



Shire
Christian
School



2023

ANNUAL
REPORT

a firm foundation

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A MESSAGE FROM KEY SCHOOL BODIES

*"In partnership with families,
the challenges of educating
students, for God's purpose and
for the good of his people is met
with confidence in the God who
provides assurance and hope."*

John Ishak, Chairman

THE CHAIRMAN OF THE BOARD

The educational focus for 2023 was on the development of a new learning framework alongside the consolidation and engagement of the new executive leadership team which was completed in late 2022. Other senior positions and staffing appointments were filled early in 2023 along with the usual replacement of staff throughout the year. This ensured the year operated with minimal disruption across the school.

This enabled the school to press on with the new learning framework, parent engagement, professional development of staff and ongoing building improvements of existing facilities. The school commenced work on the master planning of the site, which will allow for the future educational needs of students and the strategic intent of the school to be met.

Financial results, enrolments and engagement of parents and students, exceeded expectations, despite the ever-increasing challenges faced by schools in addressing funding and affordability for families, educational outcomes, competing demands and expectations of the school community.

The Board worked collaboratively throughout the year, with the Principal and the Executive. Directors were encouraged by the insights and professionalism of staff members and executive who were invited to attend part of board meetings to share their stories, successes and challenges.

Directors continued to meet their governance obligations and conducted a number of training and development sessions to improve their effectiveness as directors. The Board met monthly throughout the year, along with the two company meetings of members. The two standing committees of the school, the Building and Finance Committees, continued to meet each month, or as required, throughout the year.

The development application for the new underground car park was approved in November 2023. Preliminary discussions are underway to progress the plans for possible construction commencement in late 2024. The works are integral to the overall masterplan of the site which will increase the teaching and learning spaces and improve existing amenities throughout the site.

The school continued to financially support families seeking a Christian education for their children and provided counselling services to both staff and students who needed help.

Under the leadership of our Principal, Mr David Stonestreet, and through the Executive and staff, the school is united and committed to its purpose and its future plans. In partnership with families, the challenges of educating students, for God's purpose and for the good of his people is met with confidence in the God who provides assurance and hope.

THE PRINCIPAL



What is a normal school year? After three years of being affected by COVID in different ways, this could be considered the first 'normal' year at our school since 2019. But what, then, is normal? What marks these 525,600 minutes of life as regular or ordinary? One virus may have been less present in our lives, but our community continues to face challenges and opportunities, triumphs and trials, like we ever did.

There is a rule in golf that goes, "play the ball as it lies", and it provides a metaphor for life – we don't always have control over how the ball lands (so to speak), but what matters is how we approach and act on that which has been given to us. Education is about building resilience against challenge and disappointment, but it is also about knowing how to chart a path through the problem, how to learn from the experience, and how to leverage those experiences to ultimately succeed.

The Apostle Paul encourages us to pray and give thanks in all circumstances (1 Thess 5:18) and in all actions of word or deed (Col 3:17), and it is a great encouragement to us at Shire Christian School that our students live and act not in isolation but in a worldview of God's loving kindness and His will for our lives. A school at its heart is a learning community, an organisation founded to enhance the learning of our students.

It has been a delight to see in 2023 our students engaging in their learning, trying new things, and stretching themselves in a variety of disciplines and contexts. In our Christian framework, learning goes beyond the head – it should bring purpose in life and inspire service to others, and it has been encouraging to see our staff leading with that goal in mind and our students responding to the challenge.

Our annual report is produced in response to government requirements under the NSW Education Act 1990 and the Australian Education Regulation 2023. Annual reporting requirements are set out in the NSW Education Standards Authority (NESA), NSW Registered and Accredited Individual Non-government Schools Manual. I trust that you will find the information herein informative and helpful. To learn more about the school, I invite you to view our school website: www.shirechristian.nsw.edu.au.

"A school at its heart is a learning community, an organisation founded to enhance the learning of our students."

David Stonestreet, Principal

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

2022 ENROLMENTS

Shire Prep	42
Junior School (K-6)	396
Secondary (7-12)	518

Total Student
Population*

956

* population at the end of 2022

Shire Christian School seeks to provide an affordable quality Christian education from Kindergarten to Year 12. The school delivers the NESA K-12 NSW curriculum, as well as running a pre-kinder program, known as Shire Prep, for children in the year before they start Kindergarten. At the end of 2023 there were 42 children enrolled in Shire Prep, 396 children from Kindergarten to Year 6 and 518 children from Year 7 to Year 12.

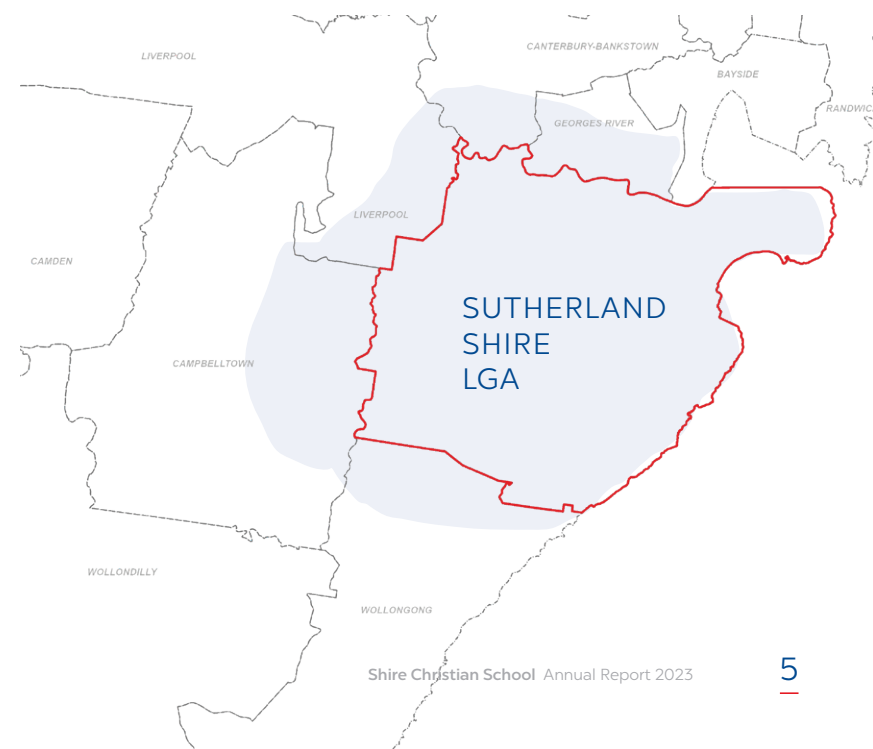
All teachers at Shire Christian School are qualified and accredited with NESA, with several staff holding post graduate qualifications. Staff are committed to developing engaging teaching programs based on NESA syllabus documents. The School believes that classrooms should be engaging learning environments 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, Shire Christian School 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 Shire Christian School 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 Shire Christian School teachers 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 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.

At Shire Christian, we believe 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, we provide diverse opportunities for students to shine in these areas of interest.

Since the first enrolment of 11 students in 1977, Shire Christian School has been serving the Christian community in the local area; striving to equip students, in all their endeavours, to the glory of God. The School is situated on a single campus at Barden Ridge in south-eastern Sydney. Barden Ridge and surrounding suburbs generally consist of low-density housing. The School draws its students from a wide area, ranging from Stanwell Park/Helensburgh to the south; Wattle Grove to the west; Cronulla in the east; and suburbs to the north in the St George area.



STUDENT OUTCOMES IN STANDARDISED NATIONAL **LITERACY AND NUMERACY TESTING**

Data reporting our school's achievement in Naplan can be found on the My School website: myschool.edu.au



SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ACHIEVEMENT

In 2023, 8 Year 12 students undertook one or more VET courses with 100% of students attaining the HSC or VET qualifications.

HIGHER SCHOOL CERTIFICATE

At Shire Christian School in 2023, 77 students* sat the Higher School Certificate across a range of 34 subjects. Student achievement in the HSC is reported against 6 bands (see tables below).

Of note from the tables:

- 100% of candidates across all courses achieved 50 or more (Band 2 or higher), with 46.8% of these placed in Bands 5 and 6 (table 1)
- Of the 24 candidates who sat for a one-unit extension course, 100% of students achieved 25 marks or more out of 50, with 19 (79%) of these achieving the highest bands with 35 marks or more out of 50 (table 1)
- In 2023, students achieved above the state average in 23 subjects, that is, in 74% of all courses completed (table 2)

YEAR 12 RESULTS	
Completed senior Secondary School	76
Senior secondary certificate awarded	HSC – 75; Year 12 ROSA - 1
Vocational and Education Training (VET)	
Awarded a VET qualification	8

Several students were nominated and selected for various NESA HSC showcase events:

Drama (Onstage)

4 students nominated for Group Performance
1 student nominated for Individual Performance

Music (Encore)

2 students nominated
1 student selected for Composition

English (Young Writers Showcase)

1 student selected and published for their Extension 2 project

Design and Technology (Shape)

3 students nominated

*Includes 1 Year 11 student who sat 2 HSC exams.

TABLE 1

SUBJECT	no. of students 2022	no. of students 2023	Performance band achievement by percentage							
			BANDS 3 - 6 (2022)		BANDS 3 - 6 (2023)		BANDS 1 - 2 (2022)		BANDS 1 - 2 (2023)	
			School	Statewide	School	Statewide	School	Statewide	School	Statewide
Ancient History	15	12	86.65%	82.15%	100%	80.18%	13.32%	17.81%	0%	19.78%
Biology	16	20	100%	79.2%	100%	88.93%	0%	20.76%	0%	11.03%
Business Studies	15	21	100%	89.38%	90.46%	87.4%	0%	10.6%	9.52%	12.56%
Chemistry	21	13	76.71%	84.19%	92.29%	85.44%	23.8%	15.77%	7.69%	14.52%
Community and Family Studies	13	19	100%	93.11%	100%	90.79%	0%	6.84%	0%	9.18%
Dance	0	1 (Outside Tutor)	N/A	N/A	100%	99.21%	N/A	N/A	0%	.75%
Design and Technology	7	5	100%	96.19%	100%	94.79%	0%	3.76%	0%	5.18%
Drama	7	8	100%	98.31%	100%	98.85%	0%	1.65%	0%	1.14%
Economics	7	11	100%	92.69%	90.9%	91.96%	0%	7.28%	9.09%	8.01%
English (Standard)	30	40	93.33%	87.52%	97.5%	89.31%	6.66%	12.44%	2.5%	10.66%
English (Advanced)	41	36	100%	99.01%	100%	99.33%	0%	0.94%	0%	.63%
Food Technology	7	10	100%	84.49%	100%	87.14%	0%	15.49%	0%	12.82%
Geography	0	5	N/A	N/A	80%	92.14%	N/A	N/A	20%	7.83%
Information Processes and Technology	1 SDEHS	0	100%	83.8%	N/A	N/A	0%	16.16%	N/A	N/A
Legal Studies	13	9	84.61%	83.96%	100%	89.58%	15.38%	15.99%	0%	10.4%
Mathematics Standard	40	46	90%	81.12%	93.46%	81.77%	10%	18.85%	6.52%	18.19%
Mathematics Advanced	20	22	95%	94.24%	86.35%	92.92%	5%	5.72%	13.63%	7.04%
Modern History	6	13	83.32%	88.13%	100%	83.82%	16.66%	11.84%	0%	16.14%
Music 1	6	14	100%	97.26%	100%	97.57%	0%	2.71%	0%	2.39%
Personal Development Health and Physical Education	7	17	100%	78.93%	94.1%	88.78%	0%	21.03%	5.88%	11.19%
Physics	7	6	100%	86.44%	100%	88.77%	0%	13.52%	0%	11.2%
Society and Culture	10	0	100%	92.93%	N/A	N/A	0%	7.04%	N/A	N/A
Software Design and Development	6	3	100%	86%	100%	87.53%	0%	13.97%	0%	12.43%

TABLE 1 (CONT.)

SUBJECT	no. of students 2022	no. of students 2023	Performance band achievement by percentage							
			BANDS 3 - 6 (2022)		BANDS 3 - 6 (2023)		BANDS 1 - 2 (2022)		BANDS 1 - 2 (2023)	
			School	Statewide	School	Statewide	School	Statewide	School	Statewide
Studies of Religion I	59	14	96.59%	95.56%	100%	96.68%	3.38%	4.41%	0%	3.28%
Studies of Religion II	8	9	75%	92.81%	100%	94.64%	25%	7.17%	0%	5.34%
Textiles and Design	7	9	100%	93.13%	100%	94%	0%	6.84%	0%	5.97%
Visual Arts	11	11	100%	98.26%	100%	98.72%	0%	1.71%	0%	1.24%
Automotive Examination	0	1	N/A	N/A	100%	60.59%	N/A	N/A	0%	39.38%
Construction Examination	6	4	100%	71.74%	100%	71.72%	0%	28.21%	0%	28.24%
Electrotechnology Examination	2 TAFE	1 TAFE	50%	49.5%	100%	77.71%	50%	50.47%	0%	22.25%
Retail Services Examination	1	0	100%	72.67%	N/A	N/A	0%	27.3%	N/A	N/A
IDT Examination (Networking and Hardware)	1 TAFE	0	100%	92.1%	N/A	N/A	0%	7.89%	N/A	N/A
Tourism, Travel and Events Examination	1	0	100%	80.89%	N/A	N/A	0%	19.09%	N/A	N/A
French Continuers	1 NSW SOL	0	100%	95.71%	N/A	N/A	0%	4.27%	N/A	N/A
German Beginners	3	1 NSW SOL	100%	90.09%	100%	88.29%	0%	11.68%	0%	4.19%
German Continuers	1	N/A	100%	95.78%	N/A	N/A	0%	4.19%	N/A	N/A
			BANDS E3-E4 (2022)		BANDS E3-E4 (2023)		BANDS E1 - E2 (2022)		BANDS E1 - E2 (2023)	
English Extension 1	13	8	84.61%	92.36%	75%	94.23%	15.38%	7.62%	25%	5.75%
English Extension 2	4	3	25%	84.88%	100%	85.52%	75%	15.1%	0%	14.45%
Mathematics Extension 1	11	7	72.72%	73.36%	71.42%	71.8%	27.27%	26.61%	28.57%	28.17%
Mathematics Extension 2	3	2	100%	85%	100%	85.67%	0%	14.98%	0%	14.3%
History Extension	3	3	100%	83.51%	66.66%	85.21%	0%	16.47%	33.33%	14.76%
Science Extension	2	1	100%	78.71%	100%	77.95%	0%	21.26%	0%	22.03%

TABLE 2

COURSE	School Av (/100)	STATE AV (/100)
Ancient History	77.48	71.44
Biology	75.55	73.30
Business Studies	71.20	73.77
CAFS	78.69	74.46
Chemistry	72.12	74.13
D&T	87.28	77.16
Drama	84.78	81.12
Economics	69.05	76.76
Eng Advanced	78.77	81.73
Eng Ext 1	38.81 (out of 50)	42.17 (out of 50)
Eng Ext 2	41.40 (out of 50)	40.07 (out of 50)
Eng Standard	72.17	70.12
Food Tech	79.78	72.90
Geography	71.04	75.88
History Ext	41.17 (out of 50)	39.79 (out of 50)
Legal Studies	80.62	75.27
Maths Advanced	75.21	78.04
Maths Ext 1	79.46	77.78
Maths Ext 2	85	82.20
Maths Standard	72.65	71.76
Modern History	76.15	72.78
Music 1	84.37	82.09
PDHPE	75.12	72.98
Physics	77	74.81

COURSE	School Av (/100)	STATE AV (/100)
Science Ext	38.10 (out of 50)	37.36 (out of 50)
SDD	79.13	73.73
SOR 1	39.33 (out of 50)	38.80 (out of 50)
SOR 2	78.09	77.37
Textiles and Design	85.82	77.88
Visual Arts	81.44	81.49
VET		
Construction	85.05	76.91



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND 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	75
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	0
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

PROFESSIONAL DEVELOPMENT REPORT

Structured internal professional development at the school largely involves teachers attending meetings each Wednesday during school term, a full week of professional development in the week immediately before students start school in January and another full week immediately before the start of Term 3. The two full weeks of professional development are commonly known as 'staff weeks'. The school also requires teachers to engage in after-school meetings on Wednesdays during term time to engage in important briefings on school policies and procedures and key professional development opportunities such as catering to children with identified needs and effectively interpreting data to improve academic results.

While the school invests a significant time and effort into professionally developing each teacher to help ensure that every student receives the highest standard of education the school can reasonably provide, our teachers also attended a range of external professional development opportunities during the year.

Shire Christian School is committed to teacher goal setting. The school has produced a practical document for teachers to use to help them to set realistic, achievable goals to help them improve their professional practice. The document references AITSL standards and actively encourages collaboration and conversation between teachers, including providing opportunities for teachers to acknowledge areas of their professional practice where they may struggle and to work with their colleagues to improve in these identified areas.



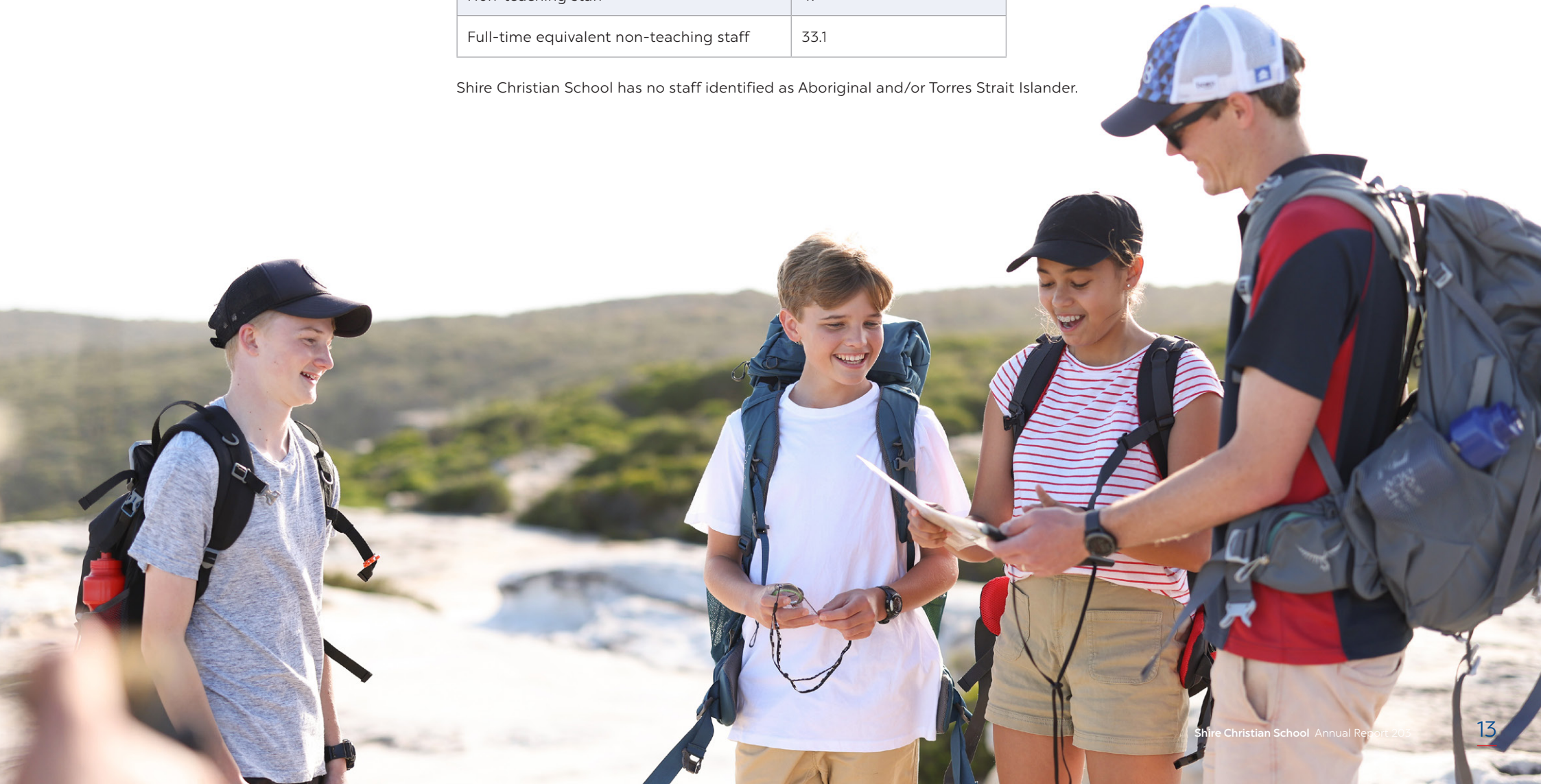
“The school has produced a practical document for teachers to use to help them to set realistic, achievable goals to help them improve their professional practice.”

WORKFORCE COMPOSITION

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS PEOPLE

School Staff 2022	
Teaching Staff	75
Full-time equivalent Teaching Staff	64
Non-teaching staff	47
Full-time equivalent non-teaching staff	33.1

Shire Christian School has no staff identified as Aboriginal and/or Torres Strait Islander.



STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

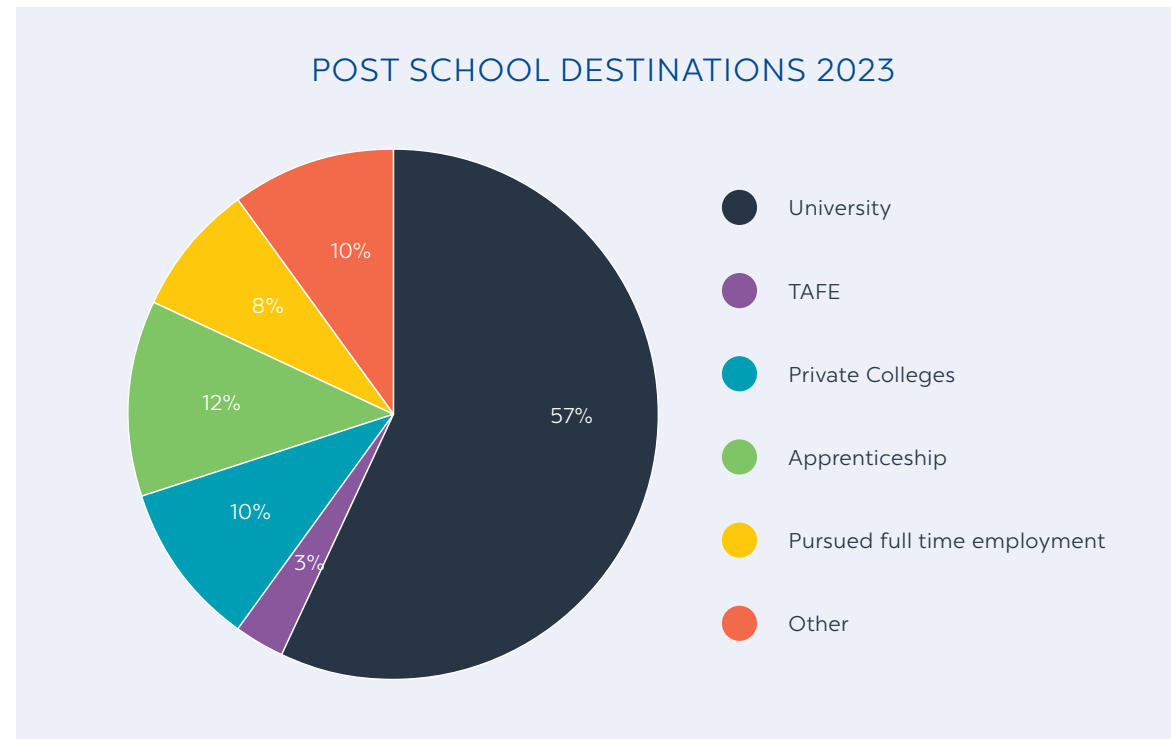


Attendance	
Year Level	Attendance Rate
Year 1	92.88
Year 2	93.52
Year 3	93.78
Year 4	93.11
Year 5	91.68
Year 6	91.46
Year 7	93.06
Year 8	93.14
Year 9	90.66
Year 10	91.03
Year 11	91.8
Year 12	90.91

Junior School (K – 6) teachers mark the roles each morning directly through the school's computer management system, SEQTA. Secondary School (7 – 12) mark the roll in every period in the same way. It is general practice that the Junior School 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 day of their child's absence, with a follow up email at the end of the week. Parents are encouraged to verify their child's absence through reply SMS or through a note explaining the child's absence. When a note from the parents is returned to explain an absence, the student services administration will return to SEQTA and complete the online record.

The pie chart below is an estimate of what our students choose to do when they finish their HSC



ENROLMENT POLICIES

“Train a child in the way he should go, and when he is old he will not turn from it.”

Prov 22:6

CONTEXT

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.

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

Shire Christian School invites applications for enrolment from parents for their child on the understanding that the parents/ caregivers are supportive of the school's purpose, vision and mission and all associated policies and procedures. Means tested bursaries are considered by the school's Business Manager after a confidential application is made by the parents of the enrolled student(s).

THE PROCESS

After a formal application for enrolment has been submitted, the student seeking enrolment will be placed on a waiting list. A potential student may be offered enrolment at the school providing the following criteria have been met:

- A position is available.
- Parents accept the terms and conditions of enrolment,

which are provided with the application form.

- Parents have fully disclosed all information which may impact on the well-being or learning of the child being enrolled.
- Parents submit a completed application form, pay an application fee and supply additional documentation.
 - The specific documents required and the relevant fees and charges are outlined in the application form and in other documents available from the school's registrar.
- The child seeking enrolment and his/her parent(s) may be invited to an enrolment interview, which is normally conducted by the Principal or an executive member of staff.
 - Enrolment interviews are designed to assist in considering the enrolment application.
 - Enrolment interviews are a required part of the application process, although they are not a guarantee of an offer of enrolment.
- The school usually requires potential enrollees to complete an internal school assessment. This assessment will be used by the school to assist teachers in their understanding of the needs of individual students, should those students ultimately enrol at the school.
 - The registrar will advise parents of the arrangements for this assessment.
 - It is possible that some students who complete the internal assessment will not ultimately be offered a place at the school.
- The school invites parents to discuss the possibility of some flexibility in relation to the enrolment process should their circumstances deem this necessary.

¹The term *parents* means a prospective student's legally recognised parents, or that potential student's legally recognised guardian.

ENROLMENT CONSIDERATIONS

The School considers each application holistically. Factors that may be taken into account when prioritising enrolment applications include:

- Parents having a current or prior commitment to, or association with, the school.
 - Children of current staff and Association members.
- The parent's commitment to the Christian faith.
- The date of receipt of application for enrolment.
- The gender balance of the cohort and the school as a whole.
- The academic balance of the cohort.
- Information about the applicant's attitude, effort and behaviour.
- A student's social, emotional, medical and academic needs and the capacity of the school to meet those needs.
- Age cut offs. Students may not be offered enrolment if they do not meet the following age cut offs:
 - Shire Prep – turn 4 by 31 March
 - Kindergarten – turn 5 by 31 March
 - Year 7 – turn 12 by 31 March

ENROLMENT OF STUDENTS WITH DISABILITY OR A SPECIAL EDUCATION NEED

If the School determines that the school would need to take unreasonable measures, or would suffer unjustifiable hardship, to ensure that the child seeking enrolment is able to engage with the educational programs and opportunities on the same basis as a student without a disability, the School may decline or defer the enrolment application.

CONTINUED ENROLMENT

The terms and conditions of enrolment and other school policy and procedure documents outline the basis on which a student's enrolment may be terminated. The enrolment of a child may be terminated if that child's parents fail to fully disclose all pertinent information related to any special education needs of that child.



OTHER SCHOOL POLICIES

SUMMARY OF POLICIES RELATED TO STUDENT WELFARE

The Primary School policy relating to student welfare is The Pastoral Care Policy. The term 'pastoral care' finds its inspiration in the image of Jesus as shepherd, a symbol of God's persistent love for His people. God's Word commands His people to love and care for one another modelling Christ in all their relationships. Each member of the school community is uniquely created in the image of God, which means that all members of the school community should be loved, valued, and respected as the individuals God has created them to be.

The rationale of the pastoral care policy: Pastoral care of students in a school should be proactive and reactive. Proactive pastoral care involves constructing a learning culture that is safe, supportive, and conducive to learning. It also involves programs and strategies to equip students to cope with social and emotional challenges. Such programs and strategies may either be an explicit activity or an intuitive action by a teacher to respond to a presenting need. The school also recognises that there will be times when those responsible for pastoral care will need to react to a specific need of a student or group of students.

SUMMARY OF ANTI-BULLYING POLICIES

The school proactively teaches how God's Word instructs His people to develop personal qualities and values such as respect, kindness, gentleness, and self-control as well as looking out for the interests of others. However, because we live in a sinful world, the school is not immune from students mistreating or bullying others. The Bible provides guidance on how people should respond to allegations of bullying.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons over time. Bullying can involve an individual, or group, repeatedly

humiliating, dominating, intimidating, victimising, harassing or excluding other individuals or groups. Bullying can occur in a variety of ways including verbal and non-verbal bullying and cyberbullying. Cyberbullying refers to bullying through information and communication technologies.

What bullying is not:

- Arguments or disagreements between individuals or groups.
- An individual or group choosing not to mix socially with another individual or group.
- Social rejection or dislike, unless that rejection involves deliberate and repeated actions to cause hurt.
- One-off acts of an individual or group mistreating another individual or group.

Sometimes individuals or groups will mistreat others in a way that does not constitute bullying according to the definition of that term. The school is committed to dealing with students who mistreat others, whether that behaviour meets the definition of bullying.

Where the alleged mistreatment does constitute bullying, the school will apply the antibullying policy. Where such alleged mistreatment does not meet the definition of bullying, the school will apply its discipline policy and procedures.

SUMMARY OF POLICIES RELATED TO STUDENT DISCIPLINE

The key documents related to student discipline and behaviour at the school include the discipline policy, discipline procedures and a code of conduct published in the student diary and displayed in classrooms. The student code of conduct was reviewed and reissued in 2023.

The school seeks to base policies and procedures related to student discipline on biblical principles of love, respect, accountability, personal responsibility, and justice. God has given parents the responsibility of raising children (Ephesians 6:4) and disciplining them (Proverbs 13:24) lovingly (Proverbs 3:12). Given that one of the key features of the school's mission is to partner like-minded Christian parents, the school seeks to work with parents to apply these biblical principles in relation to student conduct at any school event or activity and also travel to or from these events.

The school will seek to implement this policy with reference to:

- The student code of conduct
- Information about what is required of students in the student diaries
- The published disciplinary guidelines for the Junior School and the Secondary School.
- Information on correspondence related to any school based activity e.g. an excursion.
- Verbal or written instructions given by a teacher or another person responsible for the delivery or supervision of any school based activity.

Some key principles of student discipline and behaviour management are:

- Natural justice and procedural fairness.
- A commitment to restorative discipline.
- Disciplining students usually involves training, instruction and reward as well as reproof, correction and punishment.
- Parents and teachers working cooperatively.
- The school being consistent in the application of its discipline by applying the same, or similar, consequences for like conduct.
- The school applying unique disciplinary consequences for student(s) if, in the professional judgement of the responsible teacher, the standard consequence is likely to either not change the child's behaviour or make the child's behaviour worse.
- The school will not reveal the disciplinary consequences for a child to third parties e.g. parents of other children.

SUMMARY OF COMPLAINTS AND GRIEVANCES POLICIES

All members of the school community are encouraged to maintain respectful working relationships and address any misunderstandings quickly should they arise. Disputes and grievances between individuals and groups of people are an inevitable consequence of living in a fallen world. As a Christian school we have a duty to provide a mechanism for the resolution of grievances based on biblical principles.

Shire Christian School seeks to manage grievances primarily through the application of the Grievance Policy. This policy was updated in December 2023. Shire Christian School is committed to seeking a resolution to grievances raised by students and parents according to principles of procedural fairness and natural justice. Grievances shall be handled sensitively, impartially, and in an appropriate time frame. As far as it is possible, given the nature of the grievance, privacy and confidentiality shall be observed by all parties to the grievance and its resolution. 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).

All policies listed above are publicly available on our school website.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

STRATEGIC EMPHASIS

It was identified by the Board and Principal in 2023 that while the school had continued to instigate strategic projects and development, it had been some time since the organisation had published a formal strategic plan. The Board and school leadership have thus engaged in a process to develop such a plan during 2024.

In 2023, priority areas for improvement included:

SITE AND FACILITIES

After a long process of reports, reviews and site consultancy, we were very pleased that the school's development application to build a carpark under the front oval was approved by the Sydney South Joint Regional Planning Panel. Alongside that, approval was also given by the Sutherland Shire Council to increase the school's enrolment cap to accommodate current enrolment numbers.

AJC Architects were engaged to develop a strategic building plan for the whole site. This work is expected to conclude in 2024.

STAFFING

To support the academic outcomes and culture of the school, the position of Director of Studies was created to work alongside the Academic Head. This position releases the Academic Head to work alongside the Principal in leading the implementation of the learning framework. In the school executive, Mrs Ruth Cooper was appointed as the Head of Junior School (P-6) after Mr Carter's promotion to P-12 Deputy Principal. Ruth brings a broad level of experience and skills to the role.

The post-covid teacher shortage was felt in recruitment in and during 2023, with fewer responses and longer lead times in the appointment of teaching positions. Thankfully

the school was able to staff all classes for the year. Due to this emerging situation, consideration is being given to more proactive avenues for recruitment, such as internships for trainee teachers.

LEARNING CULTURE

In July staff week, the school's new learning framework, *Learning for Life*, was launched to staff. This learning framework has been a major strategic direction to improve academic learning culture and give students the language and tools to understand their own learning.

Semester 2 of the year was spent working with the staff through many professional learning opportunities to practise and prepare for the public launch to students and parents in 2024.

INITIATIVES PROMOTING **RESPECT AND RESPONSIBILITY**



SECONDARY STUDENT LEADERSHIP

Students have a range of leadership opportunities across the secondary school, some in a formal capacity and others in a less formal setting. In their senior year, 14 students are given the opportunity to serve and lead the school community as part of the Senior Leadership Team. The application process involves a written letter expressing an interest in the role followed by an interview with the Head of Secondary as well as a staff and senior student voting consideration. These leaders meet regularly with the Head of Secondary and are trained and equipped in what they do. They are involved in a variety of ways including school assemblies, fundraising opportunities, school tours and events, initiatives, and a range of other student-driven ideas and suggestions to improve school culture.

Students in Years 10, 11 and 12 are also given the opportunity to apply for House leadership. House Leaders are responsible for leading their House during the three carnivals and for one fundraising event each year. They are overseen by a staff member who has responsibility for each house. Students in the Years 10-12 also have the opportunity to lead at our lunchtime Christian group (CRU). In this space, they work with the staff member responsible for CRU and are trained and equipped in Christian discipleship and evangelism as they prepare devotions, prayers, games, and worship for students and staff across the high school.

At the end of Year 10, all students undertake an intensive leadership training program for two days to equip them to become peer support leaders if they wish for when they are in Year 11. Peer support leaders deliver a program with Year Seven students, which is built into the regular Secondary pastoral care program. They meet with Year 7 students once a fortnight for the first two terms of Year 7 as they help them adjust to the new demands and responsibilities of high school and help them to navigate this space as smoothly as possible.

These are some of the formal leadership opportunities for students but there are many other day-to-day opportunities to lead others for students of all ages across secondary school.

JUNIOR SCHOOL STUDENT LEADERSHIP

Students in Year 5 are given the opportunity to apply to serve on the Junior School Leadership team. There is also the opportunity for four students to be selected as 'House Leaders' for each Sporting House – Knox, Luther, Cranmer and Calvin. The Year 5 teachers guide the students through a 'Passport Application' process which aims to discuss the qualities and attributes of biblical student leaders.

Students who wish to be considered for this role complete an application form which is reviewed by the Junior School Executive staff and Year 5 teachers. Twenty students are selected to prepare and deliver a 2 minute speech at assembly. The students are asked to speak on one of our school rainbow reminders and also which leadership qualities they possess to fulfil this role. Ten Junior School leaders and four House leaders are elected following a vote by the teaching staff.

Our Junior School Leaders contribute to leading Junior School assemblies, assist with School Tours and Orientations, as well as school events that arise. Our House Leaders lead their appointed sports house at swimming and athletics carnivals and contribute to fundraising event organisation. The student leaders develop and refine their leadership skills through meetings with a designated teacher fortnightly. They also meet with our Year 12 Junior School Leaders for encouragement and training.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

JUNIOR SCHOOL

Respect and responsibility are values that we seek to develop in students at our school. These values stem from the Bible and are explicitly taught, modelled 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

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. These have been closely linked with our new Learning for Life framework, with the dispositions found in the Renewal Domain. 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 through the Learning Support Department. Usually each term K-2 students watch a puppet show that teaches and reinforces respect and responsibility concepts listed above.

Year 6 students have the responsibility to lead Kindergarten in "Buddy" sessions. The older students engage and support their Kindergarten buddy.

SECONDARY SCHOOL

The school believes in the dignity and diversity of each student but also recognises 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 and peer support.

The school teaches values and attitudes explicitly in Christian Studies and pastoral care lessons. Appropriate behaviour and Christian values are inculcated and modelled by the teachers and implicitly taught in all lessons.

Appreciating that critical thinking is one of our 7Cs, 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 Year Coordinators who lead a team of pastoral care teachers. The pastoral care teachers meet with a group of approximately 15 students for 20 minutes from Tuesday to Friday. These meetings are designed to support students in their learning, discuss topical issues relevant to teenagers and learn from the Bible.



PARENT, STUDENT, AND TEACHER SATISFACTION

In 2023, Shire Christian School conducted a comprehensive stakeholder survey through MMG Education.

The survey was completed by 517 students, 334 parents and 102 staff, demonstrating a high level of engagement from the Shire Christian School community.

The results of the parent survey show that overall satisfaction is 'very high' and is above average compared to the survey database (comprised of Australian co-educational schools).

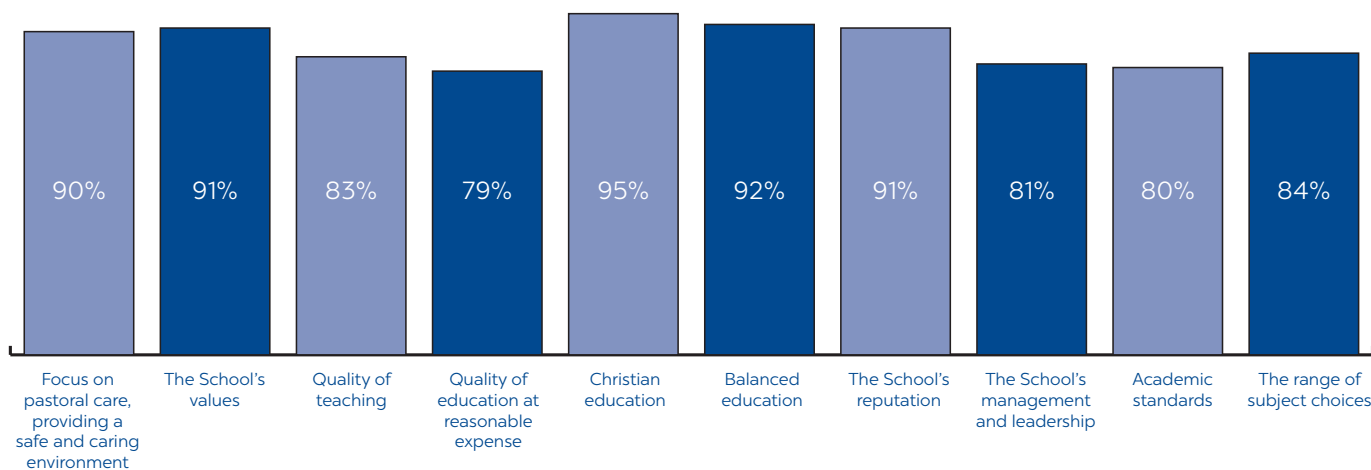
Shire Christian School was seen as a school of first choice, with strong advocacy and loyalty, positive word of mouth and strong conversion of waiting lists.

Shire Christian School uses the results of the review to continually refine and improve its Christian educational offering.

Extracts from the research are provided below.

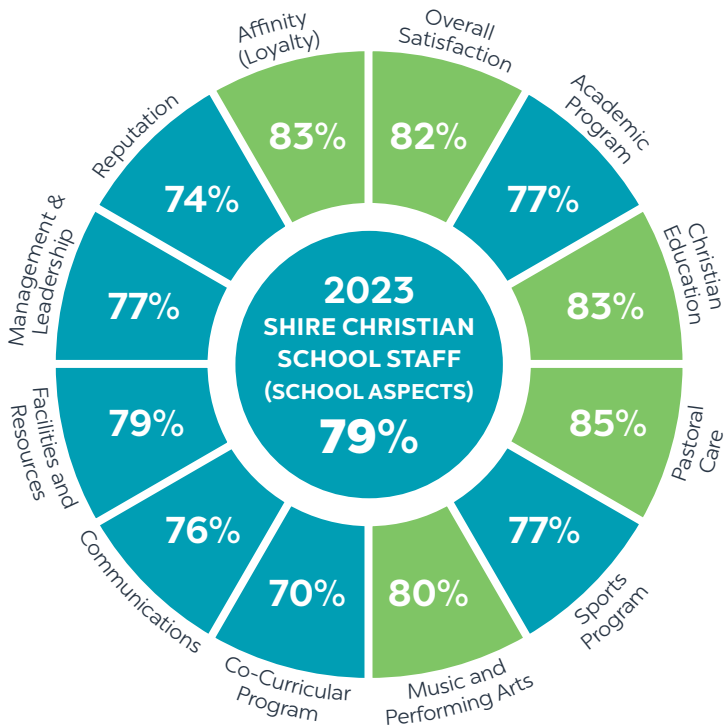


2023 PARENT EXPECTATIONS MET OR EXCEEDED



The percentage of parents who noted their expectations have been met/exceeded, ranked in the order of importance they placed on reasons for choosing Shire Christian School for their children.

STAFF SATISFACTION WITH DIFFERENT ASPECTS OF SCHOOL



WHAT DO YOU VALUE MOST ABOUT YOUR ASSOCIATION WITH SHIRE CHRISTIAN SCHOOL?

STAFF

I love that I spend my days with my family, staff that genuinely love and care for me, who are passionate about sharing the gospel with these young people. I love that I can work with families, pray together and walk alongside them in their walk with God.

I have been able to stay connected with the school over many years, I have been able to pivot positions within the school (non-teaching, teaching), seeing the growth of students in all kinds of ways (academic + character), friendships but most of all its Christian focus & world view.

I love working for a Christian environment where faith is lived out, shared and on display every day. I value the staff at the school and the commitment to making our school stand out as a place for Christian families.

That we are working together as a team to glorify God and teach / model the gospel to children. The staff and leadership team are amazing and have a care for children.

It is a great staff team with a history of solid, Christian teaching and learning. The school maintains a great standard both academically and pastorally for students and is well resourced for a school this size.

I have an opportunity to teach in a Christian environment, share my faith with the community. I have the privilege of teaching, not just classroom management. There are many quality teachers I can keep learning from. I have been fortunate to work in many different roles in the school - these roles have taught me skills, challenged me, refined me as a person and as a teacher. I have had great opportunities to professionally develop and use these skills in the work environment. I have felt very supported as a person at Shire.

I value the positive culture and ability to freely engage with my faith as I work with young people. I also value the long term relationships that have been fostered and seeing the students make discoveries in their learning and join with me in finding joy in experiences in my subject area.

Christian foundation, and the ability to teach from a Christian perspective. Staff that really care about their students - including admin staff who are warm and friendly to students and staff. Opportunities to explore new extra curricula programs for students.

STUDENTS

Education and the Academic programs of the school, as well as making sure that the students are able to connect to the teachers and staff easily, teachers making sure that the students are properly learning the work, and teachers are teaching their classes in an effective and clear way.

Everyone, teachers and staff are more than kind and that I am proud to associate with. The school has a good reputation over all.

I love how caring many of the teaching staff are and how I feel comfortable with my Christianity to be myself.

Christian education and good school reputation.

I love the commitment that the school has for the teachers wellbeing and Christian faith and applying that into our learning.

I have, on a whole, enjoyed my time at Shire Christian School. I have made good friends and generally the teachers are very good. I have been given the opportunities to be able to learn about God and do extra-curricular activities that have challenged me.

I enjoy the friendships made and Christian education as well as academic education.

I value most the fact that I go to Christian School and feel like I can openly talk about God and learn about him from my teachers and peers.



PARENTS

I feel confident that my children are safe and well cared for. The school runs smoothly and I have confidence in the teaching staff.

It's a community, Christian school whereby staff genuinely care about the students. The schools' values and ethos align with ours. Our daughter learns about the Bible and Jesus.

A warm community that is nurturing learning and confidence in the children.

Christ-centred learning provided by staff with a genuine faith and a genuine interest in the wellbeing of the students.

Christian perspective of the school and the families and friendships that have been made through our children.

Community feel; Christian values; better quality teaching than most other schools in the area.

Friendships with other Christian families/ Kindness and goodness of teachers /That the Bible is honoured and taught/That our kids can all be there together P-12.

Interactions between students and teachers - build trust.

Knowing information about what's going on, SEQTA helps a lot. Having access to pastoral care teachers to contact.

Passion and commitment of teaching staff - I feel like my children have good examples to look up to, are respected, understood and cared for.

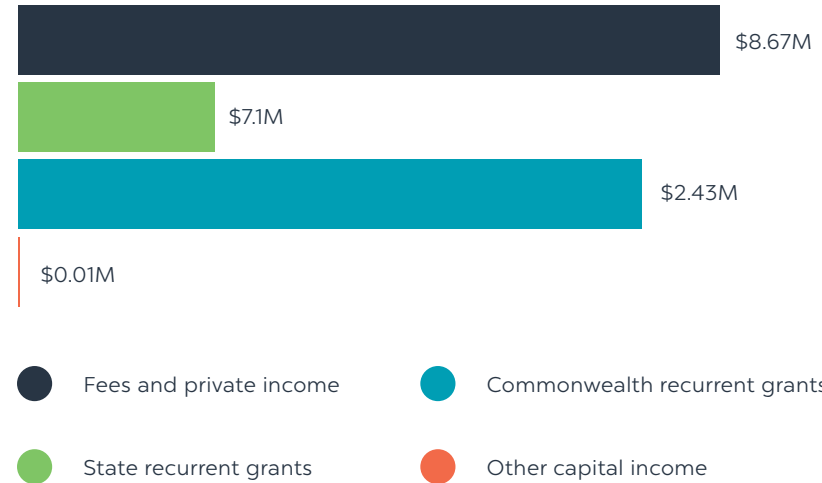


SUMMARY FINANCIAL INFORMATION

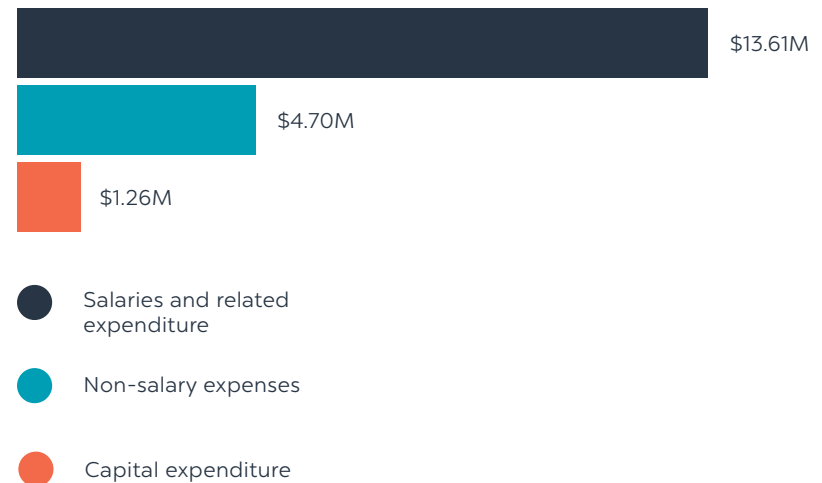
INCOME			
Fees and private income	46.1%	\$	8,670,456
State recurrent grants	12.9%	\$	2,429,450
Commonwealth recurrent grants	41.0%	\$	7,712,065
Government capital grants	0.0%	\$	-
Other capital income	0.1%	\$	10,546
Total Income		\$	18,822,517

EXPENDITURE			
Salaries and related expenditure	69.6%	\$	13,612,603
Non-salary expenses	24.0%	\$	4,698,847
Capital expenditure	6.4%	\$	1,256,421
Total Expenditure		\$	19,567,871

INCOME



EXPENDITURE





Shire
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