



# Annual Report 2014



Sutherland Shire Christian School

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A Firm Foundation



# Chairman's Report

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2014 has been a year of continued success. As a Board and Executive, we have been reminded of the great privilege it is to lead our school and to follow in the footsteps of past faithful servants. Education at Sutherland Shire Christian School (SSCS) is an investment that benefits our wider community as we strive to develop our students: equipping them, in all their endeavours, to the glory of God. To be God's image bearers.

2014 highlights include:

- The School finishing the year in the strongest financial position in its history and with more enrolments than ever before.
- A fee structure that strikes the right balance between providing affordable quality Christian education and good stewardship with limited resources and funding.
- An approved building master plan ready for implementation, subject to Council approval, scheduling and budget priority requirements.

The School flourished in 2014 amidst uncertainty in government funding, increased educational expectations and governance requirements. This was achieved with confidence, because we draw our strength and resolve from the One who has been the source of our very existence, Jesus Christ our Lord. The great blessing at SSCS is that this is achieved in partnership with like-minded parents.

The Principal, Mrs Nicola Taylor, resigned in the middle of the year, announcing that she had accepted a position as the Principal at PLC Armidale. The board then initiated a recruitment process, which led to the appointment of Mr Brett Hartley as the new Principal, to commence at the beginning of 2015. The board were very appreciative of Mrs Taylor's thoughtful leadership during her tenure as Principal, and also her dedication to the school in a range of other roles over many years. Under her leadership, the school grew in student numbers, consolidated its strong financial position and focused on academic standards, professional development and pastoral care for both students and staff.

On behalf of the Board, Company Members, Executive and Staff, we thank our families for their continued partnership in striving to equip our students for a life of service for God's glory and for the benefit of our community.

Mr John Ishak  
Board Chair





# Student Leadership Team Report

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Student involvement in leadership in the Secondary School consists of House leaders from Years Ten, Eleven and Twelve and student leaders from Year Twelve. Each group of leaders are independently trained and hold an area of defined responsibility.

At the end of Year Ten all students underwent a three-day intensive leadership program led by staff Mr Peter White and Mr Joel Manns. After this training, students write a letter of application to be a PEPSE (Prayer and Encouragement Partners for Seven and Eleven) leader. They lead a peer support program with Year Seven students during an extended Pastoral Care time every second Thursday.

CRU is a lunchtime group that is overseen by Mr Peter Richardson. Leaders were trained by, Mr White and Mr Richardson and report to Mr Richardson for ongoing training.

House Leaders are responsible for leading their House during the three carnivals and for one fund raising event each year. They are overseen by a staff member who has responsibility for House. It is hoped to grow this leadership in the future.

Senior Leaders apply for this position and undergo an interview process followed by a staff and student voting process. These leaders represent the School at all public events, such as performance evenings, information days and evenings and events for new families. They take leadership responsibility to present a devotion to the school on Morning Briefing one morning a week and are responsible to lead the preparation for and the running of Activities Day. These leaders are also responsible for promoting and raising funds for the two sponsor children. They do this by the Annual Cup-Cake Competition.

Students across the whole High School are given training in leadership through an integrated stream in their Pastoral Care classes.

Students were also given the opportunity to attend the University of Wollongong's Leadership program, the World Vision Young Leaders Day and a Leadership Day at the NSW Parliament. Senior students who attended the World Vision Young Leaders day led the World Vision 40 Hour Famine program.





# Contextual Information about SSCS

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Sutherland Shire Christian School seeks to provide an affordable quality Christian education from Kindergarten to Year 12. SSCS also runs a preparatory school for children in the year before they start Kindergarten.

All of the teachers at the School are very well qualified; many of whom hold Masters degrees and some have been awarded a PhD. The teachers are committed to developing engaging teaching programs based on syllabus documents, which all NSW schools are required to follow. The School believes that classrooms should be engaging learning environments where students have a genuine desire to grasp fundamental concepts and also explore different subjects and topics more deeply. To ensure a quality-learning environment, SSCS teachers are committed to receiving ongoing feedback on the quality of their work and they also engage with research on the best ways to improve student learning. By the time SSCS students sit their HSC, the School trusts that every student has been equipped with the knowledge and skills needed to maximise their ATAR so that they will have a range of options to choose from when they commence their post school life.

All SSCS staff are Christians who are involved in their local church and are committed to living their lives according to what is taught in the Bible. This is of great benefit to all of our students, because our teachers don't merely teach values such as kindness, humility and self-control. They seek to live their lives according to these values and model them to their students. Students study the Bible as a distinct subject and also have the opportunity to understand a Christian perspective on a range of areas of learning.

The School believes that children are born with a variety of talents and abilities. Therefore, the School has stimulating and academically rigorous programs in traditional subjects such as English, Maths and Science, as well as providing meaningful, targeted support for students who may struggle in particular areas of their learning. Recognising that many of our students have considerable talent in sport and creative endeavours such as music, art and drama, the School provides exciting opportunities for students to shine in these areas of interest.

Since its first enrolment of 11 students in 1977, Sutherland Shire Christian School has been serving the Shire's Christian community, striving to equip students, in all their endeavours, to the glory of God. The School is located on a single site at Barden Ridge in Southern Sydney. Barden Ridge is generally a low-density housing suburb, although the neighbouring suburb of Lucas Heights contains the ANSTO nuclear research facility and a large waste management facility. The School draws its students from a wide area, including Stanwell Park/Helensburgh to the south, Wattle Grove to the west and suburbs to the north such as Padstow.

Our students remain with us from Prep to Year 12, with increasing enrolments each year of children whose parents are alumni. At the conclusion of 2014 there were 845 students enrolled in the school. The Junior School (Prep to Year 6) had 423 students and the Secondary School (Years 7 – 12) had 422 students at the end of 2014. The School is conscious of government requirements in relation to catering to students with disabilities. In 2014, the School had approximately 39 students with a diagnosed disability. These students have an Individual Plan (IP) to cater to that disability. The School employs specialist learning support staff to help ensure that the students receive meaningful adjustments so they can access the opportunities the School offers. The School is non-selective and academic results in external assessments such as NAPLAN and the NSW HSC vary from year to year. The 2014 HSC results, for example, were not as strong as the previous year.





# Contextual Information about SSCS (continued)

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## **Strategic Emphasis**

Junior School students enjoy learning through a wide range of curriculum areas, including visual arts, music and physical education taught by specialist, qualified teachers. Our strategic emphasis on literacy and numeracy means that students are taught by accomplished learning support staff in smaller Numeracy and Literacy groups. This provides an optimal start in these important areas of study.

Programs operate in the Junior School specifically designed to encourage critical thinking and divergent learning. Social skills are taught explicitly through the Rainbow Reminders, puppetry, drama and peer support buddy programs.

## **Pastoral Care in Secondary**

Secondary study includes mandatory core subjects such as Mathematics and English, along with a diverse selection of specialty courses, leading through to the Higher School Certificate. Each secondary student is a member of a Pastoral Care class where they are known and valued as an individual. Here they are encouraged to live and act responsibly as part of our learning community.

Senior students have opportunities to learn about and develop leadership skills culminating in the investiture of the Student Leadership Team. Senior Leaders apply for this position of leadership and undergo an interview process followed by a staff and student voting process. Students represent the school at all public events, like performance evenings, evenings welcoming new families to our school and take leadership responsibility on Morning Briefing and assemblies.

All Year 10 students are trained over three days at the end of the year and a team of students undertake to lead peer support once every two weeks for Year 7 students during their extended Pastoral Care session. CRU is a lunchtime group that is led by a team of twelve students once a week and trained on another lunchtime. Students are given opportunity to participate in a range of external academic competitions. They can develop their wider interests through sporting groups, music ensembles, school productions, Theatresports, Mock Trial and service opportunities.

## **Arts**

Our Music, Art and Drama teachers are all specialised in their field, ensuring students learn their craft from professionals. Music students can also participate in an on-site private tuition program, while they have access to three fully-equipped music rooms, several practice and rehearsal rooms, and a recording studio. Students can join our concert band, Vivace band, as well as strings, choir and guitar ensembles. Expression is an annual showcasing of students' work demonstrating excellence in Drama, Visual Arts, Design and Food Technology.





# Contextual Information about SSCS (continued)

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## Facilities

Students enjoy expansive grounds, well-equipped facilities and specialist classrooms. The recently constructed Information Resource Centre incorporates state-of-the-art computer technologies, library services and the Junior School Learning Support Centre.

A Tiered Learning Centre provides a purpose-built theatrette facility used by the wider school community for multi-media presentations, music and drama performances.

Our facilities include:

- More than 300 Apple Mac computers housed in seven computer labs throughout the School
- Mini-computer labs for Music, Art and Languages
- Data projection systems in Year 7-12 classrooms
- Smart boards K-2 and data projector systems in classrooms from Years 3-12 classrooms
- Extensive high-speed wireless network across the site
- Fully-equipped timber and metal workshops
- Textiles design studio
- Fully-equipped teaching kitchen.





# Student Performance In National & Statewide Tests & Examinations

Student performance on NAPLAN has been uploaded to the My School website and can be viewed at the following link: <http://www.myschool.edu.au>

In summary, in 2014 students were assessed using the National Assessment Program - Literacy and Numeracy (NAPLAN). Our school has a policy of inclusive schooling for students with a disability. These students sat the full range of assessments and their performance has been included in these results.

## ROSA

In 2014, 16 students received ROSA credentials (Year 10 – 5; Year 11 – 6; Year 12 – 5).

## 2014 Higher School Certificate Test Results

In 2014, 58 students sat for the NSW Higher School Certificate in 26 courses provided by the School. Results in most of these courses were above or around the state mean, with some subjects achieving a mean up to 10% higher than the state average. 18 students were awarded a Band 6 and 96 students achieved a Band 5 result. One student's major work was selected for inclusion in the for Texstyle 2015 at Rosehill Gardens Racecourse and another was selected for Art Rules at the Hazelhurst's Community Gallery.

Subject	Number of Students	Performance Band achieved by number and/or %	
		Bands 3-6	Bands 1-2
Ancient History	8	School: 100% Statewide: 82.95%	School: 0% Statewide: 17.05%
Biology	9	School: 88.89% Statewide: 85.55%	School: 11.11% Statewide: 14.45 %
Business Studies	17	School: 100% Statewide: 87.58%	School: 0% Statewide: 12.42%
Chemistry	9	School: 100% Statewide: 91.51%	School: 0% Statewide: 8.49%
Community and Family Studies	21	School: 95.24% Statewide: 90.6%	School: 4.76% Statewide: 9.4%
Design and Technology	5	School: 100% Statewide: 94.96%	School: 0% Statewide: 5.04%
Drama	8	School: 100% Statewide: 98.39%	School: 0% Statewide: 1.61%
English (Standard)	27	School: 100% Statewide: 85.17%	School: 0% Statewide: 14.83%
English (Advanced)	29	School: 100% Statewide: 99.06%	School: 0% Statewide: 0.94%
Food Technology	10	School: 90% Statewide: 78.19%	School: 10% Statewide: 21.81%
Geography	6	School: 100% Statewide: 84.34%	School: 0% Statewide: 15.66%
Information Processes and Technology	3	School: 100% Statewide: 87.7%	School: 100% Statewide: 12.3%
Legal Studies	6	School: 100% Statewide: 78.19%	School: 83.55% Statewide: 16.45%
General Mathematics	36	School: 97.2% Statewide: 74.95%	School: 2.8% Statewide: 25.05%
Mathematics	10	School: 100% Statewide: 91.3%	School: 0% Statewide: 8.7%
Modern History	5	School: 100% Statewide: 89.31%	School: 0% Statewide: 10.69%





# Student Performance In National & Statewide Tests & Examinations

Subject	Number of Students	Performance Band achieved by number and/or %	
		Bands 3-6	Bands 1-2
Music 1	7	School: 100% Statewide: 96.95%	School: 0% Statewide: 3.02%
Personal Development, Health and Physical Education	9	School: 100% Statewide: 88.27%	School: 0% Statewide: 11.73%
Physics	10	School: 100% Statewide: 90.6%	School: 0% Statewide: 9.4%
Studies of Religion I	35	School: 100% Statewide: 93.82%	School: 0% Statewide: 6.18%
Studies of Religion II	21	School: 100% Statewide: 90.36%	School: 0% Statewide: 9.64%
Textiles and Design	5	School: 100% Statewide: 92.19%	School: 0% Statewide: 7.81%
Visual Arts	10	School: 100% Statewide: 97.07%	School: 0% Statewide: 2.93%
Construction Examination	6	School: 100% Statewide: 68.73%	School: 0% Statewide: 31.27%
		<b>Bands E3-E4</b>	<b>Bands E1-E2</b>
English Extension 1	9	School: 88.88% Statewide: 92.99%	School: 11.12% Statewide: 7.01%
Mathematics Extension 1	2	School: 0% Statewide: 84.4%	School: 100% Statewide: 15.6%

## Comparative Information 2013 and 2014 HSC Results

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Ancient History	2013	15	School: 100% Statewide: 83.2%	School: 0% Statewide: 16.7%
	2014	8	School: 100% Statewide: 82.95%	School: 0% Statewide: 17.05%
Biology	2013	20	School: 90% Statewide: 91.3%	School: 10% Statewide: 8.6%
	2014	9	School: 88.89% Statewide: 85.55%	School: 11.11% Statewide: 14.45 %
Business Studies	2013	13	School: 100% Statewide: 87.7%	School: 0% Statewide: 12.2%
	2014	17	School: 100% Statewide: 87.58%	School: 0% Statewide: 12.42%
Chemistry	2013	7	School: 100% Statewide: 91.7%	School: 0% Statewide: 8.2%
	2014	9	School: 100% Statewide: 91.51%	School: 0% Statewide: 8.49%
Community and Family Studies	2013	9	School: 100% Statewide: 88.5%	School: 0% Statewide: 11.4%
	2014	21	School: 95.24% Statewide: 90.6%	School: 4.76% Statewide: 9.4%
Dance	2013	1	School: 100% Statewide: 93.7%	School: 0% Statewide: 6.2%
	2014	N/A		







# Student Performance In National & Statewide Tests & Examinations

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Design & Technology	2013	7	School: 100% Statewide: 96.6%	School: 0% Statewide: 3.3%
	2014	5	School: 100% Statewide: 94.96%	School: 0% Statewide: 5.04%
Drama	2013	10	School: 100% Statewide: 97.73%	School: 100% Statewide: 2.27%
	2014	8	School: 100% Statewide: 98.39%	School: 0% Statewide: 1.61%
English (Standard)	2013	32	School: 100% Statewide: 78.5%	School: 0% Statewide: 21.4%
	2014	27	School: 100% Statewide: 85.17%	School: 0% Statewide: 14.83%
English (Advanced)	2013	32	School: 100% Statewide: 98.3%	School: 0% Statewide: 1.5%
	2014	29	School: 100% Statewide: 99.06%	School: 0% Statewide: 0.94%
Food Technology	2013	7	School: 100% Statewide: 77.9%	School: 0% Statewide: 22%
	2014	10	School: 90% Statewide: 78.19%	School: 10% Statewide: 21.81%
Geography	2013	12	School: 100% Statewide: 83.4%	School: 0% Statewide: 16.6%
	2014	6	School: 100% Statewide: 84.34%	School: 0% Statewide: 15.66%
IPT	2013	7	School: 100% Statewide: 87.7%	School: 0% Statewide: 12.2%
	2014	3	School: 100% Statewide: 87.7%	School: 100% Statewide: 12.3%
General Mathematics	2013	36	School: 94.4% Statewide: 75%	School: 5.5% Statewide: 25%
	2014	36	School: 97.2% Statewide: 74.95%	School: 2.8% Statewide: 25.05%
Mathematics	2013	14	School: 100% Statewide: 92%	School: 0% Statewide: 8%
	2014	10	School: 100% Statewide: 91.3%	School: 0% Statewide: 8.7%
Modern History	2013	16	School: 100% Statewide: 90.5%	School: 0% Statewide: 9.5%
	2014	5	School: 100% Statewide: 89.31%	School: 0% Statewide: 10.69%
Music 1	2013	12	School: 100% Statewide: 97.3%	School: 0% Statewide: 2.4%
	2014	7	School: 100% Statewide: 96.95%	School: 0% Statewide: 3.02%
Music 2	2013	5	School: 100% Statewide: 99.89%	School: 0% Statewide: 0.11%
Personal Development Health and Physical Education	2013	9	School: 100% Statewide: 82.4%	School: 0% Statewide: 17.6%
	2014	9	School: 100% Statewide: 88.27%	School: 0% Statewide: 11.73%



# Student Performance In National & Statewide Tests & Examinations

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Physics	2013	7	School: 100% Statewide: 88.8%	School: 0% Statewide: 11.2%
	2014	10	School: 100% Statewide: 90.6%	School: 0% Statewide: 9.4%
Studies of Religion I	2013	64	School: 98.4% Statewide: 93.8%	School: 1.6% Statewide: 6.2%
	2014	35	School: 100% Statewide: 93.82%	School: 0% Statewide: 6.18%
Studies of Religion II	2013	N/A		
	2014	21	School: 100% Statewide: 90.36%	School: 0% Statewide: 9.64%
Textiles and Design	2013	9	School: 100% Statewide: 90.4%	School: 0% Statewide: 9.6%
	2014	5	School: 100% Statewide: 92.19%	School: 0% Statewide: 7.81%
Visual Arts	2013	12	School: 100% Statewide: 98%	School: 0% Statewide: 2%
	2014	10	School: 100% Statewide: 97.07%	School: 0% Statewide: 2.93%
Construction	2013	5	School: 100% Statewide: 64.5%	School: 0% Statewide: 35.5%
	2014	6	School: 100% Statewide: 68.73%	School: 0% Statewide: 31.27%

## Senior Secondary Outcomes

Year 12 Results	
Senior secondary certificate awarded	57
Completed senior secondary school	57
Vocational and Education Training (VET)	
Awarded a VET qualification	6

In 2014, 10.5% Year 12 students undertook a VET course with 100% of students attaining the HSC or VET qualifications.





# Professional Learning and Teaching Standards

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	69
Teachers having a bachelor degree from a higher education institution within Australia or as recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

## 2014 Professional Development Report

The School Executive participated in Leadership Seminars conducted by the Association of Independent Schools, Heads of Independent Co-Educational Schools, Legal Studies Association, Peer Support Australia, Sue Rafferty & Associates, Critical Agendas, Association of Heads of Independent Schools Australia, Heads of Independent Schools NSW/ACT, Christian Schools Association and Peacewise.

Professional Development opportunities were provided at the instigation of the school and also at the request of individual staff members. All teaching staff participated in professional development during pupil free weeks in Terms 1 and 3.

## Whole Staff Training

Course Name	Provider	Staff Attendance Numbers
Administration Customer Service	AIS	12
Inclusive Education	AIS	62
Wiki Building	SSCS Internal	41
First Aid Training	Royal Life Saving Society	7
Child Protection Training	AIS	85
Viewing and Analysing Media (Junior School)	SSCS Internal	16
Research Process & Skills (Junior School)	SSCS Internal	22
IT Wiki Training	SSCS Internal	29
iPad Session (Junior School)	SSCS Internal	25
Anaphylaxis Training	Sydney Children's' Hospital	88
Phil Cummins Circle	Circle	70





# Professional Learning and Teaching Standards

Individual Staff and Faculty Groups participated in the following Professional Development Programs

Course Name	Provider	Staff Attendance Numbers
2014 School of Theology Conference	Moore Theological College	5
CRU Teachers and Chaplains Professional Development Day	Crusader Union	5
Understanding and Preaching Acts	Sydney Missionary Bible College	5
ETA Annual Conference	English Teachers' Association NSW	1
English Teachers In-Service	AIS	6
Anti-Bullying Module	Peer Support Australia	2
English Conference – Great Takeaways	AIS	1
Teaching the New 7-10 English Syllabus - Poetry	AIS	1
Exploring Discovery	English Teachers Association	1
Identifying & Teaching Students at Risk	Critical Agendas	9
PDHPE Conference	PDHPE Teachers' Conference	1
ICT as a General Capability – What does it mean in English 3-6	AIS	1
AIS Primary Teachers Conference – Carnival of Curiosity	AIS	2
CSSA AGM	Christian Schools Sports Association	1
Multi-Discipline Theatre: Compliance	TTA	2
Drama Teachers Meeting	Sydney Girls' High	2
Drama NSW State Conference	Drama NSW	2
Dramaturgy and Assessment for Success	Erudio Education	1
The HSC Critical Analysis Project	Erudio Education	1
HSC Essays and Dramatic Practice	Erudio Education	2
CAA NSW & ACT Conference	Career Advisor Association NSW & ACT	1
Gotham Fellowship Training Days	City to City Australia	1
Preparing to Teach Extension Maths	TTA	1
Fibre Workshop for Pattern & Process	TTA	1
In School Training	Brother Sewing Machines	2
VET Network Day	AIS	1
Preparing to Teach Extension 1 Mathematics	TTA	1
Preparing to Teach Unit 2 Mathematics Preliminary Course	TTA	1
Child Protection Investigation Skills	AIS	2
Heads of Independent Co-Educational Schools – National Conference	HICES	1
Conference – Growing Teachers, Transforming Schools	AIS	1
IIATE Annual Conference	DATTA/IIATE/TER	3
Legal Studies State Conference	Legal Studies Association	2
Circle Solutions Train the Trainer	Sue Roffey & Associates	1
CAFS Enrichment Day	ACHPER	1
Exploring Stage 6 CAFS – The Amended Syllabus	AIS	1





# Professional Learning and Teaching Standards

Course Name	Provider	Staff Attendance Numbers
Christian Schools' Library Conference	Penrith Christian School	1
ETA Annual Conference	ETA	2
ETA – Discovery	ETA	1
NGS Super Open Day	Non Gov. Schools Super	1
Executive Personal Assistant Training	AIS	1
Using Interactive Whiteboards in English	AIS	1
Resilient Kids: A Curriculum-Based Approach	AIS	1
White Card	Lukins Training	1
Teaching Excellence in the Multi-Stage & Multi Ability Classroom	AIS	1
The Greek World	TTA	1
Year 12 Society & Culture Programming Day with HSC Markers	St Mary's College Wollongong	1
Orff Levels Course (Level 3) - Music	ORFF	1
The Nuts & Bolts of Teaching Writing, Spelling & Grammar	Dynamic Learning Group	1
Teaching the Revised Syllabus – HSC Course	Society & Culture Association	1
Ancient History Teachers Conference	Macquarie University	1
Teaching the New Syllabus 2014	Society & Culture Association	1
The Greek World 500-440 BC	TTA	1
Re-engaging with Extension History – Historiography & Beyond	AIS	1
“Meet the Markers” – Biology	Science Teachers Association NSW	1
STANSW BEESST Conference	Science Teachers Association	1
Orff Levels Course (Level 2) Music	OrffNSW	1
Australian Music Day	MLC School	1
Accessit Road Show Training	Accessit	2
Visual Arts Practical Marking Development Day	Board of Studies	2
National Visual Arts Educational Conference	National Gallery of Australia- Canberra	3
ETA English Teachers Annual Conference	ETA	1
Area of Study: Discovery	AIS	1
The Big Questions in 2 Unit Mathematics	TTA	
Maths Association of NSW Annual Conference	MANSW	3
Teaching Junior Science with Confidence	LAZSTA	1
STANSW Physics Teachers Conference	Science Teachers Association NSW	1
Planning & Programming for the New Mathematics Syllabus	Kristen Tripet	1
Unpacking Stolen & Neighbourhood Watch	Erudio Education	1
AIS English Conference	AIS	1
Positive Behaviour Management	Behavability (Endorsed by BOSTES)	1
Language Education – Vital & Viable	AIS	1
Creative Collaboration 2014 MLTA NSW Conference	Modern Language Teachers Association	1
Celebrate German	AIS & Goethe Institute	1





# Professional Learning and Teaching Standards

Course Name	Provider	Staff Attendance Numbers
ELFT (Endeavour Language Teacher Fellowship)	Austraining	1
Teaching Grammar Using Quality Literature	AIS	1
Coaching in a Team Setting	AIS	1
EBE Annual Conference	Economics and Business Educators NSW	1
Revamping and Resourcing Commerce	Economics and Business Educators NSW	1
HSC Business Studies Professional Development Day	Academic Attainment	1
Teaching Junior Science with Confidence	LAZSTA	1
Meet the Markers	Science Teachers Association NSW	1
Asthma Management	Sydney Children's Hospital	1
Equipping Teachers for Teaching Modern History	TTA	1
HSC People & Economic Activity – Viticulture	TTA	1
Critical & Creative Thinking as a General Capability	AIS	1
Paloalto Firewall Workshop	Paloalto Networks	1
PDHPE Conference	PDHPE Teachers' Association	1
Fibre Workshop for Pattern & Process	TTA	1
Teaching Language & Literacy through Literature	PETTA	2
Planning & Programming for the new Maths Syllabus	AIS	1
Using Interactive Whiteboards in English	AIS	1
Early Career History Teaching	History Teachers Association	1
Teaching Stages 4 & 5 Geography Skills	TTA	1
IIATE Annual Conference	DATTA/IIATE/TER	3
AIS RTO Validation and Moderation Workshops	AIS	1
The AIS ICT Integration Conference	AIS	1
HICES National Conference	HICES	3
Growing Teachers, Transforming Schools	AIS	1
AHISA	AHISA Branch Meeting	1
2050: A Schools Odyssey	AIS	2
Conflict Coaching – Mediation	Peacewise	1
Christian Schools National Policy Forum	CSA	1
Getting to Know the Mathematics Syllabus – Early Stage 1	AIS	1
Mathematics Syllabus Familiarisation K-6	AIS	1
Teaching Struggling Students in Mathematics	AIS	1
Operation Art – Visual Arts Workshop	Department of Education & Communities	1
STANSW Chemistry Conference	STANSW	1
Embroidery Machine Training	Michelle Lau	1
ICT Management & Leadership Conference	AIS	1
ETA Annual Conference	English Teachers Association	1
Exploring Discovery (2015 HSC Area of Study)	English Teachers Association	1



# P Professional Learning and Teaching Standards

Course Name	Provider	Staff Attendance Numbers
Building Better Learning Spaces	AIS	2
KCC Oxygen Conference	Katoomba Christian Convention	1
Teaching Struggling Students in Mathematics	AIS	1
Term 4 Network Meeting	AIS Teacher Librarian Network	1
Changing Focus – New Directions for Teacher Librarians	AIS	1
Big Ideas in Mathematics	AIS	1
Teaching Imaginative Writing in Stages 2 & 3	AIS	1
Transforming Learning in Literacy Through Drama	AIS	1
School Pro Program Training	School Pro	1
School Governance	AIS	1
Casper Software Recovery Training	Computers Now	1
BANSW Conference	Bursars Association of NSW	1

## W Workforce Composition, Including Indigenous

School Staff 2014	
Teaching Staff	67
Full-time equivalent Teaching Staff	59.8
Non-teaching staff	31
Full-time equivalent non-teaching staff	21.5

Sutherland Shire Christian School currently does not have any Indigenous Staff employed in either a teaching or non-teaching capacity.





# Student Attendance and Retention Rates

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Attendance is monitored daily by staff. Each day class teachers mark the roll on an A4 roll sheet which contains the attendance for a week. This sheet is kept for back up as the record of class attendance. This is forwarded to the office staff who then mark the roll on Edumate, our computer database. It is general practice that the class teacher will phone and check on any student who has been absent for three consecutive days or more without notification.

If a child is absent, and the school has not been previously notified through an application for exemption or extended leave, parents will be notified by text message the morning of their child's absence, with a follow up email that afternoon. Parents are encouraged to verify their child's absence through the School's online Parent Portal or through a note explaining the child's absence. Parents will receive a note in the student diary as a reminder if a reason has not been forwarded. When a note from the parents is returned to explain an absence, the class teacher returns to Edumate and completes the online record. Parents have seven school days to verify the absence before it is classified as unexplained. A reminder email is sent to parents two days before the seven-day period ends.

## Student Attendance Rate 2014

Year Level	Attendance Rate
Kindergarten	96.9%
Year 1	97.2%
Year 2	96.1%
Year 3	98.2%
Year 4	95.8%
Year 5	96.1%
Year 6	96.6%
Year 7	96.7%
Year 8	95.2%
Year 9	95.2%
Year 10	95.8%
Year 11	95.6%
Year 12	95.3%
Total	96.2%

Over ninety-six per cent of students attended school on average each school day in 2014. This is a similar number to what has been reported in previous years.

## Student Retention Rate 2012 - 2014

73.97% of students who completed Year 10 in 2012 went on to complete the HSC in 2014.



# Post School Destinations

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67% of students who graduated from Year 12, 2014 have been offered a University placement, 12% are now working full time or are employed as an apprentice and 12% are now studying at TAFE. 4% of students' post-school destinations are unknown or unconfirmed.







# Enrolment Policy

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## **Preamble**

Sutherland Shire Christian School (the School) was established to provide a Christian education for the children of parents who believe that Jesus Christ is the Lord of every aspect of life including education, and who wish to have their children educated in accordance with this belief. This is set out in the School's Constitution, Vision and Mission Statements. The School is therefore an institution where Christ is honoured as Saviour and Lord and to this end the School functions as an extension of the Christian home in actively encouraging the children to commit their lives to the Lord and live in a way honouring to Him. The inherent basis of Christian education is the Bible, the infallible word of God. It provides us with the true key to the knowledge of God, ourselves and the world. Consequently a Christian world and life view necessarily forms the framework for all teaching provided at the School.

## **Biblical Perspective**

"Train a child in the way he should go, and when he is old he will not turn from it." Prov 22:6

"The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight." Prov 9:10

## **Policy Statement**

### **Priority**

The school has an open enrolment policy, but where applications exceed places available, priority in enrolment is given first to the children of Association members, then to the children of other Christian families.

## **Application**

The School invites applications for enrolment from Christian parents and those who will support the School and its Purpose, Vision and Mission. Application indicates such support. Parents (and guardians) may apply in writing using the appropriate form(s) to enrol their children in the school. All information relevant to the child's enrolment must be disclosed to the School. Application will be considered if enrolment conditions are met. If a position is not available in the grade requested at time of application, student details may be retained by the school.

## **Enrolment**

Enrolment is conditional and may proceed where:

- a position is available.

AND

- the enrolment will not impose unjustifiable hardship on the school, its staff or school community

AND where parents (and guardians) and students:

- confirm their support of the School, its Constitution, Vision and Mission;

AND

- agree to abide by the rules and policies governing the operation of the School.

AND

- demonstrate a willingness to engage with the School in open dialogue and make full disclosure of any factor(s) which may impact on the teaching / learning process.





## Enrolment Policy Continued...

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### **Acceptance**

Acceptance of an offer of enrolment by parents (and guardians) indicates support of the School and its Constitution, Vision and Mission, and agreement to support and abide by the rules and policies governing the operation of the School.

### **Continued Enrolment**

The offer of enrolment may be subject to a review. Enrolment will proceed to the next year of study if the following conditions have been satisfactorily met:

- Parents (guardians) and students have demonstrated continued support of the School and its Constitution, Vision and Mission, and the rules and policies governing the operation of the School.
- All financial fees and charges of tuition have been paid.

POLICY ADOPTED: June 2011

TO BE REVIEWED: June 2016

This policy remains unchanged from that referred to in the 2013 Annual Report. Copies of the full policy can be found on the School's intranet, server or by contacting the school office.



## School Polices

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Policies related to student welfare, anti bullying, student discipline and reporting complaints and resolving grievances can be found on the school's intranet or by contacting SSCS reception. None of these policies were amended during 2014. Copies of the full policy can be found on the School's intranet, server or by contacting the school office.

### **Student Welfare – A Summary**

Policies related to student welfare include the safe and supportive environment policy. The overall intention of these policies is that the School desires to promote a learning environment where teachers and pupils will be mutually supportive. Students and teachers should respect each other and not engage in conduct, which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters affecting them. Some specific examples of how this is achieved include:

- The student supervision policy provides guidelines on appropriate supervision of students.
- The critical incident policy contains procedures in relation to evacuation in case of fire.
- The excursions and camps policy provides guidelines in relation to student welfare for off-site activities.
- The pastoral care policy provides information on how the school cares for individual students.
- Morning prayer and devotions in the Junior School
- Daily Pastoral Care session for each grade in the Secondary School
- Use of diary for communication with parents
- Recognition of student achievement through award program
- Peer support and Buddy programs operating between Kinder & Year 6, Year 7 & Year 11
- Senior Student Leadership training (PEPSE)
- Inter school sporting program
- Camping and Outdoor Education Program (Year 6 to 12).





# School Policies (continued)

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## **Anti-Bullying Policy – A Summary**

The anti-bullying policy provides a definition of bullying to include physical, verbal and non-verbal harassment, racial and sexual discrimination that manifests itself in a number of ways over a sustained period of time. The policy explicitly states that bullying is unacceptable and is not condoned by the school and provides opportunities for members of the school community to gain a heightened awareness of various forms of bullying. 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.

## **Student Discipline – A Summary**

The school has a code of conduct, which is made known to students through the student diary and also is explained to students by teachers in classrooms and, as needed, at school assemblies. This code of conduct includes expected standards of behaviour in the playground, in the classroom and at off-site activities. Policy statement 4 in the SSCS discipline policy explicitly establishes that school discipline will adopt the principles of procedural fairness when dealing with allegations of student misconduct. This statement explains what procedural fairness means and provides examples on how it can be practically applied. The school also provides for parental/caregiver involvement in relation to student discipline. Statement 5 of this policy notes that there is a range of possible consequences for students who breach the code of conduct. Statement 8 in the discipline policy notes that SSCS prohibits the use of corporal punishment. It does not allow teachers or other employees to administer corporal punishment, nor does the school sanction corporal punishment of our students (in relation to any school related issue) by parents or any other individual.

## **Complaints and Grievance Resolution Policy – A Summary**

As a Parent Controlled Christian School, we seek to establish clear and honest communication with those in the school community. Within the community of the school there is a great deal of formal and informal communication. We acknowledge that at times communication may break down and even disagreements arise. The Grievance Resolution Policy of the school is based upon the Biblical principles which form the basis of communications within the school.

In the first instance any conflicts should be addressed informally between the two parties involved (Matthew 18:15) with the aim of determining whether the conflict is a real concern or just a problem of communication. If the situation cannot be resolved in this manner, then it is appropriate to involve a member of the school community most directly responsible for the person against whom the complaint is made within the authority structure of the school (Matthew 18:16).

If the matter cannot be resolved at the lowest level of the authority structure within the school, it should then be referred to the Principal. If the intervention of the Principal does not result in a resolution of the dispute, the matter should then be referred to the Board as the authority delegated by the Association. Any such matter referred to the School Board should be done so in writing, addressed to the Chairman (Matthew 18:17a).

In any decision making process, the School Board shall consider all the available information and act in the best interest of the school as a whole. In the event of the issue not being satisfactorily resolved in the view of either party, the School Board may decide in due process to terminate the relationship with the complainant.





## School Polices (continued)

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In any grievance resolution process, the parties involved should endeavour to preserve unity as much as possible. Christians are called to be patient, humble, forgiving and keeping unity as much as they can (Ephesians 4:2-3).

This policy remains unchanged from that referred to in the 2012 Annual Report. Copies of the full policy can be found on the School's intranet, server or by contacting the school office.



## School Determined Improvement Targets

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### **Developing Leadership Capacity Across the School**

During 2013 and 2014, consultants from the organization Circle worked with the executive leaders at SSCS to develop statements of learning. These statements were designed to provide standards and guidelines for other teacher leaders e.g. Heads of Department. The consultants provided advice on how to build capacity in all leaders. This process did give greater clarity to leaders on what is expected to improve staff performance, although it was difficult to measure how much this initiative built leadership perception and capacity.

### **Leadership Coaching**

In 2014 the school worked with consultants from the Association of Independent Schools (AIS) using the CLEAR coaching model. The purpose of this program was to give teachers the skills to be able to coach each other in relation to professional practice areas where they may struggle and to develop strategies to improve their performance. Teachers provided formal and informal feedback in relation to this initiative. Several teachers said that they now have more confidence to talk to others about their professional weaknesses and that the conversations did actually result in them improving their work. Some teachers did comment, however, that the program was time consuming for the benefit gained. A new teacher appraisal system will be introduced in 2015, which involves all teachers using coaching principles and conversations to improve their practice.

### **Introduction of Year Patrons (Year 7 to 12)**

In 2013, each academic year group was assigned a year patron who was given the responsibility of caring for the pastoral and welfare needs of each student in his/her year group. The school already had pastoral care teachers who would provide support to individual students in their small group of approximately 18 students; however, because the pastoral care teacher only had a limited amount of time in which to provide this care, the introduction of the year patron meant that the more time consuming student needs could be better addressed. The year patron was also able to look at the collective needs of the whole year group. The introduction of this role has proven to be very successful in 2013 and 2014 as the needs of individual students could be addressed more expeditiously and thoroughly. A limiting factor on the success of this initiative, during 2014, was the increasing amount of administrative work the patrons needed to complete, which therefore limited the time they could spend on specific pastoral issues. This is a challenge to consider in 2015.





# School Determined Improvement Targets

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## **Promotion of the Prep School and Years K-2**

In 2013 an advertising and promotional campaign was launched to promote the benefits of students starting at SSCS in these early years rather than parents waiting until their child starts Year 7. At the beginning of 2013, Kindergarten enrolments were significantly below minimum numbers. The advertising campaign had the effect of significantly boosting Kindergarten enrolments for 2014. Continuing to promote this section of the school in 2014 has further boosted Kindergarten and Year 2 numbers to the point where waiting lists now exist. There have been small increases in Prep and Year 1.

## **Laptop Program (Years 5-12)**

This program was introduced in 2012/2013 and was extended during 2014. Rather than provide all Year 5-12 students with a laptop in one year, a decision was made to introduce students to laptops gradually over a few years. This was done to allow teachers to progressively adjust their pedagogy to ensure that the laptop would be a meaningful tool for learning. During 2014, Year 5 and Year 10 were issued with laptops for the first time. In the future it would be helpful to conduct some qualitative research to examine how effective the laptops are as a tool for learning.

## **Building Master Plan**

In late 2013 and during 2014 the school leadership and board consulted with staff in relation to a building program. The plan would result in a new performing arts space and gym, a new hard surface playing court area and some new classrooms that would primarily be dedicated to Year 7 to 12 TAS subjects (e.g. Food Technology) and Music. Because the Principal announced her resignation part way through 2014, no further progress was made on the building program until the new principal started at the beginning of 2015.



# Initiatives Promoting Respect & Responsibility

## **In the Junior School**

Respect and Responsibility are essential values that we seek to develop in students at our school. These values stem from the Bible and are explicitly taught, modeled and encouraged in a variety of ways.

We have developed a list of school values that we teach the children to promote respect towards teachers, students and property as well as building a sense of responsibility towards each other. These are called our Rainbow Reminders and are displayed in each classroom and the playground. The Rainbow Reminders are:

- Obey straight away
- Respect people and property
- Be kind not selfish
- Be patient not angry
- Be forgiving not hurtful
- Be truthful and don't blame others
- Be full of hope always and don't give up

At the beginning of the year and throughout the year, we unpack what these mean.

We also have a weekly "Be" focus. Each week a new value is focused on. Posters and teachers notes are distributed to discuss in PDH lessons or class devotions. Examples of these are:

- Be respectful
- Be a good steward
- Be kind
- Be patient
- Be a good friend
- Be encouraging
- Be helpful

Additional support to these areas is given to students via the Learning Support Department. Each term K-2 watch a Puppet Show that teaches and reinforces respect and responsibility concepts listed above. Year 3 and 4 are involved in the "Jump" program that also reinforces these concepts.

We have elected eight Year 6 House Leaders. These House Leaders are given a variety of responsibilities within their House and within the school. They will perform duties such as lead assemblies, present morning announcements and lead their Houses in sporting events. Year 6 students have the responsibility to lead Kindergarten in "Buddy" sessions. They will teach and prepare activities for Kindergarten to participate in.

## **In the Secondary School**

The school believes in the dignity and diversity of each student but also recognizes the importance of each student becoming an integral part of the school community.

Parents and staff provide care and support to students that engenders self esteem, mutual respect and responsibility.

There are a wide variety of opportunities for students to become involved in the school community including, Musicals, Performance evenings, Choirs, Bands, Peer Support and Prep morning teas catered for by senior classes.





# Initiatives Promoting Respect & Responsibility

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We teach a Biblical values base during Christian Studies lessons but also through the expectations of student behavior in every classroom and in the school environment. Our rich Pastoral Care program provides an opportunity for students to explore and challenge ideas and values.

Student welfare in the Secondary School is facilitated by the School's Year Patrons and the Pastoral Care system. Pastoral Care lessons focus on the application of Biblical Principles to life and teaching respect is part of this.

Each year group has one Rites of Passage seminar per year, which builds an understanding of and respect for self and others. Year Seven undergo an intensive program on Anti-Bullying where the power of the bystander is emphasised along with the core concept of respecting others and self. Year Eight do a Resilience program presented by Values for Life. Year Nine look at Sexuality in gender groups and Year 10 look at Identity in gender groups. Year eleven have a Motivation seminar and Year twelve look at the Right to Life

## **Years 7 to 12 Student Code of Conduct**

1. Treat staff and other students with respect and kindness
2. Obey instructions promptly and politely
3. Wear the uniform correctly and with respect for yourself and your school
4. Value personal property and anything belonging to others or the school
5. Be organised and prepared for the school day, bringing only the equipment required
6. Be on time to class
7. Work diligently, actively involved in your own learning
8. Take the school diary with you and keep up to date with school events and planning
9. Be honest about mistakes and learn about them
10. Expect to be encouraged and disciplined about these matters

## **Discipline Levels**

Lunch and afternoon detentions are for dealing with a range of misdemeanors. When a student receives three consecutive lunch detentions during one term, the third is served as an afternoon detention. A student who misses a lunch detention for any reason other than illness will be given an afternoon detention also.

Students will remain on their level until reviewed at the end of each term. After the review the Senior Executive will decide if a student can be removed from that level.

*After 3 afternoon detentions:*

**Level 1** - Students who have received three afternoon detentions or a school suspension are the responsibility of the Stage Coordinator. Parents will be notified by telephone and in writing and asked to arrange an interview.

**Level 2** - Students on level 1 who receive a further afternoon detention or school suspension are the responsibility of the Head of Secondary School. Parents will be notified by telephone and in writing and an interview arranged to discuss the consequences. The student may be restricted to the school grounds and may not attend any sporting events, excursions etc. Activities that are compulsory for the academic requirements of the course are exempt from the restriction.





# Initiatives Promoting Respect & Responsibility

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**Level 3** - Students on level 2 who receive a further afternoon detention or school suspension are the responsibility of the Head of Secondary School. Parents will be notified in writing as above.

The student will be restricted to the school grounds and may not attend any sporting events, excursions, camps or other activities beyond the school property. Activities which are compulsory for the academic requirements of the course, are to be undertaken by the student, independently of the school. Further behavioural issues will result in expulsion.

**Level 4** - Students on level 3 who receive a further afternoon detention or school suspension are the responsibility of the Principal of the School. Parents will be notified by telephone and in writing of an impending expulsion and an interview arranged to discuss the action. The Chairman of the Board is also to be notified.

## **Encouragement Awards**

The SSCS Merit Award and Certificates of Excellence across a broad range of areas within the school.

The program seeks to:

- recognise and encourage sustained academic excellence
- acknowledge and encourage persistent endeavour in students according to their abilities
- create a consistent, positive and co-operative learning atmosphere within the classroom
- encourage continued application to academic study and active class participation
- recognise God given gifts and abilities and use them effectively with humility

Students are to be rewarded with a Class Award by the classroom teacher:

- The receipt of four Class Awards leads to a Certificate of Merit, to be awarded by the pastoral care teacher. Pastoral care teacher records this on Edumate
- The receipt of three Certificates of Merit leads to an Award of Excellence to be awarded by the Stage Coordinator at Morning Briefing. Stage coordinator records this on Edumate
- The receipt of two Awards of Excellence results in a Principal's Award to be awarded by the Principal







# Parent, Student and Teacher Satisfaction

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Twice per year the School Association meets to approve the budget, appoint directors and hear reports from both the governors and managers of the school. This is a forum whereby parents are also able to raise issues of concern.

Parents are encouraged to communicate with the school in a variety of ways. The school diary serves as a means of daily contact with either class or pastoral care teachers. The school email address is also used to receive general enquiries, which are then forwarded to the relevant staff member. The regular P&F meeting provides the parents serving in this voluntary capacity to communicate on behalf of other parents also through to the Executive.

The annual morning tea was held with the graduand Year 12, 2014 students. They were asked to complete a leavers' survey in order to reflect upon their time at the school and suggest improvements, particularly relating to the opportunities for student leadership. In this survey students commented on the positive and practical support received from teaching staff, encouragement received to stay focused on their studies and made suggestions on how future Year 12 cohorts could be supported.

In 2014, an additional survey was completed by our school community to gain feedback on our chaplaincy support program, which was well received.

School families and staff leaving the school are also given the opportunity to participate in an exit interview process with the Principal, which is also an opportunity to ascertain levels of satisfaction with the school.





# Summary Financial Information

<b>INCOME</b>		
Fees and private income	39.6%	4,696,505
State recurrent grants	16.0%	1,899,760
Commonwealth recurrent grants	44.2%	5,244,133
Government capital grants	0.0%	193
Other capital income	0.2%	27,600
		<b>11,868,190</b>

<b>EXPENDITURE</b>		
Salaries, allowances and related expenditure	74.1%	8,830,493
Non-salary expenses	20.1%	2,399,160
Capital expenditure	5.8%	690,480
		<b>11,920,133</b>

## Recurrent/Capital Income

### Income



- Fees and private income 39.6%
- State recurrent grants 16.0%
- Commonwealth recurrent grants 44.2%
- Government capital grants 0.0%
- Other capital income 0.2%

## Recurrent/Capital Expenditure

### Expenditure



- Salaries, allowances and related expenditure 74.1%
- Non-salary expenses 20.1%
- Capital expenditure 5.8%

