

# SOUTHERN HIGHLANDS CHRISTIAN SCHOOL ANNUAL REPORT 2024



Ph: (02) 4861 1781 | Email: [office@shcs.nsw.edu.au](mailto:office@shcs.nsw.edu.au) | Website: [www.shcs.nsw.edu.au](http://www.shcs.nsw.edu.au)  
Address: 22 Boardman Rd S, Bowral, NSW, 2575  
Operated by Southern Highlands Christian School Association Ltd ABN 15 719 722 342



# CONTENTS

## CONTEXT

Who We Are	5
Board Chair's Report	6
Principal's Report	7
Executive Team	8
Head of High School's Report	9
Head of Junior School's Report	10
Our Values	11
Student Leadership Team	12
Registrar's Report	13
Junior School - Teaching & Learning	14
High School - Teaching & Learning	16
Fiji Mission Reflection	19
Marketing and Community Engagement	20
Key Student Achievements	21
Priority Areas	22

## OUTCOMES AND RESULTS 24

## ATTENDANCE 27

## STAFFING 29

## SCHOOL POLICIES 32

## STAKEHOLDER SATISFACTION 33

## FINANCIALS 35







KNOWING **GOD**  
AND SERVING HIM  
FOR **42 YEARS**



# CONTEXT





# WHO WE ARE

Southern Highlands Christian School is a learning community dedicated to providing quality Christian Education for the whole child since 1983. Located in a regional setting in Bowral NSW, the school is committed to developing all aspects of a child including the academic, social, spiritual, physical, creative, emotional and cultural domains. Each student is provided with wonderful opportunities for character development through our Outdoor Education program, Leadership, Mission and Service programs, including trips to outback NSW and overseas to Fiji. Parents are warmly encouraged to partner in their child's education, through formal and informal programs. A full range of academic subjects are available and are taught from a distinctly Christian perspective. Each child is considered as unique. Our committed and professional staff provide effective pastoral care in partnership with families. As a Preschool to 12 school of 408 students, we are able to provide individual attention for all students. This also means that families can become an integral part of the School community as their child completes their whole education at the one site. Our growing reputation is based upon the quality of our graduates who continue to make outstanding contributions to society.





# BOARD CHAIR'S REPORT



As I reflect on the past year, I am deeply grateful for the opportunity to serve as Chair of the Southern Highlands Christian School Board throughout 2024. It was towards the end of 2023 that I was invited to take on this role, and stepping into it has been both a privilege and a responsibility I hold with great care. I am humbled to serve our community in this way, and have been continually encouraged by what God is doing in and through our school.

My own journey with Christian education began as a child, when my parents made the courageous decision to enrol my siblings and me in a new Christian school in our hometown. At the time, I didn't fully grasp the significance of their sacrifice—but with the benefit of hindsight, I now see how formative that experience was. It laid a strong foundation of faith and values that has shaped every area of my life. I will always be thankful for that legacy, and it is part of what motivates me to support Christian schooling today.

As I consider the nature of leadership, I find myself returning again and again to the example of Jesus, who modelled servant leadership in its truest form. One of my favourite accounts is found in John 8, where Jesus is confronted by those trying to trap Him

with a legal dilemma. His response—marked by wisdom, compassion, and grace—is a powerful reminder of what it means to lead with humility and strength, even in challenging moments. It's a model I aspire to follow as I seek to serve this community.

I would like to take this opportunity to thank my predecessor, Michael Britza, for his outstanding leadership and service in this role. I also want to express my heartfelt thanks to our incredible staff team, whose dedication to their students and commitment to Christian education is both inspiring and deeply appreciated.

Looking ahead, I'm excited about what 2025 holds. It is a joy to partner with families, staff, and students as we continue growing together in faith and learning. May we remain united in our shared purpose and continue to lead with grace, humility, and love.

**Luke Geradts**

Board Chair





# PRINCIPAL'S REPORT

We started our year with the verse from Colossians 3:23-24. 'Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving'. Our staff and students embodied these values throughout 2024 as they faithfully served others and worked hard to honour the Lord in their daily lives.

In Matthew 13, we read about the farmer who sows his seed in a range of different soils. This parable was a reminder of the kind of soil we want to cultivate here at SHCS - good soil that nurtures and grows our students into young men and women who seek to do their best with what they have, to serve others with respect and kindness, and to honour the Lord in their choices and actions. We saw this 'good soil' cultivated in many ways in 2024.

Our leadership structure was strengthened in 2024 with the introduction of a Director of Studies. This role works closely with our Head of High School to ensure our senior students are well supported through their HSC and ensures our compliance with NESA.

Some highlights of the 2024 year for me were:

- Preschool Renovation. Our team worked phenomenally hard to deliver an amazing new outdoor space, featuring vegetable gardens, a sandstone sandpit, mud kitchen, and water play area. Inside, our beautifully curated learning

spaces showcase our commitment to faith-based, play-centered education, focusing on high-quality relationships and nurturing each child's God-given potential.

- 20-year service staff honour board. Eleven existing and past staff were our inaugural recipients of this award as we acknowledged the commitment, sacrifice and love shown to each of the students in their care during their time at SHCS.
- International Transforming Education Conference (ITEC). Attending ITEC in Perth was an absolute highlight of 2024. A small team from SHCS attended the conference to be inspired and equipped in the task of transformational Christian education.

Our work provides countless opportunities to demonstrate Christ's love, integrity, and excellence to our students, their families and our colleagues. Colossians 3:23-24 exhorts us, "Whatever you do, work at it with all your heart, as working for the Lord' and not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord you are serving.' 2024 was a year that exemplified a staff team working hard to honour their commitment to Christ through their work and in the deep care and support shown to our students and their families, partnering together to provide an excellent education in a context where each child is known, seen and loved.

**Meg Story**

Principal





# EXECUTIVE TEAM



Meg Story  
Principal



Michael Molkentin  
Director of Teaching and Learning



Michael Neate  
Head of High School



Michelle Whary  
Head of Junior School



Geoff Stedman  
Business Manager



Shane Negan  
IT Manager



# HEAD OF HIGH SCHOOL REPORT

We are thankful to God for the tremendous opportunities that we enjoyed in the High School in 2024. He has strengthened our community and grown the children He has put in our care. We are especially thankful for the ways in which God has taken us out of our comfort zone and into spaces of challenge and even struggle, whether in the classroom, outdoors, in service or in mission. These are the spaces where we have learned to persevere and develop stronger faith and maturity.

**Service and Mission:** We want our students to understand and engage in authentic Christian mission. We pray that as students learn and grow at SHCS that they will be young people who constantly look outwards, beyond themselves and their own needs, and who truly see the joy and beauty that comes from honouring God in this way. In 2024, students at all levels of the High School experienced learning in the classroom that called them towards service, and were able to volunteer at our Service Days throughout the year. We introduced the Duke of Edinburgh's Award Scheme to Year 9 & 10 in 2024, which calls on them to identify a need and take initiative to serve their community. Our Year 9 students also attended the City Mission, witnessing the challenges of homelessness in inner Sydney.



Students in Years 10 and 11 are called to participate in extended service and mission trips. In 2024 our Year 10 students continued the SHCS tradition of 'Outback Mission', visiting Wellington Christian School and working with the people of Dubbo. Our Year 11 group built new connections in Fiji, partnering with Evangelism Explosion in bringing the gospel to the people of Nadi.

**Community:** High School students were able to contribute to our community in so many ways throughout 2024. They played integral roles in the Country Fair, Mothers' and Fathers' Day events, and the Op Shop Ball. Our musicians regularly blessed us through choir, orchestra and band performances. Of course, the wonderful school musical, Matilda, will be a long-remembered highlight for many.

A particular highlight of the year was the speech delivered by our School Captains, Chiara Scarano and Adelaide Koek at the official Bowral ANZAC Day commemoration.

**Leadership:** We are keen for our young people to aspire to leadership, to take initiative in service and to understand the wonderful calling and high expectations inherent to leading their peers. In 2024 we expanded our senior leadership team to invite Year 11 students to serve as School Prefects, benefitting from the mentorship of their Year 12 colleagues and training for future service.

**Challenge:** We know that Jesus wants His people to develop perseverance through difficulty, as they rely on Him, and we understand from an educational perspective that challenge is crucial for deep learning. In 2024, students participated in problem solving and teamwork events, such as the Da Vinci Decathlon, Science and Engineering Challenge, Model United Nations and Inter-school Debating. They represented us so wonderfully in sporting carnivals and gala days, and jumped into outdoor education experiences including hiking, mountain biking and water sports, pushing themselves physically as they embraced challenge and enjoyed God's creation.

**Michael Neate**

Head of High School







# HEAD OF JUNIOR SCHOOL'S REPORT

The 2024 school year was filled with growth, learning, and community in our SHCS Junior School. We launched new initiatives and strengthened existing programs to enhance student experience and connection.

A key change was the introduction of fortnightly Assemblies, led by each class. Students shared their learning, presented performances, and gained confidence in public speaking. At these Assemblies, student awards were introduced, recognising those who consistently demonstrated our SHCS values. Later in the year, we launched our CLEaR expectations across the Junior School. These values underpin a consistent approach to behaviour and learning expectations. Teachers explicitly taught these standards by explaining, modeling, and allowing students to practice them. This consistency fostered a safe, supportive environment where students could thrive both academically and personally.

Another exciting initiative was pairing each class with Year 12 buddies. Their photos were displayed in classrooms, and regular visits built strong connections. Classes prayed for their buddies, especially during their HSC, creating a caring, school-wide community. Throughout the year, we hosted special events that brought families and students together. Highlights included the Book Week Parade, Mother's and Father's Day celebrations, and Grandparents' Day, where students performed across all year levels.

Our camping program was another highlight. Year 3 enjoyed their first overnight camp at school, Year 4 visited Attunga, and Years 5 and 6 travelled to Canberra. These experiences helped build independence, teamwork, and resilience. Kindergarten and Year 1 had fun during Mess and Mud Day, encouraging play and creativity.

Stage 3 students showcased their research skills during the STEM Fair. Year 6 also organised a 'Bike Day' for Kindergarten, featuring a bike wash and road safety lessons. During 'Creation Week', based on Micah 6:8, students took part in service projects. K-2 cleaned school chairs, Years 3-4 visited Pepperfield to engage with elderly residents, and Years 5-6 assisted local churches with food pantries.

To end the year, our K-2 Nativity performance celebrated the meaning of Christmas with family and friends. Throughout the year, students also enjoyed various excursions and incursions, including NRMA Science and Road Safe Day, Water NSW, Calmsley City Farm, Wedderburn day camp, Bowral Botanic Gardens, and a local walking tour—offering hands-on learning and discovery. We are proud of our students' achievements and look forward to another year of growth at SHCS Junior School.

**Michelle Whary**

Head of Junior School





# CHRISTIAN CHARACTER

Being like Jesus by growing in wisdom, helping others, and growing in faith.

## LEARNING

Loving to learn and think in creative ways, with teamwork.

## EXCELLENCE

Trying your hardest in school, sport, friendships and faith.

## RESPECT

Being kind with our words, understanding others' feelings, and making everyone feel valued and safe.

## COMMUNITY

Working together to make a friendly and supportive place where we feel included.

1

2

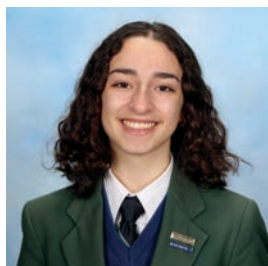
3

4

5



# STUDENT LEADERSHIP



Chiara Scarano  
School Captain



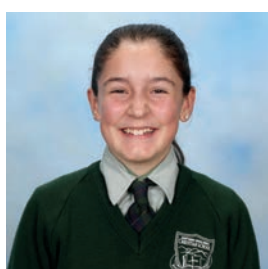
Adelaide Koek  
School Captain



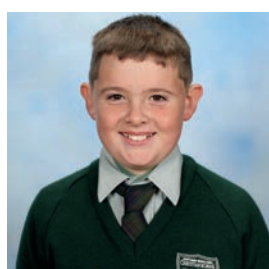
Noah Wilhelmi  
Chapel Prefect



Bethany Davey  
Chapel Prefect



Savannah Daley  
Junior Captain



Phillip Adams  
Junior Captain



Ivy Straughan  
Chapel Prefect



Hunter Boyan  
Chapel Prefect

# HOUSE CAPTAINS

Carey

Taylor

Livingston



Zoe Haylen  
House Captain



Xante Fourie  
House Captain



Harper Britza  
House Captain



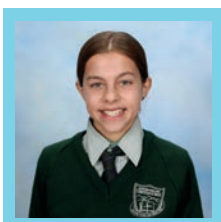
Lily Sloan  
House Captain



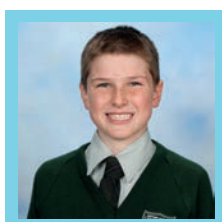
Makaila Pecanac  
House Captain



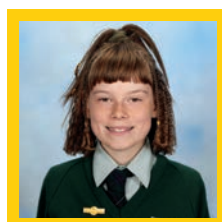
Hugo Maxwell  
House Captain



Eva Geradts  
House Captain



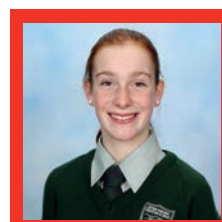
Oliver Holt  
House Captain



Zoe Halstead  
House Captain



Adelaide Kanaar  
House Captain



Emee Giddings  
House Captain



Hugo Skillen  
House Captain



# REGISTRAR'S REPORT

Renee Broadbent



As we look back on 2024, we're reminded of Proverbs 22:6: "Train up a child in the way he should go; even when he is old he will not depart from it."

Our enrolment numbers and community events are more than just statistics—they're a reflection of God's provision and the fruit of faithful partnership with families. We continue to pray for wisdom as we welcome new students and walk alongside them in their educational journey. Enrolments at SHCS have remained steady throughout 2024. Our focus remains on nurturing academic excellence, spiritual growth, and a heart for service in every student. Our annual Country Fair was once again a joyful celebration of community spirit. It was a pleasure to welcome so many prospective families for guided tours of our campus. These tours gave us a chance to introduce our passionate staff, showcase our facilities, and share our heart for Christ-centred learning.

## STUDENT POPULATION

**408 STUDENTS (K-12)**

**49.5% BOYS, 50.5% GIRLS**

**29 PREP STUDENTS**

**11 JUNIOR SCHOOL CLASSES**

The feedback was incredibly encouraging—many visitors commented on the warm and welcoming atmosphere.

We also hosted another successful "Try Year 7 for a Day" event, giving Year 5 & 6 students from local schools a taste of high school life at SHCS. The day was packed with fun lessons, hands-on activities, and plenty of opportunities to make new friends. It was a joy to see students excited about what lies ahead, and we're so thankful for the energy and care our staff brought to the day.







**TEACHING  
& LEARNING  
EXPERIENCES:  
JUNIOR SCHOOL**



## Olympic Day

Olympic Day 2024

In 2024, Southern Highlands Christian School hosted its inaugural Olympic Day, a whole-school event designed to celebrate unity, sportsmanship, and the spirit of friendly competition. Students were grouped into cross-grade teams representing various countries and participated in a range of athletic and novelty events throughout the day. The event aimed to foster collaboration across year levels, encourage physical activity, and build school spirit in a fun and inclusive setting. Olympic Day was a highlight of the school year, with strong participation from students and positive feedback from staff and families alike.

## Creation Week

In the final week of Term 3, SHCS held its annual Creation Week in partnership with Compassion Australia, focusing on the theme of justice and support for children living in poverty. The program included a range of purposeful activities designed to raise awareness and encourage student engagement, such as Technology-Free Days, Water Walks, and presentations from guest speakers. Junior School students participated in an excursion to the Bowral Botanic Garden, where they attended an educational talk and explored the grounds in small groups. Year 6 students visited local community outreach centres - Highlands Christian Church, C3 Church Bowral, and Uniting Church Bowral - to learn about local charitable work and assist volunteers. A student-led fundraising initiative, organised by the Year 12 Carey Captains, invited students to wear blue and purchase treat bags in support of the cause. The school set a fundraising target of \$1,000 and successfully raised \$1,955, with all proceeds donated to Compassion Australia. Creation Week continues to be a valuable opportunity for students to engage with issues of social justice in a practical and age-appropriate way, while developing empathy and a broader understanding of the world.

## Student Representative Council (SRC) 2024

The Student Representative Council (SRC) at SHCS continued to play an active role in 2024, providing students with a platform to contribute to school life and develop leadership skills. Comprised of elected representatives from years 3-6, the SRC met regularly to discuss student ideas, and support initiatives that enhance the school community.







# TEACHING & LEARNING: EXPERIENCES: HIGH SCHOOL

# HIGH SCHOOL SUBJECT OFFERINGS

## STAGE 5 ELECTIVES:

- Drama,
- Music,
- Visual Arts,
- Photographic & Digital Media,
- Design & Technology,
- Food Technology,
- Commerce,
- Physical Activity and Sports Studies.

## STAGE 6 SUBJECTS:

- English Standard, English Advanced,
- English Extension 1 and 2
- Mathematics Standard, Mathematics,
- Mathematics Extension 1 and 2
- Visual Arts, Drama, Music 1
- Business Studies,
- Legal Studies,
- Ancient and Modern History
- Biology, Physics, Chemistry
- PDHPE
- Design and Technology
- Biblical Studies

Students in Stages 5 and 6 were able to choose from a range of TAFE and online courses through Distance Education providers to provide specialised and personal subject choices outside the normal scope offered in schools. These students have been supported by a teacher who provides regular input and supervision to them in these courses.





## Return of School Musicals

In 2024, Southern Highlands Christian School reintroduced annual school musicals, beginning with a highly successful production of Matilda the Musical Jr. This initiative marked the revival of a valued tradition, providing students with opportunities to develop confidence, teamwork, and performance skills in a creative and supportive environment. The production involved students across multiple year levels and was warmly received by the school community, laying a strong foundation for future performing arts programs.

## Reintroduction of the Duke of Edinburgh Program

In 2024, SHCS proudly reintroduced the Duke of Edinburgh's International Award program, offering students in Years 9 and above, the opportunity to participate in this globally recognised youth development initiative. The program encourages personal growth, leadership, resilience, and community engagement through a structured framework of activities across four key areas: Service, Skills, Physical Recreation, and Adventurous Journeys. A number of students enrolled in the Bronze Award level, with preparations for training hikes and volunteering placements taking place throughout the year. The reintroduction of the program reflects the school's commitment to fostering well-rounded, capable, and community-minded young people, and provides an enriching complement to our academic and pastoral programs.

## Year 9 Geography – Local Council Engagement

In 2024, Year 9 Geography students had the opportunity to engage directly with local government through a visit from representatives of Wingecarribee Shire Council. The session focused on the proposed Bowral South development, offering students a real-world case study to support their learning about urban planning, sustainability, and community impact. Council staff presented key aspects of the development process and answered student questions, fostering critical thinking and encouraging civic awareness. This visit provided valuable insight into how geography is applied in local decision-making and strengthened students' understanding of planning and environmental considerations in their own community.

## Try a Trade Program

In 2024, selected Year 10 students participated in the Try a Trade program through the Regional Industry Education Partnerships (RIEP) initiative. Over several weeks, students explored a variety of hands-on trades, including welding and fabrication, while also visiting local employers. The program provided valuable exposure to vocational pathways and practical skills, helping students make informed decisions about their future careers.



# Year 11 Spreading the Word

## FIJI MISSION

Every year, the Year 11 cohort embarks on a mission trip—this year to Fiji. The trip's objectives are to give students an opportunity to experience the impact of missional work, foster a globally-minded perspective, encounter different cultures and the challenges of poverty, and set a standard of kindness and generosity in a world often characterised by self-interest. "As each one has received a gift, use it to serve one another as good stewards of God's varied grace." - 1 Peter 4:10.

In a quiet Fijian village, surrounded by lush greenery, our Year 11 team was welcomed with warmth and joy. Traditional songs and the gentle strum of ukuleles created an atmosphere of celebration and hospitality. Children came running with bright eyes and open arms, eager to connect. Inside the thatched bure, students from two very different corners of the world came together—not to focus on what set them apart, but to lift their voices in worship to the same faithful God. In that simple space, culture and language took a back seat to something far greater: a shared love for Christ.

At SHCS, we believe that kindness and generosity are values that should be nurtured intentionally in our students. In a world that often overlooks these virtues, we long for our students to finish their schooling here with a deep understanding of what it means to live a life marked by humility, empathy and faith. We aren't seeking to raise overseas missionaries, but rather young people who carry a missional heart into their everyday lives—into their schools, workplaces, and local communities. This heart for mission is ultimately modelled in the person of Jesus. As Isaiah 52:7 reminds us: "How beautiful upon the mountains are the feet of him who brings good news, who publishes peace, who brings good news of happiness, who publishes salvation, who says to Zion, 'Your God reigns!'"

As a School, we had the great privilege of partnering with this group of young leaders as they prepared to serve. Our community was incredibly generous in the lead-up to departure - from our Trivia Night fundraiser to donations from families, we saw the Lord's provision at every turn. Our suitcases were well stocked, and our team deeply encouraged.

In the weeks before leaving, Year 11 students were hard at work - rehearsing songs and skits, preparing testimonies, and learning how to clearly and lovingly share the gospel. I watched as they processed nerves, excitement, and a sense of inadequacy. And yet, what a beautiful place to be - dependent on God, open-hearted, and ready to be used. This year's message came from Romans 8:38-39: "For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord." May these words anchor this eclectic group of young people as they step forward to serve - and may God use their obedience and faith for His glory.





# MARKETING AND COMMUNITY ENGAGEMENT

In 2024, SHCS's marketing approach focused on strengthening brand awareness, deepening community engagement, and supporting enrolment growth across key entry points; Prep, Kindergarten, and Year 7.

## **Some particular focuses in 2024 were:**

- Community building through community engagement events, the parent rep program, WhatsApp and Facebook groups, parent partnership opportunities and prayer meetings
- Increasing prep enrolments in preparation for the Preschool program and to create longevity for Kindy-Year 12 enrolments

## **Facebook and Digital Marketing:**

- Campaigns across social media platforms provided a strong return on investment
- Facebook advertising in particular helped drive engagement and inquiries, especially for taster days, community events and spotlights

## **Other Media and Promotions:**

- Cinema advertising during school holidays
- Radio placements with 2ST and Hope FM
- Print media placements in Choosing a School for Your Child NSW, and Southern Highlands News
- Email campaigns and newsletter outreach
- Partnerships with local churches and community organisations
- Termly Harvest magazine

## **Content & Storytelling:**

- New video content produced in 2024 included mission initiatives, student testimonials, school programs and activities, subject and outdoor ed opportunities
- This content was used across digital platforms, contributing to stronger brand storytelling and parent engagement

# KEY STUDENT ACHIEVEMENTS

## **Evangeline Hilaire: Korean Education Youth Competition Winner**

Year 11 student, Evangeline, won second prize in the 2024 Korean Education Youth Competition in Sydney! As part of this competition, Evangeline had to deliver an 8 minute long speech in Korean, detailing her understanding of the Korean culture. Due to her success, she attended an International Youth Conference in Korea in November, where she was one of 97 participants internationally, only 3 of which were from Australia.

## **Bethany Davies: Young Writers Nominee**

Year 12 student, Bethany Davies had her English Extension Two Major Work nominated for possible inclusion in the Young Writers Showcase 24. The nomination recognises Bethany's exemplary HSC Work that reflects a deep understanding of the syllabus outcomes, content and all HSC exam requirements. This acknowledgement is awarded by experienced HSC teachers who mark practical submissions.

## **Bowral District Art Society Awards:**

In 2024, SHCS participated in the 24th Annual Kids on Show Exhibition at the Bowral District Art Society, with 23 Junior School students having their artworks selected for display, and 3 awarded students:

- Charlotte Maskiel – Highly Commended for Most Expressive Animal Artwork (The Pollinator)
- Josie Giddings – Commended for an Expressive Landscape (Mapping Lines)
- Emea Giddings – Highly Commended for Best in Show (The Breeze)

## **Angus Haylen, Phillip Leye-Erinle, Michael Scarano: Duke of Edinburgh's Award**

In 2024, SHCS launched the Duke of Edinburgh's International Award for Year 9 and 10 students. As part of the Bronze Award, participants completed three months of skill development, physical recreation, and community service, as well as two overnight adventurous journeys. Angus, Philip, and Michael were the first students to complete the Bronze level of the Award.

## **Sport Achievements:**

**Ben Shellshear** – Bowral Cricket Club Sportsman of the Year.

**Zoe Haylen** – Zoe Represented the CSSA at state CIS carnival for athletics in multiple events. Zoe also attained a state CSSA age record in the 17 year girls Javelin throwing a distance of 35.3m. She also represented the zone at State in touch football.

**Charlotte McCall** – represented CSSA at CIS in 2 sports Netball & Touch Football.

**Gianmario Hagan** - represented CSSA at CIS in Athletics for long jump.



# PRIORITY AREAS



# 1.

## Christian Perspectives

- Year 11 mission trip to Fiji
- Partnership with Compassion Australia
- Outback Mission for Year 10 to Wellington Christian School
- The introduction of Christian Character Awards in Junior School
- Homeless mission in Sydney
- Fortnightly Chapel in both Junior and High school

# 2.

## Teaching and Learning

- Year 9 Geography experience with Wingecarribee Shire Council
- Da Vinci Decathlon Challenge
- Engineers without Borders incursion
- Science and Engineering challenge
- NRMA Road Safety incursion
- Try a Trade experience for Year 10 students
- Student Representative Council
- MUNA
- Participation in the CEN Debating Competition
- Private tuition opportunities
- Outdoor education including excursions, camps, and ski trip

# 3.

## Community

- Community Events: Mother's Day, Father's day, Grandparents Day, Trivia, Country Fair, Thanksgiving Service
- Continued partnership with Anglicare with dedicated onsite counsellors
- Community service at Wingecarribee Adult Day Care Centre
- Student performances at Tulip Time music festival

# 4.

## Facilities and Resources

- New Property Manager
- Completed Preschool renovation
- Built a new Preschool playground
- Upgraded the Kiss and Drop area

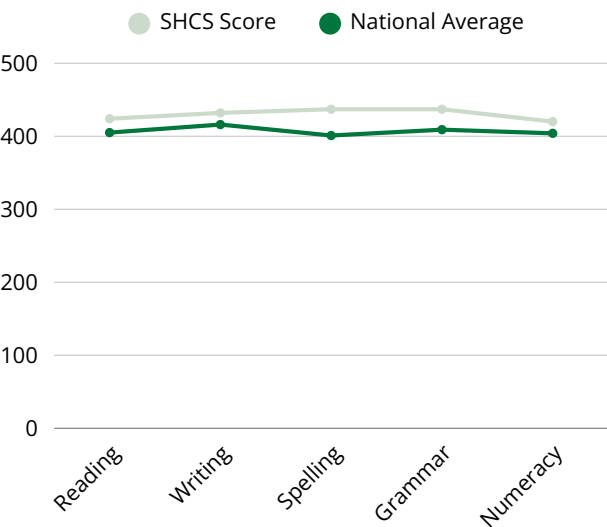




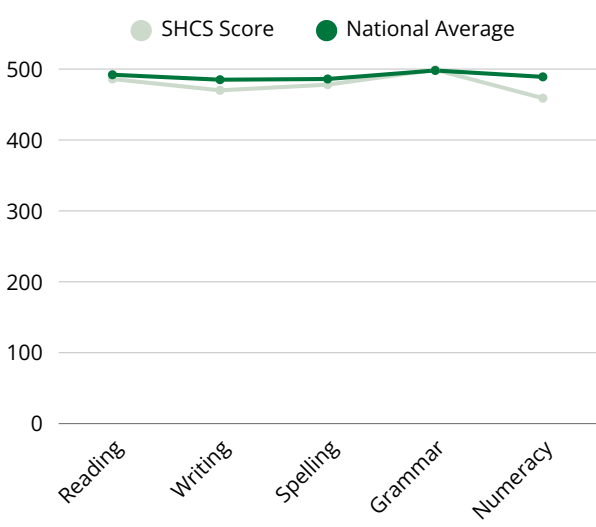
# OUTCOMES & RESULTS

NAPLAN

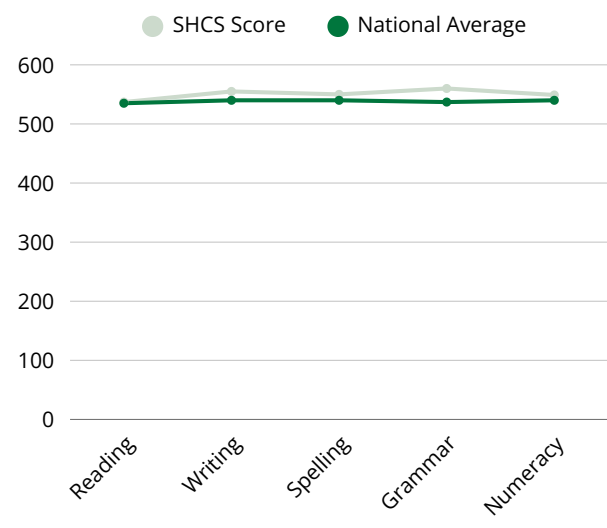
In March 2024, SHCS students completed NAPLAN tests online, except for Year 3 Writing, which students completed on paper. NAPLAN participation at SHCS in 2024 was 98% against a nationwide participation rate of 95%.



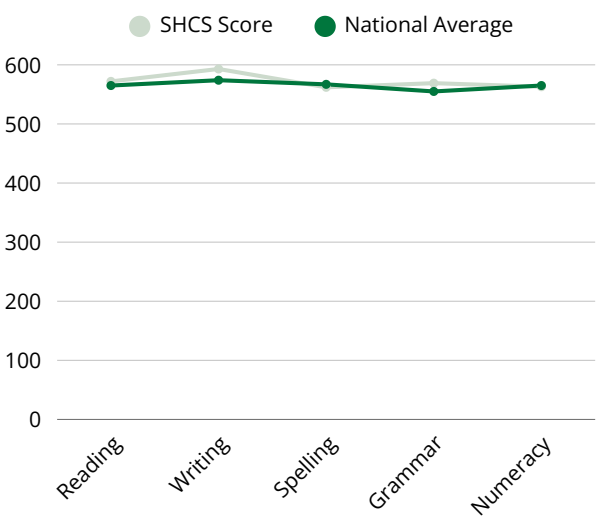
Year 3



Year 5



Year 7



Year 9

SHCS’s average results are close to the national averages for students from similar socio-economic backgrounds in all domains and grades. SHCS students performed stronger, on average, than all Australian students, in all Year 3 domains, and in Year 7 Grammar. Note: While it is possible to compare 2024 NAPLAN results with data from 2023 (the first year of the revised grading system), due to the size of our SHCS cohorts there is a substantial year-to-year variance in the data, meaning that there is limited value in comparing our 2024 cohorts to 2023.



## Higher School Certificate Results

In 2024 Year 12 students at SHCS studied 20 HSC courses, spanning the humanities, sciences, mathematics, technological and applied studies and creative arts. Students achieved six Band 6 or E4 results (generally results over 90 per cent) and 23 Band 5 or E3 results (generally over 80 per cent). Many students achieved their personal best.

	2024		2023		2022		2021		2020	
	SHCS	State	SHCS	State	SHCS	State	SHCS	State	SHCS	State
Ancient History	78.13	72.92	77.00	71.44	57.72	70.03	83.1	71.06	77.4	72.1
Biology	70.37	73.89	71.00	73.3	69.2	73.95	74.6	73.38	65.37	72.39
Business Studies	70.69	73.45	71.75	73.77	68.4	72.51	84.3	73.32	70.64	71.99
Chemistry	58.70	74.33	65.05	74.13	76.54	77.62	74.6	74.37	68.53	75.52
Design and Tech.	72.83	77.25	68.00	77.16	57.72	70.03	80.00	79.11	74.25	78.54
Drama	-	-	79.92	81.12	-	-	78.6	78.7	80.4	79.62
Engineering Stud.	-	-	-	-	68.6	72.64	-	-	67.00	74.2
English Advanced	79.38	82.03	82.54	81.73	79.7	81.53	87.4	81.92	79.07	81.33
English Ext. 1	39.73	42.42	43.83	42.17	-	-	46.4	42.07	41.57	41.66
English Ext. 2	45.75	40.70	41.92	40.07	-	-	38.8	39.56	29.8	39.43
English Standard	75.50	71.40	71.19	70.12	68.24	69.88	78.44	70.47	68.05	69.93
History Ext.	32.80	40.16								
Human Services	71.20	72.86								
Food Technology	-	-	74.73	72.9	66.8	71.78	-	-	-	-
Legal Studies	81.50	75.55	72.03	75.27	-	-	82.2	74.72	69.8	74.97
Mathematics Adv.	63.11	78.43	61.04	78.04	65.5	78.31	79.4	78.41	47.7	79.2
Mathematics Ext. 1	47.20	79.94	55.00	77.78	59.65	77.45	52.6	78.21	67.35	78.49
Mathematics Ext. 2	40.40	82.58	-	-	43.33	81.43	73.3	69.15	-	-
Mathematics Std. 2	69.77	71.63	64.13	71.76	66.23	70.87	93.6	72.85	68.4	-
Modern History	76.15	75.02	69.27	72.78	-	-	81	81.34	-	-
Music 1	84.92	81.49	83.43	82.09	87.08	81.88	76.2	72.19	85.77	81.56
PDHPE	68.63	74.03	65.55	72.98	62.63	69.75	63	75.34	64.31	72.46
Physics	-	-	-	-	59.67	74.25	63.00	75.34	66.67	73.99
Visual Arts	80.54	81.90	81.83	81.49	82.6	81.36	84.47	80.99	72.60	81.02

## Post School Destinations

Eighteen students graduated Year 12 at SHCS in 2024. All of them (100%) met the requirements to receive their Higher School Certificate and an ATAR. Two students (11.1%) undertook a Vocational Education and Training (VET) Course with an external provider.

SHCS's Year 12 graduates from the Class of 2024 engaged in a variety of work, training and tertiary education pathways following their completion of school. Nine students (50%) received early entry offers to university courses including Architecture, Occupational Therapy, Nursing, Commerce, Arts, Business, Law, Journalism and Engineering; others have accepted post-ATAR offers and/or deferred study for a year to work and travel.

For students who do not wish to complete their HSC and to instead pursue an alternative pathway in work, education or training, the Record of School Achievement (RoSA) represents an important qualification. It records a student's completion of all courses in Years 7-9 and the grades they achieved in Years 10 and 11.

The following numbers reflect the number of SHCS students who left school in 2024 before completing their HSC and are eligible to receive a RoSA. Year 11: 1, Year 12: 1.





# ATTENDANCE



# STUDENT ATTENDANCE

The Principal of SHCS maintains a register, in a form approved by the Minister, of the enrolments and daily attendances of all children at the school, which includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-government Schools (NSW) Manual.

Attendance records are created by a digital attendance roll that teachers mark at the beginning of each day and at appropriate points throughout the day. Parents are notified via SMS if their child is absent at the beginning of the day and no explanation has been received. This data is stored in SHCS's Student Information System, TASS, and can be used to inform pastoral care.

Students who leave during the day (considered a 'partial absence') and students who arrive late are monitored by staff at Reception and this data is included in the school's attendance record and communicated to parents on reports each semester. Student absence and variation to attendance is recorded using the Minister's codes.

Parents are requested to explain their child's absence and have the opportunity to do so via the school's learning management system, Ark.

In an effort to support attendance rates of all students, in 2024 the SHCS Executive will be leading a review of relevant policies and developing school-wide procedures to ensure that student attendance data is monitored and intervention strategies to improve unsatisfactory attendance of students are implemented using research-based practices.

<b>PREP 95%</b>	<b>YEAR 4: 93%</b>	<b>YEAR 8: 89%</b>
<b>KINDERGARTEN 93%</b>	<b>YEAR 5: 95%</b>	<b>YEAR 9: 90%</b>
<b>YEAR 1: 93%</b>	<b>YEAR 6: 93%</b>	<b>YEAR 10: 93%</b>
<b>YEAR 2 :93%</b>	<b>YEAR 7: 90%</b>	<b>YEAR 11: 90%</b>
<b>YEAR 3: 92%</b>	<b>SCHOOL AVERAGE: 92%</b>	<b>YEAR 12: 86%</b>



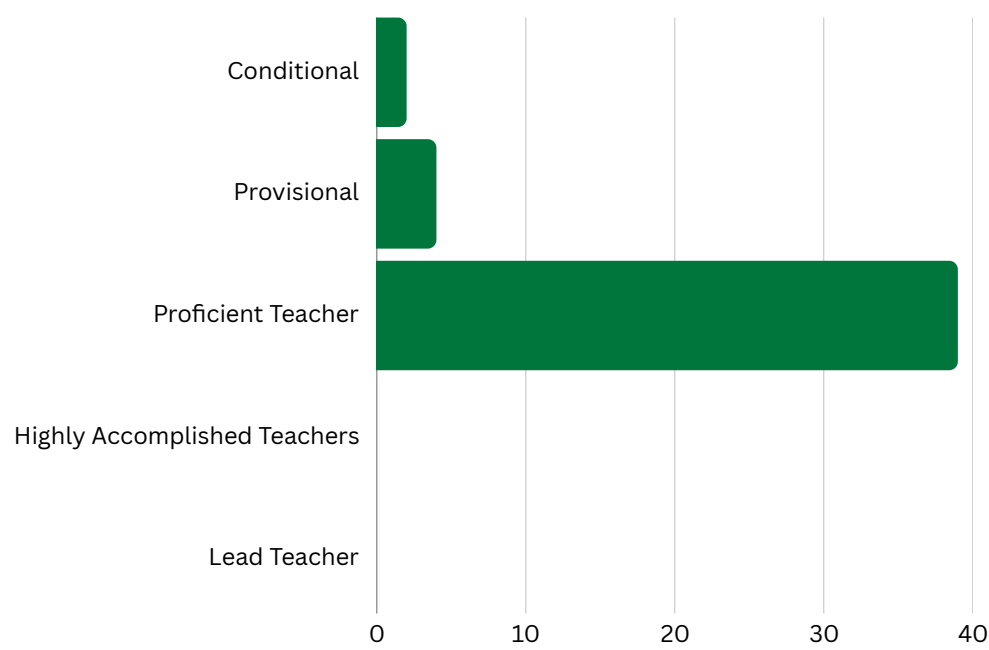




**STAFFING**

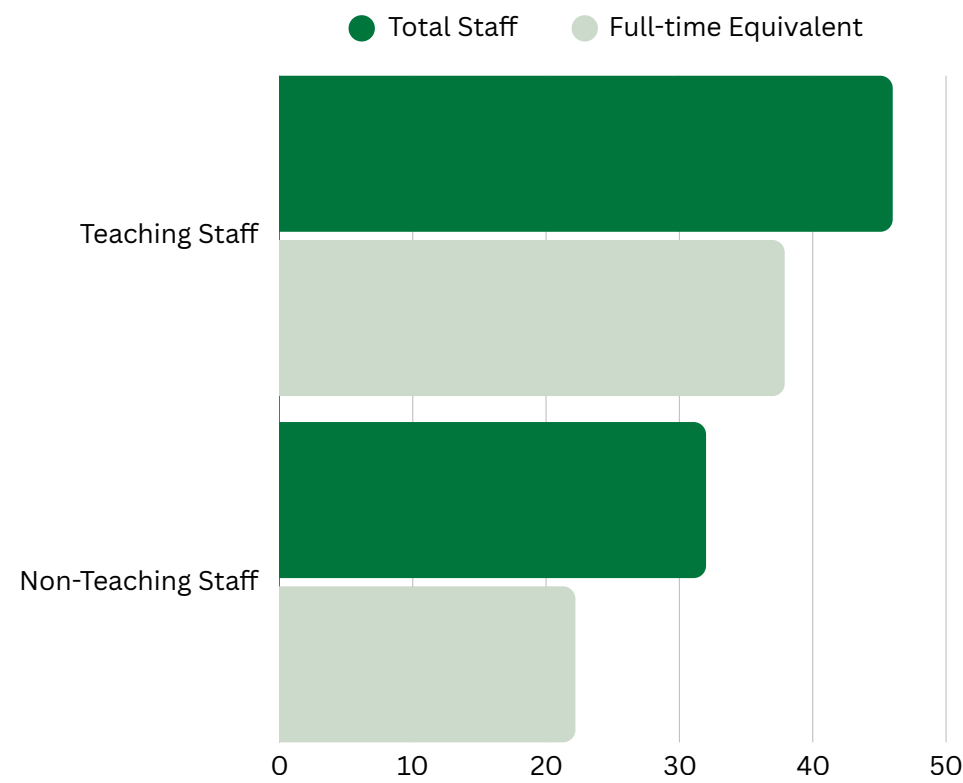


# TEACHER ACCREDITATION NUMBERS



We have one staff member who identifies as Aboriginal or Torres Strait Islander and warmly welcome applications from First Nations teachers and other staff.

# WORKFORCE COMPOSITION



# PROFESSIONAL DEVELOPMENT FOR SHCS TEACHERS

## **Peer Coaching and Quality Teaching Rounds at SHCS**

Throughout 2024, teachers engaged in two processes to build teaching excellence and a collaborative culture: Peer Coaching and Quality Teaching Rounds. The aim is to engage in deep, sustained and rewarding pedagogical discussion that improves the quality of teaching and learning and promotes the development of an authentic professional learning community, so that the SHCS teaching staff bring glory to God.

**Peer Coaching:** At the start of Term 3, teaching staff were trained in the GROWTH Coaching Model developed by GROWTH Coaching International. Teachers were then paired up with a “buddy” teacher to develop a goal for the term and a way to measure this goal. Over the next seven weeks, teachers then went into their buddy’s classroom and observed the teaching practice, collecting evidence using the data collection method devised by the coachee. Towards the end of term, buddy teachers engaged in a second coaching conversation to collaboratively examine the data and set new goals. This process was repeated in Term 4 and will continue in 2025.

The GROWTH Coaching Model contains six elements: Goals (what do you need to achieve?); Reality (What is happening now?); Options (What could you do?); Will (What will you do?); Tactics (How and when will you do it?); and Habits (How will you sustain your success?). Evidence indicates that the transfer from professional development knowledge to application is more likely if teachers are coached (Kraft & Blazer, 2018, Taking teacher coaching to scale: can personalised training become standard practice? Education Next. Fall 2018).

“It was a very interesting and enlightening experience that inspires your own teaching, as well as that of your peer colleagues!”

– Mr Horsley

**Quality Teaching Rounds:** Quality Teaching Rounds is high-impact, evidence-backed professional development that makes a significant difference for teachers and students. At the start of Term 1, eight teachers were trained in Quality Teaching Rounds through the University of Newcastle, supported by a federal government grant. The eight SHCS teachers formed two professional learning communities, each made up of two experienced teachers and two early career teachers. Once per term, the members of each professional learning community observed a whole lesson of one PLC member and used the Quality Teaching Model to collaboratively analyse and discuss the lesson and teaching more broadly in order to refine their practice. This process was repeated once per term until all four teachers in each PLC had taught an observed lesson. The QTR process will continue in 2025.

The Quality Teaching Model contains three dimensions: Intellectual Quality (Deep Knowledge; Keep Understanding; Problematic Knowledge; Higher-Order Thinking; Metalanguage; Substantive Communication), Quality Learning Environment (Explicit Quality Criteria, Engagement, High Expectations, Social Support, Student Self-Regulation, Student Direction), and Significance (Background Knowledge, Cultural Knowledge, Knowledge Integration, Inclusivity, Connectedness and Narrative). Evidence indicates that Quality Teaching Rounds leads to statistically significant positive effects on student achievement (University of Newcastle, 2023, Building Capacity for Quality Teaching in Australian Schools: Research Impact 2019-2023).

“In 20 years of teaching, QTR has had the biggest impact on my practice out of all the training I have undertaken!”

– Mrs Pemberton



# SCHOOL POLICIES

**The following school policies are publicly available on our website:**

- Whistleblowers Policy
- Child Protection Policy
- Discipline Policy
- Anti-Bullying Policy
- Enrolment Policy
- Privacy Policy
- Complaints and Grievance Policy and Procedure







# STAKEHOLDER SATISFACTION



## 2024 Annual Report Stakeholder satisfaction

In 2024 we had numerous interactions with our valued stakeholders. Feedback was sought throughout the year via phone calls, in person meetings and informally through the many interactions we have with students, parents and staff.

In 2024, our Year 7-12 students completed an online survey reviewing a wide range of whole-person focused questions about their spiritual development and wellbeing, the schools social cohesion, posture of civic action and the provision of a fair and safe environment. The survey also showed that for the vast majority of students, their teachers are the most influential people in their spiritual formation after immediate family. As a Christian school, this speaks to the investment of staff in the wellbeing and spiritual development of our students.

Our parents survey revealed a high satisfaction with parent's interactions with the school. The vast majority of parents are pleased that their children are engaged and stimulated by their learning at our school and felt that they received value for money in their educational investment at SHCS. Parents see SHCS as providing a quality Christian education for their children and that our staff are committed to providing opportunities for their children to succeed. It was also pleasing to see a high percentage of responses saying that they would recommend our school to their friends and family.

Our staff continue to be a group of committed and engaged educators and support staff. The commitment of staff and the faithfulness of God is demonstrated in the fact that all staff positions in 2024 were filled, in the midst of a general teacher shortage that is heightened in regional areas. Our staff are willingly involved in extracurricular activities and regularly seek opportunities for professional development beyond the school wide in-built activities. Staff regularly express a deep passion for and commitment for our school, demonstrated in the many ways they go 'above and beyond' to care for our students and their families. Our Principal has an open door policy for the discussion of any concerns and staff regularly and respectfully offer ideas for improvement, work together to manage conflict in a restorative manner and are committed to building and experiencing a positive and engaged collegial culture.

In 2025 we will be seeking to review and improve the following areas:

- Further improve retention rates of students, particularly in the transition from Year 6 into Year 7.
- Further develop our student leadership training and opportunities for all ages.
- Improve attendance rates and reduce lateness across the student body.
- Conduct a policy suite review to ensure all policies and procedures are relevant, compliant and applied properly in practice in the school.
- Further develop enrichment opportunities for students throughout the school.

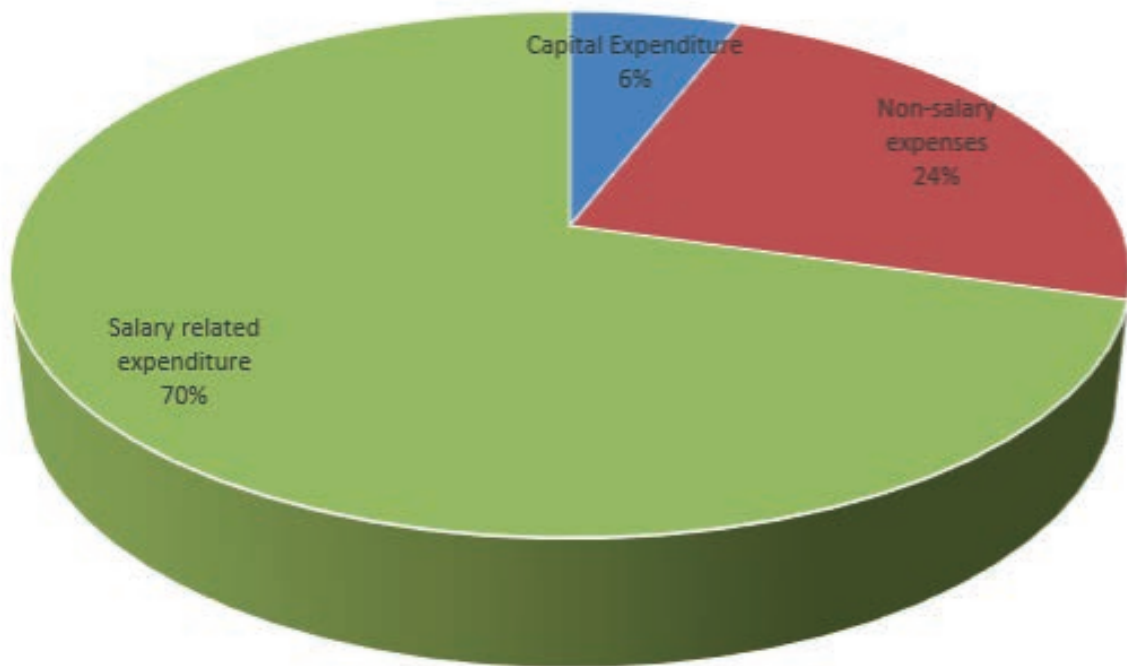




# FINANCIALS



## 2024 Recurrent and Capital Expenditure



## 2024 Recurrent and Capital Income

