

# 20 19

## ANNUAL REPORT ST GEORGE CHRISTIAN SCHOOL

---





## 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

*And Jesus went on with his disciples to the villages of  
Caesarea Philippi. And on the way he asked his disciples,  
“Who do people say that I am?”  
And they told him, “John the Baptist; and others say, Elijah;  
and others, one of the prophets.”  
And he asked them, “But who do you say that I am?”  
Peter answered him, “You are the Christ.”  
Mark 8-27-29 (ESV)*

Trust, faith and dependence always have an object. In the case of the Christian it is firmly grounded in the person of Jesus and trusting His good word to the world. This Son of Man who died and rose again will one day return as ruler of the world, and on that day he will ask each of us to give an account of how we have responded to the question “Who do you say I am?”

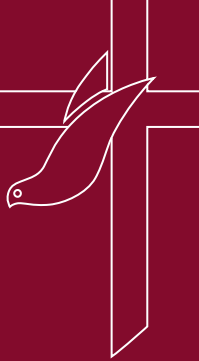
It is a great reminder that God became human, died and rose for us, that we might understand who He is and understand who we are before Him. This question is central and foundational to the principles of Christian education. This enables our students to rightly consider who Jesus is, the consequences of his resurrection, and subsequently how this shapes and affects our understanding of ourselves and our world. It is the call to respond rightly to Jesus and seek to follow Him.

It is this principle that guides us as a Board as we seek to govern the affairs of our School, and to foster an 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. This principle affects all that the School seeks to undertake; from framing its educational principles and policies, to the manner in which we treat our staff and families, through to how we steward our finances.

As a Board, we have sought during 2019 to serve the best interests of the School – its families, students, staff and the wider community, ensure compliance with the New South Wales Education Standards Authority (NESA) and Government regulations and provide an excellent education in a Christian environment.

As planned, during 2019 the relocation and fit-out of the Senior School Northern Demountable and Council Development Applications for the Hurstville Campus Development Project were finalised. We anticipate construction will commence in early 2020. The Board is excited to see these plans come to fruition and continue in prayerful thankfulness and dependence on God.

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, students and SGCS community. The Board extends to Mr Honor a significant expression of thanks and gratitude and are pleased and excited that he has committed to a further five years' service with the School.



The members of the Board who served the School during 2019 were:

- Mrs Cathrein Douglas,
- Mr Bruce Hindmarsh,
- Mrs Kerry Leech,
- Mr Michael Newman,
- Mr Bruce Stevenson (Deputy Chair) and,
- Mr Stephen McKay (Secretary).

I express my heartfelt thanks to the Board members 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 - 2019 School Captains

From Imogen Croucher

Today is the last day you will ever have to wear a school uniform, keep that shirt tucked in, and stress about finding a good park on Woids Avenue only to find yourself stuck all the way down at Mead Park. It doesn't take a genius to realise how these things most definitely will not be missed. It takes even less of a genius to list all of the opportunities, experiences and memories we've shared at this School that we will hold on to as precious in the years to come. Whether it be the seemingly monstrous Learning-2-Learn project in Year 8 that, in hindsight, only hinted at heavy workloads to come, treacherous Duke of Ed hikes..., or the hilarity of certain reptilian dress-ups at this year's Athletics Carnival, we certainly have an overwhelming collection of memories that have made our time at this School the adventure it has been.

While all these things have characterised our time at St George as one to cherish, perhaps the most important impression that this School has had on our lives is its integral focus on the Christian faith. Whether we realise it or not, each day we spent at this School was shaped by the gentle, but persistent encouragement from our teachers to pursue a close relationship with our loving God. Romans 8:37 - 38 says,

*'No, in all these things we are more than conquerors through him who loved us. For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.'*

These verses perfectly encapsulate the overwhelming love that Jesus has for us, and Year 12, it is my prayer that you will take this knowledge with you as we leave school, and remember that God's unfailing love is ultimately what defines us, not anything that this world has to offer.

I would like to thank you all for making these past few years such a blast. There are so many memories to look back on and have a laugh about... On behalf of Year 12, I'd also like to thank all of the staff here at St George, especially Mrs Ioannidis and Mr Vasquez, for putting up with our shenanigans and pouring in so much time and effort to make our learning experience at this School a positive one. Thank you for your support, your patience, your interest in seeing us achieve our best, and the way in which you have demonstrated to us what it is to love God and follow him as Lord and saviour.

Year 12, as we leave this building this morning, and step out into the unknown that is life after high school, I encourage you to cling to the hope and solidarity we have in Jesus, as our saviour and protector. As a reminder of this promise, I want to leave you with these words from Psalm 121:5-8, which say:

*'The Lord watches over you – the Lord is your shade at your right hand; the sun will not harm you by day, nor the moon by night. The Lord will keep you from all harm – he will watch over your life; the Lord will watch over your coming and going both now and forevermore.'*





## From Bill Scott:

It goes without saying that the current Year 12 is pretty great... Despite significant diversity, we're a cohesive bunch. When placed in class and roll call groups, we mingle and collaborate seamlessly... This year group has really stood out to me as being overwhelmingly welcoming, and they made me feel like family within weeks of arrival. It's a trait that I hope the group and the School as a whole never loses...

It's a little bit hard to believe that we're graduating today, especially considering we still have the most important exams of our school journey coming up in a few weeks...

I think it's important that we end what has been an overwhelmingly positive experience on an appropriately positive note with properly said goodbyes... It's also a chance to say thank you to those who we appreciate - not only to our teachers who have supported us at School, but also to our parents who've kept us going from the home front. Without the love and counsel of our parents, none of us would be here, and even though I'm sure they've all had to deal with significant bouts of HSC grumpiness and angst, they've stuck by us through thick and thin. So thank you for so much more than anyone will ever know.

We've all been at school for thirteen years and graduation is one of the most, if not the most, radical phases of transition in many of our lives. No more school lunches, no more handball, and no more asking teachers intrusively personal questions to distract them from classwork. The HSC is fast approaching and many of us are left asking the question: Will I get the ATAR I need or will I end up in a ditch? Graduation is undeniably filled with anxiety and fear for the future, it's only natural, but we can't let it crush us.

In Matthew 6, Jesus tells his disciples:

*"Do not be anxious about your life, what you will eat or what you will drink, nor about your body, what you will put on. Is not life more than food, and the body more than clothing? But seek first the kingdom of God and his righteousness, and all these things will be added to you. Therefore, do not be anxious about tomorrow, for tomorrow will be anxious for itself."*

We have comfort in the word of God who promises to clothe and care for us, even when we fail to do so ourselves, and I want to encourage all of us to hold fast to that comfort and seek first the kingdom of God, which is ultimately where we will find true meaning and fulfilment. Ultimately, when we place our security and desires in success and the HSC we're setting ourselves up for disappointment, even if we do attain our goals, because our God has something better in store for us than early entry into Wollongong or Law at Sydney University.

The Christian community of love and fellowship that we have been blessed with at St George has been invaluable to our development as young adults, so let's carry that positivity and godliness with us wherever we choose to go in the future. Let's keep in touch and continue to encourage each other through all seasons of life. I'm excited to see where we all turn up and I'm sure we'll all be fine.

*(Excerpts from Graduation Speeches, 2019)*



## 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 2019



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.

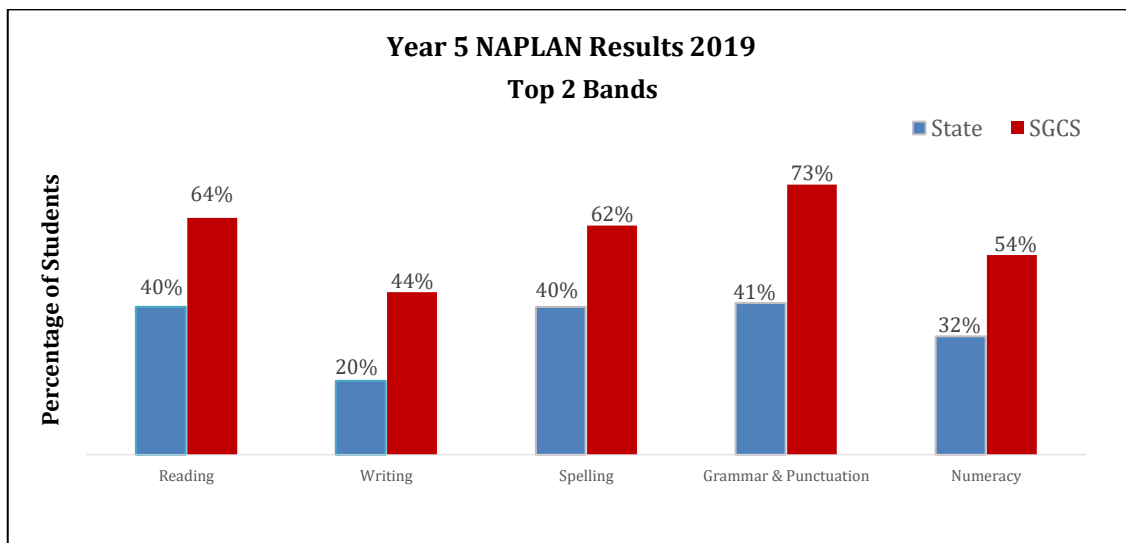
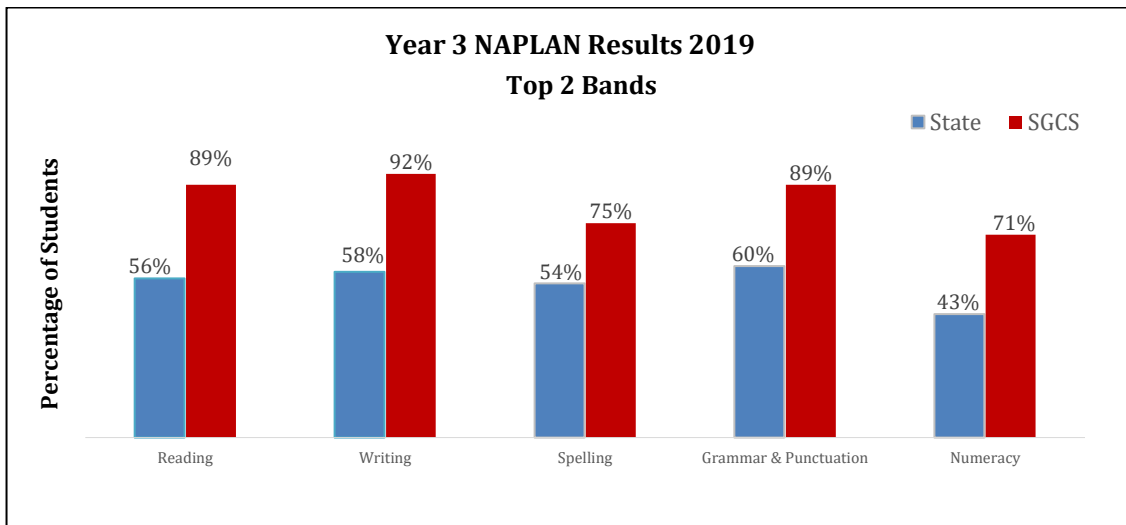


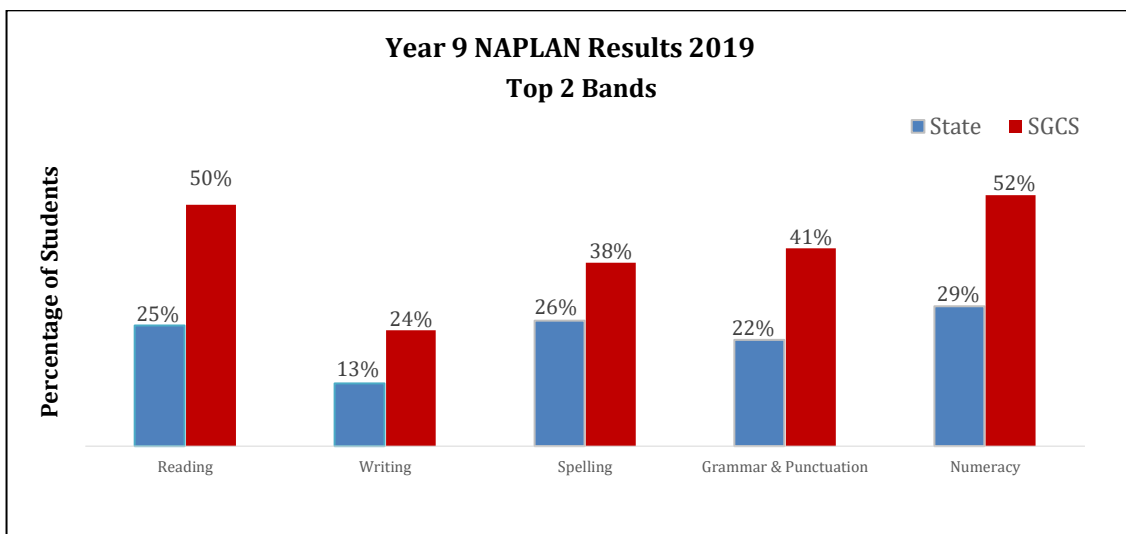
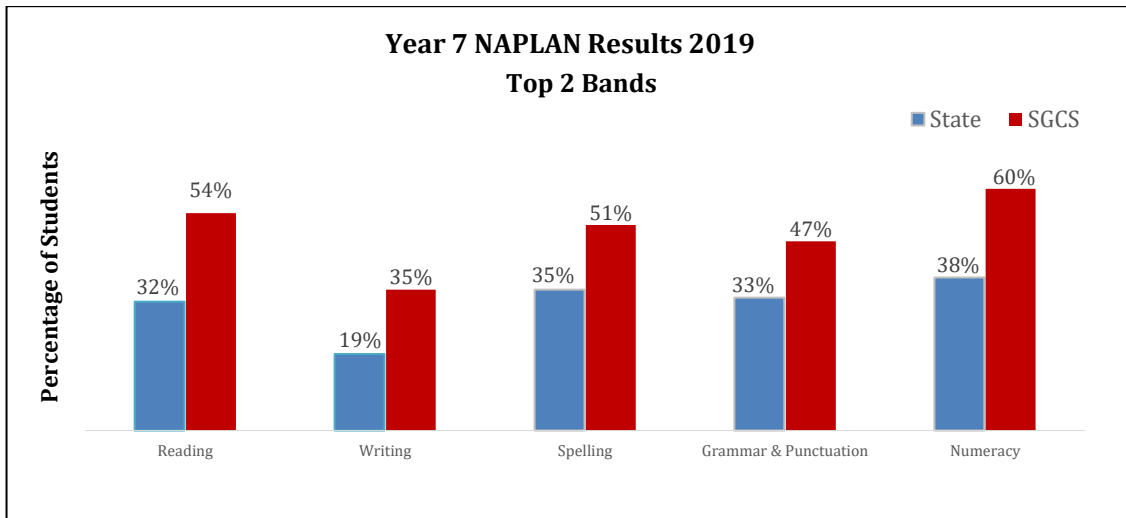
# Academic and Broader School Life in Review 2019

## 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 2019, SGCS administered the NAPLAN tests online for the first time. 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 and well represented in the top two 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 and Grammar and Punctuation, Year 5 Reading and Grammar and Punctuation, Year 7 Reading and Numeracy and Year 9 Reading and Numeracy.

Year	Subject	State (Top 2 Bands)	SGCS (Top 2 Bands)
3	Reading	56%	89%
3	Writing	58%	92%
3	Grammar and Punctuation	60%	89%
5	Reading	40%	64%
5	Grammar and Punctuation	41%	73%
7	Reading	32%	54%
7	Numeracy	29%	52%
9	Reading	25%	50%
9	Numeracy	29%	52%







## Academic and Broader School Life in Review 2019

- A total of 74 Year 12 students completed their **HSC examinations** in 2019. Our Year 12 cohort is to be congratulated on their excellent results. The median success rate for schools across New South Wales was 5.47%, with SGCS achieving the success rate of 14.78%. On this basis, SGCS received an overall ranking of 116<sup>th</sup> in the State.
- A third of our HSC students (24 students out of 74) 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 56 Distinguished Achievement Awards.
  - Ancient History
  - Biology
  - Chemistry
  - Design and Technology
  - Drama
  - English Extension 1
  - History Extension
  - Industrial Technology – Timber
  - Japanese Beginners
  - Legal Studies
  - Mathematics
  - Mathematics Extension 1
  - Mathematics Extension 2
  - Mathematics Standard 2
  - Modern History
  - Music 1
  - PDHPE
  - Physics
  - Software Design and Development
- One Year 12 student achieved recognition as an **All Round Achiever** with results in the top band for 10 units of HSC courses for Biology, English Advanced, Food Technology, Mathematics and Visual Arts. She was awarded **First Place in Food Technology for New South Wales**.
- Another two students were recognised as All Round Achievers with results in the top band for 10 units of HSC courses in the following subjects:
  - Ancient History, Drama, English Advanced, Legal Studies and Modern History; and
  - Biology, Chemistry, English Advanced, English Extension 1, Modern History and History Extension.
- A student was recognised for their NSW State Ranking of **Ninth Place in Software Design and Development**.





## Academic and Broader School Life in Review 2019

- The whole of the Year 12 Drama cohort were nominated for **OnSTAGE**, a collection of exemplary Drama performances, presented by NESA at the Seymour Centre, for their group performance. In addition, one Drama student was nominated for OnSTAGE for his individual performance.
- The creative talents of one of our Year 12 Industrial Technology - Timber students was recognised with his Major Work was selected for SHAPE 2019, a showcase of exemplary major projects.
- One of our Design and Technology students also had her Major Work nominated for SHAPE 2019.
- A further three students had their Major Works nominated for **InTech**, the annual exhibition of outstanding Major Projects developed by HSC Industrial Technology students.
- One of our Visual Arts students had her Body of Work selected to feature in the **HSC Art Rules Exhibition** at Hazelhurst Arts Centre, Gymea, winning the prestigious Friends of Hazelhurst Award.
- A number of students from Years 2 – 12 participated in the optional UNSW's ICAS assessments in English, Science, Digital Technology, Mathematics and the Australian Mathematics Trust competition, with consistently pleasing results. By way of example, in Science, students achieved 2 High Distinctions, 22 Distinctions, 35 Credits, 15 Merits and 49 Participation Certificates.
- SGCS boasts a strong track record with its **Robotics program**, with students regularly represented at State, National and International Championships across multiple year groups. 2019 saw our Robotics team progressing to the finals of the Wonder League Robotics Competition. The **Wonder League Robotics Competition**, presented by Modern Teaching Aids, commenced in late 2018, with nearly eight thousand teams from across sixty-nine countries. Five teams from SGCS were selected to compete in the final round of the competition in May. In July, SGCS hosted the **RoboCup Junior Sydney Regional Challenge**, open to all primary and secondary schools. Along with hosting the Regional challenge, SGCS led several workshops in preparation for the NSW State RoboCup Junior Open Competition in August. Several students travelled to Melbourne to compete in the **RoboCup Jr Australian National Championships** in October 2019. Our students achieved excellent results, with the two SGCS Home Teams coming 2<sup>nd</sup> and 3<sup>rd</sup> respectively, and qualifying for the **RoboCup International Championship** in France in 2020.



## Academic and Broader School Life in Review 2019

- Four SGCS Year 12 students recently attended the New South Wales Parliament as part of the **Secondary Student Leadership Program**, conducted by the NSW Parliamentary Education Branch. The students joined school leaders from across the State to learn more about NSW politics and the workings of Australia's oldest Parliament and attended a luncheon hosted by Mark Coure MP, Member for Oatley and Assistant Speaker, Legislative Assembly.
- The **Parent Connect** group met regularly throughout 2019, 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 2019, the launch of the **Year 8 Learning to Learn Program** commenced with a key presentation by Eloise Wellings, Olympic Athlete and Charity Founder and Rory Darkins, Psychology Researcher and High Performance Coach. The Middle School *Learning to Learn Program* sees Year 8 students work throughout the year on an Independent Research Task in their chosen area of interest. It is comprised of three key elements – a written folio, a keynote presentation, and a product.
- Our School hosted an Australian Independent Schools (AIS) Regional Network Meeting for Nationally Consistent Collection of Data (NCCD) for Support Teachers across New South Wales on 27 February.
- In September, SGCS hosted an inaugural Science Fair attracting 17 Science projects from students in Year 6 to Year 10. The students had been involved in the Middle School Science Excellence Groups and the Year 8 Targeted Learning Project. Several Year 10 Science students also participated, both from SGCS and Inaburra School. The Science Fair is a competitive event where each project must employ scientific methods to test a hypothesis. The students presented their findings to their peers and wider community and to a panel of judges.
- In May, SGCS was privileged to welcome **Mr Ephraim Kaye, Director of International Seminars at Yad Vashem in Jerusalem**. The visit was arranged by our HSIE Coordinator, who was a recipient of the Gandel Scholarship and undertook an educational tour to Yad Vashem (in Jerusalem) during the 2018 summer holidays. Mr Kaye addressed our Elective History classes and Year 12 Modern History students on the importance of studying the Holocaust. In a passionate address, he shared his knowledge of the Holocaust along with moving testimonies from survivors.



## Academic and Broader School Life in Review 2019

- In 2019, **Mrs Karen Binns**, SGCS ICT Teacher/Integrator, was awarded **ACCE ACS Educator of the Year**. Mrs Binns was formally recognised by the Australian Council for Computers in Education for outstanding work in digital technologies.
- An SGCS Alumni student from the Class of 2015, was the winner for his design in the **Specsavers Young Innovator Design Competition 2019**.
- Year 10 students participated in compulsory **Work Experience** from 8-12 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.

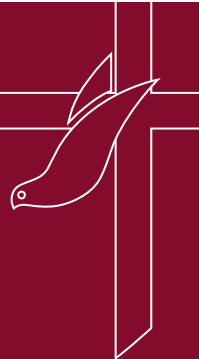
Two employers made the following comments at the completion of the placements:

*"He has worked very hard and accepted some of the less exciting tasks with the same positive attitude as the more interest tasks, which is a credit to him."*

*"It has been a pleasure to have your student working alongside us in our preschool. She has a calm, methodical manner with the children who are 3-5 years old. She communicates with the girls at an age appropriate level and has supported groups of children at table tasks independently and enthusiastically. I have told her she has the empathy and caring nature to follow a career in Early Childhood education. She is a great team member and we would welcome her back again."*

### Beyond Ourselves Mission & Fundraising

- As part of the School's continuing **Beyond Ourselves** program, a team of twenty-one students and eight adults joined a **mission team travelling to the Island of Santo in Vanuatu** in the July school holidays. The trip provided an opportunity for SGCS to continue to support and contribute to the lives of those in Vanuatu. The trip focused on relationship building, teaching, evangelism and service in local primary schools, local outreach, assisting with building projects, team building and the students' personal growth.
- Year 3 students raised over \$1,800 for the Sydney Children's Hospital, which will be used to purchase games, craft items and Occupational Therapy resources for the children in the Hospital.



## Academic and Broader School Life in Review 2019

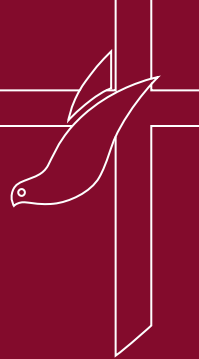
- Eleven students and four teaching staff participated in the 2019 City2Surf fun run. The 14km run from Hyde Park to Bondi Beach in August drew over 85,000 participants. The amount of \$3,867.00 was raised for BATYR, an organization dedicated to supporting youth mental health and providing school incursions.
- In the lead up to the end of Term 3, Middle School students and staff donned their hat, boots, checked shirts and donations in support of **New South Wales farmers** who remain in drought.
- **Open Doors Day** is a student-led initiative focused on supporting persecuted Christians throughout the world. The annual event held in October was organised by the Beyond Ourselves student team in Years 9 -12. A Mufti Day, lunchtime BBQ and a stall where students could write messages of encouragements were a few of the activities in support of Open Doors Day.

- A summary of the funds raised at fundraising events throughout 2019 are as follows:

Farmers Fundraising	\$ 678.40
Compassion	\$ 1,420.00
Sydney Children's Hospital	\$ 1,851.10
Heart Foundation-Jump Rope	\$ 208.00
Open Doors	\$ 1,528.15
Run 4 Bibles	\$ 505.05
City2Surf for BATYR	\$ 3,867.00
Vanuatu Mission	\$ 12,220.85

### Young Writers' Development

- A love of literature is nurtured and encouraged across all year levels at SGCS.
- The **Infants Book Parade** in August celebrated the joy of reading with children dressing as their favourite book character and charming an audience of parents, families, and staff.
- As part of their **Book Week activities** in August, Junior School students met with multi-award-winning young adult and children's Author, **Libby Gleeson**, for a series of inspiring workshops.
- In September, our Infant students enjoyed a visit from **Leila Rudge**, award-winning author and illustrator, as part of extended book week activities. Leila is author and illustrator of two books and has also illustrated more than ten books.



## Academic and Broader School Life in Review 2019

- The SGCS community gathered in June to learn more about the importance of the Bible in society from **Dr Natasha Moore**, Research Fellow at the Centre for Public Christianity. The origins of phrases like the “writing’s on the wall”, “apple of my eye”, “my brother’s keeper”, “escape by the skin of your teeth and eat, drink” and “be merry” were explained and Dr Moore challenged the audience to consider the question “is it possible to understand literature, music, politics, history, architecture and pop culture without an understanding of the Bible?”
- Speech pathologist and up-and-coming author, **Sonia Bestulic**, visited our Infants School in September to discuss her new picture book “Kisses in your Heart”. Sonia led a discussion about strategies students can use to deal with their emotions.
- One of our Year 3 students received a Commendation in the Lower Primary Division for her entry in this year’s **Dorothea McKellar Poetry Competition**, which received 1152 entries in this division.
- In November, **Paul MacDonald**, Master Storyteller and owner of The Children’s Bookshop at Beecroft visited SGCS to meet with our Year 9 and Year 10 students to discuss the power and pleasure of reading to improve literacy.
- The **Library** hosted many reading adventures in 2019, including the **Junior School Reading Hour** where a group of 130 children and their parents enjoyed reading together, Middle School’s weekly **Books for Breakfast** meetings, **Star Wars Day** and **Lunchtime Lounging**.

### Music and Art

- In 2019, students participated in a variety of **School Bands** including the Stage Band, the String Ensemble, the Concert Band, the Intermediate Band, the Senior Band, the Vocal Ensemble and the Junior and Senior School Choirs.
- At ‘**Bandfest**’, a competition organised by Engadine Music Centre, on 25 June, the SGCS String Ensemble and Intermediate Band received Silver Awards and the Concert Band received a Gold Award.
- **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. HSC Showcase took place over two evenings in 2019 and, once again, highlighted the students’ high standard of accomplishment.





## Academic and Broader School Life in Review 2019

- Year 10 and Year 11 Visual Arts students embarked on a **two-day artist residential** at the **Arthur Boyd Estate** at Bundanon. The students spent an immersive two days in the environment undertaking artist workshops in drawing, watercolour, printmaking and sculpture from natural materials.
- **Sarah Fordham**, artist, designer and university lecturer visited SGCS to offer Year 12 Visual Arts students an insight into the HSC. As a Lecturer in Visual Arts Education at the Australian Catholic University, Sarah designs and delivers both undergraduate and graduate education programs in Visual Arts for both primary and secondary pre-service teachers. She is also a practising artist and a designer of a vibrant range of homewares and fashions. Drawing on all her areas of expertise, she presented an informative, and as to be expected colourful, seminar on how to prepare for the Visual Arts HSC exam.
- Our **Year 11 Visual Arts Exhibition at Kogarah Library and Cultural Centre** was on display in September and October 2019. Year 11 Visual Arts students created works inspired by their immersive residential at Bundanon. The theme, *In a Landscape* was varied with students producing vibrant works on canvas, watercolours in rich soil-like hues, studies of skulls and vegetation in pen and ink, and fascinating sculptures of vessels in natural materials.
- The **Live and Unplugged** Concert of 2019 featured Elective Music students of Years 9 and 11 and music students from the Year 8 Targeted Learning Program. In a first, the event also featured the SGCS Vocal Ensemble. *Live and Unplugged* gives our students the opportunity to perform in a relaxed setting, as if they were actually performing at a commercial live music venue.
- Students in Years 3-12 demonstrated their musical talent at the 17th annual **Evening of Fine Music** in September. This year there were 25 sensational performances including solo voice and instrumental pieces, numbers from our String, Violin and Woodwind Ensembles and big concert tunes from our Intermediate Band and Senior Band. The Junior School Choir and Senior School Choir performed together for the first time to close the concert with a beautiful rendition of "You Raise Me Up".
- Students in Years 3-11, involved in our music tutoring program, showcasing a rich variety of talents at our **Twilight Instrumentals** concert over two evenings in November. The music tutoring program continues to be very popular and well attended by our student body.
- In November, Year 9 Visual Arts students had the opportunity to work with leading Australian artist, **Amanda Penrose-Hart**, during a two-day workshop at our Hurstville Campus. The artist, well-known for her expressive landscapes, is the winner of the prestigious 2017 Gallipoli Art Prize and the 2019 Clayton Utz Art Award.

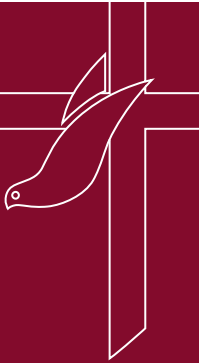


## Academic and Broader School Life in Review 2019

- The **Eye of the Beholder Exhibition** brought together a selection of new works by our Visual Arts students in Years 7 to 11. SGCS Visual Arts Teachers, with the assistance of our Technologies Teacher, employed their creative talents to stage an amazing exhibition in the SGCS Hall for visitors and the school community.

### Sport

- In 2019, students participated enthusiastically in sporting activities in all departments across the School. Our youngest students participated in a large variety of activities including soccer, tennis, cricket, T-ball, hockey and dodgeball. Our Middle and Senior School students participated in many sporting activities including AFL, Athletics, Basketball, Circuit, Cricket, Flag Gridiron, Gymnastics, Hockey, Netball, Oztag, Skateboarding, 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, Surfing, Taekwondo, Unicycling and Ultimate Frisbee.
- The Duke of Edinburgh's International Award is an internationally recognised program for young people and SGCS students participated in the program again in 2019, which marked the 60th Anniversary of the Award commencing in Australia. As part of the celebrations, His Royal Highness The Prince Edward, Earl of Wessex KG GCVO, who is the Chair of The Board of Trustees of The Duke of Edinburgh's International Award Foundation, attended the ceremony. SGCS students, Ben Oliver (Year 12) and Jackson Tiddy (Alumni, Class of 2018) joined with 400 National Gold Award recipients to celebrate the Anniversary. High profile dignitaries attending the event included The Honourable Gladys Berejiklian MP, Premier of NSW, The Right Honourable the Lord Mayor of Sydney Clover Moore, Hamish Macdonald and Anita Jacoby AM, Dawn Fraser AC, Layne Beachley AO, Jack Thompson AM, Naomi Simson, David Campbell OAM, Indira Naidoo, Kirk Pengilly and many more.
- Our talented **Jump Rope** students excelled once again in 2019. Our Skipperroos achieved excellent results in the **State Skipping Championships** in Canberra on 31 August – 1 September 2019. This year SGCS sent twenty-eight skippers to the **National Skipping Championships** in Canberra during October where they collectively competed in more than fifty-six events on an individual level and in pairs and teams. A record number of students qualified for the World Championships, the Junior World Championships and the International Open to be held in Ottawa, Canada in July 2020.
- The **SGCS Skipperroos** continued to represent SGCS and the Heart Foundation on their annual tour of country New South Wales in August. This year saw the team of sixteen students and four adults travel to Kelso, Cowra, Parkes, Dubbo and Bathurst visiting schools, promoting healthy hearts and raising money for research into heart disease.



## Academic and Broader School Life in Review 2019

- In October, a new initiative was introduced by a Sports Teacher, offering a free before-school, extra-curricular “**boot camp**” for students in Years 6 to 12 and staff wishing to boost their fitness in a combination of circuit and strength training.
- 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.

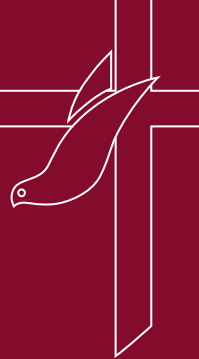
### Parenting Education

A number of parent seminars and workshops were held as part of the ‘**Strong Hearts, Strong Minds**’ program in 2019 as follows:

- Emotional Wellbeing: Helping Children Manage Their Emotions - 1 March 2019
- Survive & Thrive: Building Resilience in your Children - 24 May 2019
- Sticks and Stones: How to Bully-Proof Your Child - 31 May 2019
- The Writing's on the Wall: Biblical Literacy for Learning, Presented by Dr Natasha Moore, Centre for Public Christianity - 5 June 2019

### Open Days / Community Days

- A series of **Group Tour Mornings** at both the Hurstville Campus and the Sans Souci Campus were introduced in 2019. The Principal and other executive staff spoke to prospective families and led them on a personal tour of the School, visiting classrooms and facilities. This provided an opportunity for prospective parents and students to ask questions and engage in discussions with staff. Each Group Tour was well attended and attendees were appreciative of the opportunity for a personalised visit to the School.
- **Infants Open Day** on 17 May 2019 was a special day for students and staff when parents and the wider community were invited to visit and celebrate together at the 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.
- Infants students celebrated **Mother's Day** by inviting their mothers to join them in their classrooms for some creative celebrations. Junior School and Infants both hosted **Father's Day Breakfasts** and special celebrations in September. Each event celebrated the special bonds children have with their loved ones, and were enjoyed by all.



## Academic and Broader School Life in Review 2019

- A **Thank You Morning Tea for Volunteers** was hosted in November, in gratitude for the volunteers' invaluable support of the School.
- Year 12 students were formally farewelled at the **Year 12 Graduation** which was held on the last day of Term 3. 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 Master Plan

- In 2019, the Master Plan to redevelop the Hurstville Campus into a state-of-the-art Campus continued to be implemented. Detailed planning to provide excellent facilities and support the growing needs of our students progressed and building work commenced. A chronology of the progress made throughout the year is set out below.
- Council's Modification to Development Consent was determined on 16 November 2018. The improvements located upon 48 Bellevue Parade were subsequently demolished and variations to the Simple Works Contract were confirmed by the Contractor, Reitsma Constructions Pty Limited on 14 December 2018. The Contract provided for completion and the issue of an Interim Occupation Certificate for two classrooms by 25 January 2019. Confirmation of the Construction Certificate was received on 25 January 2019 with the Certificate issuing on 29 January 2019. The remainder of work to complete the other classrooms was also undertaken, including installation of a lift, air conditioning and electrical work.
- Pending completion of the building work and to meet the conditions of Council's Modified Development Consent, the School requested our lawyers to prepare a Restriction on the Use of the Land and Positive Covenant. These documents were signed by the School and National Australia Bank (as Mortgagee) and subsequently lodged for registration at NSW Land Registry Services.
- The School was successful in acquiring the property at 43 Woids Avenue and settlement of the purchase took place on 10 January 2019.
- The remainder of work was scheduled to take place between 13-15 March, 2019. As a crane was operating during this time, students were relocated to other areas of the School.



## Academic and Broader School Life in Review 2019

- During the School holidays, work was completed to the relocated demountable buildings which are now located at 48-50 Bellevue Parade. A Final Occupation Certificate was issued by the Certifier, Certis Pty Ltd on 29 April 2019 to enable the building to be used as an “educational establishment”. NESA was advised of the issue of the Final Occupation Certificate so that the site is included in the School's education property portfolio.
- Two development applications were submitted to Council relating to the property at 54 Bellevue Parade for a Change of Use from a residential building to use as an educational facility (for storage and uniform supply). The other development application regarding the major development planned for 47-63 Woids Avenue referred to in DA2017/0657 and included tree removal, construction of a new four storey classroom building, basement car park, refurbishment of classrooms and administration spaces, and heritage conservation work.
- An additional grant application was made before the Autumn vacation to assist with the development of the Hurstville Campus.
- Conditional Consent to Development Application No. 2017/0657 was given by Georges River Council on 11 June 2019, following the meeting of the Planning Panel on the same day. One of the conditions is that the School provide a comprehensive Traffic Management Plan. Two plans had previously been submitted to Council however a more detailed plan was requested and addressed by the School's architect and planning consultant.
- Given that a Conditional Consent to DA2017/0657 was given by Council on 11 June 2019, the Grant for \$500,000 awarded to the School in 2018 would be taken up in time to avoid the need for applying for an extension from the Block Grant
- *NAB Funding of project*

The NAB indicated that it will fund the new building. (B1) The School will approach them for funding of the second stage B2 in 2020.

- *Church Lane – Traffic Direction Change*

Following a request made to Council on 22 March 2019 for Church Lane traffic flow to be changed to one-way, a Traffic Management Plan was submitted to NSW Roads and Maritime Service for approval. The plan was approved by the RMS.





## Academic and Broader School Life in Review 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.

#### Careers Work Experience - On Campus Program

A school-based program was introduced in 2019. Students worked with different SGCS departments including Property and Maintenance where they created a vegetable and herb garden. They also painted and planted herb pots and donated them to a local preschool. They attended an aged care home cooking program and shared morning tea with residents."

In 2019 in Careers, each year group participated in the following:

- **Year 9** - In Term 4, students attended a one on one Careers Interview with the Careers Adviser informing students what will be offered to them over the next three years. Prior to this session, students were asked to complete an online personal strengths questionnaire. These results were discussed at the interview, which started conversation about career interests and subject selection.
- **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 – topics included HSC Study Skills, NESA expectations, individual study topics and more.
- **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 2019

## COURSES AND SUBJECTS

### 2019 Stage 5 Elective Subjects

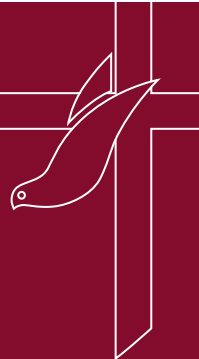
SGCS offered the following elective subjects:

- 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

### 2019 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)
- Investigating Science
- Legal Studies
- Music 1, 2 and Extension
- Personal Development, Health and Physical Education (PDHPE)
- Physics
- Software Design and Development (SDD)
- Textiles and Design
- Visual Arts



# Academic and Broader School Life in Review 2019

## INFANTS SCHOOL

### Co-curricular Activities

- Speech and Drama Lessons
- Infants choir
- Dance Lessons
- Christmas Concert
- 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

### Specialist Programs

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



# Academic and Broader School Life in Review 2019

## MIDDLE SCHOOL

### Co-curricular Activities

- SGCS Band
- Intermediate Band
- Books for Breakfast (Boys)
- Books for Breakfast (Girls)
- Create Cooperative
- Individual and Small Group Music Tuition
- Jump Rope for Heart Team
- MS Leadership Team
- Piano Tuition
- Voice Tuition
- Chess Club
- Homework Club
- Origami Club
- Robotics Club – Beginners
- Robotics Club – Advanced
- Science Club
- Speech and Drama Performance
- String Ensemble
- Artists' Excellence Group
- Anthropologists' Group
- Scientists' Group
- Technology Group

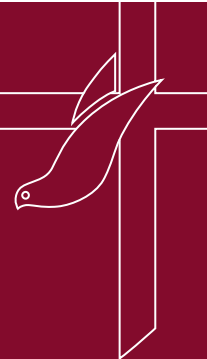


# Academic and Broader School Life in Review 2019

## 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
- 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 2019

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 2019, SGCS participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). 2019 was the first year the testing was administered online. As shown on pages 8-10 of this report, SGCS students performed very strongly, well above the 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)

	2019	2018
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>100% (98%)</b>	<b>100% (93%)</b>
<b>Writing - Persuasive</b>	<b>100% (99%)</b>	<b>100% (97%)</b>
<b>Spelling</b>	<b>100% (95%)</b>	<b>100% (96%)</b>
<b>Grammar and Punctuation</b>	<b>100% (96%)</b>	<b>100% (96%)</b>
<b>Numeracy</b>	<b>100% (97%)</b>	<b>100% (98%)</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)

	2019	2018
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>98% (96%)</b>	<b>100% (96%)</b>
<b>Writing – Persuasive</b>	<b>100% (94%)</b>	<b>100% (93%)</b>
<b>Spelling</b>	<b>98% (95%)</b>	<b>100% (96%)</b>
<b>Grammar and Punctuation</b>	<b>98% (93%)</b>	<b>100% (95%)</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)*

	2019	2018
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>100%</b> (96%)	<b>100%</b> (95%)
<b>Writing – Persuasive</b>	<b>99%</b> (93%)	<b>99%</b> (91%)
<b>Spelling</b>	<b>100%</b> (95%)	<b>100%</b> (98%)
<b>Grammar and Punctuation</b>	<b>99%</b> (93%)	<b>100%</b> (94%)
<b>Numeracy</b>	<b>100%</b> (96%)	<b>100%</b> (98%)

### 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)*

	2019	2018
<b>Subject:</b>	<b>SGCS (State)</b>	<b>SGCS (State)</b>
<b>Reading</b>	<b>100%</b> (94%)	<b>96%</b> (95%)
<b>Writing – Persuasive</b>	<b>99%</b> (86%)	<b>90%</b> (81%)
<b>Spelling</b>	<b>100%</b> (94%)	<b>96%</b> (92%)
<b>Grammar and Punctuation</b>	<b>100%</b> (91%)	<b>95%</b> (93%)
<b>Numeracy</b>	<b>100%</b> (99%)	<b>99%</b> (98%)

The following graphs display **average NAPLAN scores and progress by Year Group Over All Subjects from 2013 to 2019**. The blue line indicates the scores of SGCS and the red line indicates the average achievement of all State Schools.

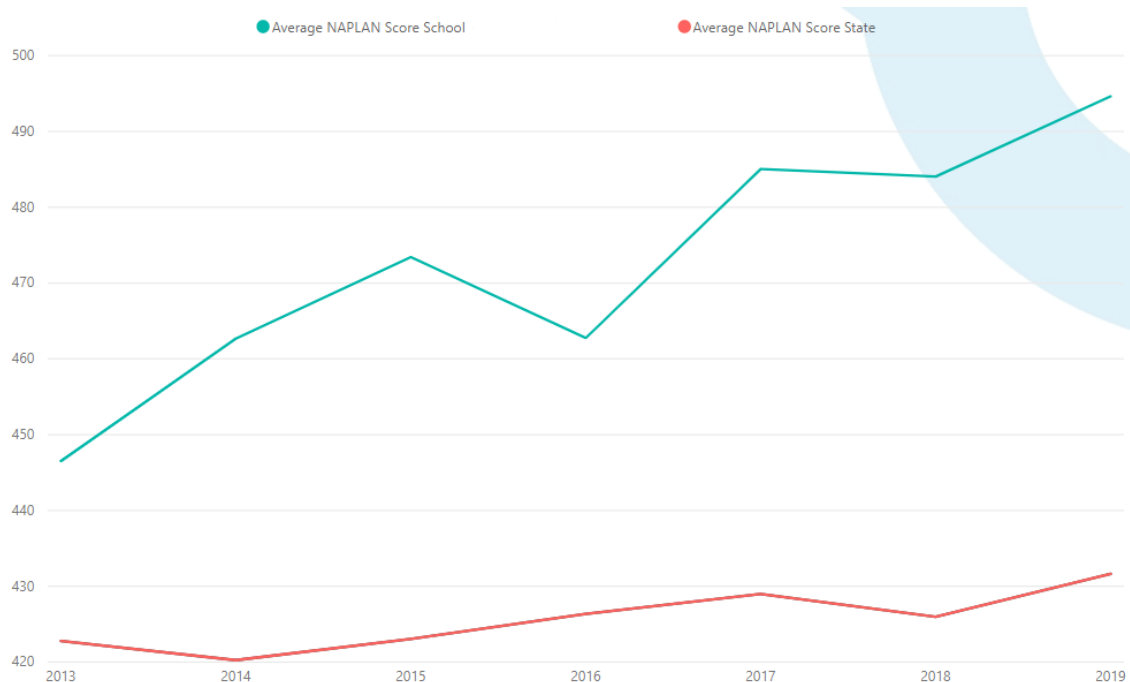
SGCS students consistently achieved above and substantially above average over the seven year period studied.

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

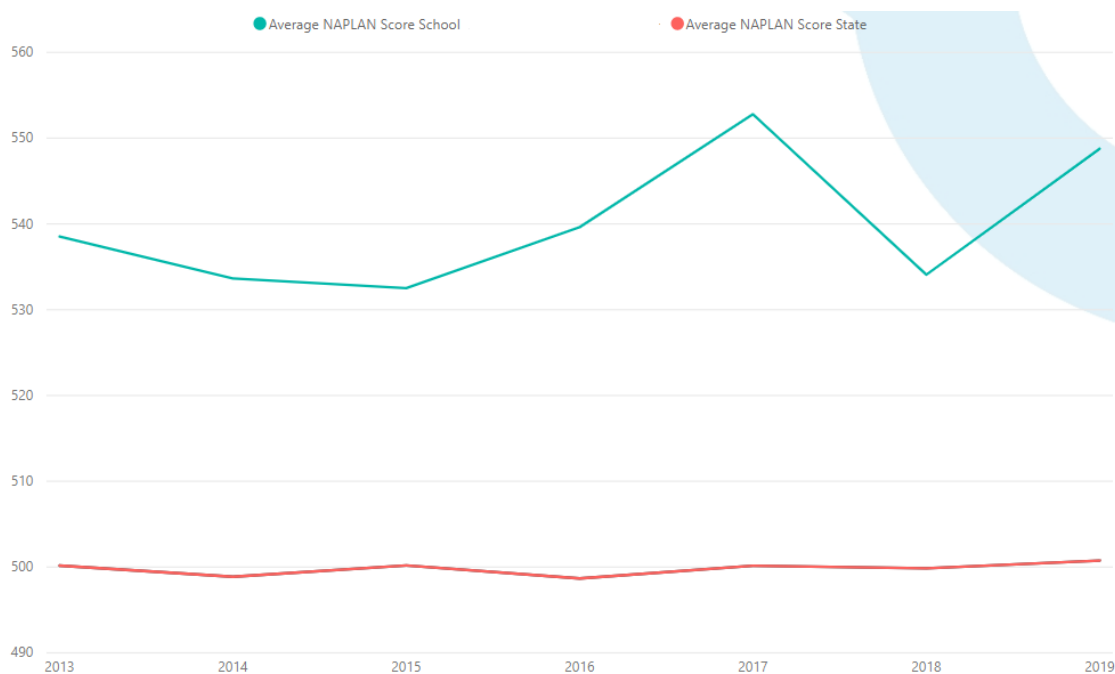


# School Performance in Statewide Tests and Examinations

**Year 3 Progress (average over all subjects): 2013 to 2019 (SGCS compared to State):**



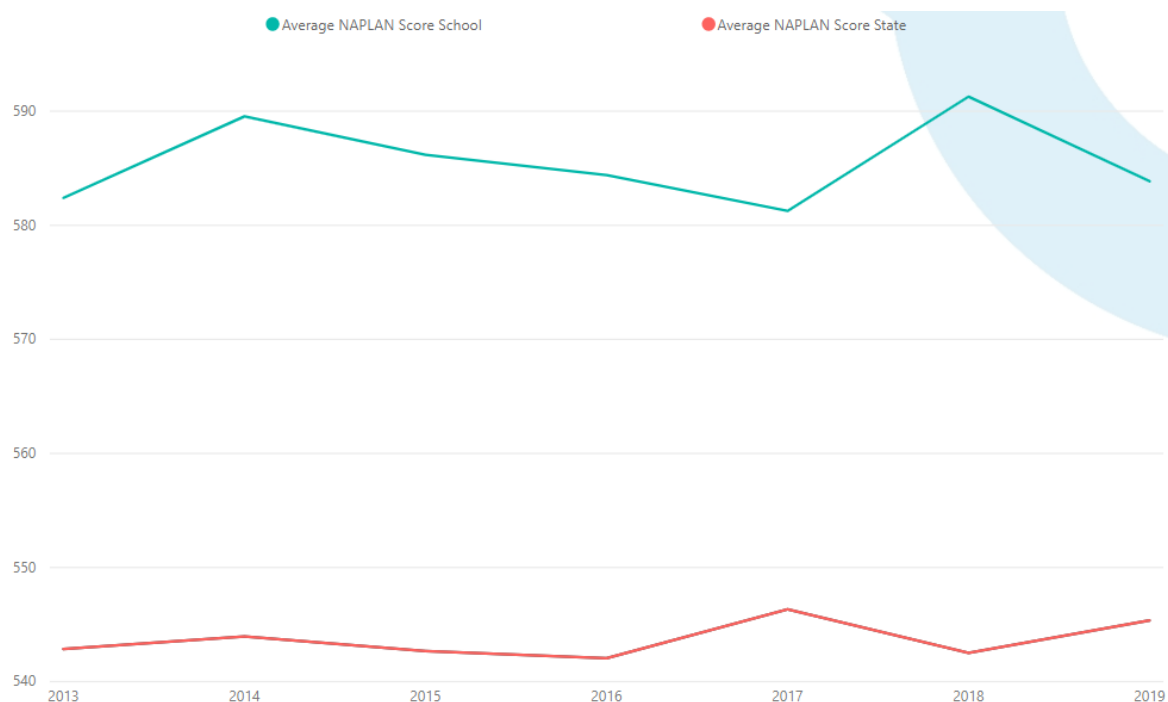
**Year 5 Progress (average over all subjects): 2013 to 2019 (SGCS compared to State):**



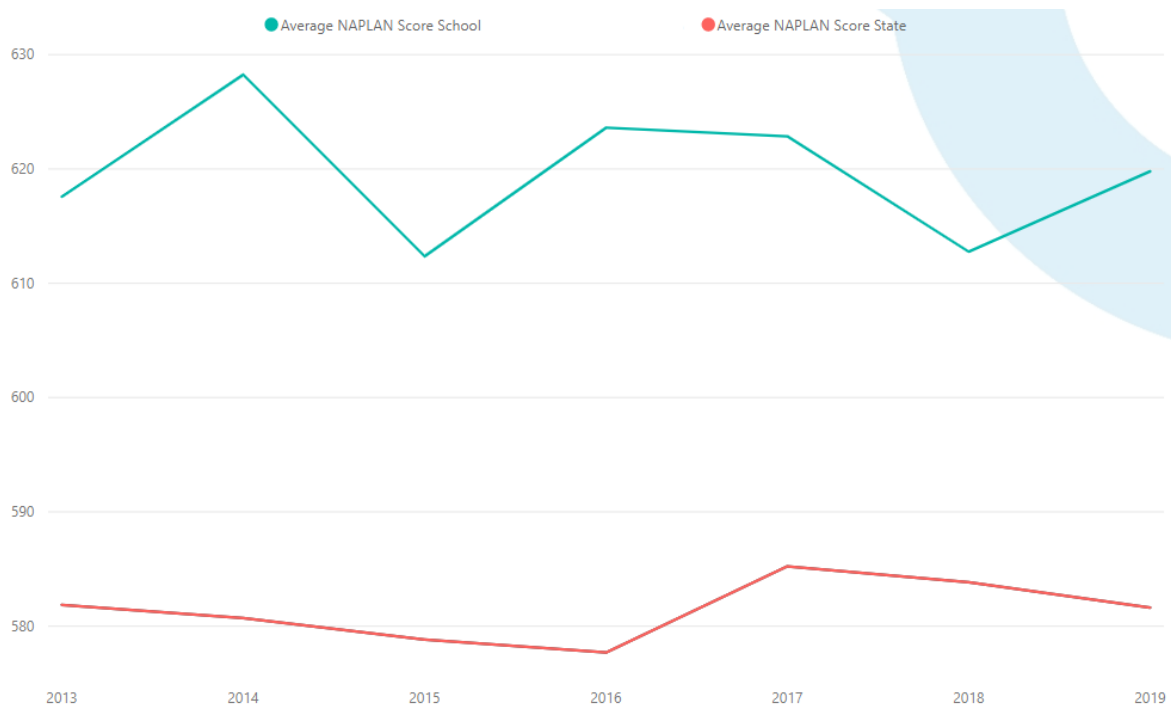


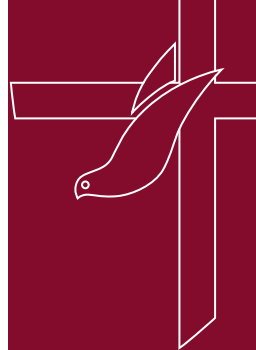
# School Performance in Statewide Tests and Examinations

**Year 7 Progress (average over all subjects): 2013 to 2019 (SGCS compared to State):**



**Year 9 Progress (average over all subjects): 2013 to 2019 (SGCS compared to State):**





## School Performance in Statewide Tests and Examinations

### Record of School Achievement

Seventy-five students completed Year 10 in 2019. Five 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 74 Year 12 students completed their HSC examinations in 2019. Our Year 12 cohort are to be congratulated on their excellent results. The median success rate for schools across New South Wales was 5.47%, with SGCS achieving the success rate of 14.78%, and on this basis received an overall ranking of 116<sup>th</sup> in the State.
- A third of our HSC students (24 students out of 74) 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 56 Distinguished Achievement Awards.
  - Ancient History
  - Biology
  - Chemistry
  - Design and Technology
  - Drama
  - English Extension 1
  - History Extension
  - Industrial Technology – Timber
  - Japanese Beginners
  - Legal Studies
  - Mathematics
  - Mathematics Extension 1
  - Mathematics Extension 2
  - Mathematics Standard 2
  - Modern History
  - Music 1
  - PDHPE
  - Physics
  - Software Design and Development





## School Performance in Statewide Tests and Examinations

- One student achieved recognition as an All Rounder with results in the top band for 10 units of HSC courses for Biology, English Advanced, Food Technology, Mathematics and Visual Arts. She was awarded First Place in Food Technology for New South Wales.
- Another student was recognised as an All Round Achiever with results in the top band for 10 units of HSC courses for Ancient History, Drama, English Advanced, Legal Studies and Modern History.
- A student was also recognised as an All Round Achiever with results in the top band for 10 units of HSC courses for Biology, Chemistry, English Advanced, English Extension 1, Modern History and History Extension.
- A student was recognised for their NSW State Ranking of Ninth Place in Software Design and Development.
- The whole of the Year 12 Drama cohort were nominated for OnSTAGE for their group performance. In addition, one student was nominated for OnSTAGE for his individual performance.
- The creative talents of one of our Year 12 Industrial Technology - Timber students was recognised with his Major Work was selected for SHAPE 2019.
- A further three students had their Major Works nominated for InTech, the annual exhibition of outstanding Major Projects developed by HSC Industrial Technology students.
- One of our Design and Technology students had her Major Work nominated for SHAPE 2019.
- One of our Visual Arts students had her Body of Work selected to feature in the HSC Art Rules Exhibition at Hazelhurst Arts Centre, Gymea, winning the prestigious Friends of Hazelhurst Award.



## 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	55.54	35.46	20.08
Biology	52.00	31.31	20.69
Community & Family Studies	71.42	36.29	35.13
Design & Technology	80.00	46.53	33.47
Drama	81.81	43.66	36.34
English Advanced	75.00	61.79	13.21
English Standard	26.00	11.75	14.25
Legal Studies	66.66	41.02	25.64
Mathematics Standard 2	52.62	24.05	28.57
Modern History	80.00	35.33	44.67
Music 1	100.00	65.96	34.04
Physics	72.72	36.88	35.84
Software Design & Development	72.72	44.24	28.48
Visual Arts	77.77	62.50	15.27



## School Performance in Statewide Tests and Examinations

These results have led to university offers in a diverse range of Bachelor courses including Accounting and Finance, Agricultural Science, Arts, Aviation (Flying and Management), Business, Commerce, Communication and Media, Computing Science, Construction Management, Cyber Security, Design and Architecture, Economics, Education, Engineering, Exercise and Sports Science, Forensic Science, Graphic Design, Health Science, Information Technology, Interior Design, International Business, Languages and Linguistics, Law, Marketing and Media, Media and Communications, Media (Screen and Sound Production), Medicine, Medical Science, Music, Nursing, Nutrition and Dietetics, Occupational Therapy, Paramedicine, Pharmacy, Project Management, Psychology, Science, Social Work and Veterinary Medicine.

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, Torrens University and Charles Sturt University.

### 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 2019, 90.9% of students (numbering 10 out of 11) achieved within Bands 4-6 (State average 65.72%). This compares to 88.88% in 2018. It should be noted that the remaining student achieved a Band 3.

#### Biology

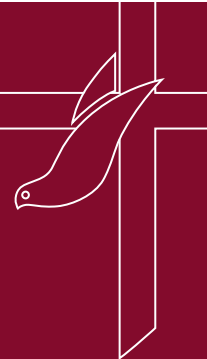
In 2019, 72% of students (numbering 18 out of 25) achieved within Bands 4-6 (State average 60.44%). This compares to 56.25% in 2018. It should be noted that 5 of the remaining students achieved a Band 3.

#### Business Studies

In 2019, 72.22% of students (numbering 26 out of 36) achieved within Bands 4-6 (State average 62.09%). This compares to 74% in 2018. It should be noted that 7 of the remaining students achieved a Band 3.

#### Chemistry

In 2019, 94.44% of students (numbering 17 out of 18) achieved within Bands 4-6 (State average 67.38%). This compares to 66.67% in 2018. It should be noted that the remaining student achieved a Band 3.



## School Performance in Statewide Tests and Examinations

### Community and Family Studies

In 2019, 85.72% of students (numbering 6 out of 7) achieved within Bands 4-6 (State average 69.97%). This compares to 66.66% in 2018.

### Design and Technology

In 2019, 100% of students (numbering 5 out of 5) achieved within Bands 4-6 (State average 82.21%). This compares to 90% in 2018.

### Drama

In 2019, 100% of students (numbering 11 out of 11) achieved within Bands 4-6 (State average 84.16%). This compares to 66.66% in 2018.

### Economics

In 2019, 25% of students (numbering 2 out of 8) achieved within Bands 4-6 (State average 74.74%). This compares to 53.33% in 2018. It should be noted that 5 of the remaining students achieved a Band 3.

### English (Standard)

In 2019, 78% of students (numbering 39 out of 50) achieved within Bands 4-6 (State average 52.1%). This compares to 42.5% in 2018. It should be noted that the remaining 11 students achieved a Band 3.

### English (Advanced)

In 2019, 95.83% of students (numbering 23 out of 24) achieved within Bands 4-6 (State average 91.94%). This compares to 96.55% in 2018. It should be noted that the remaining student achieved a Band 3.

### English Extension 1

In 2019, 100% of students (numbering 5 out of 5) achieved within the top two Bands (State average 94.15%). This compares to 100% in 2018.

### Food Technology

In 2019, 100% of students (numbering 5 out of 5) achieved within Bands 4-6 (State average 67.7%).

### History Extension

In 2019, 66.67% of students (numbering 2 out of 3) achieved within the top two Bands (State average 76.77%). This compares to 66.66% in 2018.



## School Performance in Statewide Tests and Examinations

### Industrial Technology

In 2019, 80% of students (numbering 8 out of 10) achieved within Bands 4-6 (State average 49.64%). This compares to 60% in 2018. It should be noted that the remaining 2 students achieved a Band 3.

### Legal Studies

In 2019, 100% of students (numbering 18 out of 18) achieved within Bands 4-6 (State average 65.68%). This compares to 85.71% in 2018.

### Mathematics

In 2019, 96.29% of students (numbering 26 out of 27) achieved within Bands 4-6 (State average 78.55%). This compares to 84.61% in 2018.

### Mathematics Extension 1

In 2019, 70% of students (numbering 7 out of 10) achieved within the top two Bands (State average 80.27%). This compares to 61.54% in 2018. It should be noted that the 3 remaining students achieved a Band E2.

### Mathematics Extension 2

In 2019, 100% of students (numbering 2 out of 2) achieved within the top two Bands (State average 85.93%). This compares to 100% in 2018.

### Mathematics Standard 2

In 2019, 73.68% of students (numbering 28 out of 38) achieved within Bands 4-6 (State average 56.68%). This compares to 85.71% in 2018. It should be noted that 3 of the remaining students achieved a Band 3.

### Modern History

In 2019, 100% of students (numbering 10 out of 10) achieved within Bands 4-6 (State average 66.57%). This compares to 85.71% in 2018.

### Music 1

In 2019, 100% of students (numbering 4 out of 4) achieved within Bands 5-6 (State average 66.24%). This compares to 100% in 2018.

### Music 2

In 2019, 100% of students (numbering 1 out of 1) achieved within Bands 5-6 (State average 90.96%). This compares to 100% in 2018.



## School Performance in Statewide Tests and Examinations

### Personal Development, Health and Physical Education

In 2019, 75% of students (numbering 15 out of 20) achieved within Bands 4-6 (State average 62.27%). This compares to 70.59% in 2018. It should be noted that the 5 remaining students achieved a Band 3.

### Physics

In 2019, 90.9% of students (numbering 10 out of 11) achieved within Bands 4-6 (State average 64.35%). This compares to 78.47% in 2018. It should be noted that the remaining student achieved a Band 3.

### Software Design and Development

In 2019, 90.9% of students (numbering 10 out of 11) achieved within Bands 4-6 (State average 71.15%). This compares to 62.5% in 2018. It should be noted that the remaining student achieved a Band 3.

### Visual Arts

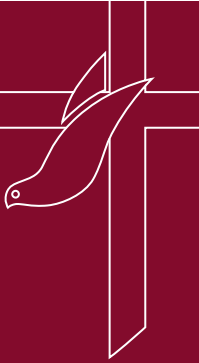
In 2019, 100% of students (numbering out of 9 out of 9) achieved within Bands 4-6 (State average 89.95%). This compares to 100% in 2018.

### Senior Secondary Outcomes

Percentage of students in Year 12 undertaking a course in vocational or trade training as percentage: ..... 1.5%

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





# School Performance in Statewide Tests and Examinations

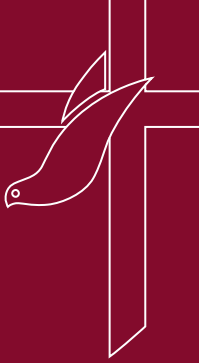
## Student Learning Outcome Improvement Measures

### 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 the new PDHPE syllabus.
- Professional Development in the use of Learning Intentions and Success Criteria, and Eliciting Evidence of Learning.
- Mentoring of new staff to ensure development of key teaching strategies.
- Coaching program for all classroom teachers.

### 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.
- In Semester 1, the Horizons Program focused on Writing and how meaning is conveyed through wordless instructional texts. Students also discussed how information can be effectively communicated. In Semester 2, the focus was on Poetry and how language can be used creatively and powerfully to communicate ideas and emotions.
- 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.



## School Performance in Statewide Tests and Examinations

- 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 the PDHPE Syllabus and also focusing on Learning Intentions, Success Criteria and eliciting of evidence across all KLAs.
- Continuation of the Questioning Skills Program to improve comprehension skills, along with using the Springboard Comprehension Scheme.
- In Term 3, the author, Libby Gleeson, visited the students encouraging them to write creatively.
- 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

- Refining practices in formative assessment strategies.
- Increasing the focus on skills in programs.
- 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.
- Integrating explicit teaching of research skills and referencing skills in History, Geography and Learning to Learn programs.



## School Performance in Statewide Tests and Examinations

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



The School continued to direct its Professional Learning Program towards enhancing excellence in teaching, joy in learning and continued strengthening of student outcomes.



# Professional Learning and Professional Development

## Staff Details

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 (including one from Overseas) 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 eight 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.

## Professional Learning Program

In 2019, the School continued to direct its Professional Learning Program, towards enhancing excellence in teaching, joy in learning and continued strengthening of student outcomes. Professional Learning centred on expanding and strengthening the assessment practice of teaching staff to improve student learning outcomes and enhance student ownership of their learning.

Staff added a third formative strategy to their repertoire of formative practices. They worked to develop their understanding of and practice in strategy (eliciting evidence of learning) and consolidated their practice in the first two formative assessment strategies. They met with grade partners to plan to use all these strategies in their classrooms and with their assigned coach to reflect on their own and their students' 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 2019 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



## Professional Learning and Professional Development

work for a suite of PL courses across the full range of Teaching Standards. **The School is 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
- 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 2019 for an average of 4 days per teacher.

The overall expenditure on staff professional development for 2019 was \$188,420.00. Average expenditure per teacher in 2019 was \$3,043.94.

Staff (Department) Professional Development undertaken in 2019 included:

- All staff were involved in Professional Learning activities in Week 0 of Term 1 (the week before students commence).
- Teaching staff from K-12 participated in two professional learning sessions that focussed on developing Formative Assessment practices. The role of Formative Assessment in enhancing students learning outcomes was examined and staff developed their understanding of evidence based strategies and techniques to implement in more intentional and frequent ways. Faculty led ongoing support and one on one coaching and mentoring will resource staff to maintain this focus and to share emerging findings. Given the School has now received NESA endorsement as a provider of professional learning, staff were able to log 6 hours of NESA endorsed professional learning. NESA endorsement allows the School to deliver NESA Registered PD courses for NSW teachers maintaining their accreditation.
- Educational support staff engaged in team development at Hazelhurst Gallery at Gympie. This team-building day was greatly appreciated by staff, who formed new team friendships and felt valued and motivated by the experience.





## Professional Learning and Professional Development

- 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 21 March 2018. Catch-up training was provided for staff members unable to attend the WSSM.
- During Term 3, the Principal took study leave to participate in Masters Level studies at Regent's College in Vancouver and Mrs Carolyn Lee, Head of Senior School, took the role of Acting Principal.
- Teaching staff took part in professional development on Monday, 22 July, 2019 attending Christian Schools Australia's NSW/ACT Conference at Penrith Christian School. The Conference adopted the theme of 'Created for Community' with international keynote speaker, Dr Robert Loe, from Relational Schools. Two of our teachers were selected by CSA to participate in a discussion panel with Dr Loe, focusing on the remarkable outcomes of the recent Relational Schools Survey undertaken at SGCS.

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:

- Australian Christian Schools Library Conference
- A Passion for Learning (Infants)
- Dyslexia & Literacy Series – Writing Support in Primary School (Infants)
- Cracking the Hard Class (Infants)
- THRASS Foundation Level (Infants English)
- Certified ADHD Professional Intensive (Counsellor)
- STEM Training (Junior School Teachers)
- Reading, Critically, Deeply and For Enjoyment Symposium (AIS)
- Gifted and Talented (IPSCHA)
- Working Together – Multi-Tiered Systems of Support for Student Success (AIS)
- Assessment For, As and Of Learning in Mathematics K-A
- Emotional Health in Schools (Macquarie University)
- Planning and Programming for the New NSW PDHPE K-10 Syllabus (AIS)
- Meet New K-10 Languages Syllabuses Online Module
- The Impact Cycle Program (Growth Coaching)
- Putting the T back in Teacher Librarianship (AIS)
- Data Driven Evidence Based Teaching in Schools
- John Hattie – Evidence to Implementation – Maximizing Learning and Impact
- Taking Another Look at Assessment
- Teaching Stage 6 CAFS
- Teaching the Preliminary Course in Economics
- Investigative-Style Assignments for Stage 6 Adv + Ext



## Professional Learning and Professional Development

- Coding with Unity (NESA)
- Business Studies Teachers' Conference (NESA)
- Investigating Science Teachers' Conference
- Cake Decorating Workshop
- Creative Connections Conference (Drama)
- English on Stage (AIS)
- 2019 Meet the Markers and Stage 6 Syllabus Assessment (NESA)
- AHISA Directors of Studies Conference (Association of Heads of Independent Schools of Australia)
- Annual AIS Briefing (Association of Independent Schools)
- Gandel Holocaust Conference 2019
- Preparing for the 2019 HSC Biology Exam (NESA)
- Understanding Autism Spectrum Disorders: Teaching Strategies and Behavior Support
- Physics Teachers' Conference
- Bridging the Gaps – Years 7-10 Science
- Youth Mental Health First Aid Course
- AIS NSW ICT Management and Leadership Conference
- Children and Adolescence with ASD (Counsellor)
- 2019 History Teachers' State Conference
- AIS Tackling the Issues in Sport
- English Studies: Raising the Bar Webinar
- ICT Law
- 6<sup>th</sup> National Coaching in Education Conference
- Working Together – Support for STS Academic and Mental Health Needs
- Educating Science Technicians
- Identifying, Understanding and Supporting a Student with SLD
- Industrial Technology Stage 6 HSC Practical Marking Day (NESA)
- iPad: New Ways to Think and Learn in the Secondary Classroom (Apple)
- Visual Arts Practical Marking Experience (NESA)
- Let's Lift Literacy
- PASS Curriculum Planning and Writing Day
- Extension 2 Mathematics Year 12: Getting to Know the Content and Resources
- MEMHTA Annual Conference (Mathematics)
- Genetics for Biology Teachers' Professional Development Day
- NSW Highschool Teachers' Professional Development Day (ANSTO)
- STEM Academy
- PD4Maths Networks



# Professional Learning and Professional Development

## Staff Satisfaction

In 2019, an independent **Staff Climate Survey** was conducted for Teaching and Administrative staff. 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 11.1% higher than the National Benchmark and 10.3% higher than the selected benchmark of Independent Schools across Australia.

The following table displays the School's results in comparison to the selected National School Surveys benchmark data, which is a representative of 5,000 staff within Independent Schools in Australia. The final column shows the difference between SGCS's results and the Independent Schools Mean. Green percentage scores indicate that the School is higher than the benchmark.

Key Area	Independent Schools Mean	2019 St George Christian School Mean	Difference between St George Christian School Mean and Independent Schools Mean
1. Guidance and Support	64.8%	76.9%	+12.1%
2. School Environment	65.2%	83.6%	+18.4%
3. Morale	66.1%	81.1%	+15.0%
4. School Curriculum	68.3%	74.4%	+6.1%
5. Goal Congruence	74.6%	81.6%	+7.0%
6. Personal Development	65.1%	72.3%	+7.2%
7. School Communication	61.3%	62.5%	+1.2%
8. Technology and Resources	62.4%	73.3%	+10.9%
9. Leadership and Management	62.1%	76.1%	+14.0%
OVERALL	65.5%	75.8%	+10.3%

Set out below is a summary of the percentage difference between the School's 2017 and 2019 results to key questions raised in the Survey. The green percentage scores indicate the difference between the 2017 and 2019 scores.

1.	School Communication	There is excellent communication within this school.	+10.6%
2.	Personal Development	Personal development programs are enriching and of great benefit to me.	+10.4%
3.	Guidance and Support	Health and well-being measures for staff are integrated into the existing structures and processes of the school.	+10.4%
4.	Personal Development	Excellent opportunities are provided for staff to develop their skills.	+9.6%
5.	Technology and Resources	The computers and other resources are easily accessible.	+9.2%
6.	Leadership and Management	The school's leadership team is aware of the problems faced by staff.	+8.8%
7.	School Curriculum	My workload in this school is satisfactory.	+8.4%
8.	Guidance and Support	There are support mechanisms in school for me if I have worries about school issues.	+8.4%
9.	School Curriculum	The curriculum is innovative and meets the needs of individual children.	+8.2%
10.	Overall	I am a valued staff member at this school.	+7.8%



## Professional Learning and Professional Development

To support staff wellbeing, SGCS offers staff an **Employee Assistance Program with Access EAP**, providing all staff with free and confidential telephone or face-to-face counselling for personal and professional issues. This service has continued to be accessed by staff throughout 2019. A survey of staff satisfaction with Access EAP indicated that the majority of staff found the service easy to access and worthwhile in helping with their issues.

### 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 and IT specialist staff, Property and Maintenance and Support staff and a total of 84 teaching staff.



## Student Attendance and Welfare



*“Staff  
genuinely  
know and  
care about  
each  
student”*

*(excerpt from  
student exit  
form, SGCS  
Parent, 2019)*



## Student Attendance and Welfare

### Student Population of the School

In 2019, there were 795 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 Rates

Average daily student attendance in 2019 was 95% comprised of:

Kindergarten	96%
Year 1	95%
Year 2	95%
Year 3	96%
Year 4	95%
Year 5	96%
Year 6	95%
Year 7	95%
Year 8	95%
Year 9	95%
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%  
**2018-2019 – 97.3%**



## Student Attendance and Welfare

### Student Post-School Destinations

#### Year 12 cohort:

Of the 74 students who sat the HSC in 2019, we are aware that 59 students received an offer of a place at University or College for 2020, and the remaining 15 students are unreported.

#### Year 10 leavers:

Seventy-five students completed Year 10 in 2019. Five 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:

- "Staff genuinely care and know each student"
- "Each student is valued and pushed to their maximum potential, regardless of academic ability"
- "High level of teaching with excellent social activities"
- "Taught the students respect in all areas, addressed bullying immediately"
- "Christian, committed teaching staff with good accessibility during times of need"
- "The values it instilled in my son that have made him the fine young man that he has become"
- "The pastoral work of the teachers"
- "The consistent Christian message"
- "The sense of community. Both my children felt they belonged"
- "The deep Christian faith of all of the teachers and their concern for the students"
- "The emphasis on the whole child, the Christian worldview, the pastoral care of the teachers, achieving the child's best rather than being No 1"
- "The caring staff and the community has been wonderful"
- "Strong Christian ethos with a close focus upon the interests of the student"
- "It's a School full of godly wisdom and love"





# 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, Science and Digital Technology; 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
- Robotics Competition at local, State and National level



## 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' Tucks Campaign at Christmas
  - support of various aspects of the Vanuatu Mission
- 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
- Children are instructed to stop and say goodbye to the teacher on duty as they leave each afternoon



# Initiatives for Respect and Responsibility

## 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
  - 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



## Initiatives for Respect and Responsibility

### 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
- 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
- A range of co-curricular activities including excellence programs that cultivate teamwork and common interest
- Fundraising ventures, particularly to support drought affected farmers in NSW.
- A student run soft plastic recycling initiative for the Middle School playground
- Student surveying, conducted by Middle School leaders, to assess student perceptions of school life and promote student input and voice.
- Democracy unit of study for Year 6 and Canberra Excursion

### 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.





## 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 2019 as follows:

- Emotional Wellbeing: Helping Children Manage Their Emotions - 1 March 2019
- Survive & Thrive: Building Resilience in your Children - 24 May 2019
- Sticks and Stones: How to Bully-Proof Your Child - 31 May 2019
- The Writing's on the Wall - 5 June 2019

Regular **Parent Connect** meetings, providing an opportunity for parents to engage with the Principal and staff, were also held throughout 2019 as follows:

#### *Term 1 – Monday 12 February 2019*

- Mr James Honor, Principal – Welcome and SGCS Update, importance of parent involvement and Professional Learning 2019 initiatives
- Mr Scott Wimble (Head of HSIE) As a recipient of the Gandel Scholarship, Mr Wimble gave a presentation regarding his educational tour of Israel during the summer holidays
- Mrs Suzanne Newton, Community Engagement Officer – SGCS activities for parent involvement

#### *Term 2 – Friday 4 May 2019*

- Mr James Honor, Principal – SGCS Update, CSA Conference, ACARA results, Infants Open Day
- Mrs Adrienne Erwin, Technologies Teacher – Spark Project, a new initiative for increasing motivation for underachieving, gifted students.
- Mrs Suzanne Newton, Community Engagement Officer – SGCS activities for parent involvement

#### *Term 3 – Friday 26 July 2019*

- Mrs Carolyn Lee, Acting Principal, will speak about the 2019 HSC, Year 12 Trials and HSC Showcase.
- Mr Stephen McKay, SGCS Business Manager, will provide an update on the Hurstville Campus Development Project.
- Mrs Suzanne Newton, Community Engagement Officer, will highlight several key events coming up in Term 3 and opportunities for involvement.

#### *Term 4 – Monday 4 November 2019*

- Mr James Honor, Principal – SGCS Update, Term 2 studies at Regent's College, Vancouver.
- Mrs Claire Deck, Year 8 Home Room teacher, addressed the meeting about the Middle School *Learning to Learn Program (L2L)*
- Mrs Rachel Norman, Parent Connect Coordinator, led a discussion about improving our communication among parents and connecting with each other.

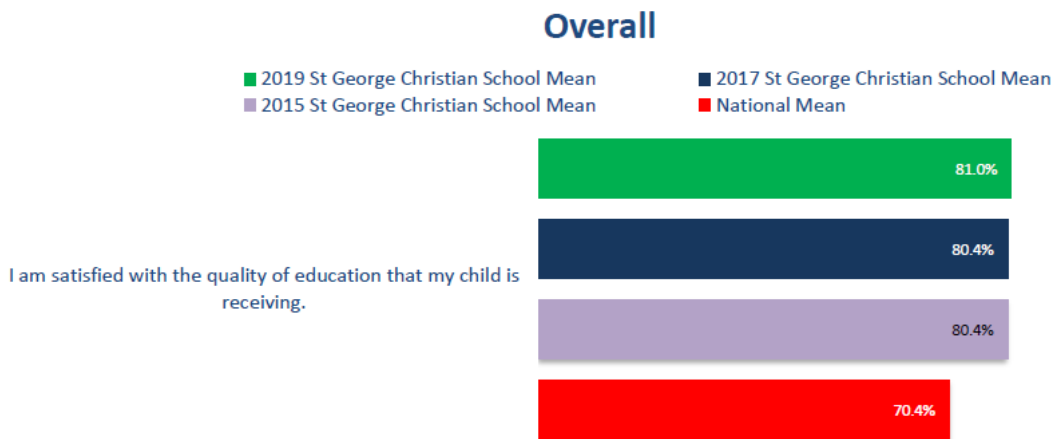


# Family Support and Community Satisfaction

## 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 conducted in 2019, comparing SGCS with an overall benchmark which consisted of a representative sample across Australia of 10,000 parents' responses. Set out below is a graph comparing the School's percentage scores in 2015, 2017 and 2019, compared to the National Mean.



The following graph indicates that SGCS was higher than the overall benchmark for each of the key areas surveyed, and overall, the School was 10.6% higher than the National Benchmark (see table above) and 6.8% higher than the selected benchmark of Independent Schools within Australia.



## Family Support and Community Satisfaction

Key Area	Independent Schools Mean	2019 St George Christian School Mean	Difference between St George Christian School Mean and Independent Schools Mean
1. Guidance and Support	74.8%	80.9%	+6.1%
2. School Environment	75.9%	86.4%	+10.5%
3. Teacher Quality	69.9%	80.4%	+10.5%
4. School Curriculum	70.4%	73.3%	+2.9%
5. Learning Opportunities	72.8%	76.5%	+3.7%
6. Personal Development	72.4%	74.7%	+2.3%
7. Parent Communication	66.9%	72.9%	+6.0%
8. Technology and Resources	75.8%	82.0%	+6.2%
9. Leadership and Management	69.7%	82.9%	+13.2%
<b>OVERALL</b>	<b>72.1%</b>	<b>78.9%</b>	<b>+6.8%</b>

The following graph highlights the percentage improvement in scores (set out in green) between 2017 and 2019 in key areas in response to specific survey questions. The responses of the parent community indicated a steady improvement in the key areas of Teacher Quality, Leadership and Management, Parent Communication and Technology and Resources.

1.	Teacher Quality	My child's teachers are of a very high standard.	+4.2%
2.	Teacher Quality	Teachers are positive and enthusiastic about their teaching.	+3.8%
3.	Technology and Resources	Teachers appear to keep up with advancing technology.	+2.2%
4.	Leadership and Management	Bullying is dealt with in an effective manner.	+1.8%
5.	Teacher Quality	My child's learning needs are being met by teachers.	+1.4%
6.	Parent Communication	The staff who work in the front office are friendly and helpful towards parents.	+1.4%
7.	Leadership and Management	The leadership and direction provided by administrators is excellent.	+1.4%
8.	Teacher Quality	Teachers and staff are caring and supportive.	+1.2%
9.	Leadership and Management	There is effective leadership in the school.	+1.2%
10.	Leadership and Management	My concerns are taken seriously by the school's leaders.	+1.0%



## 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, last reviewed in 2019:*

### 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

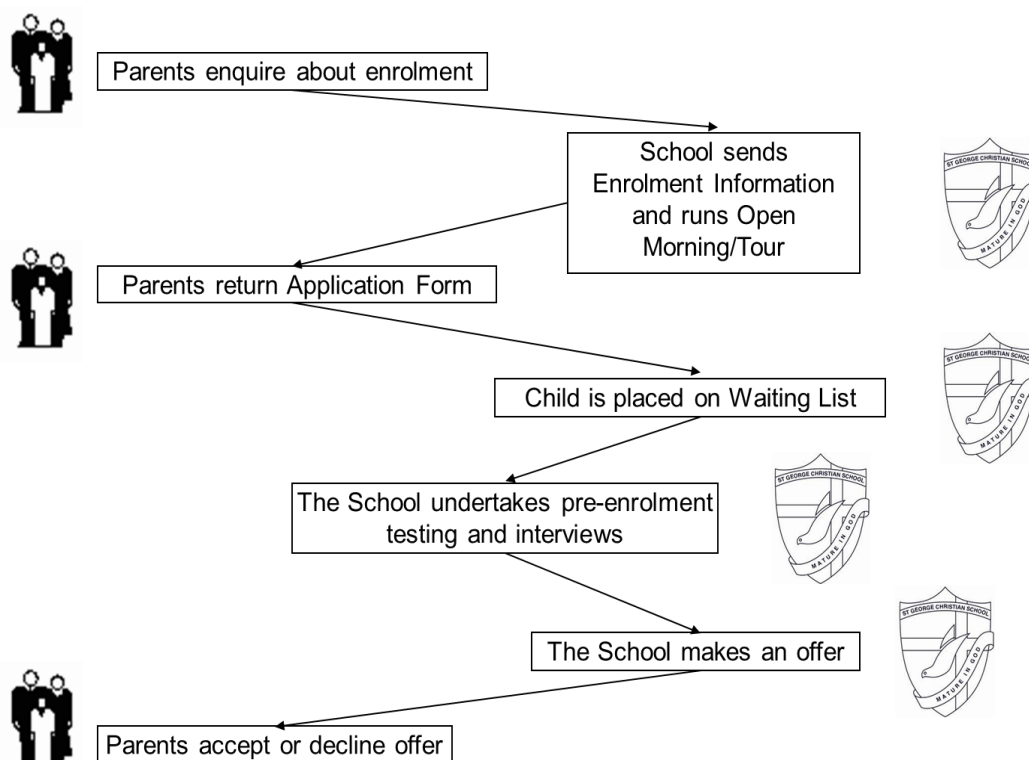
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception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



## School Policies

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

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

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:



## School Policies

- (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.

### 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 Policies

### 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 Christian schools;
- (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.

### 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.



## School Policies

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 5<sup>th</sup> 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.

#### Early entry

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

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

#### Holding of Class Places

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



## School Policies

***Following are summaries of other School Policies.***

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

### OVERVIEW

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 whole school policy which provides for the welfare of students is the Child Protection Policy and Procedures which was last reviewed 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 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 last reviewed in 2016 establishes the principles for discipline and behaviour across the Departments. This policy outlines the biblical framework for discipline at SCGS focusing on the fact that God disciplines those He loves and that good discipline serves our students in love. It emphasises the importance of creating a safe and positive environment at SGCS which allows all students to learn.

Effective discipline involves both training and correction. The policy affirms the principles of Procedural Fairness which emphasise space for dialogue and due consideration around all discipline procedures particularly those with more serious consequences.



## 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.

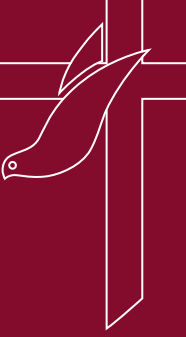
Staff are made aware of the behaviour practices in their Department through induction processes, particular issues being raised at staff meetings as well as all policies being available to staff on Sentral.

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

A whole school communications policy (including grievance procedures) last reviewed in 2017 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 enrol 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 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 Year 7
- 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, Success Criteria and Eliciting Evidence of Learning (K-12 Professional Learning)
- Accreditation as a NESA Endorsed Provider
- New laptops for Year 5 students
- New iPads for Infants students
- Coaching and Mentoring for all New Scheme Teachers (K-12)
- Reviewing school reports (K-5)
- Trialling "Seesaw" in Junior School
- Commencement of Junior School Dance Troupe (three groups in Junior School)
- Redesign of student leadership in Middle School and Senior School (to Category 4)
- Introduction of new 'Spark' Program as part of the Horizon (Gifted and Talented) Program
- Co-curricular Chess Club and Debating Clubs (to Category 4)
- Redesign of Senior School Student Support
- Formative Assessment Practices: Feedback that moves Learning Forward
- Quality Differentiation Practices training for staff

### 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 software system



## School Improvement Targets

### 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) and Formative Assessments (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
- Maintain support of the School's mission to Vanuatu through a Vanuatu Mufti Day fundraiser (Years K-2)
- Encourage parent engagement in Fruit Group Program (K-2)
- Continued Parent involvement in Sensory Integration Program (K-2)
- Continued events for parents to be engaged with including Easter service, Mother's Day Afternoon Tea, Father's Day Breakfast, Open Day, Christmas Concert (Years K-2), Grandparent's Day and Father's Day (Years 3-5)
- Introduced Parent Book Club

### 4. Student Wellbeing

- 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 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
- Improvement to Lockdown provisions for Church Hall at Infants
- Church classrooms provided with door locks for lockdown purposes at Infants
- Sandpits installed for Infants
- Revise Policy for evacuation/lockdown procedures
- Identification and training of wardens K-12
- Student bathrooms refurbishment
- Grant for new turf Supa Grass in Kindergarten playground



## 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
- Continued free counselling for staff with Access EAP
- R & D team focus on Formative Assessment strategies
- Expand post-graduate study policy



# School Improvement Targets

## School Determined Improvement Targets for 2020

### 1. Teaching, Learning and Professional Development

- Full implementation of PDHPE syllabus (K-12)
- Teacher training and implementation of Formative Assessment practices including Learning Intentions and Success Criteria, Eliciting Evidence of Learning and Providing Feedback that Moves Learners Forward (Years K-12 Professional Learning)
- Reorganise Visual Arts and Music learning to improve School's outcomes in Year 8
- Reviewing National Literacy and Numeracy Progressions (Years K-5)
- Developing a Literacy Progression for Reading to measure all Infants students
- Reviewing implementation of Thrass (Years K-2)
- Blue Bots purchased and training for staff in how to use to meet cross curricular outcomes (English, Maths and Science)
- Initial explorations around Skills Continuums in the KLA's
- Coaching and Mentoring for all New Scheme Teachers (K-12)
- Reviewing school reports (K-5)
- Trialling "Seesaw" portfolios in Junior School and as a communication platform with parents
- Reviewing/redesigning portfolios in Infants School
- 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
- Implementation of redesigned student leadership in Middle School and Senior School (to Category 4)
- Embedding 'Spark' Program as part of the Horizon (Gifted and Talented) Program
- Formative Assessment Practices: Feedback that moves Learning Forward

### 2. Administrative Operations

- Continue to implement new HR system which incorporates new Payroll system including automating leave approvals
- Review of School Pro system, software provisions for school business
- Design and implementation of Archiving Policy

### 3. Community

- Continued Parent education program on parenting issues – Strong Hearts Strong Minds
- Continued parent engagement with School through Parent Connect group
- Parent education seminar on Formative Assessment (K-5)
- Infants Campus Group Tours and Hurstville Campus Group Tours
- Continued enhancement and development of eNews





## School Improvement Targets

- Maintain support of the Vanuatu Community and sister school including VTeam Day
- Maintain support of the School's mission to Vanuatu through a Vanuatu Mufti Day fundraiser (Years K-2)
- Encourage parent engagement in Fruit Group Program (K-2)
- Continued Parent involvement in Sensory Integration Program (K-2)
- Continued events for parents to be engaged with including Easter service, Mother's Day Afternoon Tea, Father's Day Breakfast, Open Day, Christmas Concert (Years K-2), Grandparent's Day, Father's Day, Musical and Mother's Day (Years 3-5)

### 4. Student Wellbeing

- 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)
- Explore new uniform options (trousers for female students, new shirts for males)
- Continue Social Emotional Active Learning Program (SEAL) for Kindergarten students, focusing on wellbeing issues faced when commencing school
- Implement social skills program (Years 3-5)

### 5. Facilities and Services

- Junior School relocation design planning
- New student outdoor seating
- New bubblers with water bottle fillers
- Relocate Uniform Shop, OOSH
- Commence construction of B1
- Redesign of B2
- New Astroturf installed at Infants
- Upgrade of Hurstville Campus Bellevue Ave side entry gates (Security)
- New Security (CCTV) & Alarms System (Hurstville campus)
- Removal of 4 large trees & tree trimming of remaining trees across Hurstville Campus
- New A/C System for Main Library
- New A/C system for Music Tuition Rooms
- New A/C system for The Cottage House
- Painting upgrades across both campuses
- Major refurbishment of house for the new Uniform Shop & OOSH
- New 4 car staff parking at Hurstville

### 6. Staff

- Coaching for staff in Formative Assessment
- Staff Fitness Incentive Program
- Continued free counselling for staff with Access EAP
- R & D team focus on next Formative Assessment strategies



## Financial Information

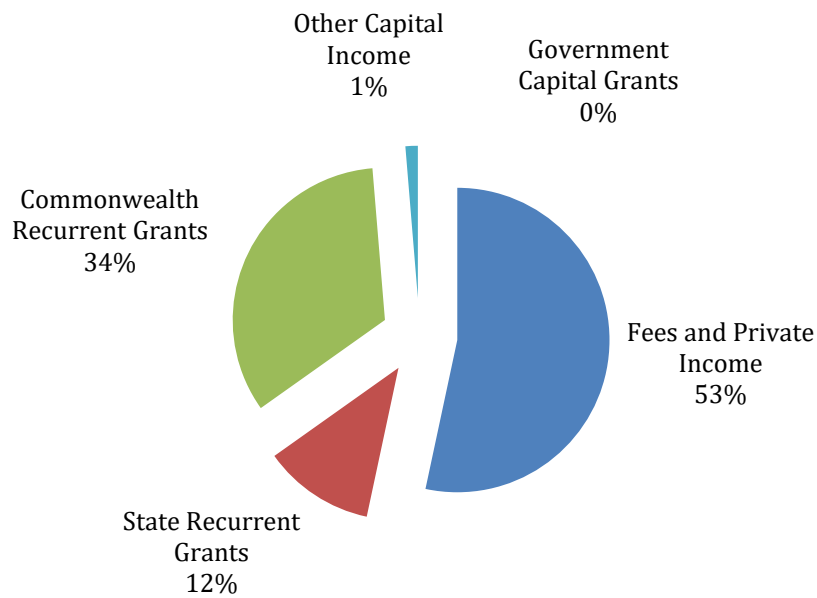


Our dedicated staff work tirelessly to ensure that the stewardship entrusted to them is used wisely for the benefit of the School community.

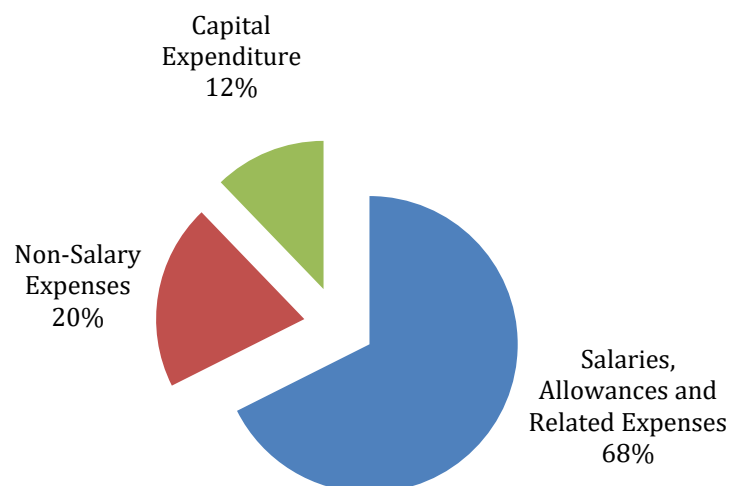


## Financial Information

### Recurrent/Capital Income



### Expenditure Mix





## From the Principal

James Honor

B.Ed. (Syd), M. Sc.

(Coach. Psych) (Syd)

M.A.C.E.

St George Christian School

70 Bellevue Parade

Hurstville NSW 2220

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

P: 02 9547 2311

## **Hurstville Campus**

70 Bellevue Parade Hurstville

## **Sans Souci Campus**

Cnr Rocky Point Road & Hillview Street

Sans Souci