invested and involved parents, and through partnering with families, our staff are in a position to impact lives. More specifically, we know that our students require a broad range of skills, attitudes, and values to succeed. These skills are essential and can be effectively learned in the context of trusted ties to caring and committed adults. Our staff are dedicated to walking alongside our students each day, as they grow and learn.



Christian Living Program

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 world-view. This undergirds all of our learning and teaching programs, our approach to community building, and the growth of staff. Mrs Slaney also began Christian Living as a subject using art, music and nature to engage students with God and his love and purpose.

Emphasis was placed upon the establishment of and strengthening of connections with local churches, with the Principal continuing his membership of the local Ministers group. A partnership of support and involvement is with Compassion Australia. It was wonderful seeing our students actively participating in student-initiated service-learning and charitable activities, including both local and international organisations.

Christian Values

KCS aims to be a river of God's love. Next to our school is Wallis Park, an effervescent spring that winds its way to Lesmurdie Falls, the Canning River, and out to the ocean. In the Garden of Eden, there was a river, and in Revelation, at the end of the age, we read about a river that flows from the very throne of heaven, bringing healing to the nations.

Tim Healy, a former pastor of Riverview Church, spoke to us about the need to care for our planet. Mrs Nancarrow launched a Sustainability Squad to help us begin this journey at KCS.

Our Students

Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Sub Totals	Streams
Pre-Kindergarten	16	8	0	0	0	24	1
Kindergarten	15	15	0	0	1	30	1
Pre-Primary	11	11	1	1	2	22	1
Year 1	19	8	9	1	2	27	1
Year 2	12	8	5	2	3	20	1
Year 3	9	15	7	0	1	24	1
Year 4	5	18	8	1	4	23	1
Year 5	8	11	5	1	2	19	1
Year 6	8	16	5	0	0	24	1
Total	103	108	40	6	15	213	1

Student Country of Birth

Country of Birth	Number of Students
Australia	201
South Africa	2
Nigeria	1
Germany	1
New Zealand	5
India	1
United Kingdom	2
Total	213

Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Pre-Kindergarten	96.5%
Kindergarten	96.1%
Pre-Primary	90.4%
Year 1	91.6%
Year 2	93.1%
Year 3	92.2%
Year 4	87.4%
Year 5	90%
Year 6	91.3%

How Attendance is Managed

Teachers mark the class rolls on the school management system in the mornings at 8.30 am and again in the afternoons at 1.25 pm. Parents/guardians are required to inform the class teachers or school office by email or phone or log into the school app to log or explaining why their child was absent. If no explanation is given before 9.15 am, the school sends a text message and school app notification, 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 Care

Pastoral Care and Behaviour Management

At Kalamunda Christian School, wellbeing is not a program-it's a posture. In 2025, we continued to deepen our commitment to nurturing the whole child, recognising that emotional, social, and spiritual wellbeing are foundational to learning and growth. Our approach is grounded in restorative practice, which continues to shape how we build relationships and resolve conflict. Students are guided to reflect, take responsibility, and restore relationships-learning that every voice matters and every story deserves to be heard.

This year, we saw students grow in empathy and accountability, with 77.5% agreeing that staff treat students fairly and value their opinions. Trauma-aware practices remain embedded across classrooms. Staff have worked intentionally to create safe, predictable environments where students feel seen and supported. This is reflected in the data: an outstanding 85% of students agreed they feel safe at school.

Creative arts flourished as a vibrant expression of wellbeing. Our school production of Peter Pan brought the community together in a joyful celebration of imagination and teamwork. Students also shone at the Edu-Dance concert, where movement and music gave them a platform to express themselves with confidence and joy.

Our teachers play a vital role in student wellbeing. This year, 95.1% of students agreed that their teachers work hard to support their learning, and 91.9% said they have at least one teacher who really cares about them. These relationships are the heartbeat of our school.

As a Christian school, we believe each child is uniquely created and deeply loved by God. This belief shapes everything we do. Our wellbeing initiatives are not just about helping students cope-they're about helping them flourish. In fact, 80.4% of students agreed that everything in the school is designed to help them flourish.

Student voices echoed this sentiment. One student shared, "School is my getaway place from home... I feel like I belong here." Another wrote, "KCS is amazing and nothing could make this school better."

Bullying Incidents and Responses

The school emphasises the importance of distinguishing between bullying and conflict, as these terms are often misunderstood or misused. Teachers and students have access to charts in the classroom to help identify bullying behaviours versus conflict. Anti-bullying strategies and support are integrated into weekly wellbeing lessons and Religious and Values Education (RAVE) assemblies. Parents are regularly updated on these issues through articles in the school newsletter. Bullying is treated with the utmost seriousness and is thoroughly investigated by class teachers, and the Principal or Deputy when necessary. Negative behaviours are documented in the Pastoral Care section of the TASS Staff Kiosk. The school's wellbeing programs also provide strategies for dealing with bullying and conflict.



Our Staff

Executive Staff

The 2025 School Executive Team consisted of the following staff:

Name	Position
Mr Craig Hunter	Principal
Mrs Tabatha Grubb	Deputy Principal
Mrs Simone Herden	Early Years Coordinator
Mrs Kate Rimmer	Arts Coordinator
Mr David Wolfenden	Business Manager

School Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	TOTAL
Male	3	2	0	1	6
Female	4	11	10	2	27
Indigenous	0	0	0	0	0

Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	0
Master's degree	1
Postgraduate Diploma	0
Bachelor's Degree	8
Graduate Diploma	2
Diploma	3
Total	14

Staff Attendance and Retention Rate

All of our staff have a high rate of attendance, and those that are absent, are followed up to make sure they are being supported in any way necessary. Our attendance and retention rate was close to 100%.

TRBWA Registration for Teachers and Leaders

All our teachers and leaders are up to date with their TRBWA (Teachers Registration Board of Western Australia) registration.

Staff Professional Learning

Professional Learning in 2025:

In 2025, Kalamunda Christian School staff engaged in a variety of Professional Learning (PL) sessions aimed at enhancing student safety, learning outcomes, and aligning with our School Improvement Plan (SIP) goals. These included:

- SCEA Child Safety, Mandatory Reporting, and WHS Modules
- Staff First Aid & CPR Training
- CANVAS training – training with Steve Drew around new LMS and Apple Classroom
- Literacy Pro – training with Joelle from Scholastic on using litpro for data interpretation
- Restorative and Trauma informed Practice – Multiple sessions, including staff training and school-based PL and collaboration
- Neurodivergence Training session – Nikki Montgomery presented to staff on supporting students with neurodivergence.
- Talk 4 Writing – Numerous sessions, combining staff training and school-based PL and collaboration
- Staff Wellbeing – workshop helping staff with navigating psychosocial hazards and self-care strategies.
- PLD Spelling Program Training – A combination of staff training sessions, online training modules, and school-based PL and collaboration
- AISWA IE Consultant – Neurodiversity Practical Classroom Support Strategies for Teachers with Bronte Paterson
- National Policy Forum in Canberra – Attended by the KCS Principal

These sessions have further supported our ongoing commitment to fostering a safe, effective, and innovative learning environment



Our Priorities

School Improvement Plan 2025

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
Targeting explicit grammar across KCS, embedded in the Talk for Writing program in each unit.	<p>Teachers are equipped and implementing T4W non-negotiables in their classrooms and feel supported in this.</p> <p>Mrs Pental to oversee and check T4W programs, meeting with teachers around grammar and its implementation effectively.</p> <p>Improvements will be measured over the year with data tracking and NAPLAN results in 2025 and 2026. The aim is for a 5 to 10% overall growth over the year.</p>	Yes- still one more year of analysing data progress to see growth targets met.
Focusing on systematic ways to equip students in Sustainability and Creation Care across KCS.	<p>Each class will be responsible for one area of sustainability related activity in the school, from chickens in Kindy/Kickstart, to Recycling in Year 6.</p> <p>Mrs Nancarrow to take a lead role in implementation and hold teachers accountable.</p> <p>A new 'earth captain' roles in Year 6 means that this will be supported across the school.</p> <p>Our STEM garden will be upgraded over the year, and other areas in our school, including EY and play areas.</p>	Yes – all targets achieved
Developing more visible ongoing assessments and strategies for differentiated learning in the classroom alongside enquiry learning opportunities (Graduate Release of Responsibly approach to learning)	<p>Increasing the use of Seesaw to Year 2 and use it to inform parents and students on learning.</p> <p>Mr Hunter and Mrs Nancarrow to strategize on new CANVAS LMS for use from Years 3-6 at KCS in 2026.</p> <p>Assessment practices discussed and reviewed during leadership/staff meetings.</p> <p>Exhibitions of learning scheduled in Terms 1 and 3 after school to achieve more visible learning with parents.</p> <p>Teachers equipped in PL on differentiation and programs and lessons checked to reflect this.</p>	Yes – all targets achieved
Implementing the PLD program, to make sure our spelling program and results improve across KCS.	<p>Mrs Pental to lead the training, materials and efficacy of PLD at KCS. Time is allocated at PL and in 1-1 meetings with staff to see effective rollout.</p> <p>Aim to see programs running regularly in 2025 and minimum of 10 % improvement in results by 2026.</p>	Yes – still evaluating data to see progress.

Student Achievements

At Kalamunda Christian School we strive to provide a high-quality Christian education within a welcoming community where all individuals are valued and belong. As a community of learners, we strive for excellence, unlocking the potential of everyone, developing confident, active learners who improve their world.

The following statistics reflected this desire to help every student learn and grow.

In our 2025 survey, our parents told us:

- 95% felt satisfied or very satisfied with the academic programs offered at the school.
- 93% felt satisfied or very satisfied that their children were making good progress.
- 97% said that KCS was providing appropriate learning programs and pathways.
- In our 2025 survey, our students told us:
- 97% felt satisfied or very satisfied that teachers provided useful feedback about learning.
- 98% felt satisfied or very satisfied that teachers work hard to support their learning.
- 100% said that teachers challenge them and expect them to do their best.

As part of offering students' academic rigour and challenge there have been many competitions that students have taken part in throughout the year.

Maths Olympiad Competition- A group of students from Years 4 to 6 have participated in the Maths Olympiad Competition which included four tests throughout the year. The focus is solving open-ended Maths challenges.

Australian Maths Competition- The Australian Mathematics Competition was introduced in Australia in 1978 as the first Competition in Australian Schools. It has become the largest single event on the Australian Education Calendar, allowing students to attempt the same tasks, on the same day in about 40 countries. This year, KCS students achieved 1 x High Distinction, 4 x Distinction, 9 x Credit, and 6 x Proficient.

Times Tables Rock Stars- Out of 119 schools, KCS came third! A lot of frantic number tapping and mental cognition and encouragement saw our students climb up the leaderboard. Our Year 4 class achieved seventh place out of 721 classes.

Tournament of the Minds Competition- Two teams of students from Years Five and Six were selected to compete in the Tournament of Minds Competition. They were also involved in weekly challenges to help them with solving real-life problems and finding creative solutions to scenarios. The first round of the competition was held at Edith Cowan University in September. Both teams achieved great results on the day.

Spelling Bee- KCS competed against 82,000 students this year- a new record for the Bee. 200 students from each reading level in each state and territory progressed to the State and Territory Finals.



NAPLAN (National Assessment Plan Literacy and Numeracy)

Our Year 3 students outperformed the national average across all NAPLAN domains. These results highlight the success of the school's literacy and numeracy programs, as the Year 3 students consistently performed well above the national average in all areas.

The Year 5 cohort demonstrated strong academic performance, particularly in numeracy and reading, with results above or very close to the national averages across most areas.

Our NAPLAN results are a snapshot of a child's learning journey and the results were pleasing this year, especially seeing the progress from Year 3 to Year 5.

In Reading Comprehension, KCS has tracked over 10% above the national mean and schools similar to ours for the last 6 years.

In Numeracy, KCS students developed at a significant growth, going from Band 4 to Band 6 in two years.

In Year 3, we saw challenges in our spelling and grammar and punctuation overall. As a result, this has been a focus in our strategic plan and classroom pedagogy.

It has been pleasing to see growth from Years 3 to Year 5, where our average results were strong or exceeding across all testing areas. In fact, one of our Year 5 students scored exceeding in all areas. A snapshot of results are in the graphs below.

Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	405	402	414	405	408
State Mean (Average)	397	392	407	396	398
School Mean (Average)	410	396	399	378	381
% of School students above the National Minimum Standard	100%	87%	96%	74%	91%

Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	492	492	480	487	497
State Mean (Average)	488	486	474	487	493
School Mean (Average)	517	526	486	506	513
% of School students above the National Minimum Standard	100%	85%	90%	95%	90%

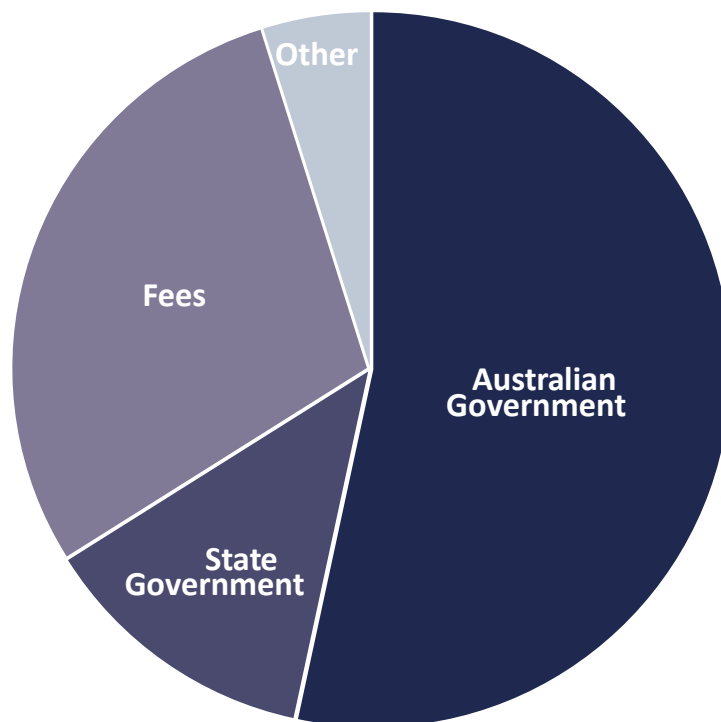
Satisfaction Survey Results

	Parent	Staff	Student
Number and % of Responses	71 (26%)	21 (66%)	62 (30%)
Satisfaction with the school/college overall	93% of parents surveyed were 'likely' or 'very likely' to recommend the school	87% of staff surveyed were 'likely' or 'very likely' to recommend the school	72% of students speak positively about the school
Christian ethos/Christian education	84% of parents surveyed were 'satisfied' or 'very satisfied' with the emphasis on Christian Education	89% of staff surveyed 'agreed' or 'strongly agreed' that the workplace culture reflects a Christian ethos	88% of students saw Christian Virtues as being 'embedded in all aspects of learning and school life'
School Leaders and support provided	91% of parents surveyed 'agreed' or 'strongly agreed' that leaders are accessible and interested in their concerns	84% of staff surveyed 'agreed' or 'strongly agreed' that leaders are accessible and listen to them, and feel their wellbeing is supported	85% of students feel valued and part of the school community
Staff behaviours	94% of parents surveyed 'agreed' or 'strongly agreed' that KCS staff are always helpful and professional	95% of staff surveyed 'agreed' or 'strongly agreed' that staff at KCS treat each other with respect	88% of students surveyed 'agreed' or 'strongly agreed' that their teachers motivate them to learn
School Safety	92% of parents surveyed 'agreed' or 'strongly agreed' that their children feel safe at school	91% of parents surveyed 'agreed' or 'strongly agreed' that they work in a safe environment	85% of students feel safe at this school



School Income

Net Income 2025	\$ Total
Australian Government	\$2,002,556
State Government	\$476,083
Fees, charges and parent contributions	\$1,090,571
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$182,241
Total Gross Income (Excluding income from government capital grants)	\$3,751,451







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