

HARVEST

— SEMESTER ONE —
2025





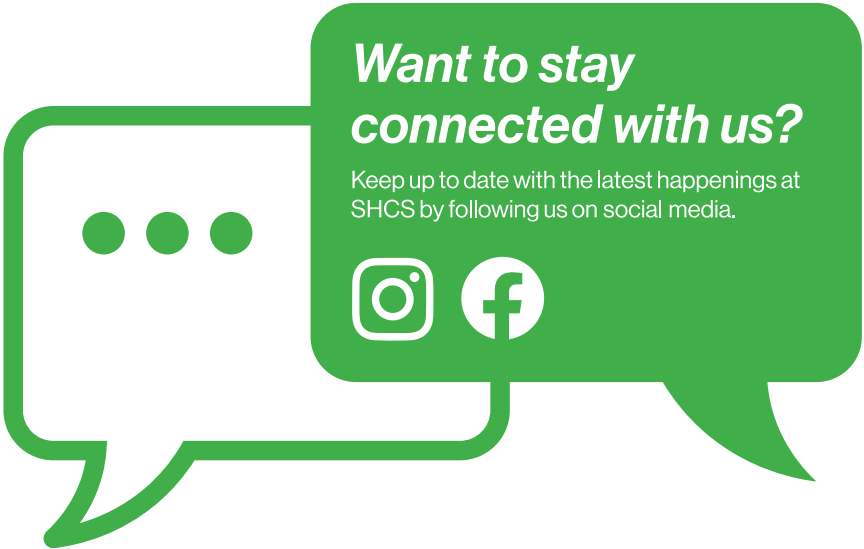
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SCHOOL

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SOUTHERN HIGHLANDS CHRISTIAN SCHOOL'S
PRODUCTION OF



Book by
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Songs by
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Randy Petersen & Kevin Quinn Andy Dodd & Adam Watts; Bryan Louiselle;
David N. Lawrence & Faye Greenberg; Jamie Houston**

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7-9 AUGUST



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FROM THE PRINCIPAL'S DESK



I am continually amazed by the talent of our students at SHCS. Recently, at the Battle of the Bands, it was wonderful to see our young people showcasing their gifts at such a high standard. I'm grateful for our incredible staff who invest deeply in our students, helping them become their best. In Ephesians 2:10, Paul reminds us that "we are God's handiwork, created in Christ Jesus to do good works." Each of us is uniquely created by God, and it's incredible to see that unfold in our students.

As we move into the second half of 2025, I encourage everyone to get involved in the upcoming community events. There will be plenty of opportunities to connect, so keep an eye out. We've already enjoyed great events like the Country Fair and the Mother's Day Afternoon Tea, and I look forward to more exciting happenings in the months ahead.

I want to take a moment to highlight our amazing staff. SHCS is blessed with a team who lead with a deep commitment to God. I see their dedication consistently, and it's a privilege to witness. As a parent, I can see the profound impact our staff have had on my oldest daughter, who is completing Year 12 this year. From Junior School to her HSC year, the partnership with staff has shaped her in meaningful ways. Through tough conversations and moments of encouragement, the investment from our staff has been invaluable.

I encourage you to thank our staff for their hard work and dedication. It's not always an easy journey, but one of growth, with Jesus at the centre. A simple act of gratitude could be a huge blessing to one of our team members.

Thank you for choosing SHCS to partner with your family. I hope and pray that the rest of 2025 is filled with blessings for you and your loved ones. I look forward to seeing you at our next community event.

Luke Geradts

WELCOME FROM THE BOARD CHAIR

"MAY THE GOD OF HOPE FILL YOU WITH ALL JOY AND PEACE IN BELIEVING, SO THAT BY THE POWER OF THE HOLY SPIRIT YOU MAY ABOUND IN HOPE." - ROMANS 15:13

This year our theme is 'JOY!' and it has been wonderful to see that being explored and embodied by our SHCS community. We started the year looking at how we could cultivate a posture of joy in our learning, in serving and in our relationship with Jesus. Already this year I have been so encouraged to see us not only enjoy the fun and wonderful things that come our way, but by seeing people dig deep to find the joy and the purpose in more challenging times.

This year we are taking time to think and dream about what the future might hold for SHCS. We will be working together to develop a strategic plan to give shape to this future and to help us to discern God's will for our school. This future is built on the foundation of the pioneering families who wanted an education for their children that embedded Biblical perspective into their children's learning. Their faithfulness in the small beginnings of our school has reaped a harvest that is still faithful to that original vision. Over 40 years later, our community exists to educate our students with a firm understanding of God's world and their purpose within it. We are excited to build on that foundation and to dream big about what that future might look like in this season.

I welcome you to enJOY our 'new-look' edition of Harvest. We're really excited about the fresh format, with opportunities for us to highlight the amazing work happening in each learning Stage and the various faculties of the school, as well as giving a taste of the range of fabulous opportunities, activities and events our students take part in. Our hope is that you will see the JOY in these pages as you explore and review the wonderful learning and growth that the SHCS community has undertaken in Semester 1.

Meg Story

HIGHSCHOOL HIGHLIGHTS

Michelle Whary



Back To Bush: Why Bush Play Matters In Our Junior School

This year, we're excited to launch Bush Play - an outdoor learning initiative aimed at connecting students with nature and supporting their development. After a successful family working bee and risk assessments from our SRC, our Bush Play space will open during Term 3 lunchtimes. Students, having earned their "Bush License" through safety training, are ready to explore tree climbing, slack lines, shelter building, and more.

Outdoor learning has proven benefits for student wellbeing, learning, and social connection. Recent OECD research (2022) highlights that time in nature enhances academic motivation, focus, and emotional regulation. As Christian educator David Smith says, "Education should transform -

it should shape character and cultivate wonder."

Bush Play also includes "risky play" - safe yet challenging activities like climbing and balancing. These experiences build resilience, confidence, and wise decision-making. Dr. Dawn D'Amico writes, "Navigating risk in a safe environment builds the emotional courage needed for life's challenges."

We believe God's creation is a powerful classroom. Outdoor play inspires awe and gratitude, fostering a love and respect for the world. As Christian educator Steven Bouma-Prediger writes, "To love God rightly, we must learn to love what God has made."

Additionally, outdoor spaces naturally support literacy, numeracy, and collaboration. Whether building shelters, measuring sticks, or working towards shared goals, students learn in hands-on ways (Gill, 2021).

Bush Play isn't just a break from the classroom - it's an extension of our mission to nurture the whole child: mind, body, heart, and spirit. We look forward to seeing our students flourish as they play, explore, and grow in God's creation.

References:

- OECD (2022). The Value of Outdoor Learning: A Research Review
- Smith, D. (2011). On Christian Teaching: Practicing Faith in the Classroom
- D'Amico, D. (2020). Children and Risk: A Christian Perspective on Emotional Growth
- Bouma-Prediger, S. (2010). For the Beauty of the Earth: A Christian Vision for Creation Care
- Gill, T. (2021). Urban Playground

THROUGH THE JUNIOR LENS



Michael Neate

Learning in the later years of High School is characterised by choice. As students reach Year 11 in particular, they are invited to choose almost their entire learning program. Recognising this opportunity, it is critical that we are building discernment in our students. We want them to be positioned to exercise the gift of wisdom that God offers to those who ask, and select subjects that align with their interests, strengths and aspirations, but also lead to opportunities to serve with the abilities God has granted them.

We believe that every student is "fearfully and wonderfully made" in the image of God, each uniquely designed with specific gifts and callings. It is a beautiful thing,

consistent with God's creative design, that our students differ in their favourite subject choices (and their plans for working and family life after school). Mainstream educational research suggests that students flourish and build resilience when they exercise autonomy in their learning. We can expect so much more when our students make such choices in the context of prayer and reflection. This teaches students to honour the gifts God has given them and to walk confidently in the path He sets before them. It also grows in our students a sense of responsibility as they take accountability for their decisions, and strive to make the most of their learning.

Teachers at SHCS have the wonderful privilege of supporting students in this process in a way that leads not just to good learning but to recognition of their calling. It is our prayer that students may see a future for themselves that is filled with opportunities to serve whatever community God places them in. Most of our students will progress through to the HSC Examinations, while many will pursue opportunities to join the work force much sooner. Regardless of those choices, we want to support all of our students in learning well, and finishing their time at SHCS well, going out into God's world with a clear sense of the purpose he has set aside for them.



MIX & MUD DAY



SWIMMING CARNIVAL





CAMPS



HARMONY DAY



CROSS COUNTRY



ANZAC DAY

IGNITE



SPARKING PASSION THROUGH ELECTIVE LEARNING

This year, we launched an exciting new initiative in the Junior School called Ignite - a day designed to spark curiosity, creativity, and a love of learning beyond the traditional classroom. Held once a term, Ignite allows students from Kindergarten to Year 6 to select up to three electives to participate in throughout the day. These sessions are led by parents, grandparents, community members from Pepperfield, and a variety of external providers.

Students have enjoyed a rich variety of experiences, including cooking, woodwork, Zumba, golf, drama, robotics, reptiles, mosaic art, tie dying, machine sewing, and many more. Each elective encourages hands-on learning and gives students the opportunity to explore new skills, hobbies, and interests in a fun and engaging environment.

The response from students and families has been overwhelmingly positive, and we are thrilled with the success of our Ignite days so far. We can't wait to see what Semester 2 will bring!

SPOTLIGHT

A WINDOW INTO LEARNING

This year, we introduced Spotlight - a special initiative that offers parents a window into the wonderful learning happening in our Junior School classrooms. Families were invited to visit their child's class and experience firsthand the engaging, creative, and meaningful learning taking place each day. It was a joy to see students proudly share their work, explain their thinking, and showcase their achievements. The excitement and sense of ownership in learning were clear. We are thrilled to be hosting Spotlight again in Semester 2 and look forward to welcoming even more parents into our vibrant learning spaces. See upcoming dates and mark your calendars!



ATHLETICS CARNIVAL

A DAY

TRY YEAR 7 FOR



100 DAYS

OF KINDY



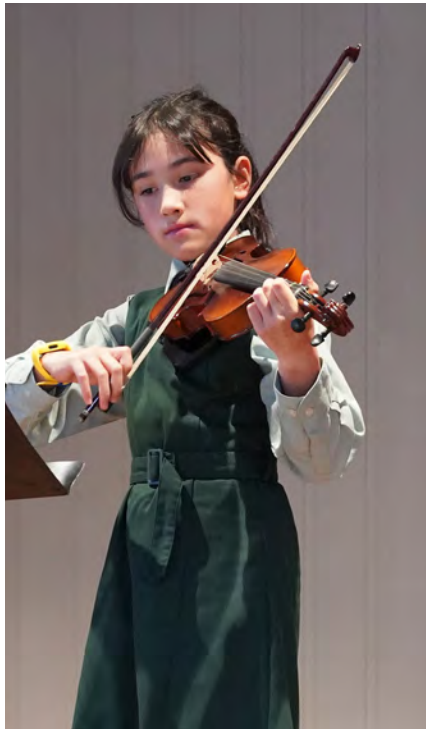
SUBJECT

SELECTION



AFTERNOON

CONCERT



TWILIGHT

BANDS

SHOWCASE AND BATTLE OF THE





MOTHER'S DAY



FACULTY

that can span across all stages of life. This commitment to learning can take many forms, from formal education and professional development to personal exploration and self-improvement. It could involve reading, attending workshops, participating in community activities, or simply engaging in thoughtful reflection. Lifelong learners are not only focused on their own growth, but they also inspire those around them by modeling a love of learning and a willingness to embrace new opportunities. Ultimately, being a lifelong learner is about living with purpose and curiosity, continuously evolving, and embracing the adventure of learning throughout life.

Being a lifelong learner is about cultivating an ongoing curiosity and passion for discovering new knowledge, skills, and experiences. It's a mindset that transcends traditional education, where learning isn't confined to the classroom or limited to formal schooling. A lifelong learner sees every experience as an opportunity to grow, whether it's through exploring a new subject, learning from others, or tackling challenges that push personal boundaries. This approach to learning encourages adaptability, resilience, and a continuous desire to improve. Lifelong learning involves developing the ability to think critically and creatively, to question assumptions, and to seek out diverse perspectives. It means staying open to new ideas and being willing to unlearn outdated concepts or methods when they no longer serve us. With the rapid pace of change in today's world, being a lifelong learner is more essential than ever. It enables individuals to navigate complex problems, stay current with technological advancements, and address personal and societal needs. Lifelong learning is not a destination; it's a continuous journey.

FOCUS

Outdoor Education Creative and Performing Arts Sport
Science Technology Engineering Mathematics Humanities

EXPLORING DIGITAL THINKING WITH ROBOTICS



K-2 Robotics by Rebekah Straughan (K-2 Coordinator and Year 2 Teacher)

In Term 1, Stage 1 students at Southern Highlands Christian School embarked on an exciting journey into the world of digital systems through the “Digital Detectives” unit. As part of the Science and Technology curriculum, students explored how technology supports our daily lives and helps us solve problems. A highlight of the term was the introduction of the Sphero Indi robots - vibrant, screen-free robots designed to teach early programming and problem-solving skills.

Students were challenged to give Indi a set of instructions using coloured tiles, each representing a different command. Through trial and error, they discovered how sequences of steps could guide Indi through mazes and around obstacles. This hands-on experience not only reinforced their understanding of algorithms and cause-and-effect relationships but also encouraged collaboration, critical thinking, and creativity. Students progressed to using their iPad to reprogram the Sphero Indi robot to take on new commands and move in even more creative ways using block coding. The unit aligned with Science outcomes,

focusing on how digital systems work and how students can design solutions using technology.

In Term 2, our Kindergarten students began their own digital adventure in the “Tech and Tasks: Exploring the Digital World” unit. They were introduced to Blue Bots - programmable floor robots that help young learners understand sequencing and directional language. Through interactive lessons, students learned how to give and follow instructions while developing foundational skills in digital literacy and computational thinking. Blue Bots can follow instructions on themed mats, draw pictures with their jacket accessory and follow paths around the classroom!

The Blue Bots support outcomes in Science and Technology, as students explore how digital systems are used in everyday tasks and how instructions control devices. These engaging digital learning tools foster curiosity and confidence, laying the groundwork for future learning in Science and Technology.

By integrating Sphero Indi and Blue Bots into the whole K-2 curriculum, not just Science and Technology lessons, our students are not only learning about technology - they're learning to think like designers, engineers, and problem-solvers.



3-6 Robotics

By Greg Hannah (3-6 Coordinator and Year 5/6 Teacher)

In Years 3–6, students have been developing their understanding of digital systems and programming through hands-on experiences with robotics. Building on their foundational learning from earlier years, students are using Lego Spike Prime and Sphero Bolt robots to further explore how technology can be designed to solve problems and respond to the environment.

In Term 1, a lunchtime robotics club offered Stage 3 students the opportunity to dive deeper into the world of robotics. Using Lego Spike Prime kits, students constructed a variety of robot designs and used block-based coding (similar to Scratch, developed at MIT) to bring them to life. These blocks allowed students to create programs without needing to write lines of traditional code, making programming accessible and fun. Through experimentation, students explored concepts like motion and distance sensing, programming their robots to detect and respond to obstacles using ultrasonic sensors.

Meanwhile, in the classroom,

students in 5D have been working with Sphero Bolt robots - vibrant, spherical devices that move across the floor using programmed commands. Students designed and tested sequences of code using block programming to navigate obstacle courses and take part in robotics challenges, including a robot soccer game! This not only reinforced their understanding of algorithms and digital systems but also encouraged collaboration, creativity, and critical thinking.

By integrating robotics into both classroom lessons and co-curricular activities, students in Years 3–6 are engaging deeply with Science and Technology outcomes. They're learning how digital systems operate and how to design solutions through code and problem-solving. These rich experiences help our students develop the mindset of designers and engineers, preparing them for a future where technology and innovation are key.



EXCELLENCE AT THE SCIENCE & ENGINEERING CHALLENGE

In May, 32 enthusiastic students from Years 9 and 10 represented Southern Highlands Christian School at the University of Newcastle's Science and Engineering Challenge, a national STEM outreach program designed to inspire students to pursue careers in science and engineering.

Throughout the day, students engaged in a series of hands-on activities that tested their problem-solving, teamwork, and critical thinking skills. These challenges included:

- Bridge Building: Designing and constructing a bridge capable of supporting specific weights.
- Transmission Line Puzzle: Planning efficient routes to connect power stations to cities.
- Scheduling Puzzle: Allocating resources and tasks within time constraints.

• Flight Challenge: Creating gliders that could achieve maximum distance.

• Environmental House Design: Designing sustainable and energy-efficient homes.

Each activity was designed to simulate real-world engineering problems, encouraging students to apply scientific principles in practical scenarios. The Challenge Days are part of a broader initiative by the University of Newcastle, which has been running since 2000 and aims to engage students across Australia in STEM fields.

We are incredibly proud of our students' achievements and their enthusiasm for embracing complex challenges. Their participation not only showcases their talents but also reinforces SHCS's commitment to fostering a strong foundation in STEM education.

CELEBRATING OUR SUCCESS IN THE BIG SCIENCE COMPETITION

During Term 2, 20 students from Years 7 to 10 participated in the Big Science Competition, a prestigious international science challenge organised by Australian Science Innovations (ASI). This 50-minute online competition tests students' science knowledge, critical thinking, and problem-solving skills through real-life, contemporary scenarios, making science both relatable and engaging.

The competition is aligned with the Australian Curriculum and offers four levels corresponding

to each year group. It provides students with the opportunity to benchmark their performance against state and national averages. Additionally, high-performing students may be invited to participate in ASI's science extension programs, such as the Junior Science Olympiad Training Squad and Curious Minds – Girls in STEM.

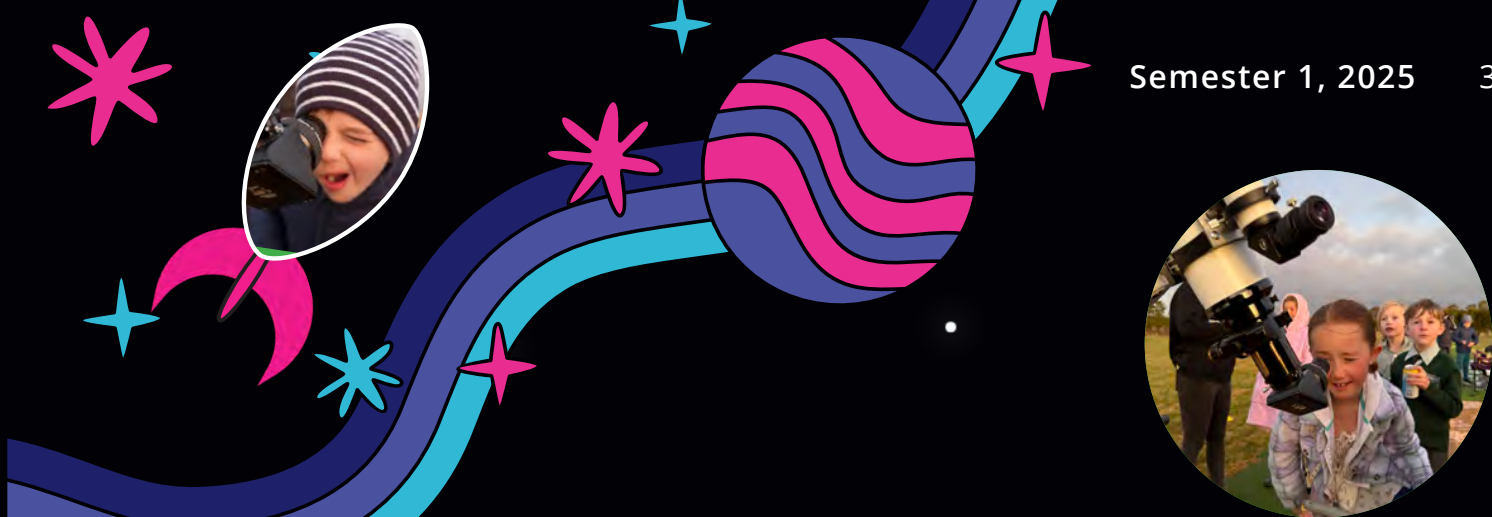
We are thrilled to celebrate the outstanding efforts of our participants and are especially proud of the following students for their achievements:

Distinction:

Robert Baldwin (Year 7)
Noa Webster (Year 7)
Flynn Williams (Year 8)
Emma Skinner (Year 9)

Credit:

Philip Leye-Erinle (Year 10)
Zoe Halstead (Year 7)
Phoebe Leye-Erinle (Year 7)

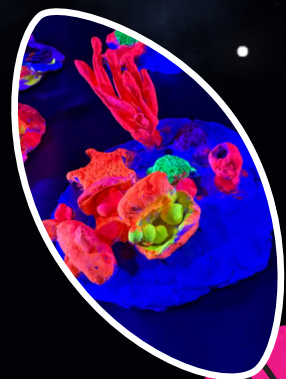


K-2 STARGAZING: A GLOWING SUCCESS

Our recent K-2 Stargazing Night was a magical celebration of learning, creativity, and community. Families gathered for a cosy evening under the stars, complete with a sausage sizzle and glowing smiles all around. The highlight of the night was our incredible Glow Gallery - an immersive display of student artwork brought to life under UV black lights.

Students had explored topics such as Skies and Seasons, Day and Night, and weather patterns in Science and Geography. Their creative learning was reflected in vibrant clay sculptures, oil pastel drawings, and fluorescent paintings and collages, all of which shimmered under the gallery lights. Many of the clay pieces were kiln-fired with the help of our High School facilities and painted with fluorescent materials.

A special thank you to our guest, John Briggs, who helped tune the telescopes and guided our young astronomers in exploring the night sky. What a wonderful way to celebrate our students' learning and imagination!



Maths Mania

A Celebration of Hands-On Learning + Family Fun

In Term 1, the Junior School came alive with energy, excitement, and a shared love of learning as we hosted our first ever Maths Mania Night. This special event was a celebration of mathematics, designed to engage students and their families in a variety of hands-on, interactive activities that highlighted the relevance and joy of numeracy in everyday life.

This year, our Junior School teaching staff have been participating in a professional learning initiative known as The Primary Numeracy Program, run by the Association of Independent Schools (AIS). As part of this program, teachers are developing their skills in explicitly teaching Mathematics and providing students with meaningful opportunities to apply their learning in broader, real-world contexts.

Maths Mania Night brought this philosophy to life. Families joined together to take part in a wide range of activities, including dice and card games, building 3D objects, creating 2D shape pictures using iPads, launching and measuring paper planes, and even playing a lively round of human battleship. There were also engaging chance-based games, all designed to make mathematical thinking fun and accessible.

The atmosphere was electric as students parents and teachers collaborated explored and celebrated Mathematics in action. The enthusiasm was truly contagious and it was a joy to witness the school community united through learning.

We are already looking forward to making Maths Mania Night an annual tradition, and continuing to nurture a lifelong love of mathematics in our students.



MODEL UNITED NATIONS ASSEMBLY (MUNA) VICTORY

Nationals will be held on Friday 15th - Sunday 17th August in Canberra at the MuoD. The competition is supported by the UN itself.

With the rolling in of Autumn mists, the young diplomats' thoughts turn to MUNA. Model of the United Nations Assembly is a sophisticated policy, diplomacy and speaking competition hosted by Rotary clubs of Australia, hotly contested since its commencement in the Highlands in 2015 and its reinstatement following the COVID era (sorry, trigger warning!).

A national competition, it is recognised by universities as an indicator of high academic achievement because of its requirement to read, think, and write critically, as well as speak and negotiate persuasively while representing the policy positions of various UN member states. This year's SHCS team comprised of Year 11 students Christopher Leach, Sam Skinner, and Year 10 student Luc Hilaire. Representing the United States of America at a

particularly dynamic moment of global relationships, the boys debated resolutions such as security in the South China Sea, Human Rights abuses in Iraq, and the weaponising of space.

This year's competition was judged by ambassadors from Fiji and Pakistan who were highly impressed with the oratory and political insight of the SHCS team. Against eleven teams from all local private and public schools, the SHCS boys won a clear victory and will now advance to the national competition held in the Museum of Democracy (Old Parliament House) in August. This is the sixth time from ten visits that an SHCS team has won the competition.

We want to congratulate the students on their effort and achievement and thank coach Steve Hilaire, and alumni Joseph Brake, for their assistance in preparing the students. On to Nationals we go!



CELEBRATING GROWTH, TALENT AND CREATIVITY IN MUSIC

It's been a remarkable year of growth for Music at SHCS, with classroom learning closely connected to the many performance opportunities offered through events such as the Country Fair, Battle of the Bands, and concerts throughout the first Semester.

Stage 4 Music students have enjoyed exploring the foundations of rock music. They've learned the role of instruments in a band, developed skills on the guitar, and grown in confidence through individual and group performances. The emergence of several new bands at this level has been exciting to witness - two of which had the opportunity to perform at Battle of the Bands. Students have also studied film music and are now eager to compose their own soundtracks using GarageBand, combining creativity with digital tools.

Stage 5 Music has seen an explosion of band culture. The class includes six active student bands, all of whom have worked tirelessly on their instrumental and vocal skills. Classwork has focused on rhythm, cohesion, and performance energy, with bands rehearsing not only during lessons but also before school and at lunchtime. Each group has developed a distinct style and presented full sets at both the Country Fair and Battle of the Bands - testament to their dedication and emerging professionalism.

In Stage 6, the band Negative Ghost Rider has played a key role in shaping the school's thriving rock culture. Year 11 students have focused on songwriting this semester, learning to craft engaging compositions and use music technology to enhance their recordings. Their hard work paid off with a shortlist placement in the Harwyn Rocking the Nation Competition, a national achievement of which we are incredibly proud.

Beyond the classroom, our extracurricular music ensembles have continued to flourish. The SHCS Orchestra, comprising string and wind players, meets each Thursday morning and has taken on increasingly complex works, performing beautifully at events including the Country Fair, Mother's Day, and the Twilight Concert. The SHCS Choir also continues to thrive, rehearsing on Friday mornings with over 40 students from Year 5 and up. Their confident harmonies and joyful sound have enriched many school events this year.

We look forward to celebrating all this hard work and creativity at our **HSC Showcase on Thursday, 28 August** - an evening of drama and music performances, and displays of major works from Visual Arts, Design and Technology, and Textiles. It promises to be a rich display of our students' God-given gifts in the arts.



CREATIVE CONCEPTS & PERSONAL EXPRESSION

In Visual Arts

Students in Stage 4 have been exploring a unit called Getting Personal, where they're developing and expressing their own conceptual points of view. As part of this unit, they created woven sculptures using coloured wool wrapped around aluminium armatures. They also photographed meaningful personal objects and portraits of people in their lives, learning basic editing skills using digital software. Currently, they are working on expressive self-portraits - tracing photographs onto transparency sheets with markers and painting the reverse side with vibrant acrylic colours.



Meanwhile, students in Stage 5 have been investigating Postmodern Art, drawing inspiration from Dada artist Marcel Duchamp and contemporary artists such as Ceal Floyer, Jeff Koons, and Fiona Hall. They have learned the technique of slip casting and used it to create ceramic artworks featuring non-traditional subjects - think traffic cones and household objects. In contrast, they have also used non-traditional materials to produce 2D works depicting traditional subjects, such as landscapes or portraits, challenging conventions and engaging critically with artistic ideas.

SPORT NEWS

A Big Semester of Play and Participation

IN JUNIOR SCHOOL



The first half of 2025 has been action-packed on the SHCS sporting front, with a wide range of activities, incursions, and opportunities for students to get active and involved.

In Junior School, we welcomed the Macarthur Bulls each term to run fun and skill-building sessions, along with a visit from a few Wests Tigers NRL players. Our Year 3–6 students also had the chance to hear from Winter Olympian Nick Timmings, who visited through the Olympics Unleashed program to share his journey in the sport of Skeleton.

All Junior School students participated in a gymnastics program led by Mittagong PCYC as part of their PE lessons, and past student Zoe Haylen returned to train students in athletics.

IN HIGH SCHOOL

In High School, students also enjoyed incursions from the Macarthur Bulls and a visit from Olympics Unleashed speaker Joshua Katz, Judo Olympian. Year 7 and 8 students rounded out their term with martial arts lessons - learning new skills, gaining confidence, and having fun.

Across Years 5–8, students participated in multi-sport gala days, hosted right here at SHCS and run in partnership with other schools in our CSSA zone. At lunchtime, the new student-led lunchtime sports competition has been a hit - starting with volleyball and moving into soccer, with

enthusiastic participation and healthy competition each week. The term concludes with a sporting highlight: 27 students from Years 5–11 heading to the State of Origin in Sydney to see elite athletes in action at Olympic Stadium!

CELEBRATING SPORT ACHIEVEMENTS: RISING TO THE CHALLENGE

Our SHCS students have proudly represented the school in a range of competitive sports this semester, showcasing determination, sportsmanship, and talent across multiple levels.

Our students have represented the school in athletics, cricket Super 8's, cross country, netball, NRL League Tag, soccer, swimming, and all of 5 & 6 and 7 & 8 participated in a multi-sport day with other schools from our zone here at SHCS. Participating in CSSA Zone, State Zone, State CIS, SHIPS, Netball NSW and NRL competitions.

In addition, students from Years 5–10 trialled individually for representative teams in **Netball and AFL**, while others competed at a high level in **Touch Football, Hockey and Swimming**.

A standout moment this semester came from **Heidi Jones, who broke both a State and Zone record in the 50m Freestyle** - a remarkable achievement and a proud moment for our whole school community. From team sports to individual excellence, our students continue to embody the values of SHCS: commitment, courage, and a willingness to give their best.



Pictured: Hamish Robertson placed 3rd at CSSA State Cross Country, going on to compete at CIS.

NOTABLE ACHIEVEMENTS



Pictured: Emee Giddings, Emily Pizzata & Heidi Jones at CIS Swimming

Heidi Jones was named the Age Champion, competing at CIS Swimming, breaking State and Zone records. **Hamish Robertson** represented SHCS at CIS in Cross Country. **Charlotte McCall** represented SHCS at CIS in Touch Netball. **Loxley MacNamara** represented

SHCS at CIS in Hockey. **Jasper MacNamara** represented SHCS at CSSA in Hockey. In Junior School, **George Kanaar** represented SHCS at CIS in Cross Country & **Noah Green** set a new Zone record in Cross Country.

LEARNING TO NAVIGATE THE ONLINE WORLD SAFELY

In Term 2, students in Years 3–6 had the opportunity to take part in a valuable online safety presentation delivered by the Youth Engagement Officer from Southern Highlands Police.

Held in the school café, the sessions were tailored to each stage level, with Stage 3 attending first, followed by Stage 2. The presentations were filled with practical advice to help students stay safe online and make wise choices when navigating digital spaces - something increasingly relevant in how young people learn, play, and communicate.

Students explored how to respond when things go wrong, the importance of seeking help, and the legal consequences of certain online behaviours. Each session ended with a Q&A, allowing students to engage thoughtfully and hear from a trusted voice in community safety.

This incursion also serves as a great springboard for families to start or continue conversations about online habits at home. We encourage parents and carers to stay informed about the apps their children use, and to regularly discuss both the benefits and the risks of the digital world.



HIGH SCHOOL CAMPS: CHALLENGE, GROWTH & CONNECTION

Amaya Hope-Nicholson and Eloise Richards on Year 7/8 Camp

The 2025 Year 7 and 8 camp was a heartwarming and challenging experience. The cold and wet weather conditions brought the Stage closer than ever and encouraged us to step out of our comfort zones, even riding mountain bikes in the rain! While the Year 7's learned surfing, the Year 8's embarked on a 14km hike on the first day. It was a struggle to say the least. Our pain, tears and sweat were poured into every mountainous step - we were rewarded with every hill we were able to run down, and the view of the ocean from the cliffs was especially worth it. The teachers encouraging us and lifting our spirits as we sat at the bottom of yet another huge hill strengthened our sense of community and brought the

year group closer together, as did sharing sunscreen and refilling and sharing water bottles. Putting up our tents was a challenge in itself, but with the help of peers and instructions from our teachers, we were able to set up camp and eat dinner. We then huddled near the fire and were introduced to the sacred Freddo ceremony where we gave a freddo to the person who we noticed helping or showing kindness or resilience that day. We then splayed off into small groups and played games, chatted and toasted marshmallows until they were perfect. The students then finally got some well-earned rest after a long and perilous day of brutal exercise.

Then the second day brought blindfolded teenagers attempting to light fires, and teachers trying to encourage

the most stubborn of students to ride mountain bikes over an extremely bumpy track. The 'impossible' mountain bike ride was worth all the peril as the students were able to enjoy the beach for a few pleasant minutes before heading back. Over at the initiative activities, students were tasked with building Lego, carrying water, and instructing their sightless friends to light a fire. The Year 7s then learned stand-up paddle boarding and canoeing and the whole day ended in rain and frantic students running back to their tents after another round of Freddos. On the final day, we packed our tents and said goodbye to Burrill Pines as we journeyed to a park near Mollymook and all the students embraced their inner child before we got Dominos pizza and headed back to school with many more friends than when we first left.

Michael Scarano on Year 9/10 Camp

Camp was a difficult but valuable learning experience. Something that I have learned doing the Duke of Edinburgh Award is that everything comes with a challenge, but what matters is how you approach that challenge. You can either sit back and not try, or you can push through and be proud of the achievements you have made. As Paul says in Philippians, "I can do all things through Christ who strengthens me." No matter what the challenge is, Christ is there to give you the strength you need: As the song 'Breaking Free' (High School Musical) encourages us, "to reach for the highest star." There will be complications along the way, and you may just want to go home, but in the end you will be able to say that you did the challenge you set out to do... and you might even get a pie in Kangaroo Valley at the end.

While hiking was the main part of the camp, there were many more memories. Going into the river after a long day of hiking, being a leader to the Year 9 Duke of Edinburgh group, singing songs from High School Musical back at base camp, and enjoying a pie before we came home are all my favourite memories from the camp.

BUSH PLAY: BUILT BY COMMUNITY, DESIGNED FOR IMAGINATION

This term, we've been thrilled to see our Junior School bush play area take shape thanks in no small part to the incredible families who rolled up their sleeves at our first Working Bee of the year. Together, we transformed an outdoor space into a natural playground full of potential for creativity, exploration, and adventure.

The day was full of community spirit, hands-on effort, and laughter (not to mention a well-earned sausage sizzle!). We are so grateful to our parent

volunteers for their time and enthusiasm - it's made a lasting impact.

Before opening, our Junior School SRC students helped conduct safety risk assessments, and with the area now ready to launch in Term 3, students have completed their Bush Play training. Upon graduation, they received a special "Bush Play Licence," giving them the freedom to explore, build, and imagine in this special part of our school grounds.

STAGE 3 EXPLORES CREATION AT CAMP WOMBAROO

Stage 3 students recently enjoyed an enriching day at Camp Wombaroo for the annual Wingecarribee Schools Environment Day. Set in the stunning bushland surrounds of High Range, this outdoor excursion gave students the chance to step out of the classroom and into God's creation.

Students took part in a series of fun, hands-on activities and workshops focused on environmental awareness and sustainability. From learning

about local ecosystems to engaging in practical tasks that support conservation, the day aligned beautifully with Science, Technology, and Geography learning outcomes.

Despite a full schedule, the atmosphere was relaxed and joyful with students returning full of stories, fresh insights, and maybe a bit of mud!

Days like these build more than knowledge - they foster curiosity, stewardship, and a growing appreciation of God's world.

BUILDING FOR THE FUTURE: WHITE CARD CERTIFICATION

This Semester, 13 SHCS students took an important step toward becoming work-ready by completing their Construction Induction Certificate, commonly known as the White Card.

The White Card is an essential qualification for anyone wishing to enter a construction site in Australia. It equips participants with the knowledge and awareness they need to identify risks, understand safety protocols, and help maintain a safe working environment for themselves and others.

We were pleased to welcome Dragica Milenkovic from CoastalOHS, who delivered the training and guided our students through the certification process. Her expertise and practical approach helped ensure our students gained not just the card, but also the confidence to step onto a worksite with a strong understanding of safety and responsibility.

This qualification opens the door to a range of opportunities - whether it's structured work experience, casual holiday jobs, or a future career in the construction industry.

We're proud of the commitment and focus these students demonstrated and congratulate them on achieving this valuable qualification.



KINDY'S DAY ON THE FARM

Our Kindergarten students recently enjoyed a delightful day at Calmsley Hill City Farm, immersing themselves in hands-on learning and outdoor fun. Guided by friendly farmers, the children explored the farm's educational stations, engaging in activities like cow milking, animal patting, and learning about sustainable farming practices. The excursion provided a wonderful opportunity for students to connect classroom learning with real-world experiences, fostering curiosity and a deeper understanding of the natural world.

After a picnic lunch, the excitement continued with farming demonstrations, including the stockwhip show and working dog display. The day was filled with laughter, learning, and memorable moments that our Kindy students will cherish.

Beyond the joy and excitement, excursions like these play a valuable role in early childhood development. Research shows that direct interaction with animals and the natural environment, can significantly support a child's social, emotional, and cognitive growth. Farm visits encourage curiosity, empathy, and responsibility, as children learn to care for and understand living creatures.

According to a study published in Early Child Development and Care, animal-assisted education and interaction help children develop emotional regulation and reduce stress (Gee et al., 2017). Furthermore, time spent in nature has been linked to improved attention spans, language development, and sensory integration (Strife & Downey, 2009). These immersive experiences offer children the chance to engage all five senses, building a more concrete understanding of their world.

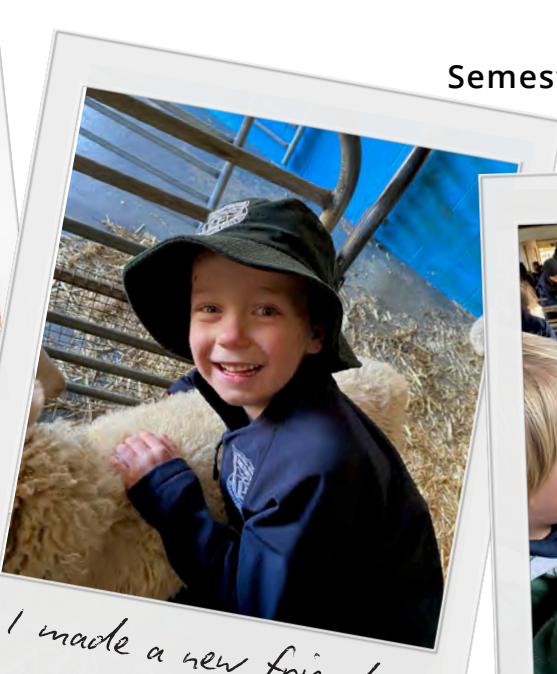
For many children, a farm visit may be their first real connection to agriculture and animals. These encounters are not only enjoyable but also lay foundational understandings that will enrich their learning for years to come.

References:

- Gee, N. R., Fine, A. H., & McCardle, P. (2017). How animals help children learn. Early Child Development and Care, 187(3-4), 322-330.
- Strife, S., & Downey, L. (2009). Childhood Development and Access to Nature: A new direction for environmental inequality research. Organisation & Environment, 22(1), 99-122.



What a sleepy pig



I made a new friend



Cool beard



So many animals to touch and see



Watching the show



We found the Easter Bunny



Spot the Koala



Sheep are so soft



Some cows have really big horns



A very friendly camel

YEAR 7 DIGITAL TECHNOLOGIES: CODE TO INVENT

READY?

In Year 7 Digital Technologies, students at Southern Highlands Christian School embark on a dynamic journey into the world of digital systems, programming, and ethical digital citizenship. Through hands-on exploration using Invention Engine kits and Scratch-based programming, students learn to design, build, and code their own arcade games - bringing creativity and logic together in exciting ways.

This term's highlight is the "Code to Invent" assessment task, where students collaborate in small groups to create colourful, challenging, and fun arcade-style games. They apply key coding concepts such as loops, conditionals, and variables, while documenting their design process in personal Invention Journals. The task encourages innovation, problem-solving, and teamwork, culminating in a showcase of student-built games that reflect both technical skill and imaginative flair.

Beyond coding, the program integrates biblical perspectives on technology, encouraging students to think critically about their role as creators and consumers in a digital world. From understanding binary and networks to exploring copyright, cyber safety, and ethical dilemmas, students develop the skills and values needed to navigate and shape the digital landscape with wisdom and integrity.



MINI BASKETBALL

Concept: An adaptation of basketball where players need to bounce a mini basketball into the hoop to score points. Students worked to mount a proximity sensor on their hoop, which added up scores on a display bit.

Students: Josh Fairbairn, Aurora Tofler, Lucy Harris

PLINKO

Concept: A creative luck-based game where players drop soft balls down a maze of obstacles. The ball will eventually land in one of a series of points-based holes at the bottom. Students combined six invention engine bits to create a fun and engaging game.

Students: Emee Giddings, Josh McCall, Emma Hope

AIR HOCKEY

Concept: Students created a mini version of air hockey, complete with mini sticks. Student integrated displays, proximity sensors and LED lights to recreate an engaging popular game for all players.

Students: Annie Mullan, Hamish Robertson, Iris Sheather

FLICK!

Concept: An adapted version of air hockey where players flick a puck into opposing goals. Students programmed and utilised display bits, proximity sensors and LED bits.

Students: Violet Mineef, Blake Smith

MONSTER MOUTH

Concept: A skills-based arcade game involving throwing ping pong balls through holes to collect points. Students programmed a range of bits, including buttons, displays, and proximity sensors to create a fun and colourful game.

Students: Hannah Rushton, Philip Adams, Charlotte Wane



KICK IT

Concept: A version of a marble run where players have to use skill to guide a marble into a series of holes, each representing different points. The team programmed a range of bits to gamify their approach, such as a display bit, speaker bit, LED lights and buttons.

Students: Cooper McCandless, Amelia Coffee, Matilda Johnston

STOP, START, SWIM

Concept: A reaction-based arcade game where points are awarded for your response to blinking LED lights. Students successfully programmed a range of bits, including buttons, displays, speakers and LED lights.

Students: Ava Jones, Hunter Boyan

BEYOND

THE

BELL



Ethan de Jong

I joined SHCS as the teacher of 4D and feel so grateful to be part of such a welcoming and Christ-centred community. I live in Shellharbour with my wife, Amy, and outside of school, I'm happiest outdoors - whether it's surfing, hiking or camping. I'm also a big fan of sport and have a deep appreciation for a good cup of coffee - especially by the ocean.

My hope for this year is to create a classroom culture where students feel known, supported and inspired to grow. I want them to see learning as meaningful, and to know that their effort matters. I'm looking forward to building strong relationships, continuing to grow in my own practice, and leaning into the daily rhythms of school life. Whether it's a great lesson, a lunchtime kickaround or a quiet chat, I hope to reflect God's character in the small moments.

One of my favourite parts of teaching is seeing students grow in confidence - especially when they work hard and begin to see the fruit of their efforts. It's such a joy to witness those lightbulb moments.

I've been surprised by how varied and fast-paced each day is - no two are ever the same! But more than that, I've been encouraged by how much teaching is about presence: being available, listening well, and creating space for growth.

What I love most about teaching is walking alongside students as they grow - not just in their learning, but in confidence, character and faith. It's a privilege to be part of their journey, and a reminder of the joy and purpose at the heart of Christian education.



Greg Hannah

I joined SHCS at the beginning of 2025 after 18 years at my previous school. I'm happy to be the teacher of 5/6H and Coordinator of Years 3-6. I'm a Southern Highlands local, so I get to say hello to lots of SHCS families when I'm out and about. I'm married to Sally (also a teacher), and we have two teenage daughters. When I'm not working, I enjoy hanging out with my family, going to church, having a barbecue, jamming with friends, going to the theatre and taking road trips. I'm trying to learn French online (little by little, I'm learning).

My hope for 2025 is to see young people grow in knowledge, skills, wisdom, maturity and faith. God has a plan for every one of us, and it's a privilege to be on that journey, alongside our students.

One of my favourite things in a normal week at school is to join in Friday morning worship with SHCS staff. We sing loudly and joyfully! It always fills my cup, and usually I head off with an 'earworm' song which I ruminate on for the rest of the day.

I have been delighted to discover such a beautiful community here at SHCS. I love that teachers pray for and with each other, with genuine care and interest. It's very special.

The thing I love most about teaching is being present when big things happen in the lives of young people and helping them realise their growth. It could be learning something new, navigating a new experience, or overcoming a significant challenge. We teach children, not just academic subjects. I love that teaching is human-centred.



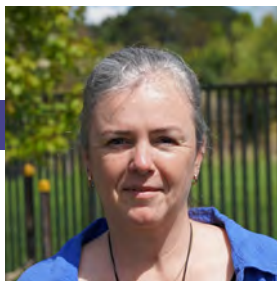
Emma Hampson

I grew up in the beautiful Southern Highlands and even attended SHCS myself up until the end of Year 4 - so it feels incredibly special to now be back, working in a place that was part of my own childhood. I'm the youngest of three siblings and am a very proud aunt to four nephews and three nieces.

I love curling up with a good historical fiction novel and, whenever I can, setting off on caravanning holidays to regional towns across Australia. I enjoy soaking up the history and admiring the architecture - there's something so peaceful about stepping back into the stories of the past.

As an Early Childhood Educator, I'm especially passionate about attachment theory and how the Circle of Security model can be used in both family life and early education settings. I've seen just how powerful it is when children feel truly safe, supported, and known and how this security opens the door for exploration, learning, and confidence to grow.

The most rewarding part of my role is building strong, trusting relationships with both children and their families. I count it a privilege to be a safe base - someone a child can turn to for support, comfort, and encouragement. Watching them become more curious, capable, and confident in themselves is a joy I never tire of.



Rene Fouche

I'm a proud mother of four - and I absolutely cherish the time we spend together, especially family dinners. My husband works as a flour miller, and over the past few years our family has welcomed a wonderful son-in-law, celebrated an engagement, and cheered on our youngest as he began Kindergarten at SHCS. We moved from South Africa to Australia 15 years ago, and we feel so blessed by the journey God has led us on. Watching our family grow and thrive here has been one of life's greatest gifts.

This year, one of my biggest goals was to complete my Bachelor of Early Years Education and I'm so thankful to have achieved that just recently. The journey has been enriching and I'm excited to bring all I've learned into my work. My hope is to continue growing as an educator and to make a lasting impact in the lives of those I serve.

One of my favourite parts of teaching is building relationships with children and their families, and creating an environment where they feel safe, valued and full of joy as they learn and grow.

I also love how much the children teach me. I began thinking I'd be the one guiding - but day after day, they model patience, creativity, resilience and wonder. I'm inspired by their curiosity and the depth of their thinking. I've learned to treasure the little milestones - like tying shoelaces or sharing for the first time. These small wins are a big part of what makes the work so meaningful.

Preschool is full of joy, creativity and discovery, and I feel so blessed to be a part of that world each day. Whether it's a spontaneous smile, or a beautiful moment of learning - I'm reminded again and again why this work matters.

ALUMNI

IN ACTION

CHRISTOPHER DAY CLASS OF 2012
Economist & Entrepreneur

From SHCS to Cambridge, Christopher Day's academic and professional journey spans continents and industries. After completing a Bachelor of Business (Hons) at UTS, he earned a Master's in Land Economy from Cambridge and later a PhD in Business and Economics from the University of Sydney. He has worked in London, Washington D.C., and Sydney in roles ranging from industrial policy to pricing strategy and digital currencies research at the Reserve Bank of Australia. Today, he's back in Bowral building a biotech startup with his wife while raising a young family.

"I loved coming to SHCS because it's such a community-oriented school. The teachers really love God, and it shows through their attitudes toward different people. The class sizes were really great for learning and helped push me into areas I probably wouldn't have been interested in going - if I didn't have the support of the teachers."



ALYSS PHILLIPS CLASS OF 2010
Entrepreneur & Hair/Makeup Artist

With a background in media, marketing, and communications, Alyss Phillips now runs a successful bridal hair and makeup business. Her career began with a Bachelor of Media and Communications and led to roles in PR, retail, and not-for-profit marketing. Combining creativity and strategy, she's built a strong client base and personal brand by focusing on service, relationships, and social media.

"I loved being a student at SHCS - I was there from Kindy to Year 12. I really appreciated the strong community environment and the one-on-one time I had with teachers. When I graduated, there were students I had known since I was five. By the time I started uni, I had the skills and confidence to engage in meaningful conversations with lecturers and tutors."

GEORGIA WALTERS CLASS OF 2015
Pharmacist & Public Health Researcher

Georgia Walters' career reflects a deep commitment to both science and community care. She recently completed her Doctor of Pharmacy at Charles Darwin University and works at Bowral Amcal Pharmacy - where she got her start as a junior assistant. Alongside her work, she's also completed a Master of Research focusing on public health within migrant and refugee communities, and she teaches at Western Sydney University. Georgia is passionate about making a positive impact in every space she enters.

"I loved the community at SHCS. The school was very nurturing, and the teachers were really caring - I really appreciated that environment. It was the perfect place to grow spiritually and academically. I'm very thankful for my time SHCS."



FLYNN HESSENBERGER CLASS OF 2019
Carpenter & Small Business Owner

Flynn Hessenberger turned a local apprenticeship into a growing business. After completing his apprenticeship early and gaining experience with residential construction, he launched HESSIE HOMES - a building company that now employs a team and handles a range of residential projects. Flynn is also studying toward his bathroom, laundry, and kitchen licence as part of a builder's course, demonstrating entrepreneurial drive and a commitment to quality craftsmanship.

"I spent my whole life at SHCS. I loved growing up there and getting to know the teachers - many of them stayed throughout my school years. It was a really great environment, and it's been great to see the school grow and to watch my mates grow and develop with me and alongside me."

World Outside Your WINDOW

ALANA GERADTS
CHAPEL PREFECT



In today's world, it can be easy to see Christianity as something private - something we practice quietly in chapel, in prayer, or religious studies. But real faith was never meant to stay behind closed doors. True Christianity is meant to be lived out loud.

I grew up in a Christian household with encouraging parents who took me and my sisters to church every Sunday and dedicated us to Jesus. Although I grew up in this atmosphere and already had a love for God, I wasn't fully aware of the power of Jesus and hadn't fully given my life to Jesus. This was until I went on a Hillsong summer camp at the start of year 11. I had been struggling with issues of forgiveness, and I was encouraged by one of my leaders at the camp. She prayed over a situation in my life, something I had never spoken to her about, and I was overcome with the power of the Holy Spirit. I became almost paralysed in the presence of the Holy Spirit, and I could just feel such a strong presence of the lord. This is and will forever be one of the best feelings of my life, and something I wish everyone

will experience one day in their life.

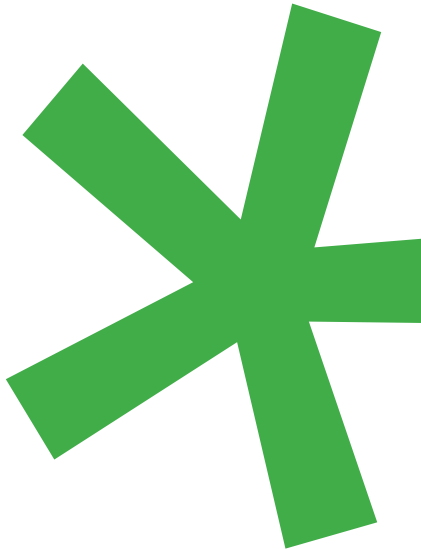
As a young Christian in high school, I quickly learned that most people don't share the same view as I, in terms of living a Christian life. The culture of today's society is so heavily influential on us that we lose sight of what's important.

As young people, we have a choice. We can go through life focusing only on ourselves, or we can live the kind of faith that challenges us to see others, to stand up for what's right, and to serve when it's inconvenient.

One of my favourite praise and worship songs (by Hillsong Church) is "World Outside Your Window (live)". This song highlights the joy and freedom you can have in Jesus. Too often, we stay comfortable. We stick with our routines and our safe circles, but faith was never meant to stay behind a window. Jesus isn't here to take away your plans; he's here to make them better. He came to make a way. Jesus stepped into the mess, stood beside the forgotten, and brought hope where it was needed most. If we claim to follow Him, we're called to do the same.

PARENT STORY

“



Moving our kids to SHCS has been the absolute best decision for our family. Everyone we have met through the school community from teachers and learning support staff to the lovely front office ladies and Mrs Story, everyone has been very welcoming and supportive. It has been very reassuring to talk in the playground with other like minded parents who are also committed to a Christian education for their children. Our kids come home singing songs they learnt, talking about what they researched that day, and asking big questions about God and the world around them. They love library day and are so excited for the opening of the new bush play space. We are looking forward to many more years growing as parents within the school community and welcoming others as our kids continue their education at SHCS.

- Fairlie Baglin, parent of Benjamin (Year 3), Winifred (Year 1) and Adelaide (Preschool).



”

PRAYER + PRAISE

Praise God for the new staff who joined SHCS in 2025 and are already impacting the lives of our students.

Praise God for the incredible fundraising efforts by our Year 11 students preparing for their mission trip to Fiji.

Praise God for devoted parents who volunteer tirelessly, from Working Bees to event setup.

Praise God for the effort and commitment in preparing the High School Musical, and prayer for a wonderful result.

Praise God for our community events - successful, joyful, and well-attended by all!

Prayer for Lilli and Rohan Heffernan as they prepare to welcome their first baby.

Thank you, God, for the provision of classroom upgrades in Junior School nurturing vibrant learning spaces.





Invite a friend to our Junior School Open Day
Thursday, 11 September | 9:00am - 11:00am

Experience SHCS in action - see what a day in Junior School is really like.

- Explore Kindy-Year 6 classrooms
- Meet our teachers and students
- Enjoy a Principal's welcome with coffee and treats
- Discover exciting initiatives like Bush Play and Robotics



Enrolling now for Kindergarten 2026



book now

Growing Together Like family

02 4861 1781
shcs.nsw.edu.au

INCENTIVE PROGRAM

FOR THE SHCS COMMUNITY

DISCOUNTED SCHOOL FEES

IN 3 SIMPLE STEPS

1

REFER A FRIEND

2

SHARE THEIR NAME WITH US

3

ENJOY \$500 OFF SCHOOL FEES WHEN THEY ENROL



We want to **recognise** and reward our families for their **ongoing support**.

We've heard many encouraging stories about how our school has been the **perfect fit for numerous students**, thanks to recommendations from close friends and families.

These recommendations are based on **personal experiences** and a deep understanding of how our school can support individual students and how they can contribute to our community.

We want to acknowledge and **reward this valuable activity** that is already happening.

For more information, contact us:

02 4861 1781

office@shcs.nsw.edu.au

IMPORTANT DATES

TERM 3

Pre-Term	21 July	First Day of Preschool Term 3
Week 1	28 July	First Day of Term 3
Week 1	29 July	Parent Teacher Interviews – Session 1
Week 1	1 August	Stage 2 Excursion to the Maritime Museum
Week 2	7 – 9 August	High School Musical Production
Week 3	12 August	Parent Teacher Interviews – Session 2
Week 3	14 August	HSC Trials Begin
Week 3	15 – 17 August	National MUNA Competition
Week 3	15 August	Interactive Concert Band Incursion (Yrs 5-10)
Week 4	17 – 20 August	Year 10 & 11 Ski Trip
Week 5	26 August	K-2 Bowral Library Excursion
Week 5	28 August	HSC Showcase
Week 5	29 August	Junior School Book Week Parade
Week 6	2-3 September	Junior School EnviroMentors Incursion
Week 6	4 September	Father’s Day Breakfast
Week 7	10 September	STEM Fair
Week 7	11 September	Junior School Open Day
Week 7	13 September	Bush Dance
Week 8	15 September	Year 11 Work Experience begins
Week 8	16 September	Year 11 Fiji Service & Mission Trip
Week 9	23 September	Spotlight (Yrs K-2)
Week 9	23 September	Night of the Notables (Yrs 3-6)
Week 9	24 September	Ignite (Yrs 3-6)
Week 9	25 September	Whole School Colour Run
Week 9	26 September	Year 12 Graduation
Week 9	26 September	Last Day of Term 3

IMPORTANT DATES

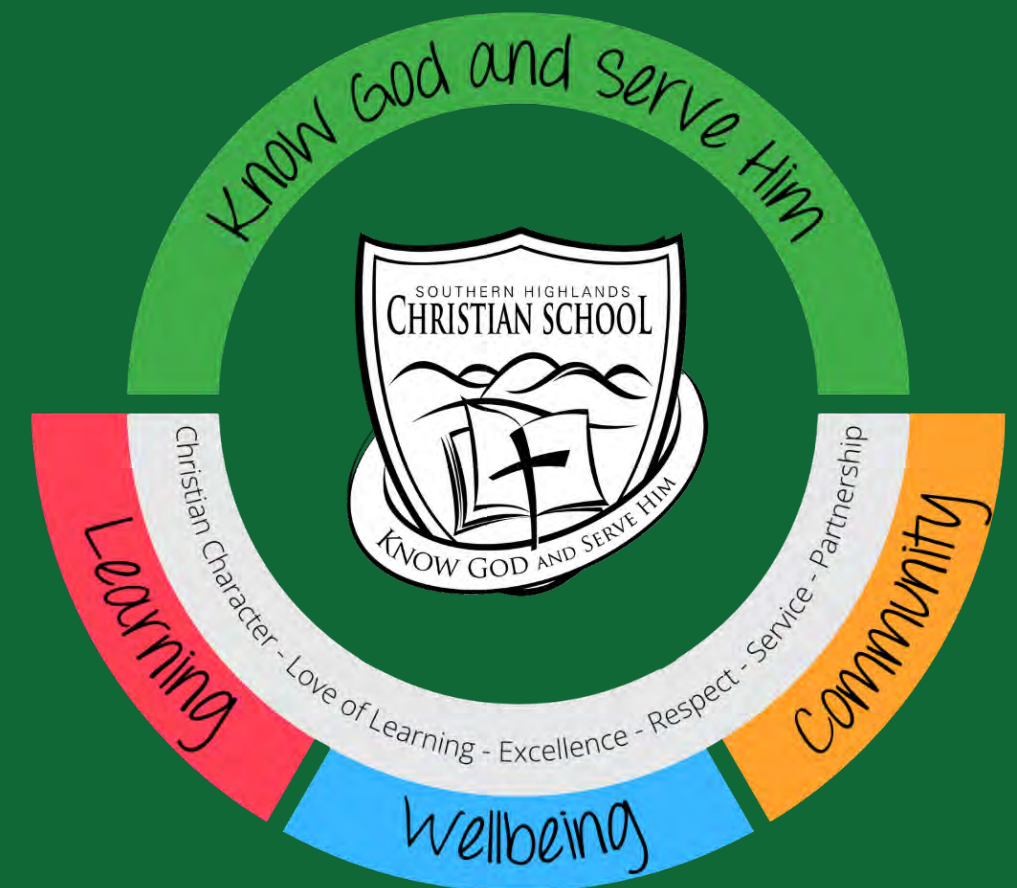
TERM 4

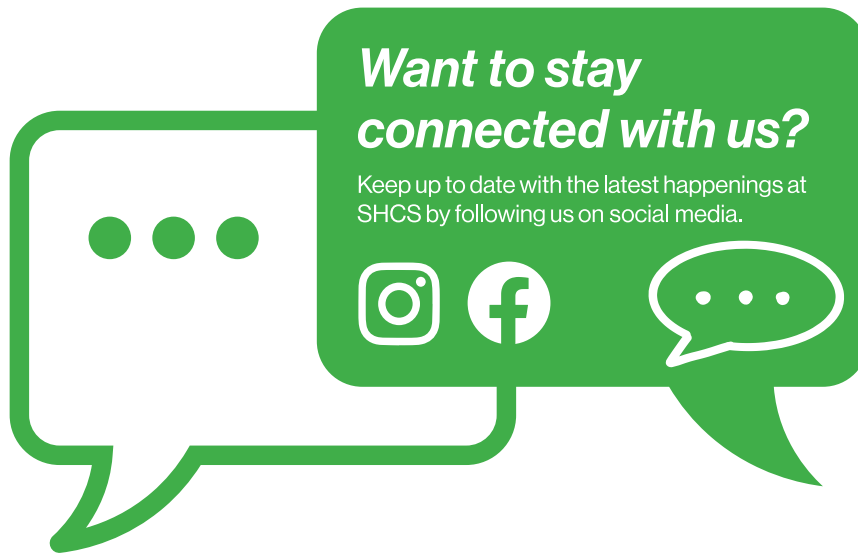
Week 1	14 October	First day of Term 4, Welcome & Leadership Assembly
Week 1	16 October	HSC Commences
Week 2	21 October	Afternoon Concert
Week 3	29 October	Grandparents Afternoon Tea
Week 4	4 November	Years 2 – 6 Author Visit
Week 4	5-6 November	Years 4 Camp Attunga
Week 4	5-7 November	Years 5 and 6 Camp
Week 4	6 November	Year 3 Camp Out at School
Week 5	11 November	Year 12 Formal
Week 6	20 November	Year 7 Orientation Day/Whole School Taster Day
	Date TBC:	Year 10 Outback Service & Mission Trip
Week 7	24-26 November	Stage 3 Camp Wedderburn
Week 7	27 November	Preschool – Year 2 Nativity
	Date TBC	Year 9 & 10 Duke of Ed Hike
Week 8	2 December	Year 6 Celebration Dinner
Week 8	2-5 December	Junior School Creation Week
Week 8	3 December	Years 3-6 Ignite
	Date TBC	High School Homeless Service & Mission
Week 9	8 December	Kindy Bike Day
Week 9	9 December	JS & HS Service Day
Week 9	10 December	JS Sport Day, HS Beach Day, Last Onsite Day of Term 4
Week 9	11 December	Thanksgiving Service

For questions, bookings, feedback and event-related enquiries, contact us at marketing@shcs.nsw.edu.au



SHCS VALUES





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