

CANBERRA CHRISTIAN SCHOOL

ANNUAL REPORT

2025



CANBERRA CHRISTIAN
SCHOOL

NURTURE | LEARNING | CHARACTER



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OUR SCHOOL

Canberra Christian School is a metropolitan non-government school catering for students from the age of 2 through to Year 6. It has served the local Canberra community for over 50 years with quality Christian education. Our school facilities include generously sized classrooms and specialist learning areas surrounded by spacious play areas and attractive grounds that provide a secure environment for all students.

Our enviable student-teacher ratios allow our teachers to get to know each child as an individual. Our teaching team combines the enthusiasm of youth with dedication and experience to provide a well-rounded and targeted approach to teaching each child. School staff recognise the individuality of every child's learning needs and offer a program designed to maximise students' potential in all areas of learning. There are a small number of indigenous students currently at the school, although approximately a third of the students are from ethnic backgrounds with a language other than English as their first language.

We offer a Pre-Kindergarten program for 4-year-olds which enables children to experience an easy transition to school life. Because the program is on school grounds, children become familiar with the daily surroundings, people, philosophy, and routines of school. With flexible attendance, parents can choose how often the child attends, making their start at Canberra Christian School smooth and worry free.

The foundation of our approach to educating each child is through a secure and nurturing school environment. We create this environment through appreciation for individual needs, respect for the children in our care and support for their values and opinions. Through this approach we aim to help each child to reach their full potential whilst developing self-esteem and an appreciation for the needs of others.



OUR MISSION

NURTURE FOR TODAY

At CCS we provide a safe and inclusive community that values every individuals' values, beliefs, identity and character. We foster positive relationships and empower every student to engage with their peers and environment to ensure they have a sense of belonging and contagious care.

LEARNING FOR TOMORROW

At CCS we provide a tailored learning environment that fosters every students' personal strengths.

We empower students to be inquisitive critical thinkers that are curious about the world around them. Relevant and engaging education is of the utmost importance in our classrooms. Educational opportunities are provided in a 'real world context and encourage students to reach beyond their own expectations, strive for their personal best and become life-long learners.

CHARACTER FOR ETERNITY

At CCS we actively engage in developing honest, advocated, active citizens who have a Christ like character. We provide character education that focuses on key strengths that are critical for an engaged, happy and successful life now and into eternity.

FROM THE PRINCIPAL



BREE HILLS

Principal
Ph.D, M.Ed, B.Ed, CPPD

I am pleased to present the 2025 Annual Report for Canberra Christian School and extend my gratitude to our school community for their unity and support throughout the year. It has been a privilege to lead the school and collaborate with our families in providing Christian education from the Early Learning Centre to Year 6. In 2025, we successfully navigated challenges and achieved significant milestones like advancing our Strategic Priorities and participating in treasured events and activities.

In 2025, Canberra Christian School (CCS) participated in a number of engaging activities and events that enriched the academic journey of our students. Our school overnight camps provided immersive experiences for students from Year 3 to Year 6, fostering teamwork and outdoor skills while creating lasting memories for all participants. Excursions to various captivating locations around Canberra expanded learning beyond the classroom, igniting curiosity and exploration.

The annual swimming lessons not only promoted water safety but also instilled confidence and physical wellbeing in our students. The spirited Sports Day united the school community in friendly competition, highlighting teamwork and sportsmanship. Furthermore, our school STEM activities immersed students in hands-on science, technology, engineering, and mathematics activities, encouraging innovation and critical thinking in a dynamic setting.

In my role as Principal, I am thankful for the unwavering support of our staff, students, and community in making 2025 a fruitful year. The dedication of everyone involved has created countless opportunities for our students, enriching their educational journey and shaping a bright future for Canberra Christian School.

**Seventh-
day
Adventist
Schools
(SNSW)
Ltd**

A part of the Adventist Schools
Australia (ASA) Network

STAFFING

WORKFORCE COMPOSITION

At Canberra Christian School our teaching staff are highly qualified professionals. Together, they bring a wide range of experiences and expertise that contribute to the high level of education provided to students. In 2025 the teaching staff consisted of 11 female teachers and 3 male teacher. 12 were full time teachers and 2 were part time. Our CCS staff for 2025 also included a specialised literacy/numeracy teacher, art/music teacher, part time librarian as well as a school administrator. There are no staff members that are indigenous. The teacher's classroom experience ranges from 2 years to 20+ years.

Canberra Christian School teaching staff continued to demonstrate a strong commitment to their profession during 2025 with an average attendance for the year of 91%.



TEACHER STANDARDS AND QUALIFICATIONS

In 2025, 100% of teaching staff were registered and permitted to teach in the ACT through the ACT Teacher Quality Institute.

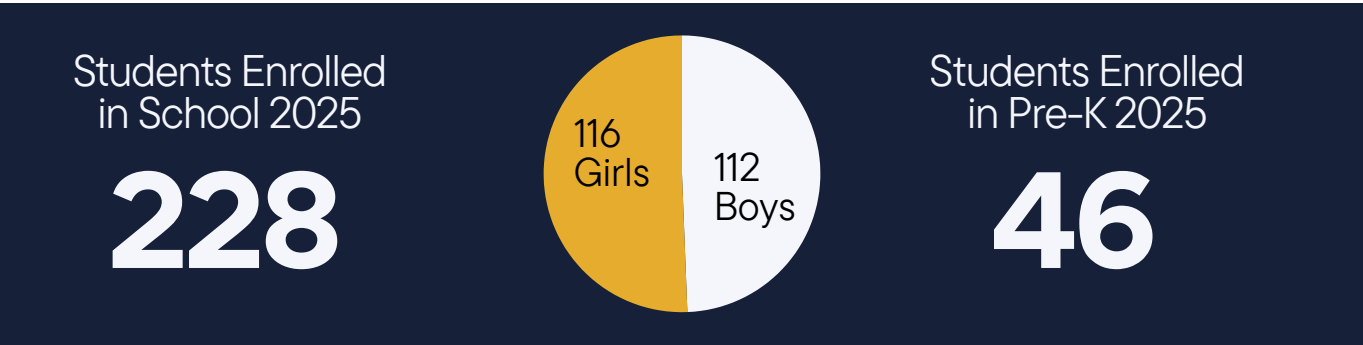
Note: Teacher Qualifications data does not include staff from the Early Learning Centre.

Accreditation Level of Teachers	Numbers of teachers
Conditional	1
Provisional	1
Proficient or higher	12

STUDENTS

COMPOSITION OF PRIMARY SCHOOL

Our student population for 2025 included 228 students ranging from Kindergarten to Year 6 and we had 0 Indigenous students enrolled for the year. The Pre-Kinder class (4-year-olds) consisted of 46 students per day. The student population consisted of 112 boys and 116 girls. 18% were Seventh-day Adventists and 62% of the school population are from other faiths.



STUDENT ATTENDANCE

Student attendance remained at a pleasing level throughout the school year with an average attendance rate of 90%. There was a slight drop in Term 2 when the weather turns cold in Canberra and many students have a winter cold.

Year Level	Average Attendance %
Kindergarten	90%
Year 1	92%
Year 2	90%
Year 3	92%
Year 4	92%
Year 5	91%
Year 6	92%



MANAGEMENT OF NON-ATTENDANCE

If a student is absent from school a letter must be sent from home or phone call made by a parent. An email can also be sent to the school, which is then printed and given to the appropriate class teacher. If a phone call from home is made the secretary writes a note of the phone call and also passes it to the appropriate class teacher.

If the attendance of a student falls below 85% attendance year-to-date, the class teacher will notify the Principal and continue to report while the attendance remains below 85% year-to-date. It is the responsibility of the Principal to review the attendance record and if it is unacceptable will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance are developed. If these strategies are not adhered to the school will report the family to Children Services for “Failure to educate” and organise a conference.

STUDENT PERFORMANCE

Canberra Christian School staff recognise the individuality of a child's learning needs and offers a program designed to maximise their potential in all areas of learning. Children are placed on levels of work based on achievement outcomes rather than chronological age, resulting in satisfaction and challenge being an integral part of the child's learning program. Children at an early age see themselves as individuals in their learning and are usually willing to be placed at appropriate levels for themselves rather than being concerned about their peers. The overall result is children feeling positive about their achievements in the academic areas.

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

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

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



NATIONAL ASSESSMENT PLAN LITERACY AND NUMERACY (NAPLAN) INFORMATION

The 2025 results are listed below, these results include all students in Years 3 & 5. The results demonstrate the majority of students achieved above average educational growth over the 2 year period.

Development over the past few years has focused on student literacy levels with the implementation of robust synthetic phonics programs, including InitialLit and MiniLit, with an emphasis on ensuring each student has a strong literacy foundation to grow on. Areas for future development have been identified in relation to numeracy. Professional learning, teacher research and curriculum implementation are planned to assist the academic growth in this area in the coming years.

Year 3	Average
Reading	386
Writing	422
Spelling	397
Grammar	381
Numeracy	391

Year 5	Average
Reading	502
Writing	502
Spelling	517
Grammar	504
Numeracy	461

SCHOOL POLICY

The following school policies are publicly available on the school website:

- Enrolment policy
- Child protection policy
- Anti-bullying policy: consolidated in March 2025
- Discipline policy
- Complaints policy

STAKEHOLDER SATISFACTION



STRENGTHS AND RECOMMENDATIONS

Across the whole school, the top strengths of Canberra Christian School, as identified by parents are:

- A caring community
- A Christian education
- A safe environment
- A strong commitment to learning, and
- Excellent teachers.

PARENT COMMUNITY SATISFACTION

Canberra Christian School values the partnership between home and school. The perspectives of parents regarding the education provided, community, school environment and communication are vitally important. In the past 12 months, formal and informal research was undertaken by Canberra Christian School to understand the opinions and expectations of the community. Overall, the feedback was highly constructive. Survey results from the past 12 months indicate over a 90% positive satisfaction with the school and a commitment to continuous improvement and collaboration within our school community.

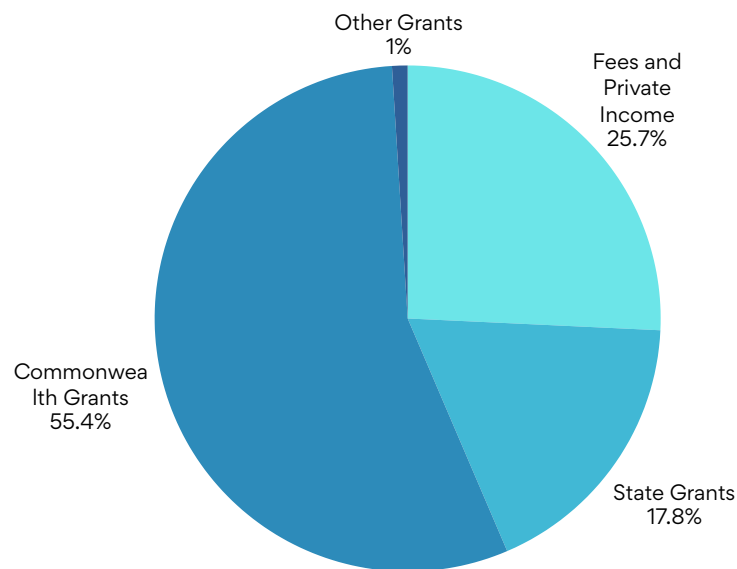
STAFF SATISFACTION

The retention rate among teaching staff for 2025 remained high. All teachers were encouraged to participate in a range of strategic priority committees or workgroups to provide their feedback and ideas. Teaching staff are dedicated to each other and supporting the growth of the students, their families and the school. While there have been identified areas for improvements and upgrades over time to the campus and working environment, the high staff retention rate, attendance rate and support of School leadership, is testimony to the general job satisfaction held by staff.

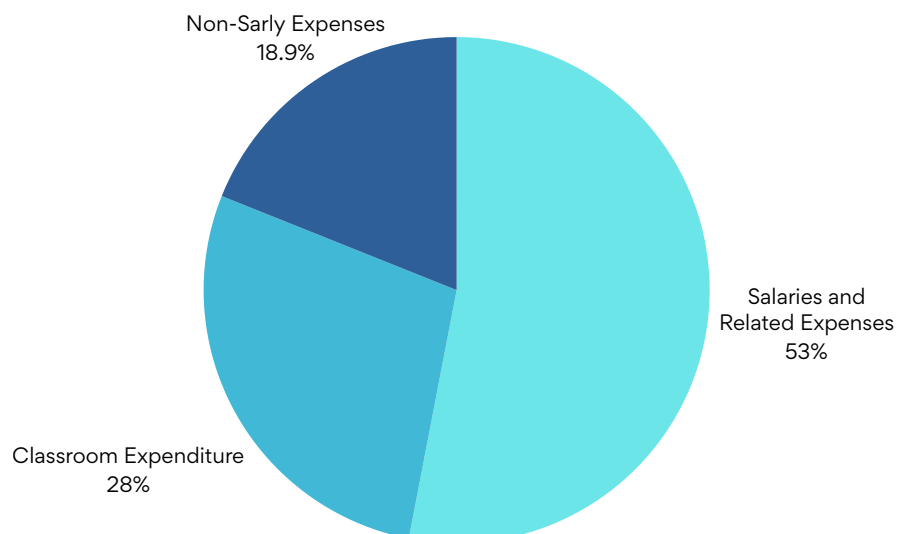
SCHOOL INCOME AND EXPENDITURE

The break down of income and expenditure in 2023 is displayed in the following graphs:

Income for 2025



Expenses for 2025



CONTACT US



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