

Annual Report 2017



Phone: 02 4861 1781
Fax: 02 4861 1696
Email: office@shcs.nsw.edu.au
Web: www.shcs.nsw.edu.au

Address:
22 Boardman Road South, Bowral NSW 2576
PO Box 639, Bowral NSW 2576

Operated by Southern Highlands Christian School Association Ltd ABN 15 719 722 342

CHAIRMAN'S REPORT – Carol Unwin

When thinking about the year that has just gone the song "Count your blessings" keeps coming to mind. In fact I think the chorus says it all – "Count your blessings, name them one by one; Count your blessings, see what God hath done". So let's count them and thank God for them. Firstly and has been the theme over the last few years we have had a better than expected financial result. Over the last 12 months we have seen Government monies, both State and Federal, continue to come in above expectations. Also with Gonski 2.0 passing into legislation our long-term funding is more secure and predictable.

We continue to be blessed by the Godly leadership of our Principal, Andrew Middleton and the School Executive. There is a genuine desire to ensure that our School, staff and students are given every opportunity to be the very best version of themselves that God wants. The outdoor education program introduced in 2017, the continued focus on literacy and numeracy are just some of the highlights. These innovations will continue into 2018 with public speaking and the entrepreneurial syllabus.

As we have all witnessed, the School campus has continued to see property improvements, most notably the new junior school building. The Property Team has been hard at work in many other areas also. Upgrading of the junior school demountable buildings, relocating playground equipment, installing astro-turf, and we're not finished yet. As always many thanks must go to the Property Committee members and all of the workers that have contributed and will continue to contribute.

The Community Relations committee has continued to implement new programs over the past 12 months to

not only impact our School community but also the wider community. The Harvest magazine is just one example of the fine work that has been done. There have been many events held at the School such as Mother's day afternoon tea, Father's day breakfast, Grandparents day and the very successful bush dance. I pray, as company members, you have taken the opportunity to be blessed at these many and varied events as I have.

During the last twelve months the Board has met 10 times, 8 Board meetings and 2 workshops. At formal Board meetings the Board received reports from the Principal, the Business Manager, various committees and myself. We were also provided bank account and ATO statements to review and ensure we remain compliant, as well as reviewing our performance to budget. Our 2 appointed directors completed induction training and all Board members completed Governance training as per the State Government requirements. Peter Anderson and I also attended a 2-day conference held by CEN on Godly Governance.

I have continued to enjoy the role of President/Chair and would again like to thank all the staff, students and parents that continue to welcome me to the many events that I have been able to attend.

Please continue to uphold the School, staff, students, families and the new Board in your prayers. We are certainly seeing the blessings of God but we must never be complacent with valuing and protecting these wonderful blessings. We trust that God will always protect us but we must not be naïve to think that our School and other likeminded schools will not be challenged by the wider community for holding true to the tenant that God is at the centre of all that we do.



PRINCIPAL'S REPORT – Andrew Middleton

The past twelve months have seen another year of growth for the school community. Students have enhanced their skills and developed emotionally, physically, socially and spiritually. A vibrant and energetic staff have adapted their pedagogy to the era in which we reside and have enhanced the offering to students. Our family and community members have once again made a wonderful contribution to the school led by the School's Company members and the SHCS Board of directors.

After successfully refreshing the School's Vision and Mission through a series of public meetings, the School has critiqued its practice against the new Vision and Mission. This process has kept the School committed to its core ideals, while allowing for change.

The ongoing work of the School's Literacy Committee is continuing to yield positive change for students, as has the early intervention strategies in both literacy and numeracy. Student confidence in writing and speaking continues to grow through our intentional cross-curricula literacy focus and the investment in developing whole school teaching programs which use similar instructional language.

Staff professional learning has been aided by the implementation of software that tracks goals and Professional Development against the AITSL standards. This will support staff as they transfer to the new Teaching Accreditation model in 2018 and as they look to further enhance their educational practice. At the annual award ceremony of the Australian College of Educators in Wollongong, the School's Head of English, Deborah Brake, received an Excellence Award for her leadership of the P-12 Literacy Committee in changing the teaching of Literacy at SHCS. We join with the College in congratulating Deborah for her faithful work in this vital area.

The Parent Partnership program is now well established and has been popular amongst parents. The four components occurring each year are; Partnership in Learning, Partnership in Health, Partnership in Resilience and Partnership in Technology. These events include guest speakers, up-to-date information and various opportunities to ask questions and be involved.

Educationally, the School enjoyed another year of great HSC and NAPLAN results. Student engagement was again above the National average, as measured by the Gallup Student Attitudinal Survey. The learning culture of the School continues to be enhanced by the intentionality of its learning goals. While the number of students with a disability has remained stable, the outcomes produced have been very exciting, as have the bespoke programs created for many of these students, including a pre-apprenticeship program for one of our senior girls.

The High School Outdoor Education Program began this year and has been very well received. The students have been very supportive and every student involved enjoyed being stretched as they participated in a range of outdoor pursuits. After a successful implementation, the program will expand to include Junior School and seek to link more strategically with PDHPE and the School Mission trips.

The onsite facilities continue to improve with the completion of various projects, most notably the opening of brand new Year 3 and 4 classrooms and the completion of the new architecturally designed Junior School development. The open plan design and large deck areas are great for learning and are complemented by the modern furniture. The students have thoroughly enjoyed making the space their own and its design is the third teacher, after staff and peers.

During the year, the School shared many community events with families including; a Bush Dance, Mother's and Father's Day events and a terrifically well attended Grandparents Day. Our students participated in the annual ANZAC Day march in Bowral, along with the Vietnam Veterans and Remembrance Day services. The quality of student performance and leadership at each of these events has been exemplary and a credit to the training provided in partnership between School and home. The School was recognized for its new partnership with the University of Wollongong by being named in the top 50 Innovative Schools List for 2017.

It has been a great year for the families and friends involved in Southern Highlands Christian School. The School continues to look for improvement opportunities as part of its dominant culture and this has infected the students with the same desire to improve. The positive and uplifting culture has been a joy to behold and we pray there has been an outworking of this as we strive to be the best we can, with our lives lived in relationship with Jesus Christ. We do all things to His glory.



REGISTRAR'S REPORT

Southern Highlands Christian School continues to operate as a caring Prep–12 co-educational day school dedicated to providing quality Christian Education. Located in a semi-rural setting in East Bowral NSW, the School has just under 400 students enrolled Prep-12, and has been able to provide individual attention for students for the past 35 years. Families are an integral part of the School community and a strong home/school learning partnership supports student achievement. There are approximately equal numbers of boys and girls throughout the School. The School is non-selective, and has a diverse enrolment with students come from a wide range of backgrounds, including indigenous (1%), language backgrounds other than English (2%), and students who have identifiable disabilities (8%). For further comparative information about Southern Highlands Christian School please visit the My School website: <http://www.myschool.edu.au>.

Enrolment Policy

POLICY STATEMENT:

With today's culture allowing parents a choice in education for their children, the distinctive character and environment offered by a Christian School will appeal to a cross-section of the community. This policy establishes protocols and procedures for all families wishing to enrol students at Southern Highlands Christian School. The emphasis is to ensure that the Christian character of the School is at the forefront of the presentation to prospective enrolments, that business is conducted courteously and efficiently.

DEFINITION:

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

PROCEDURES:

- Following enquiry, families receive an Enrolment Pack including a Prospectus, Application for Enrolment, Reference Form, Fee Schedule and other documentation as appropriate.
- Families desiring to proceed, return the completed Application for Enrolment with relevant documentation and payments (as determined by the Fee Policy).
- The Enrolment Registrar makes an appointment for the Principal to interview the family.
- If the Principal deems necessary, an appointment for ability assessment is made, based upon Academic Reports and meeting the prospective student(s).
- The Principal interviews the parents and prospective students. This interview will answer parent questions and cover:
 - *Philosophy and ethos of a Christian School and its Curriculum
 - *Governance model and the School Company - Company membership forms are given Christian families as appropriate
 - *Fees Policy matters including affordability of the school and termination requirements.
 - *The Pastoral Care and Discipline Policy
 - *The Schools Volunteer Code of Conduct and the opportunity for parent involvement
 - *The Uniform Policy
 - *Commitment to all school activities and events
- At the Principal's discretion, he/she may make a decision on the outcome of the Application for Enrolment or discuss the Application with the Board at its next Board meeting.
- Families shall be formally notified of the outcome of the Application for Enrolment by the Principal, by email and in writing. Commencement of attendance will be subject to:
 - *A place being available
 - *Payment of the Administration Fee, Enrolment Bond, and arrangements being in place for the payment of School fees and Capital Levy (if applicable).

Administration Fee: \$220 payable when the family Application for Enrolment is lodged, non-refundable.

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

Capital Levy: The Capital Levy is paid when a child is enrolling. The Capital Levy is \$500, payable within two weeks of the letter of approval or over the first term of enrolment, if School fees paid via direct debit by arrangement with the Business Manager.

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

- Children and grandchildren of SHCS Ltd Company members
- Siblings of children currently in the School from Christian families.
- Siblings of children currently in the School from non-Christian families.
- Children of Christian families not currently in the School.
- Children of non-Christian families not currently in the School.

REGISTRAR'S REPORT *(continued)*

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

9. When necessary, waiting lists shall be created by the Principal according to priority of place (refer to Point 8). Vacancies arising during the current year shall be allocated by the Principal, with the family notified in writing, according to the waiting list, with acceptance of the offer and start of student required within one week from the date on the written offer of a place. The Principal shall review waiting lists at the end of each term, or at his/her discretion.

Student Population

In 2017 there were 364 students, from Kindergarten to Year 12, enrolled at the August census. These students were from Bowral, Mittagong, Moss Vale and surrounding villages. The ratio of boys to girls was 54:45. The proportion of students from regular church-attending families (representing over 30 churches) was 70%. There were 25 students enrolled in Prep with the School offering both a two-day and three-day program. Classes operated on Tuesday, Wednesday and Thursday.

In Junior School there were two full Kindergarten classes, one class per grade for Years 1 and Year 4 and three Year 5/6, multi-age classes. In High School, there were three Year 7/8 multi-age classes and generally one class per grade in Years 9 to 12. English and Mathematics were taught in three or four classes per stage as part of a deliberate focus on Literacy and Numeracy.

Enrolments

August Census	2015	2016	2017
K – 6	190	183	193
7 – 12	180	170	171
TOTAL	370	353	364

Total is excluding Prep students

Student Attendance and Management of Non-Attendance

92% of students attended school on average each school day in 2017. This included absences for sickness, medical appointments and approved leave. Non-attendance at school is managed by an electronic attendance roll. If a parent letter of explanation for non-attendance is not received, the class teachers follow up parents with a phone call. If a letter of explanation is not forthcoming after several attempts, senior staff are alerted to determine the appropriate follow-up, including consideration of potential student welfare issues. Where attendance patterns may affect

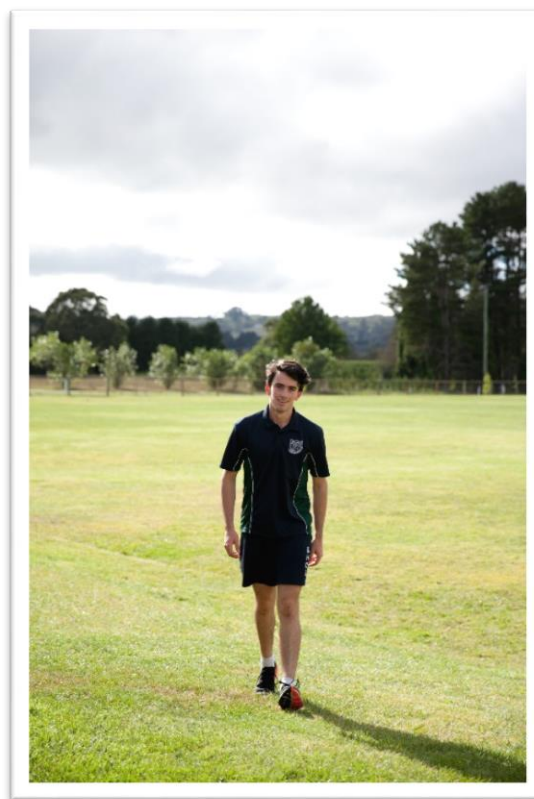
the ability of a student to achieve educational outcomes for an external certificate, formal warning letters are provided to the student and parent.

Percentage Attendance per Grade

Kindergarten	94%
Year 1	91%
Year 2	94%
Year 3	94%
Year 4	94%
Year 5	94%
Year 6	93%
Year 7	93%
Year 8	88%
Year 9	90%
Year 10	85%
Year 11	91%
Year 12	94%
School Average	92%

Actual Retention Rates

Twenty students completed Year 12 in 2017. 100% of students who completed Year 12 at Southern Highlands Christian School also completed Year 10 (in 2016) at the School. Four students who completed year 10 at Southern Highlands Christian School moved into apprenticeships or traineeships prior to completing the HSC. The school is delighted to have helped each of these students' transition to full time employment.



CHRISTIAN PERSPECTIVES

At the forefront of Christian Education is the battle to challenge well established paradigms. This is achieved by accepting that education is a battle for the mind, a refrain Paul speaks about in the book of Romans in the Bible. Both staff and students were given many opportunities to grow in their understanding of the nature and purpose of Christian education.

Christian World View – Staff Induction

A committee of experienced Christian Educators developed the SHCS Christian Education Staff Induction Program. This program seeks to carefully and systematically induct staff new to Christian Education. The program is run annually in conjunction with Christian Education National (CEN) and is embedded into the culture of the School for all new teachers to SHCS.

Ministers' Association

The Southern Highlands Ministers' Association continued to meet at SHCS. These meetings were very encouraging and involved good discussion and prayer. This association culminated in the School being heavily involved in supporting the churches to deliver a high quality, community Christmas carols event on Bradman oval, attended by over 4000 people.

Christian Literature

Throughout 2017 staff read a variety of books as part of their professional learning. On top of this reading, the School introduced two books that were read by all staff and discussed in small groups. The first of these was

'The Frog and the Fish' by Chris Parker which gave the staff a wonderful starting point to speak in small groups and reflect on Work, Sex, Technology, Stuff, Truth, and Happiness.

The second book read by staff was *'Crazy Busy'* by Kevin DeYoung, a practical book, as sometimes being busy seems like the theme of our lives, and at other times, telling people we're busy makes it sound like we matter—like we are extra important. Either way, a crazy busy life isn't what God intended when he sent his Son to give us life to the full.

Staff Professional Development (PD)

To help support the distinctive work teachers are involved in at School, staff were engaged in leadership PD. The sessions sought to give staff a better understanding of the culture in which our students, families and methodologies exist.

Staff enjoyed professional development from Simon Brooks on 'Routines in a Culture of Thinking' which focused on making student thinking visible. Staff debated the essence of this concept and discussed the application of this practice to SHCS. All staff also participated in two PeaceWise Seminars entitled "Everyday Peacemaking". The course aimed to provide a framework for understanding and dealing with conflict from a Biblical world view. It shared a number of peacemaking principles and relational tools after providing a biblical foundation of peace and reconciliation. You can find some more information and details at <http://peacewise.org.au/>.

Christian Studies Program

The development of the new Christian Studies Program has been most exciting and has involved input from Board directors, staff, students and parents. The new program elevates the significance of understanding God through his inspired book the Bible, while applying these truths to the modern world in which our students currently reside and will shape into the future





TEACHING AND LEARNING

Junior School

We have been blessed by another joyful year in Junior School and have the opportunity to again 'sing' a song of praise to the Lord for his faithfulness (Psalm 96). There is much to tell of the great things that we have witnessed in our school community.

It was an exciting year of growth, thanks to the dedicated teachers of the Junior School. They consistently provided strong foundations to enable their students to achieve their best and to become a lifelong learner.

In Junior School we endeavour to nurture Discipleship in all areas of students' lives so that Christianity is the way we live all the time, not just some of the time. Discussions include how to respond appropriately to everyday situations, reflecting on the lessons from the dedicated biblical studies lessons as well as daily devotions.

Nurturing our young students to understand their faith as they grow through the Junior School is a priority. Learning to care about others, be they near or far, is a necessity. Learning how to reflect God's love in every part of their young lives will not only bless our students in their time in Junior School but through to Year 12 and beyond.

We have dedicated time for review, reflection and evaluation of our teaching programs. This has provided a chance for significant internal review of our teaching Scope and Sequence. This process, whilst extensive, allowed us to reflect on our documentation and ensure that there was consistency between written policy and procedure, as well as practice and evidence to demonstrate academic rigor in teaching and learning programs.

The key to effective teaching is sustained and regular instruction using a variety of techniques and differentiated programs. Each teaching program is written specifically with the class dynamics in mind, supported by programs such as Mini-lit and Spelling mastery. We believe that every student can be a successful learner, and teachers strive to provide educational opportunities that are real, immersive and purposeful. Indicators of success in learning are different for every student. This year these programs have been further refined by professional collaboration and reflective practice.

Continued improvement in academic rigor has been the focus for teaching and learning programs, with specific targets identified in the Literacy and Numeracy Action Plan, including; work on growth mindset and the use of age appropriate academic challenges.

Students in Junior School have enjoyed brand new open-plan learning spaces and resources and have been blessed to enjoy the benefit of the K-12 approach to sport, library, music and technology. The continuation of the STRAND program has been

embraced by the students in Junior School as they interact across learning Stages and with High School siblings and friends. Allowing students to have a weekly say in their learning has been vital in developing confidence and autonomy in learning.

The Outdoor Education Program has continued to build across the entire Junior School. We have built links between our camps and academic rigour, through the designing of activities that meet practical and fieldwork requirements of a variety of subjects.

Junior School students were given various leadership opportunities and 2017 saw the introduction of more students eligible for SRC and leadership badges. Student leaders also led the School in various fundraising initiatives, with students collecting funds for children in third world nations, Bike for Bibles and the Vanuatu Mission trip. The Book-week celebrations were well attended and the students actively engaged in the Mother's Day afternoon tea, Father's Day breakfast and Grandparents' High-tea.

Junior School sport continued its improvement by focusing on; improvement in sports skills, increased participation in sporting activities and development of strong and positive sportsmanship.

After such a successful year for the Junior School we are grateful to the Lord for a wonderful school community where Christian parents fellowship with each other and with a triune God (1 John 1:3), as we work together to produce great outcomes for our children. In so doing we celebrate God's goodness and bring glory to Him in our words, our attitudes and our actions.



TEACHING AND LEARNING *(continued)*

High School

High School focused on Literacy and Numeracy by maintaining small classes in both Key Learning Areas. Class size in English and Mathematics averaged 16 students per class in Stages 4 and 5, while Stage 6 enjoyed an average class size of 10 students. English and Mathematics classes have been graded according to ability for some time and graded Science classes continued with sound engagement at all levels. This initiative has assisted a broad range of students to achieve many of the STEM (Science, Technology, Engineering, Mathematics) outcomes. Year 8 Science students participated in the VALID tests for the first time. The data set from these tests has been analysed and used to plan learning cycles specific to our students' strengths and needs.

Students in High School enjoy a wide variety of electives including:

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

Year 11 and 12 (Stage 6) students were able to choose from a broad range of subjects, including:

- English Standard, English Advanced, English Extension 1 and 2
- General Mathematics, Mathematics, Mathematics Extension 1 and 2
- Visual Arts, Drama, Music 1 and 2
- Business Studies, Legal Studies, Geography
- Ancient and Modern History
- Biology, Physics, Chemistry
- Engineering Studies
- PDHPE
- Software Design and Development, Information Processes and Technology, Photography and Japanese – distance education
- Design & Food Technology
- Studies of Religion and Biblical Studies.

Students also were able to choose from a range of TVET and online courses including: Agriculture, Nursing, History, Languages including Japanese.

In 2017 students undertook a range of VET courses in Stage 6, with all students completing their mandatory work placement over the two years. All students received positive feedback from the industry and employers. Through various School events, students have been able to showcase their talents to a broader audience.

A new Selective Student Placement program commenced in collaboration with the University of Wollongong. This innovative program enabled one of our Stage 6 students to become an ongoing member of a scientific research team, opening up scholarship, networking and early entry opportunities well before she completed the HSC.

The High School remains Christ focused both in the presentation of the NESA (NSW Education Standards Authority) curriculum and at the core of extracurricular activities. There has been continued growth in the academic mindset of the students, with students exploring new opportunities within and beyond the classroom, attending additional study sessions after

School and participating in external competitions as individuals and in collaborative groups.

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

Students in Year 10 developed skills in speaking, listening, performing and sharing the Bible for the Outback Mission trip to Bourke, Northern NSW and Southern Queensland. It was a great opportunity for students to share the Gospel while participating in a range of cross cultural experiences. The School continues to forge strong links with these communities, after 18 years of consecutive partnership.

Year 11 students flew overseas to serve the people of Vanuatu, focusing their effort on encouraging the people of Tanna. During this Overseas Mission trip, students reached thousands of young people with the good news of Jesus, had an enriched time of spiritual growth and learning and came back enthused both about Christian mission and practical care for those less fortunate. Plans for the construction of a small chapel for the Sulphur Bay area in Tanna were developed.

Year 7 students assisted children with disabilities by leading horses at regular Riding for the Disabled Association gatherings and Year 8 rode bicycles to raise funds to purchase Bibles for Tanna.

High School camp week for Years 7-10, was held at the Royal National Park and various sites in Canberra where students enjoyed a two day camp incorporating



TEACHING AND LEARNING *(continued)*

outdoor skills, recreational pursuits and KLA field studies. Year 9 camped-out along the Royal National Park Coastal Track, practising team skills while building resilience.

Excursions, incursions and visiting speakers were a regular feature throughout the year as our students continued to learn in a variety of ways. These included maths experts, scientists, university students, alumnae, Bible school students and others.

Whole School

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

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

The new Outdoor Education program was established with students completing a range of activities including bush-walking, abseiling, caving, canoeing and archery. The program has a skills progression and aims to develop social skills and perseverance in unfamiliar environments. The skills learned in this program have a direct correlation with

the skills required on the school mission trips within Australia and overseas.

Co-curricular and Extra-curricular Activities

The School offered a great array of extra-curricular, musical activities including; Junior Band, Senior Vocal Choir, String Ensemble and Junior Choir. Year 3 and 4 (Stage 2) enjoyed the instrumental program and the musical groups culminated in a combined music camp at Orange Christian School, a biannual event. Over 100 students have regular peripatetic music lessons in a range of instruments.

High School offered a range of co-curricular programs including; Maths Extension Excursion, StartSmart (financial Literacy), ICAS Maths and Science Competitions, Model United Nations Assembly (MUNA), Science and Engineering Challenge and the Road safety program 'U-Turn the Wheel' for Year 11

Junior School consolidated its recently introduced Swimming Program as well as enjoying; an Author visit, excursions to Canberra, bushland regeneration opportunities, incursions with the NSW Ambulance Service, NSW Police and Community Nurse.

Sport continues to be an important part of School life and student participation in a wide variety of sporting pursuits was most encouraging as we seek to encourage life time physical activity. Athletics and Swimming Carnivals at School, District, State and National level. Cross Country Carnivals at School, State, and National level. Equestrian events, cricket, netball, hockey, rugby, soccer and basketball gala days. The School continues with a Netball club with three teams in the local district competition, proudly winning the Senior Championship this year.



PRIORITY AREAS 2018

Christian Perspectives

- Improve Biblical literacy by increasing the professional reading of educational team.
- Embedding of the Christian Education Staff Induction Program.

Teaching and Learning

- Creation of Innovative Teaching and Learning Committee
- Prepare a Professional Learning Plan for each staff member
- Deepen Critical Thinking strategies at all stages of student learning.
- Development of a P-12 Numeracy Committee to improve transition between Junior School and High School.

Community

- Embed new Outdoor Education program and expand to Years 3-6.
- Enhance the Parent Partnership Program.

Staff Development

- Australian Professional Standards for Teachers fully integrated into new electronic platform combined with professional learning goals.

Facilities and Resources

- Redesign and refurbish staff/student office space.
- Landscape front face of School site.
- Open up existing areas to natural light.



KEY POLICY OUTLINE

Student Welfare

The welfare of students at Southern Highlands Christian School is a paramount responsibility and privilege of the school as it partners with parents in the education of their children. Welfare encompasses the whole of a student's well-being and healthy development. It therefore includes nurturing, building up and encouraging; protection from harm, (Child Protection Policy); and also training, direction and correction, (Discipline Policy). The school partners with parents, the school and the wider community, in strategies which are preventive and proactive in caring for students; and responsive in identifying welfare needs and determining best actions. The school's policy outlines the procedures and policies of the school in pursuit of the welfare of students; and its obligations to government authorities for the protection of children.

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

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

SHCS aims to provide:

- A safe and nurturing environment in which students can learn. (WHS Policy suite)
- Effective teaching and learning experiences which engage students in the activities of the school, including extra-curricular activities. (Teaching & Learning Programs)
- Oversight of day to day monitoring of student well-being as determined by observable signs at school.
- A fair and effective discipline system which encourages behaviour consistent with the Student Code of Conduct and School Rules; and seeks to improve the behaviour of students who do not meet those expectations. (Discipline Policy)
- An environment in which students can come to understand how God has given them abilities and gifts and how they can use them.
- An environment that encourages attitudes of self-respect, self-discipline, and respect for others, as people made in God's image; and an understanding of individual differences.
- An environment in which it is clear that bullying, violence and aggression are unacceptable. (Anti-Bullying Policy)

- Monitoring of student attendance at school to ensure safety and well-being of students, and the continuation of a sound educational program. (Attendance Policy)
- Staff who are committed Christians, qualified teachers, have current clearance under WWCC and who seek to care for and nurture the students in their care. (Employment Policy, Child Protection Policy)
- Open Classroom culture – classrooms are open to visits from other staff, team teaching arrangements, the support of an Educational Assistant; and a teacher may invite observation by their Section Coordinator, or have a class observation agreed to as part of Staff Appraisal.
- A clear understanding across the school community of duty of care; the provisions of the Child Protection Act; and commitment to reporting incidents relating to child protection. (Child Protection Policy)

Anti-bullying

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

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

Discipline

The nurture and discipline of children at Southern Highlands Christian School is founded on Biblical principles of love, respect, accountability and justice. In the context of a loving relationship, God disciplines so as to restore order and bring about growth and maturity in His people. Discipline in a Christian school should reflect a loving care and concern for the wellbeing and development of each student.

Nurturing and training children requires the establishment of appropriate guidelines and boundaries for acceptable behaviour. Clearly communicated, such structure provides a safe and supportive environment for the child. Behaviour Management, or Discipline seeks to manage student behaviour in the school environment with a clear emphasis on the training and development of self-discipline in the learner. The implementation of disciplinary policy and practice is based on principles of procedural fairness which include voice, neutrality, respectful treatment, and engendering trust in authorities.

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

Complaints and Grievance

Southern Highlands Christian School is committed to providing all members of the school community with a fair process of review in the event of a grievance. This opportunity is available to all staff, parents and students. The grievance resolution must also comply with relevant industrial agreements and instruments, and must encompass procedural fairness, privacy and a right of reply.

The purpose of the Grievance Policy is to promote better relationships during difficult circumstances, through the encouragement of fair and just procedures and a Christ-like manner. People need to:

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

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

These School Policies can be obtained from the School Office or on the School website www.shcs.nsw.edu.au



SCHOOL PERFORMANCE

Higher School Certificate Results

Southern Highlands Christian School students received great results in the 2017 Higher School Certificate. There was a combination of outstanding individual results as well as a terrific result for the whole cohort. The School celebrates the academic gifts of those who excelled with Band 6 results and achieved outstanding ATAR's (Australian Tertiary Admissions Rank). Statistically the school achieved almost 10% of students with a Band 6 result, ranking it in the top 200 schools in NSW. Equally, the School celebrates the achievement of every student who applied themselves to their studies or overcame significant hardship in simply finishing School. Special mention is afforded to those students who achieved results far beyond their expectation prior to starting senior studies and to the students who were the first family member to complete the HSC and enter Tertiary education. Once again, the School's Senior Year gained entry into their chosen post-school option at an almost 100% strike rate, a statistic that any School would rightly be proud.

Every student achieved the HSC qualification, with no student undertaking trade training while completing the HSC. Although one of our students undertook pre-apprenticeship training at the school while they completed their HSC before taking up an apprenticeship post school. It was terrific to be able to create a bespoke educational offering with support from staff, family and the student. All students who were eligible and had a preference for university, were offered a place in UAC Round 1 or via an early entry program. Students will be studying a range of subjects

including Engineering, Health Sciences, Commerce, Teaching, Music and Communication. These results continue a long-held tradition of successful University entry for students from Southern Highlands Christian School.

General Comments

- The 20 HSC graduates of Southern Highlands Christian School sat 24 different HSC courses in 2017. In all courses the class performed at a level equivalent to or above State average.
- The number of Band 5 and 6 results for those pursuing Tertiary study was very pleasing. The results are a testament to the effort and ability of the students and the learning culture established by the staff.
- There were a very large number of outstanding individual performances where students gained a HSC mark over 80%, and 9 distinguished achiever results of over 90%. This is a wonderful result considering the number of students who sat for examinations.
- Once again, the School has done an outstanding job in taking mid-range students and seeing them excel in the HSC. The data from all students across all courses, indicates that only 10% of the cohort received a mark in one of the bottom two bands, when compared with NAPLAN results from previous years this represents a very pleasing result.
- There were some very pleasing performances from students and subject areas and some of these are listed below.

Subject	Academic Year	No. of Students	Bands 4-6	
			School %	State-wide %
Mathematics	2017	7	86	74
	2016	3	100	76
English Advanced	2017	4	100	85
	2016	5	100	88
Music 1	2017	4	100	88
	2016	4	100	87



SCHOOL PERFORMANCE *(Continued)*

Record of School Achievement (RoSA)

Eligible students who leave School before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

National Assessment Program – Literacy and Numeracy

NAPLAN (National Assessment Program - Literacy and Numeracy) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of

skills that are essential for every student to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In the 2017 NAPLAN tests, our

students exceeded the benchmarks in all areas. In sixteen of the twenty categories students from Southern Highlands Christian School scored above or well above the national and state averages. Students across the school continued to show significant longitudinal improvement in all areas. The implementation of the School's literacy initiative will continue to see the gap between the school and the national average widen.

According to the NAPLAN analysis, Southern Highlands Christian School High School results are above other schools that are considered statistically similar to Southern Highlands Christian School in every area. This is a wonderful testament to the hard work and dedication of students, staff and parents. However, NAPLAN is one measure of educational improvement and never a goal in and of itself.

NAPLAN RESULTS	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
SHCS Year3	456	444	430	461	443
National Year 3	431	414	416	439	409
SHCS Year5	534	488	512	519	500
National Year 5	506	473	501	499	494
SHCS Year7	555	503	549	534	549
National Year 7	545	513	549	542	554
SHCS Year9	583	564	559	577	597
National Year 9	581	552	581	574	592





STAFF

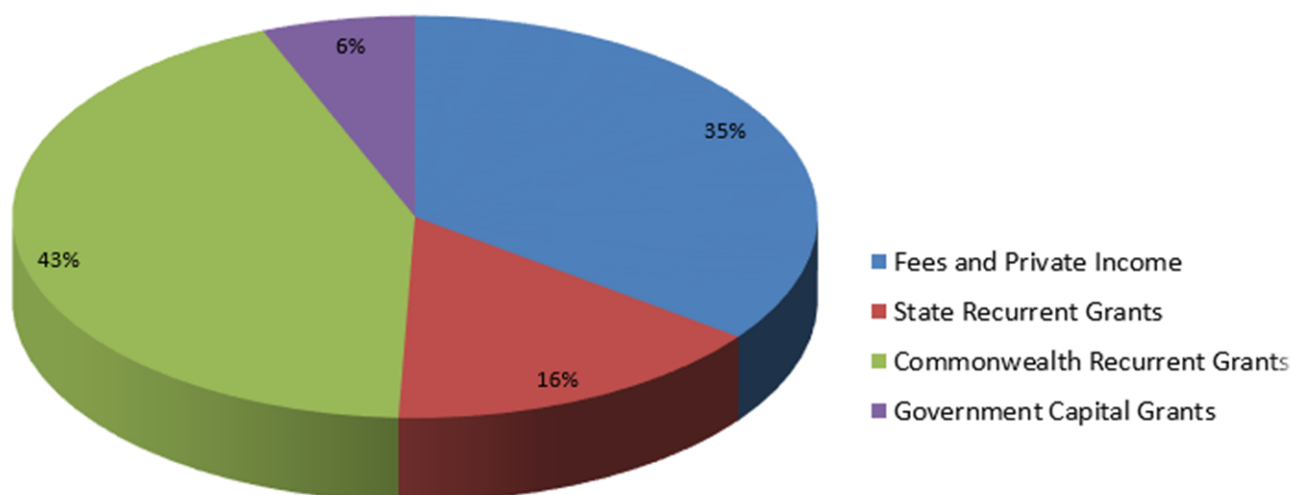
In 2017 the School employed 53 staff of whom 36 were teaching staff and 17 Non-teaching staff. There were 21 full-time teachers and 15 part time teachers. Of the 36 teachers, all had teaching qualifications from a Higher Institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines. The retention rate for teaching staff was over 96%. The following table summarises the Professional Learning undertaken by staff at the school throughout 2017.

Description of Professional Learning Activity	No. of staff participating
Christian World View	
PeaceWise - 2 day training	50
PeaceWise training - Mediation	1
PeaceWise - Conflict coaching programme	1
The Cause of Education	45
Teachers new to Christian education	2
K-6	
Anita Chin Mathematics	2
Sue Larkey - understanding autism - online	11
Behaviour management for beginning teachers	3
Art in the Primary classroom	1
Light up your classroom - Full STEM ahead	1
AIS English - a beautiful question	1
Sport	
PDHPE - Literacy	1
English	
New Stage 6 English syllabuses	2
Writing for NAPLAN	4
Mathematics	
ACER - Maths Mastery series seminar	1
High School Mathematics workshop (WINDSSM)	2
HSIE	
Understanding and successfully teaching finance	1
Music	
HSC music composition	1
Library	
Library Conference - Keeping up to date with developments in literature	1
Literacy learning and Literacy festival	1
Educational Leadership	
CEN national conference	40
NESLI National Excellence in School Leadership Institute	1
CEN equipped to lead program	1
Lawsense for schools	1
Senior First Aid	6
Christian School's National Policy Forum	3
Drama	
HSC Drama - Individual Project Marking	1

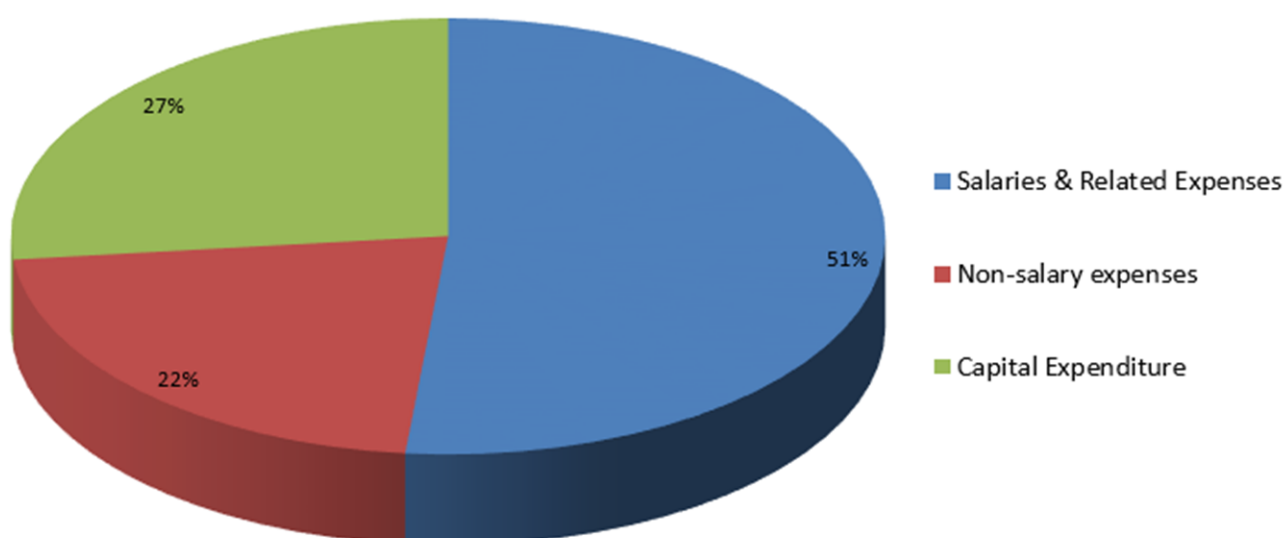
FINANCIAL REPORT

Under the guidance of the Board, the Finance Committee and the Executive the School reported another solid financial performance in 2017. The financial performance is a direct result of Gods ongoing goodness to the school community, the generous Australian Government recurrent funding, and parents paying their fees on time. The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire for the year 2017.

2017 Recurrent / Capital Income



2017 Recurrent / Capital Expenditure







Phone: 02 4861 1781

Fax: 02 4861 1696

Email: office@shcs.nsw.edu.au

Web: www.shcs.nsw.edu.au

Address:

22 Boardman Road South, Bowral NSW 2576

PO Box 639, Bowral NSW 2576

Operated by Southern Highlands Christian School Association Ltd ABN 15 719 722 342