



Kalamunda
CHRISTIAN SCHOOL

2020
Annual Report



Principal's Report

*"Keep moving forward."
Philippians 3:14*

It is my pleasure to present this 37th Annual Report for Kalamunda Christian School, and my first as principal.

As the only non-denominational independent school in the City of Kalamunda, our school enjoys strong standing in the region for its provision of quality Christian education from Pre-Kindergarten through to Year 6. With over 35 years specialising in educating across the first nine foundational years of learning, we know what it takes to cultivate character and competencies foundational to flourishing lives and community in the 21st Century.

All we do is based upon our deep Christian foundations and commitment to the good news of Jesus Christ and his love for us all. That is why we have an open enrolment, as we want as many families as possible to have their children benefit from a holistic Christian education marked by a deeply caring and diverse culture, rich learning and quality teaching, extensive extra-curricular programs, and positive community partnerships.

2020 for Kalamunda Christian School was a year marked by challenge, change, and celebration. The year will be remembered for and in many ways defined by the pandemic that has swept the world and changed all our worlds. Though Western Australia was spared the suffering experienced in other states and countries, the school and its community was impacted by disruption and repositioning, including for a short time the need to deliver learning online. Alongside of this, the school continued to grapple with a range of challenges such as the effect of quite dramatic fall in enrolments over the preceding three years and the resulting budget constraints and realignment of staffing requirements.

In terms of leadership there were two significant changes that shaped the year. The first of these was the reorientation and strengthening of Swan Christian Education Association, of which the school is a member school, under the new CEO Dr Graeme Cross. The second was my taking up the appointment as principal at the start of at the final Term. I would like to acknowledge the many years of service of the former principal, Mrs Michelle Cockrell, and the strong contribution of Mrs Tabatha Grubb as she stepped in as acting principal prior to my arrival.

Wonderfully, the journey through and with these substantial challenges and changes both confirmed the strength of the school's community and its staff and the foundations of the school's faith, values, and vision and provided impetus to keep moving forward with a renewed sense of purpose and resolve.

Dr Gregg Weaver
Principal

Contextualised Information

In 2020 Kalamunda Christian School ran classes from Pre-Kindergarten to Year Six.

Enrolments and Streams per Year Level

Year Level	Females	Males	Totals	Streams
Pre- Kindergarten	9	13	22	1
Kindergarten	6	20	26	2
Pre-Primary	16	14	30	1
Year 1	9	13	22	1
Year 2	13	4	17	1
Year 3	20	5	25	1
Year 4	10	17	27	1
Year 5	18	12	30	2
Year 6	1	14	15	1
Totals	102	112	214	11

Indigenous Students per Year Level

Indigenous Students	Females	Males	Totals	Indigenous Status
Pre- Kindergarten				Aboriginal
Kindergarten		1	1	Aboriginal
Pre-Primary				Aboriginal
Year 1				Aboriginal
Year 2		1	1	Aboriginal
Year 3				Aboriginal
Year 4				Aboriginal
Year 5				Aboriginal
Year 6		1	1	Aboriginal
Totals		3	3	

Composition of Student Cohort not Born in Australia

Country	Student Numbers
China	1
England	5
Germany	2
Jamaica	1
South Africa	3
Sweden	1
Thailand	1
United Kingdom	5
United States of America	1

Student Attendance by Year Level

Year Level	Percentage
Pre- Kindergarten	98%
Kindergarten	95%
Pre-Primary	91%
Year 1	85%
Year 2	89%
Year 3	87%
Year 4	88%
Year 5	92%
Year 6	88%

Attendance Management

Students who are absent, are required to present a note from their parent/guardian detailing their absence. Parents may also telephone the School or send an email to explain 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 a database 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.

Teacher Qualifications

Highest Qualifications	Number Of Teachers
Doctorate	1
Bachelors Degree	13
Graduate Diploma of Teaching	4
Diploma of Teaching	3
Total Number of Teaching Staff	21

Staff Composition

Highest Qualifications	Females employed during the year	Males employed during the year
Teaching Staff*	19	2
Education Assistants	10	1
Administration Staff**	7	1

* Includes Principal and Education Assistants

** Includes Chaplain

There are no Indigenous staff employed at Kalamunda Christian School

Christian Education & Pastoral Care

The school has continued to deliver a strong Christian education to all students. Each week they actively participated in the Christian Living classes and RAVE (Religion and Values Education) assemblies, held fortnightly throughout the year. The staff continued to design curriculum and learning programs that incorporated strong biblical principles and understandings.

In a year defined by the ongoing effects of the pandemic, the focus from a Christian perspective was on maintaining meaningful communications and relationships, checking on how students and their families were going and finding alternative ways to keep all students, irrespective of whether they were working from school or home, connected to the school and engaged in learning. In a time of isolation and disconnection, a message of hope was shared.

Unfortunately, due to the significant changes experienced over the year, the staff were unable to work through the Open Book Biblical Literacy course as intended. This will be a key priority heading into 2021.

As mentioned above, the wellbeing of the students and their families were of paramount importance over the course of 2020. At KCS our focus was to maintain relationship and a sense of community so that feelings of worry, isolation and mental health issues were minimised.

While students were at school, we continued to run our regular wellbeing lessons and general support, where students were working from home, we put alternative plans into place. These strategies included online learning messages, video calls, emails to students, video posts on apps, phone calls and more.

Staff struggled under the load delivering online learning, while still teaching face-to-face with students at school. They are to be commended for the many hours of time they devoted to upskilling and uploading lessons for students, while continuing their regular duties. It was a time where the KCS staff rallied around each other, filled gaps and went 'above and beyond' their roles, for the benefit of the students and school community as a whole.

The pandemic also showed us that our many years of work in the space of mental health and wellbeing has been of significant benefit for our students. When asked to share their thoughts about 2020, students stated:

Year 4 student: I was using MS Teams while I was working from home, I found it a bit hard. I had to be resilient, I learned about this at school. My parents were not able to help me much as they were working also.

Year 5 student: Wellbeing helped me to deal with the confusion of what was happening and stay confident with what I was doing each day.

Year 6 student: Wellbeing helped our students to get through friendship challenges while people were working in different places. Knowing how to give a 'quick comeback' when working on Teams was very useful. It was also beneficial to know how to give our peers helpful feedback when anyone was unsure.

School Priorities & Targeted Initiatives

Mission: To provide the students at Kalamunda Christian School with a solid Christian foundation that leads them towards being productive and strong individuals who can contribute positively to a wider community.

Vision: To build positive relationships amongst our students; to empower them to use their God-given gifts; and to enable them to become lifelong learners and build skills for the future.

This vision focuses on achieving success through an education that is underpinned by a Christ-centred approach, and:

- offers an environment that supports academic excellence
- creates opportunities for creativity and critical thinking
- encourages participation in a wide range of sporting programs
- fosters opportunities to participate in an outstanding music program

Our mission and vision is underpinned by our core values:

- Integrity: seeking truth, honesty, and wisdom in all things
- Honour: treating others with respect, valuing the individual and promoting a sense of belonging for all
- Humility: embodying a gracious and other-person-centred approach to relationships
- Love of learning: pursuing academic excellence through explicit instruction of foundational concepts and investigative learning; fostering the needs of all students

We are committed to:

- developing positive relationships with students and their families
- knowing our students and setting them on a path to success
- maintaining high expectations of all our students through clearly defined standards
- valuing each student and staff member and treating everyone with respect, kindness, and fairness
- seeking ways to constantly improve by providing quality teaching and learning, pastoral care and a safe
- environment
- communicating clearly and efficiently both internally and with the broader community

Over the course of the fourth term the staff undertook a comprehensive review of its current mission, vision, and strategic directions and developed a new set of foundational messages. The review involved discussions with staff and families of the school community, work from a staff Visioning Symposium, careful analysis of community surveys, and extensive reading of school improvement literature.

This will provide for the school and its community much needed clarity of focus and message and the impetus required for a refreshing and reinvigorating of school identity, culture, educational purpose and future growth and impact.

The School Improvement Plan 2020

The senior leadership team set out seven key goals across the domains of Teaching and Learning, Student Wellbeing, Staff Wellbeing, Preparation toward School Registration, and Community.

Domain	Targets	Progress	
		Acheived	Continue
Teaching and Learning	<ul style="list-style-type: none"> To enhance pedagogical approaches to play-based learning and nature play in the early years' classes (Kindy to Year 1), including training for new staff To ensure smooth transition of literacy skills using Talk 4 Writing and Heggerty Phonemic Awareness program throughout the early years' classes (Kindy- Yr 1) READING: <ul style="list-style-type: none"> To increase across Years 2 to 6 NAPLAN reading results by one band Teachers to analyse data and include it in their programs WRITING: <ul style="list-style-type: none"> To increase across Years 2 to 6 BRIGHTPATH writing results in a particular genre by 20 points Explicitly teach 7 Steps to Writing Success strategies Trial sentence level work in grammar and writing lessons based on "The Writing Revolution" activities 	* * * * *	* * *
Student Wellbeing	<ul style="list-style-type: none"> To consolidate positive support programs for student well-being Participation in the Wellbeing and Engagement census Explicit teaching of social and emotional learning skills Additional: Adaption to COVID19 Pandemic 	* * *	*
Staff Wellbeing	<ul style="list-style-type: none"> Improved connections at staff devotions and staff meetings Additional: Support for staff through COVID19 adaptations and significant change of leadership i.e., acting principal (Term 3) and new principal (Term 4) 	* *	
Registration Preparation	<ul style="list-style-type: none"> Review and update policies and procedures Provision of professional learning for staff covering all relevant policies, procedures and processes Prepare all required documentation by the December deadline 	* * *	
Community	<ul style="list-style-type: none"> Realignment of the Parent in Partnership group To have minimum of 5 new enrolments per term. Promoting 3 day and 5 day a week Kindergarten Program 	* *	*

NAPLAN 2020

There was no NAPLAN testing carried out in Australia in 2020 due to the COVID19 Pandemic.

Parent, Student & Teacher Satisfaction

A school community survey was conducted in Term 3 of 2020, with the results being carefully analysed by the incoming principal who commenced at the start of Term 4. The findings were shared with both the parent community via the school's newsletter and with the staff as part of a special visioning meeting. The quantitative and qualitative data directly contributed to the processes associated with the formation of the school's new Strategic Plan (2021-2025) and 2021 School Improvement Plan.

The Parent Survey had a 66% response rate (n=94). The design of the survey did not allow for key indicators for the likes of gender, level of school, length of association. While there were high levels of satisfaction in terms student wellbeing, pastoral care, and most aspects of teaching and learning, there were substantial concerns expressed regards school leadership and management and the provision of rich learning experiences and opportunities.

Areas for Celebration	Areas for Consolidation	Areas Requiring Traction
Care for student needs (89%) Children are safe (85%) Approach to wellbeing (84%) Uniform policy implemented (84%) Partner in supporting learning (81%) Staff helpful and professional (80%) Academic programs (80%) Christian Education emphasis (79%) Progress in learning (79%)	Recommend the school (72%) Behaviour management (72%) Information about progress (70%) Sense of community (67%)	21st C learning and teaching (65%) Leadership accessible and interested in concerns (63%) Take parent concerns seriously (59%) Management of the school (55%) Extra-curricular sport activities (48%) Continual school improvement (47%)

The student survey was conducted with the Year 5 and 6 students with a 92% participation rate. The most positive responses related to their teachers caring for them (91%) and in terms of their learning: useful feedback (87%), challenge and high expectations (86%), motivation (84%) and support (84%). The areas of concern were the students feeling valued and part of the school (67%), being treated with fairness (70%), and interest being shown in their thinking and opinions (61%). They also questioned whether the Christian values were really evident in all of learning and school life (64%). While the students expressed confidence and appreciation in terms of the teaching and learning there is a definite deficit in terms of social cohesion and student voice, vital aspects needing to be addressed moving forward.

The Staff Survey had a very low rate of return (26%) making it somewhat difficult to discern definite patterns. However, in sharing with the staff there was general agreement that the results were a fair representation of key elements.

Areas for Celebration	Areas for Consolidation	Areas Requiring Traction
<p>Christian working environment where leaders exemplify the values and vision, and there is mutual respect and contributions are valued.</p> <p>Teaching and learning are prioritized with quality outcomes for students. Staff are well resourced enabling effectively carrying out their various roles.</p> <p>Health and safety policies and procedures create a safe working environment.</p> <p>The school attracts new staff who share Christian values, and once people work here, they want to stay. Staff recommend the school to prospective parents.</p>	<p>Staff are motivated to do their best and have a strong sense of collaboration and teamwork. Staff work efforts are valued and recognised by the school leaders.</p> <p>Policies and their application are consistent with a Christian Worldview.</p> <p>Leaders are accessible and listen to staff.</p> <p>The School Executive create structures and opportunities for staff collaboration and sharing with staff involved with School Improvement.</p> <p>Appropriate professional support and accountability is provided to develop relevant skills.</p>	<p>The school vision goals and expectations need to be clearly communicated by the school leadership.</p> <p>Concerns over aspects of the level of employment and performance and work and personal life balance.</p> <p>The level of feedback and support given by leaders toward performance improvement.</p> <p>Staff lack confidence in the capacity and commitment of the leadership team, their response to feedback and suggestions, and the sharing of information.</p>

School Income by Funding Source

School Income by Funding Source

Net recurrent income 2019	Total	Per student
Australian Government recurrent funding	\$1,313,579	\$6,138
State/territory government recurrent funding	\$506,237	\$2,366
Fees, charges and parent contributions	\$953,876	\$4,457
Other private sources	\$33,534	\$157
Total gross income (excluding income from government capital grants)	\$2,807,226	\$13,118