The 2015 year at Southern Highlands Christian School has been a very positive one with God blessing the School on many fronts. The School continues to deliver a mature, distinctive offering of education, with a Christian, biblically-based focus. The School aims for academic achievement and the preparation of young people to have a positive Christian influence in our society. Strong leadership is evident in the Executive, financial operation and governance, and is an ongoing and deliberate focus throughout the School's operation. The Executive and Staff have presented a positive financial result, along with the 5 year Registration and Accreditation with the Board of Studies, Teaching and Educational Standards NSW.

During the last 12 months the Board has met 10 times with 7 Board meetings, 2 workshops and 1 Board meeting/workshop combined. At formal Board meetings, the Board received reports from the Principal, Business Manager, various committees and the Chairperson. We were also provided bank account and ATO statements to review and ensure the School remained compliant. The Board also continued to review and update policies to best practice.

The Board took a decision to revitalise the School’s Vision and Mission Statement. The Board opened this process to include Company members, staff and Year 12 students. It was a blessing and encouragement to have many members of the School community working together on the document. Through this process the School’s Vision and Mission Statement was modernised and updated whilst retaining the essence of the original vision.

The Board highly values the staff appraisal process and 2015 saw appraisal for all staff. This process aims to encourage staff in their roles and focus on professional development. The Board are directly involved in the appraisals of the Executive Staff with the assistance of the School’s Christian Education Consultant.

Wonderful new facilities were commenced and completed in 2015: the opening of two newly refurbished Junior School classrooms with attached release area was welcomed by the entire community and the honoring of each of the 250 Year 12 graduates of the School on Honour Boards was well received at the annual presentation evening. It was a pleasure to work in partnership with Cricket NSW to install a cricket pitch, and the SHCS Trust to install play equipment. Four other projects were commenced in 2015 and are due for completion in 2016: the refurbishment of a further two Junior School classrooms; the creation of a School Café; the upgrading of Canteen facilities; and the creation of three Senior Seminar rooms.

Planned changes to the School’s uniform began in 2015. The changes will further unify the student body from Prep to Year 12. It is very pleasing to see the changes in action and continuing the view of a School community. The changes will be phased in over 12 months and have been embraced by the parents, students and staff.

The Board is committed to progress in excellence in Christian education in the Southern Highlands and continuing to empower students to know God and serve Him wherever He leads.
Southern Highlands Christian School enjoyed another terrific year producing quality educational programs with a distinctly Christian focus. The staffing group remained very stable and the student body was static in number yet grew in confidence and skill across a range of fronts. A new ‘Parents in Partnership’ program was established. Each quarterly event enjoyed good attendance and excellent engagement. The aim of these sessions was to encourage parents to partner in their child’s academic, social/emotional and spiritual development. God was pleased to bless each of the School’s new ventures and the School continues to move forward as it seeks to bring everything under the Lordship of Christ.

The School embarked on an ambitious program to engage all stakeholders in renewing the thirty year old Vision and Mission Statement. The statements that have been produced as a result of this process are succinct and set a clear vision for the future. Of equal importance was the level of engagement the process engendered in staff, parents and students. The various seminars and workshops were well attended and the contribution of all stakeholders was exceptionally encouraging.

Educationally, the School enjoyed its best academic results measured against internal testing and external measures such as NAPLAN and HSC results. Student engagement improved again in 2015 (as measured by Gallup Poll-Student Survey) and the learning culture remains one of the oft-commented aspects of the School by new families. Once again, the School has supported a number of students with significant disability and these students have achieved results far beyond expectations. The student body should be most proud of their work and achievements.

It has been encouraging to hear staff share of their successes in incorporating a distinctive Christian world view into their teaching. Regular staff meetings have had this focus as well as staff enjoying other informal opportunities to discuss the outworking of the Bible in education in the 21st Century. Of great impact was the ‘International Transforming Education Conference’ in Melbourne which was a stimulating and professionally engaging conference enjoyed by over half the staff.

During the year, the School introduced a number of new strategies designed to further enhance engagement and improve learning outcomes. Some of these include: new K-6 Literacy and Spelling strategies designed to complement current practice; reduced class size for Mathematics classes in High School; the addition of an after-school study program for students across the School; streaming of High School classes in Science and English; and the refining of the advanced class for academically able students in Stage 4.

The most obvious physical changes to the School were the wonderful new facilities commenced and completed in 2015: the opening of two newly refurbished Junior School classrooms with attached release area was welcomed by the entire community and the honoring of each of the 250 Year 12 graduates of the School on Honour Boards was well received at the annual presentation evening. Four other projects were commenced in 2015 and due for completion in 2016; the refurbishment of a further two Junior School classrooms; the creation of a School Café; the upgrading of Canteen facilities; and the creation of three Senior Seminar rooms.

It has been a very exciting year to be part of the Christian community which makes up Southern Highlands Christian School. The School has a bright and positive feel and continues to look for opportunities to be part of the local community as well as the Christian Education community of which it is a part. The community is engaged and warmly optimistic about the immediate and long term future of distinctive Christian Education in this district.
Southern Highlands Christian School continues to operate as a caring Prep–12 co-educational day school dedicated to providing quality Christian Education. Located in a semi-rural setting in East Bowral NSW, the School has just under 400 students enrolled Prep-12, and we are able to provide individual attention for students. Families are an integral part of the School community and a strong home/school learning partnership supports student achievement. There are approximately equal numbers of boys and girls throughout the School. The School is non-selective. Students come from a wide range of backgrounds, including indigenous (1%), language backgrounds other than English (2%), and students who have identifiable disabilities (8%). For further comparative information about Southern Highlands Christian School please visit the My School website:
http://www.myschool.edu.au

Enrolment Policy

POLICY STATEMENT:
With today’s culture allowing parents a choice in education for their children, the distinctive character and environment offered by a Christian School will appeal to a cross-section of the community. This policy establishes protocols and procedures for all families wishing to enrol students at Southern Highlands Christian School. The emphasis is to ensure that the Christian character of the School is at the forefront of the presentation to prospective enrolments, that business is conducted courteously and efficiently and that enrolment numbers do not exceed our capacity to provide for them (refer to Article 62 of the Articles of Association).

DEFINITION:
Christian Enrolment: Where either parent is a regular attendee at a recognised mainstream church and can attest that the School’s Statement of Faith or a personal relationship with Jesus Christ as Lord and Saviour is the basis of their belief, then this enrolment shall be considered a Christian family enrolment. A Christian enrolment may also be considered such where the student has made a known personal commitment, is a regular attendee at a recognised mainstream church and can attest that the School’s Statement of Faith or a personal relationship with Jesus Christ as Lord and Saviour is the basis of their belief.

PROCEDURES:
1. Following enquiry, families receive a Prospectus Pack including a Prospectus, Application for Enrolment, Reference Form, Fee Schedule, brochure on Christian schooling and other documentation as appropriate.
2. Families desiring to proceed, return the completed Application for Enrolment with relevant documentation and payments (as determined by the Fee Policy).
3. The Enrolment Registrar makes an appointment for the Principal to interview the family.
4. If the Principal deems necessary, an appointment for ability testing is made, based upon Academic Reports and meeting the child/ren.
5. The Principal interviews the parents and prospective students. The Principal will cover:
   • Philosophy and ethos of a Christian School and its Curriculum
   • Governance model and the School Company - Company membership forms are given Christian families as appropriate
   • Fees Policy matters including affordability of the school and termination requirements.
   • The Pastoral Care and Discipline Policy
   • The School Service Policy and encouragement of other parent involvement
   • The Special Education Policy
   • The Assessment Policy
   • The Uniform Policy
   • Commitment to all school activities and events
The Principal may facilitate: school tour, access to useful information such as school terms, timetables, bus service, canteen, methods of School communication.

6. The Board shall, at its discretion, conduct two New Parents Welcome Events each year. At the first Board Meeting after the AGM, a Board member shall be nominated to coordinate this function. The events may include explanations of:
   - Our Christian School model and parent involvement
   - The role of the Company (company membership forms may be offered)
   - The role of the Board
   - The School Service Policy
   - The course ‘Christianity Explained’.

7. At the Principal’s discretion, he/she may make a decision on the outcome of the Application for Enrolment or discuss the Application with the Board at its next Board meeting.

8. Families shall be formally notified of the outcome of the Application for Enrolment by the Principal, in writing. Commencement of attendance will be subject to:
   - A place being available
   - Payment of the Administration Fee, Enrolment Bond, and arrangements being in place for the payment of school fees and Capital Levy (if eligible).

   **Administration Fee:** $150 payable when the family Application for Enrolment is lodged, non-refundable.

   **Enrolment Bond:** $500 payable within two weeks of the letter of approval and covers the family. At the termination of enrolment or conclusion of the education of the last child from the family at the School, the Enrolment Bond is refundable provided all outstanding liabilities and debts have been met. If, after payment of the Enrolment Bond, the family fails to take up the place secured at the School, the bond is non-refundable.

9. Priority of place is given so as to maintain a preferred majority of 70% Christian family enrolments. The priority of approved enrolments subject to place availability is as follows:

   (a) Children and grandchildren of SHCS Ltd Company members
   (b) Siblings of children currently in the School from Christian families.
   (c) Siblings of children currently in the School from non-Christian families.
   (d) Children of Christian families not currently in the School.
   (e) Children of non-Christian families not currently in the School.

   Priority of place within (b), (c), (d), (e) is according to the date of lodgement of the Application for Enrolment or at the Principal’s and/or Board’s discretion.

10. When necessary, waiting lists shall be created by the Principal according to priority of place (refer to Point 9). Vacancies arising during the current year shall be allocated by the Principal, with the family notified in writing, according to the waiting list, with acceptance of the offer and start of student required within one week from the date on the written offer of a place. The Principal shall review waiting lists at the end of each term, or at his/her discretion.

**Student Population**
In 2015 there were 370 students enrolled at the August Census from Kindergarten to Year 12. These students were from Bowral, Mittagong, Moss Vale and surrounding villages. The ratio of boys to girls was 51:49. The proportion of students from regular church attending families (representing over 30 churches) was 68%. There were 25 children enrolled in Prep with the school offering both a two day and three
day program. Classes operated on Tuesday, Wednesday and Thursday.

In Junior School there was one class per grade from Kindergarten to Year 4, and three Year 5/6 multi-age classes. In Secondary School there were three Year 7/8 multi-age classes, and generally one class per grade in Years 9 to 12. English and Mathematics were taught in three classes per stage as part of a deliberate focus on Literacy and Numeracy.

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 6</td>
<td>222</td>
<td>199</td>
<td>190</td>
</tr>
<tr>
<td>7 - 12</td>
<td>168</td>
<td>174</td>
<td>180</td>
</tr>
<tr>
<td>TOTAL</td>
<td>390</td>
<td>373</td>
<td>370</td>
</tr>
</tbody>
</table>

Total is excluding Prep students

### Student Attendance and Management of Non-Attendance

95.9% of students attended school on average each school day in 2015. This included absences for sickness, medical appointments and approved leave. Non-attendance at school is managed by an electronic attendance roll. If a parent letter of explanation for non-attendance is not received, the class teachers follow up parents with a phone call. If a letter of explanation is not forthcoming after several attempts, senior staff are alerted to determine the appropriate follow-up, including consideration of potential student welfare issues. Where attendance patterns may affect the ability of a student to achieve educational outcomes for an external certificate, formal warning letters are provided to the student and parent.

### Percentage Attendance per Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>91%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93%</td>
</tr>
<tr>
<td>Year 9</td>
<td>91%</td>
</tr>
<tr>
<td>Year 10</td>
<td>90%</td>
</tr>
<tr>
<td>Year 11</td>
<td>92%</td>
</tr>
<tr>
<td>Year 12</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Actual Retention Rates

Twenty seven students completed Year 12 at the school in 2015. 93% of students who completed Year 12 at Southern Highlands Christian School in 2015 also completed Year 10 at the School. Seven students who completed year 10 at Southern Highlands Christian School moved into apprenticeships or traineeships prior to completing the HSC. The school is delighted to have helped each of these students transition to full time employment.
It was another significant year in equipping students with the ability to view their world through a range of lenses. Both staff and students were given many opportunities to grow in their understanding of the nature and purpose of Christian education and to learn from other schools.

**Conferences**

In March the school hosted 100 teachers from 6 Christian schools at the combined ATICS (Association of Teachers in Illawarra Christian Schools) event. Mr George Glanville was the keynote speaker and he encouraged the K-12 teaching group in their valuable work highlighting the passion required for teaching from a distinctly Christian world view. In addition to the main teaching session KLA and stage specific sessions were held in which participants shared of the specific joys and challenges of teaching in their area.

In July, half the staff attended the International Transforming Education Conference in Melbourne, hosted by Christian Education National (CEN). The conference was also attended by schools form across Australia and the world and provided opportunities for staff to engage with other Christian teachers and hear keynote presentations form some of the leading educationalists in the world. Staff enjoyed KLA specific PD and were able to select electives focusing on their interest areas, each with a carefully articulated Christian world view.

The ATICS meeting in September was held in Wollongong with all staff joining over 200 Christian teachers in expanding their understanding of Christian Education in the 21st Century culture in which we reside. Dr Rod Thompson was the keynote speaker, and he spoke on Strength in Weakness from 2 Cor 2:9, and placed perceived strength and weakness into a biblical context. It was a challenging and thought provoking presentation, and an important concept for educators to discuss as we seek to grow student strengths and improve areas of perceived and actual weakness.

**Christian Education Consultant**

Mr George Glanville has continued in his role of Christian Education Consultant, leading the process for the renewal of the School’s vision and mission. The next phase of this renewal will involve a series of seminars and workshops taking the vision into the classroom by focusing on the pedagogical implications of this vision and mission.

**Working with CEN and AACS**

The school continued to work closely with CEN (Christian Education National), NICE (National Institute of Christian Education) and AACS (Australian Association of Christian Schools) in supporting the staff and board in Christian World view. It is exciting that the school is part of a much broader group of Australian and International schools.

**Christian Studies Program**

2015 saw the launch of a new approach to the delivery of the school's signature Christian Studies Program in stage 5. Instead of the traditional year based approach the school created three strands from which the students were permitted to choose. The strands were different in focus and allowed students to select the module that best fitted their current spiritual journey. Some students selected the theologically deep strand which built on their substantial understanding; some students selected the Christian living strand which introduced the basics of Christianity, while others chose the strand which assumed no understanding of God and accepted that some students are anti-God for a variety of reasons. The change was very well received and the school looks forward to expanding this model in the future.
Our Prep classes continued to provide a steady stream of confident students into Kindergarten, making a smooth start to the year for all involved. Students enjoyed a variety of shared experiences with the Early Stage One and Stage One classes during Term 4. A biblically informed curriculum is deliberately planned. The Junior School staff have imbedded Mini-lit and Spelling mastery into the class Literacy program. Staff attended workshops and worked collaboratively to maximise knowledge and use of time to enhance literacy and numeracy from K-6. The key to achieving this focus is sustained and regular instruction using a variety of techniques and differentiated programs.

Students in Years 3, 5, 7 and 9 also received a NAPLAN report for their test results in reading, writing, spelling, grammar and punctuation, and numeracy. The comparison between Southern Highlands, NSW and National scores showed that Southern Highlands was above average in all areas. More details are available later in this report.

The Secondary section of the school also focused on literacy and numeracy by creating small classes in both Key Learning Areas. Class size in English and Mathematics averaged 14 students per class in stages 4 and 5, while stage 6 enjoyed an average class size of 10 students. Both English and Mathematics classes were sorted according to ability and need while the other classes were partially streamed (one advanced class and 2 similar ability classes in Stage 4).

The continuation of the advanced class in stage 4 sought to maximize the skills and talents of these students by stretching them academically across the KLA areas of HSIE, Science, Languages, Creative Arts, and TAS. This new program was well received with students reporting increased satisfaction as a result of this endeavor. Students were offered a wide choice of electives in Year 9 and 10 from which 2 were chosen by each student:
- Drama, Music, Visual Arts
- Information and Software

Technology
- Timber Technology, Food Technology
- Commerce
- Physical Activity and Sports Studies
- Students could choose from a range of TVET and online courses including: Agriculture, Languages and Child Care.

Year 10 students completed the “All My Own Work” program on ethical work practices, plagiarism, copyright and group work, in readiness for study in Years 11 and 12.

Year 11 and 12 students were able to choose from a broad range of subjects:
- English Standard, English Advanced, English Extension 1 and 2.
- General Mathematics, Mathematics, Mathematics Extension 1 and 2
- Visual Arts, Drama, Music 1
- Business Studies, Legal Studies
- Ancient and Modern History
- Biology, Physics, Chemistry
- Engineering Studies
- PDHPE
- Italian and French Beginners – distance education
- Software Design and Development – distance education
- IPT – Distance Education
- Design & Food Technology
- Studies of Religion and Biblical Studies.

In 2015 students undertook a range of VET courses in Years 11 and 12, with all students completing their mandatory work placement over the two years. All students received positive feedback from the industry and employers. For some of the practical subjects, Drama, Visual Arts and Music, students showcased their talents at the school’s performing arts events.

In 2015, students in Years 5 to 12 were issued school iPads. Each student was instructed and mentored in the acceptable use of such devices, fostering a responsible and godly approach to technology, enabling teachers to enhance
TEACHING AND LEARNING (Continued)

learning and meeting practical needs such as the writing of class notes, on-line submission of tasks and storage of text books. Parents were engaged in training and parenting forums to build a range of skills relating to their child’s use of technology. Teachers are continuing to be challenged to use the technology in creative and exciting ways to the benefit of meeting student outcomes.

2015 saw the initiation of an ICT Education Committee charged with the challenge of more effectively integrating ICT into learning and the commencement of the Ark project, an LMS and parent portal, for dissemination of students’ academic data, the analysis of data and to aid general communication within the School community. The initial rollout of this project is expected to be complete late 2016.

Junior School
Junior School engaged in a number of activities throughout 2014. Our fundraising played a significant role in shaping school life, with students collecting funds for children in third world nations, Bike for Bibles and the Vanuatu mission trip. The Book week celebrations were well attended and the students actively engaged in the Mothers Day afternoon tea, the Fathers Day breakfast and the Grandparents concert and high-tea. Through sequential leadership training students from Years 5 and 6 actions in serving flow out of a personal relationship with Christ. The student leadership team are active in leading JS during assemblies and events and wore their badges with pride.

Secondary School
The Secondary School remains Christ focused both in the presentation of the BOSTES curriculum and at the core of extracurricular activities. There has been continued growth in the academic mindset of the students, with students exploring new opportunities both beyond and within the classroom, attending addition study sessions after school and participating in external competitions as individuals and in collaborative groups. One such team represented the region in the Model United Nations Assembly (MUNA) nationals in Canberra. Supplementary spiritual, sport, performance, creative and academic opportunities were available to interest and challenge the students.

The Senior Vocal Group along with various bands lead regular assemblies, Christmas celebrations and Easter events, in songs of praise to God. The School Orchestra and String Ensemble have provided music at a number of events within the school and in the local community.

Students in Year 10 developed skills in speaking, listening, performing and sharing the Bible for the outback mission trip to Bourke, Northern NSW and Southern Queensland. It was a great opportunity for students to share the gospel while participating in a range of cross cultural experiences. The School continues to forge strong links with these communities.

Year 11 students flew overseas to serve the people of Vanuatu, focusing their efforts on encouraging the people of the cyclone-torn island of Tana. During this overseas mission trip, students reached thousands of young people with the good news of Jesus, had an enriched time of spiritual growth and learning and came back enthused both about Christian mission and practical care for those less fortunate.

Year 7 students, four to six each fortnight, assisted children with disabilities in their horse riding experiences, Year 8 participated in Bike for Bibles and Year 9 provided practical support for a number of local community and Christian groups.

The High School combined camp, Years 7-10, was held at the Royal National Park where students enjoyed a three day camp incorporating outdoor skills, recreational pursuits and day trips to Sydney for KLA field studies. Year 9 camped-out along the Royal National Park Coastal Track, practicing team skills while building resilience.
Excursions, incursions and visiting speakers were a regular feature throughout the year as our students continued to learn in a variety of ways. These included maths experts, scientists, university students, alumnae, Bible school students and others. High School staff were challenged by a number of professional development opportunities provided both on site and externally throughout the year, stimulating ongoing improvement in the quality of teaching and in management skills.

**Whole School**

The swimming, athletics and cross country carnivals were well attended and produced strong individual performances by students to Combined Independent School level. Teams were entered in local and gala day events in sports such as football, rugby, netball, basketball and cricket. Students attended a range of sports during the year ranging from fencing, horse riding, laser tag and use of the school's new gym equipment.

The House competition was well enjoyed with drama, Mathematics, busking and Science competitions well fought out across the year.

Leadership skills have been developed within the Student Representative Council which has raised money, run assemblies, assisted at various functions and represented the school at outside events. House Captains also take on roles of responsibility and help in the smooth running of the school.

**Co-curricular and Extra-curricular Activities**

- **Extra-Curricular**
  - Training Band
  - Junior Band
  - Senior Vocal choir
  - String Ensemble
  - Student Representative Council
  - Running Club

- **Co-Curricular**
  - Year 5 / 6 Camps
  - Year 3 / 4 Sleepover

  - Maths Extension Excursion
  - Infants Fun Day
  - Infants Swim Program
  - K-6 Pajama Day
  - Stage 3 pet day
  - Art Exhibition
  - Speech-Giving Assemblies
  - Library: Author visit
  - StartSmart (financial literacy)
  - ICAS Competitions
  - Model United Nations Assembly (MUNA)
  - Science and Engineering Challenge
  - U-Turn the Wheel for Year 11
  - Excursions for Year 3-6: Canberra, Bushland, CARES- Bike Education day, Extension English
  - Incursions for K-2: Ambulance, Nurse and Police visits
  - Student Representative Council Mufti Days
  - Book Week Assembly

**Sport**

- Athletics and Swimming Carnivals:
- School, Zone, CSSA, CIS
- Cross Country Carnivals: School, State, CIS
- Equestrian events
- Netball club representing the School in weekend competition
- Specific days involving other schools including
  - OzTag Gala Day
  - Soccer Gala Day
  - Netball Gala Day
  - Cricket and Rugby League Clinics
  - Inter School Competition: Netball, Soccer, Rugby and Cricket
Christian Perspectives
- Challenge teachers to continue teaching from a distinctive Christian world view.
- Encourage a number of staff to complete further tertiary training in Christian World View.
- Prepare a K-12 Biblical Studies Syllabus.

Teaching and Learning
- Establish Literacy Committee to develop an integrated K-12 Literacy plan that incorporates 21st Century learning.
- Create greater opportunity for staff to implement creative and engaging cross-curricular pedagogy.

Staff Development
- Embed the newly developed staff mentoring program.
- Continue developing staff pedagogy through intentional learning program.

Community
- Embed the newly created Parent Partnership program focusing on: Cyber safety, Health, Learning and Resilience.
- Deliver a child-based community event for families.

Facilities and Resources
- Continue implementing the School master plan.
- Complete Junior School refurbishment project.
- Finalise planning for the new K-2 open plan classroom development.
**Student Welfare**
The welfare of students at Southern Highlands Christian School is a paramount responsibility and privilege of the school as it partners with parents in the education of their children. Welfare encompasses the whole of a student’s well-being and healthy development. It therefore includes nurturing, building and encouraging; protection from harm, (Child Protection Policy); and also training, direction and correction, (Discipline Policy). The school partners with parents, the school and wider community, in strategies which are preventive and proactive in caring for students; and responsive in identifying welfare needs and determining best actions. The schools policy outlines the procedures and policies of the school in pursuit of the welfare of students; and its obligations to government authorities for the protection of children.

The school recognises that the responsibility for a child’s welfare is given to his or her parents by God; but that this task is shared by the community of faith, and the wider community. Southern Highlands Christian School considers the welfare of the children in its care as a sacred trust from God, through the parents who enrol their children. In partnership with parents, every person who belongs to the community of Southern Highlands Christian School is encouraged to take responsibility for, and seek the well-being of, others.

At Southern Highlands Christian School, student welfare and academic achievement involves the balance of physical, emotional, psychological, social and spiritual well-being of the child. Thus student welfare is incorporated into every area of school life.

SHCS aims to provide:
- A safe and nurturing environment in which students can learn. (WHS Policy suite)
- Effective teaching and learning experiences which engage students in the activities of the school, including extra-curricular activities. (Teaching & Learning Programs)
- Oversight of day to day monitoring of student well-being as determined by observable signs at school.
- A fair and effective discipline system which encourages behaviour consistent with the Student Code of Conduct and School Rules; and seeks to improve the behaviour of students who do not meet those expectations. (Discipline Policy)
- An environment in which students can come to understand how God has given them abilities and gifts and how they can use them.
- An environment that encourages attitudes of self-respect, self-discipline, and respect for others, as people made in God’s image; and an understanding of individual differences.
- An environment in which it is clear that bullying, violence and aggression are unacceptable. (Anti-Bullying Policy)
- Monitoring of student attendance at school to ensure safety and well-being of students, and the continuation of a sound educational program. (Attendance Policy)
- Staff who are committed Christians, qualified teachers, have current clearance under WWCC and who seek to care for and nurture the students in their care. (Employment Policy, Child Protection Policy)
- Open Classroom culture – classrooms are open to visits from other staff, team teaching arrangements, the assistance of a teacher’s aide; and a teacher may invite observation by their Section Coordinator, or have a class observation agreed to as part of Staff Appraisal.
- A clear understanding across the school community of duty of care; the provisions of the Child Protection Act; and commitment to reporting incidents relating to child protection. (Child Protection Policy)
Anti-bullying

At Southern Highlands Christian School our key policy objective is to foster a positive, safe environment for students, staff and parents and to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop tolerance and understanding of others and their needs and to prevent and respond to bullying behaviour in learning and working environments via a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

- Bullying is not acceptable and will not be condoned by the school. All students, parents and teachers have the right to feel safe travelling to and from school, while at school and its associated activities.
- Southern Highlands Christian School will seek to provide opportunity for members of the school community (ie staff, parents and students) to gain a heightened awareness of varying forms of bullying. By definition this includes physical, verbal and non-verbal harassment, racial and sexual discrimination, within a school setting.
- Teachers will show commitment to enhance their own knowledge and understanding of bullying in the educational context, and develop personal skills to combat it.
- Teachers may work to deal with various forms of bullying both within and outside the classroom environment, taking care to involve parents in the conciliatory/restoration process.
- Teachers should ensure that curriculum content and teaching methods are consistent and support the concept of producing a non-threatening learning environment, which encompasses the Biblical principles on which our school is founded.

Discipline

The nurture and discipline of children at Southern Highlands Christian School is founded on Biblical principles of love, respect, accountability and justice. In the context of a loving relationship, God disciplines so as to restore order and bring about growth and maturity in His people. Discipline in a Christian school should reflect a loving care and concern for the wellbeing and development of each student. Nurturing and training children requires the establishment of appropriate guidelines and boundaries for acceptable behaviour. Clearly communicated, such structure provides a safe and supportive environment for the child. Behaviour Management, or Discipline seeks to manage student behaviour in the school environment with a clear emphasis on the training and development of self-discipline in the learner. The implementation of disciplinary policy and practice is based on principles of procedural fairness which include voice, neutrality, respectful treatment, and engendering trust in authorities.

The School does NOT use corporal punishment as part of student discipline. Nor does the School explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents.

Complaints and Grievance

Southern Highlands Christian School is committed to providing all members of the school community with a fair process of review in the event of a grievance. This opportunity is available to all staff, parents and students. The grievance resolution must also comply with relevant industrial agreements and instruments, and must encompass procedural fairness, privacy and a right of reply. The purpose of the Grievance Policy is to promote better relationships during difficult circumstances, through the encouragement of fair and just procedures and a Christ-like manner. People need to:

- firstly speak directly about the issue to the person most concerned
- act respectfully to others, maintaining discretion and confidentiality as appropriate
- refer to the next higher level should a matter persist - Coordinator, Heads of School, Principal.

Should the Principal be unable to help, the Board may be contacted in writing.

Full copies of these and other School Policies can be obtained from the School Office.
Higher School Certificate Results
Southern Highlands Christian School received good results in the 2015 Higher School Certificate. There were some excellent individual performances as well as a number of outstanding results in a variety of subject areas. While we celebrate with students who have achieved in the top performance bands, and received outstanding ATAR (Australian Tertiary Admissions Rank) results, we believe the best results were achieved by those who had given their best and worked in a committed and consistent manner. Some students far exceeded expectation. Congratulations to those students and to those who have been offered places in their chosen course. God has a place and a purpose for each student at Southern Highlands Christian School and we celebrate with students who have found work and are utilising the gifts that God has given them.

Every student achieved the HSC qualification, with no student undertaking trade training while completing the HSC. All students who were eligible and had a preference for university were offered a place in UAC round 1. Students will be studying a range of subjects including Nursing, Science, Commerce, Arts, Teaching, Sport, Communication, Health Sciences and Music. These results continue a long held tradition of successful university entry for students from Southern Highlands Christian School.

General Comments
♦ The 27 HSC graduates of Southern Highlands Christian School sat 26 different HSC courses in 2015. In all courses the class performed at a level equivalent to or above State average.
♦ The number of Band 5 and 6 results in 2015 was exceptionally pleasing. Over 50% of the total number of courses attempted by students resulted in a Band 5 or 6 result. This is a testament to the effort and ability of the students and the learning culture established by the staff.
♦ There were a very large number of outstanding individual performances where students gained a HSC mark over 80%, and 7 distinguished achiever results of over 90%.
♦ Once again, the School has done an outstanding job in taking mid-range students and seeing them excel in the HSC. The data from all students across all courses, indicates that only 13% of the cohort received a mark in one of the bottom three bands, this compares very favourably with the state average approaching 40%.
♦ There were some very pleasing performances from students and subject areas and some of these are listed below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Academic Year</th>
<th>No. of Students</th>
<th>Bands 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>School %</td>
</tr>
<tr>
<td>Ancient History</td>
<td>2015</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>Business Studies</td>
<td>2015</td>
<td>6</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>2015</td>
<td>12</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>Music 1</td>
<td>2015</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2015</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
Record of School Achievement (RoSA)
Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

National Assessment Program – Literacy and Numeracy
NAPLAN (National Assessment Program - Literacy and Numeracy) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.
In the 2015 NAPLAN tests, our students generally exceeded the benchmarks in all areas. In most cases results are above or well above the national average. From Southern Highland Christian School, very few students with disabilities were exempt from NAPLAN and therefore are included in these statistics.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHCS Year 3</td>
<td>430</td>
<td>441</td>
<td>413</td>
<td>448</td>
<td>401</td>
</tr>
<tr>
<td>National Year 3</td>
<td>425</td>
<td>416</td>
<td>409</td>
<td>433</td>
<td>398</td>
</tr>
<tr>
<td>SHCS Year 5</td>
<td>518</td>
<td>504</td>
<td>510</td>
<td>502</td>
<td>489</td>
</tr>
<tr>
<td>National Year 5</td>
<td>499</td>
<td>478</td>
<td>498</td>
<td>503</td>
<td>493</td>
</tr>
<tr>
<td>SHCS Year 7</td>
<td>571</td>
<td>535</td>
<td>549</td>
<td>561</td>
<td>563</td>
</tr>
<tr>
<td>National Year 7</td>
<td>546</td>
<td>511</td>
<td>547</td>
<td>541</td>
<td>543</td>
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<tr>
<td>SHCS Year 9</td>
<td>614</td>
<td>567</td>
<td>609</td>
<td>586</td>
<td>624</td>
</tr>
<tr>
<td>National Year 9</td>
<td>580</td>
<td>547</td>
<td>583</td>
<td>568</td>
<td>592</td>
</tr>
</tbody>
</table>

According to the NAPLAN analysis, Southern Highlands Christian School High School results are above other schools that are considered statistically similar to Southern Highlands Christian School in every area. Junior School results are similar to other schools that are considered statistically similar to Southern Highlands Christian School.
In 2015 the School had 46 staff of whom 33 were Teaching Staff and the remainder were Ancillary Staff. There were 10 part-time and 23 full-time Teaching Staff. Of the 33 Teachers, all had teaching qualifications from a Higher Institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines. The retention rate for Teaching staff was 100%. The following table summarises the Professional Learning undertaken by staff at the School throughout 2015.

<table>
<thead>
<tr>
<th>Description of Professional Learning Activity</th>
<th>Number of Staff Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Christian Worldview</strong></td>
<td></td>
</tr>
<tr>
<td>Empowered Learning</td>
<td>45</td>
</tr>
<tr>
<td>The Resilience Donut</td>
<td>45</td>
</tr>
<tr>
<td>Transformational Education</td>
<td>33</td>
</tr>
<tr>
<td>Christian Education</td>
<td>6</td>
</tr>
<tr>
<td>Child and Adolescent Accredited Training</td>
<td>1</td>
</tr>
<tr>
<td>ITEC Conference</td>
<td>12</td>
</tr>
<tr>
<td><strong>Educational Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>School Law Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SchoolPRO Training</td>
<td>3</td>
</tr>
<tr>
<td>School Office Empowerment Program</td>
<td>1</td>
</tr>
<tr>
<td>Analysing Business Performance</td>
<td>1</td>
</tr>
<tr>
<td>Principal’s Conferences</td>
<td>1</td>
</tr>
<tr>
<td>Christian School’s National Policy Forum</td>
<td>2</td>
</tr>
<tr>
<td><strong>K-6</strong></td>
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</tr>
<tr>
<td>Rugby Referee Course</td>
<td>1</td>
</tr>
<tr>
<td>Making the Most of Reading Groups</td>
<td>1</td>
</tr>
<tr>
<td>Cracking the Hard Class</td>
<td>1</td>
</tr>
<tr>
<td>Seven Steps to Writing Success</td>
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</tr>
<tr>
<td>Multisensory Language Arts MILA Course</td>
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</tr>
<tr>
<td><strong>7-12</strong></td>
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</tr>
<tr>
<td>Maximising HSC English Marks for Your Students</td>
<td>2</td>
</tr>
<tr>
<td>English Teachers’ Conference</td>
<td>1</td>
</tr>
<tr>
<td>Making Mathematics Meaningful and Memorable</td>
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</tr>
<tr>
<td>Assessment in Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Becoming Accredited at Highly Accomplished or Lead with BOSTES</td>
<td>2</td>
</tr>
<tr>
<td>Economics/Legal Conference</td>
<td>1</td>
</tr>
<tr>
<td>HSC Business Studies PD Day</td>
<td>1</td>
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<tr>
<td><strong>Whole School</strong></td>
<td></td>
</tr>
<tr>
<td>Library Conference</td>
<td>1</td>
</tr>
<tr>
<td>Rethinking the Collection: Principles and Practice for School Libraries</td>
<td>1</td>
</tr>
<tr>
<td>The Learning Edge – Library</td>
<td>1</td>
</tr>
<tr>
<td>Behaviour Management for Beginning Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Successful Learning Conference</td>
<td>2</td>
</tr>
</tbody>
</table>
Under the guidance of the Board, the Finance Committee, (consisting of Board members and Company members), and the Executive the school reported another solid financial performance in 2015. The financial performance is a direct result of God’s ongoing goodness to the school community, the generous Australian Government recurrent funding, and parents paying their fees on time. The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire for the year 2015.