



ANNUAL REPORT  
2020



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## From the Principal

When the school staff met for their first organisational meeting in January 2020, they were unaware of the fact that a new flu-like virus would effectively nullify all their major plans laid for the academic year ahead and would rapidly plunge our world into what we have now come to know as “uncertain times”. So began a year for our school students, staff and parents of a kind that we could never have imagined. God alone knew the grace, the endurance and the sacrifice that would be required of the staff in the ministry of the School to effectively navigate our path of Christian education to our young people in a world stricken by a global pandemic.

We were encouraged as the year began with an enrolment of 92 students from Kindergarten to Year 12, supplemented by an additional 11 students in our K4 (formerly Pre-Reading) class.

The rhythm of the new school year had only just begun, and the annual Swimming Carnival just completed, when our School (among all other schools) was advised of the need to cancel many extra-curricular fixtures in an attempt to avert the broad spread of COVID-19 infection in Sydney. On Monday, 16 March five fixtures scheduled for that same week were immediately cancelled, and church and children’s ministries for the coming weekend were cancelled. What was happening to our very predictable world?

The new norm for our School suddenly became classroom teaching only, with compulsory practices such as “social distancing”, no physical contact, no hand-shaking, constant hand-washing, sanitising and endless cleaning.

Then came the most shocking news - schools were advised by educational authorities that in order to assist in further

averting the spread of COVID-19 infection in NSW, lock-down of schools was to accompany community lock-downs for an indeterminate period of time. Teachers were to rapidly prepare for “remote teaching” of students while the young people were in lockdown in their homes. Though untrained for it, teachers were to suddenly master the digital electronic platforms of Zoom, Google Classroom, Stile, etc to conduct video-conferences with their classes, and to service the needs of individual students whilst they remained at home.

*“All staff and parents came to realise the immense benefit of teachers being present with their students, enabling quality teaching and learning to take place.”*

When Term 2 began on 20 April, most students began to function remotely at their homes under the supervision of their parents. There was also a small nucleus of students undertaking remote education at school, being children of essential service workers, along with children of the teachers themselves. The teaching staff were rostered to be either at school or at their home teaching remotely. For those rostered in attendance at School, part of their time was to be devoted to the supervision of the students who were also present. This nucleus of students increased in size almost daily, as an increasing number of children struggled to succeed in remote learning at home, being absent from their teachers. This placed increasing pressure on teaching staff as the weeks rolled by.

Progressively, by the final week of May (Week 5 of Term 2), permission was given by authorities for select grades to be invited to return to classes at School, where seating was to be in a COVID-safe way with social-distancing. By the conclusion of June, all students from K4 to Yr 12 were back on campus and engaged in routine classwork. The community lockdown had proven successful in suppressing infections, but many students had really struggled to learn effectively throughout the period of up to 10 weeks. All staff and parents came to realise the immense benefit of teachers being present with their students, enabling quality teaching and learning to take place.

Commencing Term 3, though students and staff were now functioning together at School, all were heavily restricted in the holding of assemblies and group meetings (eg. School Chapel, Staff Meetings). Such fixtures could only be held electronically or pre-recorded, which created additional effort all round. Of course, the daily routines of sanitising tables, chairs, buses, kitchen facilities, playground equipment and all high-touch areas added to the daily load of students and staff. Also, extra-curricular activities were still with-held for the most part, so an increasing number of students became increasingly despondent as Term 3 rolled into Term 4.

By Term 4, it was clear that all students and staff were very tired and for some, the routines became a drudgery. Nevertheless, all were conscious of the need to work together as a team in all tasks, and to thank God for the fact that there did not appear to be one COVID-19 infection within our church, school and family communities.

Of significant note throughout this year:

1. Angelica Panov, Ksenia Panova, Justin Karam and Joshua Hickson graduated at Year 12 level, with each of them securing tertiary study options for 2021 should they wish to proceed.
2. Angelica Panov was very deservedly awarded the prestigious Pastors' Award for 2020.
3. Mr Don Leys, Teacher from 1980-2020, and Principal from 1981-2020 announced his retirement from Condell Park Christian School, effective from the end of Term 4.

Having written this, my final annual report on the activities of the School, it is with very mixed emotions that I conclude this report. It has been a rich reward indeed serving God in nurturing the leaders of tomorrow. Such future opportunities will be sorely missed. Nevertheless, the challenges of the years have been many, and the pressures have been significant. In the midst of 41 years of both personal mountain-top experiences and dark valleys, I know that my time as Principal has needed to conclude. I look forward to the Lord's mercies which He promises will be new to me each morning in a new chapter of my life in 2021.

Indeed, a new chapter for Condell Park Christian School dawns in 2021 also. May God richly bless the students, parents, staff and church and school communities as yet another year begins.

**Don Leys**  
Principal

## From the Chairman of the School Council

I am pleased to report on the ministry of Condell Park Christian School in 2020. It provides an opportunity to gratefully acknowledge the School's continuing ministry of preparing students for a God-dependent life of service.

The School Board does not directly influence the teaching and discipleship of the students; that is the responsibility of our dedicated teachers and staff who have done a wonderful job in a very challenging year – a year characterized by the COVID-19 global pandemic.

The impact of COVID-19 upon the school is summarised in the Principal's Report. As you read it, I am sure you will agree that the Lord helped us greatly in strengthening all of the staff and sustaining each family.

Whilst 2020 will be remembered as the COVID year, it is also the year that our Principal, Mr Don Leys, retired from our School after more than 40 years of service.

It is not possible to quantify all that has been achieved through Mr Leys' leadership of our School. Nor is it possible to adequately convey

our appreciation. Hundreds of children have been educated and well equipped for life. Many parents have been helped to raise their children "in the nurture and admonition of the Lord." Mr Leys' investment has been immense, and we give praise to God for such an enduring ministry.

Whilst Mr Leys has been the "driver" of the School for a long time, the reality is that behind him are dedicated teachers and administrative staff who have been the "engine" that provides a God-honouring education to the children day after day. We likewise give thanks to God for their faithful ministry in 2020.

I would also like to express my gratitude to the School Board/Association members and the members of the Committee of Management. Their faithful ministry behind the scenes has been greatly appreciated.

God has been good to our School. We praise Him for His sustaining grace and look to Him for guidance into the future.

**Pastor Glenn Matthews**  
Board Chairman

## From the Student Representative Council

2020 was a year full of surprises for the students and staff at Condell Park Christian School. In spite of the challenge of completing part of our schooling through isolation, we still managed to have a year of schooling filled with many educational and fun experiences.

The Student Representative Council worked closely with staff to achieve goals that were set for the year. Our goal was to make school a safe and fun environment where teachers and students could work together.

Some of the events that we organised were a Crazy Hat Day fundraiser, Christmas parties and pizza parties. We also organised a fun week of activities to replace camp week which had to be cancelled due to Covid-19 restrictions. During this week, we hosted a mufti day, organised a scavenger hunt, delivered

Science Day activities, provided special lunches and enjoyed a day of the Year 11 and 12 students taking part in teaching the younger students.

2020 was a challenging yet memorable year. We are thankful for the opportunity to contribute to the life of our school amidst the differences that will make 2020 a year to never be forgotten!

**Angelica Panov**  
2020 School Captain

## Contextual Information About the School

Condell Park Christian School provides a highly-sought-after and effective Christian education, delivering a quality academic program reflecting a distinctively Biblical worldview. Such a worldview ensures that Christian parents are supported in their Biblical mandate to 'bring up their children in the nurture and admonition of the Lord'; that Christian church pastors are assisted in their role of 'shepherding the flock of God' and that God is honoured in all that is taught and learned at the Christian school. Condell Park Christian School is an integral ministry of Condell Park Bible Church, an independent Bible-believing church in the south-west of Sydney. The Pastoral leadership team, church-school teaching staff, church members and parents engage daily with students not only in their teaching and learning activities, but also in modelling lives where Biblical virtues and loving servant leadership are both cherished and encouraged.

The mission of the school is to provide quality Christian education, in order to prepare students for a life of leadership among the citizenry of their communities, while living a life of robust Christianity and service for God. The school achieves its mission by: teaching truth as found in the Bible in all subjects; developing Godly character in all students; and preparing young people for life-long, Christ-centred service towards men, women, boys and girls. This inspiring mission is contingent upon each student coming to a personal knowledge and assurance of Jesus Christ as Saviour and Lord, being nurtured in their God-given academic and spiritual gifts and abilities, whilst learning to live a God-dependent life. The school staff, in concert with parents and church leadership, are highly motivated in assisting each student to identify his or her particular giftedness, and to strengthen that gift through courses of instruction, nurture and expression.

At the conclusion of 2020, the school had an enrolment of 92 students in Years K-12. We seek to admit children of families who meet selection criteria, and who choose to have their children educated in a caring Christian environment, where Christian character development is considered a high priority. The school maintains a quality academic program, using an effective blend of Christian education curriculum materials with a distinctively Biblical worldview, along with other carefully-selected resources. There is also a strong emphasis on developing leadership and personal ownership and responsibility for learning among all students.

Teaching and learning comprises teacher-directed and group learning strategies where knowledge, understanding, skills, values and attitudes are enriched and students learn to work in team situations. A major emphasis is placed on concept mastery rather than mere acquaintance, with learning based on strong foundations of language, literature, communications, digital technologies and numeracy. Specialist learning support interventions assist greatly with achievement of those students who are identified as needing additional assistance, whilst extension and enrichment activities are prescribed for those who are gifted learners. The school endeavours to provide real academic support for the growing number of students enrolled from migrant families in our multi-national area of south-west Sydney.

Extra-curricular activities such as school band, school choir and regular public performances and ministry provide wonderful opportunities for young people in personal development and increased effectiveness in service. Our growing number of band musicians, trained from Primary years to master traditional orchestral instruments, perform with regularity, and along with the school choir, provide rich musical and vocal performances in a variety of school, church and public contexts.

The student body receives the preaching of the Word of God which is living and life changing. Therefore, a common characteristic of the student body at Condell Park Christian School is a faith in Jesus Christ as Saviour from sin. Lives have been changed and testimonies reflect lives that are centred in Jesus Christ to the glory of God.

Condell Park Christian School plays an important role in the Christian community by providing a school that complements homes and churches in all that is believed, taught, and practiced. This engenders harmony, cohesion and strength in traditional families in the community at large, in a day when these attributes are so desperately needed. This relationship between home, church and school continues to produce spiritually-strong, socially-confident, caring and well-adjusted young people.

Total student numbers at the conclusion of 2020 were 28 students in K-2, 34 students in Years 3-6, 20 students in Years 7-10 and 10 students in Years 11-12. 1% of enrolled students identified as indigenous.

# Student Outcomes in Standardised National Literacy and Numeracy Testing

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below and available on My School (<http://www.myschool.edu.au>).

	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
YR 3	Substantially above	Substantially above	Substantially above	Substantially above	Above
YR 5	Substantially above	Substantially above	Substantially above	Substantially above	Close
YR 7	Insufficient number of students				
YR 9	Insufficient number of students				

## Senior Secondary Outcomes

### Recognition of School Achievement (ROSA)

Condell Park Christian School is not accredited for Years 7-10 and students are not required to meet the study requirements for each KLA as detailed on the Assessment Certificate Examination (ACE) website. Therefore, there are no candidates for the Recognition of School Achievement (ROSA). The parent community is aware of this status and is supportive of the same.

### High School Certificate (HSC)

Senior Secondary Outcomes are linked with the fact of accreditation and students who attain a Year 12 HSC. However, Condell Park Christian School has not pursued accreditation or the HSC. This School is exempt from registration with the status of a School that has been deemed to be registered. Nevertheless, the quality of the scope and sequence of teaching programs, teaching and learning activities and samples of student work is still evident and seen by Registration Inspectors when they visit the School.

# Teacher Professional Learning, Accreditation and Qualifications

## Professional Learning Undertaken by Teachers

All staff participated in a range of professional learning experiences. A summary of activities completed by proficient teachers is shown below.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NUMBER OF STAFF PARTICIPANTS
Child Protection Workshop	10
Anaphylaxis Training	10
CPR Training	10
Advanced Leadership Program	1
Child Safety Webinars	3
Learning From Home Webinar	2
Learning From Home with Google Education Webinar	3
Stile Distance Education Webinar	1
Spiritual Foundations of Christian Education Workshop	2
Wyniss Online Music Workshop	1
First Aid for Teacher Wellbeing Training	3
Supporting ASD Students Workshop	2
NAPLAN Online Training	1
Teaching to Change Lives Program	1
The Heart of the Matter Training	3
Creativity and Critical Thinking Seminar	1
Classroom Counselling Course	3
Synthetic Phonics Training	1

## Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	3
Provisional	3
Proficient	11

## Teacher Qualifications

CATEGORY	NUMBER OF TEACHERS
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	14
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	3

# Workforce Composition

DESCRIPTION OF STAFFING CATEGORY	NUMBER OF STAFF
Teaching Staff	18
Full-time Equivalent Teaching Staff	12.1
Non-Teaching Staff	10
Full-Time Equivalent Non-Teaching Staff	5.8

During 2020, Condell Park Christian School did not have any employees who identified as Aboriginal and/or Torres Strait Islander.

## Student Attendance, Retention Rates and Post-School Destinations

### Student Attendance

2020 ATTENDANCE RATE



## Student Attendance

The overall attendance rate for 2020 was identical to the overall attendance rate for 2019. The period of remote learning in 2020 presented some challenges in terms of assessing student attendance. During this period, attendance was determined by student engagement with online learning sessions and activities, as well as through accountability feedback systems that required daily engagement from parents (Primary) and students (Secondary).

The School monitors the daily attendance and absence of every student by maintaining a daily register for each class of students. Student absences from classes are recorded in a consistent manner on an electronic roll by the supervising staff member. Unexplained absences from classes are followed up with an automatically generated email to the parents (or guardians) with the request that they provide a timely and feasible explanation for their child's absence. Where unsatisfactory attendance is identified, the attendance issue and any action taken is recorded, as appropriate, on the student file. Parents or guardians of students with an attendance rate of less than 90% for a semester are notified of their child's unsatisfactory attendance rate. Where no improvement is noted in the following semester, the Principal follows up with the parents directly in the form of a conference. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

## Retention Rates

Condell Park Christian School had no students enrolled in Year 10 throughout 2020. Therefore, there is no data to report on retention rates from Year 10 to Year 11. There was a 100% retention rate from Year 11 to Year 12.

All four graduates of Year 12 in 2020 were students continuing from their Year 10 studies. One additional student in this group transferred to another school during Year 11 studies in 2019. This translates to an 80% retention rate from Year 10 to Year 12 for the 2020 graduating class.

## Post-School Destinations

All four Year 12 graduates received early offers to university, with two students receiving their first preference. The courses that the students enrolled in for tertiary study were:

- Bachelor of Pharmacy and Management at the University of Sydney
- Bachelor of Education (Primary) at the Australian Catholic University
- Bachelor of Cyber Security and Behaviour at Western Sydney University
- Bachelor of Cyber Security at Macquarie University

# Enrolment Policy

## 1.0 Policy Statement

Condell Park Christian School is a comprehensive co-educational K-12 school that strives to serve the Church community by providing a sound, Bible-based education as well as operating within the policies of the NSW Education Standards Authority (NESA).

## 2.0 Policy Background

For Christian education to be effective in each student, the mutual support of and harmony between home, Church and school must be the priority of all stakeholders, including the student. This is considered essential for enrolment to proceed.

It is the expectation of the Church and school administration that students not only be provided with quality Christ-centred teaching and learning programmes, but also that they be nurtured at home, church and school to develop a love for God, love for others, a desire to develop and maintain a Godly testimony and to prepare for life-long ministry for Christ.

Condell Park Christian School values the diversity of all students including those students with disabilities or special educational needs, and implements specific procedures for enrolment of children with disabilities/special needs found in Section 2.0, SP1.6: Procedures for Enrolment.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the school's philosophy, siblings already attending the school and other criteria as outlined in Section 3.0 Conditions of enrolment.

Students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

## 3.0 Conditions of enrolment

- 3.1 Christian parents, who are born-again believers in the Lord Jesus Christ, in regular attendance of Condell Park Bible Church or a church of like faith, practice, and convictions, may seek to enrol their child in Condell Park Christian School.
- 3.2 Acceptance of the application for enrolment is subject to the provisions outlined in Section 5.1 of the policy.
- 3.3 Parents must be willing to maintain a Biblical testimony by keeping the Word of God central in their lives, attending worship services regularly, teaching the Word of God in the home and setting a godly example.

## 4.0 Scope

The Policy of Enrolment is for all Pastors concerned, the Principal, parents and students.

## 5.0 Implementation Guidelines

### 5.1 Procedures

- All applications should be processed within the requirements outlined in the school's Enrolment Policy and Procedures.
- The enrolment process carried out must be fair, open and transparent with a central focus on the will of God in each situation.
- The school administration will consider each applicant's ability and willingness to support the school ethos.
- The educational needs of each applicant will be considered by gathering information and consulting with the parents/family and other relevant persons.
- The school Principal and relevant persons will prayerfully seek to identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- Upon considering the above points, the applicant will be informed of the outcome.
- Subject to availability, an offer of a place will be made according to the suitability of the applicant, whether there are siblings of the student already at the school, and the order of application.
- Continuing enrolment is subject to the student's adherence to school rules (see Student Handbook and P3.1 Pastoral Care, P3.2 Discipline policies) and parental support including payment of all school fees.

### 5.2 Enrolment of Students with Special Needs/ Disabilities:

All applications for students with special needs and/or disabilities will be processed in accordance with the school's Enrolment policy and procedures.

Condell Park Christian School will assist students with disabilities by:

- valuing all students as individuals made in the image of God;
- respecting rights to privacy and confidentiality;
- encouraging positive, loving and accepting attitudes towards students with disabilities; and
- devising equitable enrolment procedures for all students.

## 6.0 Policy Review Statement

This policy is to be reviewed every two years.

## 7.0 References and Related Documents

- SP1.6 Enrolment.doc
- F1.6 Enrolment.doc
- P3.1 Pastoral Care
- P2.5 Health Care.doc

# General School Information

## Other School Policies

### STUDENT WELFARE

The Student Welfare Policy is a suite of documents that outline policies and procedures for Child Protection, Security, Supervision, Communication, Code of Professional Conduct, Pastoral Care, Healthcare and Homework. Adherence to these documents ensures that a safe and supportive environment is provided and supports the mental, social, emotional and spiritual development and wellbeing of all students.

**Changes in 2020:** There were no changes to the Pastoral Care, Healthcare, Communication and Homework policies. The Child Protection policy has been undergoing a significant review for the past two years. A draft of the new policy was developed by the School Board in late 2020 with the major changes being updating references to the Children's Guardians Act 2019, including more detail about child protection training for staff and broadening the definition of "staff members". These changes were formally accepted by the School Board in February 2021. Additional detail about fire safety and evacuation procedures was added to the Security policy, as well as more specific detail and designation of the staff member who is to act as Chief Warden. Several redundant points were removed from the Supervision policy. The review of the Supervision policy also included the refining of several definitions and establishment of links to other key documents regarding supervision on excursions. Communication. The Code of Professional Conduct had some minor modifications to definitions and titles, as well as the removal of a section relating to expectations of student behaviour as this section was considered irrelevant to a policy for staff professional conduct.

**Access to Full Text:** Available on request from the Principal

### ANTI-BULLYING

Condell Park Christian School upholds a God-honouring, loving, safe and caring approach so as to ensure that all pupils may learn in a secure environment. Bullying is unacceptable and will not be tolerated (Matthew 18:6-10). The School has in place policies and procedures to appropriately address any act of bullying as defined in the School's Anti-bullying Policy. In compliance with the Australian Safe Schools Framework, the School works to promote and uphold anti-bullying behaviour. In order to avoid, prevent and manage bullying behaviour, the School provides guidelines, support systems and resources on how to identify and address bullying behaviour. The School continues to use and promote the 'Bully Busting' anti-bullying plan. It is important that teachers, teacher's aides, students and parents become aware of the School's Anti-bullying Policy and how to respond if/ when bullying does occur. Classroom discussions and Chapel messages reinforce the principle of gracious, kind and respectful behaviour toward others. The Principal is responsible to ensure that the School implements an anti-bullying plan.

**Changes in 2020:** No changes were made in 2020.

**Access to Full Text:** Available on request from the Principal

## DISCIPLINE

At school, discipline, which is firm, consistent, fair, and tempered with love, is maintained. Our staff maintain standards of behaviour in the classroom through kindness, love and a genuine regard for the students. Students are required to abide by the school's clearly defined rules based on Biblical standards and to follow the instructions of staff and other authority figures placed in a position of responsibility by the school. Disciplinary action will vary according to the nature of the breach and a student's prior behaviour, and when it becomes necessary, it is carried out firmly and lovingly, followed by prayerful restoration. Principles of procedural fairness have been incorporated into the Discipline Policy. In all respects the school adheres to the mandate given by God to parents in the exercise of authority by parents over children and seeks to cooperate with parents on all issues relating to the upbringing of their children. However, the Education Reform Amendment (School Discipline) Act, 1995, does not permit the use of corporal discipline as part of the school's official policy; therefore, the school prohibits the use of corporal discipline by church-school workers themselves as a method of correction. The Principal will not permit himself/ herself or any members of the staff to administer corporal discipline to students attending this school. The Principal and/or teachers shall refer matters of a serious nature to a student's parents for their consideration with no reference being made to the issue of corporal correction.

**Changes in 2020:** No changes were made in 2020.

**Access to Full Text:** Available on request from the Principal

## COMPLAINTS AND APPEALS

Condell Park Christian School acknowledges that Biblical pathways must always exist for parents, guardians, carers, staff, teacher's aides, volunteers and students to express honestly and sincerely matters of concern. The aim of the policy is to provide fair and equitable processes to ensure that all concerns are considered and resolved in a spirit of love and care for each person. Procedures are in place so that at such a time when a matter of concern, grievance or complaint arises, there is a mechanism in place to ensure that such a problem is heard, assessed and any necessary action taken. Available complaint pathways and details of the contact persons are provided in this policy.

**Changes in 2020:** Several changes were made to the titles and definitions of various stakeholders within the school community. There were also some necessary changes to the structure of the document as the policy and procedures elements were combined into one document.

**Access to Full Text:** Available on request from the Principal

# School Determined Priority Areas for Improvement

## 2020 School Determined Priority Areas for Improvement

AREA	PRIORITY	ACHIEVEMENTS
Curriculum	Development of Christian physical and sexual development curriculum.	Work commenced on this curriculum development but was put on hold to focus on other priorities during the Covid-19 period.
	Implementation of an extension and enrichment program for high-achieving students.	A program was developed and implemented.
Students	Implementation of a plan to provide regular counselling and pastoral care to students.	A plan was implemented and the program was taken up by a limited number of students.
	Further develop an environment of inclusiveness and care within the student body.	Students were encouraged to engage inclusively with each other through special activities, both online during Covid and face-to-face during regular schooling. Explicit teaching on the matter was given during High School devotions sessions.
Teachers	Improved efficiency in communication between staff.	The structure and regularity of scheduled meetings was reviewed. A new school management system was purchased in order to continue to improve efficiency in administration and communication between all stakeholders.
	Review of roles and workloads for staff.	The school executive and board worked together to complete this review.
Premises & Buildings	Investigate provision of additional facilities, including: at least one additional High School classroom, a library room and a learning support room.	Installation of an additional demountable building has been given approval by the Church.
	Provision of new playground equipment.	New playground equipment has been installed.
	Installation of awnings on the Demountable classroom building.	Retractable awnings have been installed on the windows of the Demountable building.
Resources	Purchase of additional MultiLit resources for Primary classroom usage.	Additional resources have been purchased.
	Upgrade of the School's WiFi network equipment.	School network infrastructure has been upgraded.
Administration	Increase student enrolments	There has been a slight increase in student enrolments, including several new families entering both Primary and Secondary grades.
	Updating of Staff and Student handbooks	This did not proceed. It was decided that it would be better to produce an electronic package of relevant information.
Other	Greater spiritual focus in the school community as a whole	The pastors of the Church engaged with the older students regularly in Devotions. Several staff development days were focussed on building a God-focussed school and classrooms.
	Increased online exposure and promotion of the School.	Additional hardware was purchased for production of promotional media. A framework for a new school website has been developed.

## 2021 School Determined Priority Areas for Improvement

AREA	PRIORITY
Curriculum	Development of standardised testing packages for new students
	Redevelopment of the extension and enrichment program
Students	Implementation of new behaviour management system in High School
	Implementation of a buddy system
Teachers	Development of a system to assess the appropriateness of classroom resources used by teachers
	Additional InitialLit training for key staff members
Premises & Buildings	Installation of additional demountable classroom building
	Installation of a door between Middle Primary and Upper Primary classrooms
	Upgrade of bubblers and wash trough in the assembly area
Resources	Development of new school website
	Purchase of additional extension and enrichment resources
Admin	Implementation of new School Management System (Compass)
	Inclusion of department budgets in annual school budget
Other	Development of a school creed
	Purchase and installation of an outdoor clock

## Initiatives Promoting Respect and Responsibility

Condell Park Christian School teaches students the principle of responsibility for their own actions and respect toward others. It is necessary because of the Gospel message of unconditional love to all people. The life of Christ, the Saviour, and our ultimate example, are major themes of teaching in chapel messages and devotional sessions. Staff endeavour to be examples and models of this behaviour.

The Student Representative Council (SRC), led by two Year 12 School Captains, is a student body elected from students themselves. Students can present their needs to teachers and the school administration by talking to an SRC member, who then brings ideas and concerns before the SRC. These students are trained in leadership, and they experience the accomplishment of goals as a team. A major focus is love, manifested in respect, care and consideration of others.

All students have learnt respect for other cultures as the student body includes local students with family heritage from countries throughout the whole world. It is an unquestionable mark of the western suburbs of Sydney, and something that has lifted everyone's understanding of other cultures and diversity. It has definitely enhanced consideration of respectful attitudes toward all people.

Students are encouraged to take responsibility by fulfilling certain tasks throughout the year as detailed on the Job Charts within the School and for each department. Experience shows that students love to participate, help and assume a level of responsibility. School and class rules are set by teachers with input from students themselves and embedded in these rules is respect for others.

Events throughout the year give students many opportunities to develop and display their skills and talents in such diverse fields as singing, instrumental performance and drama. The older students in particular are able to use these talents in ministry both locally and abroad by participating in church ministry and, where possible, in overseas missions trips. Students also look forward to earning awards for their year of academic accomplishments at the annual Awards Days.

Specific events and initiatives from 2020 that were beneficial in promoting respect and responsibility included:

- **Nursing Home Ministry** - Whilst students weren't able to participate in the usual face-to-face ministry to residents of local nursing homes due to Covid-19 restrictions, a number of students maintained communication with residents at Bankstown Opal Aged Care by writing letters or sending drawings.

- **SRC & Captains** - A small group of students were elected by their peers at the beginning of the year to function as members of the Student Representative Council. These students worked together as a team to present suggestions for improvement of the school facilities, programs and student morale through a range of initiatives throughout the year. Male and female Captains were also elected from the Year 12 cohort by the student body. The Captains involved themselves deeply in routine activities such as leadership of assemblies, as well as in deliberate and personal interactions with other students. We were pleased to see the Captains model responsible leadership by conducting themselves in various representative roles with both confidence and humility.
- **Camp Week** - Due to the cancellation of camps, the students, led by the SRC, organised a week of activities to complement a regular schooling week in Term 4. This required the SRC and the wider student body to work cooperatively with each other and with the staff to take responsibility for organising activities that were enjoyable, safe and inclusive.
- **Family & Friends' Night (Primary Drama Night)** - Although we were not able to proceed with live performances in 2020, the Primary department were able to compile a video of various drama productions. In many ways, this unusual format required a greater degree of respectful and responsible cooperation between staff and students.
- **Awards & Graduation Events** - Students were acknowledged for their hard work, dedication and positive attitudes throughout a difficult academic year.
- **Online Social Groups** - During the Covid-19 lockdown, students across the country spent several weeks in a remote learning environment. In order to maintain morale and social connection, online social groups were established and moderated by staff. Students were encouraged to participate with creative interactions to encourage each other and to communicate their feelings regarding this very unusual period of "socially distant" education. Students were taught explicitly about safe, ethical and respectful communication online, and teachers were careful to monitor student interactions to ensure that online safety was maintained.

# Parent, Teacher and Student Satisfaction

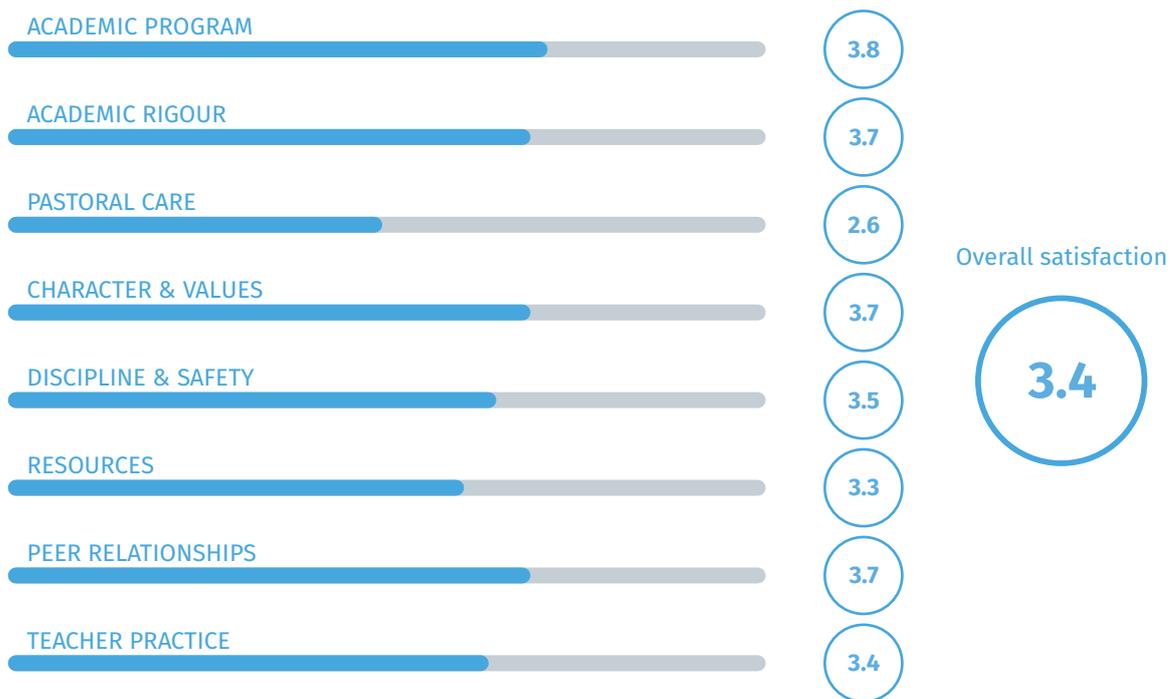
A satisfaction survey was conducted to measure the school's level of success in achieving its goal to provide for students a quality education which is distinctively Christian. High school studies, parents and staff were surveyed across a variety of relevant category groups and asked to provide responses indicating level of agreement with each statement, with a rating of 5.0 being the highest level of agreement. Survey responses were optional, anonymous and confidential.

Some key points to note from the survey data include:

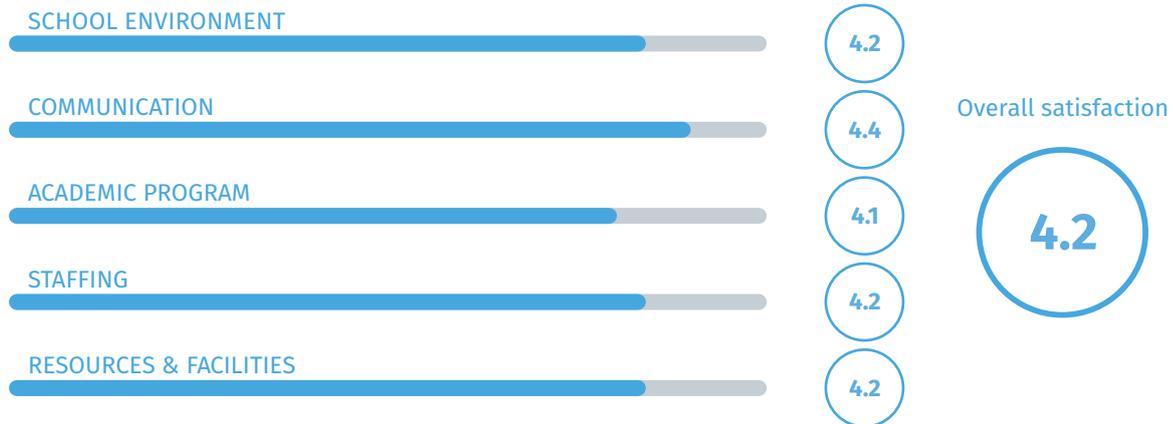
- Students and parents would like a greater diversity of subject choices in high school.
- Parents were very pleased with the quality of education delivered in primary school.
- Parents would like to see greater investment in quality staffing and curriculum in high school.
- Parents and students were very satisfied with the delivery of Biblical instruction and opportunities to develop spiritually.
- High school students would like to have a more active input in school life.
- Staff were reasonably satisfied in their employment in 2020.

The data collected from these surveys has been useful in informing forward planning in several domains of the school's life.

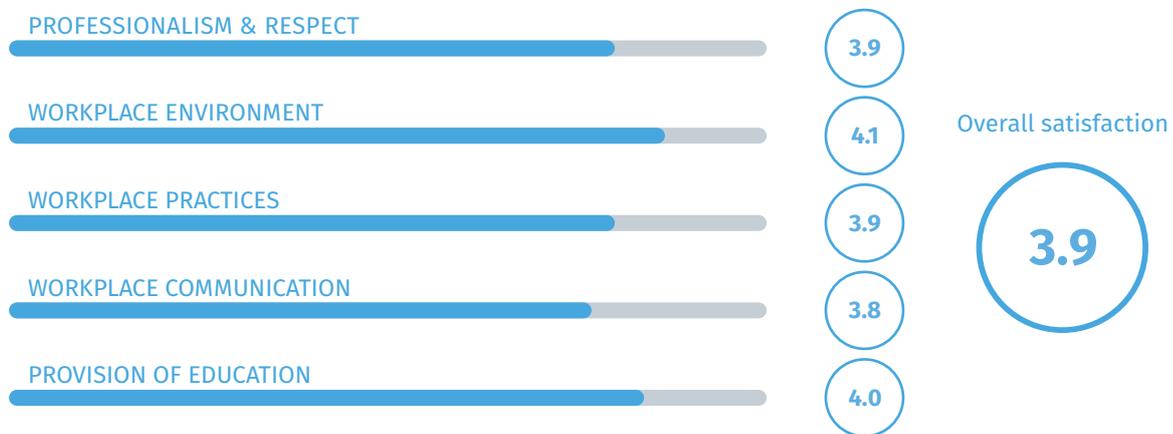
## Students



## Parents

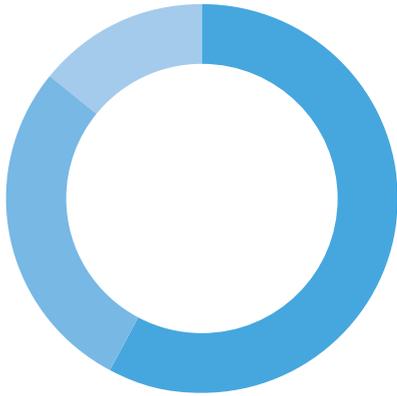


## Staff



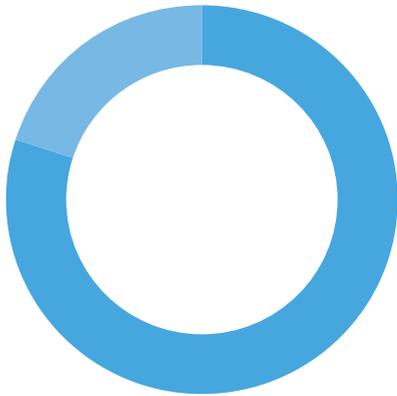
# Summary Financial Information

## Recurrent/Capital Income



- 58%** Commonwealth Government recurrent funding
- 28%** Fees and private income
- 14%** State Government recurrent funding

## Recurrent/Capital Expenditure



- 80%** Salaries and related expenses
- 20%** Non-salary expenses