



# ANNUAL REPORT

# 2023

St George Christian School Ltd  
ABN 60 002 690 833

[www.sgcs.com.au](http://www.sgcs.com.au)

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## THEME 1

### MESSAGES FROM KEY SCHOOL BODIES Mr Patrick Benn, School Board Chair

As a Christian school we continue to have opportunities to place before all our students the question - whom do you think Jesus is? During his trial the following question is put to Jesus.

AGAIN, THE HIGH PRIEST ASKED HIM, "ARE YOU THE MESSIAH, THE SON OF THE BLESSED ONE?"

"I AM," SAID JESUS. "AND YOU WILL SEE THE SON OF MAN SITTING AT THE RIGHT HAND OF THE MIGHTY ONE AND COMING ON THE CLOUDS OF HEAVEN." (MARK 15:61-62)

The question being asked of the high priest was – are you the 'Son of God' Saviour? Are you the one whom the Old Testament speaks about? Are you God's promised Saviour King? To which Jesus replies that he is. Jesus's self-identification as God's Saviour and King was the reason why He was crucified. And it is this claim that is the foundation of why our school exists and grounds and drives all that we seek to do within our school.

During 2023 the Board sought to serve the best interests of the School – its families, students, staff and wider community, and ensured compliance with the New South Wales Education Standards Authority (NESA) and Government regulations, in providing an excellent education in a Christian environment.

The core business of SGCS is Christian education and we are thankful to God for each of our students and the way they develop as people made in the image of God while striving for academic excellence. We acknowledge the HSC results of the class of 2023 and especially those who made significant academic improvements during years 11 and 12. We recognise the diligent and faithful work of all our teaching staff across the whole School who have contributed to each of these students' academic and personal development. We are thankful for ongoing strong enrolments and the opportunity to extend the excellent education that we offer to a larger group of families.

On September 1<sup>st</sup>, we were able to officially open the final stage of the development of the Hurstville campus – the Atrium building and The Chapel Gallery. The Board would like to extend thanks to and acknowledge all who made this project possible, including our Principal and his executive team, our Property department and our architects and builders. We would also like to acknowledge the ongoing financial support that the School receives from both State and Federal governments.

The Board continue to be very thankful to Mr James Honor, our Principal, and his leadership of our School. Mr Honors' leadership continues to be an inspiration to the staff, students and the wider SGCS community. We are also thankful to all our support staff and to our families as we have worked in partnership together for the education of the children within our school.

I would like to express my heartfelt thanks to all the Board members for their service to the School across this season. The members of the Board who served the School during 2023 were:

Dr Katherin Cartwright, Mrs Cathrein Douglas, Mr Bruce Hindmarsh, Mr James Honor (Principal), Mr Michael Newman (Chair Finance & Audit Committee), Dr Ruth Webster (resigned September 2023), Mr Stephen McKay (Secretary).

Thank you for your prayers and support for the School and all its endeavours.

On behalf of the Board,

Mr Patrick Benn, Board Chair

## MESSAGES FROM KEY SCHOOL BODIES Mr James Honor, Principal

“GIVE THANKS TO THE LORD, FOR HE IS GOOD, HIS LOVE ENDURES FOREVER.” (1 CHRONICLES 16: 34)

The 2023 school year was a year of much celebration. The official opening of the Atrium Building and The Chapel Gallery on 1 September marked the completion of the Hurstville Campus Development Project (HCDP). It was officiated by the Governor General, the Honourable David Hurley and Mrs Hurley. Parents, students, and distinguished guests joined us to tour our wonderful new facilities. Together we enjoyed a deep sense of community.

Amongst the dignitaries were former Principals, Board Chairs, parents, and students, people who helped establish this school.

Former staff members included Mrs Hurley who taught at our Infants campus 20 years ago. With us was our longest serving staff member, still working for the school, Mrs Margaret Gordon, first employed in 1983.

There have been countless people who have contributed over many years to forming the distinctive culture of SGCS.

Our student body was represented by School Captains, Tom Ewels and Anabelle Liew. I am struck by how students of all ages contribute to the School's culture so positively.

About 120 years ago, the Chapel building was opened by its first church community and now sits at the heart of our Hurstville Campus.

40 years ago, in 1984, the School commenced Hurstville Campus operations, leasing the Chapel and adjacent blocks from the Uniting Church, after establishing the Infants Campus in 1981.

Since then, SGCS has purchased over 25 residential sites and constructed temporary and permanent buildings to serve its students and staff. The school started with prayer and bold imagination.

It grew with careful planning, prayer, perseverance, and lots of work.

The new facilities will serve many generations of students, families and staff seeking education - distinctively enriched with a Christian worldview.

This project has been all about people coming together, bringing their expertise, and collaborating closely. Working closely with others always has its complexities and can bring great rewards. The Official Opening was an opportunity to thank those who have co-laboured for the good of the school over these 40 years.

At the Official Opening I reflected on the benefit of having a long commitment in the same direction. It has been said that in the long run, this results in something that makes life worth living. Purpose in life is so important for us. At SGCS our longstanding purpose - our mission - is to promote excellence in teaching, joy in learning, personal Christian faith, and growth towards maturity.

This year I would especially like to thank:

The School Board under Mr Patrick Benn, who have been visionary, considered, and supportive.

Mr Stephen McKay, Business Manager, and Mr Martin Homola, Project, Property & Facilities Manager, for their focus on the HCDP construction.

Students and staff throughout the school for your important contributions, patience, encouragement, and thankfulness through this project. Congratulations for maintaining the focus on learning and contributing positively to the lives of others here at SGCS and beyond.

My warm thanks to Mrs Carolyn Lee, Mrs Jeannie Donsworth, Mrs Nicole Finch and Mrs Gai Lean for their leadership, generosity, and kindness. In addition, I would like to thank Mr Stephen McKay, Business Manager, for his faithful oversight of the School's business operations. I would like to extend my appreciation to the broader leadership team including Directors, Subject Coordinators and various Managers with particular responsibilities.

Finally, thank you to parents for your encouragement and for your prayerful and financial support of the school. We love partnering with you on the magnificent project of growing our students, your children.



MR PATRICK BENN (BOARD CHAIR), MRS CATHREIN DOUGLAS (BOARD MEMBER), HER EXCELLENCY MRS LINDA HURLEY, HIS EXCELLENCY GENERAL THE HONOURABLE DAVID HURLEY AC DSC (RETD), MR JAMES HONOR (PRINCIPAL)

## MESSAGES FROM KEY SCHOOL BODIES

Tom Ewels, School Captain

To call the past year *intense* would be an understatement. It felt like one task after another, one assignment after another, especially during assessment periods. One exam done, time to celebrate, nope, it's a three-hour Math exam in 48 hours.

If there's one thing other than the Lord and my parents which has helped me through this time, it's been motivational speeches. I'm not going to pretend this is a motivational speech; like many things, I'm much better at receiving than giving them. But when I find a good one, it's a breath of fresh air; a commanding voice playing over the car speaker on the way home from the library at 9pm, telling me again and again, I can do it! I whisper back, in barely intelligible, sleep-deprived noises: I can do it...

It was in one such speech that I recently heard a quote, which I think is highly applicable to the Year 12 experience as we leave school and go out into the real world. The quote goes like this.

*"Life is filled with circuses. You will fail. It will be painful. It will be discouraging. At times it will test you to your very core.*

*But if you want to change the world, don't be afraid of the circuses."* (Admiral McRaven)

We live in a society that seems increasingly scared of failure. It's ironic, considering how much of mainstream society seems to encourage us to own ourselves, to own our insecurities, to stand out from the crowd and pursue our own path. Yet personally, I still see so many people who retract back into their own shell and no longer take risks. Of course, I don't want to be misinterpreted as saying everyone is like this. Some people are so unworried by the threat of failure or prosecution that it's genuinely scary at times. For many, being threatened with failure, or making the wrong call is so fear-inducing that they end up in stagnation.

How many people could have aimed higher at university, or in their business, or in any of life's big decisions? How many people, scared to pursue a pathway that might give them pain or discouragement, end up not doing anything, or staying in the mundane, the shallows, where it's safe, and warm? The truth is that real life is filled with pain and discouragement; life is filled with these so called "circuses".

But if you want to change the world, don't be afraid of the circuses.

Looking back on the year there are few things that I've enjoyed more than growing and maturing with my peers; particularly the boys as we grow into young men and go out into the world. I've made memories that I will never forget, and I know I'm not the only one who's forged friendships that will last for years, if not decades to come. The HSC is nearly upon us, but right now, soak it in. We're finished. It's over. We made it!

I'd like to join Anabelle in thanking parents and teachers alike for supporting us over our many years of schooling at SGCS. Thank you for all the times you were patient with us and helped us through the times when we needed some extra "attention". Thank you to the cafe ladies, property guys and IT team for our respective banana bread, clean playgrounds, and spare laptops.

And finally, thank you to my peers, the Year 12 2023 cohort for being the best group of guys and girls, for sticking together through thick and thin, and ultimately providing an experience which I'll never forget.

*Excerpt from Graduation Speech*

As we think about the next chapters of our lives, I'd like to share and reflect on the beginning of my journey at this school. I joined St George Christian school in Year 7 and I can still vividly remember Day 1.

Having to all gather in the courtyard. Waiting for our names to be called, to then line up class by class. The anticipation of joining a new school can always be very daunting but I am very appreciative of how welcoming the teachers and existing students were, as it truly made the transition seamless for me.

SGCS has been full of opportunities to grow in so many areas, but the sporting opportunities will always be a personal highlight. We have been fortunate enough to have participated in a range of gala days, carnivals, and representative opportunities where I personally have not only grown my passion for sports but have grown my friendships amongst people from all year groups.

However, thanks to COVID we have missed out on various camps, excursions, carnivals, and musicals which were supposed to be the best parts of high school. For many people lockdown might have been a blessing in disguise. Sleeping in, playing video games, sitting on their phone behind the camera or even just staying in their pyjamas all day. But deep down we all know that it was some of the toughest years. Although it was long, we survived it together and well before we knew it, trials were upon us. It has been so encouraging to see everyone help one another during trials and grow closer in this last term of school.

I would like to thank all the teachers who have supported each of us over the years. I particularly want to thank the staff for their Christ like model, in the way they have cared and prayed for us. I especially want to acknowledge our parents for their moral support throughout our high school years. And for contributing to the new facilities which we enjoyed in our last few weeks of school, especially the "wood tech boys". We also thank the cafe ladies for making our final year so special, making us all those sweet treats, coffees, milkshakes, banana breads, and of course, topping up on an endless supply of sour straps.

As we head into HSC and into life beyond, I'd like to share this verse:

**"BE STRONG! BE FEARLESS! DON'T BE AFRAID AND DON'T BE SCARED BY YOUR ENEMIES BECAUSE THE LORD YOUR GOD IS THE ONE WHO MARCHES WITH YOU. HE WON'T LET YOU DOWN, AND HE WON'T ABANDON YOU." DEUTERONOMY 31:6**

It is finally our time to close this chapter, and say our goodbyes. As we all part ways, my hope for all my peers is that they cherish the moments, opportunities, and people around them as we never know where life will take us next.

**"PEACE I LEAVE WITH YOU. MY PEACE I GIVE YOU. I GIVE TO YOU NOT AS THE WORLD GIVES. DON'T BE TROUBLED OR AFRAID."  
JOHN 14:27**

*Excerpt from Graduation Speech*

## THEME 2

### CONTEXTUAL INFORMATION ABOUT THE SCHOOL

As a distinctively Christian School, SGCS aims to equip each child for life, recognising that children have many different needs: academic, physical, social, emotional and spiritual. We believe that a full and meaningful life comes through faith in Jesus Christ and from following His teachings. In John Chapter 10 Verse 10, Jesus said:

**"I HAVE COME THAT YOU MIGHT HAVE LIFE, AND HAVE IT TO THE FULL." JOHN 10:10**

St George Christian School is a K-12 School with a reputation for strong academic outcomes, intentional pastoral care and a disciplined and warm environment. Our devoted staff are committed to professional growth and excellence and strive to make a difference in the life of their students.

Our size (dual stream from K-6 and triple stream from 7-12) positions us well to know each student and to be able to provide a breadth of subject choices and co-curricular activities. We provide specialist music, drama and sporting programs in each department (K-12), integrated use of and training in technology, focused leadership development and opportunities for contributing to people and communities less fortunate than our own.

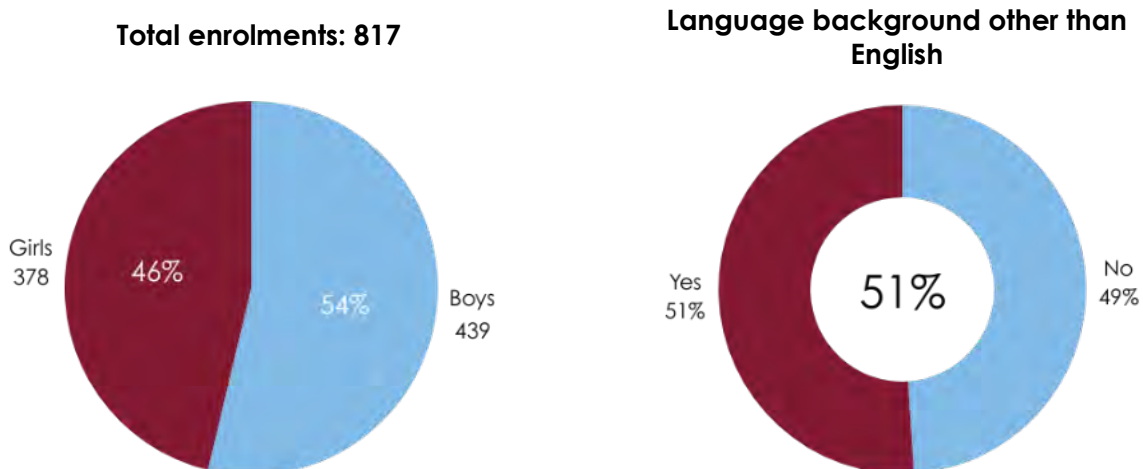
Reflecting critical stages in the life of a child, our school structure includes Infants (K-2), Junior School (3-5), Middle School (6-8) and Senior School (9-12) as distinct communities of learning, relationship and care.

Considerate, respectful and encouraging relationships are central to our values and practice. We value each child as a unique creation, and actively strive to "see the divine" in each child, to foster individual potential and nurture personal discipline and character development.

St George Christian School is fully registered and accredited by the NSW Education Standards Authority and offers courses from Kindergarten to Year 12 leading to the award of the Higher School Certificate.

### STUDENT POPULATION

All students at the School are predominantly from the wider St George area and represent a rich mix of cultural backgrounds. The students work harmoniously together and reflect their diverse Christian denominational and secular backgrounds. The School maintains a strong community atmosphere and strives to cater for the individual needs of each student. Parents are viewed as partners in the education of their children and their contributions are valued.





## BEYOND OURSELVES INITIATIVES

All students at our School are encouraged to develop a spirit of service and generosity by raising their awareness of local and global needs. They are provided various opportunities to see how they can make a difference to the world around them by helping people who are less fortunate in a practical way.

Anglicare Toys 'n' Tucker <b>Food &amp; Toys</b>	Compassion Australia <b>\$1,152</b>	Heart Foundation <b>\$14,318</b>	November <b>\$1,477</b>
NAIDOC \$300	Nungalinga Indigenous Bible College <b>\$387</b>	Operation Christmas Child (Samaritan's Purse) <b>\$484</b>	Sports Access Foundation <b>\$344</b>
Sydney Children's Hospital <b>\$633</b>	Tearfund <b>\$1,535</b>	The Salvation Army <b>\$505</b>	Wrap With Love <b>Knitted Wraps</b>



LEFT: MEMBERS OF THE YARN CLUB WITH KNITTED SQUARES FOR 'WRAP WITH LOVE'

ABOVE: MIDDLE SCHOOL FUNDRAISER DRESS UP DAY

## CHRISTIAN STUDIES

“START CHILDREN OFF ON THE WAY THEY SHOULD GO, AND EVEN WHEN THEY ARE OLD, THEY WILL NOT TURN FROM IT.”  
PROVERBS 22:6

SGCS is a distinctively evangelical Christian school where Jesus is honoured as Lord and all members of the school community are encouraged to place their personal faith in Him.

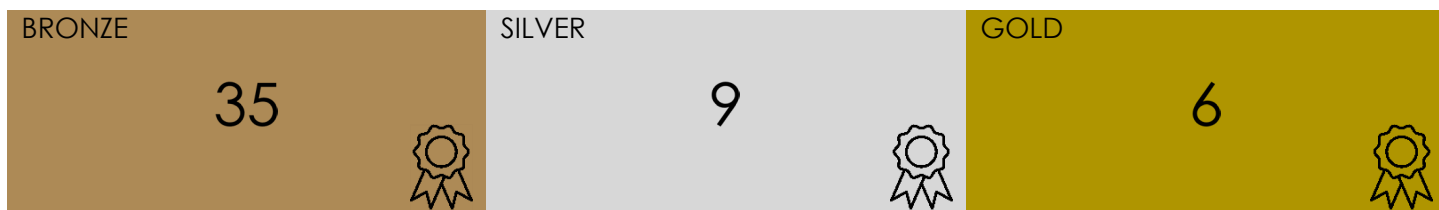
Students in Middle and Senior School engage and are given the opportunity to participate in regular Bible study through weekly Chapel services and Christian Principles and Relationships (“CPR”) classes, and devotions at weekly Assembly. Christian prefects run student-led weekly lunchtime Bible studies.

Junior School students participate in daily devotions and prayer led by their teacher, and as a class, study the Bible in weekly lessons. As a cohort, Junior School students and staff sing worship songs and pray at their weekly Assembly.

Each morning, Infants School students start the day with prayer and praise led by their teacher, learning a praise song for the week. Teachers lead devotion and pray with their students about their needs. Each teacher leads a weekly Bible study to teach students about God’s Word and correlate the prayer to what they have learnt.

## DUKE OF EDINBURGH’S AWARD

The Duke of Edinburgh’s Award scheme (The Award) at St George Christian School in 2023 saw 121 students working towards completion at one of the three levels alongside their academic studies.



### Participation

This year, 35 participants were successful through dedication and perseverance in attaining their Bronze Award. A further 9 participants showcased their continuous progress and achievements within the program by successfully achieving their Silver Award. The Gold Award demands more commitment and dedication than the other levels, with the additional requirement of a Residential Project. After the pandemic-induced drop-off of participants achieving their Gold Award, it was encouraging to congratulate 6 on achieving this substantial milestone in 2023.

### Adventurous Journeys

The Blue Mountains area hosted two of the qualifying journeys. Silver participants were challenged by a three-day walk utilising the Mt Solitary and Kedumba Valley Circuit, and the Gold group tackled walking from Faulconbridge to Lapstone through the Lower Grose Valley. The Bronze participants began their adventurous journey experience in the Royal National Park before completing their qualifying journey on the Hornsby to Berowra section of the Great North Walk.

## Community Engagement

Service is a vital aspect of The Award and allows participants to develop interpersonal capabilities while assisting their local community. The Bayside Community Nursery, Reconnect Project, Australian Museum, and various local Churches were among the beneficiaries of voluntary service from those undertaking the Award. 2023 also saw further development of opportunities within the School for engagement with the broader community, with a service option established tasked with growing native plants for contribution to bush regeneration projects.

## Skill Development

The opportunity to acquire a new skill has encouraged Award participants across the program to engage with many unique opportunities, such as furniture restoration, Tongan language, culture language and performance, and competitive coffee art. Many more have seen this component of The Award as a place to receive recognition for their existing pursuits, which are already the product of many years of hard work and dedication.

## Outlook

We look forward to welcoming a new cohort of participants next year and to the enrichment they will experience through the varied activities they undertake through The Award. In our quest to continually improve how the program is run, we will commence a new partnership with Southbound Adventures for the adventurous journeys.

## **JUMP ROPE**

SGCS has been involved in the Jump Rope for Heart Foundation for 38 years. In 2023, Junior School students participated in a 6-week skipping program that combined their passion for skipping with the opportunity to give back to the community. Through their efforts, they raised an incredible \$14,318 for the Heart Foundation and skipped 419 hours, demonstrating the power of teamwork and commitment to a worthy cause. We are incredibly proud of all our St George Skippers for their dedication, talent, and spirit of giving.

SGCS offers a unique and vibrant Jump Rope program, a distinctive blend of physical fitness, coordination, and teamwork. Skipping is part of our PE curriculum, and we provide both recreational and competitive skipping classes as extracurricular activities.

**Physical Fitness:** Skipping is not just a fun activity, it's a fantastic cardiovascular exercise that pumps up heart health, boosts endurance, and helps students maintain a healthy weight.

**Coordination and Balance:** The rhythmic movements of jump rope improve hand-eye coordination, timing, and balance, which are crucial for various sports and activities.

**Cognitive Skills:** Skipping requires focus, concentration, and quick decision-making, which can enhance cognitive function and improve mental sharpness.

**Teamwork and Social Skills:** Our group skipping activities are designed to be inclusive, fostering a sense of teamwork, communication, and social interaction. This not only helps students build strong relationships but also creates a sense of belonging and community within our school.

**Confidence and Perseverance:** The Jump Rope program is a platform for students to learn and master skipping skills, a journey that significantly boosts their self-confidence and teaches them the value of perseverance. As they set goals and work diligently to achieve them, we witness their individual growth and development.

**Stress Relief:** The benefits of our Jump Rope program extend beyond the immediate physical activity. Regular participation, as for any aerobic exercise, can help reduce stress and anxiety, promoting overall mental wellbeing and resilience. This is a long-term investment in our students' health and wellbeing.

## MUSIC

Music is a strong component of our curriculum across all stages. SGCS offers specialist music tuition programs designed to further enrich the learning experience. SGCS engages experienced music tutors to provide optional music tuition to students in Years 3 to 6. This can involve individual or small group tuition for various instruments including Bassoon, Clarinet, Drums and Percussion, Euphonium, Flute, Guitar, Piano, Saxophone, Trombone, Trumpet, Violin and Voice. Students also had the opportunity in 2023 to participate in the Bands and Ensembles.

In 2023, our rich music program culminated in performance opportunities throughout the School. In June, SGCS students hosted *Live & Unplugged*, an evening with solo and ensemble performances, reflecting ongoing individual studies in instrument, voice and topic-based class learning. In November, Infants School students performed a Christmas concert *Celebrating a King* and Junior School presented a matinee and evening performance of *Ignite the Stage*.

The *Evening of Fine Music* held in September is an annual event providing an opportunity for the School's Stage Band, Concert Band, Choir and Ensembles, as well as solo musicians to perform for an audience. In addition, Year 12 students perform with their chosen musical instruments ahead of their HSC performances.

In Term 4, each student involved in the Music Tuition Program is invited to perform for an audience as part of *Twilight Instrumentals* concerts in November. The success and growth of the School's Music Program has resulted in *Twilight Instrumentals* now being held over two separate nights to accommodate the larger cohort of student musicians coming through the program.

## MUSICAL

In October, SGCS presented Disney's *The Little Mermaid*, a stage musical based on Hans Christian Anderson's most beloved stories and the classic animated 1989 Disney film of the same name. The SGCS cast featured 34 students from Middle School and Senior School along with 12 members from the SGCS Band and a technical and prop team of 32 students.



SGCS'S PRODUCTION OF DISNEY'S  
*THE LITTLE MERMAID*.

PICTURED:  
ARIEL PLAYED BY MELODY TAMBUN,  
PRINCE ERIC PLAYED BY ALEX PUTRA

## THE READING PROJECT

As a School, we are committed to developing a strong reading culture from Kindergarten to Year 12. In 2023, Junior School joined an initiative with the AIS NSW (Association of Independent Schools of NSW) to equip teachers with the latest research around effective teaching of reading. The project ran over the school calendar year during which staff accessed a range of resources and expertise through AIS NSW, engaged in professional learning, lesson demonstrations and observations. Parents were invited to a special event where an AIS NSW Education Consultant, outlined the components of the *Primary Reading Project*, addressed the impacts of the new curriculum for K-6 and advised how parents can support their children with reading at home.



MISS CAITLIN BRODIE WITH STUDENTS FROM 4B

## ROBOTICS

Our school also has a highly popular and well-resourced Robotics program for students from Years 3 to 12. This program offers numerous opportunities for students to showcase their talents and represent the School in state, national, and international competitions throughout the year. Robotics education not only enhances technical skills but also promotes teamwork, creativity, and perseverance.

The Junior School Design Studio lunchtime program provides younger students with additional opportunities to engage in hands-on, creative projects. This program encourages exploration and innovation, allowing students to develop design thinking and problem-solving skills in a fun and supportive environment. In 2023, two Year 5 students represented the school at the Makers Empire 'Kids in Space' showcase, culminating Year 5's classwork in Digital Technologies. Their efforts and display earned the school the 'Peer Choice' award, highlighting the program's impact and success.

Our School consistently ranks within the top 5 positions at both State and National events. We are particularly proud of our senior Line Rescue team, who became both the State and National Champions in 2023. The Robotics program is instrumental in fostering students' curiosity and empowering them to explore new areas of learning, collaboration, and problem-solving. These programs equip students with skills and knowledge that will serve them into the future. We take great pride in the remarkable achievements of our students and the ongoing success of our Robotics program.

## STEM

The integration of Science, Technology, Engineering, and Mathematics (STEM) is a key part of our educational approach. STEM education fosters innovation, critical thinking, and problem-solving skills, which are essential in a rapidly evolving technological landscape. We have embedded STEM into our Science and Technology units for students from Years 3 to 6, ensuring that these foundational skills are developed early. Additionally, Year 8 students participated in a highly engaging two-day STEM event in Term 1.

## VISUAL ARTS

At the heart of our Hurstville campus sits The Chapel Gallery which opened in September 2023. For the inaugural exhibition, SGCS partnered with artist, Euan Macleod, and Dulwich High School of Visual Art and Design (DHSVAD). Students from SGCS and DHSVAD worked together as part of a Young Curators group to curate an exhibition of Euan Macleod's work. It was a collaborative project giving students the opportunity to learn about creative professions, be inspired by art and art spaces and develop their skills in a wide range of areas. Over the course of six months, the students spent time with the artist in his studio, learning about his practice and the curatorial process.

The School purposefully restored the heritage listed Chapel Gallery to exhibit artworks from visiting artists, as well as showcase student artworks from Infants through to Year 12 major works.

The Chapel Gallery fosters engagement with a range of curriculum areas. For example, in 2023 our Year 8 Writers' Excellence Group work with SGCS Librarian, Mrs Orrock, to explore the writing process. The group engaged in weekly discussions about the connections between reading and writing and put into practice writing advice under the guidance of Mrs Orrock. In 2023, the students worked on a special project, responding to a work by artist, Euan Macleod. These creative writing pieces formed part of the inaugural exhibition in The Chapel Gallery



HER EXCELLENCY MRS LINDA HURLEY, WITH EUAN MACLEOD, STAFF, STUDENTS AND GUESTS AT THE CHAPEL GALLERY OFFICIAL OPENING

## THEME 3

### STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

Students in Years 3, 5, 7 and 9 excelled in these National assessments in 2023. NAPLAN participation for SGCS in 2023 was 100% compared to 95% nationally. The School performed strongly in every stage and demonstrated consistent growth over the school years.

All NAPLAN tests were administered online with the exception of the Year 3 writing test. The below graphs indicate consistent outstanding results. The School's NAPLAN results highlight our students as being well above those of the national average and consistently above average to those in similar schools (similar demographic profile). This is particularly pleasing in view of the specialist support staff and programs the School has in place to address the needs of students who may find academic pursuits more challenging.

#### SGCS STUDENTS V. ALL AUSTRALIAN STUDENTS

2023

Compare to  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	498	470	490	478
Year 5	553	567	560	590	584
Year 7	608	600	584	608	621
Year 9	621	614	614	631	644

NAPLAN participation for this school is 100%  
NAPLAN participation for all Australian students is 95%

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

## THEME 4

### SENIOR SECONDARY ACHIEVEMENTS

#### RECORD OF SCHOOL ACHIEVEMENT (ROSA)

82 students completed Year 10 in 2023. Four students went on to further studies elsewhere, including one TAFE apprenticeship, and the remainder continued at SGCS to complete the Higher School Certificate.

#### HIGHER SCHOOL CERTIFICATE HSC (HIGHER SCHOOL CERTIFICATE)

A total of 66 Year 12 students completed their **HSC examinations** in 2023 (along with 11 Accelerated students from Year 11 who completed courses in Mathematics).

The NSW HSC school rankings, published by various media organisations, are based on a school's 'Success Rate'. The Success Rate for a school is determined by the number of Band 6 or E4 (highest band results) divided by the total number of HSC exams sat that year by students of that school. The median Success Rate for schools across NSW was 5.47%. For SGCS in 2023, the Success Rate was 15.52%. On this basis, SGCS had an overall ranking of 111 in NSW. There are 854 secondary schools in NSW (511 secondary, 341 combined primary and secondary) according to the Bureau of Statistics. Additionally, SGCS had particularly strong results in Band 5 (the second highest band) and at the lower end, most subjects had no students in Bands 1 to 3.

35% of our HSC students (19 students out of 66 Year 12 students and 8 out of the 11 accelerated Year 11 students) achieved '**Distinguished Achievement**' status awarded by NESA in at least one course with results in the highest possible bands (Band 6 or E4) in the following courses. Our students collectively achieved 54 Distinguished Achievement Awards (there were 74 in 2022 and 49 in 2021). The subjects taught at the school in which at least 1 Band 6 or E4 (Extension course) were awarded were:

- English Standard
- English Advanced
- English Extension 1
- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Society & Culture
- Economics
- Visual Arts
- Music Extension
- Biology
- Physics
- Chemistry
- Investigating Science
- Industrial Technology
- PDHPE

In addition to this:

- One student achieved All Rounder Status (10 or more units at Band 6 or E4 for Extension subjects).
- Two students of Visual Arts were recognised with their Body of Work being selected to feature in ArtExpress, which showcases exemplary major projects.
- One student of Visual Arts was recognised with their Body of Work being selected to feature in the HSC Art Rules Exhibition at Hazlehurst Regional Gallery and Arts Centre, which showcases exemplary major projects and also won the Eckersley's Art and Craft Award for Exemplary or Innovative use of materials.
- One student of Industrial Technologies was nominated for SHAPE.



The following subjects offered at the School significantly outperformed State averages in the top two bands. Small class cohort sizes can significantly influence comparisons made with large State cohorts.

**Percentage of Students Achieving Bands 5 or 6 (Top 2) or Bands E4 or E3 (Extension Subjects)**

Subject	SGCS %	State %	Difference %
Biology	60.0	31.8	+28.2
Business Studies	46.9	35.8	+11.4
Chemistry	54.5	41.2	+13.3
English Standard	27.8	13.1	+14.7
English Extension 1	100.0*	94.2	+5.8
Food Technology	83.3	29.7	+53.6
Investigating Science	50.0	33.7	+16.3
Legal Studies	71.4	42.2	+29.2
Mathematics Standard	51.3	31.4	+19.9
Mathematics Extension 1	90.0	71.8	+18.2
Mathematics Advanced	84.6	49.7	+34.9
Modern History	40.0	34.9	+5.1
History Extension	100.0	85.2	+14.8
Music 2	100.0	85.3	+14.7
Music Extension 1	100.0	95.8	+4.2
PDHPE	42.9	30.7	+12.2
Physics	58.3	38.8	+19.5
Software Design and Development	57.1	35.2	+21.9
Visual Arts	90.9	65.4	+25.5

\* Band 6

The following subjects studied externally significantly outperformed State averages in the top two bands.

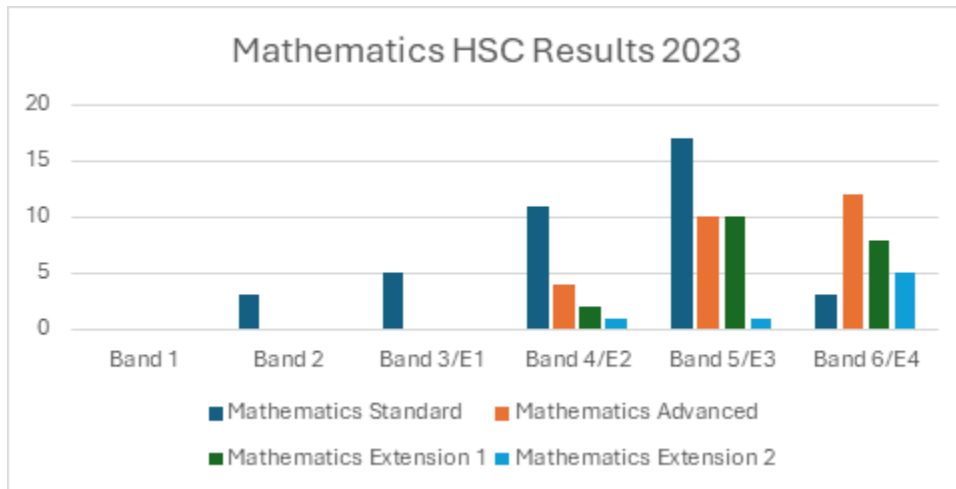
**Percentage of Students Achieving Bands 5 or 6 (Top 2)**

Engineering Studies	100.0	29.1	+70.9
Studies of Religion II	100.0	46.0	+54.0
German Continuers	100.0	56.8	+43.2
Japanese Beginners	100.0	37.3	+62.7
Japanese Continuers	100.0	55.6	+44.4
Modern Greek Beginners	100.0*	72.1	+27.9
Construction	100.0	32.4	+67.6

\* Band 6

## HSC RESULTS BY SUBJECT AREA

### 57. MATHEMATICS



#### MATHEMATICS STANDARD 2

In 2023, 79.5% of students (31 out of 39) achieved within Bands 4-6. Within the State, 57.4% of students achieved in these Bands. At SGCS this compares to 75% of students in 2022 and 71% in 2021. This shows better performance compared to the State. This also demonstrates consistent improvement at SGCS in this subject. Of the remaining eight students, five achieved a Band 3 and 3 a Band 2.

#### MATHEMATICS ADVANCED

In 2023, 100% of students (26 out of 26) achieved within Bands 4-6. Within the State, 75.3% of students achieved in these Bands. At SGCS this compares to 88.9% of students in 2022 and 82.6% in 2021. This shows better performance compared to the State. This also demonstrates consistently high achievement and ongoing improvement at SGCS in this subject.

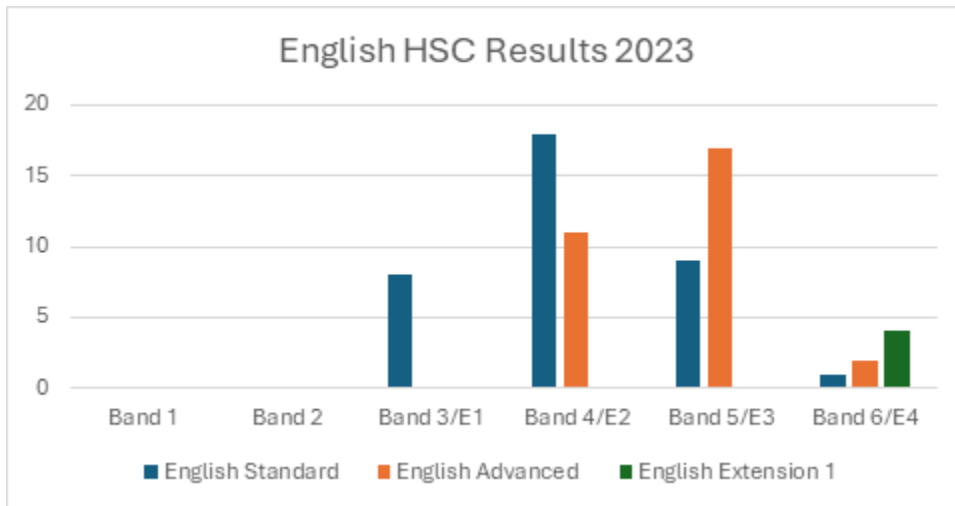
#### MATHEMATICS EXTENSION 1

In 2023, 90% of students (18 out of 20) achieved a Band E3 or E4 (top two bands). Within the State, 71.8% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 and 88.9% in 2021. This shows better performance compared to the State. This also demonstrates consistently high achievement at SGCS in this subject.

#### MATHEMATICS EXTENSION 2

In 2023, 85.7% of students (6 out of 7) achieved a Band E3 or E4 (top two bands). Within the State, 85.7% of students achieved in these Bands. At SGCS this compares to 100% in 2021 (the course was not taught in 2022). This shows consistent performance compared to the State. This also demonstrates consistently sound achievement at SGCS in this subject.

## 2. ENGLISH



### ENGLISH ADVANCED

In 2023, 100% of students (30 out of 30) achieved within Bands 4-6. Within the State, 95.25% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 and 95.5% in 2021. This shows slightly better performance compared to the State. This also demonstrates consistent high achievement at SGCS in this subject.

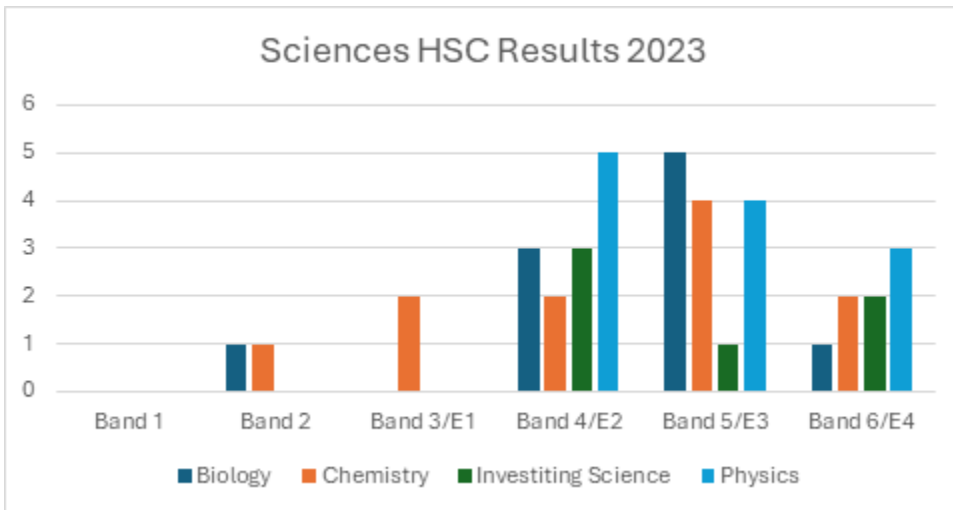
### ENGLISH STANDARD

In 2023, 77.8% of students (28 out of 36) achieved within Bands 4-6. Within the State, 59.43% of students achieved in these Bands. At SGCS this compares to 54.8% of students in 2022 and 65.5% in 2021. This shows better performance compared to the State. This also demonstrates consistent improvement at SGCS in this subject. The remaining students (8) achieved a Band 3.

### ENGLISH EXTENSION 1

In 2023, 100% of students (4 out of 4) achieved a Band E4. Within the State, 40.81% of students achieved in this Band. At SGCS this compares to 100% of students in the top two Bands (E3 & E4) in 2022 and 2021. This shows consistently better performance compared to the State. This also demonstrates consistent high achievement at SGCS in this subject.

### 3. SCIENCES



#### BIOLOGY

In 2023, 100% of students (10 out of 10) achieved within Bands 4-6. Within the State, 64.6% of students achieved in these Bands. At SGCS this compares to 63.6% of students in 2022 and 64.7% in 2021. This shows significantly better performance both compared to the State and to previous performance at SGCS.

#### CHEMISTRY

In 2023, 72.7% of students (8 out of 11) achieved within Bands 4-6. Within the State, 66.61% of students achieved in these Bands. At SGCS this compares to 77.8% of students in 2022 and 70% in 2021. This shows better performance compared to the State. This demonstrates consistently high achievement in this subject at SGCS. Of the remaining students, one achieved a Band 2 and two a Band 3.

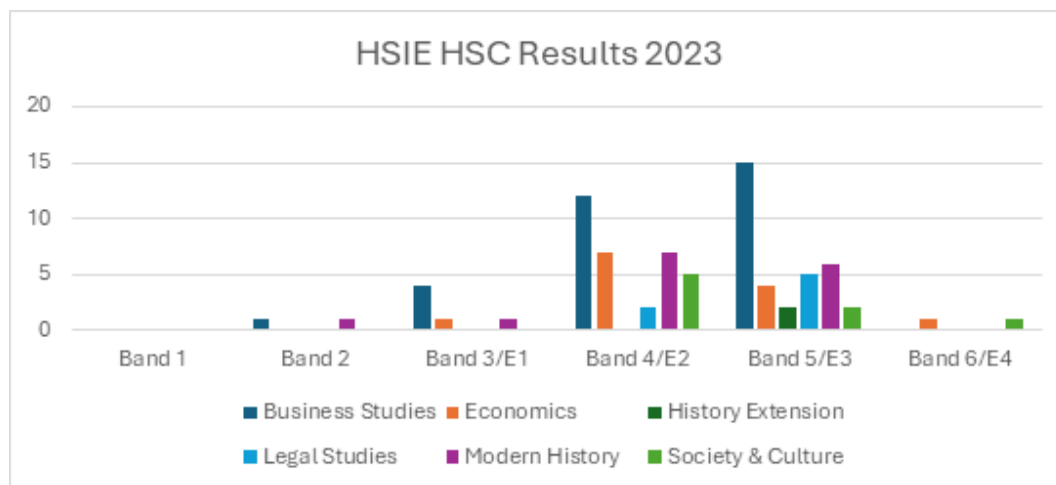
#### INVESTIGATING SCIENCE

In 2023, 100% of students (6 out of 6) achieved within Bands 4-6. Within the State, 70% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 and 100% in 2021. This shows better performance compared to the State. This also demonstrates consistently high performance at SGCS in this subject.

#### PHYSICS

In 2023, 100% of students (12 out of 12) achieved within Bands 4-6. Within the State, 67.3% of students achieved in these Bands. At SGCS this compares to 72.7% of students in 2022 and 86.7 in 2021. This shows significantly better performance compared to the State. This also demonstrates consistently high achievement at SGCS in this subject.

## 4. HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)



### BUSINESS STUDIES

In 2023, 84.4% of students (27 out of 32) achieved within Bands 4-6. Within the State, 63.6% of students achieved in these Bands. At SGCS this compares to 78.2% of students in 2022 and 71.4% in 2021. This shows significantly better performance compared to the State. This also shows a steady improvement of marks in this subject at SGCS. Of the remaining students, one achieved a Band 2 and four a Band 3.

### ECONOMICS

In 2023, 92.3% of students (12 out of 13) achieved within Bands 4-6. Within the State, 76.3% of students achieved in these Bands. At SGCS this compares to 80% of students in 2022 and 81.8% in 2021. This shows better performance compared to the State. This demonstrates consistently high achievement in this subject at SGCS. The remaining student achieved a Band 3.

### HISTORY EXTENSION

In 2023, 100% of students (2 out of 2) achieved a Band E3. Within the State, 58.9% of students achieved in this Band (and 85.21 in the top 2 Bands). At SGCS this compares to 87.5% of students in the top two Bands (E3 & E4) in 2022. This shows consistent achievement in this subject though comparison is difficult due to fluctuating but generally small cohorts.

### LEGAL STUDIES

In 2023, 100% of students (7 out of 7) achieved within Bands 4-6. Within the State, 68.9% of students achieved in these Bands. At SGCS this compares to 85.7% of students in 2022 and 81.8% in 2021. This shows significantly better performance compared to the State. This also demonstrates ongoing improvement in performance at SGCS in this subject.

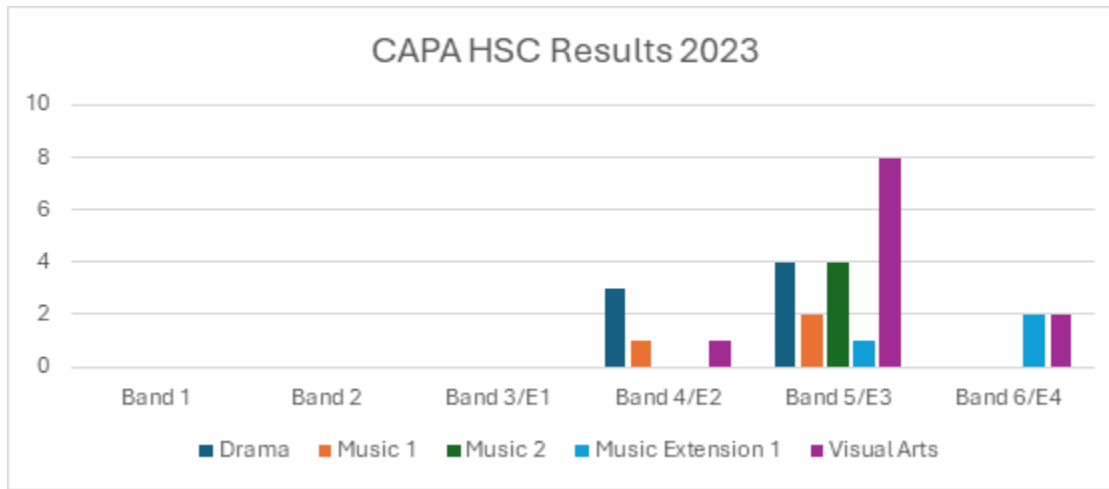
### MODERN HISTORY

In 2023, 86.7% of students (13 out of 15) achieved within Bands 4-6. Within the State, 63.7% of students achieved in these Bands. At SGCS this compares to 93% of students in 2022 and 60% in 2021. This shows better performance compared to the State. This also demonstrates consistent sound achievement at SGCS in this subject. Of the remaining students, one achieved a Band 3 and one a Band 2.

### SOCIETY & CULTURE

In 2023, 100% of students (8 out of 8) achieved within Bands 4-6. Within the State, 80% of students achieved in these Bands. At SGCS this compares to 83.1% of students in 2022 and 70% in 2021. This shows better performance compared to the State. This also demonstrates significant improvement in achievement at SGCS in this subject.

## 5. CREATIVE & PERFORMING ARTS (CAPA)



### DRAMA

In 2023, 100% of students (7 out of 7) achieved within Bands 4-6. Within the State, 88.1% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 and 75% in 2021. This shows better performance compared to the State. This demonstrates consistently high achievement in this subject at SGCS.

### MUSIC 1

In 2023, 100% of students (3 out of 3) achieved within Bands 4-6. Within the State, 89.5% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 and 100% in 2021. This shows better performance compared to the State. This also demonstrates consistent sound achievement at SGCS in this subject.

### MUSIC 2

In 2023, 100% of students (4 out of 4) achieved within Bands 5-6. Within the State, 85% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 (no students attempted this course in 2021). This shows better performance compared to the State. This also demonstrates consistently high achievement at SGCS in this subject.

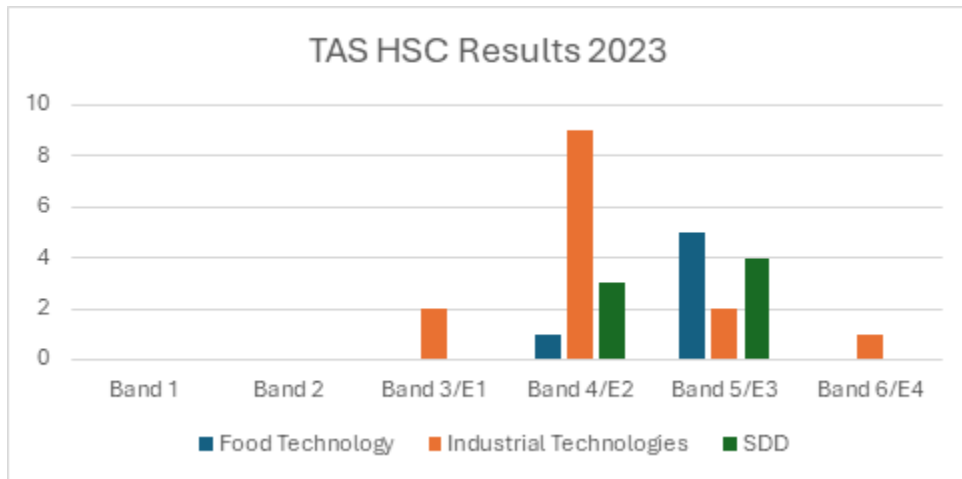
### MUSIC EXTENSION 1

In 2023, 100% of students (3 out of 3) achieved a Band E3 or E4 (top two bands). Within the State, 96.1% of students achieved in these Bands. This subject was not taught at SGCS in 2022 or 2021 at SGCS.

### VISUAL ARTS

In 2023, 100% of students (11 out of 11) achieved within Bands 4-6. Within the State, 91.1% of students achieved in these Bands. At SGCS this compares to 100% of students in 2022 and 100% in 2021. This shows better performance compared to the State. This also demonstrates consistently high performance in this subject at SGCS.

## 6. TECHNICAL & APPLIED STUDIES (TAS)



### FOOD TECHNOLOGY

In 2023, 100% of students (6 out of 6) achieved within Bands 4-6. Within the State, 63.8% of students achieved in this Band. This shows significantly better performance as compared to the State. The subject did not run in 2022, and in 2021, 100% of students achieved Bands 5-6.

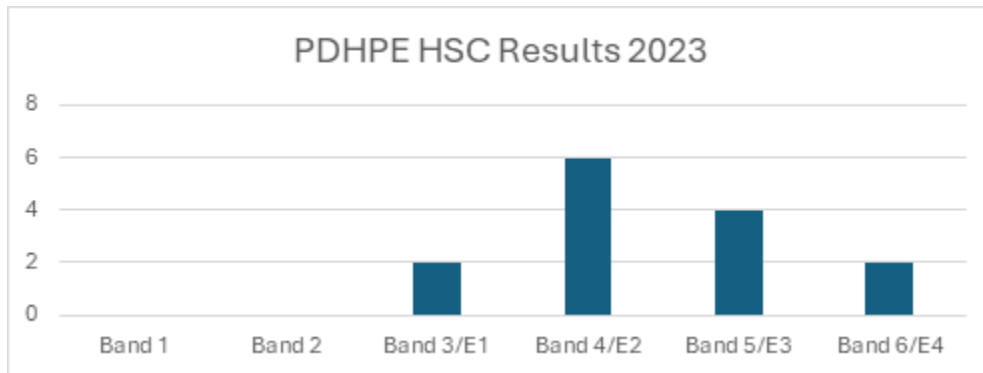
### INDUSTRIAL TECHNOLOGY

In 2023, 85.7% of students (12 out of 14) achieved within Bands 4-6. Within the State, 54.3% of students achieved in these Bands. At SGCS this compares to 63.2% of students in 2022 and 62.5% in 2021. This shows better performance compared to the State. This also demonstrates significant improvement at SGCS in this subject. The remaining two students achieved a Band 3.

### SOFTWARE DESIGN & DEVELOPMENT

In 2023, 100% of students (7 out of 7) achieved within Bands 4-6. Within the State, 64.9% of students achieved in these Bands. At SGCS this compares to 87.5% of students in 2022 and 75% in 2021. This shows better performance compared to the State. This also demonstrates a significant improvement in performance in this subject at SGCS.

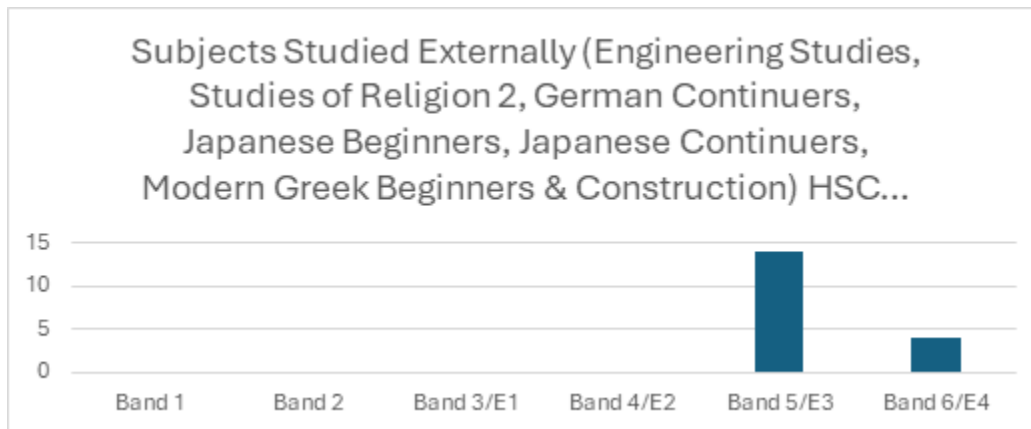
## 7. PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)



### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

In 2023, 85.7% of students (12 out of 14) achieved within Bands 4-6. Within the State, 62.9% of students achieved in these Bands. At SGCS this compares to 46.2% of students in 2022 and 64.3% in 2021. This shows better performance compared to the State. This also demonstrates a significant improvement in performance in this subject at SGCS. The remaining two students achieved a Band 3.

## 8. SUBJECTS STUDIED EXTERNALLY



### SUBJECTS STUDIED EXTERNALLY

In 2023, 100% of students (10 out of 10) who studied external courses achieved within Bands 4-6. Subjects studied externally included:

- 7 students undertook a language external course.
- 1 student attended TAFE to study a trade.
- 1 student undertook Engineering.
- 1 student undertook Studies of Religion II.

It is important to note that small school cohort sizes can skew percentage representations compared to large State cohorts.



## SENIOR SECONDARY OUTCOMES

Percentage of students in Year 12 undertaking a course in vocational or trade training (1 out of 66 students):	1.5%
Percentage of students in Year 12 attaining a Year 12 certificate	100.0%

## POST SCHOOL DESTINATIONS

### YEAR 10 COHORT

Four students left the School to further their studies elsewhere with all remaining students continuing at the School.

### YEAR 11 COHORT

One student left the School to complete their HSC through TAFE with the remaining students continuing at the School.

### YEAR 12 COHORT

57 (86%) of the 66 students completing Year 12 in 2023 received university offers in a variety of fields including the Arts, Business, Nursing, Interior Architecture, Gaming Development, Oral Health, Actuarial, Construction, Business, Midwifery, Accounting, Artificial Intelligence, English, Sport & Exercise Science, Computing Science, Economics, Education, Landscape Architecture, Communications & Media, Social Sciences & Humanities, Political Philosophy, Screen Media, Psychology and Ancient History. Five students enrolled in Youthwork's Year 13 Gap Year Program, deferring university offers or plans to enter the workforce.



YEAR 12 GRADUATION 2023

## THEME 5

### TEACHER PROFESSIONAL LEARNING, ACCREDITATION & QUALIFICATIONS

The focus of Professional Learning at the School continues to be on Formative Assessment, with teaching staff consolidating their learning in this area throughout 2021, 2022 and 2023 with the support of their assigned coach. SGCS applied for and gained NESAs approval as a provisionally authorised provider of Professional Development and has been able to continue to provide accredited onsite professional learning which teachers are able to use as part of their elective professional learning.

#### PROFESSIONAL LEARNING

Professional Learning	Provider
Formative Assessment presentation for K-12	Dylan William
Leading Year 11 HMS Faculty Planning	ACHPER
HSC Marking Simulation PDHPE	ACHPER
2023 PDHPE Conference	ACHPER
PDHPE Training	ACHPER
1 <sup>st</sup> Time Teaching CAFS	ACHPER
International Languages Conference	AFMLTA
Chemical Safety in Schools: Basic Induction	AIS NSW
Head of Maths Day	AIS NSW
ICT Management and Leadership Conference	AIS NSW
Innovations in the Library Summit	AIS NSW
Leading the Implementation of the new English 3-6 Syllabus	AIS NSW
Leading the Implementation of the new Mathematics 3-6 Syllabus	AIS NSW
Literacy and Numeracy Progressions	AIS NSW
Mathematics Syllabus K-2; Daily Review, Working Mathematically, Planning and Programming	AIS NSW
NCCD Community of Practice: Moderation Leading NCCD to Develop Whole-School Inclusive Practices	AIS NSW
Numeracy Essentials for K-2 Teachers	AIS NSW
PDHPE Conference	AIS NSW
Planning & Programming with the new English 3-6 Syllabus	AIS NSW
Spelling Essentials K-6	AIS NSW
Teaching Economics	AIS NSW
Understanding and Responding to Literature K-6	AIS NSW
Writing Essentials K-2	AIS NSW
Youth Mental Health First Aid	AIS NSW

Professional Learning	Provider
Payroll Updates on Changes to the Law	Access MicrOpay
The Library Conference	ACS Library Network
International Languages Conference	AFMLTA
Sydney Music Education Conference	ASBOF & ABODA
First Aid Certification Training	Australian Lifesaver Training & First Aid Pro
Collaboration, Communication, Connection	Compass
Genetic Change Module 6	Crooked Science
Chemistry Without Compromising the Syllabus	Online provider
Educate Plus NSW/ACT Conference	Educate Plus
Teaching the new 7-10 Syllabus: Concepts	ETA NSW
CS Outreach Summit	Google
IPSHA National Conference	IPSHA
School Law – Risk, Business Management & Governance	LawSense
School Law – School Excursions, Camps & Trips	LawSense
Legal Studies Annual Conference	LSA
InitialLIT PD Workshop	MultiLit
Peer Tutor Training	Peer Support Australia
Leading with Literacy	PETAA
Mental Health in School Conference	ProPsych
Understand World-level reading problems; implications for instruction and intervention	Science of Teaching and Learning Australia
7-10 Conference – Science Assessment in the Age of AI	STANSW
2023 Stage 6 Conference – Assessment & Depth Studies	STANSW
Autism: Differentiating the Curriculum	Teacher Training Australia
How to Differentiate in Stage 6	Teacher Training Australia
Athletic Development	Trinity Grammar
Data Literacy for Teachers	UNSW
Mini-COGE	UNSW
VADEA Inspire	VADEA/Hazelhurst

## STAFF QUALIFICATIONS

### NESA Teacher Accreditation

Level of Accreditation	Number of Teachers
Graduate Teacher	6
Proficient Teacher	82

### Teachers Postgraduate Qualifications

Level of Accreditation	Number of Staff
Masters Degrees	25
Doctorate	1



#### SGCS EXECUTIVE STAFF

TOP ROW: JEANNIE DONSWORTH (HEAD OF MIDDLE SCHOOL), STEPHEN MCKAY (BUSINESS MANAGER), GAI LEAN (HEAD OF INFANTS SCHOOL)  
BOTTOM ROW: CAROLYN LEE (HEAD OF SENIOR SCHOOL), JAMES HONOR (PRINCIPAL), NICOLE FINCH (HEAD OF JUNIOR SCHOOL)

## THEME 6

### WORKFORCE COMPOSITION

All staff at St George Christian School are committed Christians who subscribe to the School's Confession of Faith (see Appendix 1) and teachers are committed to teaching from a Christian worldview.

The structure of SGCS comprises of Executive staff, including the Principal, Heads of Department for Infants School, Junior School, Middle School and Senior School, and Business Manager. The School is also served by Subject Coordinators, Directors, Coordinators and Managers with particular areas of responsibility and oversight. In addition, there are three part-time School Counsellors, a School Nurse (RN), Administrative and IT specialist staff, Property and Maintenance and Support staff.

All teaching staff comply with NSW Education Standards Authority (NESA) teaching requirements. Further information about NESA teaching categories is available via the NESA website at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Staff are supported with a Professional Development Support Program and a Coaching Program (teaching staff), which staff surveys have indicated provides support for growth and reduces staff stress.

The School has one staff member with Aboriginal and/or Torres Strait Islander origin.

Teaching Staff	
Number of teaching staff employed	92
FTE (full-time equivalent)	71.1

General Staff	
Number of general staff employed	58
FTE (full-time equivalent)	39.7

### STAFF WELLBEING

To support staff wellbeing, SGCS offers staff an Employee Assistance Program with Access EAP, providing all staff with free and confidential telephone or face-to-face counselling for personal and professional issues. This service has continued to be accessed by staff throughout 2023.

The School encourages staff fitness through its Fitness Incentive Program and offers free annual Influenza vaccinations.

## THEME 7

### STUDENT ATTENDANCE

#### STUDENT ATTENDANCE RATES

Average daily student attendance in 2023 was 94.4% comprised of:

Student Attendance by Year Group			
Kindergarten	95%	Year 7	95%
Year 1	96%	Year 8	93%
Year 2	95%	Year 9	94%
Year 3	95%	Year 10	92%
Year 4	95%	Year 11	95%
Year 5	95%	Year 12	96%
Year 6	94%		

#### STUDENT NON-ATTENDANCE

Parents are required to submit an 'Application for Exemption from Attendance' form for known extended absences to the Principal for his approval prior to the leave being taken in relation to:

- Exceptional domestic circumstances, subject to being satisfied that this is in the best educational interests of the child;
- A direction under Section 42D of the Public Health Act 1991;
- Employment in the entertainment industry or participation in elite sporting events for short periods of time.

In accordance with the National Standards implemented in 2015, when taking holidays during term time, parents are required to complete an 'Application for Holiday Leave – Vacation/Travel' form and submit it to the Principal for approval prior to taking holiday leave.

#### MANAGEMENT OF STUDENT ABSENCES

When a student is absent from school, a text message is sent to his/her parent requesting an explanation of the absence. Parents may reply to this message by any of the following methods:

- Reply by SMS to the School's SMS absence notification;
- Telephone call to the School Office before 9.00am or after receiving text;
- Email to student's teacher or [attendance@sgcs.com.au](mailto:attendance@sgcs.com.au) with a copy to [office@sgcs.com.au](mailto:office@sgcs.com.au) before 9.00am on the day of absence or after receiving text.

If no response is received by the next day, an email is sent to the parents. If there is no reply to this email, names of students with unexplained absences are forwarded to the relevant Heads of Department for follow-up. After five days all unexplained absences must remain as unexplained in our records.

## THEME 8

### STUDENT WELFARE

Student welfare is a priority in the School and is assisted by:

- ✧ Open communication between parents and staff is encouraged.
- ✧ Availability of teachers by telephone, email or interview where required for teacher/parent communication.
- ✧ Availability of the School's three School Counsellors.
- ✧ Referrals to other health professionals.
- ✧ Referrals for speech, occupational, pediatric and psychometric testing.
- ✧ Application for funding to assist with integration of students with learning needs.
- ✧ Screening of children before they enter school to ascertain potential needs.
- ✧ Kindergarten, Year 3 and Year 7 Orientation programs.
- ✧ Transition Program for Years 3, 5, 7 and 9.
- ✧ Home Room Teachers in Years 6 – 8.
- ✧ Year Advisers in Years 9 -12.
- ✧ Student Wellbeing Coordinators in Junior, Middle and Senior Schools.
- ✧ Year 7 Team Building Day in the first week of school.
- ✧ Year 7 three-day Camp in Term 1.
- ✧ Online Parent Workshops for parents in Middle School, led by the Middle School Counsellor.
- ✧ Social skills support for students to assist with friendship groups.
- ✧ National Day of Action against Bullying and Violence – 'Bullying – No Way!' Day.
- ✧ An extensive co-curricular program offered in Years K-12.
- ✧ Parent/Teacher Information Evenings.
- ✧ Biannual written reports.
- ✧ Formal Meet the Teacher interviews in Infants School and Junior School at the start of Term 1.
- ✧ Student Update interviews in Junior School at the end of Term 1.
- ✧ Parent/Teacher interviews in Infants School following Semester 1 reports.
- ✧ Homework Club (Middle School).
- ✧ Study Group (Senior School).
- ✧ Careers assistance and interviews with Careers Counsellor.
- ✧ Leadership Programs and Student Representative Councils.
- ✧ Christian commitment of teaching staff to the pastoral care of each student.
- ✧ Prayer at every year level for students.
- ✧ Department Chapel services and Christian fellowship group.
- ✧ Meetings between School wellbeing teams with parents/teachers and external professionals to ensure effective communication in implementing individual programs for students with specific extra needs in both short term and longer-term situations. Wellbeing teams may include the Head of Department, Director of Student Support, School Counsellors, Director of Student Wellbeing, and Support staff.
- ✧ Workshops for Senior School students by external speakers dealing with stage appropriate issues, including two by BATYR which deal with youth mental health.
- ✧ Strong Hearts, Strong Minds parent education focused on relational skills, insights and wellbeing.



## ENCOURAGEMENT AND AFFIRMATION OF EXCELLENCE

- ✦ Opportunity to engage and grow in learning through explicit feedback and formative assessment practices and growth mindset philosophy.
- ✦ Entry into a range of competitions at Local, State, National, and International levels.
- ✦ Optional entry into external assessments such as ICAS for English, Mathematics, Science and Digital Technologies; and the Australian Mathematics Competition run by the Australian Mathematics Trust.
- ✦ Involvement in community projects, e.g. Beyond Ourselves program and charity initiatives.
- ✦ Participation in Sports Carnivals, Gala Days and competitions, including Jump Rope.
- ✦ Horizons Program/Thrive Hive for high ability students (Junior School).
- ✦ SPARK Program for high ability students (Middle and Senior School).
- ✦ Learning Support Programs in Years K-12.
- ✦ Award of certificates in weekly assemblies.
- ✦ Academic, Citizenship, Leadership and Sports awards.
- ✦ Annual end of year assemblies and presentation ceremonies.
- ✦ Extracurricular piano, instrumental, vocal and other musical classes and tuition.
- ✦ Choir, bands and music ensemble performances.
- ✦ Years 3-12 'Evening of Fine Music' showcasing outstanding students' musicianship.
- ✦ Christmas concert, Musicals and annual Performance evenings.
- ✦ Annual Art Acquisition Award.
- ✦ Art displays and exhibitions.



## THEME 9

### SCHOOL POLICIES

The review of school policies occurs in a continuous way through the work of the Director of Educational Compliance under the oversight of the Principal. This ensures that the School always endeavours to be not only compliant, but proactive in meeting all legislative and regulatory requirements.

#### ENROLMENT POLICY

The policy is available publicly on the Enrolment page on the School's website.

#### CHILD PROTECTION POLICY

The whole school policy which provides the School's framework for the welfare of students is the Child Protection Policy which was re-written in 2020-2021. This was in response to the changes to child protection legislation in NSW, particularly the Children's Guardian Act, 2019 and the change from regulation by the Ombudsman to the Office of the Children's Guardian. It anticipated the 10 Child Safe Standards becoming legally binding in NSW, which occurred in late 2022. As such, it is now compliant with the requirement for all organisations to adhere to the Child Safe Standards. The policy uses the 10 standards as the framework for all policies and procedures regarding child protection at the School.

This policy outlines the legislative and biblical basis of the school's obligations to protect the safety of all students at SGCS. It outlines procedures about mandatory reporting for suspected cases of abuse, reportable conduct for staff, the administration of Working With Children Checks (WWCC) and record keeping in this area. The associated Staff Code of Conduct re-written in 2021 clearly outlines the expected behaviour and attitudes for all adults working at the School in a paid or unpaid capacity.

Information about this critical area is made known to staff through an annual briefing led by the Principal and a School Counsellor at a Whole School Staff Meeting in Term 1. Staff are required to complete training directed by the Principal provided by the Office of the Children's Guardian. The policy is accessible to all staff through its school management software. The policy is reviewed annually and collaboratively by executive staff in consultation with key stakeholders to ensure the expectation of continual review and development is being met.

In line with Child Safe Standard 9 *"Implementation of the Child Safe Standards is continuously reviewed and improved"* the executive staff actively review the School's Child Protection policy annually and determine the focus for training each year. In 2023, the Child Protection training focused on Child Safe Standard 3 *"Families and communities are informed and involved"*.

#### OTHER STUDENT WELFARE POLICIES

In addition to this Whole School Policy, each department has their own policy related to student wellbeing. The majority of these policies and procedures were last reviewed in Term 1, 2021. Minor changes are continually made in response to developing practice in these areas consistent with the School's Registration and Accreditation with NESAs. These policies are:-

- ✧ K-5 Wellbeing Procedures.
- ✧ The Middle School Wellbeing Policy.
- ✧ The Senior School Wellbeing Policy.

These documents outline the day-to-day procedures that are used to proactively support student wellbeing in each Department. They are age and developmentally appropriate and are aimed at fostering the students' relational, emotional and spiritual wellbeing. There is great breadth in the types of activities that are promoted within these policies including:

- ✧ Regular devotions with students.
- ✧ Assemblies.
- ✧ Chapel.
- ✧ The Beyond Ourselves program.
- ✧ Leadership opportunities for students.
- ✧ The provision of School Counsellors.
- ✧ Student Support.
- ✧ Programs for Gifted and Talented students.
- ✧ Key staff: Coordinators of Wellbeing in each Department, Year Advisers, Core and Class Teachers in Middle School and K-6.
- ✧ Extra-curricular programs including music, sport and drama.
- ✧ Relationship education in PDH (Personal Development & Health programs).

All policies and procedures in these areas are made available to staff through the school management software.

## **ANTI-BULLYING POLICY**

The whole School Anti-Bullying Policy (2020-2021) presents a coherent and unified approach across the School to bullying. The policy defines clearly what constitutes bullying behaviour and makes explicit that no form of bullying or harassment is tolerated at SGCS. It outlines that:

- ✧ All teachers are committed to putting an end to bullying.
- ✧ Victims of bullying will be supported.
- ✧ Perpetrators of bullying will also be supported to learn about the impacts of bullying and to reform their behaviour.
- ✧ Principles of procedural fairness are always used when dealing with bullying incidents (in line with the School's Discipline Policy).

Students and parents are educated about these programs through the Wellbeing Coordinators at parent and student information sessions at the commencement of the School year. The full policy is available to parents on the Parent Portal and to staff through the School management software.

## **DISCIPLINE POLICY**

The whole School Discipline Policy (2021) establishes the guiding principles for discipline and behaviour across the departments. This policy outlines the biblical framework for discipline at SCGS focusing on the fact that God disciplines those He loves, that good discipline serves our students in love and promotes reconciliation. It emphasises the importance of behaviour management in creating a safe and positive environment at SGCS which allows all students to learn.

Effective discipline involves both training and correction. The policy affirms the principles of Procedural Fairness which emphasise space for dialogue and due consideration around all discipline procedures, particularly those with more serious consequences. To this end, the policy outlines whole school processes regarding suspension, expulsion and exclusion.

Additionally, all School discipline and behaviour policies state explicitly that corporal punishment is not used at SCGS, nor is it sanctioned to be used by parents or others to enforce discipline at the School.

Different procedural behaviour management approaches are used in each department which are appropriate to the age and developmental level of the students. These are specifically outlined in the:-

- ✧ K-5 Behaviour Management Procedures.
- ✧ K-5 Playground Behaviour Management Procedures.
- ✧ Middle School Behaviour Management Policy.
- ✧ Senior School Behaviour Management Policy.

Parents and students are made aware of these policies through the school diaries and planners, by explicit teaching of behaviour expectations in the classroom and parent information nights.

Staff are made aware of the behaviour practices in their department through induction processes, particular behavioural issues being raised at staff meetings, as well as policies being available to staff through the school management software.

### **COMMUNICATION POLICY (INCLUDING GRIEVANCE PROCEDURES)**

A whole School Communications Policy (including Grievance Procedures) (2020) outlines how communication should occur within the School between staff members; with parents and students and with members of the wider community.

Feedback and ideas are welcomed and encouraged from all members of the SGCS community, and a Suggestion/Concern form is provided for the formal communication of such ideas, suggestions or concerns. It sets a biblical foundation for communication. The policy outlines the procedures for raising concerns and/or grievances. In general, this process is:

- ✧ Firstly, trying to raise the conflict directly with the other person involved (with the hope of gaining understanding of perspectives and resolving the conflict quickly and easily).
- ✧ If the issue is not resolved in this way, the relevant Department Head, Year Adviser or Faculty Coordinator may become involved to facilitate a resolution. The Head of Department may refer the matter to the Principal.
- ✧ If the issue is still not addressed, then a formal concern can be raised using a Suggestion/Concern form which initiates a procedure whereby the matter is overseen by the Principal or delegate.

An overview of this Policy is provided in the Family Handbook which is given to all families when they enrol in the School. The full policy is available to staff through the school management software. Suggestion/Concern forms are available on the School's website and from the School Office.

## THEME 10

### STUDENT ACHIEVEMENT TARGET IMPROVEMENT MEASURES

#### INFANTS SCHOOL

- ✧ Assessing each child's reading twice per term to target teaching and identify children needing support.
- ✧ Phonics screening throughout the year to identify specific reading skills that need to be taught next.
- ✧ Ability groups for Reading and Writing instruction are programmed and timetabled across each grade, with teaching targeting identified needs of each group.
- ✧ A home reading program based on each child's current reading ability using decodable and authentic texts.
- ✧ The Support Teacher identifies and works closely with children to concentrate on areas of need.
- ✧ Identification of academically gifted children through the Horizons Program and tailoring programs to suit their needs.
- ✧ All children undertake a developmental movement program as part of the sensory integration program. This supports their readiness for classroom learning.
- ✧ Professional Learning in effective evidence-based Reading Instruction.
- ✧ Professional Learning in evidence-based Mathematics Instruction.
- ✧ Mentoring of new staff to ensure development of key teaching strategies.
- ✧ Coaching program for all classroom teachers.

#### JUNIOR SCHOOL

- ✧ The Support Program focuses on the identification, programming, and assessment of students with learning difficulties.
- ✧ The establishment of individual learning programs to identify students with specific learning needs.
- ✧ Horizons Program/Thrive Hive and Maths Olympiad.
- ✧ The provision of timetabled Literacy, Spelling and Mathematics groups, for students with a learning disability and for high ability students needing extension.
- ✧ The involvement of parents in the 'Mission Possible' program which seeks to give individual reading assistance to students needing support.
- ✧ Professional Learning focusing on Learning Intentions, Success Criteria, Eliciting Evidence of Learning across all KLAs, and Providing Feedback that Moves Learning Forward.
- ✧ Continuation of the Questioning Skills Program to improve comprehension skills.
- ✧ In Term 3, the Visiting Author Program featured R.A. Spratt who encouraged students to write creatively and stimulated their interest in writing.
- ✧ STEM was integrated throughout a unit of work in Science, across each grade, where students engaged in groups to solve a problem, developing their design and critical thinking skills.
- ✧ Coaching program for all classroom teachers.

## MIDDLE SCHOOL

- ✧ Continued redesign of the Learning to Learn program to strengthen students' conception of engagement and their role in it and to develop a shared language around engagement.
- ✧ Continued implementation of formative assessment strategies in teaching and learning.
- ✧ Increasing the focus on curriculum skills in programs.
- ✧ Strengthening the partnership with parents of students with IPs (Individual Plans).
- ✧ Provision of Literacy Support Teachers to support selected Years 6, 7 and 8 students in comprehension, vocabulary and writing as well as ESL support.
- ✧ Provision of teachers' aides in Years 7 and 8 classrooms to support learning and physical needs of students with additional needs.
- ✧ Year 7 Transition Program for selected students in Year 6.
- ✧ Integrating explicit teaching of research skills and referencing skills in History, Geography and Learning to Learn programs.
- ✧ Provision of flexible and mobile technology in the form of iPads for Years 6, 7 and 8 to enhance global connectivity, higher order thinking skills and personal decision making.
- ✧ Continued development of the Middle School Excellence Program to extend and enrich highly able students under the SGCS Horizons Program for high achievers.
- ✧ Professional Learning in the use of Learning Intentions and Success Criteria, Eliciting Evidence of Learning, and Providing Feedback that Moves Learning Forward.
- ✧ Coaching program for all classroom teachers.

## SENIOR SCHOOL

- ✧ Continued implementation of formative assessment strategies in teaching and learning.
- ✧ Increasing the focus on curriculum identified skills in programs.
- ✧ Focused support in smaller groups in Mathematics and English for students in Years 9 and 10.
- ✧ Support Learning Program for targeted individuals, small group tuition and students' general course support.
- ✧ Broad range of subject choices (18 in Stage 5 and 28 in Stage 6) and levels to accommodate student interest and ability.
- ✧ SGCS Horizons Program for high achievers, which includes acceleration in HSC Mathematics.
- ✧ SPARK program for identified high achieving students.
- ✧ Professional Learning in the use of Learning Intentions and Success Criteria, Eliciting Evidence of Learning, and Providing Feedback that Moves Learning Forward.
- ✧ Coaching program for all classroom teachers.

## THEME 11

### INITIATIVES FOR RESPECT & RESPONSIBILITY

#### INFANTS SCHOOL

To foster respect for our country, our school and one another, our weekly assembly includes:

- ✧ Singing the National Anthem.
- ✧ Uniform Award.
- ✧ Achievement Award.
- ✧ Good Samaritan Award.

To foster a perspective of leadership and responsibility, Year 2 students are identified as leaders on the Infants campus. Opportunities include:

- ✧ Monitor roles.
- ✧ Leading in whole school events, including:
  - Easter service.
  - Father's Day event.
  - Mother's Day event.
  - Christmas Concert.

To foster consideration of the broader community, opportunities include:

- ✧ Supporting The Salvation Army Red Shield Appeal as part of our community Easter event.
- ✧ Supporting Anglicare's Toys 'n' Tucker campaign as part of our community Christmas event.
- ✧ Instruction of children in etiquette and manners.

#### JUNIOR SCHOOL

##### Student Leaders

- ✧ Students in Year 5 are involved in a Leadership program to identify, discuss and model leadership qualities at the beginning of Term 1.
- ✧ Students are appointed by student election and staff discussion from the Year 5 cohort.
- ✧ Student leaders:
  - Act as responsible role models.
  - Develop leadership skills and confidence.
  - Represent the students' feelings, opinions and interests.
  - Give students a share in decision making.
  - Develop within the students a sense of responsibility for their school and community.
  - Develop a sensitivity and awareness of the needs of others.
  - Create a friendly, respectful relationship between teachers and students.
  - Fundraise for worthwhile causes such as Jump Rope for Heart and Sydney Children's Hospital.
  - Run the weekly Department assembly.
  - Set up playground 'big games'.
- ✧ Students in Year 5 are appointed as House Captains for their sporting 'house' team, and as IT Leaders, assisting with technology for assemblies and events.
- ✧ Year 5 student leaders on a rotating roster raise and lower flags each morning and afternoon.
- ✧ Acknowledgement of Country at special assemblies.

## Personal Development and Health Component of the PDHPE Syllabus

- ✧ Respectful relationships including Anti-Bullying.
- ✧ Conflict resolution.
- ✧ Self-regulation.
- ✧ Resilience development.
- ✧ Identity and Puberty.

## MIDDLE SCHOOL

- ✧ A leadership program that allows every student to identify leadership qualities in themselves and others before a voting process takes place.
- ✧ Training for Middle School Leaders.
- ✧ An anti-bullying program which formed a key component of a PDH unit was undertaken by all Year 6 students and ongoing anti-bullying training was provided for Year 7 and 8 students.
- ✧ Students in Year 8 participating in a workshop run by Collective Shout aimed at growing awareness of the increasing sexualisation of girls in social media and what constitutes respectful and disrespectful behaviours by boys towards girls.
- ✧ A range of co-curricular activities including excellence programs that cultivate teamwork and common interest.
- ✧ Fundraising ventures, particularly to support the education of children undergoing cancer treatment.
- ✧ Student surveying, conducted by Middle School teachers, to assess student perceptions of school life and promote student input and voice.
- ✧ Middle School leaders ran Roll Call for each grade for the National Day of Action Against Bullying and Violence, focusing on Digital Citizenship and ways to promote kindness online.
- ✧ Democracy unit of study for Year 6 and Canberra Excursion.
- ✧ Acknowledgement of Country at weekly assemblies.

## SENIOR SCHOOL

- ✧ Development of student leadership:
  - Prefect Portfolios in Christian leadership, Sports, Creative Arts, Academic Study, Community and Outreach.
  - Prefects lead assemblies, devotions and prayer, and support events.
  - Student led group, 'Pulse', runs weekly for lunchtime Bible study groups, providing an opportunity for students to train up their successive leaders.
  - School Captains (one male and one female).
  - House Leaders helped administer the smooth functioning of sporting carnivals.
- ✧ Christian Principles and Relationship classes.
- ✧ Work Experience program for Year 10 students.
- ✧ Positive Behaviour System.
- ✧ Leadership training for Year 11 students, including workshops and lectures during the annual camp, leading up to the Prefect application process.
- ✧ Acknowledgment of Country at special events.
- ✧ Awareness program in the lead up to NAIDOC week.
- ✧ Education about Reconciliation Week through Assembly.

## THEME 12

### PARENT, TEACHER & STUDENT SATISFACTION

The School took part in a biennial Parent Survey in 2023 commissioned by Christian Schools Australia (CSA) and conducted by Orima Research. From *The Christian School Community Profile: Why Parents Choose Christian Schools Longitudinal Survey*, the following percentages are in the satisfied range with the survey statements:

The quality of leadership at this School	96%
The quality of teaching at this School	97%
The way this School responds to any genuine concerns raised	95%
The quality of relationships with other students	95%
Safety and supportiveness of this School	99%
The quality of buildings and classroom learning spaces at this School	98%
The quality of relationships with your child's teachers	98%
The wellbeing, pastoral care and support programs at this School	98%
The Christian studies programs at this school	97%
The School has good systems and processes which make communication with teachers and leaders easy	96%



PARENTS AND STUDENTS CELEBRATING MOTHER'S DAY & FATHER'S DAY AT INFANTS SCHOOL



In the nationally benchmarked biennial survey of students and staff conducted by National School Surveys in May 2022, the following outcomes indicate stakeholders believe they are being treated in a caring and respectful manner.

From the **Student Satisfaction Survey** in 2022, the following percentages are in the 'agree' range with the survey statements:

I understand what is expected of me at School	98%
I am taught to respect individual differences	90%
My School teaches students how to be well-behaved	86%
My School teaches me morals and values	87%
Students show respect towards the teachers	82%
I feel safe at School	91%
I have strong friendships with my peers	92%
My classmates help me if I don't understand something	89%
I find it easy to make friends at this School	88%
Students are encouraged to help each other	88%
Students show respect for each other	85%
Bullying is not a problem at my School	77%
My teachers value and respect me	93%
My teachers encourage my spiritual growth	91%



From the **Staff Climate Survey**, the following percentages are in the 'agree' range with the survey statements:

I am happy with my decision to work at this School	98%
I am a valued staff member at this School	95%
I feel supported if I need help with managing children's behaviour	100%
I am provided with sufficient guidance if I am required to engage in tasks unfamiliar to me.	98%
Health and wellbeing measures for staff are integrated into the existing structures and processes of the School	95%
There are support mechanisms in School for me if I have worries about school issues	95%
Staff support services are accessible and helpful	95%
Teachers are recognized and rewarded for their efforts	91%
I feel enthusiastic about my teaching	98%
I look forward to continuing my work at this School in the future	93%
Staff are caring and supportive of each other	98%
Teachers and non-teachers have respect for one another	98%
The School actively supports health-related, social, culture and welfare initiatives for the staff	96%
This School is a safe place to work	99%
Students respect the staff members	99%
This School respects staff members' opinions	89%
The School is well managed	94%
There is effective leadership in the School	92%
My concerns are taken seriously by the School	93%
The leadership and direction provided by administrators is excellent	94%
My students know they are respected and valued	100%

## THEME 13

### SCHOOL IMPROVEMENT TARGETS

#### IMPROVEMENT TARGETS ACHIEVED IN 2023

##### TEACHING, LEARNING AND PROFESSIONAL LEARNING

- ✧ K-12 Professional Learning: Teacher training and consolidation of Formative Assessment practices.
- ✧ Teacher focus on Learning Intentions and Success Criteria, Eliciting Evidence of Learning and Providing Feedback that Moves Learners Forward.
- ✧ Ongoing coaching for all staff.
- ✧ Mentoring for all New Scheme Teachers (K-12).
- ✧ Reviewing School reports (K-2).
- ✧ NESAs online training and AIS training in new English and Mathematics curriculum (3-5)
- ✧ Implementation of new K-2 English and Mathematics curriculum (Years K-2).
- ✧ AIS training in new Mathematics curriculum and pedagogy (K-2.)
- ✧ Review new 3-6 English and Mathematics curriculum and plan for implementation in 2024 (Years 3-6).
- ✧ Commenced development of HALT (Highly Accomplished and Lead Teacher) Accreditation program.
- ✧ Years 3-5 Professional Learning via AIS Reading Project in line with new English curriculum.
- ✧ K-2 continued professional learning in Reading instruction: focus on fluency and comprehension.
- ✧ K-2 continued professional learning in K-2 Mathematics: focus on Numeracy and Mathematical Reasoning.
- ✧ Updated reading resources in line with new curriculum K- 5.
- ✧ Years 3-5 training in InitialLit program to support reading instruction.
- ✧ K-2 implementation of Daily Review in English and Mathematics
- ✧ Reviewed new 7-10 English and Mathematics curriculum and plan for implementation in 2024 (Years 7-10).

##### ADMINISTRATIVE OPERATIONS

- ✧ Archiving Project for historic student records completed.
- ✧ Transition to new LMS service provider (Schoology).
- ✧ Extending provision of Registrar (enrolment) services.
- ✧ Prepared for TASS (School Management System) in 2024.
- ✧ Enrol HQ (Online Enrolment Software) implementation.

##### COMMUNITY

- ✧ Infants Campus Information Tours and Hurstville Campus Information Tours.
- ✧ Continued Parent workshops on parenting issues via School Counsellor and Collective Shout.
- ✧ Continued school parent engagement through Parent Connect group.
- ✧ Continued events to engage parents including Easter service (IS), Mother's Day events (IS/JS), Father's Day event (IS), Christmas Concert (IS), Musical Performance Evening (JS)
- ✧ School Counsellor led workshops for parents of young adolescents (MS/SS).
- ✧ New Terrace Building tours and Opening Ceremony.
- ✧ Parents engaged in classroom learning programs including Kindergarten Mystery Reader and Fly on the Wall Program, Junior school Mission Possible reading program.
- ✧ Implemented new Parent Volunteer procedures.

## STUDENT WELLBEING

- ✧ Police Liaison Officer workshops (SS).
- ✧ Social Emotional Active Learning Program (SEAL) for Kindergarten students, focusing on wellbeing issues faced when commencing school.
- ✧ School Counsellor referrals to support children with socio-emotional concerns.
- ✧ Participated in the National Day of Action against Bullying and Violence.
- ✧ Implemented Servant Heart Award at weekly assemblies for students (3-5).
- ✧ Affirming Positive Student Behaviours K-2: Good Samaritan Assembly awards, Year 2 Monitor Program.
- ✧ Collective Shout student workshops and parent seminars.

## FACILITIES AND SERVICES

- ✧ Completed and occupied the Hurstville Campus Development Project (HCDP) Atrium and Chapel Gallery Buildings for Week 1 in Term 3.
- ✧ CCTV Camera installed at Infants.
- ✧ Updated reading resources (K-2).
- ✧ Install remainder of blinds for weather and soundproofing on verandahs (K-2).
- ✧ Developed School Chapel Gallery.
- ✧ New Green Line and COLA area landscaping associated with the completion of the HCDP.
- ✧ Upgraded student desks and chairs (3-5).
- ✧ Painted Main Purpose Hall and Bay Room Building common areas.
- ✧ Re-painted external of Bay Room Building.
- ✧ Extended Lockdown room provision in Water Tank Building.
- ✧ Wayfinding and signage design.

## STAFF

- ✧ Review of Staff Professional Learning Policy and Practices.
- ✧ Review of Child Protection Policy and Practices (including Child Safe Standards).
- ✧ Employee Assistance Program including free counselling support.
- ✧ Continued Staff Fitness Incentive Program.
- ✧ Research and Development team focused on next Formative Assessment strategies.
- ✧ Influenza vaccinations - free to staff offered on campus or voucher.
- ✧ Staff Team Development and Wellbeing Day.
- ✧ Provision of 11 additional onsite parking spots for staff at the Hurstville Campus.

## IMPROVEMENT TARGETS FOR 2024

### TEACHING, LEARNING AND PROFESSIONAL LEARNING

- ✧ Extension of Beyond Ourselves Program to include all Year 10 students, to have cross-curricula component outcomes.
- ✧ K-12 Professional Learning: Teacher training and consolidation of Formative Assessment practices.
- ✧ Ongoing Teacher focus on Learning Intentions and Success Criteria, Eliciting Evidence of Learning and Providing Feedback that Moves Learners Forward.
- ✧ Professional Learning in Strategy 4 of the Formative Assessment framework (*Activating students as learning resources for one another*).
- ✧ Ongoing coaching for all staff.
- ✧ Mentoring for all New Scheme Teachers (K-12).
- ✧ Reviewing school reports (K-5) in line with new K-6 English and Mathematics.
- ✧ Redesigning School Reports K-5 with new TASS system.
- ✧ Implementation of new English and Mathematics Curriculum (3-5).
- ✧ Commencement of HALT (Highly Accomplished and Lead Teacher) Accreditation program.
- ✧ Years 3-5 Completing final module of AIS Reading Project in line with new English curriculum.
- ✧ Implementation of MacqLit program before school for selected students (3-5).
- ✧ K-2 review of Scope and Sequences for all KLAs.
- ✧ AIS professional learning in English Assessment
- ✧ Continuing to update reading resources in line with new curriculum K- 5.
- ✧ Continued development and implementation of English and Mathematics programs.

### ADMINISTRATIVE OPERATIONS

- ✧ Transitioning to new LMS service provider.
- ✧ TASS (School Management System) implementation.
- ✧ Enrol HQ (Online Enrolment Software) implementation.
- ✧ Appointment of Infants School Office Manager/PA to Head of Infants School.

### COMMUNITY

- ✧ Infants Campus Information Tours and Hurstville Campus Information Tours.
- ✧ Continued Parent education program on parenting issues via Strong Hearts Strong Minds Workshops.
- ✧ Continued School parent engagement through Parent Connect group.
- ✧ Continued events to engage parents including Infants Easter service and Mother's Day events at Infants School, Father's Day events at Infants and Junior School, Grandparents Day at Junior School, Infants Christmas Concert, and the Junior School Musical *Peter Pan*.
- ✧ School Counsellor led workshops for parents of young adolescents.
- ✧ Parents engaging in classroom learning programs including Kindergarten Mystery Reader and Fly on the Wall Program and the Junior school Mission Possible reading program.
- ✧ Implementation of TASS Parent Lounge.
- ✧ Parent Connect focused engagement with Infants community.

## STUDENT WELLBEING

- ✧ Police Liaison Officer workshops in Senior School.
- ✧ Social Emotional Active Learning Program (SEAL) for Kindergarten students, focusing on wellbeing issues faced when commencing school.
- ✧ School Counsellor referrals to support children with socio-emotional concerns.
- ✧ Participate in the National Day of Action against Bullying and Violence.
- ✧ Continued implementation of Servant Heart Award at weekly assemblies for Junior School students.
- ✧ Affirming Positive Student Behaviours K-2: Good Samaritan Assembly awards, Year 2 Monitor Program.
- ✧ Collective Shout Student Workshops (Years 7-12) and Parent Seminars (K-12).
- ✧ Junior School Social Group Program run by School Counsellor.
- ✧ Focus on of Child Safe Standard 2 *Children participate in decisions affecting them and are taken seriously* (K-12).

## FACILITIES AND SERVICES

- ✧ Install ceiling to the lower ground floor of Infants building.
- ✧ Upgrade Junior School outdoor playground equipment.
- ✧ Review School cleaning contract.
- ✧ Renovate Water Tank classrooms to create Junior School Studio Space.

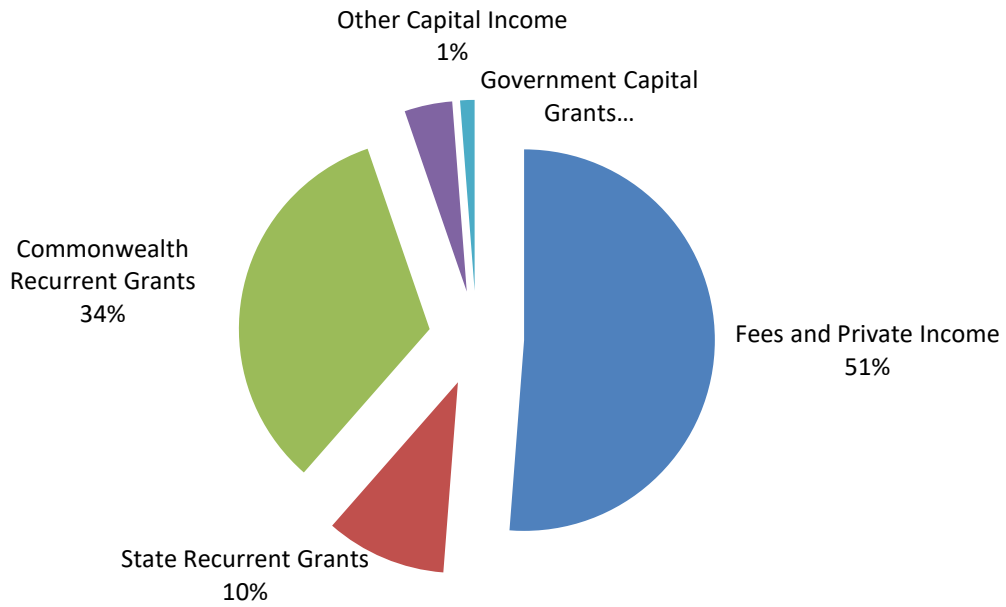
## STAFF

- ✧ Rollout of updated Staff Professional Learning Policy and Practices.
- ✧ Introduction and rollout of updated Child Protection Policy and Practices (including Child Safe Standards).
- ✧ Employee Assistance Program including free counselling support.
- ✧ Continued Staff Fitness Incentive Program.
- ✧ Research and Development team focus on next Formative Assessment strategies.
- ✧ Influenza vaccinations - free to staff offered on campus or voucher.
- ✧ Staff Team Development and Wellbeing Day.
- ✧ Staff Pilates program.

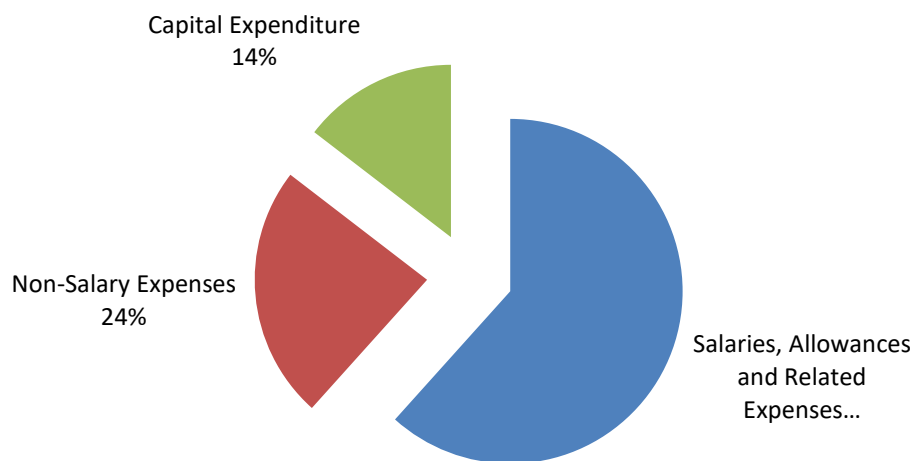
## THEME 14

### SUMMARY FINANCIAL INFORMATION

#### Recurrent/Capital Income



#### Expenditure Mix



# *Equipping YOUR Child for Life*



Sans Souci Campus (Kindergarten - Year 2)  
Hurstville Campus (Year 3 - Year 12)

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