



ST GEORGE CHRISTIAN SCHOOL

# Annual Report 2018



## Message from Key Bodies



*SGCS is a K-12  
Co-Educational School,  
with a reputation for  
strong academic  
outcomes, intentional  
pastoral care and a  
disciplined and  
warm environment.  
Our devoted staff strive  
to make a difference in  
the lives of their  
students.*



## Message from Key Bodies

### SGCS School Board

As Paul writes in the New Testament,

*Finally, then, brothers and sisters, we ask and urge you in the Lord Jesus, that as you received from us how you ought to walk and to please God, just as you are doing, that you do so more and more. 1 Thessalonians 4:1 (ESV)*

The hope and prayer of the Board is that our School, as it has done so since its beginnings, and has done so in 2018, would continue for years to come to encourage our students, to walk in a manner that pleases God, having been saved as a result of the death and resurrection of Jesus. Such an evangelical mindset will create the environment in which our students can be taught and learn, as they are prepared for a life of serving Jesus in whatever capacity He enables them.

It is this theological imperative that forms the basis of the Board's governing policies. In the SGCS Governance and Policy Charter our global statement reads:

*With Christ at the centre of all that we do, being known by God and knowing Him, SGCS will provide an evangelical Christian environment which is safe and supportive, where students receive an excellent academic education integrated into a Christian worldview, such that the educative partnership between the school and parents is served by the Staff and Board - in order that our graduates will fulfil their God-given potential in society and into the world.*

On behalf of the Board, I am pleased to report that, 2018 was a year which saw us continue to govern and operate our School, in accordance with these principles. We have sought to serve the best interest of the School – its families, students, staff, and wider community, ensured compliance with the New South Wales Standards Authority (NESA) and Government regulations, and provided an excellent education in a Christian environment. In this regard, we have much to thank God for his continued and sustaining blessings.

We continue to be thankful to Mr James Honor, our Principal, for his leadership of the School. His leadership continues to be an inspiration to the staff and students. The Board extends to Mr Honor a significant expression of thanks and gratitude.

As planned, during 2018 we commenced the construction of our new Senior School facilities. The first stage of this development saw the relocation of the Senior School demountable onto Bellevue Parade. Further excavation for underground car parking



and then construction of new facilities will commence upon the finalisation of our Development Application, which we anticipate during 2019.

The members of the Board who served the School during 2018 were: Mrs Cathrein Douglas, Mr Bruce Hindmarsh, Mrs Kerry Leech, Mr Michael Newman, Ms Judy Parkes (retired at 2018 AGM) and Mr Bruce Stevenson (Deputy Chair) and Mr Stephen McKay (Secretary). My heartfelt thanks for their service to the School.

Thank you for your prayers and support.

**Patrick Benn – Chairman**

On behalf of the Board



## Message from Key Bodies

### Student Leadership - 2018 School Captains

#### From Isabella Pfahlert:

I hold here today a trophy. In a previous life, it was used to commemorate the efforts of the best soccer player in the Grays Point Possums, an award I imagine all team members would be striving to receive, yet only one would triumph. Only one, could be the best.

I came into Senior School with a very unhealthy attitude towards achievement. For me, it was exclusively about being the best, about having that title. I'm sure many of you have felt this pressure too, whether it be academically or in Sports or Drama or Music. It's easy, especially in Year 12, to fall into the trap of thinking your rank is everything. I don't think that aiming high and striving to push yourself is bad, but when it takes over and becomes your identity.

If being the best in your field is your one and only goal, it can pull you away from relationships with others and, more importantly, it can pull you away from God, as your life becomes increasingly unbalanced. The security that you have due to your faith in God and that sense of community you get from friendship, is something that is not worth sacrificing, especially during times in which you are under pressure. In fact, the greatest times I've had during this year have been when I'm surrounded by people I love. Whether that be laughing and chatting non-stop with my closest friends for the whole of lunchtime, or enjoying the company of the whole year dancing the night away at the formal, or our Maths class collectively mourning the loss of a pivotal member of Mr Mattes' favourite band, *Steely Dan*.

Instead of focusing on being the best, strive to do your best for God's glory, not your own as Colossians 3:23 (NIV) says: *Whatever you do, work at it with all your heart, as working for the Lord, not for human masters*. Thank you to all the teachers; thank you for all the time, love and care you have invested, to get us here especially Mrs Lymn and Mr Garlato for seeing us through the tough times and helping us set our eyes on Jesus through it all. And thank you for these years with you, Year 12. They have been so memorable and wonderful, I can't wait to see how we all continue to grow in our lives, and where that growth will take us.

#### From Joshua Madden:

Here we are, as clichéd as it sounds, at the end of an era. Thirteen whole years of waking up, getting dressed, fumbling out the door and making our way to our own little small-town. Population 75! What a great small-town we had and the great thing about our small-town, is that we learnt from each other. You could take a trip down Barnes Street and learn not to jump off the wharf at Bundeena on picnic day, especially if Mr Garlato has expressly told you not to. You could take a trip down Madden Avenue and learn to



drive with P plates, especially right outside School, or, you could take a trip down Mussawar Crescent, and learn it is probably not the best idea to take a 40kg backpack, iron skillet and all, on a three day Duke of Ed hike. Together we learnt to persevere through the hard times and to enjoy the highlights: picnic days, our dance party on the Year 11 camp, and many more that we will cherish for years to come. Most importantly though, we have grown up in a small-town that challenged us to know and engage with our God and know Him deeply.

Just as Mr Garlato shared with us that global statistics show that 70% of people who called themselves Christians in High School fall away from faith just two years after graduating. In our small-town where Christianity is common and encouraged, it can become familiar and even easy to be a Christian, or even just pretend and fit in. As Rick Warren puts it, "familiarity breeds complacency", so let me encourage our current students here at SGCS from Paul's first letter in 1 Timothy 4:12 (NIV): *"Don't let anyone look down on you because you are young, but set an example for the believers, in speech, in conduct, in love, in faith, and in purity."* Paul encourages us to be sincere in our faith, and even set an example for the believers around us in our conduct, love, faith and purity.

Today we have been evicted from our small-town, and soon as Christians will be the minority in the world. So be challenged with Verse 16 of the same Chapter: *"Watch your life and doctrine closely. Persevere in them, because if you do, you will save both yourself and your hearers."* Hold strong and fast to what you believe and know is true, and don't swerve to please the world; because if we persevere, we **will** save both ourselves and those who hear us.

*(Excerpts from the SGCS Yearbook 2018)*



## 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 Education Standards Authority 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 2018



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 2018

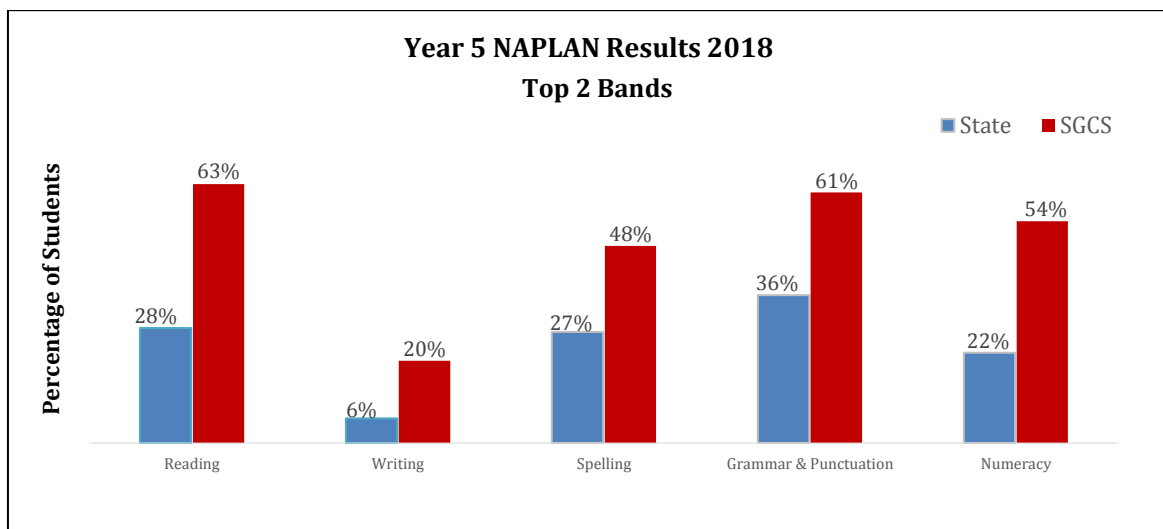
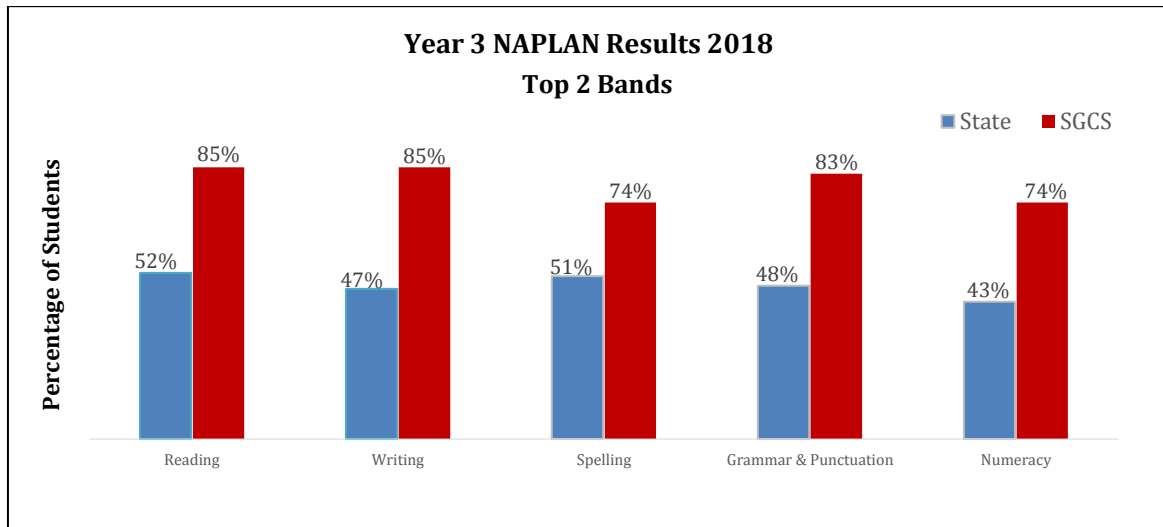
## Commendable Achievements and Broader School Life

- **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.
- In 2018, SGCS was identified by ACARA, who administer the testing, as having demonstrated substantially above average gain in reading and/or numeracy achievement.
- 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, Grammar and Punctuation and Numeracy, Year 5 Reading, Grammar and Punctuation and Numeracy, Year 7 Reading, Spelling, Grammar and Punctuation and Numeracy and Year 9 Grammar and Punctuation and Numeracy.

Year	Subject	State (Top 2 Bands)	SGCS (Top 2 Bands)
3	Reading	52%	85%
3	Writing	47%	85%
3	Grammar and Punctuation	48%	83%
3	Numeracy	43%	74%
5	Reading	28%	63%
5	Grammar and Punctuation	36%	61%
5	Numeracy	22%	54%
7	Reading	31%	55%
7	Spelling	36%	59%
7	Grammar and Punctuation	30%	65%
7	Numeracy	31%	56%
9	Grammar and Punctuation	25%	48%
9	Grammar and Punctuation	27%	40%
9	Numeracy	30%	58%

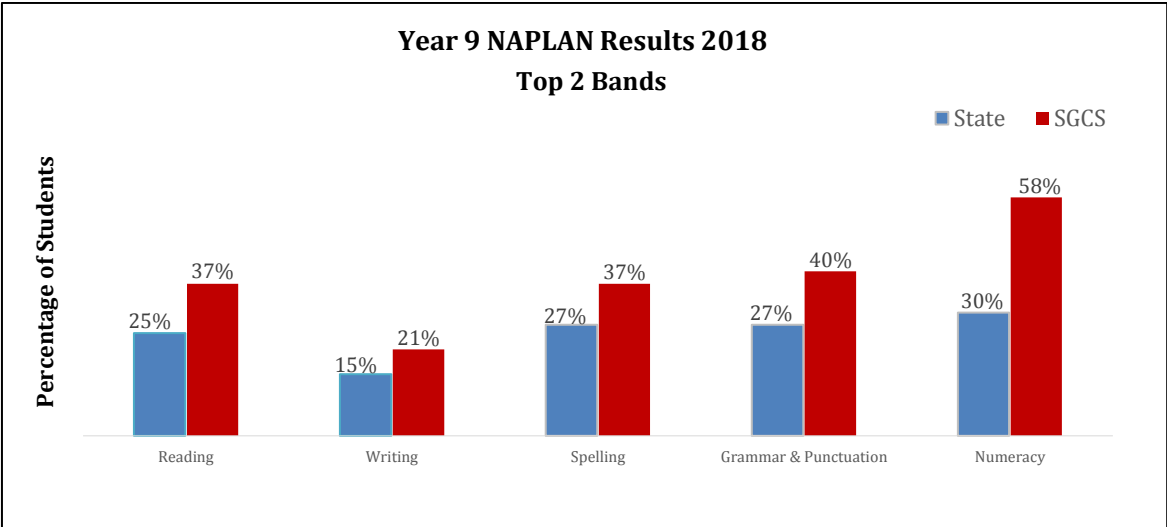
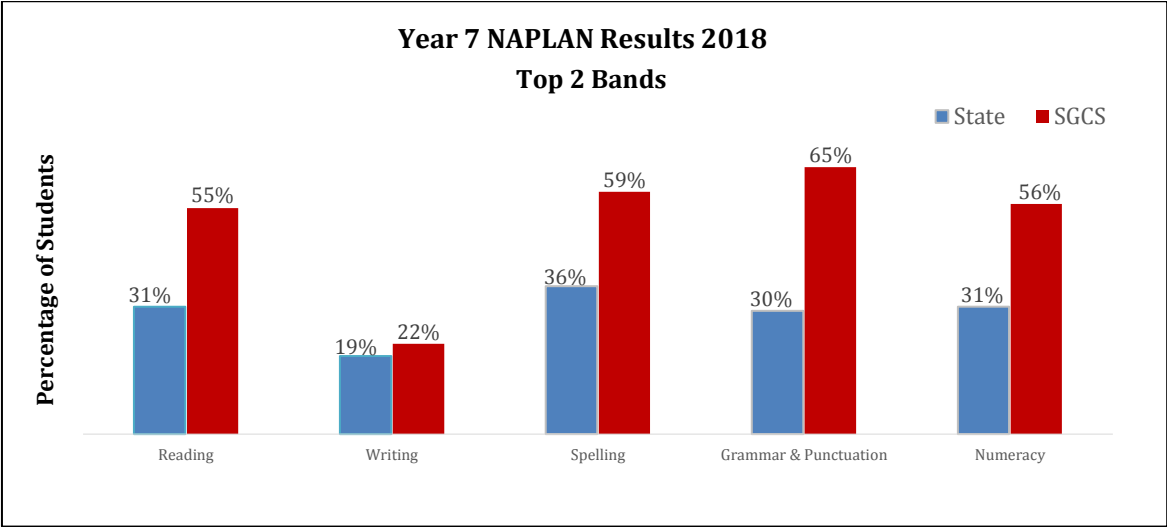


## Academic and Broader School Life in Review 2018





# Academic and Broader School Life in Review 2018





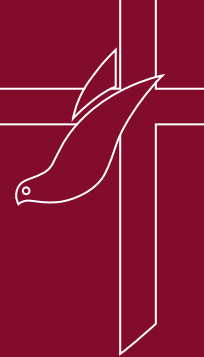
## Academic and Broader School Life in Review 2018

- A total of 69 Year 12 students completed their **HSC** examinations in 2018. The median success rate for schools across New South Wales was 5.47%, with SGCS achieving the success rate of 13.01%, and on this basis received an overall ranking of 118<sup>th</sup> in the State, putting SGCS into the top 14% of the schools in New South Wales.
- A third of our HSC students (23 students out of 69) achieved 'Distinguished Achievement' status awarded by NESA in at least one course with results in the highest possible bands (Band 6 or E4) in the following courses. Our students collectively achieved 45 Distinguished Achievement Awards.
  - Ancient History
  - Biology
  - Business Studies
  - Chemistry
  - Community & Family Studies
  - Design & Technology
  - Drama
  - English Advanced
  - English Extension 1
  - External Automotive
  - External Chinese
  - History Extension
  - Legal Studies
  - Mathematics
  - Mathematics General 2
  - Modern History
  - Music 1
  - Music 2
  - Music Extension
  - Physics
  - Senior Science
  - Software Development and Design
  - Spanish Beginners
  - Textiles and Design
  - Visual Arts
- Two students achieved HSC All Round Achievement and three students were recognised for their NSW State Ranking of 2<sup>nd</sup> in Automotive (Mechanical Technology), 3<sup>rd</sup> in Spanish Beginners and 14<sup>th</sup> in Modern History, and 6<sup>th</sup> in Studies of Religion 2.
- Special achievements included nominations to ENCORE and SHAPE 2018, and two students were selected to display their major works in TEXTSTYLE and ART RULES exhibitions.
- Four Year 11 Mathematics Acceleration students achieved a Band 6 result placing them in the HSC Distinguished Achievers list for 2018.



## Academic and Broader School Life in Review 2018

- 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. By way of example, in Science, students achieved 5 High Distinctions, 18 Distinctions, 39 Credits, 22 Merits and 41 Participation Certificates.
- SGCS entered four teams in the Sydney Division of the **World Scholar's Cup**, answering a series of questions on topics such as the arts, literature, science, history and diplomacy. One of our Year 11 students won gold in the Champion Scholars – Senior Division and our senior team who were placed 2<sup>nd</sup> overall.
- SGCS boasts a strong track record with its **Robotics program**, with students regularly represented at State, National and International Championships across multiple year groups. 2018 saw our Robotics team represent SGCS at Government House, on Australia Day, State, National and International Competitions and the Premiers Coding Challenge. Three of our students in Years 9 and 10 represented Australia at the International RoboCupJr Competition in Montreal, Canada, achieving 11<sup>th</sup> place in the Super Teams competition. In the inaugural Premier's Coding Challenge our Year 7 student was presented with a Diamond level Certificate from NSW Premier, the Honourable Gladys Berejiklian.
- **Technology** is a tool used in learning to make the impossible possible. 2018 saw SGCS purchase a set of **Dash robots**, an exciting and engaging tool for teaching creative problem solving and computational thinking skills. Twenty one students from Years 3 to 6 entered the **Wonder Workshop Robotics** competition based in the USA. This competition is conducted across the world and involves 7,100 teams from 63 countries. Six teams from SGCS were invited to be a part of the Invitational Round to be completed in March 2019.
- The **Parent Connect** group which commenced in 2015, met regularly throughout 2018, 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. In October, the Parent Connect group supported the SGCS Board in presenting meetings to parents about proposed changes to religious freedom.
- In Term 2 we welcomed Olympic Athlete, **Eloise Wellings**, to our School to conduct **Resilience Workshops** for our Year 9 and Year 10 students. Eloise worked with Rory Darkins, Positive Psychology Practitioner and Mental Health Coach, to present these inspirational workshops.
- Year 9 students participated in an incursion 'Tackling the Elephant in the Room' and Year 10 students were part of a follow up presentation called 'Look Out For Your Mate', addressing issues of **coping with mental illness** and how to pick up signs, and support friends through tough times.



## Academic and Broader School Life in Review 2018

- As part of the School's Student Wellbeing Program, the **Police School Liaison Officer** attended School to speak to students in Years 9, 10 and 11 about the important issue of Cyber Safety and the Law.
- Year 10 students participated in compulsory **Work Experience** from 9-13 April. Our Year 10 cohort received many outstanding comments from employers congratulating the students for exceeding their expectations in punctuality, presentation, communication and practical skills. Two employers made the following comments at the completion of the placements:

*"It was a pleasure to have her at our office for the week. She was well liked by staff and clients and other legal professionals, such as barristers, that she met. She is intelligent and enthusiastic, prepared to participate and is able to quickly comprehend legal concepts. She is a credit to your school."*

*"X has been an excellent work experience student. He has a great sense of humour and was a pleasure to have. We have been very busy this week and we were happy to have him to help us wherever and whenever he could. He was able to complete all tasks that were assigned to him."*

### Beyond Ourselves Mission & Global Education

- As part of the School's continuing **Beyond Ourselves** program, a team of eighteen students and eight adults joined a **mission team travelling to the Island of Santo in Vanuatu** in the July school holidays. This year marked the 10<sup>th</sup> Anniversary of our School's annual mission trip to Vanuatu and saw our VTeam visiting two new schools in Natawa and Fanafo. The team painted two school classrooms, inside and out, and ran programs for the students in craft, music/drama and sports. Our students also incorporated their testimonies and the gospel message. The trip also included a visit to Lorethiakarkar School and our sister school, Vunabulu, where the new classroom, built by Mr Steve Payne and his team, now stands.
- Prior to the mission trip, the School conducted **fund-raising activities** to support the schools in Vanuatu. A Mad Hatter themed community dinner at Doltone House celebrated ten years of mission trips to Vanuatu, together with the annual "V Day" student festival, mufti days and Open Day fundraising initiatives raised much needed funds for the people of Vanuatu.
- In response to the droughts of 2018 which devastated rural communities, the School worked together to raise over \$4,000.00 for the **farming community**.
- Middle School students supported Cystic Fibrosis Foundation in their annual **Crazy Hair Day**, raising over \$500.00 for the Foundation.
- **Senior School hosted the 5<sup>th</sup> annual "Open Doors Day"** with a **"Walk to Water"** fundraiser in September, supporting the work of the mission organisation Open Doors with a focus in 2018 on the Middle East, and a **Run 4 Bibles** fundraiser.



## Academic and Broader School Life in Review 2018

- A summary of the funds raised at fundraising events throughout the year are as follows:

• Fundraising for Farmers	\$4,057.20
• Compassion	\$588.00
• Crazy Hair Day for Cystic Fibrosis	\$501.60
• Sydney Children's Hospital	\$950.00
• National Heart Foundation – Jump Rope	\$155.50
• Open Doors (Walk for Water)	\$1,316.25
• Run 4 Bibles	\$1,167.35
• Fundraising for Vanuatu	\$12,144.15

### Young Writers' Development

- A love of literature is nurtured and encouraged across all year levels at SGCS.
- In February, Year 7 welcomed Author, Comedian and Teacher, **Oliver Phommavanh** to School for a one day workshop filled with laughter and to inspire their love of writing.
- As part of their Book Week activities, Junior School students met with award-winning Australian Author, **Deborah Abela**. Popular children's author, **Juliette McIver**, visited our Infants Campus in August, encouraging our youngest students in their literary endeavours.
- The **Library** also hosted many other reading adventures including the Junior School Reading Hour where children enjoyed reading with their parents, Middle School's weekly Books for Breakfast meetings, Star Wars Day and Lunchtime Lounging. Students were also surprised by a Pop Up Library in the playground.
- In 2018, the Library launched a **Parents' Book Club**, extending their enthusiasm for reading to the wider school community.
- 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 a hard cover.
- Junior School Parents, students and parents attended the School Library one evening during **Book Week 2018** for an hour of reading, including a reading by our School Principal of "A Midnight Gang". This event supported the School's emphasis on the importance of reading.
- The **Infants Book Parade** in August, celebrated the joy of reading with students dressing as a favourite book character, and charming a diverse audience of parents, families, and staff.



## Academic and Broader School Life in Review 2018

- Seventy-six students completed the Premier's Reading Challenge in 2018 with a further six students receiving Gold or Platinum Awards for completing four or seven years of the Challenge.

### Music and Art

- **School Musicals** are held biennially in Middle and Secondary School. In 2017, students in Middle and Senior School performed the **Musical – Joseph and The Amazing Technicolor Dreamcoat** at Marana Auditorium, presenting the biblical story of Joseph with a light hearted perspective.
- In 2018, **Junior School** performed their biennial **Musical “Stand Strong”** at the Sutherland Entertainment Centre, reflecting on what it means to stand up for God in a society that is often in direct conflict with God's ways. Each of our Year 3, 4 and 5 students brought the Biblical story of Daniel to life with their acting, dancing, gymnastics and jump rope performances. The script and music, with a strong message of hope in the face of defeat, were written by SGCS staff.
- In 2018, students participated in **School bands** including the Stage Band, the String Ensemble, the Concert Band and the Vocal Group.
- In October, students in both the **Stage Band and Concert Band**, travelled to **Dubbo** and surrounding areas to perform for various Christian and public schools.
- At '**Bandfest**', organised by Engadine Music Centre and hosted at the St George Bank's Auditorium in Kogarah in June, the **SGCS Stage and Concert Bands** and the **SGCS String Ensemble** all received Gold Awards.
- **HSC Showcase** provides students with the opportunity to display their major works to family and friends. In August, Major works presented 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.
- During 2018, Year 3 students completed a unit of work looking at sustainable practices to protect the land and ocean environments. As part of the unit of work, the students displayed art works in a public gallery to raise awareness of the plight of our migratory shorebirds. The flock of shorebirds created formed part of the **Overwintering Art Exhibition** at the Hazelhurst Arts Centre during September. Later in the year, the birds migrated to our School Library.



## Academic and Broader School Life in Review 2018

- Visual Arts students in Years 9, 10 and 11 collaborated with Multimedia students to present '**The Fragility of Nature**' exhibition. Artworks were inspired by a two-day artist residential at the Bundanon Trust and an artist excursion to Bundeena and Cockatoo Island. With over 350 individual works on display, the exhibition in the SGCS Hall, attracted many visitors.
- Elective Music Students in Years 9, 10 and 11 delighted the audience at the annual '**Live and Unplugged**' performances on 31 May. In a relaxed setting, akin to a live music venue, students had the opportunity to perform from a variety of genres.
- Students in Years 3-12 demonstrated their musical talent at the 16th annual **Evening of Fine Music** at Horizon Church on 5 September.
- Over 80 students from Years 3-11 involved in our music tutoring program, displayed their talents in music and drama at our **Twilight Instrumentals** on 13 November. This year featured two sessions of performances to allow greater flexibility to parents. The music tutoring program continues to be very popular and well attended by our student body.

### Sport

- In 2018 students participated enthusiastically in **sporting activities** in all departments across the School. Our youngest students in Infants participated in a large variety of activities including soccer, tennis, cricket, T-ball, hockey and dodgeball. Our Senior School students participated in many sporting activities including Basketball, Cricket, Hockey, Netball, Oztag, Soccer, Softball, Touch Football, Table Tennis, Tennis and Volley Ball, along with recreational activities such as Badminton, Beach Sports, Beach Walking, Boxercise, Group Fitness, Paddle Tennis, Spin Class and Surfing.
- Over 50 students took on the challenge of the **Duke of Edinburgh's Award** at SGCS in 2018. The Duke of Edinburgh's Award is a voluntary program for people aged between 14 and 25 and provides the opportunity to learn new skills, participate in regular physical activity and serve the community. This year, Year 9 students participated in the Bronze Award enjoying two expeditions in June and September to the Heathcote National Park and Berowra Valley Regional Park. Year 10 undertook their Silver Award trekking the Hawkesbury River in June and Meryla State Forest in November. Year 11 participated in their Gold Award expeditions in the Blue Mountains National Park in July and October.
- Our talented **Jump Rope** students excelled once again in 2018. Our students achieved excellent results in all age divisions in the National Skipping Championships, resulting in their selection for the World Skipping Championships in Shanghai, China. Our skippers achieved some outstanding results in Shanghai, ranking them in the top 10 in the world.



## Academic and Broader School Life in Review 2018

- The **SGCS Skipperroos** continued to represent SGCS and the Heart Foundation on their annual tour of country New South Wales. This year saw the team travel to Pambula and surrounding areas visiting schools, promoting healthy hearts and raising money for research into heart disease.
- Students in Years 3-10 competed both **in School and in interschool competitions** in a range of activities including Athletics, Basketball, Cross Country, Football, Hockey, Netball, Oztag, Rugby League, Soccer, Softball, Swimming, Table Tennis, Tennis, Touch Football and Volleyball, and were selected in each to compete at Interschool/ Zone, CSSA State and CIS levels with outstanding results.

### Parenting Education

A number of parent seminars and workshops were held as part of the '**Strong Hearts, Strong Minds**' program in 2018 as follows:

- No Worries: Helping Children Overcome their Fears – 6 April 2018
- How You Say It: Talking Positively to Children – 25 May 2018
- Spare the Rod: Effective Discipline – 15 June 2018
- Loving the Rollercoaster: Parenting Teens – 20 August 2018

### Open Days / Community Days

- **The Hurstville Campus Open Day** took place on 23 March 2018 with a theme of 'Learning Reimagined'. Open Day 2018 provided a snapshot of our School to visitors, allowing our students to showcase their work to their families and guests. Students excelled in their activities on Open Day, serving the community in roles like welcomers, performers, tour guides and cooks, and the rich diversity of the Australian curriculum was demonstrated throughout the School with activities in Science, Mathematics, History, Business, Law, Drama, Music, English, Spanish and Technologies.
- **Infants Open Day** on 18 May 2018 was a celebration of the newly redeveloped Sans Souci Campus. The day featured open classrooms and activities such as music, sensory integration, robotics and jump rope. Other popular attractions were the Kiddiepillar Inflatable and the Animal Farm.
- Our families were celebrated by our youngest students throughout 2018. The Junior School hosted a **Mother's Day** Assembly and Afternoon Tea and Infants School invited mums to a Mother's Day Afternoon in May, and hosted a **Father's Day Breakfast and Assembly** in August. Each event celebrated the special bonds children have with their loved ones, and were enjoyed by all.
- A **Thank You Morning Tea for Volunteers** was hosted on 23 November, in gratitude for the volunteers' invaluable support of the School.



## Academic and Broader School Life in Review 2018

- The Principal hosted a visit to the School by **Christian Schools Australia Business Managers** in November. The group of Business Managers from a number of Australian Christian Schools, visited our Infants Campus and were given an overview of recent redevelopment of the campus, and took a bus tour around the Hurstville Campus.
- Year 12 were formally farewelled at the **Year 12 Graduation** which was held on the last day of Term 3 at the Marana Hall, Hurstville. Families, friends, staff and representatives from the SGCS Board, along with our Middle School and Senior School students, attended the ceremony.

### Building and Property

#### Hurstville Campus

- On 29 November 2018 the School exchanged Contracts for the purchase of 43 Woids Avenue, Allawah. It is envisaged that this property could be used for school purposes at some stage in the future.
- Following Development Approval in early 2018, a new Covered Outdoor Learning Area (COLA) commenced construction on 16 April 2018. The COLA was subsequently completed in early May and is used most days for sporting activities and meetings. As the structure is shower proof it can be utilised during light rain periods which takes pressure off the use of our multi-purpose hall.
- At the date of writing this report, there are still two Development Applications awaiting approval at Georges River Council. One is for a Change of Use of the property at 54 Bellevue Parade for the purpose of new and used uniform supply and general storage of school supplies. This Development Application also includes the removal of obsolete structures at the rear of the property and provision of parking spaces in the future.
- In regards to the other Development Application for the construction of an underground carpark, full size basketball court on top of the carpark and extensions to existing Senior School facilities, this application is presently with the South Eastern Planning Panel for consideration.
- The School was awarded a Government grant for the first stage of the major development last year.
- Pending approval of the major works Development Application the properties located at 47 and 49 Woids Avenue have been demolished and rehabilitated to as a result of the findings of an environmental audit of the site. The property located at 48 Bellevue Parade was demolished to make way for the relocation of the two storey demountable building previously located at 51 Woids Avenue.



## Academic and Broader Life in Review 2018

- The relocation of this building was remarkable in that it was mounted on jacks and moved in increments to its new site at 48 Bellevue Parade. This method of construction was less problematic and more time effective than partly dismantling the building and moving it by crane to its new site. The relocated demountable building was entirely ready for use by staff and students by Week 1 of Term 2, 2019. The building is fitted with a lift to provide for the needs of staff and students who are unable to negotiate stairs.

### Sans Souci Campus

- The School purchased the Telstra site located at 279 Rocky Point Road, Sans Souci, adjoining the Infants Campus, in June 2018. The School has entered into a four year lease back arrangement with Telstra for this site.
- New internal fencing and gate was installed by the Sans Souci Baptist Church in late December 2018 at the campus providing a clearer boundary of permitted areas for students.

### Out of School Hours Care (OOSH) Service

- The Service is very popular with families and is often at capacity most days of the week. It sometimes operates two bus services from Infants campus in the afternoon to accommodate the students who attend the Service at Hurstville. The Service also operates a Vacation Care program at Hurstville campus every School holiday break.
- It is anticipated that arrangements for one larger bus service will need to be discussed and evaluated in 2019.

### Careers

The Careers Program has continued to develop over the years, with students in Years 9 to 12 confirming their strengths in the workplace, undertaking work experience and being educated in the opportunities of further study or work opportunities. In 2018 in Careers, our students participated in the following:

- **Year 9** - In Term 4, students attended a Careers Information Session at our School. This was an opportunity for Mrs Strolin to introduce herself as the Careers Adviser and inform students of what will be offered to them over the next three years. This session included the completion of an online personal strengths questionnaire. These results were then discussed in a one-on-one interview with Mrs Strolin in the following weeks. Students also received a tote bag containing valuable information on a wide range of topics. Students were encouraged to discuss the contents of the bag with their parents/caregivers.



## Academic and Broader School Life in Review 2018

- **Year 10** - Students were given the opportunity to participate in a work experience program. This year, students worked in areas such as construction, veterinary clinics, corporate offices, local butchers, cafes, law firms and hospitals. This is often the event which confirms a student's desire to work in a particular environment post-school. In November, Elevate Education presented a range of topics over two periods. This was an informative session in which students were actively involved in relevant discussions and took away information on a variety of skills, such as time management.
- **Year 11** - Students attended the HSC & Careers Expo in May at the Royal Hall of Industries at Moore Park. This Expo brought together over 140 exhibitors providing HSC, tertiary courses, careers, study skills and gap year information and resources. Seminars were run throughout the day and students were given the opportunity to attend subjects such as HSC Study Skills, NESA expectations, individual study topics and more. Incursions included visits by representatives from the NSW Police and the Defence Force (which were also attended by students in Years 10 and 12).
- **Year 12** – The University of Wollongong Discovery Day is an annual excursion which our students look forward to. This excursion offers students the opportunity to experience a day at university, attending lectures of their choice. Throughout the year, handouts and website information were offered to students via their Student School email. Brochures on a wide range of universities, TAFEs, Open Days, NESA, and UAC information are all on offer in the Careers Office. An information session was also held in August, which explained the UAC application process.



# Academic and Broader School Life in Review 2018

## COURSES AND SUBJECTS

### 2018 Stage 5 Elective Subjects

SGCS offered the following elective subjects:

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

### 2018 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 and Family Studies (CAFS)
- Design and Technology
- Drama
- Economics
- Food Technology
- History (Ancient, Modern and Extension)
- Industrial Technology (Timber)
- Legal Studies
- Music 1
- Personal Development, Health and Physical Education (PDHPE)
- Physics
- Senior Science



## Academic and Broader School Life in Review 2018

- Spanish
- Software Design and 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

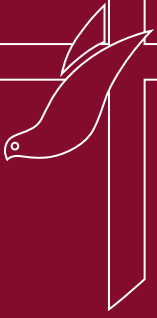
#### Specialist Programs:

- 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
- Guitar Ensemble
- 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 2018

## 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
- Board Games Club
- Speech and Drama Performance
- String Ensemble
- Artists Excellence Group
- Anthropologists Group
- Economists Excellence Group



# Academic and Broader School Life in Review 2018

## SENIOR SCHOOL

### Co-curricular Activities

- Bassoon Tuition
- Beyond Ourselves (overseas and 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
- Pulse: Student-led Christian Fellowship Group
- Representative Sport
- Saxophone Tuition
- String Ensemble
- Trombone Tuition
- Trumpet Tuition
- Violin Tuition
- Vocal Group



## Academic and Broader School Life in Review 2018

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 is fully equipped to support all the educational requirements in digital learning. This includes dedicated high speed internet connection, enterprise graded network and server infrastructure and access to multiple cloud hosted services by Microsoft and Google. These services are supported by the in-house ICT Department to ensure speedy resolution, should any issue arise.

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 also a well-stocked 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 2018, SGCS participated in the National Assessment Program – Literacy and 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 curriculum 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)

	2018	2017
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>100% (93%)</b>	<b>100% (97%)</b>
<b>Writing - Persuasive</b>	<b>100% (97%)</b>	<b>100% (97%)</b>
<b>Spelling</b>	<b>100% (96%)</b>	<b>100% (95%)</b>
<b>Grammar and Punctuation</b>	<b>100% (96%)</b>	<b>98% (96%)</b>
<b>Numeracy</b>	<b>100% (98%)</b>	<b>98% (96%)</b>

### 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)

	2018	2017
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>100% (96%)</b>	<b>100% (96%)</b>
<b>Writing – Persuasive</b>	<b>100% (93%)</b>	<b>100% (94%)</b>
<b>Spelling</b>	<b>100% (96%)</b>	<b>100% (96%)</b>
<b>Grammar and Punctuation</b>	<b>100% (95%)</b>	<b>100% (94%)</b>
<b>Numeracy</b>	<b>100% (97%)</b>	<b>100% (97%)</b>



# 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)*

	2018	2017
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>100%</b> (95%)	<b>100%</b> (96%)
<b>Writing – Persuasive</b>	<b>99%</b> (91%)	<b>99%</b> (90%)
<b>Spelling</b>	<b>100%</b> (98%)	<b>99%</b> (95%)
<b>Grammar and Punctuation</b>	<b>100%</b> (94%)	<b>100%</b> (94%)
<b>Numeracy</b>	<b>100%</b> (98%)	<b>100%</b> (97%)

## 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)*

	2018	2017
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>96%</b> (95%)	<b>100%</b> (94%)
<b>Writing – Persuasive</b>	<b>90%</b> (81%)	<b>99%</b> (84%)
<b>Spelling</b>	<b>96%</b> (92%)	<b>97%</b> (92%)
<b>Grammar and Punctuation</b>	<b>95%</b> (93%)	<b>100%</b> (91%)
<b>Numeracy</b>	<b>99%</b> (98%)	<b>100%</b> (98%)

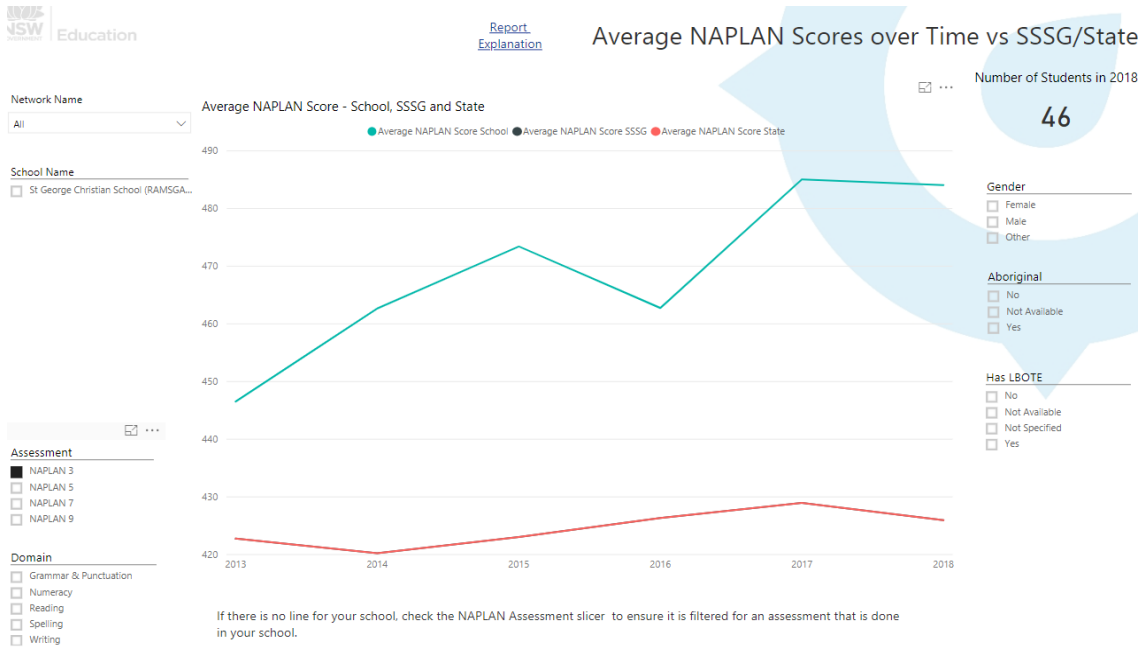
The following graphs display **average NAPLAN scores and progress by Year Group Over All Subjects from 2013 to 2018**. The blue line indicates the scores of SGCS and the red line indicates the average achievement of all State Schools.

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

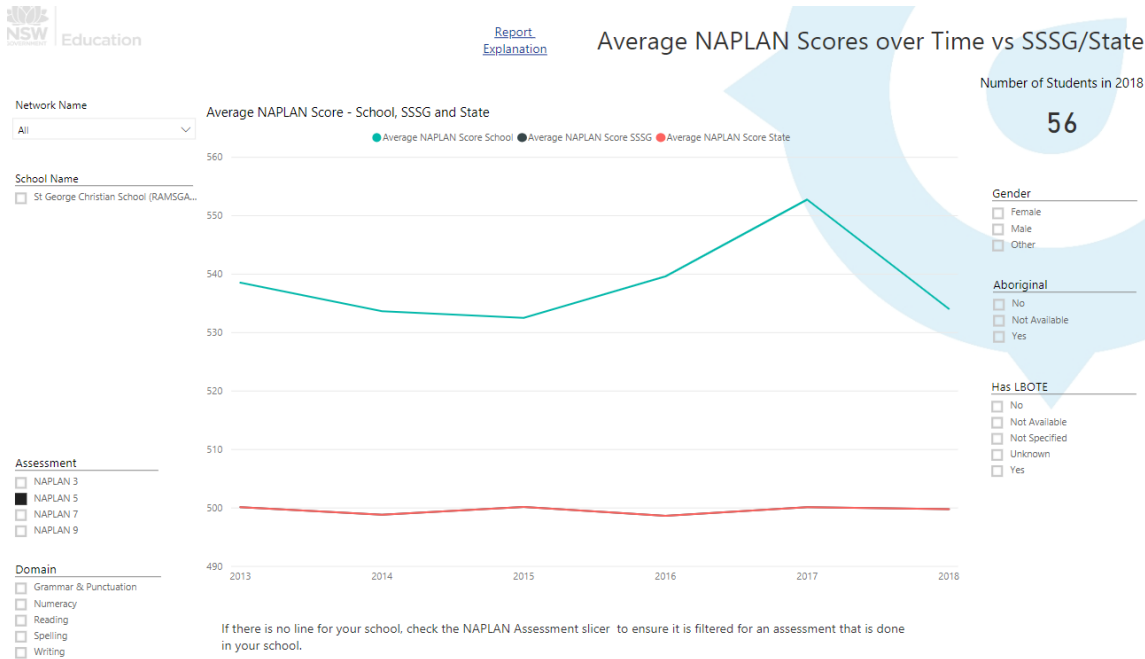
It should be noted that in NAPLAN testing, students starting with lower scores tend to make greater gains than those starting with higher scores.

# School Performance in Statewide Tests and Examinations

## Year 3 Progress (average over all subjects): 2013 to 2018 (SGCS compared to State):



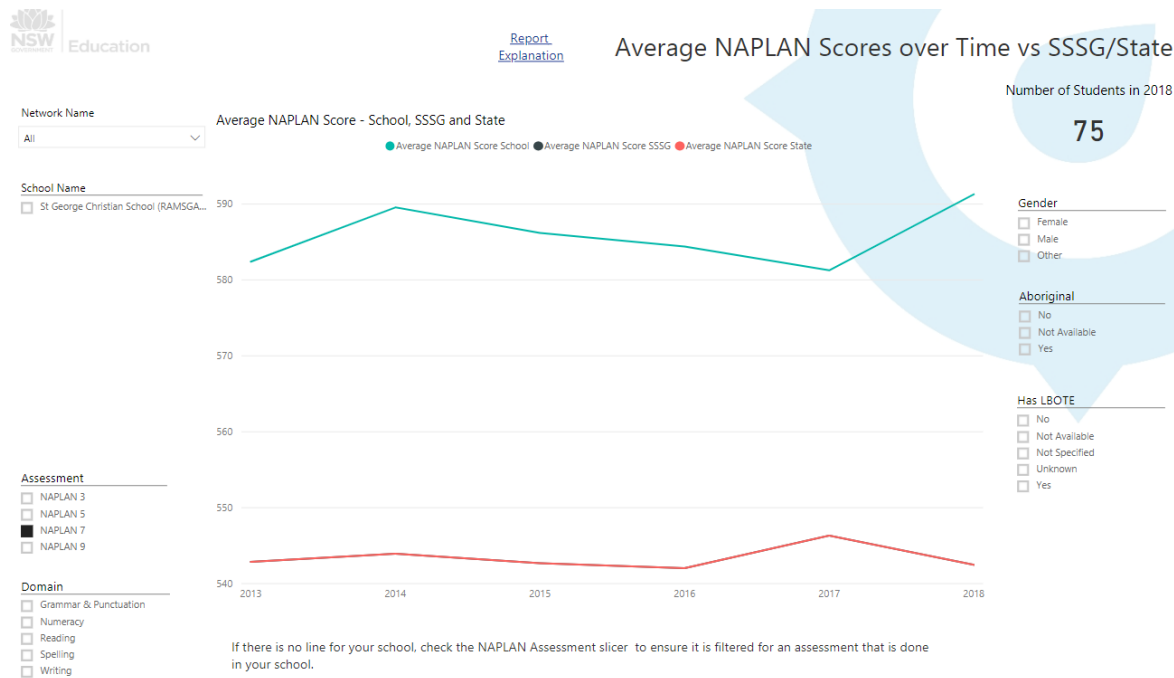
## Year 5 Progress (average over all subjects): 2013 to 2018 (SGCS compared to State):



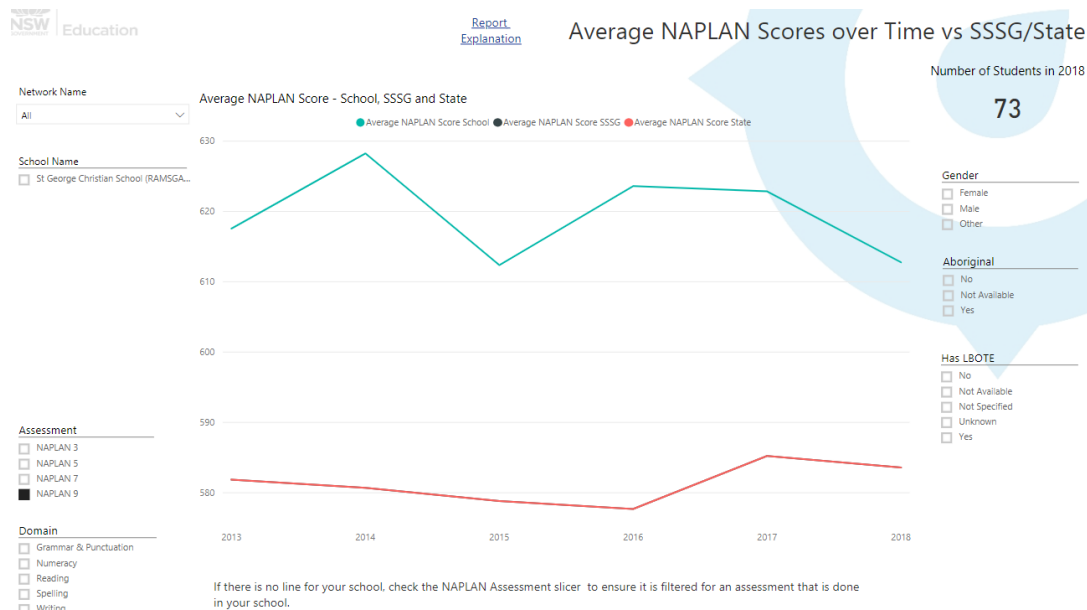


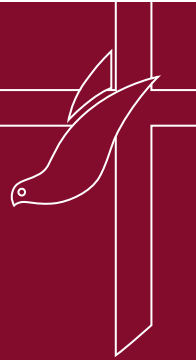
# School Performance in Statewide Tests and Examinations

## Year 7 Progress (average over all subjects): 2013 to 2018 (SGCS compared to State):



## Year 9 Progress (average over all subjects): 2013 to 2018 (SGCS compared to State):





## School Performance in Statewide Tests and Examinations

### RECORD OF SCHOOL ACHIEVEMENT

Seventy-eight students completed Year 10 in 2018. Nine students went on to further studies elsewhere and the remainder continued at SGCS to complete the Higher School Certificate.

### HIGHER SCHOOL CERTIFICATE

A total of sixty-nine Year 12 students completed their HSC examinations in 2018.

The median success rate for schools across New South Wales was 5.47%, with SGCS achieving the success rate of 13.01%, and on this basis received an overall ranking of 118<sup>th</sup> in the State, placing the School in the top 14% of New South Wales.

A third of our HSC students (23 students out of 69) achieved 'Distinguished Achievement' status awarded by NESA, in at least one course with results in the highest possible bands (Band 6 or E4) in the following courses. Our students collectively achieved 45 Distinguished Achievement Awards.

- Ancient History
- Automotive (Mechanical Technology)
- Biology
- Business Studies
- Chemistry
- Chinese in Context
- Community and Family Studies
- Design and Technology
- Drama
- English Advanced
- English Extension 1
- History Extension
- Legal Studies
- Mathematics
- Mathematics General 2
- Mathematics Extension 1 and 2
- Modern History

## School Performance in Statewide Tests and Examinations



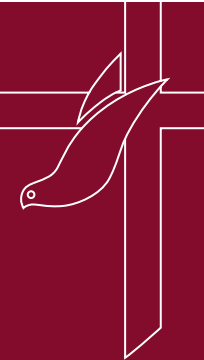
- Music Extension
- Music 1 and 2
- Physics
- Senior Science
- Software Design and Development
- Spanish Beginners
- Studies of Religion 2
- Textiles and Design
- Visual Arts

Two students were recognised as HSC All Round Achievers with results in the top band for 10 units of HSC courses.

Three of our students received NSW State Rankings for 2<sup>nd</sup> place in State in Automotive (Mechanical Technology), 3<sup>rd</sup> place in State for Spanish Beginners and 14<sup>th</sup> place in State for Modern History, and 6<sup>th</sup> place in State for Studies of Religion 2.

Two students had special achievements and were selected to display their major works in SHAPE 2018, TEXTSTYLE and ART RULES, and one student was nominated to perform in ENCORE.

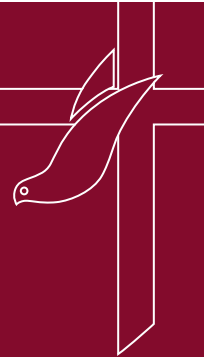
Four Year 11 students, studying Accelerated Mathematics, achieved Band 6 results placing them in the HSC Distinguished Achievers List for 2018.



## 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	55.55	36.47	19.08
Biology	50.00	37.40	12.60
Business Studies	50.00	37.07	12.93
Community and Family Studies	44.44	29.43	15.01
English Advanced	86.21	62.73	23.48
English Extension 1	100.00	93.51	6.49
English Extension 2	100.00	71.41	28.59
History Extension	100.00	79.77	20.23
Mathematics Extension 2	100.00	85.56	14.44
Music 1	100.00	64.86	35.14
Music Extension	100.00	96.01	3.99
PDHPE	52.94	33.47	19.47
Senior Science	44.44	21.85	22.59
Textiles and Design	80.00	46.49	33.51
Visual Arts	85.72	53.43	32.29



## School Performance in Statewide Tests and Examinations

These results have led to university offers in a diverse range of Bachelor courses including Arts, Business, Commerce, Communication and Media, Computer Science, Construction Management, Cyber Security, Design, Economics, Education, Engineering, Environmental Management, Exercise Physiology, Forensic Science, International Business, Landscape Architecture, Laws, Media, Medicine, Medical Science, Music (Performance), Nursing, Occupational Therapy, Professional Accounting, Psychology, Science, Social Science and Vision Science.

Our graduating students will be found on the campuses of Sydney University, University of New South Wales, University of Technology Sydney, University of Wollongong, Western Sydney University, Macquarie University, Australian Catholic University, La Trobe University, Torrens University as well as the International College of Management Sydney (ICMS) and the Melbourne Institute of Technology.

### 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 2018, 88.88% of students (numbering 8 out of 9) achieved within Bands 4-6 (State average 63.25%). This compares to 80% in 2017. It should be noted that the remaining student achieved a Band 3.

#### Biology

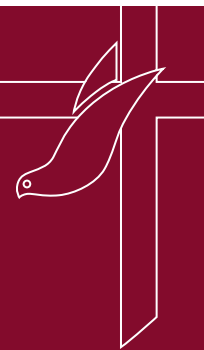
In 2018, 56.25% of students (numbering 9 out of 16) achieved within Bands 4-6 (State average 65.09%). This compares to 87.5% in 2017. It should be noted that 6 of the remaining students achieved a Band 3.

#### Business Studies

In 2018, 74% of students (numbering 9 out of 12) achieved within Bands 4-6 (State average 70.22%). This compares to 87.5% in 2017. It should be noted that 2 of the remaining students achieved a Band 3.

#### Chemistry

In 2018, 66.67% of students (numbering 10 out of 15) achieved within Bands 4-6 (State average 69.95%). This compares to 73.3% in 2017. It should be noted that 4 of the remaining students achieved a Band 3.



# School Performance in Statewide Tests and Examinations

## Community and Family Studies

In 2018, 66.66% of students (numbering 6 out of 9) achieved within Bands 4-6 (State average 62.79%). This compares to 90% in 2017. It should be noted that the remaining students achieved a Band 3.

## Design and Technology

In 2018, 90% of students (numbering 9 out of 10) achieved within Bands 4-6 (State average 83.57%). This compares to 92.9% in 2017. It should be noted that the remaining student achieved a Band 3.

## Drama

In 2018, 66.66% of students (numbering 6 out of 9) achieved within Bands 4-6 (State average 82.19%). This compares to 100% in 2017. It should be noted that the remaining students achieved a Band 3.

## Economics

In 2018, 53.33% of students (numbering 8 out of 15) achieved within Bands 4-6 (State average 72.37%). It should be noted that 5 of the remaining students achieved a Band 3.

## English (Standard)

In 2018, 42.5% of students (numbering 17 out of 40) achieved within Bands 4-6 (State average 50.56%). This compares to 65.6% in 2017. It should be noted that a further 20 students achieved a Band 3.

## English (Advanced)

In 2018, 96.55% of students (numbering 28 out of 29) achieved within Bands 4-6 (State average 90.52%). This compares to 100% in 2017. It should be noted that the remaining student achieved a Band 3.

## English Extension 1

In 2018, 100% of students (numbering 6 out of 6) achieved within the top two Bands (State average 93.51%). This compares to 100% in 2017.

## English Extension 2

In 2018, 100% of students (numbering 2 out of 2) achieved within the top two Bands (State average 71.41%).

## History Extension

In 2018, 66.66% of students (numbering 4 out of 6) achieved within the top two Bands (State average 78.87%). This compares to 100% in 2017.



## School Performance in Statewide Tests and Examinations

### Industrial Technology

In 2018, 60% of students (numbering 6 out of 10) achieved within Bands 4-6 (State average 48.75%). This compares to 75% in 2017. It should be noted that the remaining 4 students achieved a Band 3.

### Legal Studies

In 2018, 85.71% of students (numbering 12 out of 14) achieved within Bands 4-6 (State average 72.96%). This compares to 83.3% in 2017. It should be noted that the remaining 2 students achieved a Band 3.

### Mathematics General 2

In 2018, 65.63% of students (numbering 21 out of 32) achieved within Bands 4-6 (State average 53.13%). This compares to 68% in 2017. It should be noted that 6 of the remaining students achieved a Band 3.

### Mathematics

In 2018, 84.61% of students (numbering 24 out of 28) achieved within Bands 4-6 (State average 77.91%). This compares to 100% in 2017. It should be noted that the 4 remaining students achieved a Band 3.

### Mathematics Extension 1

In 2018, 61.54% of students (numbering 8 out of 13) achieved within the top two Bands (State average 79.86%). This compares to 70% in 2017. It should be noted that the 5 remaining students achieved a Band E2.

### Mathematics Extension 2

In 2018, 100% of students (numbering 3 out of 3) achieved within the top two Bands (State average 85.56%). This compares to 100% in 2017.

### Modern History

In 2018, 85.71% of students (numbering 12 out of 14) achieved within Bands 4-6 (State average 71.57%). This compares to 75% in 2017. It should be noted that the remaining 2 students achieved a Band 3.

### Music 1

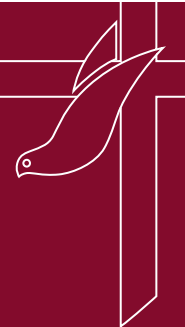
In 2018, 100% of students (numbering 2 out of 2) achieved within Bands 4-6 (State average 90.3%). This compares to 100% in 2017.

### Music 2

In 2018, 100% of students (numbering 4 out of 4) achieved within Bands 4-6 (State average 99.73%).

### Music Extension

In 2018, 100% of students (numbering 1 out of 1) achieved within Bands 4-6 (State average 96.01%).



## School Performance in Statewide Tests and Examinations

### Personal Development, Health and Physical Education

In 2018, 70.59% of students (numbering 12 out of 17) achieved within Bands 4-6 (State average 61.19 %). This compares to 69.2% in 2017. It should be noted that 4 of the remaining students achieved a Band 3.

### Physics

In 2018, 78.47% of students (numbering 11 out of 14) achieved within Bands 4-6 (State average 65.23%). This compares to 76.9 % in 2017.

### Senior Science

In 2018, 66.66% of students (numbering 6 out of 9) achieved within Bands 4-6 (State average 62.1%). This compares to 100% in 2017. It should be noted that the 3 remaining students achieved a Band 3.

### Software Design and Development

In 2018, 62.5% of students (numbering 5 out of 8) achieved within Bands 4-6 (State average 65.7%). This compares to 80% in 2017. It should be noted that the 3 remaining students achieved a Band 3.

### Spanish Beginners

In 2018, 44.44% of students (numbering 4 out of 9) achieved within Bands 4-6 (State average 75.98%). This compares to 100% in 2017. It should be noted that 4 of the remaining students achieved a Band 3.

### Textiles and Design

In 2018, 100% of students (numbering 5 out of 5) achieved within Bands 4-6 (State average 75.79%).

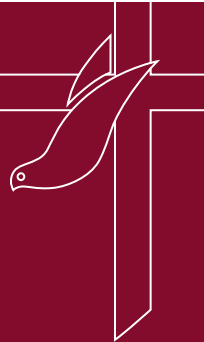
### Visual Arts

In 2018, 100% of students (numbering out of 7 out of 7) achieved within Bands 4-6 (State average 91.85%). This compares to 100% in 2017.

### Senior Secondary Outcomes

Percentage of students in Year 12 undertaking a course in vocational or trade training as percentage: ..... 5.8%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:..... 100%



## School Performance in Statewide Tests and Examinations

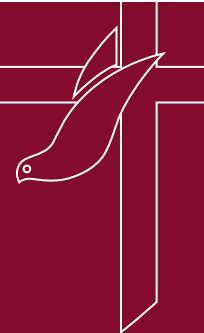
### Student Learning Outcome Improvement Measures

#### Infants

- Benchmarking each child's reading levels twice per term to target teaching and identify children needing support.
- Different ability groups for Reading and Writing instruction are programmed and timetabled across each grade, with teaching targeting identified needs of each group.
- A home reading program based on each child's current reading level.
- The Support Teacher identifies and withdraws 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 Science.
- Professional Development in the use of Learning Intentions and Success Criteria.
- Mentoring of new staff to ensure development of key teaching strategies.

#### Junior School

- The support program is integral to the identification, programming and assessment of students with learning difficulties.
- The establishment of individual programs to identify students with specific learning needs using a Support Teacher.
- The Horizons Program was conducted during Terms 3 and 4. The Horizons English Program focused on Writing, and looked at how an author develops imagery and then allows the narrative to emerge.
- 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 of 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, Geography and STEM.
- Continuation of the Questioning Skills Program to improve comprehension skills, along with using the Springboard Comprehension Scheme.
- In Term 3, the author, Deborah Abela, visited the students encouraging them to write creatively.



## School Performance in Statewide Tests and Examinations

- 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 and critical thinking.

### Middle School

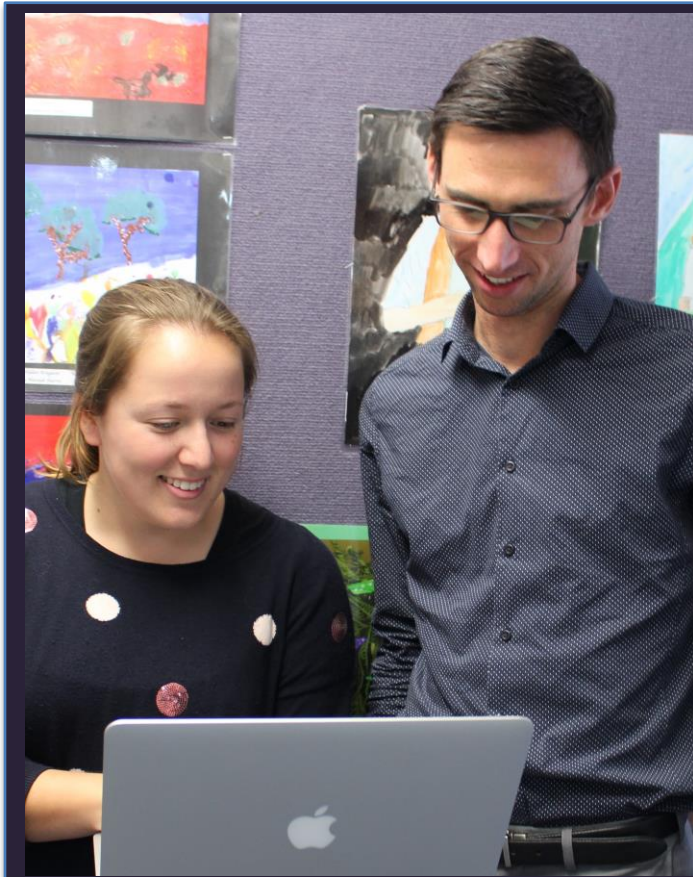
- Strengthening our partnership with parents of students with IPS (Individual Plans of Study).
- Updated our framework and our practices for supporting students with additional needs.
- Continued strengthening of the Year 8 Targeted Learning Program which focuses on reinforcing literacy and numeracy skills for those students where gaps are evident.
- Provision of Literacy Support Teachers to support selected Years 6, 7 and 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 Years 7 and 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.
- Provision of flexible and mobile technology in the form of iPads for Years 6, 7 and 8 to enhance global connectivity, higher order thinking skills and personal decision making.
- Continued development of the Middle School Excellence Program to extend and enrich highly able students under the SGCS Horizons Program for high achievers.

### Senior School

- Additional focused support in small groups in Mathematics and English for students in Years 9 and 10.
- Support Learning Program for targeted individuals, small group tuition and students' general course support.
- Broad range of subject choices and levels to accommodate student interest and ability.
- SGCS Horizons Program for high achievers, which includes acceleration in HSC Mathematics



## 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 and teachers 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 teaching 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, a Science Laboratory Assistant, an Art Assistant and a Food Technology Assistant. The School also has seven Special Needs Teachers and four part-time Special Needs staff, plus two casual 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 2018, the School continued to develop its Professional Learning Program for teachers, to enhance excellence in teaching, joy in learning and improved student outcomes. A new cycle of Professional Learning began, which centred on expanding and strengthening the assessment practice of teaching staff to improve student learning outcomes and enhance student ownership of their learning.

In this first year of the new cycle, staff worked to develop their understanding of and practice in formative assessment and experimented with two formative assessment strategies. They met with grade partners to plan to use these strategies in their classrooms and with their assigned coach to reflect on their own student learning and to determine next goals.

The Annual Professional Learning conversation took place in Term 4 and allowed staff to give and receive feedback on their engagement with their work in 2018 and on their contribution to their Faculty Teams.

The Research and Development arm of the Professional Learning Program continued to resource the focus on formative assessment with research and collegial dialogue to contextualise the learning. The Research and Development Team also prepared course work for a suite of PL courses across the full range of Teaching Standards as part of an application to NESA to become an endorsed provider. **The School is now an accredited NESA provider of Professional Learning Programs.** The School's Leadership Team continued to develop their leadership skills in leading the learning of their Faculty Teams with a view to:

- Sustaining 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



## Professional Learning and Professional Development

- Using collaboration to build a shared sense of ownership and to facilitate creative solutions
- Acknowledging and respecting the professionalism of teachers and building teacher efficacy
- Building capacity and sustainability

### Staff Professional Learning and Development Expenditure

All members of the teaching staff participated in professional development/learning in 2018 for an average of 3 days per teacher.

The overall expenditure on staff professional development for 2018 was \$156,002.00. Average expenditure per teacher in 2018 was \$2,524.30.

Staff (Department) Professional Development undertaken in 2018 included:

- All staff were involved in Professional Learning activities in Week 0 of Term 1 (the week before students commence).
- Infants teaching staff (Years K – 2) met at Sans Souci Campus for professional learning focusing on the new Science Curriculum. Teaching staff worked together in drafting a plan to implement the new curriculum for their students, with development of Learning Intentions integrated into this curriculum focus.
- Year 3-12 teaching staff participated in a workshop at the Hurstville Campus focusing on Learning Intentions and Success Criteria. Staff were highly engaged in this workshop and Subject Coordinators equipped to implement the project over the next three years.
- Educational support staff engaged in team development delivered at the Sydney Seafood Cooking School at the Sydney Fish Markets, Pyrmont. This team-building day was greatly appreciated by staff, who formed new team friendships and felt valued and motivated by the experience.
- Compulsory Child Protection training was presented to all staff by the School Counsellor and Director of Research Compliance and Accreditation at a Whole School Staff Meeting (WSSM) on 1 March 2018. Catch-up training was provided for staff members unable to attend the WSSM.
- Teaching staff took part in professional development on Monday, 23 July 2018. Junior, Middle and Senior School staff primarily focused on the School IPL goal which is around implementing Learning Intentions and Success Criteria for a lesson or a series of lessons. The PDHPE Faculty focused on planning for the newly released PDHPE Syllabus that will be implemented in 2019. Infants staff reviewed key elements of the new Science and Technology Curriculum which will also be implemented in 2019, revised Scope and Sequences and planned the units of work.

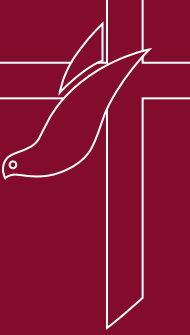


## Professional Learning and Professional Development

- During Week 3, of Term 3, the Principal attended Christian School Australia's National Leaders' Summit in Alice Springs.

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:

- Disability Provisions Workshop (Professional Association of Learning Support)
- Familiarisation: Stage 6 Advanced Maths (AIS)
- Familiarisation: Stage 6 Extension 1 and 2 Maths (AIS)
- Texts and Human Experiences – The Year 12 Common Module (AIS)
- AIS Heads of Sport Conference
- Extension 1 English: Literary Worlds and Worlds of Upheaval (AIS)
- PALS Workshop: Adjustments – The Theory and Practice
- HTA New Modern History: Core and More (History Teachers Association)
- Bernina – Embroidery, Machines, Hands on Workshop (TAS Schools Expo)
- Accreditation as Lead Teacher (NESA)
- Flourish – Annual Conference (NSW Music Teachers Association)
- Global Leadership Summit (GyMEA Baptist Church)
- Kaldor Art Education Symposium
- Genes, Disease and Future Health (Garvan Institute)
- A Guide for Preparing to Teach Preliminary PDHPE (Teacher Training Australia)
- Visible Learning Plus (ACEL)
- Reflections on Reading (AIS)
- ACSA 2018 Symposium (Australian Curriculum Studies Association)
- Developing Assessment Capable Visible Learners Symposium (ACEL)
- Familiarisation and Planning for the Implementation of New K-10 Language Syllabus (AIS)
- Designing an Effective Scope and Sequence in K-6 (AIS)
- Coding 101 (AIS)
- The State of Play in PDHPE K-10 (AIS)
- APSMO Maths Problem Solving
- Assessment and Feedback (ACSA 2018 Curriculum Symposium)
- Wired Up and Unplugged (AIS)
- RO-DBT Standard Registration (BodyMatters)
- Thrass
- Identifying and Supporting Students with Dyslexia (Learning Links)
- Help Me Help This Child (Learning Links)
- Anaphylaxis and Asthma Training (by all staff)



## Professional Learning and Professional Development

### Staff Satisfaction

In a recent **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.

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)*

Staff will again be surveyed to monitor their experience of working at SGCS in 2019.

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. This service has continued to be accessed by staff throughout 2018. A recent survey of staff satisfaction with Access EAP in 2018 indicated that the majority of staff found the service easy to access and worthwhile in helping with their issues. Staff comments included:

*"The service was great and easy to use."*

*"Excellent and worthwhile for my circumstances."*

*"Very easy to access and organise."*

## Professional Learning and Professional Development

The following table, from the School's most recent staff survey, outlines the School's Top 10 Strengths from a Staff perspective.

### 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 recognised and rewarded for their efforts	+5.8%
7.	Personal Development	This school encourages participation in personal 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%

Staff surveys are conducted at the end of every second school year. This survey was conducted in 2017.





## 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 Business Manager, three School Counsellors, Administrative, Property and Maintenance and Support staff and a total of 84 teaching staff.



## Student Attendance and Welfare



“The greatest times I’ve  
had during this year  
have been when I’m  
surrounded by  
people I love...”

*Isabella Pfahlert*  
2018 School Captain

*(Paraphrased from Isabella  
Pfahlert’s graduation speech)*

# Student Attendance and Welfare

## Student Population of the School

In 2018, there were 783 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 2018 was 95% comprised of:

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

## Student Post-Compulsory Education Actual Retention Rates

2015-2016 – 87.6%  
2016-2017 – 97.4%  
2017-2018 – 88.5%



# Student Attendance and Welfare

## Student Post-School Destinations

### Year 12 cohort:

Of the 69 students who sat the HSC in 2018, we are aware that 48 students received an offer of a place at University or College for 2019, and the remaining 21 students are unreported.

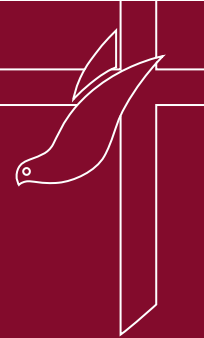
### Year 10 leavers:

78 students completed Year 10 in 2018. Nine students went on to further studies elsewhere and the remainder continued at SGCS to complete the Higher School Certificate.

## Student Satisfaction

Feedback from students and their families about SGCS included:

- "Friendliness of staff and their genuine care of all students"
- "The Christian foundation"
- "The committed teachers who care about the students' wellbeing. The way that students are taught the Bible and encouraged to pray"
- "The teachers' commitment to learning and resolving conflicts"
- "The friendships and happiness and very proud moments!"
- "The Christian environment and great quality of teachers and year advisers that really care"
- "Teachers were caring"
- "Motivation, engaging, friendliness"
- "Safe environment"
- "Academic and spiritual nurturing"
- "Christian faith of staff"
- "Quality of people"
- "Warm, welcoming, faith in education is wonderful"
- "Teachers and staff are very supportive to both parents and students"
- "Great environment"
- "The sense of community"
- "Pastoral care, sense of community, teacher accessibility"

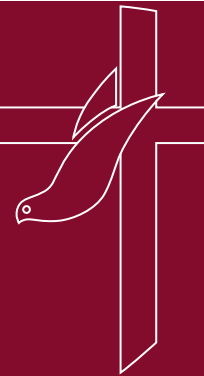


## Student Attendance and Welfare

### 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 Counsellors
- 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 Years 3, 5 and 7
- Individual orientation for students new to Senior School
- Home Room Teachers Years 6 - 8
- Male and Female Year Advisers Years 9 -12
- Student Welfare Coordinators in Junior, Middle and Senior Schools
- Year 7 Team Building Day in the first week of school
- Year 7 three day Camp in Term 1
- Year 8 Transition Program (for entering Senior School)
- Social skills support for students struggling in their friendship groups
- National Day of Action against Bullying and Violence – 'Bullying – No Way!' Day
- An extensive co-curricular program across the school
- 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
- Workshops for Senior School students by external speakers dealing with particular stage appropriate issues, including two by BATYR which deal with youth mental health
- Wellbeing team formed in Senior School to coordinate support of students with specific extra needs in both short term and longer term situations, with weekly meetings implemented between Director of Student Wellbeing, Senior School Counsellor, Student Support Coordinator and Head of Senior School
- Guest speakers to inform parents of current trends



## Student Attendance and Welfare

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, 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
- 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 and Welfare

### 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.

In accordance with the National Standards implemented in 2015, when taking holidays during term time, parents are required to complete an Application for Holiday Leave – Vacation/Travel 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;
- Email to student's teacher with a copy to [office@sgcs.com.au](mailto:office@sgcs.com.au) before 9.00am on the day of absence or after receiving text.

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



## 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 monitors 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 opportunities 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 the 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'
- Students in Year 5 are appointed as House Captains for their sporting 'house' team, and as IT Leaders, assisting with technology for assemblies and events.

### 2. Life Skills 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)
  - House Leaders helped administer the smooth functioning of sporting carnivals.
- Christian Principles and Relationship classes
- Work Experience program for Year 10 students
- Positive Behaviour System
- Leadership training for Year 11 students, including workshops and lectures during the annual camp, leading up to the Prefect application process.

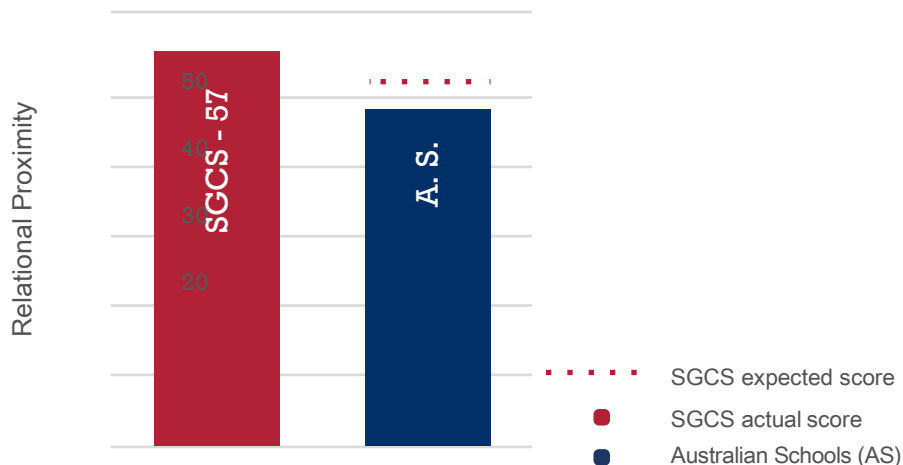


## Initiatives for Respect and Responsibility

### Relational Schools Survey

- In 2018, SGCS, partnering with Christian Schools Australia, took part in a Relational Schools Survey, to determine the quality of relationships between our students. Set out below is a summary of the survey results, indicating the strong results gleaned from the survey, and the key findings determined.

### Student to student overall Relational Proximity



Relational Proximity covers:

1. Directness
2. Continuity
3. Multiplexity
4. Parity
5. Commonality

SGCS's student to student relationships average 57 points on the Relational compared to the overall Australian average of 48 and a UK average of 45. Therefore, 57 points is the third strongest average across the 23 schools studied.

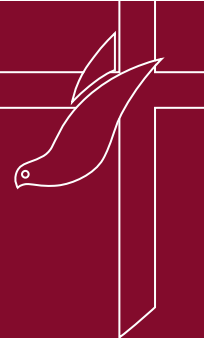
We would expect a school with SGCS's characteristics to have above-average relationships compared to the Australian group primarily because of its relatively small school size, and because it has a number of same-gender classrooms. SGCS's actual score of 57 points is above its expected score of 52.5, which was derived via statistical regression modelling performed by Finity that takes into account SGCS's characteristics, such as number of classes per year, and student demographics. The 4.5 point outperformance relative to expected is also the third largest of the 23 Australian schools studied.



## Initiatives for Respect and Responsibility

### Key findings

- Student to student relationships are very strong at SGCS. The outperformance relative to the expected score seems to be coming from four specific homeroom classes, rather than from any relational patterns across demographic characteristics:
- Five homerooms including Years 7, 8 and 11, have relationships 9 or more points higher than expected.
- Relationships across all homerooms are consistently strong - there are no homerooms that are significantly lower than expected.
- The female classes in Years 9, 10 and 11 consistently reported materially high Parity scores, exhibiting higher levels of mutual respect where they value the contributions of their classmates.
- SGCS's relationships between students of differing academic backgrounds and different home language backgrounds are fairly consistent, showing that students treat each other and perceive each other equally, pointing to a strong inclusive culture at SGCS.

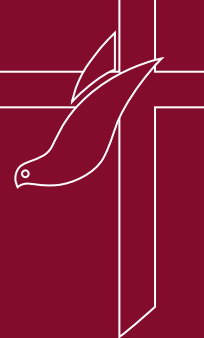


## Family Support and Community Satisfaction



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 2018 as follows:

- No Worries: Helping Children Overcome their Fears – 6 April 2018
- How You Say It: Talking Positively to Children – 25 May 2018
- Spare the Rod: Effective Discipline – 15 June 2018
- Loving the Rollercoaster: Parenting Teens – 20 August 2018

**Parent Connect Meetings** offer SGCS parents a forum for communication, exchange of ideas and an opportunity to get to know each other better, and meet with key staff. A summary of the meetings held in 2018, are as follows:

### Term 1 – 12 February 2018

Mrs Koula Athas, Junior School Teacher – Learning Intentions and Success Criteria  
Mr Joel Garlato, Director of Student Wellbeing – Digital Leadership pilot program  
Mrs Suzanne Newton, Community Engagement Officer – SGCS activities for parent involvement

### Term 2 – 4 May 2018

Mr James Honor, Principal – SGCS Update  
Mrs Rosanne Kinmond, English Coordinator – Reimagining the English Curriculum  
Mrs Jenn Howse, Director of Research, Compliance & Accreditation/History Teacher - Reimagining the Classroom

### Term 3 – 30 July 2018

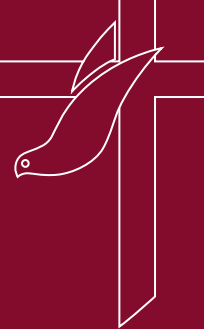
Mr James Honor – SGCS Update – Building works etc  
Mrs Barbara Orrock – Librarian – Reading with Children and Library activities  
Mrs Suzanne Newton, Community Engagement Officer – Upcoming SGCS activities for parent involvement and Vanuatu Mission Report

### Term 4 – 26 October 2018

Mrs Jasmine Wallis – Student Support – Opportunities to assist with Student Support  
Mr Patrick Benn – SGCS Board Chairman - religious freedoms legislation and property strategy update

### Term 4 Special Parent Connect Meeting – 23 October 2018

Mr Patrick Benn – SGCS Board Chairman - religious freedoms legislation



# Family Support and Community Satisfaction

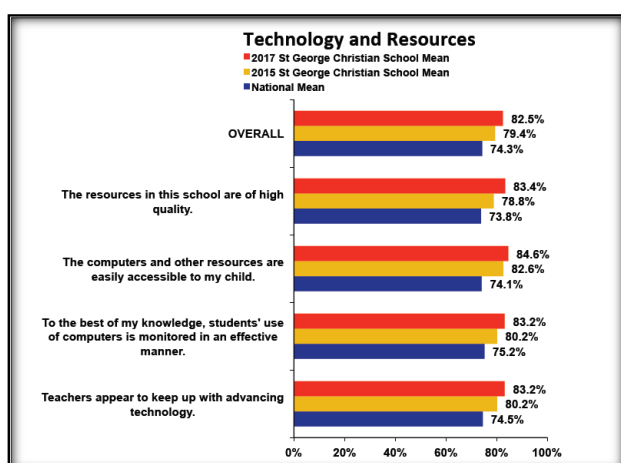
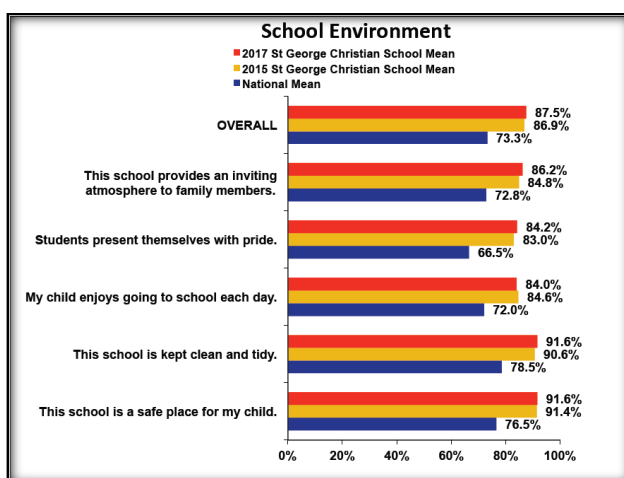
## Parent Satisfaction

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 suggestions or concerns 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 recently conducted, comparing SGCS with an overall benchmark which consisted of a representative sample across Australia of 10,000 parents' responses.

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.

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

#### • 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

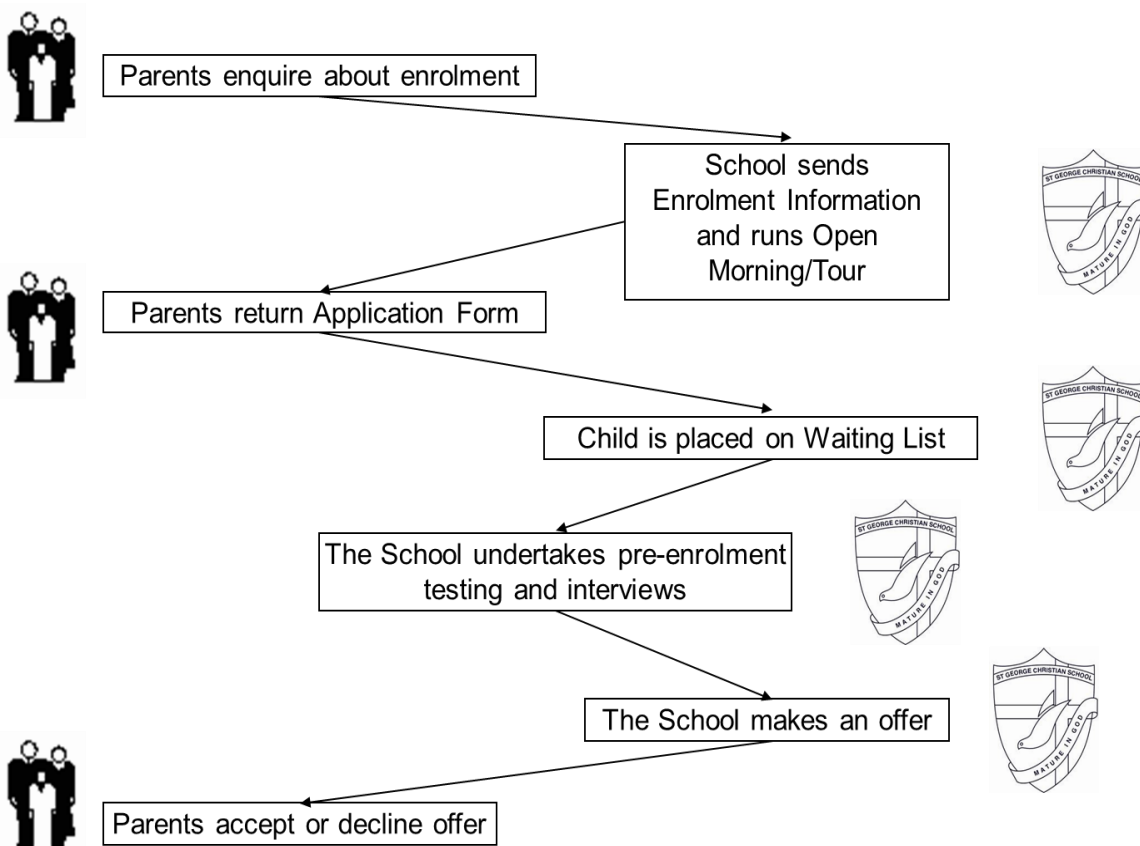
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception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

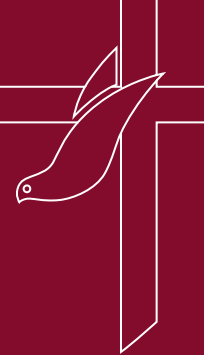
Entrance to the School is normally in Kindergarten, Year 7 and Year 11. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances.

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.



## School Policies

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.

### 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:

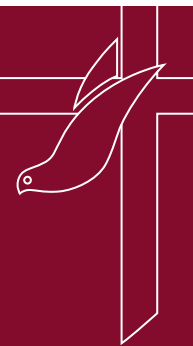
- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
- (b) the parents may not be able to meet the financial commitment required by having 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 Policies

School's facilities or services that are not required by students who do not have the child's disability.

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:

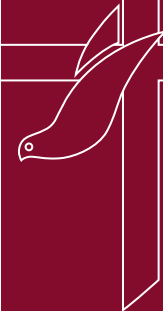
- (a) the child's disability;
- (b) the views of the child or the child's parents about:
  - (i) whether the particular measure or action is reasonable;
  - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs 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 list s 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 student s; 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 5<sup>th</sup> 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 student s 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

Ongoing review of school policies occurs in a continuous way through the work of the Director of Research, Compliance and Accreditation who ensures, under the direction of the Principal (Compliance Officer) that the school always endeavours to be, not only compliant but proactive, in meeting all legislative and regulatory requirements.

### 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 updated in 2016.

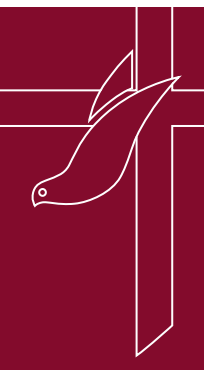
This extensive policy outlines the legislative and biblical basis of the school's obligations to protect the safety of all students at SGCS. It outlines procedures related to screening staff and volunteers, mandatory reporting for suspected cases of abuse, reportable conduct for staff and record keeping in this area. The associated Child Protection Code of Conduct clearly outlines the expected behaviour and attitudes for all adults working at the school in a paid or unpaid capacity. Revisions made in 2016 ensure that the requirements of the Child Protection Act (Working with Children) 2012 and the Child Protection (Working with Children) Regulation 2013 are met.

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 wellbeing in that department:-

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

These policies outline the day-to-day procedures that are used to proactively support student wellbeing. 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:



## School Policies

- Daily devotions with students
- Assemblies
- Chapel
- The Beyond Ourselves program
- The provision of School Counsellors
- Student Support staff and programs in all departments
- Programs for Gifted and Talented students
- Key staff: Coordinators of Wellbeing in each Department, Year Advisers, 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 behaviour 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 behaviour

Principles of procedural fairness are always used when dealing with bullying incidents.

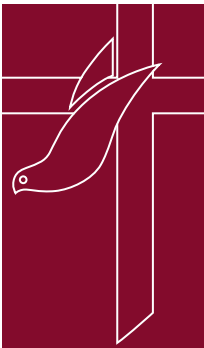
Students and parents are educated about these programs through the Wellbeing coordinators in each Department, parent information nights and the availability of the policy through the Parent Portal.

### DISCIPLINE POLICY

A whole school discipline policy was drafted in 2008 which establishes the principles for discipline and behaviour across the Departments. This policy outlines the biblical framework for discipline at SGCS 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.

The policy was reviewed in 2013 and 2016 with revisions to update personnel and procedures in line with current practice.

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.



## School Policies

Additionally, all School discipline and behaviour policies are 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.

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 these policies through the school diaries and by explicit teaching of behaviour expectations in the classroom and parent information nights.

Staff are made aware of the behaviour practices in their Department through induction processes, particular issues being raised at staff meetings as well as all policies being 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.

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 ideas, suggestions or concerns. 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)



## School Policies

- If the issue is not addressed then the relevant Department Head, Year Adviser 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 addressed 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 at 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.

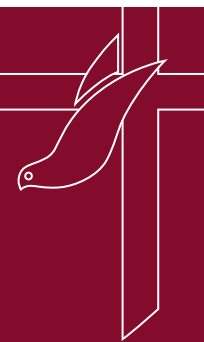


## School Improvement Targets



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 2018

### 1. Teaching, Learning and Professional Development

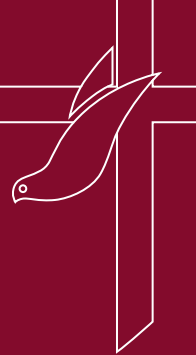
- Preparation for implementation of:
  - PDHPE syllabus (K-12)
  - Technologies syllabus (7-12)
  - Science syllabus (K-6)
- Commenced a Music class in the Year 8 Targeted Learning Program
- Teacher training in Learning Intentions and Success Criteria (K – 12 Professional Learning)
- Development of SGCS Professional Learning Policy
- Initial explorations around Skills Continuums in the KLA's
- Accreditation to be a NESA Endorsed Provider
- Participation in the World Scholars Cup Years 6-12
- Revamp of the Year 8 Learning to Learn Program
- Coaching and Mentoring New Scheme Teachers

### 2. Administrative Operations

- Implemented a new Payroll system
- Preparation for implementation of a new HR system
- Appointed a new Property and Facilities Manager
- Implemented total use of email and SMS for communications to parents/guardians

### 3. Community

- Continued Parent education program on parenting issues – Strong Hearts Strong Minds
- Development of parent engagement with School through Parent Connect group
- Parent education seminars THRASS, Sensory Integration (K-2) and STEM (3-5)
- Junior School Musical/Infants Concert
- Infants Campus Group Tours and Hurstville Campus Group Tours
- Launch of new School Website
- Continued enhancement and development of eNews
- Maintained 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)
- Supported Parent involvement in Sensory Integration Program (K-2)



## School Improvement Targets

### School Determined Improvement Targets Completed in 2018

#### 4. Student Welfare

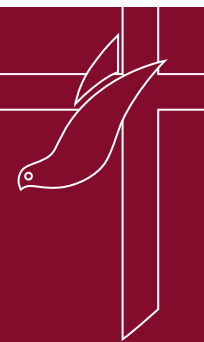
- Resilience workshop with Eloise Wellings and Rory Darkins
- Senior student-led Bible Study for Year 6 and Year 7 students
- Police Liaison Officer workshops (SS)
- New uniform options explored in 2018 to be implemented in 2019
- Implementation of new administrative processes for students requiring additional support
- Chaplaincy Program for K-2

#### 5. Facilities and Services

- Acquisition of Alice Street site adjoining Infants Campus
- Upgraded Infants playground and shade/wet weather cover
- New boys' urinal (Infants)
- New PA system (Hurstville)
- New evacuation/lockdown notification system (Hurstville)
- Reviewed evacuation/lockdown procedures
- Awning to join Infants building and shade structure over Infants playground erected

#### 6. Staff

- Strategies for staff team wellbeing (for example, physiotherapist seminar on core strength/back management and voice care for teachers)
- Refurbished staff rooms with focus on Work Health and Safety (SS)



# School Improvement Targets

## School Determined Improvement Targets for 2019

### 1. Teaching, Learning and Professional Development

- Preparation for implementation of:
  - PDHPE syllabus (K-12) for full implementation in 2020
  - History, Geography and Science syllabus (K-6) and ongoing embedding of these new syllabi
- Roll-out of new Science, HSIE, English, Mathematics and Technologies syllabi (Years 6-12)
- Reorganise Visual Arts and Music learning to improve School's outcomes in Years 7 and 8, 2020
- Introduce new Secondary courses: Investigating Science, Society and Culture, IT – Multimedia (Stage 6) and French
- Teacher training and implementation of Formative Assessment practices including Learning Intentions and Success Criteria (K-12 Professional Learning)
- Infants Formative Assessment (focus on reading)
- New laptops for Year 5 students
- New iPads for Infants students
- Initial explorations around Skills Continuums in the KLA's
- Accreditation as a NESA Endorsed Provider
- Participation in the World Scholars Cup (Years 6-12)
- Coaching and Mentoring for all New Scheme Teachers (K-5)
- Reviewing school reports (K-5)
- Trialling "Seesaw" report folio in Junior School
- Commencement of Junior School Dance Troupe (three groups in Junior School)
- Extension of Beyond Ourselves Program to include all Year 10 students, to have cross-curricula component outcomes
- Commencement of Running Club in Senior School
- Redesign of student leadership in Middle School and Senior School (to Category 5)
- Introduction of new 'Spark' Program as part of the Horizon (Gifted and Talented) Program
- Co-curricular Chess Club and Debating Clubs
- Redesign of Stage 5 Student Support



# School Improvement Targets

## School Determined Improvement Targets for 2019

### 2. Administrative Operations

- Continue to implement new HR system which incorporates new Payroll system including automating leave approvals
- Implement new timetable, subject selection and parent interview system

### 3. Community

- Continued Parent education program on parenting issues – Strong Hearts Strong Minds
- Continued parent engagement with School through Parent Connect group
- Parent education seminars Building Resilience for School, Sensory Integration (K-2) and STEM (Years 3-5)
- Infants Campus Group Tours and Hurstville Campus Group Tours
- Launch of new School Website
- Continued enhancement and development of eNews
- Maintain support of the Vanuatu Community and sister school including VTeam Day
- Encourage parent engagement in Fruit Group Program (K-2)
- Continued Parent involvement in Sensory Integration Program (K-2)

### 4. Student Welfare

- Senior School student workshops with BATYR (youth mental health)
- Senior student-led Bible Study for Year 6 and Year 7 students
- Police Liaison Officer workshops (SS)
- Implement new uniform options (new Senior School sports duffle bag)
- Implement new administrative processes for students requiring additional support
- Implement Chaplaincy Program for K-2 - Social, Emotional, Active Learning (SEAL) Program

### 5. Facilities and Services

- Relocate the Woids Avenue Northern Demountable to Bellevue Parade
- New PA system (Infants)
- Locks added to gates at Infants
- CCTV Camera installed at Infants
- Improvement to Lockdown provisions for Church Hall at Infants
- Revise Policy for evacuation/lockdown procedures
- Student bathrooms refurbishment



## School Improvement Targets

### 6. Staff

- Refurbish Junior School staff room, kitchen, lounge and work areas and screens
- Coaching for staff in Formative Assessment
- Appointment of Instructional Coach for staff
- Introduction of Staff Fitness Incentive Program
- Staff EAP service (counselling)
- R & D team focus on Formative Assessment strategies
- Expand post-graduate study policy



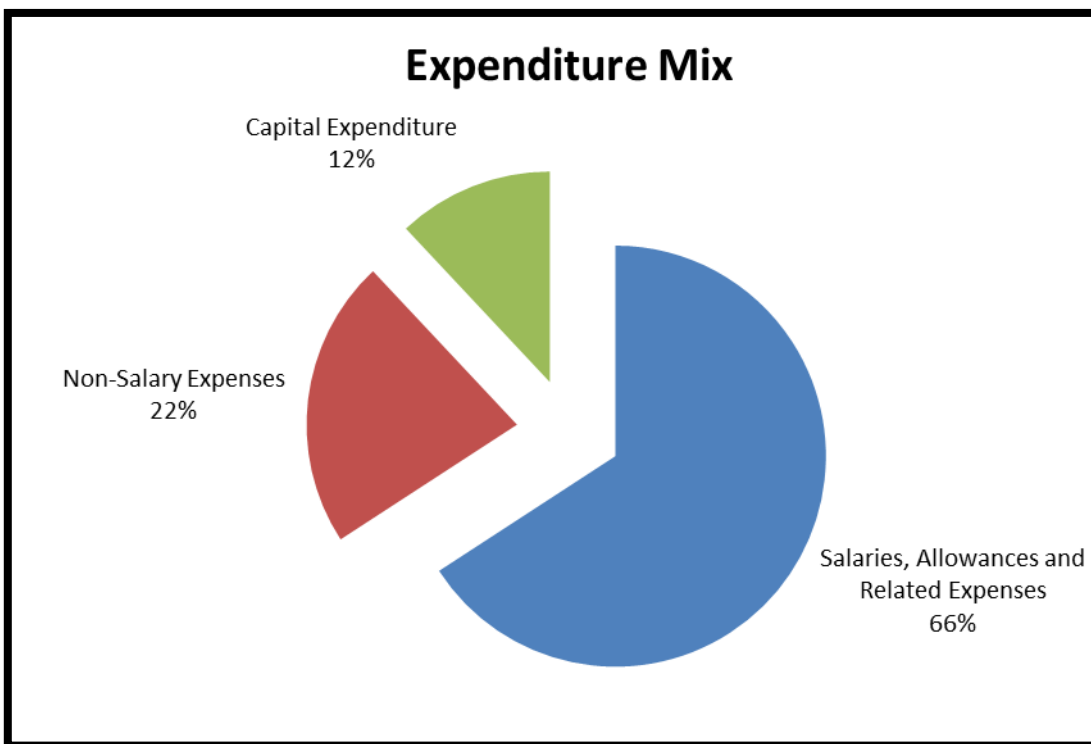
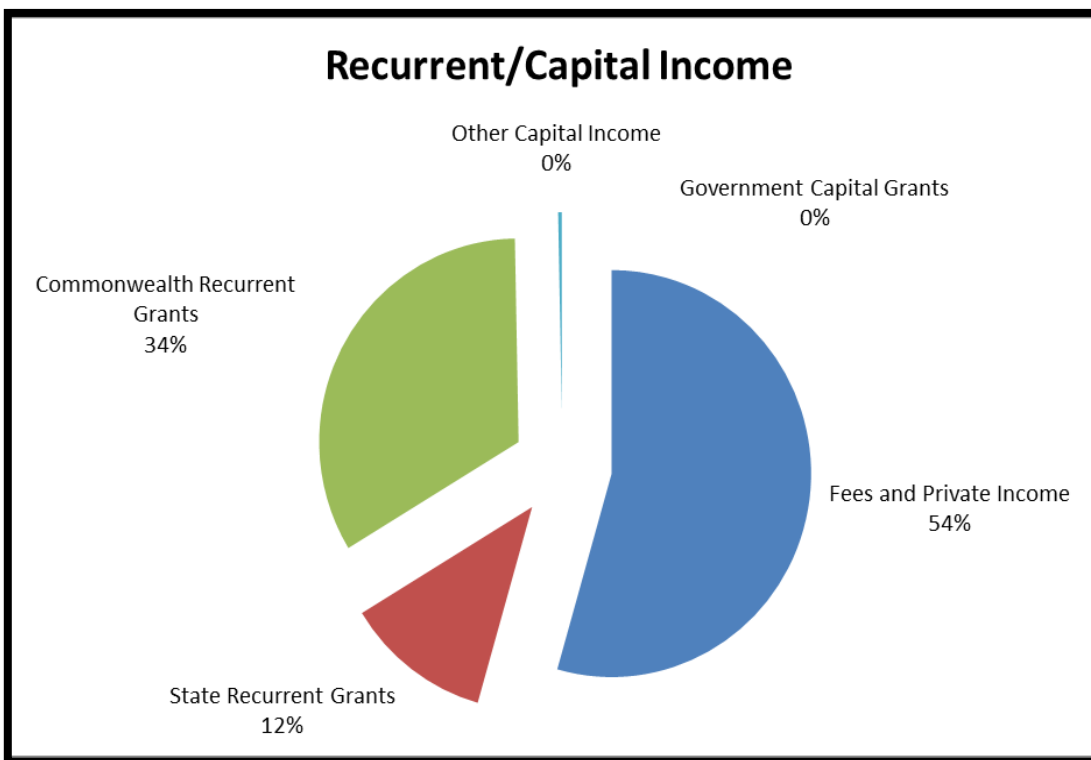
## Financial Information

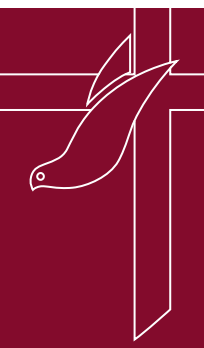


Our dedicated staff work tirelessly to ensure that the stewardship entrusted to them is used wisely for the benefit of the School community.



## Financial Information



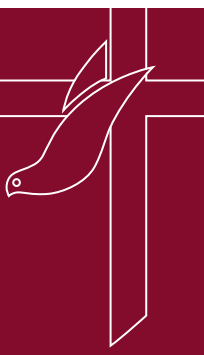


## From the Principal



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

St George Christian  
School  
70 Bellevue Parade  
Hurstville NSW 2220  
Phone: 02 9547 2311



## 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

<https://www.sgcs.com.au/>

To arrange a personal tour of our School, please contact our Registrar, Mrs Angella Saward:

E: [registrar@sgcs.com.au](mailto:registrar@sgcs.com.au)

P: 02 9547 2311

### **Hurstville Campus**

70 Bellevue Parade Hurstville

### **Sans Souci Campus**

Cnr Rocky Point Road & Hillview Street

Sans Souci