



ANNUAL REPORT

2020



ST GEORGE CHRISTIAN SCHOOL

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.

ABN 60 003 690 833

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Board Members

Mr Patrick Benn

Chairman

Mrs Cathrein Douglas

Dr Ruth Griffiths

Mr Bruce Hindmarsh

Mr James Honor

Principal

Mrs Kerry Leech

Mr Michael Newman

Chair, Finance & Audit Committee

Mr Bruce Stevenson

Deputy Chairman & Chair, Governance Committee

Company Secretary

Mr Stephen McKay



Message from Key Bodies

SGCS School Board

The global COVID pandemic of 2020 brought about significant disruption to almost all aspects of our lives. Thankfully, God has preserved our school in many ways during this season of life.

17 Every good gift and every perfect gift is from above, coming down from the Father of lights, with whom there is no variation or shadow due to change. 18 Of his own will he brought us forth by the word of truth, that we should be a kind of first-fruits of his creatures."
James 1:17-18

And as we read in the first chapter of James God is the one who does not change, in the midst of change. God is the one who gives to his people every good gift that they need. And his reason - that we in believing in Him might demonstrate to the rest of creation who He is and what He has done for us in Jesus.

On behalf of the Board I am pleased to report that, under God, 2020 was a year which saw us continue to govern and operate our school, in a distinctively Christian manner. Throughout the midst of the COVID pandemic there is much to thank God for.

With the onset of the COVID pandemic the Board took a number of additional measures to ensure a good running of the school. These included additional meetings to consider the possible financial implications of COVID, meeting via zoom instead of in-person, and asking the Principal for detailed updates on how the school managed both online learning but also the broader response to COVID. The Board cannot commend the Principal enough for how he and all his staff handled 2020 and guiding us through what was an excellent COVID response.

In addition, and as part of our COVID response, the Board approved significant additional funds to provide for those of our families who may have been in financial difficulty. To the best of our knowledge no parents left the school as a direct effect of the significant COVID-related financial downturn. We sought to offer financial support to allow students to continue their education at the School. The amount of extra COVID-fee assistance granted in 2020 totalled \$168,687.90. In term 2 the amount was \$80,170 for 74 students, and by term 4 that had dropped to \$30,617 for 17 students. We are thankful that God blessed our families with improved abilities to afford their fee obligations.

Even with these additional financial outlays the school had a surplus from our educational activities of \$807,180 - a pleasing result. Our final operating surplus for 2020 was \$1,071,042. Our staff-student ratios remain steady and our student numbers are strong. The decrease across 2020 of those requiring the COVID fee assistance is a strong indication of parents' ability to pay fees in a timely manner.

During 2020 we saw significant property development on the Hurstville site as part of Stage 1 of the re-development. We are thankful to all who have been involved including our architects (NBRS) and builders (Lloyd group) for their expertise. We anticipate that the school will be able to occupy the Stage 1 development in May 2021.

Also, during 2020 the Board spent considerable time considering the next phase of development - Stage 2. This will include the demolition of the current senior school staff rooms, old science labs, timber rooms and admin section of the chapel. This is a crucial stage of development as it unlocks the heart of the school by restoring the chapel area, creating a central atrium and Middle and Senior School Reception. However, the most important feature will be that student movement and access will be significantly improved across the site.

In light of seeking to finance Stage 2 of our Hurstville redevelopment the Board decided to sell 279A Rocky Point Rd. This sale was settled in April 2021. We believe that this is a better utilization of the asset given our preference to redevelop the Hurstville campus. We also have entered into an arrangement with NAB to increase the debt capacity of the school to enable us to move to complete the Stage 2 redevelopment. The Board thanks the very significant work of both our Finance & Audit committee and our Business Manager for their diligence and hard work in bringing about this outcome. Based on our 10-year cashflow projections, the Board is confident, that our borrowings are within our current and projected capacity.

Finally, 2020 saw the Board continue to work on and refine an amended Statement of Faith. We are aware that the school needs to position itself so as to be able to more clearly articulate who we are as an independent evangelical school. The Board has worked in a disciplined manner on this task with a particular view to not change the theological position of the school, but to more clearly articulate who we are. It is hoped that we will bring these suggested changes to the company for consideration and consultation during 2021.

Our school has been blessed with having a stable and consistent Board which has contributed to sound governance over many years. It is appropriate and fitting that I express my thanks to those who serve as fellow Board members; Cathrein Douglas, Ruth Griffiths, Bruce Hindmarsh, Kerry Leech, Michael Newman & Bruce Stevenson. I would like to particularly thank both Kerry Leech and Bruce Stevenson who have indicated that they will be leaving the Board at our AGM in May 2021. I am thankful for their many years of service and the manner in which they have contributed to the Board over these years.

Please continue to pray that SGCS would be a school which faithfully teaches our children the required approved curriculum and is also a place where they have the opportunity to know and love Jesus and are modeled and taught what it means to be a follower of Him for life. And please pray that we would continue to be a distinctively Christian school.

Patrick Benn
Board Chair

On behalf of the Board

Student Leadership – 2020 School Captains

Beth Jacobs, 2020 School Captain

Every year the outgoing School Captains say that their Year Group is, for some reason or another, the best, having overcome adversity together and taken on the challenges of Year 12, but I think it's pretty clear that our Year Group can trump that. As a Year Group we have grown, matured and flourished, both individually and as a collective. We have built one another up and managed to not just make it through but to succeed.

I could stand up here and talk about the things we have missed out on as the "COVID-19 year" but that would be neglecting so many other aspects of our experiences this year. Full time online learning was a first this year. In some ways it was refreshing to slow down school life but no lunch-time zooms quite made up for the physical interaction of normal life. The building project also changed school life. When Mrs Lee said, "the year of fitness", she wasn't joking.

There are plenty of things we will miss about SGCS. I'll miss: seeing each and every one of you every day, including the teachers; casual chats in the microwave line and the daily morning tea specials at the Café; State Library visits with Mrs Howse' history cult... sorry, class; hearing Mr Binns' life story in Chemistry; learning how to make the best fried rice in Maths; Mrs Ioannidis getting overly excited over some biological concept; and of course roll call every morning with the girls. That only just scrapes the surface as most of my best memories over the past 6 years have been made here and I'll cherish them forever.

I would like to thank: my co-Captain Daniel who has been the best and also the wider Prefect team; Mr Garlato for the absolutely, amazing job he has done with leading the student leadership team; our School Executive Team; and every teacher who has helped us along the way, including Mrs Wise and Mr Stavropoulos who have undoubtedly been the best Year Advisers. Thank you for the way that you have supported and loved us all in such a godly way.

This year has more than definitely presented its challenges in so many more ways than one and I am so proud of each and every one of us for making it through (that also goes out to our families and support networks). I am so excited to see where God takes each and every one of our lives and in the same way I want to encourage you to trust in Him and the amazing plan He has for your life.

*But seek first his kingdom and his righteousness,
and all these things will be given to you as well.
Therefore do not worry about tomorrow,
for tomorrow will worry about itself.
Each day has enough trouble of its own.*

Matthew 6:33-34

(Excerpts from Graduation Speech, 2020)

Student Leadership – 2020 School Captains

Daniel Tait, 2020 School Captain

Don't you love it when things go according to plan – when life is predictable and calm? Then again, there are those among us that love surprises and the challenge of negotiating the unexpected. Now even the most enthusiastic thrill seeker would have been challenged by this year. 2020 has been an eventful and also an uneventful year.

We could reflect and be upset about what this year has taken from us, but we could also see what this year has given us. As I look around at our year, I can see that, despite the stresses occurring in-and-outside of school, as a group we have grown closer and become more appreciative of each other. It's been hard to find joy in this year, knowing what we've missed out on, but as a cohort, we overcame these obstacles, persevered, and managed to have sparked a lot of creative ideas and enjoyable moments. Because of 2020, we can also now truly appreciate the things we were deprived of and take that wisdom into our after-school lives.

During the lockdown period especially, I missed having the daily, friendly, face-to-face interactions, and took for granted how much I valued my Year Group and School. Now that's not to say online school didn't have its perks. Sleep-ins, roll calls from bed, virtual backgrounds of teachers or yourself and easy access to food all in the comfort of your pyjamas. But the fear that online could be the way we finish our last year made me yearn for many things about School, that I never thought I would. I missed changing into a uniform in the morning, travelling to School, heated lunch, basketball and dare I say it, the teachers. I anticipate that once we leave School those feelings will return.

During roll call, Mr Stavropoulos and Mr Binns stressed the importance of staying firmly together and continuing to meet up with each other regularly. When we have each other, that's when the class of 2020 is the happiest. Having friends around made everything interesting whatever the task. Since I first joined the School in Year 10, it was clear to me that our year was an accepting year, which valued relationships. Fellowship has been a distinctive characteristic that I have experienced at St George. We are truly blessed to be part of a small, loving Christian community. Love for one another reflects the love of Jesus Christ and it obeys his command to us recorded in John's gospel:

*“A new command I give you: Love one another.
As I have loved you, so you must love one another.
By this everyone will know that you are my disciples if you love one another.”*

John 13:34-35

(Excerpt from Graduation Speech, 2020)



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.

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.



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.

ICAS (UNSW Global)

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. In ICAS 5 High Distinctions, 58 Distinctions, 126 Credits, and 157 Participation Certificates were achieved. In the Australian Mathematics Trust competition, 5 Distinctions, 21 Credits and 20 Proficiency Certificates were achieved.

STEM (Science, Technology, Engineering & Mathematics)

STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

- SGCS boasts a strong track record with its **Robotics Program**, with students regularly represented at State, National and International Championships across multiple year groups. 2020 saw our Robotics program activity interrupted with challenges preventing the mixing of year groups. In term 4 we were able to regroup and participated in the RoboCup Junior NSW Virtual competition. Our students continued to demonstrate their skills earning two first places and a third place. Our students built Robotic creatures, a digital scarecrow and robots that assisted others. Our students also entered the Wonder Robotics Competition that was conducted across 91 countries with over 6500 teams entered. Elektra Joseph Year 4 and Iris Qin Year 4 were place in the top 5 in the world for the 9-11 age group. We are looking forward to continued participation in 2021.
- In 2020, two Year 4 students, Elektra J. and Iris Q. placed in the top 5 in the 9-11 year age category for the *Wonder League Robotics Competition*, **MakeWonder**. The competition involved a series of coding challenges with an invitational round for the finals. The 2019/2020 competition involved 8400 students from 91 countries.

Online Learning

- In the last two weeks of Term 1, students were learning from home (with the exception of students whose parents were essential workers). Online learning took place over a number of platforms, including though the School's LMS (Learning Management System), Zoom, Google Classroom or Seesaw. Students from Kindergarten to Year 8 were issued with a School iPad to ensure they had the technology to stay connected to their teachers and

classmates and had access to the resources they needed. Students in Years 9 to 12 used their laptop.

- The Heads of each Department oversaw the communication to parents of specific arrangements for students in each department, designed to accommodate the diversity of programs and students across the School.

Musicals

- The Junior School produced a musical "Wherever I go" which was professionally filmed over three days in November. It was a COVID-safe production and was distributed in early 2021 to Junior School families.
- The Senior School Musical "Footloose" was cancelled due to COVID-19 restrictions, despite rehearsals being well developed.
- The Infants School filmed their Christmas Concert as a movie they called "Seasons". The children performed in the playground with the School as the backdrop. The theme fitted in perfectly for a year which they found themselves in - an unexpected season.

Beyond Ourselves Mission & Fundraising

- The School's **Beyond Ourselves** mission trip to Vanuatu was unable to proceed due to the ban on overseas travel caused by the pandemic.
- Junior School students raised over \$559.80 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.
- Junior School students raised \$10,632.20 for the **Heart Foundation**, as part of their Jump Rope Day and logged 663 hours of skipping. This is the largest amount that the School has raised in 35 years of participating in this event.
- Middle School students raised \$3,284 in June for **OzHarvest**, Australia's leading food rescue organisation; serving Australians by both reducing the amount of food waste and redirecting this food to people in need.
- The Senior School prefects ran an **Anti-Racism** initiative in June, giving students an opportunity to consider what a Christian response should be to the issue in relation to themselves, their community and their world. In particular, they looked at what the Bible says about racism and the treatment of other people.
- The Infants School is held a Beyond Ourselves Week during Term 3, which coincided with their Book Character Dress Up Day. This gave opportunity to children to think about what it is like to be a character from a favourite story, and also to think beyond themselves about what it is like for less fortunate members of our society. The week also included book donations, food donations and a guessing competition, which raised \$1,076.50 for **Anglicare**. In addition, they raised food donations for Anglicare's food truck, and book donations for the **Aboriginal Literacy Foundation**.
- In November, Year 12 boys participated in **Movember**, raising \$2,335 for the awareness for men's cancer and mental health.

- Middle School students raised \$3,910 in September for **Red Cross**, in response to the explosion in Beirut. Localised teams to support Beirut in their time of need through search and rescues, medical care, transport, food and shelter provision and psychological support for victims of this crisis will opportunities to learn about the challenges that people in Beirut are experiencing and to pray for everyone affected by this issue through some resources created by our Middle School Prefects.
- A summary of the funds raised at fundraising events throughout 2020 are as follows:

OzHarvest	\$ 3,284.00
Anglicare	\$ 1,076.50
Sydney Children's Hospital	\$ 559.80
Heart Foundation-Jump Rope	\$ 10,632.20
Movember Foundation	\$ 2,335.00
Red Cross	\$ 3,910.00

Young Writers' Development

- A love of literature is nurtured and encouraged across all year levels at SGCS.
- The **Infants Book Character Dress Up Day** in August celebrated the joy of reading with children dressing as their favourite book character and enjoyed fun games and activities, lucky door prizes, sausage sizzle and culminated in an exciting read-a-thon at the end of the day.
- In Term 2, Year 3 students studied *The BFG* by **Roald Dahl** which was celebrated with a fun day of drinking frobbscottle and watching the movie.
- In Term 3, Year 4 students studied *The Tale of Desperaux* by **Kate DiCamillio**. At the conclusion of the unit, the students enjoyed a day of activities related to the work including watching the movie.

Music and Art

- Due to COVID-19 there were limited opportunities for the **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 to participate in events but enjoyed practicing together in a COVID safe way when restrictions allowed.
- **HSC Showcase 2020** provided students with the opportunity to display their Major Works to an audience of teachers and classmates. The performances were recorded so family members could watch at a later time with their child. Major Works included Visual Arts, Design and Technology, Industrial Technology, Software Design and Development and History Extension were also captured as still images and on video. The HSC Showcase booklet displayed information about the full range of subjects features and celebrated the significant achievements of Year 12 students who produced major works amidst the disruption of the pandemic.
- **Andrew Dhama** (Year 6) is a talented violinist and in 2020 submitted his own composition *The Weather, Opus 5* (for violin and string quartet) to the Concours International De Composition "Artistes En Herbe" 2020 Luxembourg (International Composition Competition – Aspiring Artists, 2020 Luxembourg). The competition is unique in Western Europe, as children from 11

years of age are admitted in the Junior category. (There are three age categories). In total 223 musical works from 34 countries were submitted to the judges for this year's competition. Andrew was awarded the *Special Prize of the Founder and President* for his work.

- **Year 11 Visual Arts** students had a comprehensive Visual Arts program mapped out for them in 2020: a cultural tour of Europe, an art residency at Bundanon, local gallery visits and artist workshops on campus. The COVID-19 pandemic forced a change of course and instead our Year 11 students explored 21 Centuries of artmaking from the convenience of their classroom and online learning. They were prolific in creating art and the culmination of their creativity, insights and resilience amidst the unprecedented times of 2020 was on display Clive James Library and Service Centre Art Space in Kogarah. The aptly titled Exhibition, *Absence Makes the Art Grow Fonder*, featured over 56 art works including sculptures, paintings, drawings, collages and collaborative works. Year 10 art works which they produced whilst learning from home were also featured.
- Due to COVID-19 restrictions, the ***Live and Unplugged*** Concert, the ***Twilight Instrumentals Concert*** and the ***Eye of the Beholder Exhibition*** were cancelled in 2020.

Sport

- In 2020, SGCS continued to offer a wide range and high level of competitive and recreational sporting opportunities. Our diverse and inclusive Sport program encouraged and facilitated pathways for success and skill development in a variety of sporting pursuits. Due to the associated restrictions this year, the main event on the sporting calendar was the annual SGCS Swimming Carnival.
- In Middle School (Years 6-8), weekly sport involved a widespread variety of options, such as: AFL, Athletics, Boxercise, Circuit, Cricket, Flag Gridiron, Gymnastics, Oztag, Soccer, Spin Class, Swimming, Touch Football, Ultimate Frisbee, and Unicycling.
- Senior School (Year 9-10) participated in Recreational sports such as: Badminton, Beach Sports, Beach Walking, Boxercise, Group Fitness, Paddle Tennis, Soccer, Spin Class, Surfing and Tennis. Grade Sport students only played three rounds of the interschool competition playing against local schools in the St George area. In place of this competition, students competed in the inaugural SGCS Senior School Interhouse Competition.
- SGCS has talented **Jump Rope** students who qualified to compete as part of Team Australia for the World Championships, due to be held in Canada in July 2020. Unfortunately, due to COVID-19 this competition was postponed until 2021. However, the team continued to train online with all the skills and videos accessible to the skippers so that they could keep skipping and stay healthy. The skippers were also involved in Zoom training sessions until they could train together later in the year. With the continued challenges of COVID-19 the World Championships will be held virtually in October 2021. Each team will submit their event entries for judging and these will be shared globally. We are proud of our skippers as they train hard, overcoming obstacles with collaborative determination to succeed.
- **“Boot Camp”** for students in Years 6 to 12 continued in 2020 when COVID-19 restrictions allowed. This before-school, extra-curricular is designed for students and staff wishing to boost their fitness in a combination of circuit and strength training. Some activities were modified to allow Boot Camp to proceed in a COVID safe way.

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is an internationally recognised program for young people and despite the pandemic, 76 students participated in the program in 2020.

- 38 started Bronze in Year 9;
- 17 continued to Silver in Year 10;
- 12 continued to Gold in Year 11; and
- 9 were finishing their Gold Award in Year 12.

The Gold Practice Hike was held in February. Following this, NSW COVID-19 restrictions significantly impacted the program. Students were not permitted to attend their weekly commitments to Physical Recreation, Skills and Voluntary Service and hikes were postponed.

The International Duke of Edinburgh's Award convened and provided temporary changes to the program during the pandemic to ensure that candidates could continue progressing through the award.

At the conclusion of 2020, all postponed hikes were completed and candidates moved into the end of year holidays attempting to complete the hours in each section of their award.

The School was congratulated by the NSW Government on achieving in the top 100 Award Centres for both the number of registrations as well as the percentage of completions in 2020. Congratulations to Mr Grahame Binns, Ms Kathryn Walker, and Mrs Michelle Wise for their dedication to this program.

In March 2020, Anastasia Kormas who graduated in 2019, received her Duke of Edinburgh Gold Award at a ceremony held at Government House.

Library

- We have some very enthusiastic readers as part of the **Book Club** at SGCS and 2020 presented challenges in how to stay connected. The Middle School and Parent Book Clubs continued to meet over Zoom and library lessons were also presented online.
- With more time at home, reading became more popular than ever. The Library ran a **Click and Collect Book Borrowing** program while students were learning at home, where students and parents emailed requests and books were collected and returned at the Main Office.

Presentations & Assemblies

- Year 12 students were formally farewelled at the **Year 12 Graduation** which was held on the last day of Term 3. The event was livestreamed so that parents could celebrate this momentous occasion remotely with their children. Graduating students were presented with a letter of congratulations from their parents in addition to a letter from The Hon Margaret Beazley, Governor of NSW. Year 11 students and staff attended the ceremony.
- **End of Year Assemblies** were conducted for each individual year group at end of Term 4. Each event was livestreamed so that parents could celebrate this occasion remotely with their children.

Parenting Education

- A '**Strong Hearts Strong Minds**' workshop was held in Term 1. The topic *Emotional Wellbeing* was designed to help parents assist their children manage their emotions. The workshop also aimed to assist parents and educators in understanding how anger works and how conflict can be resolved.
- Workshops scheduled for Term 2-4 were cancelled due to COVID-19.

Open Days / Community Days

- **Information Tour Mornings/Information Sessions:** Information Tour Mornings for prospective families were scheduled for 2020. However, after the initial Information Tour Mornings in February and March, the School was unable to host parents on campus due to COVID-19 restrictions and these were replaced with Information Sessions via Zoom. They featured a *Meet the Principal and Head of Department* session as well as a presentation from the Registrar. By December, we were able to host small groups of prospective families on Campus again, subject to COVID safety plans.
- **Open Days:** Prior to development at our Hurstville Campus and Sans Souci Campus, Open Days were held annually. A decision was made to postpone Hurstville Campus Open Day until after construction is completed. Sans Souci Open Day was cancelled due to the pandemic.
- **Infants Open Day, Mother's Day, Father's Day** and **Volunteer Thank You** events were cancelled due to the pandemic.

Parent Connect and Parent Communication

- **Parent Connect:** The Parent Connect group aims to facilitate parent involvement with the School and connect parents with each other. It is a parent-led initiative, coordinated 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 2020 Parent Connect met once in Term 1 before COVID-19 restrictions prevented this from meeting face-to-face for the remainder of the year.
- **Parent Communication:** Due to COVID-19 restrictions limiting parent access to our Campuses, SGCS increased the frequency of School newsletters to the parent community, sending eNews and Hurstville Campus Development updates fortnightly (on alternate weeks). A new title, Books for Breakfast ENews was launched in collaboration with the SGCS Library. Two Fact Sheets regarding the pandemic were created on behalf of our School Counsellors for the School Community: ***Returning to Face-to-Face Learning March 2020*** and ***Tips to Support your Child during the Pandemic May 2020***.

Careers

The Careers Program offers students in Years 9 to 12 opportunities to confirm their strengths in the workplace, undertaking work experience and being educated in the prospects of further study or work opportunities. In 2020, this program was significantly impacted due to the COVID-19 pandemic.

Careers Work Experience - On Campus Program

- **Year 9** - In Term 4, students attended a MyStrengths incursion, which gave them the opportunity to complete an online questionnaire, the results of which confirmed their 5 top strengths. Students share their results and encourage their peers in their strengths. One-on-one Careers Interviews with the Careers Adviser were attended by each student. The MyStrengths results are a conversation starter to discuss how a strength can assist in forging direction to a career. Subject Selection, Work Experience and study options were also discussed in length.
- **Year 10** - Students were unable to participate in a work experience program due to the pandemic.
- **Year 11** – The HSC & Careers Expo normally held in May was cancelled due to the pandemic.
- **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, many emails were sent by the Careers Adviser to Year 12 students, which explained TAFE application, the UAC application process, advised of virtual open days, scholarships, cadetships and much more.

Building and Property

Hurstville Campus Master Plan

- On Tuesday 17 March 2020, we marked the commencement of the Hurstville Campus Development Project (B1) with a **Ground-breaking Ceremony**. The official ground-breaking was undertaken by the Principal, Mr Newman (Chairman of the SGCS Finance & Audit Committee), and Board members, Mrs Cathrein Douglas and Mrs Kerry Leech, and School Captains, Beth Jacobs and Daniel Tait.
- During 2020, two videos of the Hurstville Campus Development Project (HCDP) were uploaded to the School's website. The first, a time-lapse video of construction work undertaken during the winter vacation and the second a video by the construction company (Lloyd Group) show the progress of work up until the Spring vacation.

Courses and Elective Subjects Offered

Stage 5 Elective Subjects:

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

Stage 6 Courses:

- 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
- English Studies
- 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)
- Visual Arts

Co-Curricular Activities and Specialist Programs

During 2020 a number of co-curricular activities across the School were cancelled, modified and/or conducted online (via Zoom) to comply with NSW Government COVID-19 restrictions. The below list identifies the activities and programs that are offered as opportunities for students during a normal school year. Some activities such as music tutoring were held on Zoom.

Note: *Instrumental and vocal tuition is a paid service, offered by external, peripatetic tutors.*

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
- Swimming Program
- Specialist Music Teacher
- Specialist Sport Teacher

JUNIOR SCHOOL

Co-curricular Activities:

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

Specialist Programs:

- Horizons Program
- Leadership Training
- Learning Support
- Specialist Sport Teacher
- Specialist Music Teacher
- PDH (previously known as Life Skills) Program

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 (instrumental and voice)
- Jump Rope for Heart Team
- MS Leadership Team
- Chess Club
- Homework Club
- Origami Club
- Robotics Club – Beginners
- Robotics Club – Advanced
- String Ensemble
- Artists' Excellence Group
- Anthropologists' Group
- Scientists' Group
- Technology Group

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

Christian Studies

The SGCS curriculum also includes study of the Bible 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 (clinical psychologists) 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.

Student Learning Outcome Improvement Measures

INFANTS SCHOOL

- 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.
- 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, encouraging students 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.

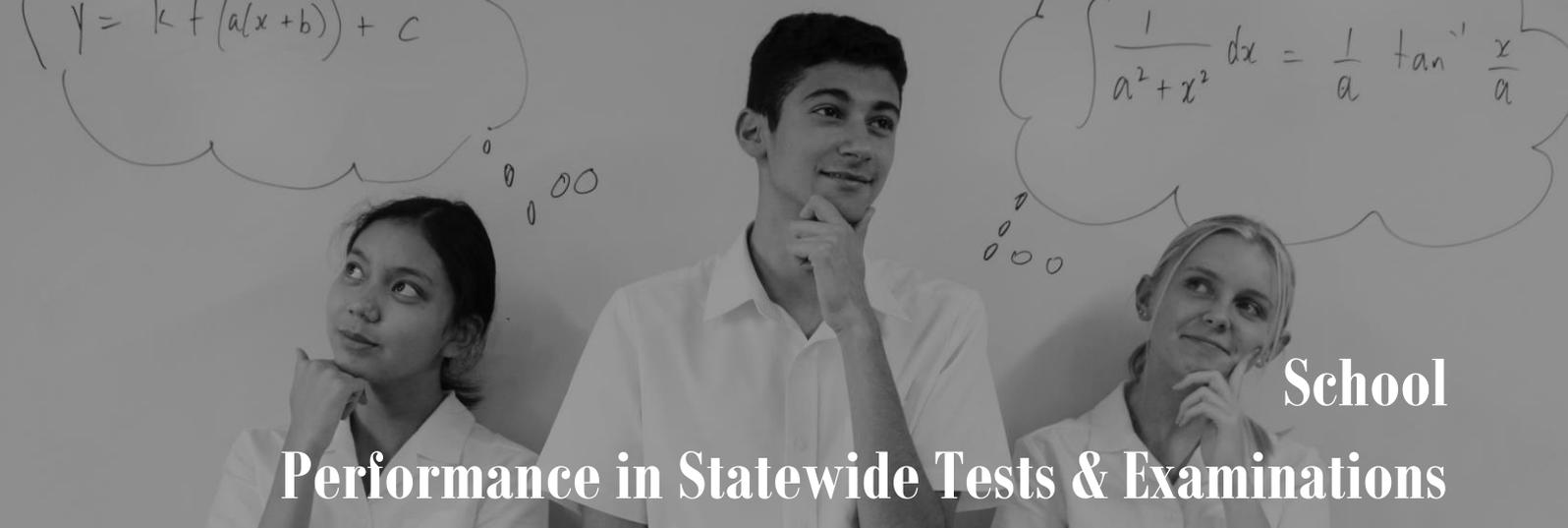
MIDDLE SCHOOL

- Refining practices in formative assessment strategies.
- Increasing the focus on skills in programs.
- Strengthening our partnership with parents of students with IPs (Individual Plans).
- Updated our framework policy 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.
- Continued strengthening of students' Creative and Performing Arts outcomes through Music, Visual Arts & Drama TLP program.
- Provision of Literacy Support Teachers to support selected Years 6, 7 and 8 students in comprehension, vocabulary and writing as well as ESL support.
- Provision of teachers' aides in Years 7 and 8 classrooms to support learning and physical needs of students with additional needs.
- Year 7 Transition Program for selected students in Year 6.

- Integrating explicit teaching of research skills and referencing skills in History, Geography and Learning to Learn programs.
- Provision of flexible and mobile technology in the form of iPads for Years 6, 7 and 8 to enhance global connectivity, higher order thinking skills and personal decision making.
- Continued development of the Middle School Excellence Program to extend and enrich highly able students under the SGCS Horizons Program for high achievers.
- Redesigned our framework, policy and practice to support student leadership.

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.



School Performance in Statewide Tests & Examinations

“We encourage our students to face their assessments with a calm and confident attitude. Regular feedback to students provides affirmation that they are developing in their skills, learning habits and thought processes.”

Mr James Honor, Principal

Student Outcomes in Standardised National Literacy & Numeracy Testing

NAPLAN

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on the [My School website](#).

Senior Secondary Achievements

Record of School Achievement (ROSA)

Sixty-eight (68) students completed Year 10 in 2020. Eight (8) students went on to further studies elsewhere and the remainder continued at SGCS to complete the Higher School Certificate.

Higher School Certificate HSC (Higher School Certificate)

- A total of 69 Year 12 students completed their **HSC examinations** in 2020. 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%. (same as 2019) On this basis, SGCS received an overall ranking of 107th in the State. This is our fourth consecutive year of improvement: in 2019 we were ranked 116th, in 2018 118th and in 2017 134th.
- A third of our HSC students (24 students out of 69) achieved '**Distinguished Achievement status**' awarded by NESA in at least one course with results in the highest possible bands (Band 6 or E4) in the following courses. Our students collectively achieved 55 Distinguished Achievement Awards.
 - Biology
 - Business Studies
 - Community and Family Studies
 - Drama

- English Advanced
 - English Extension 1
 - History Extension
 - Industrial Technology – Timber
 - Legal Studies
 - Mathematics Advanced
 - Mathematics Standard 2
 - Mathematics Extension 1
 - Mathematics Extension 2
 - Modern History
 - Music 1
 - PDHPE
 - Physics
 - Visual Arts
- Three students achieved recognition as All Round Achievers with results in the top band for 10 units of HSC courses.
 - The creative talents of two of our Year 12 Industrial Technology students, one from the Multimedia strand and one from the Timber option, were recognised with their Major Works being nominated for both the SHAPE and InTech exhibitions, showcases of exemplary major projects.

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	50.00	33.37	+16.63
Biology	53.84	30.73	+23.11
Business Studies	60.72	35.32	+24.4
Community & Family Studies	60.00	36.29	+35.13
Drama	81.82	47.41	+34.41
English Advanced	90.00	63.40	+26.60
English Extension 1	100.00	92.68	+7.32
English Extension 2	100.00	82.46	+17.54
Industrial Technology - Timber	33.33	23.82	+9.51
Investigating Science	50.00	28.27	+21.73
Mathematics Advanced	70.97	52.60	+18.37
Mathematics Standard 2	43.90	24.72	+19.18
Modern History	90.91	37.44	+53.47
Music 1	66.66	64.45	+2.21
Physics	62.50	40.64	+21.86
Society & Culture	50.00	43.91	+6.09
Visual Arts	76.68	52.62	+24.06

These results have led to university offers in a diverse range of Bachelor courses including Commerce, Science, Health Science, Arts, Communication, Film, Industrial Design, Business, Speech & Hearing, Information Technology, Information Technology, English, Psychology, Nursing, Exercise Physiology, Computing Science, Construction Management & Property, Law, Social Work, Oral Health, Chiropractic Science, Cognitive & Brain Science, Property, Criminal & Criminal Justice, Medicinal Chemistry, Medical, and Architectural Studies.

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, Notre Dame University, SAE Institute, and SIBT College.

HSC Results by Subject

Ancient History

In 2020, 80% of students (numbering 8 out of 10) achieved within Bands 4-6 (State average 62.88%). This compares to 90.9% in 2019. It should be noted that one of the remaining students achieved a Band 3.

Biology

In 2020, 69.2% of students (numbering 9 out of 13) achieved within Bands 4-6 (State average 62.67%). This compares to 72% in 2019. It should be noted that 3 of the remaining students achieved a Band 3.

Business Studies

In 2020, 92.9% of students (numbering 26 out of 28) achieved within Bands 4-6 (State average 62.49%). This compares to 72.22% in 2019.

Chemistry

In 2020, 77.8% of students (numbering 7 out of 9) achieved within Bands 4-6 (State average 69.55%). This compares to 94.44% in 2019. It should be noted that the 2 remaining students achieved a Band 3.

Community and Family Studies

In 2020, 100% of students (numbering 5 out of 5) achieved within Bands 4-6 (State average 69.72%). This compares to 85.72% in 2019.

Drama

In 2020, 90.9% of students (numbering 10 out of 11) achieved within Bands 4-6 (State average 90.29%). This compares to 100% in 2019. It should be noted that the remaining student achieved a Band 3.

Economics

In 2020, 81.8% of students (numbering 9 out of 11) achieved within Bands 4-6 (State average 77.58%). This compares to 25% in 2019. It should be noted that the 2 remaining students achieved a Band 3.

English (Advanced)

In 2020, 100% of students (numbering 20 out of 20) achieved within Bands 4-6 (State average 94.76%). This compares to 95.83% in 2019.

English (Standard)

In 2020, 77.6% of students (numbering 38 out of 49) achieved within Bands 4-6 (State average 57.64%). This compares to 78% in 2019. It should be noted that 9 of the remaining students achieved a Band 3.

English Extension 1

In 2020, 100% of students (numbering 4 out of 4) achieved within the top two Bands (State average 92.68%). This compares to 100% in 2019.

English Extension 2

In 2020, 100% of students (numbering 1 out of 1) achieved within the top two Bands (State average 82.46%).

History Extension

In 2020, 71.4% of students (numbering 5 out of 7) achieved within the top two Bands (State average 76.12%). This compares to 66.67% in 2019.

Industrial Technology

In 2020, 90.5% of students (numbering 19 out of 21) achieved within Bands 4-6 (State average 52.53%). This compares to 80% in 2019. It should be noted that the remaining 2 students achieved a Band 3.

Investigating Science

In 2020, 60% of students (numbering 6 out of 10) achieved within Bands 4-6 (State average 58.2%). It should be noted that 3 of the remaining students achieved a Band 3.

Legal Studies

In 2020, 92.3% of students (numbering 12 out of 13) achieved within Bands 4-6 (State average 65.68%). This compares to 100% in 2019. It should be noted that the remaining student achieved a Band 3.

Mathematics Advanced

In 2020, 96.8% of students (numbering 30 out of 31) achieved within Bands 4-6 (State average 78.55%). This compares to 96.3% in 2019. It should be noted that the remaining student achieved a Band 3.

Mathematics Extension 1

In 2020, 86.7% of students (numbering 13 out of 15) achieved within the top two Bands (State average 74.5%). This compares to 70% in 2019. It should be noted that the 2 remaining students achieved a Band E2.

Mathematics Extension 2

In 2020, 100% of students (numbering 1 out of 1) achieved within the top two Bands (State average 84%). This compares to 100% in 2019.

Mathematics Standard 2

In 2020, 75.6% of students (numbering 31 out of 41) achieved within Bands 4-6 (State average 50.35%). This compares to 73.7% in 2019. It should be noted that 4 of the remaining students achieved a Band 3.

Modern History

In 2020, 100% of students (numbering 11 out of 11) achieved within Bands 4-6 (State average 66.18%). This compares to 100% in 2019.

Music 1

In 2020, 100% of students (numbering 3 out of 3) achieved within Bands 5-6 (State average 90.73%). This compares to 100% in 2019.

Music 2

In 2020, 100% of students (numbering 4 out of 4) achieved within Bands 5-6 (State average 99.71%). This compares to 100% in 2019.

Music Extension

In 2020, 100% of students (numbering 3 out of 3) achieved within the top two Bands (State average 97.25%).

Personal Development, Health and Physical Education

In 2020, 66.7% of students (numbering 8 out of 12) achieved within Bands 4-6 (State average 61.45%). This compares to 75% in 2019. It should be noted that 2 of the remaining students achieved a Band 3.

Physics

In 2020, 87.5% of students (numbering 7 out of 8) achieved within Bands 4-6 (State average 67.18%). This compares to 90.9% in 2019. It should be noted that the remaining student achieved a Band 3.

Society and Culture

In 2020, 100% of students (numbering 14 out of 14) achieved within Bands 4-6 (State average 80.16%).

Software Design and Development

In 2020, 100% of students (numbering 4 out of 4) achieved within Bands 4-6 (State average 65.75%). This compares to 90.9% in 2019.

Visual Arts

In 2020, 100% of students (numbering 14 out of 14) achieved within Bands 4-6 (State average 90.11%). This compares to 100% in 2019.

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

Senior Secondary Outcomes

Percentage of students in Year 12 undertaking a course in vocational or trade training:	6%
Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:	100%



Professional Learning Accreditation & Qualifications

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

Teacher Professional Learning Program

Although interrupted by COVID restrictions and online teaching and learning, in 2020, 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 practices of teaching staff. The aim is to improve student learning outcomes and engagement and student ownership of their learning. In addition, we further equipped staff to teach online during COVID-19 school shutdowns.

Staff focussed on the formative strategy feedback that moves learning forward 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 2020 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 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 2020.

The overall expenditure on staff professional development for 2020 was \$251,190.00. Average expenditure per teacher in 2020 was \$3,693.97.

Staff (Department) Professional Development undertaken in 2020 included:

- All teaching staff were involved in Professional Learning activities in Week 0 of Term 1 (the week before students commence).
- Compulsory Child Protection training was presented to all staff (Teaching and General Staff) by the School Counsellor and Director of Research Compliance and Accreditation at a Whole School Staff Meeting (WSSM) on Wednesday 4 March 2020. Catch-up training was provided via Zoom for staff members unable to attend the WSSM as COVID-19 restrictions prevented further face-to-face meetings.

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:

- Moving Learning Forward (Corwin Professional Learning Conference)
- Sustainability Cross Curriculum Priority (Christian Schools Australia)
- Child Safe eLearning Reporting Allegations (NSW Office of the Children's Guardian)
- Feedback Day 1 and 2 (SGCS)
- Coaching Conversations (SGCS)
- Risk Assessment (SGCS)
- Feedback Day 1 and 2 (SGCS)
- First Aid (St Johns Ambulance)
- "Making Supplementary, Substantial and Extensive Curriculum Adjustments" Webinar
- "Curriculum Adjustments" A practical Guide to Implementation" Webinar
- Dyscalculia: The Dyslexia of Maths (Teacher Training Australis)
- Supporting Children with Expressive and Receptive Delays (Learning Links)
- Supporting Children with Expressive and Receptive Delays (Learning Links)
- Anxiety & Depression in Children and Adolescents (Learning Links)
- 2020 Briefings by NESA: Renewal of registration/accreditation and TAA approval in 2021 (AIS)
- Navigating the Online Classroom (Teacher Training Australis)
- How to Deliver Online Learning with Google Classroom (Teacher Training Australis)
- Certified ADHD Professional Intensive (Institute of Certified ADHD Professionals)
- HSC PDHPE Workshop (NESA)
- Physical Activity and Sports Studies (Australian Council for Health, Physical Education and Recreation)
- "Meet the Markers" (STA NSW)
- HTA Modern History Core: HSC Insights (History Teachers Association of NSW)
- Planning for Quality Home Learning in PDHPE
- Using the power of Google Forms to Provide Assessment Feedback in an Instant Webinar
- Life Skills Planning (AISNSW)
- Ignite the Spark Developing Talent (University of NSW)
- AAHPER PDHPE HSC Enrichment Day (Australian Council for Health, Physical Education and Recreation)
- ME Managing Emotions DBT (Expressive Therapy Clinic)

- Green Chemistry Conference (STA NSW)
- Physics Conference (STA NSW)
- HSC Experiments and Investigations
- Teaching Stage 6 CAFS for the First Time (Australian Council for Health, Physical Education and Recreation)
- Exploring Year 11 CAFS Program (The Learning Network)

Teacher Accreditation & Qualifications

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	3
Proficient Teacher	81

Teacher Qualifications

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as a recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	87
ii. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	1

Staff Qualifications

PRINCIPAL	Mr James HONOR	MSc(CoachPsych), BEd (USYD), MACE
BUSINESS MANAGER	Mr Stephen MCKAY	BCom(Acc) (UOW), BDiv, DipMin (Moore College), CPA
DEPARTMENT HEADS		
HEAD OF SENIOR SCHOOL	Mrs Carolyn LEE	BA, DipEd (USYD)
HEAD OF MIDDLE SCHOOL	Mrs Jeannie DONSWORTH	BTeach (WSU), BHA (UNSW)
HEAD OF JUNIOR SCHOOL	Mrs Nicole FINCH	MLMed (UON), DipEd(EarlyChild) (SydCAE)
HEAD OF INFANTS SCHOOL	Mrs Gai LEAN	BEd (CSU), DipTeach (UNSW)
DIRECTOR OF STUDIES	Mr Greg MATTES	MEd (Southland), MA, BSc, DipEd (UNSW)
COORDINATORS		
SCIENCE	Mrs Rosemary IOANNIDIS	MTeach, BSc(Hons) (USYD)
CAPA	Mr John COLLYER	BMusic(Hons) (UoN), GradDipEd (UNE), AMusA, LMusA (AMEB), GradDipMinStu (CHC), Cert IV TAA (TAFE), Cert III LiveProd&Events (JEC)
ENGLISH	Mrs Rosanne KINMOND	BA (USYD), GradDipEd (CSU)
TECHNOLOGIES	Mr Neil DEUIS	BA (USYD), GradDipEd (Wesley)
MATHEMATICS	Mr Greg MATTES	MEd (Southland), MA, BSc, DipEd (UNSW)
SPORT	Mr Reece CONDON	MTeach, GradDipOutEd (NotreDame WA), BSc (ECU WA)
PDHPE	Mr Stephen MOORE	BEdPhyHlthEd (UOW)
HSIE	Mr Scott WIMBLE	MEd, GradDipEd (CSU), BA (UOW)
STUDENT WELFARE		
JUNIOR SCHOOL	Mr Rob ARCHER	BEd(Prim) (USYD), DipTeach (STC)
MIDDLE SCHOOL	Mr Paul CURTINSMITH	BEd, BTeach(Prim) (UOW)
SENIOR SCHOOL	Mr Joel GARLATO	BDesignTech (WSU), GradDipEd(Sec) (ACU)

TEACHING STAFF

ALLUM, Patricia	BEd (STC)
ALTERATOR, Jan	BEd (USYD), DipTeach (SydCAE)
ARCHER, Rob	BEd(Prim) (USYD), DipTeach (STC)
ATHAS, Koula	MTeach (WSU), BA (UNSW)
BEDWELL, Mikaela	BPrimEd (UOW)
BINNS, Grahame	BSc(Hons) (USYD), DipEd (UNE)
BINNS, Karen	BEd, DipTeach (UOW)
BLIGHT, Megan	BPrimEd(Hons) (UOW)
BLIGHT, Michelle	MA(TESOL) (WSU), BSc, DipEd (UNSW), DipBibleMiss (Moore College)
BURNETT, Brendon	MTeach(Sec), BA(Hons), DipArts (USYD), MRes (MQ), MHist (UNE)
CANNING, Amy	MEd(SpEd), BMusBEd (UNSW), AMusA (AMEB)
CAPELL, Jasmine	BA(Hons) (UC NZ), DipTeach (CTC NZ), GradCertArt (SydColDiv)
CHALKER, Kathryn	BEd(Sec:HumMovHlthEd) (USYD)
CHARTERS, Lorraine	DipTeach (Mitchell CAE)
CHENG, Wilson	BSc(Comp) (UNSW), GradDipEd (Sec) (Excelsia)
COCKING, Mathew	BEd (TechandAppStud) (CSU), Cert IV Build&Constr, Cert III Carpentry (TAFE)
COOK, Nerine	MA(EngLit) BA(Hons) (OpenUni UK), BPrimEd (UWitwatersrand ZA)
COTTAM, Vanessa	DipTeach (ATC)
CROUCHER, Jonathan	BEd(Sec) (USYD)
CUNNINGHAM, Louisa	MArt, BEd(Art) (UNSW)
CURTINSMITH, Paul	BEd, BTeach(Prim) (UOW)
DALLIMORE, Chloe	MTeach(Prim) (UNE), BIGS (USYD)
DECK, Claire	BA (USYD), GradDipEd (Wesley)
DUDLEY, Jill	BEd (Sec:Human Mvmt/Hlth Ed) USYD
ELMS, Danielle	BEd (USYD)
ERWIN, Adrienne	MEd (UOW), BEd (Morling)
FARAH, Kylie	BEc (USYD), GradDipEd (WSU)
GALE, Jessica	BPrimEd (UOW)
GARLATO, Joel	BDesignTech (WSU), GradDipEd (Sec) (ACU)
GILLMAN, Lucas	BEd (USYD)
GORDON, Margaret	DipTeach (UNSW)
GORDON, Rebekah	MTeach, BSc (USYD)

GRAY, Roxanne	MEd(Spec&Incl Ed) (USYD), BArtEd (Notre Dame)
HARTUP, Kate	MEd (Maths), GradCertMaths(UniND), BPhyEd (ACPE)
HO, My Anh	BSC (UNSW), DipEd (USYD)
HOLDEN, Kate	BA, GradDipEd(Sec) (UOW)
HONOR, Melissa	MA(Prelim), BA (USYD)
HOWSE, Jennifer	BA (UNSW), DipEd (CSU), GradDipDiv (SMBC)
INGRAM, Fiona	BEd (UOW) BEdStu (CSU)
IOANNIDIS, Rosemary	MTeach, BSc(Hons) (USYD)
KARTSONAS, Nikki	MA(ChildLit) (MQ), BA, DipEd(Prim) (USYD), DipDivMiss (SMBC)
KASPER, Sandra	BEd (UNSW), DipTeach (USYD)
KEECH, Chloe	BA (UOW), GradDipEd(Prim) (UOW)
LEATE, Kirrily	DipTeachEarlyChildEd (MQ)
LESLEIGHTER, Lyndall	MTeach(Prim) (WSU), BAppSc(Orthop)(Hons) (USYD), GradDipEd (SCU)
LEWIS, Gabrielle	BA, DipEd (MQ)
LYMN, Karen	BA, DipEd (USYD)
MCDONELL, Jaala	BArtEd (UNSW)
MCMASTER, Karen	BEd(Prim), BTeach(Prim) (UOW)
MELLOR, Fiona	DipTeach(Prim) (UNSW)
MULHOLLAND, Helen	DipTeachEarlyChildEd (SA CAE)
MURRAY, Julie	BEd (USYD), GradDipSchLibr (Inst of Riverina), GradCert(TESOL) (UOW)
MUTCH, Justine	BA, DipEd (UOW) DipFashDesign (Whitehouse Design School)
OLLERTON, Ann	BSc, DipEd (USYD)
ORROCK, Barbara	DipEd (Alexander Mackie CAE)
PAIN, Phillip	MEd, BACom, GradDipEd (UNE)
PARSONS, Emily	BPrimEd (UOW)
PEGLER, Amy	MTeach(Sec) (UNSW), BCA/BA (UOW)
PERRY, Emma	BArtEd (UNSW), AdvDipFashDesign (TAFE)
RADLOFF, Rebecca	MTeach(Prim), BPsycSc (UNSW), AMusA (AMEB)
SCOTT, Joshua	BTeach(Prim), BA (USYD)
SMART, Lauren	BEd (EarlyChildPrim) (ACU)
SMITH, Anna	MTeach(Sec) (ACU), BComMediaStu (UOW)
STAVROPOULOS, Nathan	BEd (Sec Ed: Maths), BSc (USYD)
STEINWEDE, Bronwyn	BEd(Prim), BA(PubCom) (MACQ)

TASKER, Nicole	BEdPhyHlthEd (UOW), DipHealthSc (TAFE)
VASILEV, Karen	MA(TESOL) (UTS), BEd (ANU)
VASQUEZ, Daniel	MTeach, BA (WSU)
VILLAREAL, Rachel	BFineArts (NAS) GradDipEd (ACU)
WADDS, Prudence	BEd(Prim)(WSU)
WATTS, Jeremy	MTeach(Prim), BA (WSU)
WILSON, Peter	BSc (UWA), DipEd (WACAE), BTh (Flinders Uni), GradDipPastoralStud (ACD)
WISE, Michelle	MTeach(Prim) (WSU), BPhyHlthEd (UOW)
WISNIEWSKI, Mollie	BPrimEd (UOW)
YOUNG, Kerryn	MTeach, BAI (USYD)

GENERAL STAFF

AMOS, Margaret	Admissions Assistant - BA(Psych)(WSU)
ASHTON, Cheryl	Middle School Admin Assistant
BALTEC, Alex	Maintenance Support Officer
BINNS, Karen	BSc(Hons) (USYD), DipEd (UNE)
CHENG, Wilson	ICT Manager, BSc(Comp) (UNSW), GradDipEd (Sec) (Excelsia)
COPP, Roger	Accounts Receivable Officer
COX, Merrilyn	Library Technician
CUNNINGHAM, Imogen	Visual Arts Assistant
DONSWORTH, Paul	Maintenance Manager
FANOUS, Amany	Science Lab Assistant, BSc (Uni of Cairo, Egypt)
GATENBY, Jayne	Student Learning Support Officer
HART, Claire	Accounts Receivable Officer/Admin Assistant
HILTON, Rebecca	PA to Principal
HOMOLA, Martin	Project, Property and Facilities Manager
HORNBY, Rachel	Café Assistant
JONES, Linda	Teacher's Aide
KOLLOFF, Frances	Purchasing Officer
LAYLIM, Meredith	Library Technician, DipLibInfoServ (TAFE)
LE, Daniel	ICT Officer - BCreativeTech (JMC Academy)
LUCAS, Demi	Senior School Admin Assistant/VTR
LUTTON, Susan	Payroll Officer

MAWER, Milla	Infants Admin Assistant
MCDONALD, Ros	Main Office Admin Assistant
MCGARRITY, Julie	Café Assistant
MCINTOSH, Rebecca	Infants/Junior School Counsellor, MPsych(EdDev), GradDipPsych (WSU), BA(PsychEd) (USYD)
MCKEON, Sharleen	Accounts Receivable Officer
MELLER, Lisa	Student Learning Support Officer
MOORE, Kate	Orders Receivable Officer/Café Assistant
MOUNIER, Connie	Junior School Admin Assistant
NEWTON, Suzanne	Community Engagement Officer, BAppScInfo (UTS), GradDipMusStud (JCU)
NOSWORTHY, Julie	Senior School Admin Assistant
PATE, Anna	Senior School Admin Assistant/VRT
PAUL, Riki	Student Learning Support Officer
PEARSON, Maggie	Teacher's Aide
PULLEY, Li-Ann	PA to Business Manager
PUNNETT, Carolyn	Café Manager
PYETT, Lauren	Middle School Counsellor, BSc(Psych), GradDipPsych (UOW)
RAJAN, Jesse	ICT Officer
RAMSAY, Nicole	Food Tech Assistant
RICHARDSON, Alison	Teacher's Aide
SAWARD, Angella	Registrar
STRIGAS, Valerie	Office Manager, CertPersMgmt (TAFE)
STROLIN, Megan	Careers Advisor/Senior School Admin Assistant, GradDipCareerEdDevel (RMIT)
TABER, Jillian	Infants Admin Assistant
VARGAS, Tristan	Student Learning Support Officer
WILSON, Judith	Senior School Counsellor, BA(Hons) (FUSA), DipTeach (Prim) (USQ), GradCertPsych (CACAP)



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 part-time School Counsellors, Administrative and IT specialist staff, Property and Maintenance and Support staff and a total of 88 teaching staff.

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

The School has 88 staff with teacher qualifications from a higher education institution within Australia as recognised by the NSW 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>

School Staff	
Teaching Staff	88
Full-time equivalent teaching staff	68
Non-teaching staff (General Staff)	50
Full-time equivalent non-teaching staff (General Staff)	33

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 2020.

The School does not currently have on staff any Aboriginal and/or Torres Strait Islander peoples.



Student Attendance, Retention Rates & Post-School Destinations

Student Attendance

Student Population of the School

In 2020, there were 786 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 2020 was 97% comprised of:

Student Attendance by Year Group	%
Kindergarten	99
Year 1	96
Year 2	96
Year 3	96
Year 4	95
Year 5	97
Year 6	97
Year 7	97
Year 8	97
Year 9	97
Year 10	95
Year 11	96
Year 12	97

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 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.

Student Retention Rate and Post-school Destination

The school had nine students exit after completing Year 10 in 2018, with 88% percent of the 2018 Year 10 cohort completing Year 12 in 2020.

Based on the information provided to us, it appears that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances, to pursue employment or vocational training.

Year 10 Cohort Sixty seven students completed Year 10 in 2020. Six students went on to further studies elsewhere and the remainder (**91%**) continuing at SGCS to complete their Higher School Certificate.

Year 12 Cohort Of the 69 students who sat the HSC in 2020, we are aware that 54 students (**78%**) received an offer of a place at University or College for 2021, and the remaining 15 students are unreported.



Student Welfare

Student Welfare

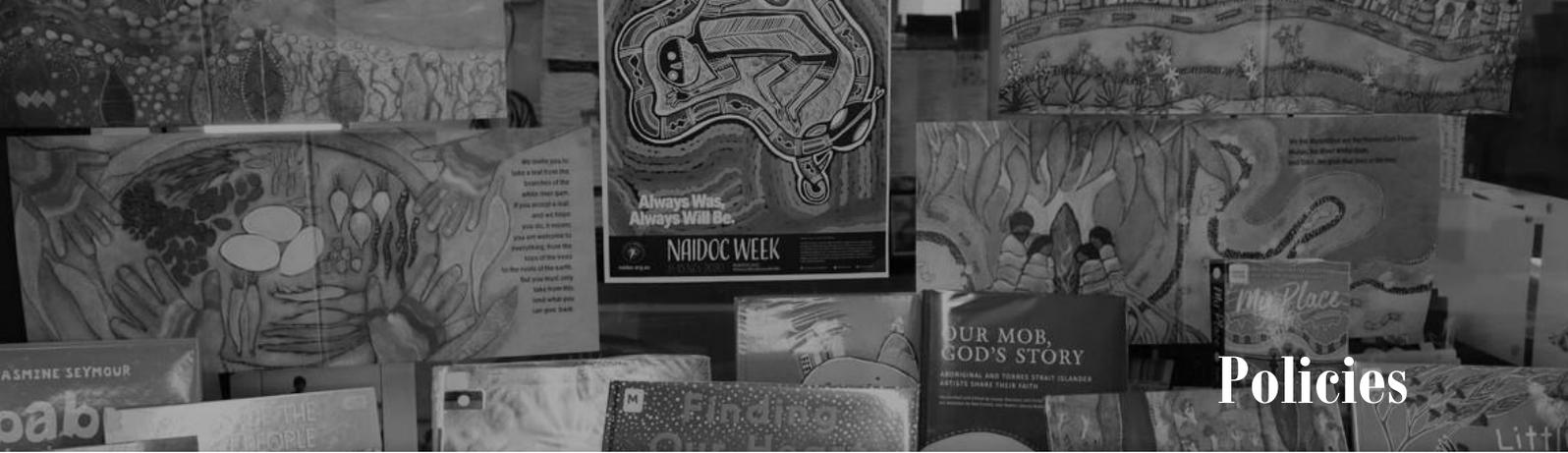
Student welfare is a priority in the School and is assisted by:

- 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

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



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

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

Enrolment Policy

The Enrolment Policy was developed and implemented originally in July 1991. The policy has been updated in 2021 to give greater procedural detail about each of the processes around enrolment and the school's scholarship programs. This policy is available publicly through the school's annual report to NESA which is available on the school's website.

Other School Policies

Following are summaries of other School Policies. A full text of all these policies can be obtained by contacting the School Office.

Student Welfare Policies

Child Protection

The major whole school policy which provides the school's framework for the welfare of students is the **Child Protection Policy** which was completely re-written in 2020-2021. This was in response to the changes to child protection legislation in NSW, particularly the Children's Guardian Act, 2019 and the change from regulation by the Ombudsman to the Office of the Children's Guardian. It also anticipates the *10 Child Safe Standards* becoming legally binding in NSW later in 2021. It uses these 10 standards as the organiser for all policies and procedures regarding child protection at the school.

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

Information about this critical area is made known to staff through an annual briefing led by the Principal and a School Counsellor at a Whole School Staff Meeting. All staff are also expected to complete online training in this area which is provided by the Office of the Children's Guardian. The policy is accessible to all staff through Sentral.

Other Student Welfare Policies

In addition to this Whole School Policy each department has their own policy related to student wellbeing. These policies and procedures were all reviewed in Term 1, 2021 in preparation for the school's renewal of Registration and Accreditation with NESAs. These policies are:-

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

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

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

Anti-Bullying Policy

A whole school Anti-Bullying policy was created in 2020-2021 which amalgamated process from all four Departments into a coherent and unified approach across the school to bullying. The policy defines clearly what constitutes bullying behaviour and makes explicit that no form of bullying or harassment 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 (in line with the school's Discipline Policy)

Students, staff 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

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

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

Additionally, all School discipline and behaviour policies 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.

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

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

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

Staff are made aware of the behaviour practices in their Department through induction processes, particular behavioural issues being raised at staff meetings as well as policies being available to staff 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 SCGS 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)
- 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. 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 Completed in 2020

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
- 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” report folio in Junior School
- Junior School Dance Troupe (two groups in Junior School)
- 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

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

Community

- Continued Parent education program on parenting issues – Strong Hearts Strong Minds (only one workshop was presented in 2020 with subsequent workshops cancelled due to the pandemic)
- 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
- 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) Some of these events were cancelled and others adapted to meet COVID restrictions.

Student Wellbeing

- Senior student-led Bible Study for Year 6 and Year 7 students
- New boys' shirts were introduced (K-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

Staff

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

School Determined Improvement Targets for 2021

Teaching, Learning and Professional Development

- 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)
- Continued training for staff in how to use Blue Bots to meet cross curricular outcomes (English, Maths and Science)
- Extension of Beyond Ourselves Program to include all Year 10 students, to have cross-curricula component outcomes.
- Teacher training and consolidation of Formative Assessment practices with addition of 'culture' to the previous three areas: Learning Intentions and Success Criteria, Eliciting Evidence of Learning and Providing Feedback that Moves Learners Forward (Years K-12 Professional Learning)
- Implementation of the Formative Assessment continuum (as developed by SGCS RAD team).
- Ongoing coaching for all staff.
- Coaching and Mentoring for all New Scheme Teachers (K-12)
- Reviewing school reports (K-5)
- Trialling "Seesaw" report folio in Junior School
- Junior School Dance Groupe (two groups in Junior School)
- Extension of Beyond Ourselves Program, deferred to 2022 due to COVID. Planning to recommence in 2021.
- Exploration of the impact of extended periods on student key outcomes.
- Teacher upskilling in Systematic Synthetic Phonics Instruction in Infants School
- Teacher upskilling in Mini Lit Instruction in Junior School

Administrative Operations

- Continue archiving old records
- Continue to automate administrative processes
- Implement new procedures in line with new policy requirements

Community

- Infants Campus Group Tours and Hurstville Campus Information Tours
- Continued Parent education program on parenting issues – Strong Hearts Strong Minds
- Continued parent engagement with School through Parent Connect group
- Encourage community involvement in our 40th Anniversary
- Implementation of School App
- Develop and implement an Alumni Engagement Strategy
- Maintain support of the School's mission to Vanuatu through a Vanuatu Muffi Day fundraiser (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 Morning Tea, Father's Day Breakfast, Open Day, Christmas Concert (K-2), Grandparents Day, Father's Day, Musical and Mother's Day (Years 3-5)

Student Wellbeing

- Senior School student workshops with BATYR (youth mental health)
- Police Liaison Officer workshops (SS)
- Explore new uniform options for MS and SS (trousers for female students, new shirts for males)
- Year 8 participating in My Resilience program.
- Continue Social Emotional Active Learning Program (SEAL) for Kindergarten students, focusing on wellbeing issues faced when commencing school

Facilities and Services

- Occupation of new B1 and associated classroom and teacher facilities.
- Decanting of Middle School Building for Junior School occupation.
- CCTV Camera installed at Infants – this is budgeted for 2021
- Completion of B1
- Commencement of B2 major project
- Refurbishment of bathroom in The Cottage
- Installation of Water Bottle Refill Taps in existing bubble troughs (K-2)
- Design of new Junior School wing
- Relocate Junior School classrooms to current Middle School rooms and redesign/refurbish
- Update classroom music resources in Junior School
- Update reading resources for guided reading (K-2)
- Install blinds for weather and soundproofing on verandas (K-2)
- Completion of B1 building
- B2 start of building project
- Relocation of Middle School into B1
- Relocation of Senior School in B1 – Art & Science
- Relocation of JS into the old MS
- Relocation of Woodtech into temp location
- Various garden upgrades
- Lift upgrades for NBN
- New Internal Optic Fibre install across Hurstville Campus
- New internet service to Hurstville
- Infants – Tree removal and Tree trimming

Staff

- Coaching for staff in Formative Assessment
- Rollout of updated Staff Professional Learning Policy and Practices.
- Introduction and rollout of updated Child Protection Policy and Practices.
- Continued free counselling for staff with Access EAP.
- Continued Staff Fitness Incentive Program.
- R & D team focus on next Formative Assessment strategies.



Initiatives for Respect & 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.

During 2020 a number of initiatives across the School were cancelled, modified and/or continued online (via Zoom) to comply with NSW Government COVID-19 restrictions. The below list identifies initiatives for respect and responsibility at St George Christian School during a normal school year.

Infants School

- Year 2 monitors – each term a group of Year 2 children are chosen to be monitors and each child has a turn by the end of the year. This involves –
- Opportunity to carry out service to other children and the School. Tasks include:
 - raising and lowering flag
 - putting equipment out at break times
 - watering plants
 - collecting notes
 - setting up sensory equipment for sensory integration program
 - taking care of lunch baskets
- Year 2 have opportunities to lead in whole school events, including –
 - Easter service
 - Father's Day service
 - Christmas Concert
 - Observation of ANZAC Day
- Weekly assembly:
 - Singing of National Anthem
 - Uniform Award
 - Achievement Award
 - Homework Award
 - Good Samaritan Award
- Support of missions:
 - support of Anglicare Toys 'n' Tucker Campaign at Christmas yes
 - 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

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

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
- Acknowledgement of Country at Weekly Assemblies

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
- Acknowledgment of Country at Weekly Assemblies



Family Support & 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

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.

Family Support

Parent Connect Meeting

Term 1 – Monday 10 February 2020

Mr James Honor, Principal – Welcome and SGCS Update; feedback on independent parent survey.

Mrs Jeannie Donsworth, Head of Middle School and Professional Development for Staff, Professional Learning 2020 initiatives and an overview of recent teaching and learning undertaken by staff.

Mrs Suzanne Newton, Community Engagement Officer – SGCS activities for parent involvement.

Mrs Rachel Norman, Parent Connect Coordinator - Led a discussion about becoming involved in School activities and how parents can connect with each other.

One parent workshop was held as part of the ‘**Strong Hearts, Strong Minds**’ program in 2020: **Emotional Wellbeing: Helping Children Manage Their Emotions** - 21 February 2020

Two **Fact Sheets** regarding the pandemic were created on behalf of our School Counsellors for the School Community. These were uploaded to the Parent Portal and a hard copy distributed to K-6.

Returning to Face-to-Face Learning March 2020

Tips to Support your Child during the Pandemic May 2020

Community Satisfaction

Parent & Student Feedback

Feedback from students and their families about SGCS in 2020 included:

"Christianity embedded in all areas of school life."

"I've appreciated the focus on students being well-rounded – not solely academic focussed."

"We have especially appreciated the leadership of the school. James (Honor) has been a wonderful headmaster. We are very grateful to God for the many, many, lovely Christian teachers who have cared for our children."

"Good communication, teachers approachable, kind and courteous service from all the staff."

"It was the right fit for my child. She enjoyed school, she blossomed into a mature young woman with excellent values."

"The school is very respectful toward the students and has very engaged teachers."

"Teachers listen to concerns and respond with care."

"The effort the school puts into all events and the excellent spiritual care of the children."

During COVID-19, the school received a great deal of encouraging feedback from parents, including:

"I wanted to send an email to express my heart-felt thanks for the work all of your staff have done to enable the children to learn at home. My children are all engaged in their online activities, interacting with their Teachers. It is so well organised, and I am so grateful that we have such a committed staff who have gone the extra mile to make this work."

"The way the school has stepped up so swiftly to offer flexible options so as to accommodate for all students, is so admirable and such a testament to everything we stand for especially as Christians."

"I am really appreciative of the school's clearly, timely and steady response, communications and well prepared for the online/remote learning program. This means all teachers will doing double their normal job load on the online teaching as well as be there the students attend school. We are so grateful we are part of SGCS community."

An independent nationally benchmarked Parent Opinion Survey is conducted biennially comparing SGCS with a National Representative Sample (N=10,000) and Independent Schools (N=5,000) similar school.

The Survey was last conducted in 2019 and results indicated that SGCS ranked higher than the overall benchmark for each of the key areas surveyed. Overall, the School was 8% higher than the national benchmark and 6.8% higher than the selected benchmark of Independent Schools within Australia.

The school's top 10 growth areas in 2019 (compared to the National Mean) were as follows:

SGCS Top 10 Growth Areas (compared with National Mean)			
1	Teacher Quality	My child's teachers are of a very high standard	+14.3%
2	Teacher Quality	Teachers are positive and enthusiastic about their teaching	+15.0%
3	Technology & Resources	Teachers appear to keep up with advancing technology	+10.9%
4	Leadership & Management	Bullying is dealt with in an effective manner	+6.4%
5	Teacher Quality	My child's learning needs are being met by teachers	+5.2%
6	Parent Communication	The staff who work in the front office are friendly and helpful towards parents	+7.4%
7	Leadership & Management	The leadership and direction provided by the administrators is excellent	+7.6%
8	Teacher Quality	Teachers and staff are caring and supportive	+15.1%
9	Leadership & Management	There is effective leadership in the school	+20.0%
10	Leadership & Management	My concerns are taken seriously by the school's leaders	+10.6%

Staff Satisfaction

An independent nationally benchmarked Staff Climate Survey is conducted biennially comparing SGCS with a National Representative Sample (N=10,000) and Independent Schools (N=5,000).

The Survey was last conducted in 2019 and results indicated that SGCS ranked higher than the overall benchmark for each of the key areas surveyed. Overall, the School was 11.1% higher than the national benchmark and 10.3% higher than the selected benchmark of Independent Schools within Australia.

The school's results in 2019 were higher than the National Mean in every area of staff morale:

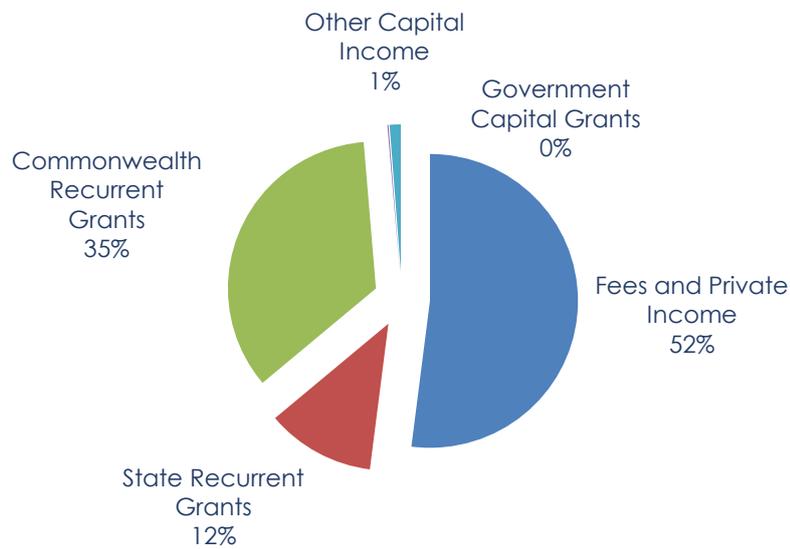
Staff Morale (compared with National Mean)	
I have strong friendships with other staff members	+10.0%
Staff are caring and supportive of each other	+17.3%
Staff recognise and reward my personal improvement	+16.4%
Teachers model and teach positive behaviour to children	+19.1%
This school has a sense of team spirit	+17.8
Teachers and non-teachers have respect for one another	+6.1%
The school actively supports health-related, social, culture and welfare initiatives for the staff	+12.6%
The level of conflict between staff members is low	+10.0%
This school has high levels of energy among staff	+2.4%



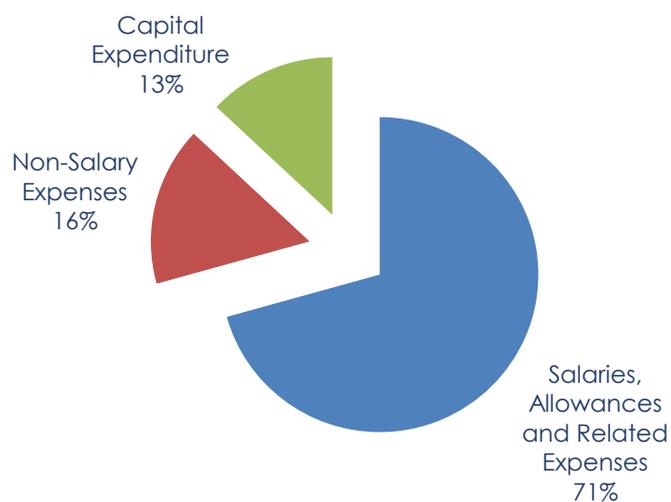
Summary Financial Information

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

Recurrent/Capital Income



Expenditure Mix



From the Principal



James Honor

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

(Coach. Psych) (Syd)

M.A.C.E.



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

St George Christian School

Hurstville Campus

70 Bellevue Parade Hurstville

Sans Souci Campus

Cnr Rocky Point Road & Hillview Street

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.

St George Christian School

ENROLMENT POLICY

Prepared by	James Honor, Principal, Angella Saward, Registrar and Jenn Howse, Director of Research Compliance and Accreditation
Number of pages	16
Monitored by	Principal & Registrar
Review by	James Honor, Principal, Angella Saward, Registrar and Jenn Howse, Director of Research Compliance and Accreditation & the School Board
Status	Draft

Version History:

1.0	2019-2020	New version to replace version from 1991 to reflect current practice and updated regulatory requirements.
2.0	February 2021	

1. PURPOSE

St George Christian School (the School) is a K-12 co-educational school established to provide a Christian education for its students. The purpose of this policy is to explain the School's enrolment criteria and the procedures used for enrolling students at the School.

2. CONTEXT

St George Christian School is a Co-educational Christian school from Kindergarten to Year 12. The School is founded and operates on biblical beliefs. The School's purpose is to support the spiritual, educational, emotional, social and physical development of every student in a holistic way aligned with those beliefs. The School desires that all students come to have a personal faith in Jesus Christ and seeks to impart to all students a biblical understanding of God and His creation and a Christian way of living.

This Policy gives guidance to those within the School community, and to those who would seek to 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.

This policy is designed to address the relevant obligations of the School in relation to the:

- Disability Discrimination Act 1992 (Cth) & the associated Disability Standards for Education
- Sex Discrimination Act 1984 (Cth)
- Race Discrimination Act (Cth)
- Anti-Discrimination Act 1977 (NSW)

Commonwealth legislation makes it unlawful for any school to discriminate against a person on the grounds of race, intersex status or, in some circumstances, disability by refusing to enrol them at a school. Commonwealth and other legislation also make it unlawful in some circumstances to refuse to enrol a child on a number of other grounds, including sexual orientation, gender identity, marital or relationship status or pregnancy. The School is committed to fulfilling its obligations under the law in its enrolment practices. Consistent with the biblical beliefs of the School, the School will not discriminate unlawfully against any applicant for enrolment.

3. DEFINITIONS

Capital levy is a non-refundable one-off payment made when parents accept an offer of enrolment.

Disability, in relation to a student, means:

- Total or partial loss of the student's bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- The malfunction, malformation or disfigurement of a part of the student's body; or
- A disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
- A disorder, illness or disease that affects a student's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

This includes a disability that:

- Presently exists; or
- Previously existed but no longer exists; or
- May exist in the future (including because of a genetic predisposition to that disability); or
- Is imputed to a person.

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

Enrolment occurs when the School make a formal offer of enrolment to a student and then the student's parents sign the formal Acceptance Form and pay the Capital Levy and Enrolment Bond.

Enrolment bond refers to the fee payable by parents when accepting the offer of enrolment. This bond is refundable when the student exits the School and one term's notice is provided, or in the case of a Year 6 student, 2 terms notice.

Guardians refers to the legal guardian/s of a student appointed by the Court who have the legal authority and corresponding duty to care for a student in lieu of a parent.

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

4. POLICY

The School's goal is to have as close to maximum enrolment (without any class sizes exceeding 28 students) at all times by considering all applications in line with the school's enrolment preferences (see Section 5.6) in line with our legal obligations and Board Policies and with the School's aim of providing education within a Christian framework.

5. PROCEDURES

5.1 Roles

- (a) The **Registrar** administers the entire enrolment process.
- (b) The **Principal** and/or relevant **Head of Department** interviews prospective students, facilitates testing where appropriate and makes the decision about whether to make an offer of enrolment.

5.2 New Enquiries

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

- (a) A Prospectus;
- (b) A Statement about the School Fees; and
- (c) An Enrolment Application.
- (d) All of these documents are also available on the School's Website.
- (e) Enquiries may also be made at the School Office, by email or telephone.

5.3 Waiting Lists

- 5.3.1 The Registrar is responsible for the maintenance of waiting lists for entry to the School, including future Kindergarten and Year 7 classes.
- 5.3.2 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.
- 5.3.3. Names of students will be entered on the appropriate waiting list when their parents or guardian or a parent or guardian returns ALL of the following:
 - (a) the Enrolment Application form;
 - (b) a non-refundable Application Fee;
 - (c) a copy of the student's birth certificate;
 - (d) copies of the student's last two school reports and NAPLAN results (for years other than kindergarten). NAPLAN results may not always be available depending on the age and schooling history of the child);

- (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 student; and
- (g) other information about the student which the School considers necessary, including evidence of Australian citizenship or resident status if a student was born overseas or where both parents were born outside Australia, and any visa information that is applicable to the student.

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

5.4 Entry

5.4.1 Entry at the Start of Kindergarten

Both five-year-olds (and four-year-olds, whose fifth birthday falls on or before 31 July of the proposed year of entry) are eligible to commence kindergarten.

1. All students must undertake a readiness for school assessment with the Head of Infants School or delegate generally in Term 2 of the year prior to entering the school. If parents have already indicated that their child may need additional support due to a disability (or any other reason), an alternative and/or additional assessment process may be required.
2. For those who do not turn six until after the end of Term 4 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 student has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year if the Principal believes it is in the best interests of the child.
3. In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the student's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the student.
4. Early entry to Kindergarten for a four-year-old, whose fifth 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 other applicants, who will have attained the age of five years before 31 July, have been offered places;

(c) the SGCS Readiness Assessment of the student confirming in the mind of the Principal, HOIS or delegate that he or she is ready for admission to Kindergarten.

5.4.2 Entry at Year 7

The second major intake of students occurs at the start of Year 7, as an extra stream is added in Year 7 – so there are three classes rather than two in each year.

The procedures regarding this intake are:

1. In Term 1 of the year prior to the enrolment, an Information Night which provides an opportunity to present an overview of the perspectives and initiatives as well as general expectations for Year 7 and Middle School.
2. A compulsory placement test for all applicants is held during Term 1 the year prior to enrolment application.
3. Parents and applicants will be invited to partake in an enrolment interview with the Principal or the Head of Middle School. The interviews are conducted during May/June of the year prior to commencement of enrolment.
4. Enrolments are offered as outlined in Section 5.6 by the Principal or delegate.
5. First round offers are made in July of the year prior to enrolment (from here the processes as outlined in Section 5.6 are followed).

5.4.3 Positions in Other Grades

1. Possible vacancies in other grades are assessed in Term 4 of each year or as vacancies arise throughout the year.
2. If vacancies arise prospective parents and thier child will be invited to an enrolment interview. The interview is not a guarantee of offer as there may be a number of applicants for positions.

5.4.4 Academic and Music Scholarships

Students who have gone through the normal application procedures are able to apply for Academic or Music Scholarships using the process as outlined below.

5.4.4.1 Academic Scholarships

The School offers a number of Academic Scholarships each year as part of the entry of students into Year 7 and the continuation to or entry into Year 11. These scholarships offer a range of discount on tuition fees depending on the academic strength of the student and the cohort. These are applied for as outlined on the school's website and by sitting a Scholarship exam in the year prior to beginning Year 7 and Year 11. The school uses the ACER Scholarship testing program to make decisions about who to offer scholarships to and decisions are based on academic merit. Scholarship applicants must also submit a general enrolment application. The Year 7 Scholarship is for a duration of six years to the end of Year 12. Scholarships are offered in writing by the Principal with a condition of continued academic achievement, a good standard of conduct and behaviour (see Appendix 1). Scholarships are offered in Term 2 in conjunction with the general enrolment offer.

5.4.4.2 Music Scholarships

The School offers one Music Scholarship each year providing a 50% discount to tuition fees for the duration of Years 7 to 12. Applicants are to be proficient in at least two instruments, or an instrument and voice; however, students who have specialised in a single instrument are also invited to apply for this scholarship. Applicants undertake an audition process which is overseen by the CAPA Coordinator. The auditions are held in May prior to the year of enrolment and the Scholarship is awarded at the end of Term 2, along with other Year 7 offers. Offer of the scholarship is tied to the recipient continuing to fulfil the conditions of the scholarship as set out in the Scholarship Conditions (see Appendices 2-3).

5.5 Processing of Applications

5.5.1 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 student's previous school to obtain or confirm information pertaining to the student or the student's enrolment;
- (b) any clinical or other personnel considered significant for providing information pertaining to the needs of the student.

5.5.2 The Principal may decline to proceed any further with the enrolment process:

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

5.6 Making an Offer of Enrolment

When considering making offers of a place at the Principal shall consider the following order of preference:

- (a) siblings 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 student 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.

As a coeducational school, the School also considers the gender balance of each year group when offers of enrolment are made (especially in Kindergarten and Year 7).

5.7 Interview

When a position becomes available, the School will invite the parents of a student on the waiting lists to attend an interview at the School with the Principal or delegate. 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 including the capital bond and levies and will confirm their ability to afford the fees and possible fee increases;
- (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;
- (c) discuss specific and current strengths and needs of the student and gain insight into the ways the school can support them in their learning and transition to the School.

5.7 Offer

At the conclusion of the enrolment process, the School may make an offer to the parents to enrol the student. To accept the offer, the parents must within twenty-one (21) days of receiving it:

- (a) return the signed Acceptance Form which includes the current Conditions of Enrolment;
- (b) pay the Capital Levy and the refundable Enrolment Bond;
- (c) If these are not received within 21 days, the position may be re-offered to other students waiting for entry to the School.

5.8 Offers of Provisional Enrolment

1. Where circumstances give rise to uncertainty on the part of the Principal about the offer of enrolment, a provisional enrolment may be offered for a student for a set period of time. This will not be the result of a student's disability.
2. Conditions applying to such provisional enrolment will be set out in writing.
3. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice.
4. In such circumstances, enrolment deposits will be refunded, and fees will be adjusted to cover the period of enrolment only. No penalties will apply.

5.9 Students with Disabilities

Where a student has a diagnosed or imputed disability, the School will make an initial assessment of the student's needs with an aim to ascertaining the types of adjustments the students may require to support them at the school and information the parents about what support the school is able to provide. This is a collaborative process with the relevant HOD, student support staff, the student's parents and the student (where developmentally appropriate). This will generally involve:

- (a) the parents providing clinical reports from specialists outside the School; and/or
- (b) where required, obtaining additional assessments of the student (at the parents' expense)

Where information obtained by the School indicates that the student has a disability, the Principal will seek to identify the nature of the student's needs and the adjustments required to address them. Having obtained this information, the Principal will determine what adjustments are best to assist the student to participate in the School's courses or programs or to use the School's facilities or services to allow the student to participate on the same basis as another student.

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

- (a) the student's disability;
- (b) the views of the student or the student's parents about:
 - (i) whether the particular adjustment is reasonable;
 - (ii) the extent to which the particular adjustment would ensure that the student 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 student without the disability.
- (c) the effect of the adjustment on the student, including the effect on the student'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 adjustment on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of making the particular adjustment.

The School will make all reasonable adjustments except those which would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student and the School community); and
- (b) the effect of the disability of the student; 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 student would result in unjustifiable hardship the Principal may decline the offer of a position or defer the offer.

5.10 Principal's Discretion in Enrolment

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

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

6. CONGRUENCE WITH LEGISLATION AND RELATED POLICIES

Legislation

- Disability Discrimination Act 1992 (Cth) & the associated Disability Standards for Education
- Sex Discrimination Act 1984 (Cth)
- Race Discrimination Act (Cth)
- Anti-Discrimination Act 1977 (NSW)

Policy

- Student Support Policy
- Governance Policies and Charter

7. SOURCES

- CSA Enrolment Toolkit

8. CONSULTATION

This policy was updated in 2020-2021 by the Director of Research, Compliance and Accreditation in consultation with the Registrar, the Principal, the Board and school's lawyers.

9. REVIEW

This policy will be reviewed by the Registrar, the Principal and the Board annually in Term 2.

10. ACCOUNTABILITIES

10.1 RESPONSIBILITY

The implementation of this policy is the responsibility of the Registrar.

10.2 TRAINING PLAN

The Registrar & the Director of Research, Compliance and Accreditation will ensure that the HODs and Principal are aware of their responsibilities under this policy.

10.3 COMPLIANCE

The Principal is Responsible for compliance with this policy.

11. POLICY ADVISER

The Registrar & the Director of Research, Compliance and Accreditation, and the school's lawyers are the policy advisers for this policy

12. FORMS

Current versions of these forms are available on the school's website:

1. Enrolment Form: <https://www.sgcs.com.au/wp-content/uploads/2019/08/Enrolment-Application-2019-Update-23082019.pdf>
2. Standard Collection Notice: <https://www.sgcs.com.au/wp-content/uploads/2020/06/Standard-Collection-Notice-with-logo.pdf>

Appendix 1 – Year 7 Academic Scholarship Conditions Letter

Appendix 2 – Year 7 Music Scholarship Conditions

Appendix 3 – Year 7 Music Scholarship Conditions Letter

PO Box 144 Ramsgate NSW 2217 Office: 70 Bellevue Parade Hurstville
p: 02 9547 2311 f: 02 9547 2867 e: office@sgcs.com.au w: www.sgcs.com.au abn: 60 002 690 833

APPENDIX 1

Date

Address

Dear Name

I am delighted to inform you of the offer of a Year 7 - 12 Scholarship for name commencing 2021.

The Scholarship offer is for a xx% reduction in tuition fees, with a duration of six years, to the end of Year 12.

Annual retention of the scholarship is tied to xxx continuing to show academic achievement consistent with that expected of a scholarship holder; xx will be required to maintain a high academic standard. A reasonable minimum objective would mean that student was achieving in about the top 10% of xxx academic peer group. In addition, name will be expected to exhibit a good standard of conduct and behaviour. We are confident that name will be able to meet these expectations.

This offer is made in conjunction with our enrolment offer and requires your acknowledgement and acceptance by completing the attached form and forwarding to Mrs Saward along with the signed copy of Conditions of Enrolment and payment of the capital levy and enrolment bond. As there are waiting lists for entry into Year 7, if payment is not received by xxx, we will assume you do not wish to accept this scholarship offer and the offer will then expire.

Yours sincerely,

James Honor
Principal

St George Christian School
Year 7 – 12 Scholarship Commencing 2021

I hereby acknowledge and accept the Year 7 – 12 Scholarship commencing 2021 for my child, name name, offered by St George Christian School and agree to the requirements as set down by the school in the letter of offer dated xxxxxx.

Signed:

Parent/Guardian

Parent/Guardian

Parent/Guardian (Print Name)

Parent/Guardian (Print Name)

Date: _____

Name

Address

APPENDIX 2

Students who are awarded a Music Scholarship:

- Shall demonstrate commitment to and enthusiasm for the School's music program;
- Shall take the Music subject as an elective in Years 9-12 as one of his/her academic subjects;
- Shall be a member of the School band and/or core ensemble for his/her instrument and in the case of voice being one of the proficiencies, being a member of the school choir;
- Will have his/her scholarship reviewed annually;
- Will be expected to perform at musical recital evenings.
- Will maintain a good standard of conduct and behaviour.

The School reserves the right not to award a scholarship in any particular year.

PO Box 144 Ramsgate NSW 2217 Office: 70 Bellevue Parade Hurstville
p: 02 9547 2311 f: 02 9547 2867 e: office@sgcs.com.au w: www.sgcs.com.au abn: 60 002 690 833

Appendix 3

Date

Name

Address

Dear Name

I am delighted to inform you that we are now able to offer of a Music Scholarship for xxxxxxx. The Scholarship offer is for 50% reduction in tuition fees.

Offer of the scholarship is tied to Xxxxxxx continuing to fulfil the conditions of the scholarship as set out in the Scholarship Conditions. Xxxxxxx will be expected to:

- demonstrate commitment to and enthusiasm for the School's music program;
- take the Music subject as an elective in Years 9-12 as one of his/her academic subjects;
- be a member of the School band and/or core ensemble for his instrument;
- to perform at musical recital evenings.
- maintain a good standard of conduct and behaviour.

Tenure of the scholarship is for 6 years and will be reviewed annually and is subject to satisfactory conduct, musical and academic progress and attitude.

We are confident that xxxxx will be able to meet these expectations.

This offer requires your acknowledgement and acceptance by completing and returning the form attached to Mrs Seward no later than **xxxxxxx**.

Please do not hesitate to contact Mrs Seward if you require any further information.

Yours sincerely

Mr James Honor

Principal

St George Christian School
Music Scholarship Commencing 20XX

I hereby acknowledge and accept the Music Scholarship commencing 20XX for my child, xxxxx, offered by St George Christian School and agree to the requirements as set down by the school in the letter of offer dated xxxxxxxx.

Signed:

Parent/Guardian

Parent/Guardian

Parent/Guardian (Print name)

Parent/Guardian (Print Name)

Date: _____