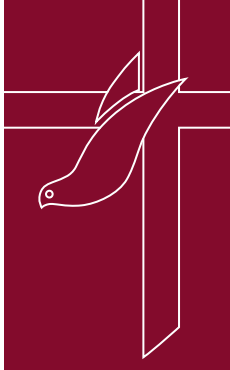




ST GEORGE CHRISTIAN SCHOOL

Annual Report 2017



Message from Key Bodies



We are thankful for the opportunity to operate as a Christian school, and for the choice that this offers families with regard to educating their children.

Patrick Benn
SGCS Board Chairman



Message from Key Bodies SGCS School Board

Patrick Benn – Chairman

In 1 Corinthians 15 the apostle Paul writes:

³For I delivered to you as of first importance what I also received: that Christ died for our sins in accordance with the Scriptures, ⁴that he was buried, that he was raised on the third day in accordance with the Scriptures, ⁵and that he appeared to Cephas, then to the twelve. ⁶Then he appeared to more than five hundred brothers at one time, most of whom are still alive, though some have fallen asleep. (15:3-6 ESV)

Here is a great reminder to us of our faith – that it is grounded in the historical reality of the life, death and resurrection of the man Jesus who was the Christ. For Paul, this was of such importance that he had committed to passing that message onto others and for future generations. And it is this great message of resurrection that gives hope and life for our lives today and for our future eternal existence with our Lord.

This text is also a grounding principle of Christian education – that our key goal is to enable our students to rightly understand who Jesus is and the consequences of his resurrection – and subsequently how this shapes and affects our understanding of ourselves and our world. What a great reminder – that God became human and died and rose for us, that we might understand who He is and understand who we are before Him. It is this principle that guides us as a Board as we seek to govern the affairs of our School. As a Board, we have sought to serve the best interests of the School, ensure we are compliant with the NSW Education Standards Authority (NESA formerly BOSTES) and government regulations, provide an excellent education for our students, and do so in a Christian environment with integrated Christian curricula.

We are increasingly mindful of the changing nature and culture of our society and its move away from societal expectations based on Judeo-Christian principles and laws. We continue to be prayerful that our School will be able to continue to operate as a distinctively Christian school. We are thankful for the opportunity to operate a Christian school, and for the choice that this offers families with regard to educating their children. Thank you for your support as parents, caregivers, extended family and stakeholders in this shared endeavour of educating our children.

We are thankful to James Honor, our Principal and for his leadership of our School. On behalf of the School community, the Board extends to him and all his staff our thanks and significant appreciation for all that they do in educating our children. As you will see our School continues to perform.

2017 saw the opening of the new Infants Campus facilities. This project had been in our strategic thinking and planning for some time and as a Board we are thankful to God



that He has enabled us to provide such a wonderful educational space for our Infants students and staff. We hope and pray that future families entering our school will be significant beneficiaries of this facility.

During 2017 we were also able to finalise our planning for the Hurstville redevelopment. The redevelopment will take place predominately on 47 to 51 Woids Avenue and involve underground car parking, improved STEM facilities, improved staffing and administration centres as well as the total re-location of the Middle School. Such a development, being contained to the northern end of our campus will enable the entire development to be undertaken with as little disruption as possible to our existing buildings and programs. Also on the Senior School campus, developments will include enlarging and refurbishing classrooms as well as significantly improved student traffic and access between classes. We anticipate that construction will commence in December 2018. As we communicated earlier, we anticipated that construction could have taken up to five years but by building on currently unused land we anticipate that construction will take approximately two years.

The members of the Board who have served this year towards these ends have been: Cathrein Douglas, Bruce Hindmarsh, James Honor, Kerry Leech, Michael Newman, Judy Parkes, Bruce Stevenson (Deputy Chair) and Stephen McKay in his role as Secretary. My thanks for all their service.

Thank you for your prayers and support.

On behalf of the Board,

Patrick Benn
SGCS Board Chairman

(Excerpt from the SGCS Yearbook 2017)



Message from Key Bodies

Student Leadership - 2017 School Captains

From Caroline Edwards:

We all had different beginnings to our SGCS stories, but the one thing we have in common is we are sitting here today. We've pretty much, disregarding the actual HSC tests, made it to the end, and here we are together. I think if there was a key word to sum up our year it would be family. Yes, we aren't always in harmony with one another and we have groups. But isn't that the case in all families? Like all families however, we have supported each other, whether that is through a cheerful meme on the Procrastination Squad, our year Facebook page, or just spending time with one another.

These years with all of you have been so full and within my allocated 2-3-minute speech I'm not able to touch on all the memories we have made. I guess to make up for this I want to say, as you all move on in your life, going to university, or TAFE, or just going out into the world make sure you stop ever so often and look back. Look back on the bad and the good, and remember all the moments we've lived together, and the people within them. We are a family and we've been through so much. Quoting one of my all-time favourite movies, Lilo and Stich, "family means no-one gets left behind or forgotten". Don't forget your family, when out there in the big bad world you get pushed down, because we won't forget you.

There is a person who has made this journey an utter blessing, and that is our dearly loved Mrs Young. Upon hearing this jovial woman was to care for us a general consensus of happy hysteria arose, as we knew we'd been gifted with the greatest year advisor of all time.

Anyway, I want to on behalf of all the girls of the class of 2017 say thank you. Thank you for always being there for each and every one of us as we've been in tears and as we've been full of joy. Thank you for always thinking of new ways you can serve us, and never ceasing to treat us with little surprises that brighten our days.

From Ben Meller:

Well, what a year it has been. What a time it has been for our Year 12's. I think on behalf of our entire year group, I can whole heartedly agree with Caroline when she says that we are a family - and perhaps the greatest year group this School has ever seen. But, in all seriousness I am sure we will all look back on our time at St George with fond memories - from the colour groups to *Learning to Learn* in Middle School, through to Year 9 camp, particularly for the boys; the ultimate showdown: Steve "Moore's Tours" Moore vs. the Asian Sensation Kevin Xie, in the wrestling match of the Camp and even the Year 10 ballroom dancing - despite how horrifying it seemed at the time.

But, looking back on the past 6 years I've realised that all these crazy and amazing memories seemed to play a small part in a much larger idea at St George. *Opportunity*. Only recently have I come to realise how hard this School works in order to provide such chances that we receive. The opportunity for community - between students and teachers alike, which I think our year group has certainly found. For the most part, we have had opportunities to have fun - to have a bit of banter with the teachers, (or to laugh at certain memes). But these things the School provides, I believe has helped shape



me in many ways - particularly robotics and chapel band. It has been amazing to see them grow and evolve as I have - due to both students and teachers.

I remember, when I came to this school in Year 7, one of the first things I noticed was the teachers' evident love for God, which inevitably flowed on to us - almost providing us a glimpse as to what Heaven may be like - not necessarily school itself, but the way they treated us. But this has been particularly evident to us Year 12 boys through Mr Wilson and his continued commitment to us. His evident and genuine love for us, particularly going above and beyond, is something that I'm sure will leave a lasting impression on a lot of us as we leave this School.

Looking back, God has been good - He has certainly provided for us: the community, the opportunities, Mr Wilson's laugh. I thank God for it all. He has been there throughout, in the middle of exams or even during all our fun end of school activities. It's my final prayer that we will remember Him as we continue on from this School.

(Excerpts from the SGCS Yearbook 2017)



Introduction to our School



As a distinctively Christian School, SGCS aims to equip your 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 following His teachings.



Introduction to our School

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.

As a distinctively Christian School, SGCS aims to equip your 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. Jesus said *"I have come that you might have life, and have it to the full"* (John 10:10).

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 Board of Studies and offers courses from Kindergarten to Year 12 leading to the award of the Higher School Certificate. The school is also a registered CRICOS provider for full fee paying overseas students.



Academic and Broader School Life in Review 2017



St George Christian School
is a dynamic learning
community encouraging the
development of students'
personal character and
gifts; whilst experiencing
joy in learning and
excellence in teaching in a
supportive
K-12 Co-educational
Christian environment.



Academic and Broader School Life in Review 2017

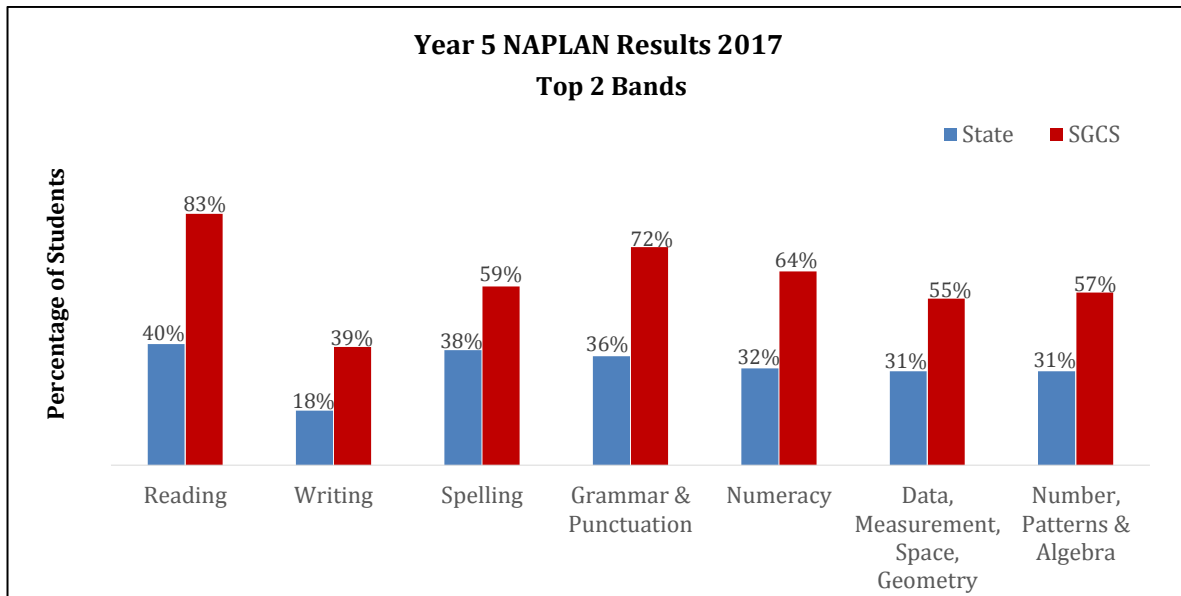
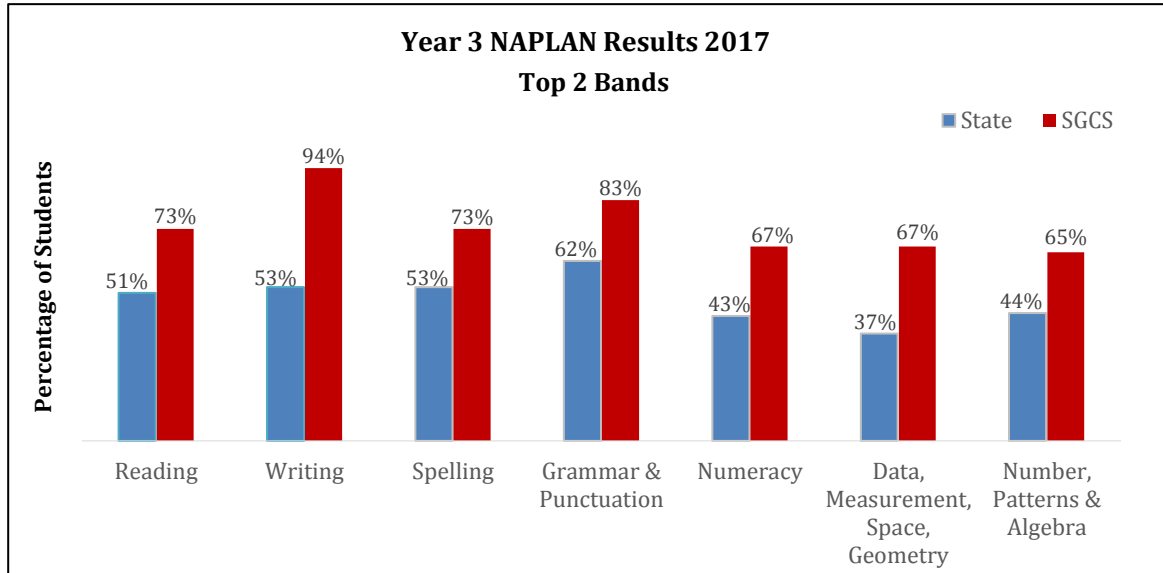
Commendable Achievements and Broader School Life

- **NAPLAN** (National Assessment Program – Literacy and Numeracy): Our students in Years 3, 5, 7 and 9 excelled in these National assessments. The School performed strongly in every stage and demonstrated consistent growth over the school years. The following graphs display these results and indicate many outstanding results. Again, the School's NAPLAN results highlight our students as being significantly under-represented in the lower two achievement bands. 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.
- Particular highlights include Year 3 Reading, Writing, Spelling and Numeracy, Year 5 Reading, Grammar & Punctuation and Numeracy, Year 7 Spelling, Numeracy and Numbers, Patterns and Algebra and Year 9 Grammar and Punctuation, Numeracy and Numbers, Patterns and Algebra.

Year	Subject	State (Top 2 Bands)	SGCS (Top 2 Bands)
3	Reading	51%	73%
3	Writing	53%	94%
3	Spelling	53%	73%
3	Numeracy	43%	67%
5	Reading	40%	83%
5	Grammar & Punctuation	36%	72%
5	Numeracy	32%	64%
7	Spelling	41%	62%
7	Numeracy	35%	59%
7	Numbers, Patterns & Algebra	39%	68%
9	Grammar & Punctuation	25%	48%
9	Numeracy	30%	49%
9	Numbers, Patterns & Algebra	30%	56%

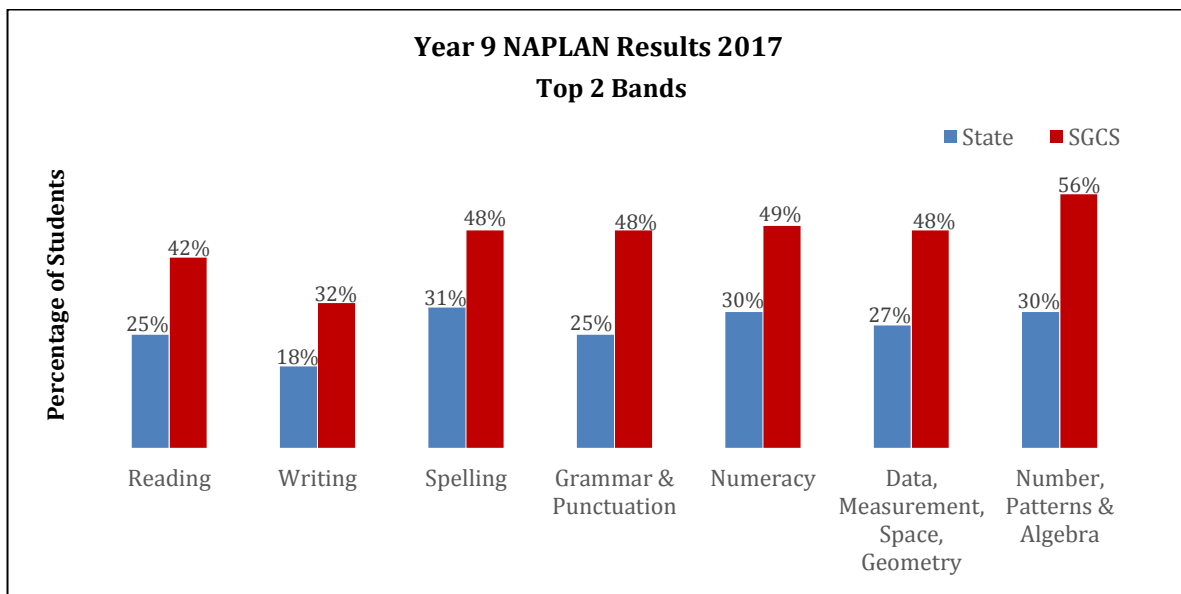
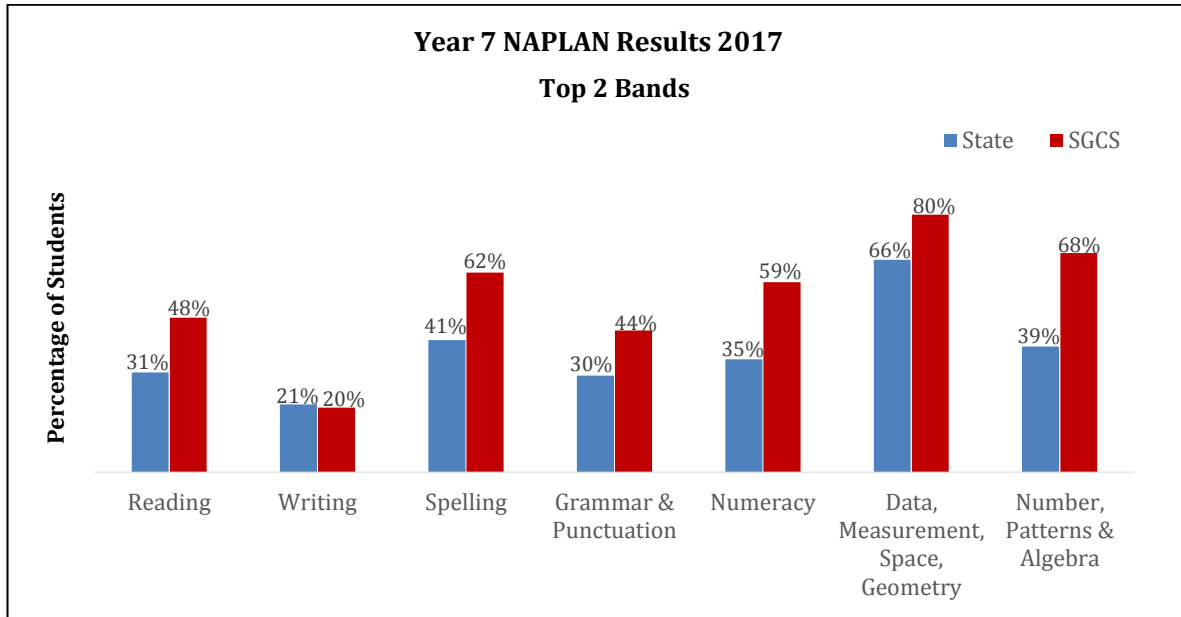


Academic and Broader School Life in Review 2017





Academic and Broader School Life in Review 2017





Academic and Broader School Life in Review 2017

- A total of 59 Year 12 students completed their HSC examinations in 2017. 49% (29 students out of 59) of our HSC students achieved 'Distinguished Achievement' status in at least one course with results in the highest possible bands (Band 6 or E4). Please refer to pages 34 to 39 of this report for a detailed analysis of the 2017 HSC results.
- Year 12 Visual Arts students excelled in 2017, with one Year 12 student's body of work selected for inclusion in ARTEXPRESS 2018 at Hazelhurst Regional Gallery and Arts Centre, and another student's major work selected for exhibition at the 'HSC Art Rules Exhibition' featuring selected artworks from schools in the Sutherland Shire and St George areas.
- A Year 12 student was nominated to ENCORE, an event which features a select program of outstanding Higher School Certificate musical performances and compositions by students across New South Wales.
- A number of students from Years 2 – 12 participated in the optional **UNSW's ICAS** assessments in Mathematics, Science and English and the **Australian Mathematics Trust** competition, with consistently pleasing results. In **ICAS English**, students were awarded **6 High Distinctions, 17 Distinctions, 45 Credits, 14 Merits and 71 Participation Certificates**. Results in **ICAS Science** were also consistently high with students achieving **4 High Distinctions, 24 Distinctions, 39 Credits, 18 Merits and 57 Participation Certificates**.

One of our Year 4 students achieved the highest possible score in **ICAS Mathematics** and was awarded a medal which was presented to him at the University of New South Wales in November. In the **Australian Mathematics Competition** students in Years 6-12 achieved **7 Distinctions, 31 Credits, 37 Proficiency and 5 Participation Certificates**.

- In 2017 there was strong **emphasis on 'STEM'** (Science, Technology, Engineering and Mathematics) across the School. SGCS IT Teacher/Integrator received the International Society for Technology in Education *Making It Happen Award* which recognised her efforts in implementing technology in the School. Students engaged in interactive STEM workshops during the year.
- **Horizons STEAM Project Day** provided students in Years 5 and 6 with the challenge of how to create a wind turbine. Students collaborated with students from other schools to manage the project and apply technological thinking to address the challenge, designing a wind powered machine capable of delivering enough electricity to power a LED light.
- Several Junior School teachers and students were invited to share their STEM knowledge at the Australian Independent Schools NSW Conference, **DigiSTEM 2017** held in October. Our Teachers gave presentations regarding digital technologies and their work on rewriting the Science Curriculum for Years 3-5, and four Year 5 students showcased their STEM work to an enthused audience.



Academic and Broader School Life in Review 2017

- Year 7 launched into the year with an **excursion to Stanwell Tops** designed to foster a sense of belonging and support and encourage students to get to know one another in a relaxed setting. Students experimented with problem solving games, high adrenaline sports and trust activities. The Giant Swing and Leap of Faith challenges once again proved to be very popular with the students.
- **Wheelchair Sports NSW Roadshow** visited the School in February to give a thought-provoking presentation on risk behaviour, sport and disability, to Year 9 PASS students and Year 12 CAFS students. The incursion included a game of wheelchair basketball where students grew in their understanding and appreciation of what it is to live with a disability.
- **Healthy Digital Diet** seminars hosted by **Dr Justin Coulson**, a leading expert in parenting and gaming technology, were presented to Senior School students, staff and parents in late March. These timely seminars highlighted the risks associated with the ever-increasing use of technology by children, and helped parents understand why screens, games and social media can be so compelling. Dr Coulson offered strategies for establishing a healthy balanced screen diet in the home.
- Students of 6W were awarded 2nd place in the "Fastest in New South Wales" category of the **Typing Tournament**, involving 759 classes from schools Australia-wide. The Tournament provides a focus on typing skills which will assist students as they make the transition to online testing. From 2018 online NAPLAN testing will be introduced to some New South Wales schools.
- SGCS boasts a strong track record with its **Robotics program**, with students regularly represented at State and National Championships. The purchase of EV3 robots has created much excitement with our IST students as these models represent the latest form of Lego robots, providing students with an unlimited range of construction options and activities such as rescue missions and dancing.
- During the mid-semester holidays, two of our Robotics students, accompanied by their Teacher, competed in the **Robotics International Championship in Japan**. After ten rounds in the individual team competition, our students were placed 23rd in the world out of 38 competing nations. In their highest ranking round they were placed 4th. In the Super Team Competition, our students were chosen to work with a team from Brazil who spoke only Portuguese. After a day and a half of preparation and problem solving, this united team was ranked 8th overall.
- Students from Junior School, Middle School and Senior School competed in the **NSW State RoboCup Championships** on 21 and 22 August at the University of NSW, entering both the Secondary and Open Rescue Competitions. Each of our seven teams achieved excellent results, with two Year 8 students being placed first and becoming the new State Open Rescue Champions. A surprise visitor to the Championships was the Governor of NSW, following his visit to our Infants Campus Building opening, who has a keen interest in STEM and Robotics.



Academic and Broader School Life in Review 2017

- Six teams from SGCS competed in the **Robocup Nationals** on 23-24 September with excellent results. We were placed first in the Primary Division and two Year 5 students were the Primary Division National Champions. In the Open Rescue division we were placed 2nd overall. This was our seventh Robocup National event and the students' results were outstanding, with the lowest ranking being 7th.
- Our School Captains met with the Governor of NSW, His Excellency General the Honourable David Hurley and his wife, Mrs Linda Hurley, as part of **Leadership Day** which is conducted at the NSW Parliament and includes a visit to Government House to meet the Governor and his wife.
- On 26 July, the **Minister for Education, the Hon Simon Birmingham, and the Hon David Coleman MP** visited our School. The Principal conducted a tour of the School, visiting classrooms and sporting activities and hosted a morning tea with representatives from our Parent Connect group and staff members. The Minister then addressed our Year 6 students following their visit to Canberra. The Minister and Mr Coleman engaged with the students in a Q & A session and special certificates provided by Mr Coleman were presented to all Year 6 students.
- The **Parent Connect** group which commenced in 2015, met regularly throughout 2017, providing parents and families with the opportunity to engage with our School and to offer suggestions and feedback. The group is led by a small team of parents working in close cooperation with the School and facilitated by our Community Engagement Officer. The group meets regularly at the School, with a dedicated Parent Connect page created on the School website.
- Mrs Karen Binns, IT Teacher/Integrator, received the International Society for Technology in Education '**Making It Happen**' Award, recognising her efforts to implement technology into schools.
- Year 11 students engaged in the '**Be Smart - Safe Driving**' course on 15 August to support them as they prepare to learn to drive or travel as passengers in vehicles driven by other young adults.
- Year 10 students participated in compulsory **Work Experience** from 3-7 April. Our Year 10 cohort received many outstanding comments from employers. A few examples are set out below:

"Extremely mature and delightful, who defies any suggested stereotype of a young teenager. Creative flair and ability to grasp new tasks beyond her years and her keenness for involvement and interaction with customers and staff is outstanding and infectious. She has been offered casual work. We are grateful for the opportunity to have work experience students and see it as a valuable and important part of our young people's education and development."



Academic and Broader School Life in Review 2017

"It has been a pleasure having X in our company. His hardworking attitude and willingness to lend a hand has been a great help. X is smart and a quick learner with a skill in paying attention to detail. Every task was performed properly and in a timely manner. We thank X and St George Christian School for involving our company in this excellent experience."

"X was a pleasure to have in the office and her talent was far above what we would expect in somebody so young. Her behaviour and work ethic was excellent. She is a credit to your school."

"X proved to be a delightful young man who impressed the staff with both his maturity and level of engagement with staff and patients alike. He was highly motivated and extremely grateful for the opportunity to learn. If X chooses to pursue a career in this field, he would be a wonderful asset to the industry."

"Standard of dress, punctuality, willingness to follow instructions, motivation to seek extra work, communication with staff, ability to work unsupervised – all excellent."

- In 2017, newly elected prefects were given the opportunity to be part of a pilot program presented by the **eSafety Commissioner**, encouraging school leaders to positively affect the digital culture within their environment and informing them of the many resources and services available to ensure positive and safe online practices.
- Some of our students' most noteworthy achievements do not fall into a formal category. From time to time telephone calls or emails from the community remind us that education is also about helping students grow to be compassionate and thoughtful individuals. One such example of our students being commended for their behaviour occurred in 2017 when we received a telephone call from the son of an elderly woman with substantial mobility issues who was assisted by two of our students. The second call was from a neighbour who witnessed the same event and wanted us to know how mature, helpful and polite these students were.



Academic and Broader School Life in Review 2017

Beyond Ourselves Mission & Global Education

- As part of the School's continuing **Beyond Ourselves** program, a team of twenty-one students joined a **mission team travelling to the Island of Santo in Vanuatu** from 30 June to 8 July (in the July school holidays). Accompanied by eight members of staff, they spent quality time reaching out to the students and teachers of Ban Primary School, Hog Harbour High School, Matevulu Senior College, Tutuba Primary School and Nasalanvunmol Primary School. They were involved in sport, music, craft, drama, games, presenting their personal testimonies and a variety of other Gospel sharing and relationship building activities.
- Prior to the mission trip, the School conducted **fund-raising activities** to support the schools in Vanuatu, including Year 7's Spanish Fiesta on Open Day with each student creating a piñata for a silent auction. The piñatas created included birds, dinosaurs, donkeys and even presidents! Students in Middle and Senior Schools enjoyed **V Day** on 16 June, raising funds and enjoying activities, games and performances, in support of the Vanuatu Mission.
- Middle School students supported Cystic Fibrosis Foundation in their annual **Crazy Hair Day** in June, raising almost \$500.00 for the Foundation.
- **Senior School hosted the 4th annual "Open Doors Day"** with a **"Walk to Water"** fundraiser on 1 September, supporting the work of the mission organisation Open Doors with persecuted Christians in Nigeria.
- Middle School students marked the first day of spring by raising funds and awareness for the **Cancer Council's Daffodil Day**.
- A summary of the funds raised at fundraising events throughout the year are as follows:

• Cancer Council (Daffodil Day)	\$356.60
• Compassion	\$576.00
• Crazy Hair Day for Cystic Fibrosis	\$471.00
• International Justice Mission	\$1,469.35
• National Heart Foundation – Jump Rope	\$573.00
• Open Doors (Walk for Water)	\$2,645.70
• Senior School House Day – for Vanuatu	\$1,629.65
• V Day for Vanuatu	\$5,518.55
• Vanuatu Cross Country	\$851.90
• Vanuatu – Spanish Piñata auction	\$1,845.25
• Vanuatu – Dreamers' Auction at Open Day	\$1,780.00
• Vanuatu fundraising by Infants Campus	\$2,768.15



Academic and Broader School Life in Review 2017

Young Writers Development

- In 2017 SGCS introduced the **Writers in Residence program**, designed to encourage and inspire reading and writing. Over one week in February students, parents and staff had the opportunity to attend a series of literary workshops presented by award-winning author of more than twenty books, **James Roy**.
- Poetry was brought to life for our Years 6 and 8 students in March when the **Poetry in Action Team** visited and performed a show titled 'The Paper Tiger' featuring works from Banjo Paterson, Edgar Allan Poe and William Blake, using comic scenes, dramatic monologues and contemporary interpretations.
- Visual Arts students in Years 10-12 spent an inspirational day at the Art Gallery of New South Wales in March viewing **ARTEXPRESS and Adman: Warhol Before Pop**. Viewing ARTEXPRESS, which features a selection of exemplary student artworks from the Year 12 cohort of 2016, provided excellent preparation for students planning to study Visual Arts for their HSC.
- Aspiring children's author, **Kathryn Fletcher**, visited our Library's **Books for Breakfast Group** in May discussing what is involved in becoming a published author, and encouraging the students on their own writing journey.
- Year 3 students learning about what it takes to **create and publish a book** as part of their studies in descriptive writing, worked collaboratively to write and illustrate their own vibrant, descriptive manuscripts, which were published in hard cover.
- The **Middle School Writers' Excellence Group**, aimed to help student develop their writing skills and find their voice, met every fortnight analysing a range of writing styles, including the author, Roald Dahl.
- Infant's students were treated to an inspiring visit by popular children's author, **Lisa Shanahan**, on 30 August.
- During **Children's Book Week** in June, our Librarians worked with students to create a Pop-Up Library in the School's Courtyard, encouraging a love of reading and books among our students.
- Junior School Parents, students and parents were invited to the School Library one evening during **Book Week 2017** for an hour of reading enjoyment with a theme of "Escape to Everywhere".
- Author and Comedian, **Oliver Phommavanh** visited Junior School in September to perform and speak to the students about writing and comedy.



Academic and Broader School Life in Review 2017

- In 2017, the **Infants Book Parade** was held in conjunction with the official opening of the new Infants School building in August, with students dressing as a favourite book character, and charming a diverse audience of parents, families, dignitaries and staff.
- Ten students received Gold Awards in the 2017 **Premier's Reading Challenge**.

Music and Arts

- **School Musicals** are held biennially in Middle and Secondary School. In 2017, students in Middle and Senior School presented the Musical – **Joseph and The Amazing Technicolor Dreamcoat** at Marana Auditorium with four performances on 18-20 October. The SGCS production brought to life the biblical story of Joseph with a light hearted perspective. With lyrics by Tim Rice and music by Andrew Lloyd Webber, our students performed parodies of French ballads, Elvis-inspired rock and roll, western tunes, 1920 Charleston and a little jazz, to delighted audiences.
- Junior School also presents a musical biennially. In 2016 they presented the **Junior School Musical** 'Giants Will Fall' at Sutherland Entertainment Centre – a unique and creative adaptation of the story of David and Goliath. The script and music, with a strong message of hope in the face of defeat, were written by SGCS staff.
- At SGCS we believe it is never too early to launch an appreciation of the arts. SGCS Kindergarten students attended the **Monkey Baa Theatre** in Darling Harbour in May to see the production of the multi-award winning picture book *A Diary of a Wombat* by Jackie French and Bruce Whitley. Puppetry and music provided much excitement and joy for our youngest students.
- At '**Bandfest**', organised by Engadine Music Centre and hosted at the St George Bank's Auditorium in Kogarah in June, the **SGCS Intermediate Band** received a Silver Award and first time performers in the **SGCS String Ensemble** also gave a sterling performance and received a Silver Award.
- Our **HSC Showcase**, providing students with the opportunity to display their major works to family and friends, took place in August. Major works included Visual Arts, Design and Technology, Industrial Technology, Software Design and Development and History Extension with performances in Music and Drama. The evening was well attended and reflected the broad and rich program offered to our students and a high standard of accomplishment.
- Year 11 Visual Arts students welcomed Australian well-renowned artists, **Steve Lopes and Amanda Penrose Hart** to SGCS for an artist workshop in August.



Academic and Broader School Life in Review 2017

- Year 11 Arts students displayed their creative artwork at Kogarah Library and Cultural Centre. The exhibition called '**A Sense of Identity**' was held from 10 October through to 24 November.
- One of our SGCS Art Teachers exhibited her own artwork in the **Practice What You Teach** exhibition held at Casula Powerhouse Arts Centre in June. This ongoing initiative is designed to motivate and promote the practice of art teachers as well as encourage them to maintain an ongoing artistic development.
- Elective Music Students in Years 9, 10 and 11 delighted the audience at the annual '**Live and Unplugged**' performances in June. In a relaxed setting akin to a live music venue, students have the opportunity to perform from a variety of genres.
- Students in Years 3-12 demonstrated their musical talent at the fifteenth annual **Evening of Fine Music** at Shire Live on 31 August.
- Students of our music tutoring program displayed their talents in music and drama at our **Twilight Instrumentals** in November.
- Over 120 students were involved in the School's instrument tuition program.

Sport

- SGCS was placed second overall at the **CSSA Southern Metropolitan Primary Zone Swimming Carnival** in February, with three of our Junior School students named Zone Swimming Age Champions, and twenty students qualifying to attend the CSSA State Swimming Carnival. At the State Carnival, six students were selected to represent the School at the CIS State Swimming Carnival on 2 and 3 May, 2017.
- Seven SGCS students were selected to represent New South Wales at the 2017 biennial **National Christian Schools Games** in a range of sports including tennis, soccer, netball and volleyball. Each student competed admirably with one student leading his soccer team to victory and named highest goal scorer in the soccer competition, another a member of a netball team which won each game and took home gold, and another placed third overall in the Open Tennis Competition at only 15 years of age.
- Year 10 PASS students enjoyed a four week **cycling** session around the cycle ways of the St George Region, increasing their riding skills and improving their fitness.
- In 2017, **skateboarding** was added to the Sports program for our Year 6 students, presented by Totem Skateboarding who use skateboarding as a vehicle to develop self-esteem, personal identity and self-image.



Academic and Broader School Life in Review 2017

- Three of our students were selected to represent CSSA South Sydney Metropolitan Zone in the **State Touch Football Championships**.
- Our **Girl's Open Softball** team represented the School at the CIS Cup Knockout Tournament on 31 March 2017.
- Seven students placed in the top 50 in the Years 3-6 CSSA and **CIS Cross Country Carnival** held at Horsley Park on 2 June 2017.
- Sixteen students competed in the **CSSA Primary State Athletics Carnival** at Blacktown on 18 August. Two students placed 2nd overall in the 100m Relay Team, and were selected to represent CSSA at the CIS Athletics Carnival in September.
- Our Senior School soccer team was placed third in the **Open Girls Zone Soccer Gala Day** on 26 June 2017.
- In 2017 SGCS achieved a ranking in the "**Top 100**" award units in NSW for the **Duke of Edinburgh's Award**.
- A former student was presented with her **Gold Duke of Edinburgh's Award** at Government House on 23 August, accompanied by her former Year Adviser.
- A Year 4 student was placed 3rd in his division at the **2017 East Coast Classic National Ballroom Dancing Championships**.
- The **Jump Rope** team set off on a "Road Trip" from 13-15 June, delighting audiences in primary schools in the country New South Wales towns of Mudgee, Bathurst and Orange.
- After earning over 50 medals at the **State Skipping Championships** in Sydney in August, the SGCS skipping teams competed in the National Skipping Championships at the Gold Coast in September with impressive results. Three of our teams were selected to represent Australia in the world championships as well as four individual skippers. One of our Year 7 student is the new Australian 11-13 year old Male Age Champion and many other students attained personal best scores.
- Eight students from Years 4, 5 and 6 were selected to compete in the **CSSA State Tennis Gala Day** at Wollongong. One of our Year 5 students was named Senior Boys Champion for 2017.
- SGCS entered a Senior Boys and Senior Girls team in the **2017 CSSA State Basketball Gala Day** in November, with both teams achieving a win on the day.
- Our Year 3 Table Tennis team were the undefeated winners of the **3rd Grade Table Tennis Grand Final** in 2017.



Academic and Broader School Life in Review 2017

Parenting Education

A number of parent seminars and workshops were held as part of the '**Strong Hearts, Strong Minds**' program in 2017 as follows:

- **Emotional Wellbeing: Helping Children Manage Their Emotions** - 24 February 2017
- Guest speaker, **Dr Julian Coulson** presented a parent seminar - **A Healthy Digital Diet**: 29 March 2017
- **Spare the Rod: Effective Discipline** - 19 May 2017
- **Survive and Thrive: Building Resilience in your Children** - 11 August 2017
- **Sticks and Stones: How to Bully-Proof Children** - 8 September 2017

In 2017, the **In Conversation series** for the parent community in conjunction with student education, was developed further, as follows:

- Parents were invited to several student learning activities to help them gain an understanding of their child's learning for example, the *Writers in Residence Program* and the *Year 11 Artist in Conversation workshop*.
- The Admissions and Engagement Team hosted an extra morning viewing session of HSC Showcase 2017 major works from 7.00am-10.30am for parents, students and the wider community.

Open Days / Community Days

- **The Hurstville Campus Open Day** took place on 17 March 2017. Open Day 2017 provided a snapshot of our School to visitors, allowing our students to showcase their work to their families and guests. The event was inspired by the upcoming School Musical, *Joseph and the Amazing Technicolour Dreamcoat*. There was strong interest in the School with 160 information packs distributed to prospective families, and strong support for the Vanuatu mission with generous donations at our 'Dreamers' Auction.
- In 2017, a series of **Infants Tour Mornings** were conducted in lieu of Sans Souci Campus Open Day leading up to the formal opening of the new Sans Souci Campus Building in August.
- Staff and students welcomed the Governor of NSW, His Excellency General The Honourable David Hurley, and Mrs Linda Hurley, to celebrate the **opening of the new Infants Campus Building** on 22 August, 2017. Mrs Hurley, a former teacher at SGCS, officially opened the new Building. The Opening Ceremony was followed by the annual Infants Book Parade.



Academic and Broader School Life in Review 2017

- The Infants School hosted a **Father's Day Breakfast** on 1 September and Junior School hosted **Grandparents Day** on 8 November, with an island getaway theme, complete with an original song written to the tune of 'Gilligan's Island'. Both events were well attended and much enjoyed by students, their fathers and grandparents. One of our student's grandmothers wrote to the Principal after Grandparents Day expressing her heartfelt thanks: *"As I looked at the happy smiling faces of the children I feel there is still great hope of better times to come in this weary world of today... May God richly bless you and your staff for all that you do teaching and preparing these children for the future ahead."*
- Year 12 were formally farewelled at the **Year 12 Graduation** which was held on the last day of Term 3, Marana Hall, Hurstville. Families, friends, staff and representatives from the SGCS Board along with our Middle School and Senior School students attended the ceremony. Year 12 students also enjoyed a time of celebration at their Final Chapel service with a surprise visit from popular musician, Colin Buchanan.
- At the **Junior School Presentation Assembly** two SGCS students and a SGCS Teacher were presented with **Children Week Awards** by FAMS. These awards recognise outstanding achievements by children and adults in supporting children.

Building and Property

- In November 2017 the School purchased the property at 54 Bellevue Parade, Allawah prior to auction. The property was part of a deceased estate and vacant at the time of purchase. As the property now forms part of the School's Master Plan and will be developed in a few years, it is to be utilised as the School's Uniform Shop and a storage area for School equipment in the immediate future.
- In the latter part of 2017 three (3) Development Applications were lodged at Georges River Council for:
 - A new covered outdoor learning/sports area to be erected on the paved area between the Chapel and the Multi-Purpose Hall on Woids Avenue side of the campus. This project will commence the first week of the Autumn Vacation of 2018.
 - The relocation of the two-storey demountable buildings on the northern end of the Senior School Campus. These buildings will be reassembled on the School's property at 48 Bellevue Parade. The relocation of these buildings will commence at the end of Term 3 2018 with completion anticipated for Week 1 Term 1 2019.
 - Alterations and additions, including demolition works, construction of a new four storey classroom building, new basement carpark (accessed from Woids Avenue) and other internal and external alterations.



Academic and Broader School Life in Review 2017

- The redevelopment of Sans Souci Campus was completed in April 2017 following the transportation of nine modules from Newcastle to Sydney. Year 2 students returned to the Sans Souci Campus after the autumn vacation in 2017 and moved into the new building with Year 1 students. The redeveloped Sans Souci campus was officially opened by Mrs Linda Hurley, the wife of the New South Wales Governor, Mr David Hurley on 23 August 2017.
- Following completion of the Sans Souci Campus, the gardens were reconfigured with removal of the former "playground bridge" and expansion of the playground area. The School's Property Staff were instrumental in designing and building a seated timber area surrounding the large tree at the Rocky Point Road end of the campus. The newly redesigned playground now provides a more useful area for the students' play, morning sensory classes and weekly tennis lessons.
- In addition to the new buildings on site, the older Sans Souci Baptist Church classrooms located at the rear of the Church were completely modernised and refurbished. The works undertaken included removal of the downstairs large folding door, removal of floor coverings, internal painting of walls and ceilings, new carpet and vinyl tiles in the classrooms, bag rooms and upstairs office area. New sinks and cupboards were installed in both rooms and colourful pin board was affixed to walls and to the built in cupboards in both rooms.
- The Sans Souci Baptist Church Hall, which is used by the School, was also recarpeted to modernise the area jointly used by the Church and the School.
- Two additional sun shades are to be installed at the Sans Souci Campus in the Autumn vacation of 2018 this will provide additional protection from sun and all weather cover from the new student toilet areas to the other covered areas of the School.
- Replacement of the "Adventure Land" equipment at the Infants Campus was investigated but as the design of new equipment did not meet the School's requirements it was decided to refurbish the existing equipment. The contractor undertaking the refurbishment of the equipment anticipates completion in April 2018.
- Café12 continues to grow in popularity for students and staff and offers a range of gourmet lunch and morning tea options. The Café is particularly popular for serving a variety of food, specialty coffee and drinks at special events and when the School hosts other community groups, schools and organisations.
- The properties located at 47 and 49 Woids Avenue and 48 Bellevue Parade continue to be rented for residential use pending commencement of the Woids Avenue carpark and the relocation of the two storey demountable buildings.
- The School continues to work with its architects in developing the Master Plan to provide modern, spacious and improved learning facilities for excellence in student learning.



Academic and Broader School Life in Review 2017

Before & After School Care Service

With continuing growth the Service is close to reaching maximum capacity of 45 students on Wednesday afternoons and approximately 35 – 38 students on the other school afternoons. There is less demand for morning care where student numbers range from 10-15. Two buses now operate in the afternoons transporting Infants' students to the Hurstville campus.

A Vacation Care Service now operates most weeks of every school holiday break. During the 2017/2018 summer vacation the Service operated from the last day of School in December 2017 to Friday 29 December and resumed on Monday 15 January to 25 January 2018.

The Vacation Care service offers a variety of excursions for students as well as a comprehensive activity program.

Careers

- **Year 9** - In Term 4, a Careers Introduction Session introduced students to the services available through the Careers Department. The session included an online Careers Assessment questionnaire, which was used in a face-to-face Careers interview. Students were provided with work experience information, a variety of handouts and a listing of helpful websites. Career interests were discussed and recorded.
- **Year 10** - Students undertook a week of Work Experience with many varied opportunities. Elevate Education was invited to hold an incursion on *Time Management - beating procrastination* and *Study Sensei - a guide to success*. A second week of Work Experience was offered, with many students taking up the opportunity to experience a different environment of work. Many students received assistance from our Careers Adviser in setting up of Resumes.
- **Year 11** - HSC and Careers Expo – Students were given the opportunity to attend this Expo, attending lectures and gathering information from the many career stalls. In a one on one session with our Careers Adviser, students discussed their current career options and requested any information required.
- **Year 12** - Students attended Discovery Day at the University of Wollongong, experiencing what it is like to be in a University environment, with a choice of lectures to attend throughout the day. Students were encouraged to make a one-on-one appointment in which they could request any additional information and ask any questions they may have regarding University, TAFE courses, course application, early entry etc. A UAC Information Session was organised for all Year 12 students, with the goal of answering questions regarding the ATAR, UAC and the application process for University courses



Academic and Broader School Life in Review 2017

COURSES AND SUBJECTS

2017 Stage 5 Elective Subjects

SGCS offered the following elective subjects:

- Commerce
- Drama
- Food Technology
- Industrial Technology - Multimedia
- Industrial Technology - Timber
- Information & Software Technology (IST)
- Music
- Physical Activity and Sports Studies (PASS)
- Visual Arts

2017 Stage 6 Courses

SGCS offered the following subjects:

- English (Standard, Advanced, Extension 1 & Extension 2)
- Mathematics (General 2, Mathematics, Extension 1 & Extension 2)
- Biology
- Business Studies
- Chemistry
- Community & Family Studies (CAFS)
- Design and Technology
- Drama
- Economics
- History (Ancient, Modern & Extension)
- Industrial Technology (Timber)
- Legal Studies
- Music 1
- Personal Development, Health & Physical Education (PDHPE)
- Physics
- Senior Science



Academic and Broader School Life in Review 2017

- Spanish
- Software Design & Development (SDD)
- Textiles and Design
- Visual Arts

INFANTS SCHOOL

Co-Curricular Activities

- Speech and Drama Lessons
- Singing and Dancing Lessons
- Hockey
- Infants Library Book Parade

Specialist Programs:

- ESL Program
- Horizons Program
- Sensory Integration Program
- Learning Support
- Transition to Kindergarten and Year 3 Programs
- Swimming Program
- Specialist Music Teacher
- Specialist Sport Teacher

JUNIOR SCHOOL

Co-Curricular Activities

- Band
- Choir
- Hockey
- Individual and Small Group Music Tuition
- Jump Rope for Heart Teams
- Musical Performance
- Percussion
- Singing Lessons
- Speech and Drama
- STEM Program Design Studio



Academic and Broader School Life in Review 2017

Specialist Programs

- Horizons Program
- Leadership Training
- Learning Support
- Specialist Sport Teacher
- Specialist Music Teacher
- Life Skills Program

MIDDLE SCHOOL

Co-Curricular Activities

- SGCS Band
- Intermediate Band
- Books for Breakfast (Boys)
- Books for Breakfast (Girls)
- Create Cooperative
- Homework Club
- Individual and Small Group Music Tuition
- Jump Rope for Heart Team
- MS Leadership Team
- MS Student Representative Council
- Piano Tuition
- Robotics Club – Advanced
- Robotics Club – Beginners
- Science Club
- Speech and Drama Performance
- String Ensemble
- Excellence Programs
- Artists Group
- Anthropologists Group
- Economists Excellence Group
- Writers Excellence Group



Academic and Broader School Life in Review 2017

SENIOR SCHOOL

Co-Curricular Activities

- Bassoon Tuition
- Beyond Ourselves (overseas & local missions opportunities)
- Clarinet Tuition
- Concert and Stage Bands
- Drama Performance
- Drum Tuition
- Duke of Edinburgh Award Scheme
- Flute Tuition
- Guitar Tuition
- Individual and Small Group Music Tuition
- Musical Performance
- Musical Production
- Piano Tuition
- Representative Sport
- Saxophone Tuition
- Student Representative Council
- String Ensemble
- Trombone Tuition
- Trumpet Tuition
- Violin Tuition
- Vocal Group



Academic and Broader School Life in Review 2017

The SGCS curriculum also includes Bible Study and Christian Principles and Relationships classes where there is opportunity for all students to study the Bible and apply its principles to their own lives. A high priority is given to pastoral care and Christian growth in all classes at the School.

There is a strong emphasis on literacy and numeracy throughout the School and emphasis on considerate relationships within the School community. Three trained counsellors are available to assist students with their needs, as well as an Overseas Student Liaison Officer. The School provides extra provision in a range of subjects to students requiring learning support and to students with gifted and talented ability.

SGCS has a specialist computer room and a total of 540 computers (including desktops, laptops and tablets) throughout the School located in most classrooms and specialist rooms, integrating technology use into learning in every subject. Implementation of a further 100 computers is planned for the commencement of 2018. Other specialist facilities include three science laboratories, a technics room, two visual arts rooms and a food technology room. The School has a well-stocked library with over 40,000 volumes, fourteen computers, a Senior Studies Centre and teacher and parent resources. There is a well-stocked branch library at the Infants Campus.



School Performance in Statewide Tests and Examinations



We are keen to see in our students, as they face their assessments in a calm and confident attitude, a steady progress in their achievements and an affirmation that they are developing in their skills, learning habits and thought processes.

Mr James Honor
Principal



School Performance in Statewide Tests and Examinations

In 2017 SGCS participated in the National Assessment Program – Literacy & Numeracy (NAPLAN). As shown on pages 8-10 of this report, SGCS students performed very strongly, well above State average. NAPLAN allows all students in Australia in Years 3, 5, 7 and 9 to be tested on aspects of Literacy and Numeracy using the same year level tests. Literacy and Numeracy are taught in accordance with the NSW Education Standards Authority syllabi and amount to approximately 50% of the School timetable in the primary years.

Year 3

Results are reported in bands with the range for Year 3 being Band 1-6, with 6 being the highest. The National Minimum Standard for Year 3 is Band 2.

SGCS at or above National Minimum Standard (c.f. State)

	2017	2016
Subject:	SGCS (State)	SGCS (State)
Reading	100% (97%)	100% (96.9%)
Writing - Persuasive	100% (97%)	100% (98.8%)
Spelling	100% (95%)	100% (96.9%)
Grammar & Punctuation	98% (96%)	100% (97.0%)
Numeracy	98% (96%)	96.1% (96.9%)

Year 5

Results are reported in bands with the range for Year 5 being Band 3-8, with 8 being the highest. The National Minimum Standard for Year 5 is Band 4.

SGCS at or above National Minimum Standard (c.f. State)

	2017	2016
Subject:	SGCS (State)	SGCS (State)
Reading	100% (96%)	100% (94.0%)
Writing – Persuasive	100% (94%)	100% (94.7%)
Spelling	100% (96%)	100% (94.6%)
Grammar & Punctuation	100% (94%)	100% (96.0%)
Numeracy	100% (97%)	100% (95.7%)



School Performance in Statewide Tests and Examinations

Year 7

Results are reported in bands with the range for Year 7 being Band 4-9, with 9 being the highest. The National Minimum Standard for Year 7 is Band 5.

SGCS at or above National Minimum Standard (c.f. State)

	2017	2016
Subject:	SGCS (State)	SGCS (State)
Reading	100% (96%)	98.6% (95.2%)
Writing – Persuasive	99% (90%)	97.2% (92.0%)
Spelling	99% (95%)	95.8% (94.6%)
Grammar & Punctuation	100% (94%)	97.2% (94.8%)
Numeracy	100% (97%)	100% (97.0%)

Year 9

Results are reported in bands with the range for Year 9 being Band 5-10, with 10 being the highest. The National Minimum Standard for Year 9 is Band 6.

SGCS at or above National Minimum Standard (c.f. State)

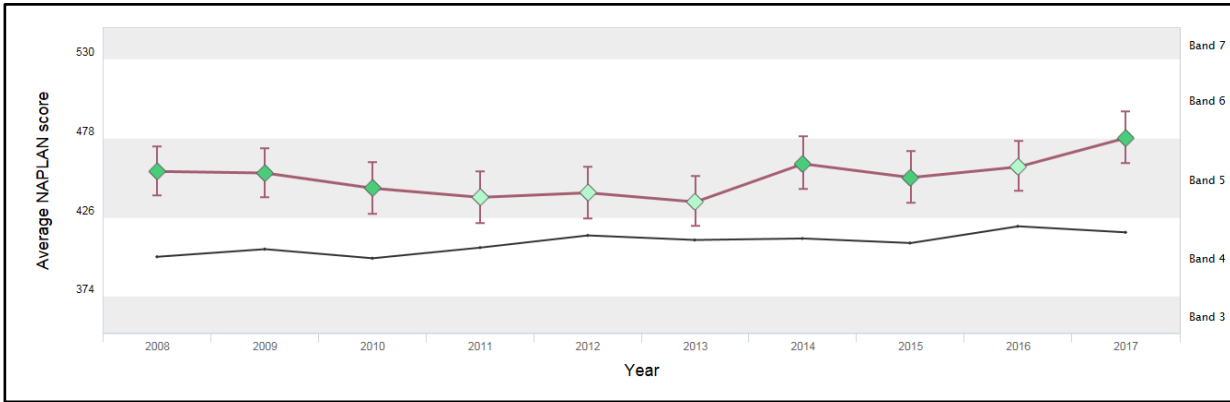
	2017	2016
Subject:	SGCS (State)	SGCS (State)
Reading	100% (94%)	100% (94.0%)
Writing – Persuasive	99% (84%)	94.9% (87.7%)
Spelling	97% (92%)	98.7% (91.5%)
Grammar & Punctuation	100% (91%)	100% (90.0%)
Numeracy	100% (98%)	97.4% (97.7%)

The following graphs below display **average NAPLAN scores by Year Group and Subject from 2008 to 2017**. The red line indicates the scores of SGCS and the black line indicates the average achievement of all Australian Schools. SGCS's average NAPLAN scores are displayed in the diamonds in a colour indicating whether the scores are above, close to, or below the scores achieved by all Australian students (see explanation of symbols below). You will note that the green diamond indicated a score substantially above average.

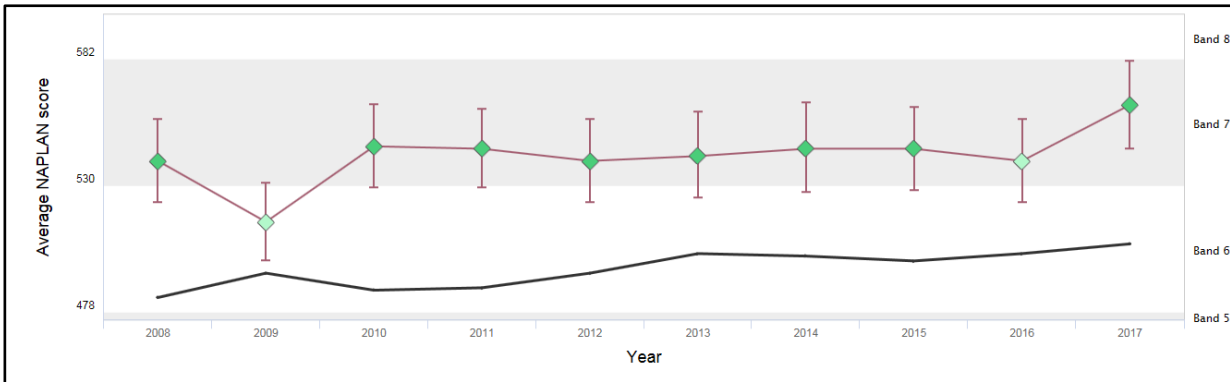
SGCS students consistently achieved above and substantially above average over the nine year period studied.

School Performance in Statewide Tests and Examinations

Year 3 Spelling



Year 5 Reading



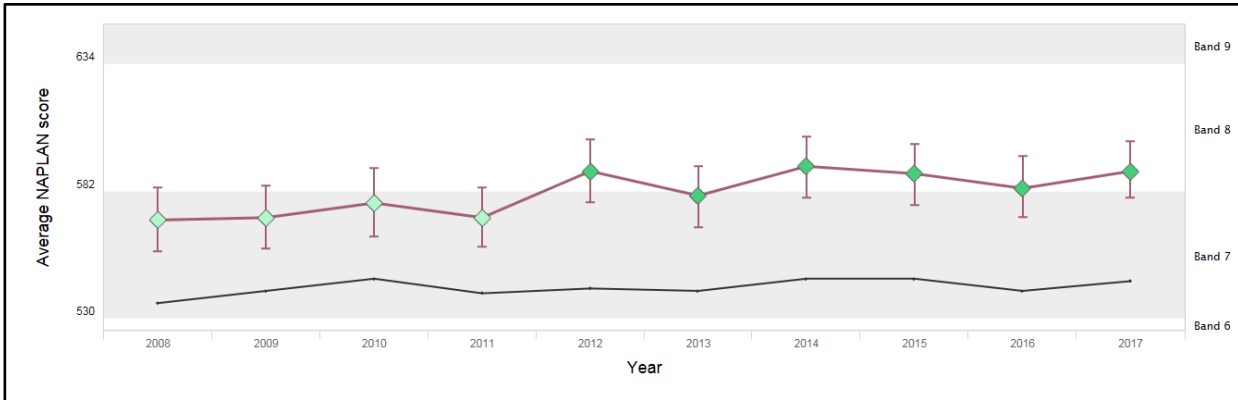
Explanation of symbols:

- ◆ substantially above
- ◇ above
- ◇ close to
- ◇ below
- ◆ substantially below
- ⌈ Displays margin of error at 90% level of confidence for selected school

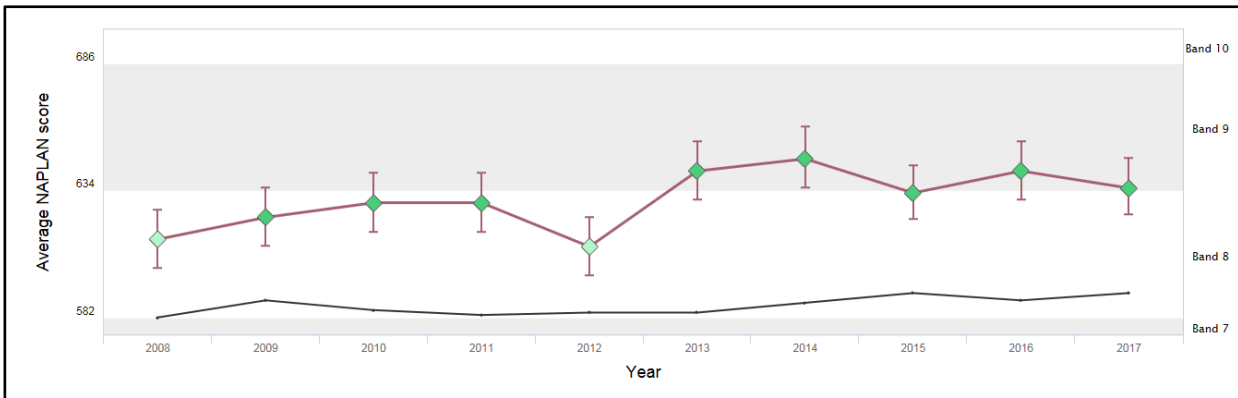
School Performance in Statewide Tests and Examination



Year 7 Reading



Year 9 Numeracy



Explanation of symbols:

- ◆ substantially above
- ◇ above
- ◇ close to
- ◇ below
- ◆ substantially below
- ⊥ Displays margin of error at 90% level of confidence for selected school



School Performance in Statewide Tests and Examinations

RECORD OF SCHOOL ACHIEVEMENT

Seventy-eight students completed Year 10 in 2017. Three students went on to further studies elsewhere, two commenced courses at TAFE and the remainder continued at SGCS to complete the Higher School Certificate.

HIGHER SCHOOL CERTIFICATE

A total of fifty-nine Year 12 students sat for their HSC examination in 2017.

The median success rate for schools across New South Wales was 5.47%, with SGCS achieving the success rate of 12.78%, and receiving an overall ranking of 134th in the State.

49% of our HSC students achieved 'Distinguished Achievement' status in at least one course with results in the highest possible bands (Band 6 or E4) in the following courses:

- Biology
- Business Studies
- English Advanced
- English Extension 1
- External German Beginners
- External Modern Greek Beginners
- History Extension
- Mathematics
- Mathematics General 2
- Mathematics Extension 1
- Music 1
- PDHPE
- Software Development and Design
- Visual Arts



School Performance in Statewide Tests and Examinations

The following subjects significantly outperformed State averages in the **top two bands** (the 80 plus mark range):

Percentage of Students Achieving Bands 5 or 6 (Top 2)			
Subject:	SGCS %	State %	Difference %
Ancient History	60.00	36.49	23.51
Biology	56.25	39.55	16.70
Business Studies	50.00	36.69	13.31
Community & Family Studies	45.00	30.23	14.77
Drama	100.00	42.19	57.81
English Advanced	70.37	63.75	6.62
English Extension 1	100.00	93.51	6.49
External German Beginners	100.00	74.11	25.89
External Modern Greek Beginners	100.00	77.38	22.62
External Hospitality	100.00	25.15	74.85
External Human Services	100.00	20.77	79.23
History Extension	100.00	79.77	20.23
Industrial Technology (Timber)	75.00	22.48	52.52
Mathematics	79.31	53.68	25.63
Mathematics Extension 2	100.00	84.11	15.89
Mathematics General 2	36.00	25.75	10.25
Music 1	66.00	20.35	45.65
Physics	53.85	33.99	19.86
Senior Science	100.00	24.61	75.39
Software Design & Development	80.00	35.92	44.08
Visual Arts	85.71	54.73	30.98



School Performance in Statewide Tests and Examinations

These results have led to university offers in a diverse range of Bachelor courses including Advanced Computing, Advanced Science (Honours), Architecture, Arts, Aviation, Business, City Planning (Honours), Combined Actuarial Studies, Commerce, Computer Science, Communication and Media, Creative Arts, Criminal Justice, Design (Honours), Economics, Education (Primary), Education (Secondary), Electrical Engineering (Honours), Environmental Management, Environmental Science (Honours), Engineering (Honours), Exercise Science, Design Architecture, Exercise and Sport Science, Fine Arts, Forensic Science, International Studies, Law, Mechanical Engineering, Medical Sonography, Medicine, Media (Screen and Sound Production), Medical Science, Music, Natural Science (Animal Science), Nursing, Nutrition Science, Paramedicine, Pharmacy, Psychological Science, Radiography, Science, Social Work (Honours), Software Engineering, Vision Science and Zoology.

Our graduating students will be found on the campuses of Sydney University, University of New South Wales, University of Technology Sydney, University of Wollongong, University of Western Sydney, Macquarie University, Australian Catholic University, Griffith University, and Central Queensland University (Sydney Campus).

HSC Results by Subject:

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

Ancient History

In 2017, 80% of students (numbering 4 out of 5) achieved within Bands 4-6 (State average 61.8%). This compares to 64.3% in 2016. It should be noted that the remaining student achieved in Band 3.

Biology

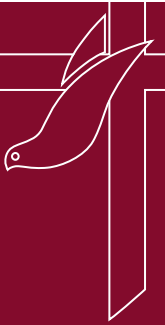
In 2017, 87.5% of students (numbering 14 out of 16) achieved within Bands 4-6 (State average 68.7%). This compares to 80.9% in 2016. It should be noted that 1 of the remaining students achieved in Band 3.

Business Studies

In 2017, 87.5% of students (numbering 14 out of 16) achieved within Bands 4-6 (State average 65.6%). This compares to 90.4% in 2016. It should be noted that the 2 remaining students achieved in Band 3.

Chemistry

In 2017, 73.3% of students (numbering 11 out of 15) achieved within Bands 4-6 (State average 71.4%). This compares to 75% in 2016. It should be noted that the 4 remaining students achieved in Band 3.



School Performance in Statewide Tests and Examinations

Community & Family Studies

In 2017, 90% of students (numbering 18 out of 20) achieved within Bands 4-6 (State average 68%). This compares to 81.2% in 2016. It should be noted that the 2 remaining students achieved a Band 3.

Design & Technology

In 2017, 92.9% of students (numbering 13 out of 14) achieved within Bands 4-6 (State average 84%). This compares to 71.4% in 2016. It should be noted that the remaining student achieved a Band 3.

Drama

In 2017, 100% of students (numbering 4 out of 4) achieved within Bands 4-6 (State average 84 %.) This compares to 100% in 2016.

Economics

In 2017, 100% of students (numbering 9 out of 9) achieved within Bands 4-6 (State average 74%).

English (Standard)

In 2017, 65.6% of students (numbering 21 out of 32) achieved within Bands 4-6 (State average 55.1%). This compares to 63% in 2016. It should be noted that a further 10 students achieved in Band 3.

English (Advanced)

In 2017, 100% of students (numbering 27 out of 27) achieved within Bands 4-6 (State average 91.8%). This compares to 93.7% in 2016.

English Extension 1

In 2017, 100% of students (numbering 6 out of 6) achieved within the top two Bands (State average 93.5%). This compares to 100% in 2016.

History Extension

In 2017, 100% of students (numbering 2 out of 2) achieved within the top two Bands (State average 79.8%). This compares to 50% in 2016.

Industrial Technology

In 2017, 75% of students (numbering 3 out of 4) achieved within Bands 4-6 (State average 47.4%). This compares to 100% in 2016. It should be noted that the remaining student achieved in Band 3.

Legal Studies

In 2017, 83.3% of students (numbering 5 out of 6) achieved within Bands 4-6 (State average 75.1%). This compares to 94.1% in 2016. It should be noted that the remaining student achieved in Band 3.



School Performance in Statewide Tests and Examinations

Mathematics General 2

In 2017, 68% of students (numbering 17 out of 25) achieved within Bands 4-6 (State average 50.7%). This compares to 78.1% in 2016. It should be noted that 6 of the remaining students achieved in Band 3.

Mathematics

In 2017, 100% of students (numbering 29 out of 29) achieved within Bands 4-6 (State average 75.2%). This compares to 92% in 2016.

Mathematics Extension 1

In 2017, 70% of students (numbering 15 out of 21) achieved within the top two Bands (State average 81.9%). This compares to 33.3% in 2016. It should be noted that 5 of the remaining students achieved in Band E2.

Mathematics Extension 2

In 2017, 100% of students (numbering 1 out of 1) achieved within the top two Bands (State average 84.1%). This compares to 100% in 2016.

Modern History

In 2017, 75% of students (numbering 9 out of 12) achieved within Bands 4-6 (State average 71.3%). This compares to 80% in 2016. It should be noted that the remaining 3 students achieved in Band 3.

Music 1

In 2017, 100% of students (numbering 6 out of 6) achieved within Bands 4-6 (State average 89.7%). This compares to 100% in 2016.

Personal Development, Health and Physical Education

In 2017, 69.2% of students (numbering 9 out of 13) achieved within Bands 4-6 (State average 59.8%). This compares to 80% in 2016. It should be noted that 3 of the remaining students achieved in Band 3.

Physics

In 2017, 76.9% of students (numbering 10 out of 13) achieved within Bands 4-6 (State average 67.5%). This compares to 71.4% in 2016. It should be noted that 2 of the remaining students achieved in Band 3.

Senior Science

In 2017, 100% of students (numbering 1 out of 1) achieved within Bands 4-6 (State average 60.2%). This compares to 90% in 2016.

Software Design and Development

In 2017, 80% of students (numbering 4 out of 5) achieved within Bands 4-6 (State average 65.8%). This compares to 71.4% for 2016.



School Performance in Statewide Tests and Examinations

Visual Arts

In 2017, 100% of students (numbering out of 14 out of 14) achieved within Bands 4-6 (State average 90.3%). This compares to 100% in 2016.

Senior Secondary Outcomes

Percentage of students in Year 12 undertaking a course in vocational

or trade training as percentage: 6.78%

Percentage of students in Year 12

attaining a Year 12 certificate or equivalent VET qualification:.....100%

Student Learning Outcome Improvement Measures

Infants

- Benchmarking each child's reading levels twice per term to target teaching and identify children needing support.
- Across each grade, different ability groups for Reading and Writing instruction are programmed and timetabled, with teaching targeting identified needs of each group.
- A home reading program based on each child's current reading level.
- The Support Teacher identifying and withdrawing children at risk or 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 Development in the new Australian curriculum, focusing on HSIE and Science.
- Professional Development in the use of digital technologies throughout all KLAs.
- Professional Development in the use of Sensory Integration.
- Mentoring of new staff to ensure development of key teaching strategies.



School Performance in Statewide Tests and Examinations

Junior School

- The support program is integral to the identification, programming and assessment of students with learning difficulties.
- The establishment of individual programs for students with specific identified learning needs using Support Teacher.
- The Horizons Program focused on Writing and Poetry for extension students. In Term 4 an Art excellence group was formed from the most artistic student from each class, who may not have normally qualified to be on the Horizon's program.
- The development of Literacy, Spelling and Mathematics groups which are part of the programmed timetable and follow the modified class curricula for both LD students and high ability students needing extension curricula.
- The involvement by parents in the 'Mission Possible' program which seeks to give individual reading assistance to students needing support.
- Professional Development in the new Australian Curriculum focusing on English, Mathematics, Science, History and Geography.
- Continuation of the Questioning Skills Program to improve comprehension skills, along with using the Springboard Comprehension Scheme.
- In Term 3, an author Oliver Phommavanh visited the students encouraging them to write with greater creativity.
- STEM was integrated throughout a unit of work in Science across each grade where students engaged in groups to solve a problem. This also developed their design thinking and critical thinking.

Middle School

- Continued strengthening of the Year 8 Targeted Learning Program which focuses on reinforcing literacy and numeracy skills for those students where gaps are evident.
- Provision of Literacy Support Teachers to support selected Year 6, Year 7 and Year 8 students in comprehension, vocabulary and writing as well as ESL support.
- Provision of Numeracy Support Teachers for selected Year 6 and Year 7 students requiring remediation.
- 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.
- Before school Mathematics workshops for students in Year 7 and Year 8 to provide additional opportunities to develop and practice skills.
- Integrating explicit teaching of research skills and referencing skills in History/Geography and Learning to Learn programs.



School Performance in Statewide Tests and Examinations

- Provision of flexible and mobile technology in the form of iPads for Years 6, 7 and 8 to enhance global connectivity, high order thinking 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.

Senior School

- Additional focused support in small groups in Mathematics and English for students in Year 9 and Year 10.
- Support Learning Program for targeted individual and small group tuition and students' general course support.
- Broad range of subject choices and levels to accommodate student interest and ability.
- SGCS Horizons Program for highly able students including acceleration in HSC Mathematics.
- The English Faculty continued the reworking of the Scope and Sequence of programs for Years 7 to 12 to provide a more systematic, integrated and focused approach to the key skills and understandings in English.



Professional Learning and Professional Development



Embedded in our School culture is a commitment to professional learning and development where staff demonstrate ownership of their learning and are committed to continual improvement, student engagement and improved student outcomes.



Professional Learning and Professional Development

All staff at St George Christian School are committed Christians who subscribe to the School's Statement of Faith. They are committed to teaching from a Christian worldview.

The School has 84 staff with teacher qualifications from a higher education institution within Australia as recognised by the Department of Education and Training guidelines.

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

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

The School employs five specialist support staff to fulfil the roles of Library Assistants, Science Laboratory Assistant, Art Assistant and Food Technology Assistant. The School also has five Special Needs Teachers and five part-time Special Needs staff who assist students with learning difficulties which may affect the learning process. Two staff with training and experience in Gifted Education serve the needs of high ability students.

In 2017, the School continued to develop its Professional Learning program for teachers to enhance excellence in teaching, joy in learning and improved student outcomes. This being the 3rd year of the three year goal cycle at SGCS, staff selected their own Professional Learning goal either linked in some way to the goals from the previous two years or to Faculty priorities. Staff were coached and/or mentored in the pursuit of their goals and received feedback in their annual Professional Learning Conversation.

Two new Professional Learning initiatives were launched: the SGCS Post Graduate Study Policy which seeks to support any staff enrolled in a course of study at Masters Level or above through the provision of study leave, coaching/mentoring and the potential to salary sacrifice university course fees. The Student for a Day Initiative provides a unique opportunity for teachers to experience life as a student at SGCS to gain insight into the intended and unintended effects of school practices and policies on our students and use these insights to reflect on and improve their practice and share constructively with their colleagues. The School's Leadership Team continued to develop and draw on their theoretical understandings of how adults learn to shape future professional learning opportunities that meet the School's Professional Learning objectives and the Federal and State government requirements including alignment to the content and language of the Australian Professional Standards. The objectives include:

- Building a culture of professional learning centred around growth
- Using evidence to establish agreed upon goals and priorities
- Using a wide range of sources to gather data including observation, surveys, quality feedback and student outcomes
- Using collaboration to build a shared sense of ownership and to facilitate creative solutions
- Acknowledging and respecting the professionalism of teachers
- Building capacity and sustainability



Professional Learning and Professional Development

Staff Professional Learning and Development Expenditure

All members of the teaching staff participated in professional development/learning in 2017 for an average of 3 days per teacher.

The overall expenditure on staff professional development for 2017 was \$159,963.00. Average expenditure per teacher in 2017 was \$2,571.75.

Staff (Department) Professional Development undertaken in 2017 included:

- All staff were involved in Professional Learning activities in Week 0 of Term 1 (the week before students commence).
- In 2017, Year 3-12 teaching staff participated in a series of experiential workshops where they had the opportunity to be a student for the day. Teachers were offered a diverse range of workshops to choose from including dancing, wood-work, knitting and scuba diving, and were encouraged to choose an activity out of their comfort zone. The experience of being a learner allowed them to enter the world of a student and go on to reflect on their teaching practices in light of this insight.
- Infants teaching staff (Years K – 2) met for professional learning focusing on curriculum, scope and sequences and programming. They also participated in team coaching with an emphasis on classroom management and teaching practices.
- Educational support staff attended an in-house workshop with Animo Group Pty Ltd exploring emotional intelligence and effective communication skills. Staff were taught to identify the different personality styles of Minder, Organiser, Director or Enthusiast. With the use of profile cards and role modelling, staff were encouraged to identify their own personality style and look at their areas of strength and areas of growth.
- All staff members participated in comprehensive first aid training at an onsite professional development day on Monday, 24 April, prior to students commencing for Term 2 on Wednesday, 26 April.
- Compulsory Child Protection training was presented to all staff by the School Counsellor at our Whole School Staff Meeting on 2 March, with a follow up session organised for staff unable to attend on 20 March.
- The Head of Junior School and two Teachers from Middle and Senior School attended the Christian Schools Australia (CSA) National Curriculum Symposium 'Train the Trainer' Seminar in Adelaide on 22-24 March 2017.



Professional Learning and Professional Development

- The Principal attended the CSA Sydney Principals' Forum on 29 March, 2017, and the CSA National Policy Forum in Canberra on 22-24 May, 2017.
- On 11 May, a Wellbeing Awareness Session will be held at a Whole School Staff Meeting to familiarise staff with the new Employee Assistance Program with Access EAP (providing confidential telephone or face-to-face counselling for personal and professional issues).
- To enhance staff wellbeing, the Principal has invited three of our PDHPE staff to explore wellbeing initiatives.
- The Principal attended the National Coaching Seminar in Melbourne on 29-30 May 2017.
- The Principal, Head of Middle School, and two Teachers from Middle and Senior Schools, attended a two day conference 'School Learning Space Design' in Melbourne in October 2017.

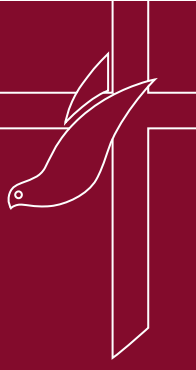
In addition, specific faculty professional development was undertaken on an individual and group basis by attendance at workshops and conferences throughout the year, as follows:

- Help Me Help This Child – Screening and Planning Guide for Students with Learning Difficulties (Learning Links)
- Differentiation in the Classroom: A Proactive Common Sense Approach (AIS)
- Identifying and Responding to the Educational Needs of Young Gifted Children (UNSW)
- A More Beautiful Question (AIS)
- Collaborate to Create (AIS)
- Teaching and Motivating Students with Particular Needs (Dynamic Learning)
- Cracking the Hard Class (Dynamic Learning)
- Every Student, Every Lesson, Every Day (AIS)
- Spring Into Wellbeing (AIS)
- Teaching Boys in the 21st Century (Dynamic Learning)
- Behaviour Management for Beginning (Dynamic Learning)
- Assessment for, As and Of Learning in Mathematics K-6 (AIS)
- 12 Tactics of Effective Numeracy Instruction (AIS)
- AISNSW K-12 Students' Wellbeing Conference
- Autism Spectrum Workshop: Understanding Autism Spectrum Disorder
- Australasian Problem Solving Mathematical Olympiads Professional Learning Course
- Disability Provisions Workshop (PALS)
- Biology, EES and SS conference (STA NSW)
- New Teachers' Day: Early Career History Teaching (HTA NSW)
- Writing Science (TTA)
- Ev3 Robotics – RoboCup Junior Australia Workshop (MTA)
- ACHPER NSW Stage 6 Conference (ACHPER)
- Let's Talk Adjustments (NESA)



Professional Learning and Professional Development

- Teacher Wellbeing Workshop (PAI)
- Familiarization: Revised Stage 6 Science Syllabuses (AIS)
- Physics Teachers Conference 2017 (STA NSW)
- History Teachers Association NSW State Conference (HTA NSW)
- Head of Sport Conference (AIS)
- CRICOS briefing (AIS)
- Spring into Wellbeing (AIS)
- English Conference (AIS)
- Planning and Programming the Revised Year 11 Ext 1 Syllabus (AIS)
- Curriculum in PDHPE
- Using Geogebra to Illuminate Stage 5 and Stage 6 (TTA)
- KICKSTART New Science Stage 6 (USYD)
- Literacy and Learning Difficulties (LDC)
- Induction Course for HTA Presenters (HTA)
- Google Roadshow – VR in the Classroom (AIS)
- Diving Deep into Depth Studies (STA NSW)
- Anaphylaxis and Asthma Training (by all staff)



Professional Learning and Professional Development

Staff Satisfaction

In a 2017 **Staff Climate Survey**, the School's results were compared with the National Benchmark Means, derived from a representative sample of staff within schools in Australia. Overall, the School was 6.1% higher than the National Benchmark and 5.3% higher than the selected benchmark of Independent Schools across Australia.

The 2017 results for the School were compared to the 2015 results, indicating 1% higher results overall.

Results of an "overall" question in the survey: *"I am happy with my decision to work at this School"* provides a snapshot of how staff members feel about the School.

95.6% of staff expressed agreement with the item:
"I am happy to work at this School".

In response to the 2017 Survey, staff also provided specific feedback about their experience of working at SGCS:

"I look forward to coming to work. It is a blessing to work with such committed people who genuinely seek the best outcomes for the students. It would be difficult to find a better working environment." (Female Teacher, SGCS, 2017)



Professional Learning and Professional Development

In an effort to facilitate the ongoing improvement in staff wellbeing, SGCS introduced an Employee Assistance Program with Access EAP in 2017, providing all staff with free and confidential telephone or face-to-face counselling for personal and professional issues.

The following table outlines the 2017 School's Top 10 Strengths from a Staff perspective, indicating the increase in results over the period 2015 to 2017.

SGCS's Top 10 Strengths (compared with 2015)

	Key Area	Survey Question	Difference between 2017 SGCS Mean and 2015 SGCS Mean
1.	Morale	The school actively supports health-related, social, culture and welfare initiatives for the staff.	+14.2%
2.	Guidance and Support	Health and well-being measures for staff are integrated into the existing structures and processes of the school	+13.6%
3.	Guidance and Support	Staff support services are accessible and helpful	+8.6%
4.	Guidance and Support	There are support mechanisms in school for me if I have worries about school issues	+7.2%
5.	Morale	The level of conflict between staff members is low	+6.4%
6.	Guidance and Support	Teachers are recognized and rewarded for their efforts	+5.8%
7.	Personal Development	This school encourages participation in person development activities	+5.8%
8.	School Environment	This school respects staff members' opinions	+4.8%
9.	Technology and Resources	The computers and other resources are easily accessible	+4.2%
10.	Morale	Teachers and non-teachers have respect for one another	+3.8%



Professional Learning and Professional Development

Workforce Composition

The structure of SGCS comprises of Executive staff, including a Principal, Heads of Department for Infants School, Junior School, Middle School and Senior School, a Bursar, three School Counsellors, Administrative, Property and Maintenance and Support staff and a total of 78 teaching staff.



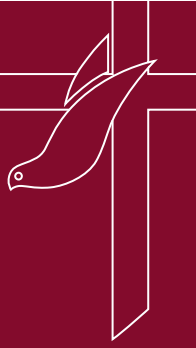
Student Attendance



We have all had different beginnings to our SGCS stories but the key words to describe our community is we are family.

Caroline Edwards
2017 School Captain

(Paraphrased from Caroline Edward's graduation speech)



Student Attendance

Student Population of the School

In 2017 there were 776 students enrolled across Kindergarten to Year 12. These students are predominantly from the wider St George area and represent a mix of diverse cultural backgrounds. The students work harmoniously together and reflect their diverse Christian denominational and secular heritage. 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.

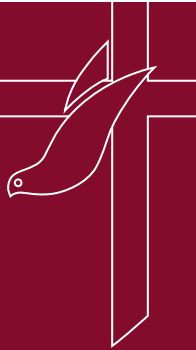
Student Attendance Rate

Average daily student attendance in 2017 was 95% comprised of:

Kindergarten	95%
Year 1	96%
Year 2	96%
Year 3	95%
Year 4	95%
Year 5	95%
Year 6	95%
Year 7	96%
Year 8	94%
Year 9	95%
Year 10	93%
Year 11	95%
Year 12	97%

Student Post Compulsory Education Actual Retention Rates

2013-2014	– 97.6%
2014-2015	– 95.7%
2015-2016	– 87.6%
2016-2017	– 97.4%



Student Attendance

Student Post-School Destinations

Year 12 cohort:

Of the 59 students sat the HSC in 2017, we are aware that 50 students received an offer of a place at University or College for 2018, one student is attending a gap year course at Bible College, two have commenced trade apprenticeships, another is working in child care, one has moved interstate to pursue studies there, and four are unknown.

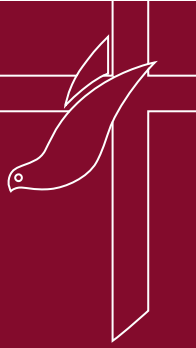
Year 10 leavers:

Seventy-eight students completed Year 10 in 2017. Three students went on to further studies elsewhere, two students commenced studies at TAFE and the remainder continued at SGCS to complete the Higher School Certificate.

Student Satisfaction

Feedback from students and their families about SGCS included:

- "The wonderful teachers who were very kind and friendly and were always available to help"
- "The positive way staff interact with students, the encouragement given to students to develop their gifts, promotion of service to others"
- "Academic excellence"
- "Encouraging and supportive environment, balance secular/spiritual education"
- "I love the Christian influence and perspective"
- "Great environment"
- "Commitment to growth as a teaching community"
- "The School's programmes were well designed, structured and informative"
- "My child has blossomed at SGCS"
- "The sense of community"
- "The size of the school, the number of male teachers..."
- "The friendliness of staff, the families that attend the school, the camps, excursions, opportunities available to the students"
- "Teachers were very responsive and caring"
- "Very good education and discipline. I'm very thankful to the school"
- "The spiritual care and concern shown by staff and students"
- "The school has been very supportive especially during difficult times"
- "Pastoral care, sense of community, teacher accessibility"
- "Sees beyond current situation and opens its doors"
- "Teachers and the Principal are all Christians and are trustworthy and have helped my child both academically and spiritually"
- "Nurturing environment, kindergarten all the way to Year 12"
- "The caring teachers... and the way they pray for their students"



Student Attendance

Student Welfare

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

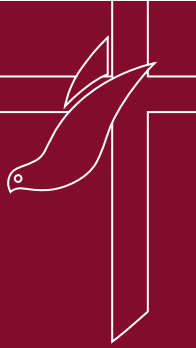
- Open communication between parents and staff is encouraged
- Availability of teachers by telephone, email or interview where required for teacher/parent communication
- Availability of School Counsellor
- Referrals to other health professionals
- Referrals for speech, occupational, paediatric and psychometric 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 Year 3 and Year 7
- Individual orientation for students new to Senior School
- Home Room Teachers Years 6 - 8
- Male and Female Year Advisers Years 9 -12
- Year 5 Transition Camp (for entering Middle School)
- Year 7 Team Building Day in the first week of school
- Year 7 three day Camp in Term 1
- Year 8 Transition Program (for entering Senior School)
- Social skills support for students struggling in their friendship groups.
- Parent/Teacher Information Evenings
- Biannual written reports
- Formal parent/teacher interviews including Junior School Student Update Interviews at the end of Term 1
- Social skills workshops as required
- Homework Club in Middle School
- Careers assistance and interviews by appointment
- Leadership Programs and Student Representative Councils
- Junior School Life Skills Program
- Christian commitment of teaching staff to pastoral care of each student
- Prayer at every year level for students
- Department Chapel services and Christian fellowship group
- Meetings between all members of care teams – parents/teachers and external professionals to ensure effective communication in implementing individual programs for students in need
- Guest speakers to inform parents of current trends
- Provided peer coaching for Middle School Leaders and Student Representative Council to assist them to support peers using coaching conversations



Student Attendance

Encouragement and affirmation of excellence:

- Opportunity to engage and grow in learning through explicit feedback and teacher direction
- Entry into a range of competitions
- Optional entry into University of New South Wales competitions in English, Mathematics and Science; and the Australian Mathematics Trust competition.
- Involvement in community projects e.g. Beyond Ourselves program including mission to Vanuatu, the Children's Hospital, Randwick and Jump Rope.
- Participation in Sports Carnivals, Gala Days and competitions
- Horizons Program
- AIS Mathematics Camp for selected high ability students in Year 6
- Year 8 Independent Research Task and associated presentations
- Support Programs
- Open Days – inviting parent and community participation
- Award of certificates in Assemblies
- Citizenship, Leadership and Sportsmanship awards
- Annual end of year assemblies and presentation ceremonies
- Speech and Drama recitals
- Extracurricular piano, instrumental, vocal and other musical classes and tuition
- Junior School Choir and Band performances
- The Years 3-12 'Evening of Fine Music' showcasing students' musicianship
- Involvement in Book Week Parades
- Involvement in Christmas concert, Musicals and annual Performance Evenings
- Junior School Mother's Day and Father's Day celebrations
- Broad range of excursions and incursions to engage student interest and learning
- Parental involvement in classroom activities
- Lunchtime play and sport activities
- Annual Art Acquisition Award
- Art displays and exhibitions
- Junior School Musical
- Robotics Competition at local, State and National level for Middle School and Senior School students



Student Attendance

Student Non-Attendance

Parents are required to submit an Application for Exemption from Attendance in writing 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.

As part of the implementation of the National Standards in 2015, holidays taken by students outside of school vacation periods are included as absences and a Certificate of Exemption is no longer granted for this purpose. When taking holidays during term time, parents are now required to complete an Application for Holiday Leave – Vacation/Travel and submit it to the Principal for approval prior to taking holiday leave.

The Application for Exemption from Attendance and Application for Holiday Leave – Vacation/Travel forms are available on the School's website or may be obtained from the School Office.

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 SMS to the School's SMS absence notification;
- Telephone call to School Office before 9.00am or after receiving text;
- Entering absence reason against absence notification via the School Parent Portal;
- Email to student's teacher with a copy to office@sgcs.com.au before 9am 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 Head of Departments for follow-up.



Initiatives for Respect and Responsibility



We are dedicated to supporting students' growth and development in independence, maturity, personal responsibility and leadership. We aim to develop each student's sense of place in the world and their responsibility to people who are less fortunate.



Initiatives for Respect and Responsibility

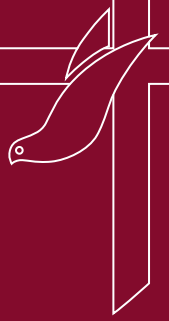
Infants

- Year 2 monitors – each term a group of Year 2 children are chosen to be a monitor and each child has a turn by the end of the year. This involves –
 - Opportunity to carry out service to other children and the School. Tasks include:
 - raising and lowering flag
 - putting equipment out at break times
 - watering plants
 - collecting notes
 - setting up sensory equipment for sensory integration program
 - taking care of lunch baskets
- Year 2 have opportunity to lead in whole school events, including –
 - Easter service
 - Father's Day service
 - Christmas Concert
- Observation of ANZAC Day
- Weekly assembly:
 - Singing of National Anthem
 - Uniform Award
 - Achievement Award
 - Homework Award
 - Good Samaritan Award
- Support of missions:
 - support of Anglicare Toys N Tucker Campaign at Christmas
 - support of various aspects of Vanuatu Mission
- Continuation of School Banking Program
- Daily morning greeting in Whole Department assembly - greeting of children and children's formal greeting of staff.
- Formal instruction of children in etiquette of accepting awards: look at person, shake hand, and respond appropriately.
- Instruction of how children interact with teachers/adults: eye contact, use of teacher's/adult's name in sentence form.
- Children are instructed on how to respond to visitors to their classroom

Junior School

1. 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 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



Initiatives for Respect and Responsibility

- 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, Sydney Children's Hospital and the Vanuatu mission
- run the weekly Department assembly
- set up playground 'big games'

2. Life Studies component of the PDHPE curriculum

- Studies in relationships
- Conflict resolution
- Anti-bullying and Anger Management programs
- Resilience

Middle School

- A leadership program that allows for every student to identify leadership qualities in themselves and others before a voting process takes place
- Training for Middle School Leaders and SRC
- 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.
- Fundraising for a range of charities led by Leadership Team and SRC
- Democracy unit of study for Year 6 and Canberra Excursion
- ANZAC Day and Remembrance Day Services

Senior School

- Development of student leadership:
 - Prefects lead assemblies, devotions and prayer, and support the Year 7 team building day and other 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)
 - Student Representative Council meet regularly to discuss students' opinions and requests regarding the functioning of their school, organise fundraising activities and raise awareness of issues.
 - House Leaders helped administer the smooth functioning of sporting carnivals.
- Christian Principles and Relationships 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.



Family Support and Community Satisfaction



We are ever thankful for the contribution of parents and friends who in innumerable ways partner with us to focus on achieving an excellent standard of Christian education through a nurturing community.

Mr James Honor
Principal



Family Support and Community Satisfaction

Family Support

A number of parent seminars and workshops were held as part of the '**Strong Hearts, Strong Minds**' program in 2017 as follows:

- **Emotional Wellbeing: Helping Children Manage Their Emotions** - 24 February 2017
- Guest speaker, **Dr Julian Coulson** presented a parent seminar – **A Healthy Digital Diet** - 29 March 2017
- **Spare the Rod: Effective Discipline** - 19 May 2017
- **Survive and Thrive: Building Resilience in your Children** - 11 August 2017
- **Sticks and Stones: How to Bully-Proof Children** - 8 September 2017

In 2017, the ***In Conversation series*** for the parent community in conjunction with student education, was developed further, as follows:

- Parents were invited to several student learning activities to help them gain an understanding of their child's learning for example, the *Writers in Residence Program* and the *Year 11 Artist in Conversation workshop*.
- The Admissions and Engagement Team hosted an extra morning viewing session of HSC Showcase 2017 major works from 7.00am-10.30am for parents, students and the wider community.

Parent Satisfaction

As a general policy, parents are regularly invited to express any suggestions, concerns or queries about any aspect of school life and the Principal and Heads of Departments make themselves available to speak with parents whenever requested. There are also Suggestion/Concern forms available on the School's website if parents wish to submit their concerns or suggestions in writing. Parents are also invited to attend regular Parent Connect meetings, Coffee and Conversation mornings on Fridays in Cafe12 and Prayer Meetings, which enhance their communication with the School.

An independent Parent Opinion Survey was conducted in late 2017, comparing SGCS with an overall benchmark which consisted of a representative sample across Australia of 10,000 parents' responses.



Family Support and Community Satisfaction

The Survey indicated that SGCS was higher than the overall benchmark for each of the key areas surveyed and overall, the School was 8.8% higher than the national benchmark and 7.6% higher than the selected benchmark of Independent Schools within Australia.

Compared with SGCS's Survey results from 2015, in 2017 the School was higher for each of the key areas, with an overall increase of 2.2%. The table below sets out ten areas of strength and the percentage of growth in these areas from 2015 to 2017:

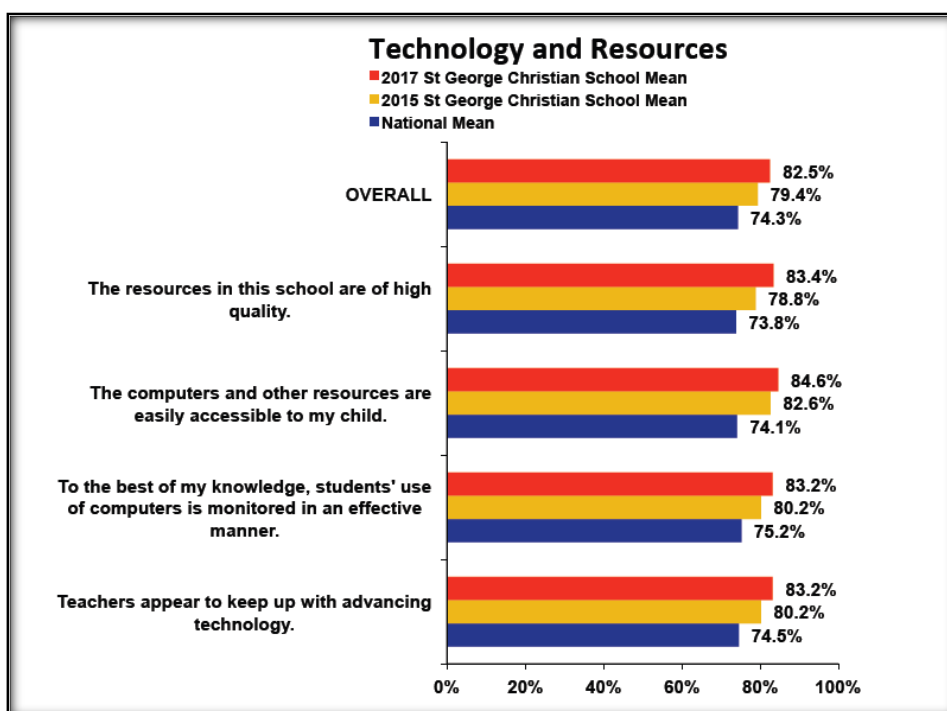
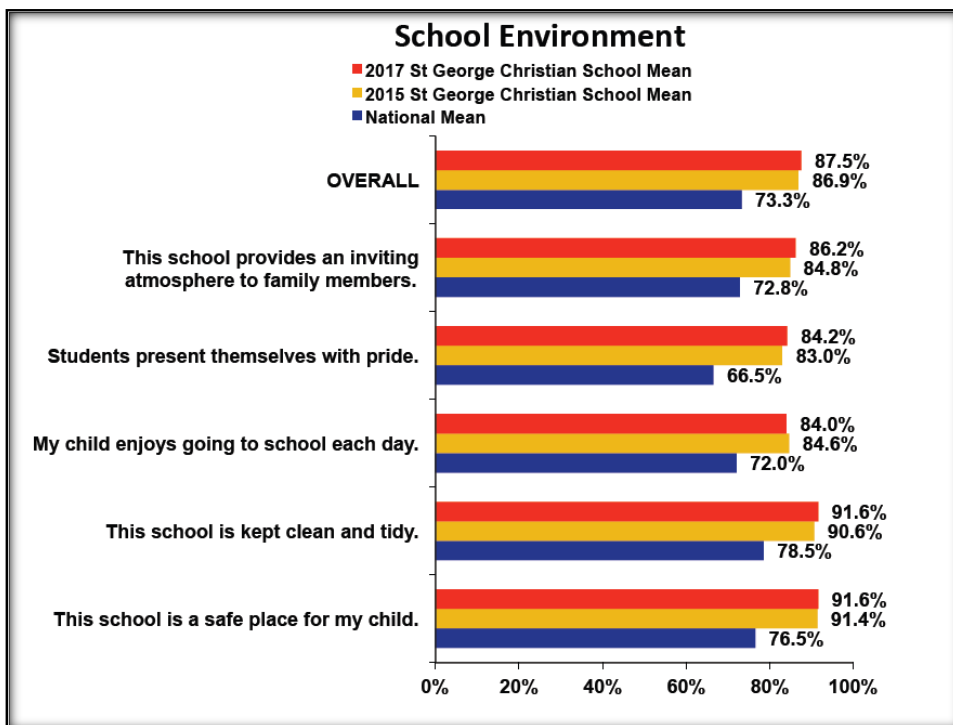
Your school's Top 10 Strengths (compared with 2015)

1.	Personal Development	Students have equal opportunities to hold leadership positions	+7.8%
2.	Parent Communication	I feel well-informed about school matters.	+6.6%
3.	Parent Communication	This school offers opportunities for me to become involved in the decision-making process.	+5.6%
4.	Parent Communication	This school offers me opportunities to get involved in my child's education.	+5.0%
5.	Technology and Resources	The resources in this school are of high quality.	+4.6%
6.	Teacher Quality	Teachers communicate with me regularly about my child's progress.	+4.0%
7.	Learning Opportunities	This school provides plenty of opportunities for all students to participate in co-curricular activities.	+3.6%
8.	Guidance and Support	Student support services are accessible and helpful.	+3.4%
9.	Teacher Quality	Teachers recognise and reward my child's personal improvement.	+3.2%
10.	Technology and Resources	Teachers appear to keep up with advancing technology.	+3.0%

The following tables in the critical areas of **School Environment** and **Technology and Resources** illustrate particularly high levels of satisfaction.



Family Support and Community Satisfaction





School Policies



St George Christian School is a dynamic learning community encouraging the development of students' personal character and gifts; whilst experiencing joy in learning and excellence in teaching in a supportive K-12 co-educational Christian environment.



School Policies

ENROLMENT POLICY

Developed and implemented in July 1991, latest revision June 2014:

1. INTRODUCTION

St George Christian School is a K-12 co-educational School established to provide a Christian education for its students.

While the School does not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the School has since its inception enrolled many students with disabilities.

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

2. RELEVANT LEGISLATION

Disability Discrimination
Act
Sex Discrimination
Act
Race Discrimination
Act
Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

3. DEFINITIONS

Throughout this policy, unless the context requires otherwise:

Parents includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.

Disability, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or



School Policies

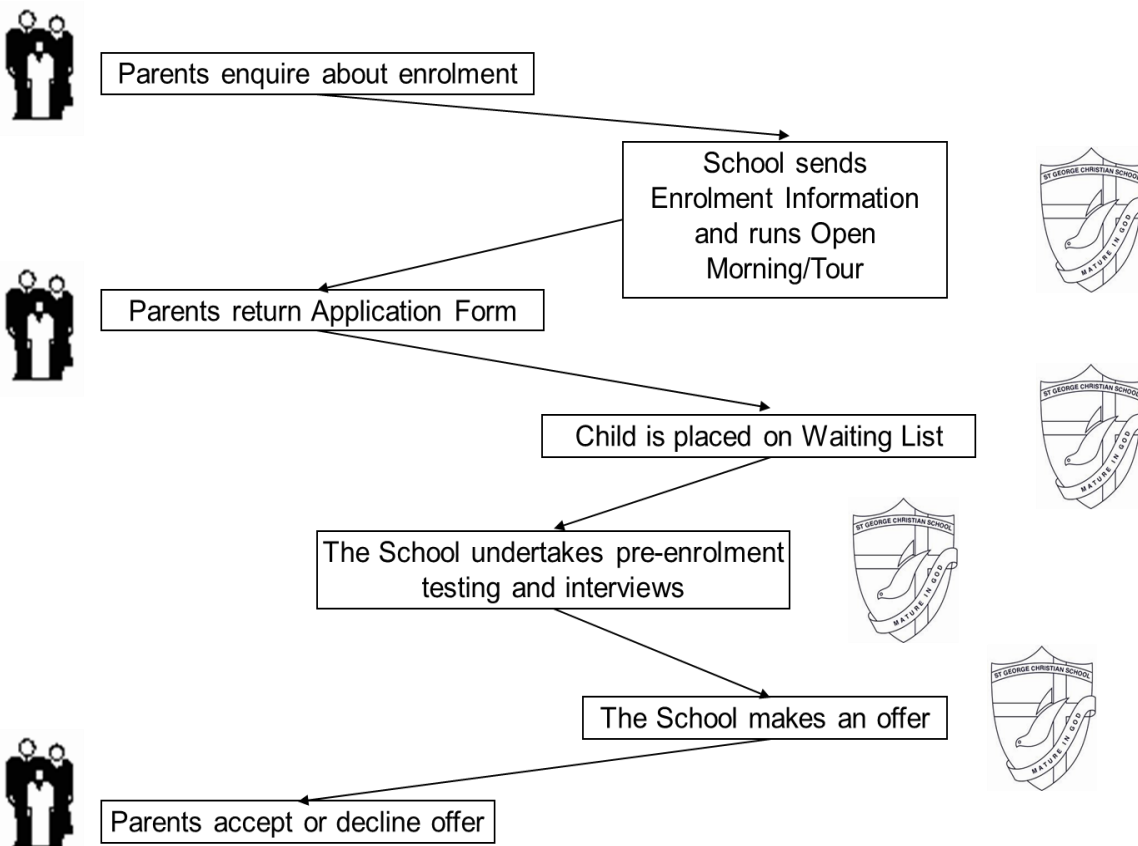
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

4. ENROLMENT PROCESS





School Policies

New Enquiries

The Registrar will send everyone enquiring about enrolment details of the procedure for enrolment at the School including:

- (a) A Prospectus
- (b) A statement about the School fees
- (c) An Enrolment Application

Waiting Lists

The Principal through the Registrar is responsible for the maintenance of waiting lists for entry to the School, including future kindergarten classes.

Entrance to the School is normally in Kindergarten, Year 7 and Year 11. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances.

Names of children will be entered on the appropriate waiting list when their parents or a parent return:

- (a) the Enrolment Application form;
- (b) a non-refundable Application Fee of \$165.00;
- (c) a copy of the child's birth certificate or passport;
- (d) copies of the child's last two school reports and NAPLAN results (for years other than Kindergarten);
- (e) two written family references from referees who are not close relatives of the parents and who have known and interacted with the parents for at least five years (the references must focus on the parents themselves and, where possible, one should be from the parents' church minister or other church leader);
- (f) all medical, psychological or other reports about the child in their possession or control; and
- (g) other information about the child which the School considers necessary, including evidence of Australian citizenship or resident status if a child was born overseas.

In addition, overseas students must also provide:

- (a) copies of Passport and Visa;
- (b) the child's last two school reports together with an English translation (if applicable) and a validation of the translation;
- (c) two passport sized photographs;
- (d) copy of English language test results (AEAS, IELTS or Milt on Placement Test);
- (e) copies of ESL Reports for Intensive Language Schools;
- (f) details of the child's Guardian in Australia who must be over 21 years, reside in Sydney all of the time and speak English.

Failure to provide all required information may result in the School declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the School declining or delaying the child's enrolment.



School Policies

Assessment

The School will undertake an assessment process at some time decided by the School after a child's name has been entered on the Waiting List. As part of the assessment process, the School may ask the parents to provide more information about the child.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or his or her delegate to contact:

- (a) the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
- (b) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Where information obtained by the School suggests:

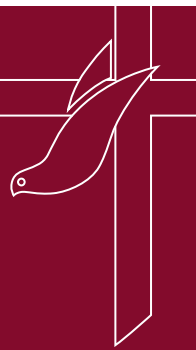
- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
- (b) the parents may not be able to meet the financial commitment required by having a child at the School, notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

- (a) require the parents to provide medical, psychological or other reports from specialists outside the School;
- (b) obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability.



School Policies

Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
 - (i) whether the particular measure or action is reasonable;
 - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
- (c) the effect of the adjustment on the child, including the effect on the child's:
 - (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programs; and
 - (iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- (b) the effect of the disability of the child; and
- (c) the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
- (d) the availability of financial and other assistance to the School.

Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.



School Policies

Interview

When a position becomes available, the School may in its discretion invite the parents of a child on the waiting lists to attend an interview at the School with the Principal or a member of staff appointed by the Principal. At the interview, among other things, the School's representative will:

- (a) inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- (b) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.

School Reserves Rights

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

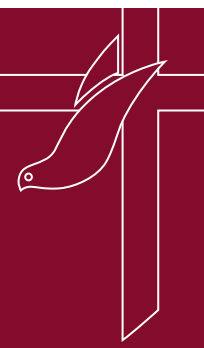
The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

School's Considerations

When considering making offers of a place at the School, the School gives preference to:

- (a) brothers or sisters of students already at the School;
- (b) children of parents who are members of the School Company;
- (c) children of parents transferring from other Christianschools;
- (d) children of parents in good standing with a church, or a child who professes and demonstrates personal Christian faith;
- (e) children of parents who, whilst not testifying to an active Christian commitment, unreservedly support the aims of the School.

The School also considers: a student's willingness and ability to contribute to the wider life of the School; evidence of good leadership and good character; the potential impact of an enrolment on the School's existing resources and students; the age of the child in relation to his or her proposed year of entry; whether the child and family will demonstrate in word and action behaviour that is consistent with the School's Christian ethos; and the date of lodgement of the Enrolment Application.



School Policies

OFFER

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within 21 days of receiving it deliver to the School:

- (a) the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment;
- (b) the Capital Levy and the refundable Enrolment Bond.

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

The Capital Levy and the Enrolment Bond are additional to tuition and other fees.

Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time. Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of children with a disability.

Entry at the start of Kindergarten

Normal Entry

Both 5 year-olds, and 4 year-olds whose 5th birthday falls on or before 31 July of the proposed year of entry, are eligible to commence kindergarten.

All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the child.



School Policies

Early entry

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 31st July of the proposed year of entry, may be accepted, subject to:

- (a) a written application being addressed to the Principal;
- (b) there being vacancies after all other children, who will have attained the age of five years before 31 July, have been offered places;
- (c) the SGCS Readiness Assessment of the child confirming in the mind of the Principal or delegate that he or she is ready for admission to Kindergarten.

HOLDING OF CLASS PLACES

Places at the School will not normally be held for students who are withdrawn from the School. The Principal may choose to exercise his discretion in this matter as he determines.

School Policies

Following are summaries of other School Policies.

A full text of all the policies can be obtained by contacting the School Office

OVERVIEW

All School policies were reviewed in 2016 as part of the BOSTES (now NESAs) Registration and Accreditation process which was carried out in an online submission in March and subsequent inspection visits in May to both the Infants and Hurstville Campus.

STUDENT WELFARE POLICIES

The major policy which provides for the welfare of students is the Child Protection Policy and Procedures which was devised in 2008 and was updated in 2016.

Revisions made in 2016 were in response to the Child Protection Act (Working with Children) 2012 and the Child Protection (Working with Children) Regulation 2013. New procedures were enacted around ensuring that all adults (including paid staff, volunteers and contractors) who had contact with children within the school context had adequate working with children checks. Updates were also made to incorporate the evolving definitions of child abuse and ensuring the correct procedures were in place for mandatory reporting of suspected abuse.

This extensive policy outlines the legislative and biblical basis of the school's obligations to protect the safety of all students at SGCS. It outlines procedures related to screening staff and volunteers, mandatory reporting for suspected cases of abuse, reportable conduct for staff and record keeping in this area. The associated Child Protection Code of Conduct clearly outline the expected behavior 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 the School Counsellor at a Whole School Staff Meeting. Additionally the policy is accessible to all staff through Sentral.

In addition to this Whole School Policy each department has their own policy related to student welfare in that department:-

- K-5 Pastoral Care Statement
- The Middle School Pastoral Care Policy
- The Senior School Pastoral Care Policy



School Policies

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

- Daily devotions with students
- Assemblies
- Chapel
- The Beyond Ourselves program
- The provision of School Counsellors
- Learning Support staff & programs in all departments
- The Horizons program for Gifted and Talented students
- Key staff: Coordinators of Wellbeing in Department, Year Advisors, Core Teachers in Middle School
- Extra-curricular programs including music, sport and drama

ANTI-BULLYING POLICY

A whole school anti-bullying policy was devised in 2008 and last reviewed in 2013. The policy defines clearly what constitutes bullying behavior and makes explicit that no form of bullying or harassment are 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 behavior

Principles of procedural fairness are used in dealing with bullying incidents.

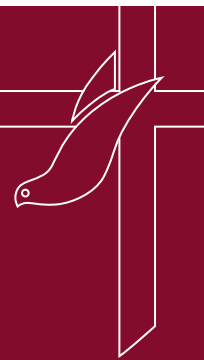
Students and parents are educated about these programs through the Welfare coordinators in each Department, parent information nights and the availability of the policy through the Parent Portal.

DISCIPLINE POLICY

A whole school discipline policy was drafted in 2008 which establishes the principles for discipline and behavior across the Departments. This policy outlines the Biblical framework for discipline at the SCGS focusing on the fact that God disciplines those He loves and that good discipline serves our students in love. It emphasises the importance of 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.

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



School Policies

The policy was reviewed in 2016 with only minor revisions to update personnel and procedures in line with current practice.

Each Department has their own operational and procedural behaviour documents:

- K-5 Behaviour Management Statement & K-5 Playground Behaviour Statement
- Middle School Behaviour Management Policy
- Senior School Behaviour Management Policy

Different procedural behaviour management approaches are used in the different Departments which are appropriate to the age and developmental level of the students.

Parents and students are made aware of this policy through the school diaries and by explicit teaching of behavior expectations in the classroom and parent information nights.

Staff are made aware of the behavior practices in their Department through the induction process, particular issues are raised at staff meetings and all policies are available to staff on Sentral.

COMMUNICATION POLICY (INCLUDING GRIEVANCES)

A whole school policy has been operational in this area since 2008. Minor revisions and updates were made to the policy in 2016 and 2017, but no substantial changes were made to the policy and procedures.

This policy 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 are provided for the formal communication of such idea, suggestion or concern. It sets a Biblical foundation for communication and acknowledges the reality that sin interrupts relationships causing conflict. As a result, 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 resolving the conflict quickly and easily)
- If the issue is not addressed then the relevant Department Head, Year Advisor or Faculty Coordinator will become involved trying to facilitate a resolution
- If the issue is still not addressed then a formal Concern can be raised using an official form which initiates an official procedure whereby the concern is formally address by the Principal or delegate within 14 days of receipt

An overview of this Policy is provided in the Family Handbook which is given to all families as they enroll in the School. Staff are made aware of the Policy through the Staff Handbooks given to all staff and the commencement of each academic year - the full policy is available to staff through Sentral. Suggestion/Concern forms are available on the School's website and at the School Office.





School Improvement Targets



We continue to strive to provide a wonderful environment for the students and staff at the School so that all students can achieve their best for the glory of God.

Stephen McKay
Business Manager

School Improvement Targets

School Determined Improvement Targets Completed in 2017

1. Teaching, Learning and Professional Development

- Professional Learning in Digital Technologies:
 - Computational
 - Design-Thinking
 - Systems
- STEM Grant Implementation (Junior School)
- Student Assessment in line with new English Syllabus (Junior School)
- Development of Teaching Programs through use of Program Builder in K-6
- Digital Technologies focus on skill development for students (Infants)
- English Syllabus Integration: Literacy and Skills programs (Junior School)
- HSIE and Science Curriculum mapping and review (Infants)
- Collaborative Teaching Approach focus (Infants)
- Coaching and Mentoring Enhancing Teacher Professional Practice in line with NESAs Teaching Standards
- Implementation of changes to the Stage 6 Syllabi for English, Mathematics, Science and History and for changes to requirements for Stage 6 assessment for all NESAs Approved courses.
- Professional goals aligned to NESAs Teaching Standards (for English, Mathematics, Science and History staff)
- Subject Coordinators team working collaboratively to determine the professional learning goal for School Improvement 2018
- Research-based approach referencing the work of John Hattie and others
- Continuing leadership coaching with Subject Co-Ordinators
- Additional staff being trained as educational coaches
- Re-structure of Student Learning Support in Senior School
- Sleep Connection Workshops in Middle School and Senior School
- 'Teacher as Student' initiatives

2. Administrative Operations

- Development of School's approach to risk management, including dedicated team: Risk Management Committee
- School fee invoices sent by email to parents and guardians from Term 3 2017
- Further development and refinement of Parent Portal as a result of increased usage by parents
- Further development of the Eastern Suburbs and Shuttle Bus Services
- Staff Agreements, School Policies and relevant documents uploaded to Sentral for easier staff access
- Increased use of SMS notifications and emails to parents and guardians for instant communication, when required

School Improvement Targets

School Determined Improvement Targets Completed in 2017

3. Community

- Christian education for parents through Alpha course
- Development of parent engagement with School through Parent Connect group
- Early scheduling of Parent Information Meetings (Junior School) and Parent Teacher Meetings (Infants and Junior School) to enhance parent/teacher partnership
- Education of Parents (Infants THRASS reading approach, Junior School Outdoor Education Program, etc.)
- Infants Campus Group Tours
- New Infants Building Opening ceremony
- Informing parents about Sleep Connection program for students
- Information Session for parents by Dr Justin Coulson regarding a Healthy Digital Diet for students
- Parent education program on parenting issues – Strong Hearts Strong Minds
- Development of *In Conversation* series for parent community in conjunction with student education
- Musical in Middle School and Senior School
- Continued enhancement and development of School Website and eNews
- Maintaining support of the Vanuatu Community and sister school including Building Team Trivia Night and Community Dinner

4. Student Welfare

- New School Counsellor transition (Infants/Junior School)
- Sleep Connection Workshops in Middle School and Senior School
- Expansion of Counselling services in Middle School and Senior School
- Healthy Digital Diet presentations by Dr Justin Coulson for students

5. Facilities and Services

- Completion of new Infants Building and Campus refurbishment
- Refresh existing Year 1 classrooms
- Upgrade of Infants Campus playground and landscaping of existing garden area
- Ensuring all ICT infrastructure is in place for new Infants Building
- Installing sun control blinds to Junior School verandas
- Installation of 53 new wireless access points at Hurstville Campus
- Installation of 14 new 10Gbps switches to replace 1Gbps switches at Hurstville Campus
- Increased internet speed from 100Mbps to 300Mbps
- School IP address range now with APNIC, the governing body of IP addresses for Asia Pacific area
- Install Outdoor Digital Screen (outdoor learning and notices)
- Planning future redevelopment of Hurstville Campus



School Improvement Targets

School Determined Improvement Targets Completed in 2017

6. Staff

- Increased investment in staff wellbeing
- Implementation of Post-Graduate Study Policy
- First aid, asthma and anaphylaxis training for all staff



School Improvement Targets

School Determined Improvement Targets for 2018

1. Teaching, Learning and Professional Development

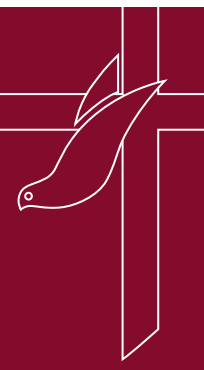
- Prepare for implementation of:
 - PDHPE syllabus (K-12)
 - Technologies syllabus (7-12)
 - Science syllabus (K-6)
 - Languages syllabus (7-12)
- Initiate a Music class in the Year 8 Targeted Learning Program
- Developing competency with Learning Intentions and Success Criteria (K – 12 PL)
- Development of Professional Learning Blueprint for SGCS
- Initial explorations around Skills Continuums in the KLA's
- Accreditation to be an Endorsed Provider
- Participation in the World Scholars Cup Years 6-12
- Revamp of the Year 8 Learning to Learn Program
- Curriculum mapping HSIE and Science Years K-12
- Coaching and Mentoring New Scheme Teachers

2. Administrative Operations

- Implement a new Payroll system
- Implement a new HR system
- Relocate the Uniform Store
- Hire a new Property and Facilities Manager
- Total use of email and SMS for communications to parents/guardians

3. Community

- Parent education program on parenting issues – Strong Hearts Strong Minds
- Development of parent engagement with School through Parent Connect group
- Sleep Connection Workshop for parents in conjunction with the student program
- Parent education seminars THRASS, Sensory Integration (K-2) and STEM (3-5)
- Development of *In Conversation* series for parent community in conjunction with student education
- Junior School Musical
- Infants Campus Group Tours and Hurstville Campus Group Tours
- Launch of new School Website
- Continued enhancement and development of eNews
- Introduction of social media platforms for SGCS
- Maintaining support of the Vanuatu Community and sister school including VTeam Day and Vanuatu Community Dinner
- Re-established parent engagement in Fruit Group Program (K-2)
- Parent involvement in Sensory Integration Program (K-2)
- Parent involvement in Junior School Assemblies



School Improvement Targets

School Determined Improvement Targets for 2018

4. Student Welfare

- Resilience workshop with Eloise Wellings and Rory Darkins
- Review of Student Leadership (6-12)
- Senior student-led Bible Study for Year 6 and Year 7 students
- Police Liaison Officer workshops (SS)
- New uniform options being explored
- Implementation of new administrative processes for students requiring additional support
- Chaplaincy Program for K-2

5. Facilities and Services

- Relocation of the Northern Demountables to Bellevue Parade
- JS classrooms
- Acquisition of Alice Street site adjoining Infants Campus
- Junior School classroom refurbishment
- Upgrade of Infants playground and shade/wet weather cover
- New boys' urinal (Infants)
- New PA system (Hurstville)
- New evacuation/lockdown notification system (Hurstville)
- Review of evacuation/lockdown procedures

6. Staff

- Developing support strategies for sole teachers in a subject area
- Strategies for staff team wellbeing (for example, physiotherapist seminar on core strength/back management and voice care for teachers)



Financial Information

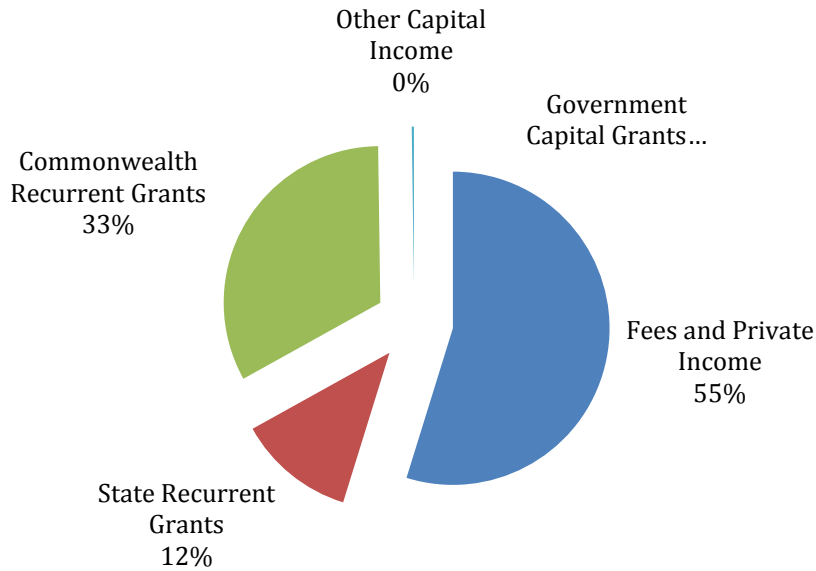


Our dedicated staff work tirelessly to ensure that the stewardship entrusted to them is used wisely for the benefit of the School community.

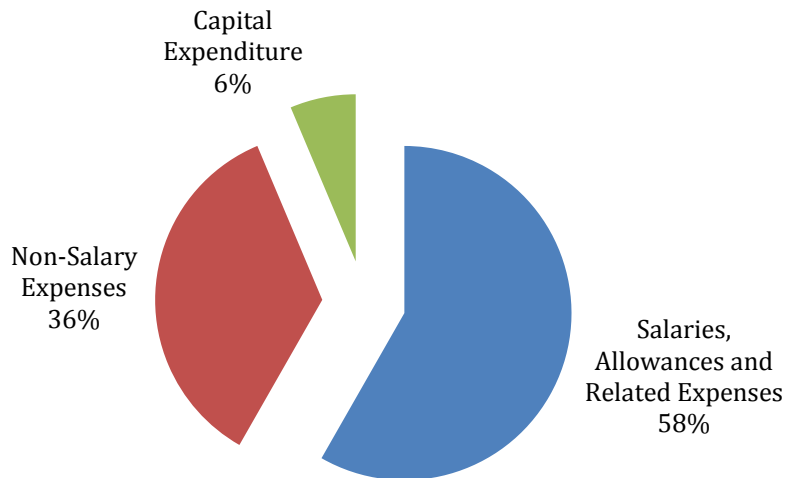


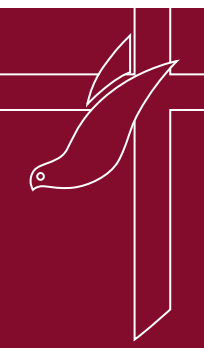
Financial Information

Recurrent/Capital Income



Expenditure Mix



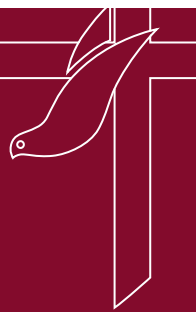


From the Principal



James Honor
B.Ed (Syd), M. Sc.
(Coach. Psych) (Syd.)
M.A.C.E.

St George Christian
School
70 Bellevue Parade
Hurstville NSW
2220



Appendix 1

ST GEORGE CHRISTIAN SCHOOL STATEMENT OF FAITH

1. The unity of the Father, of the Son and of the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, providence, revelation, redemption and final judgment.
3. The divine and entire trustworthiness of Holy Scripture and its supreme authority in all matters of faith and conduct.
4. The sinfulness and guilt of all men since the fall rendering them subject to God's wrath and condemnation.
5. Redemption from the guilt penalty and power of sin solely through the sacrificial death of our representative and substitute, Jesus, the Incarnate Son of God.
6. The bodily resurrection of the Lord Jesus Christ from the dead and His ascension to the right hand of God the Father.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner granting his repentance towards God and faith in our Lord Jesus Christ.
8. The justification of the sinner by the grace of God through faith in Christ alone.
9. The indwelling and work of the Holy Spirit in the believer.
10. The one holy, universal church which is the body of Christ and to which all true believers belong.
11. The expectation of the personal return of the Lord Jesus Christ.



We welcome all enquiries regarding our School.

For our complete story visit the website

sgcs.com.au

To arrange a personal tour of our School please contact our Registrar Mrs Angella Seward
e: registrar@sgcs.com.au p: 02 9547 2311

Hurstville Campus

70 Bellevue Parade Hurstville

Sans Souci Campus

Cnr Rocky Point Road & Hillview St Sans Souci