



# ANNUAL REPORT

# 2022

St George Christian School Ltd  
ABN 60 002 690 833

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

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## Board Members

MR PATRICK BENN  
Board Chair  
Chair, Risk Committee

MR BRUCE HINDMARSH  
Director  
Chair, Governance Committee

DR KATHERIN CARTWRIGHT  
Director  
Member, Governance Committee

MR JAMES HONOR  
Principal & Director  
Member, Finance & Audit Committee

MR ANDREW COMBE  
(resigned October 2022)

MR MICHAEL NEWMAN  
Director  
Deputy Chair  
Chair, Finance & Audit Committee

MRS CATHREIN DOUGLAS  
Director  
Member, Finance & Audit Committee

MR STEPHEN MCKAY  
SGCS Business Manager  
Company Secretary

DR RUTH GRIFFITHS  
Member, Risk Committee



*Official Opening of the Terrace Building with Hon. David Coleman, MP*

# Messages from Key Bodies

## SGCS School Board

MR PATRICK BENN, BOARD CHAIR

As the School emerged from Covid into 2022, it was good to remind ourselves of these words from the letter of Hebrews Chapter 12, Verses 1-2:

"THEREFORE, SINCE WE ARE SURROUNDED BY SO GREAT A CLOUD OF WITNESSES, LET US ALSO LAY ASIDE EVERY WEIGHT, AND SIN WHICH CLINGS SO CLOSELY, AND LET US RUN WITH ENDURANCE THE RACE THAT IS SET BEFORE US, LOOKING TO JESUS, THE FOUNDER AND PERFECTER OF OUR FAITH, WHO FOR THE JOY THAT WAS SET BEFORE HIM ENDURED THE CROSS, DESPISING THE SHAME, AND IS SEATED AT THE RIGHT HAND OF THE THRONE OF GOD."

It is that great reminder that as followers of Jesus we ought to be looking to Him for meaning, direction and purpose in our lives, not to the things of this world. We are reminded here of Jesus - the one who establishes us in the faith. Jesus – the one who endured death and was raised to be ruling at the Father's right hand. Jesus - the one who through His death and resurrection enables us to be in perfect relationship with the Father. The writer of the letter therefore urges us to be like the marathon runner, one who runs till the end, one who endures through the difficulties and challenges, one who is not easily distracted by sin but continues, one who seeks to finish the race. May this be the case for all who come through our School.

During 2022, the Board sought to serve the best interests of the School – its families, students, staff and wider community, and ensured compliance with the New South Wales Education Standards Authority (NESA) and Government regulations, in providing an excellent education in a Christian environment. We are thankful for strong enrolments post-Covid and the opportunity to return to a more 'normal' learning environment for our children.

The Board would like to acknowledge the outstanding HSC results of the class of 2022. We are thankful to God for each of our students – especially those who made significant academic improvements during Years 11 and 12. We would also like to recognise the diligent and faithful work of all the teaching staff across the School who have contributed to each of these students' academic development across our whole School.

The Board continues to be very thankful to Mr James Honor, Principal, for his leadership of our School. The Board extends to Mr Honor a significant expression of thanks and gratitude – especially for leading our School during the previous two years of Covid interrupted education. His leadership continues to be an inspiration to the staff, students and the wider school community. We are also thankful to all staff who have supported the learning of our children, and to our families as we have worked in partnership together for the education of the children within our School.

Stage 2 of our Hurstville Development Project was initiated during 2022. We look forward to this development opening up the heart of the campus with a particular focus on the heritage listed Chapel Gallery – one of our original teaching spaces. We are hopeful of this development being completed and available for use from Term 3, 2023.

I would like to express my heartfelt thanks to all the Board members for their service to the School during 2022. Thank you for your prayers and support for the School and all its endeavours.

On behalf of the Board,  
Mr Patrick Benn, Board Chair

*(Excerpt from 2022 Yearbook)*

SGCS Annual Report 2022



I remember looking at the phrase “Year of 2022” when it was attributed to our grade in Year 7 and thinking, wow 2022 is so far away. And yet here we are. And there are so many things left to do!

People to talk to about our weekends, homework left to complete, emails to reply to and so many Café12 lunch specials that we have to purchase. There are also so many people left to thank, though verbal thanks will never seem to be enough for the amount of love given to this graduating class.

First to the Café ladies! The morning tea specials were genuinely the highlight of everyone's day. Thanks always to the Maintenance Team for painstakingly cleaning every doorknob for COVID safety and for always being willing to have a chat. The IT Department has also been incredibly instrumental in our schooling experience. Your presence in our lives is yet another constant that we have to get used to living without.

There are so many other people that make this School run behind the scenes, from Mrs Howse managing to write policies, teach multiple classes and be a Year Adviser, to Mr Mattes organising the countless timetables, and my thanks also extends to the Admin teams for all that you do.

To all our teachers, thank you for working tirelessly to help us throughout the HSC year. Thank you for all the drafts you replied to at 11:30pm on a Sunday night, all the lunch times spent answering our questions, and all of the lesson plans that got completely derailed by our ability to talk the lesson away. We would be completely lost without you.

Then there are those who went the extra mile in teaching this grade. Mrs Canning, Mrs McDonell and Mrs Howse, even though year advising the girls was so difficult they needed three of you, the culture within roll call that was formed out of your hard work is something to admire. Every single one of these young women before me are such loving and genuine people, and I could not have asked for a more beautiful group to graduate with.

Mrs Holden, it is impossible for me to put into words the amount of support you have offered the entire grade, despite being just the boys' Year Adviser. Your complete dedication and love for this grade has been noted by every single one of us. The sheer amount of time and effort you have invested will never be forgotten, and I hope you will always know that you were the undeniable highlight of everyone's schooling experience at SGCS.

Our greatest thanks, however, is owed to the Lord, who has, and who will carry us through every single thing life will throw at us. Everything taught at this School is backed by the reassurance that only He can provide, as an eternal certainty that His love will never fade, despite how undeserving we are of it. I pray that this knowledge will carry us through whatever He has in store for our future.

We can, and have, supported each other through just about everything, and God's love has been shown through these beautiful interactions. Each and every one of us should be proud of how much we have achieved this year, and I wish you all the very best of luck for what is to come, with the reassurance that we will always have each other to rely on.

*(Excerpt from Graduation Speech, 2022)*



Today, we celebrate the end of our schooling journey. We came into Year 12 a little Zoom hung over. The 2021 Term 3 lock down wasn't kind but we hit the ground running into first term of Year 12. As a year group we've built memories and relationships we will never forget but for now I'll focus on our final year and the new and exciting challenges and privileges it brought. The cafe was an area to eat and chat and sometimes make a mess, even though we tried our best to not overcook our cheese toasties. Something we all looked forward to was the new building. Though there was a wait, we made great use of the time by using it to play basketball, do class, study and enjoy a full years' worth of fun and educational experience.

We offer our biggest thank you to our Year Advisers for getting us through, the work you've done has been incredible. And on behalf of the boys, Mrs Holden, thank you for your patience and care of us. You have been absolutely incredible.

We are very thankful for the 'lasts' we had this year. Our last sporting opportunities were great, although La Nina tried its best to dampen our spirits. Our Jerseys were a welcome addition to the uniform and Major Works were exhilarating. We got through our last DOE hikes, last excursions and last MAP weeks, all the while energized by the sour straps, coffee and 2-minute noodles from Café12.

The trials were an experience, but we got through them together and I am so proud of everyone's efforts. So, as we head into our next chapter of life, keep trusting in God as your guide in everything you do, and I pray you will continue to grow in your knowledge of his love for you as you find your place in the world.

It's been an honour being your Captain and I'm genuinely so excited to see what everyone does in the future.

*(Excerpt from Graduation Speech, 2022)*



# Introduction to our School

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

“I HAVE COME THAT YOU MIGHT HAVE LIFE, AND HAVE IT TO THE FULL.”

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

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

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

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

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



# School Life in Review

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.

## Beyond Ourselves Initiatives

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

<b>Anglicare Toys 'n' Tucker</b> <i>Infants School Initiative</i>	Food & Toys
<b>Compassion Australia</b> <i>Junior School Initiative</i>	\$1,194.00
<b>Jump Rope for Heart</b> <i>Junior School Initiative</i>	\$9,461.00
<b>Sydney Children's Hospital</b> <i>Junior School Initiative</i>	\$1,167.10
<b>Fight Cancer Foundation</b> <i>Middle School Initiative</i>	\$1,843.00
<b>Empire Vale Public School</b> <i>Middle School (Library) Initiative</i>	1,200 Books
<b>Red Cross Flood Appeal</b> <i>Senior School Initiative</i>	\$562.20
<b>NAIDOC Week</b> <i>Senior School Initiative</i>	\$387.20
<b>Movember</b> <i>Senior School Initiative</i>	\$1,668.00

The SGCS School  
community raised

\$16,282.50

+

Food, Toys & Books

for various  
charities & causes





## Building and Property

**HURSTVILLE CAMPUS DEVELOPMENT PROJECT** The first stage of the project known as the Terrace Building became fully operational from the commencement of the 2022 school year featuring three-levels of contemporary learning spaces, Science labs, Drama and Performance rooms, Creative Arts facilities, a full-size Basketball court, additional staff facilities and parking.

Stage 2 of the project commenced in 2022 which will link the Terrace Building with the existing facilities and will feature a Timber Workshop, contemporary learning spaces, Student Support Learning spaces, Professional Learning spaces and additional staff facilities. It is expected that Stage 2 will be completed in Semester 2, 2023.

## Careers

The Career Development Program provides students in Years 9 to 12 opportunities to confirm their strengths, complete a work placement, gain job seeking skills, gather information of interest in the area of post-Year 12 study and gain a clear career direction.

Individual interviews are conducted with students and include a Christian focus in the discussions in addition to career goals and ambitions.

The Program incorporates talks from several Christian organisations with Year 11 and 12 students about gap year programs and other post-school opportunities in ministry.

**YEAR 9** In Term 4, students attended a MyStrengths incursion, the results of which confirmed students' 5 top strengths. Following this, interviews by the Careers Adviser with each student began a conversation about how personal strengths can assist with direction in subject selection and future careers. Work Experience options were discussed and information provided on the process of the Program.

**YEAR 10** The Work Experience Program placed students in the areas of construction, transport, fitness, education, engineering, veterinary, retail, architecture, research, radio, fitness and law.

**YEAR 11** The HSC & Careers Expo provided an opportunity for students to collect information, course literature and advice from the many stall holders at the event, such as ADF, Police, University, TAFE, Colleges, to name a few.

**YEAR 12** Students attended the University of Wollongong Discovery Day to experience a day at university, attending lectures of their choice. The Student Post-Year 12 Information Session explained TAFE application, the UAC application process, virtual open days, scholarships, cadetships, and important date deadlines. Further interviews with the Careers Adviser were held.



## Christian Studies

The SGCS curriculum includes study of the Bible through daily devotions, weekly Bible studies and Christian Principles and Relationships classes and Chapel services. These provide an opportunity for all students to study the Bible and apply its principles to their lives. A high priority is given to pastoral care and Christian growth in each of the School's programs.

## Co-Curricular Activities and Specialist Programs

### INFANTS SCHOOL

- Infants choir
- Dance Lessons
- Christmas Concert
- Infants Library Book Character Day
- Excursions and Incursions including Sydney Zoo, Chicken Hatching Program, various Science Incursions

### JUNIOR SCHOOL BAND

- Choir
- Guitar Ensemble
- Individual and Small Group Instrument Tuition including Voice
- Jump Rope for Heart Teams
- STEM Program Design Studio
- Dance Troupe
- Horizons Program/Thrive Hive
- Leadership Training
- Learning Support Specialist PE Teacher
- Specialist Music Teacher
- Specialist PDH Teacher
- Specialist Librarian
- Specialist ICT Teacher





## MIDDLE SCHOOL

- SGCS Band
- Intermediate Band
- Pop Up Book Club
- Create Cooperative
- Individual and Small Group Music Tuition (instrumental and voice)
- Jump Rope for Heart Team
- MS Leadership Team
- Chess Club
- Homework Club
- Theatre Sports Club
- Robotics Club – Beginners
- Robotics Club – Advanced
- String Ensemble
- Artists' Excellence Group
- Anthropologists' Excellence Group
- Scientists' Excellence Group
- Technology Excellence Group
- SPARK

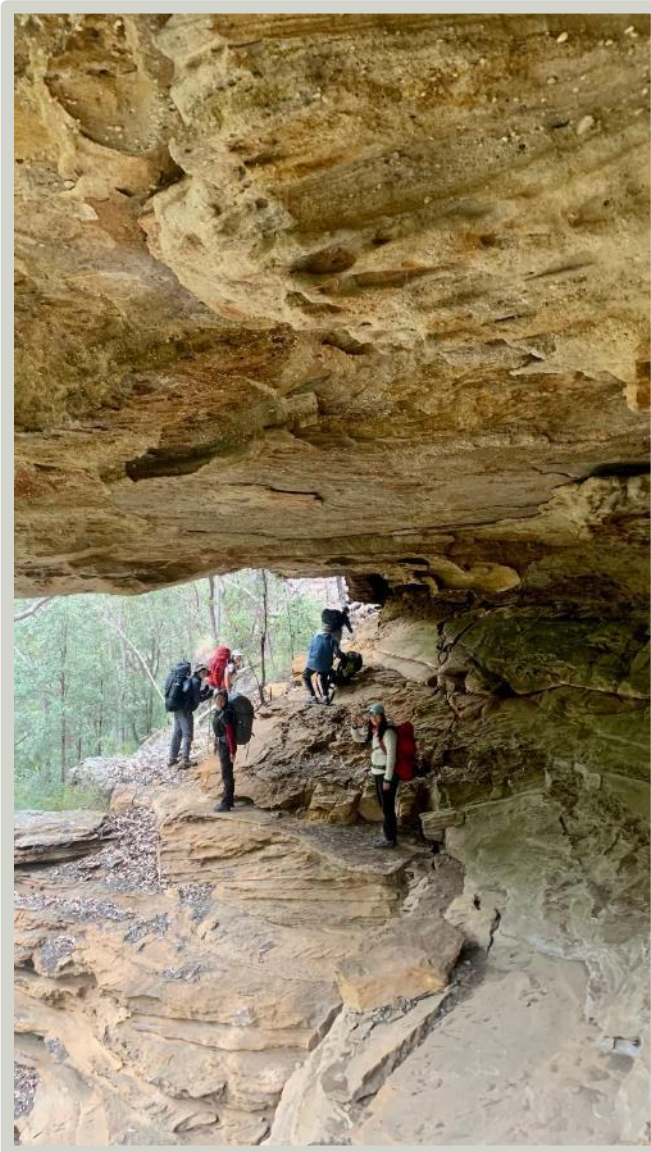
## SENIOR SCHOOL

- Ambassadors Initiative
- Concert and Stage Bands
- Drama Performance
- Duke of Edinburgh Award Scheme
- Individual and Small Group Instrument Tuition including Voice, Clarinet, Drum, Flute, Guitar, Piano, Saxophone, Trombone, Trumpet, Violin and Bassoon
- Musical Performances
- Pulse: Student-led Christian Fellowship Group
- Representative Sport
- String Ensemble
- Brass Ensemble
- Robotics
- Jump Rope



## Duke of Edinburgh's Award

The Duke of Edinburgh's Award scheme (The Award) at St George Christian School in 2022 was a testament to the resilience and adaptability of our 106 students amidst the challenges posed by the pandemic and natural disasters. In light of continued challenges, there was remarkable progress made during the year.



**PARTICIPATION AND AWARD LEVELS** The commitment and determination of our students has been commendable. This year, 18 students successfully completed the Bronze level of The Award, demonstrating their dedication and perseverance. Additionally, 11 students achieved the Silver level, showcasing their continuous progress and achievements within the program. While the completion of the Gold level was affected by the pandemic, we commend the students for their unwavering commitment and look forward to their future accomplishments.

**MODIFIED ADVENTUROUS JOURNEY** Due to COVID-19 protocols and flooding, the adventurous journeys were undertaken using modified programs. Despite the challenges, students exhibited adaptability and determination. The modified programs let us utilise the picturesque landscapes of the Royal National Park, Great North Walk, and Blue Mountains National Parks, providing students unique experiences while ensuring their safety.

**COMMUNITY ENGAGEMENT** The Award at St George Christian School has continued emphasising community engagement. Students actively participated in volunteer projects, demonstrating their commitment to making a positive impact. Despite the limitations imposed by the pandemic, they found creative ways to support their community, promoting resilience and empathy.

**SKILLS DEVELOPMENT** Students focused on developing essential skills to serve them well in future endeavours. They honed their communication, leadership, and problem-solving abilities through workshops, practical experiences, and virtual platforms. These skill-building activities fostered personal growth and equipped students with valuable competencies.

**FUTURE OUTLOOK** As we progress, we remain committed to providing students with enriching experiences and opportunities within The Award. We aim to enhance the program further in 2023, ensuring it continues to mature our students, foster community engagement, and develop essential life skills. We look forward to returning to a complete program of activities.



## ICAS & AMC (Australian Mathematics Competition) Assessments

A number of students from Years 2 – 10 participated in the optional internationally recognised ICAS Assessments in English, Science, Digital Technologies (Years 6-10) and Mathematics (Years 2-5) and the Australian Mathematics Trust Competition (Years 6-10), with consistently pleasing results.

**ICAS** 6 High Distinctions including a Medal Winner in Year 2 (*pictured right with Mr Honor*), 52 Distinctions, 159 Credits, 54 Merits, and 183 Participation Certificates were achieved.

**AMC** 2 High Distinctions, 12 Distinctions, 28 Credits and 17 Proficiency Certificates, and 1 Participation Certificate, were achieved.



## Information and Communication Technology Services (ICT)

The School's ICT department successfully completed several significant infrastructure projects in 2022.

**INFRASTRUCTURE** One notable achievement is the implementation of off-site data replication, ensuring the security and accessibility of critical data. This replication system guarantees that in the event of a data centre failure, our data remains safe and can be easily restored. Additionally, a redundant 10Gbps internet link was established, enhancing the School's network reliability and providing uninterrupted connectivity. The ICT infrastructure was relocated into the Terrace Building, a move that has improved operational efficiency and allowed for future scalability. These projects signify our commitment to leveraging cutting-edge technology to meet the evolving needs of our organisation and ensure a robust and resilient ICT infrastructure.

**DATA SECURITY** With the increasing risk of Personal Identifiable Information (PII) being stolen or leaked, the School enhanced its cybersecurity measures through the implementation of Microsoft Sensitivity Labels. With the increasing importance of protecting sensitive data, the School took proactive steps in 2022 to classify and label PII using Microsoft's advanced sensitivity labelling capabilities. This enables us to identify and classify PII across documents and emails. By applying appropriate sensitivity labels, it ensures that PII is handled and shared securely, adhering to privacy regulations and internal policies.

**PROCESSES** The School embarked on the first phase of our school process digitisation initiative. This project aims to streamline administrative tasks, enhance communication channels, and provide an enriched learning experience for our students. By leveraging advanced technologies, such as cloud-based platforms and integrated management systems, the School will automate various processes. This digitisation effort will reduce paperwork and administrative burdens and empower teachers and staff to focus more on educational innovation. We are excited about the positive impact this initiative will have on our educational community and look forward to realising the benefits of a digitally transformed workspace.

## Jump Rope

The School has a team of immensely talented Jump Rope students led by Mrs Karen Binns.

The highlight in 2022 was our 17 skippers who represented Australia in the 2022 Virtual World Championships after competing at the State Championships in Queanbeyan and the National Championship in Darwin. Of the 17 skippers, an impressive 10 individuals won medals in the Virtual International Open Competition - 2 gold, 1 silver and 2 bronze. These students were presented with their medals at NSW Parliament House by the Honourable Stuart Ayres MP, Minister for Sport and Mr Takashi Ogawa, Executive Vice President of the International Jump Rope Union (IJRU) and Tournament Director for Skipping Australia (*pictured below*).

Eight of our students (along with 3 graduates from the class of 2022) will represent Team Australia at the World Championships to be held in Colorado Springs in July 2023. This is a remarkable achievement after two years of pandemic restrictions making training challenging. Our skippers exhibited unwavering determination and triumphed over every obstacle.

Our Jump Rope students are faithfully led in their pursuit of excellence by Mrs Binns and a team of dedicated parents.



## Library & Young Writers' Development

Infants School students enjoyed a visit from Sue Whiting, an award-winning children's and young adult author and editor. The visit was highly engaging and was a great opportunity for the children to hear, learn from and be inspired by an author who has a passion for a good story and for writing. The children had read many of her books in Library in preparation for her visit.

Infants students participated in the annual Book Parade, dressing up as many different characters in beautiful homemade costumes.

Year 2 students are offered the privilege of visiting the Library on Tuesday lunchtimes to pursue their interests in books.



The library at the Hurstville Campus operates in two locations. The Main Library in the Bayview Building hosts library and wide reading classes for Years 3 to 10. Senior students use this space at breaks for study, reading and relaxation. The Pop-Up library in the Water Tank Studios is used by Middle School students for reading, craft, and relaxation at break time and for Middle School clubs. Both library spaces are stocked with an ever-growing range of current fiction titles to inspire a love of reading for pleasure and an exciting range of non-fiction books for research and general interest reading.

Staffroom libraries were added in the Terrace Building and in Junior School to help build a reading culture in our School community and they have been well used.

The Senior and Middle School Book Clubs meet weekly, and we have grown in number throughout the year, with students enjoying talking about books and hosting teacher visits and competition days. The Parent Book Club meets monthly and has been a popular social connection for our school community.

Library classes for Junior School and Middle School are taught by Mrs Farah and Mrs Orrock.

Middle School students were visited by Tim Harris, children's author, who led writing workshops in Middle School. Paul Macdonald, The Children's Bookshop owner, held seminars with Home Room Classes and spoke compellingly of the value of reading, highlighting best and recently published books for students in their age bracket. Paul also visited to talk to students and their Dads about the benefits of reading at a Middle School Reading Dads' Breakfast. *Poetry in Action*, a performance group, gave a presentation steeped in poetry that highlighted poetic techniques to students.

Junior School students enjoyed lots of laughs with a Book Week visit from author Tim Harris. Years 3 to 6 were excited to purchase their own books at our Book Fair.

In Term 2, the Library staff ran a Middle School Book Drive to collect resources for Empire Vale Public School. Over 1200 books were donated. We were very pleased to see our students so excited to support children who had lost their own school library due to heavy flooding on the north coast of NSW.



## Music & Art

In 2022, our core ensembles were operating again, after the easing of restrictions that limited rehearsal and performance opportunities in 2020-21. These groups include the String Ensemble, Wind Ensemble, Concert Band, Stage Band, Saxophone Ensemble and Junior School Choir; there were several performance opportunities.

The School hosted a live HSC Showcase in 2022, after having to run modified showcase events in 2020 and 2021. The Showcase featured major works and projects from Year 12 students in Drama, Music, Visual Arts, Industrial Technology – Multimedia, Industrial Technology – Timber, Software Design and Development and History Extension.

Year 11 Visual Arts students participated in an art residency program at Bundanon and exhibited their works locally at the Kogarah Library. There were also a range of excursion and incursion opportunities for students, through which they were able to expand their skills in artmaking.

Live & Unplugged - an evening of music and song featuring our talented elective music students from Years 9, 10 and 11 was held in June 2022.

Evening of Fine Music was held on Thursday 25 August, where the musical talents and abilities of our students from Year 3 to Year 12 were showcased to a live audience.



## School Tours & Community Days

**INFORMATION TOUR MORNINGS** Various tour mornings for prospective families were held throughout the year for the School's Sans Souci Campus and Hurstville Campus. These feature an address from the Principal, Head of Department and Registrar. The School continues to host small groups of visitors which provide personalised tours for prospective families.

**COMMUNITY DAYS** The School welcomed parents and visitors back on campus as the year progressed. Infants School and Junior School hosted Father's Day events to welcome and celebrate fathers (or relatives that represented a close father figure). Infants students also enjoyed having a parent at their Easter celebrations and at their Book Character Dress Up Day.



## Sport

In 2022, the School continued to offer a wide range of high level 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.

**INFANTS SCHOOL** Weekly PE lessons at Infants focus on improving gross motor skills, locomotor skills, object control skills such as throwing and catching, playing Indigenous games, fundamental movement skills, rolling and bouncing balls, learning about healthy, active and safe lifestyles, and dancing. In Years 1 and 2, children enjoy learning skills used in games such as basketball, soccer, and hockey. They also enjoy tennis lessons, skipping and obstacle courses.

**JUNIOR SCHOOL** Weekly Sport involved many varied options, such as; AFL, athletics, cricket, tennis, gymnastics, soccer, rope skipping, swimming and House Sport (including King Ball, Poison Ball, T-Ball, Rounders).

CSSA competitions included swimming, cross-country, athletics, tennis, soccer, netball and gymnastics.

**MIDDLE SCHOOL** Weekly Sport included netball, athletics, swimming, basketball, gymnastics, Footsal, European handball, AFL, paddle tennis, flag gridiron, touch football, T-ball, Oztag and ultimate frisbee.

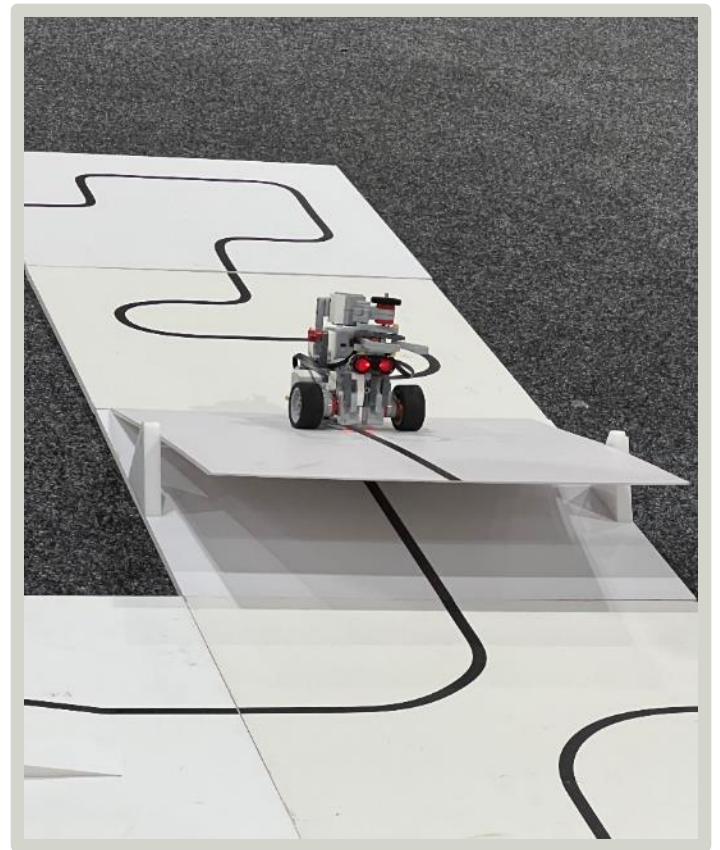
**SENIOR SCHOOL** Interschool Sport saw girls involved in Oztag, volleyball, mini soccer, basketball, netball, while boys participated in basketball, table tennis, mini soccer, touch football, tennis, soccer, Oztag, volleyball. Recreation sport included surfing, tennis, beach games, beach volleyball, hip-hop dance, ultimate frisbee, walking, taekwondo, volleyball and boxercise.



## STEM & Robotics

The integration of Science, Technology, Engineering, and Mathematics (STEM) in learning and development is a cornerstone of our educational approach. STEM is a cross-curriculum approach that is embedded in our Science and Technology units from Years 3 to 6. Additionally, Year 8 students actively participated in a highly engaging STEM Day in Term 1.

The School proudly maintains an extremely popular and well-resourced Robotics program catering to students from Years 3 to 12. This program provides numerous opportunities for students to showcase their talents and represent the School in state, national, and international competitions throughout the year. Our school achieves outstanding results, consistently ranking within the top 5 positions at both state and national events. The Robotics program serves as a catalyst for the growth and development of our students, fostering their curiosity and empowering them to explore new realms of learning, collaboration, and problem-solving. We take immense pride in the remarkable achievements of our students.



# Student Learning Outcome Improvement Measures

## Infants School

- Benchmarking each child's reading levels twice per term to target teaching and identify children needing support.
- Phonics testing throughout the year to identify specific reading skills that need to be taught next.
- Ability groups for Reading and Writing instruction are programmed and timetabled across each grade, with teaching targeting identified needs of each group.
- A home reading program based on each child's current reading level using both online programs and physical reading material.
- The Support Teacher identifies and works closely with children to concentrate on areas of need.
- Identification of academically gifted children through the Horizons Program and tailoring programs to suit their needs.
- All children undertake a developmental movement program as part of the sensory integration program. This supports their readiness for classroom learning.
- Professional Development in the use of Learning Intentions and Success Criteria, Eliciting Evidence of Learning, and Providing Feedback that Moves Learning Forward.
- Professional Learning in Systematic Synthetic Phonics Instruction.
- Mentoring of new staff to ensure development of key teaching strategies.
- Coaching program for all classroom teachers.

## Junior School

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

## Middle School

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

## Senior School

- Refining the online pedagogical practices to support online learning.
- Continued implementation of formative assessment strategies in teaching and learning.
- Increasing the focus on curriculum identified skills in programs.
- 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 (18 in Stage 5 and 28 in Stage 6) and levels to accommodate student interest and ability.
- SGCS Horizons Program for high achievers, which includes acceleration in HSC Mathematics.
- SPARK program for identified high achieving students.
- Professional Development in the use of Learning Intentions and Success Criteria, Eliciting Evidence of Learning, and Providing Feedback that Moves Learning Forward.
- Coaching program for all classroom teachers.



# School Performance in Statewide Tests & Examinations

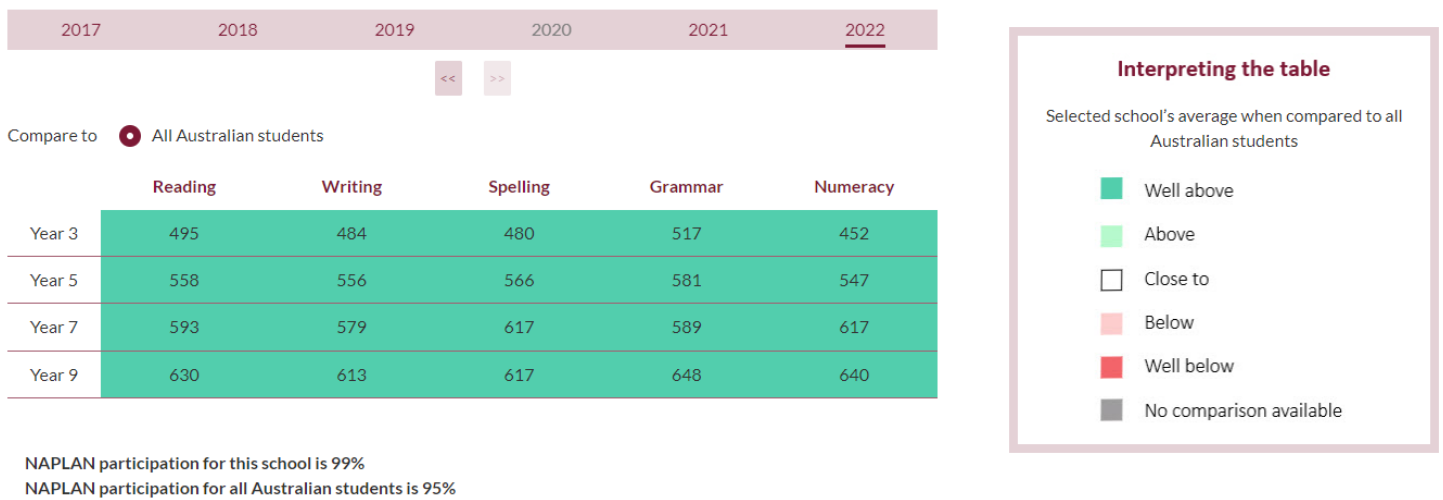
## Student Outcomes in Standardised National Literacy & Numeracy Testing

**NAPLAN (NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY)** Students in Years 3, 5, 7 and 9 excelled in these National assessments in 2022. NAPLAN participation for SGCS in 2022 was 99% compared to 95% nationally. The School performed strongly in every stage and demonstrated consistent growth over the school years.

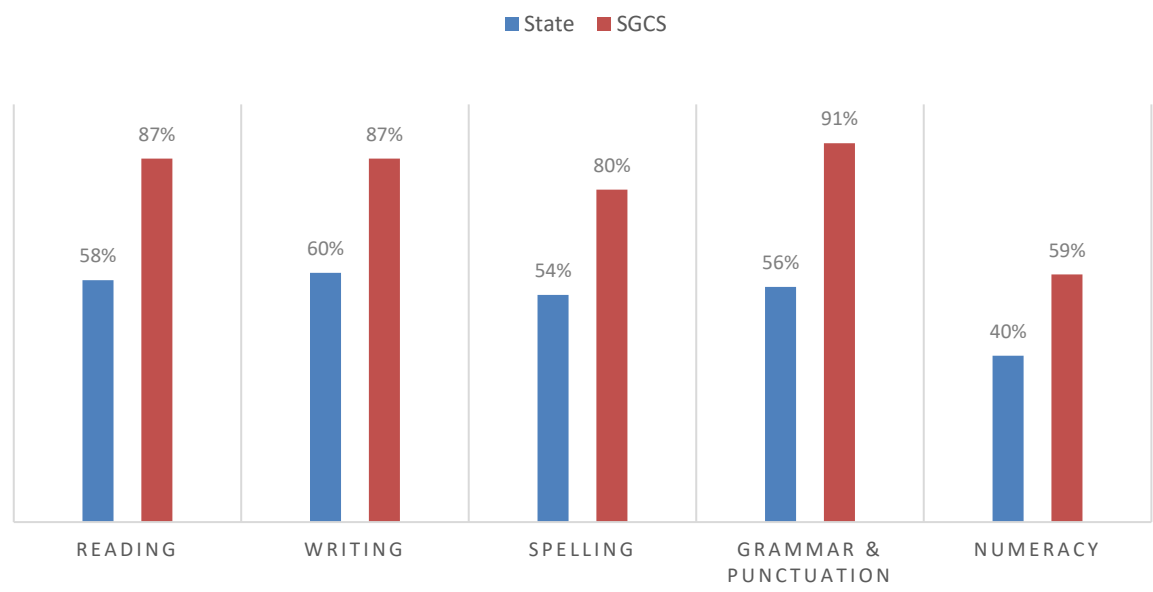
All NAPLAN tests were administered online with the exception of the Year 3 writing test. The following graphs indicate consistent outstanding results. The School's NAPLAN results highlight our students as being well represented in the top two bands and significantly under-represented in the lower two achievement bands. This is particularly pleasing in view of the specialist support staff and programs the School has in place to address the needs of students who may find academic pursuits more challenging.

Particular highlights where students have achieved greater than the State average in the top two bands include: Year 3 Reading (+29%), Year 3 Grammar & Punctuation (+34%), Year 5 Writing (+42%), Year 5 Grammar & Punctuation (+39%), Year 5 Spelling (+ 38%), Year 5 Numeracy (+37%), Year 7 Spelling (+32%), Year 7 Numeracy (+31%), Year 9 Grammar & Punctuation (+29%), Year 9 Reading (+24%), and Year 9 Numeracy (+24%).

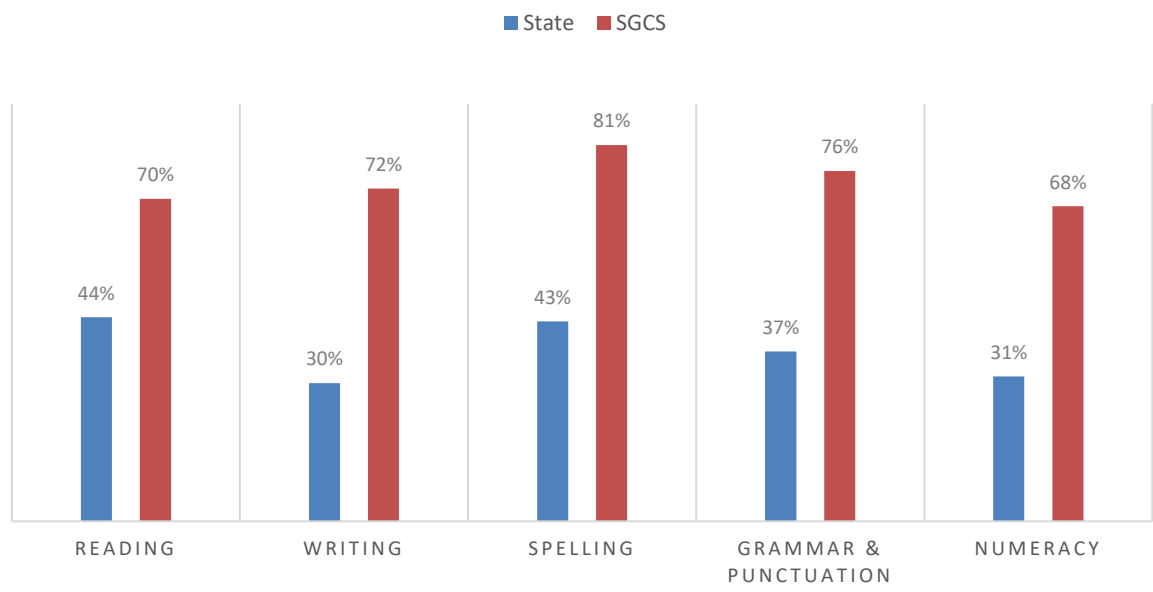
## SGCS STUDENTS V. ALL AUSTRALIAN STUDENTS



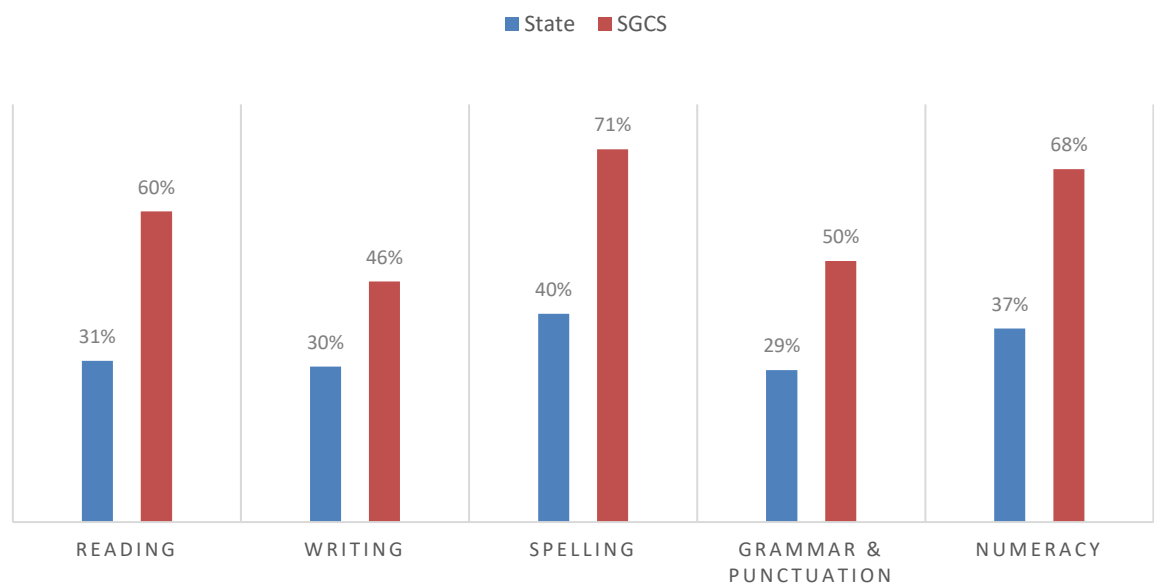
YEAR 3 2022 - % OF STUDENTS IN TOP 2 BANDS



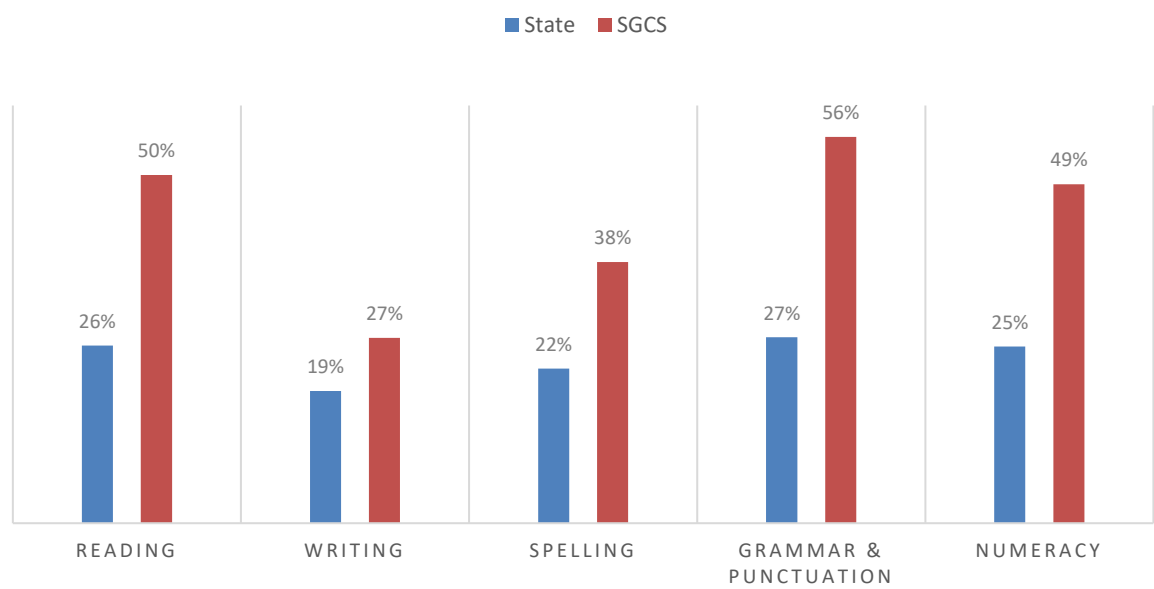
YEAR 5 2022 - % OF STUDENTS IN TOP 2 BANDS



YEAR 7 2022 - % OF STUDENTS IN TOP 2 BANDS



YEAR 9 2022 - % OF STUDENTS IN TOP 2 BANDS



## Senior Secondary Achievements

### RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Seventy-five (75) students completed Year 10 in 2022. Five (5) students went on to further studies elsewhere, including one TAFE apprenticeship, and the remainder continued at SGCS to complete the Higher School Certificate.

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

A total of 62 Year 12 students completed their HSC examinations in 2022 (along with 11 accelerated students from Year 11 who variously completed courses in Mathematics, Physics and Society & Culture).

Our Year 12 cohort is congratulated on their excellent results. The median success rate for schools across New South Wales was (again) 5.47%, with SGCS achieving a success rate of 22.02%. On this basis, SGCS received an overall ranking of 60th in the State. The School's results continue to trend upward in this metric. This metric is based on the number of students earning a Band 6 result against the total number of HSC exams sat by students, including accelerated Year 11 students.

44% of our HSC students (22 students out of 62 Year 12 students and 10 out of the 11 accelerated Year 11 students) achieved 'Distinguished Achievement' status awarded by NESA in at least one course with results in the highest possible bands (Band 6 or E4) in the following courses. Our students collectively achieved 74 Distinguished Achievement Awards (there were 49 in 2021). The subjects taught at the school in which at least 1 Band 6 or E4 (Extension course) were awarded included:

Standard English	Legal Studies
Advanced English	Business Studies
Extension 1 English	Economics
Standard Mathematics 2	Society & Culture
Advanced Mathematics	Music 1
Extension 1 Mathematics	Music 2
Biology	Drama
Chemistry	Visual Arts
Physics	Software Design & Development
History Extension	Industrial Technology (Timber)
Modern History	Community and Family Studies

This is indicative of the breadth of excellence across all faculties.

In addition to this:

- One student achieved All Rounder Status (10 or more units at Band 6 or E4 for Extension subjects).
- One student achieved Top Achiever Status in Standard English (meaning they placed in the top 20 in the course).
- One student of Visual Arts was recognised with their Body of Work being selected to feature in the HSC Art Rules Exhibition at Hazlehurst Regional Gallery and Arts Centre, which showcases exemplary major projects.
- Two students of Industrial Technology Timber were recognised with nominations for InTech 2022 which showcases major Technologies projects.
- One student of Music 1 was nominated for Encore which showcases exceptional music performances.



The following subjects offered at the School significantly outperformed State averages in the top two bands.

Percentage of Students Achieving Bands 5 or 6 (Top 2)			
Subject	SGCS %	State %	Difference %
Modern History	73.3	34.4	+38.9
Legal Studies	71.4	41.0	+30.4
Music 1	100.0	69.6	+30.4
Mathematics Extension 1	100.0	73.6	+26.4
Mathematics Advanced	74.1	49.0	+25.1
Visual Arts	88.9	65.8	+23.1
English Advanced	90.0	67.2	+22.8
Business Studies	56.5	34.9	+21.6
Mathematics Standard 2	50.0	29.1	+20.9
Community & Family Studies	50.0	32.9	+17.1
English Extension 2	100.0	85.0	+15.0
Society & Culture	54.5	43.5	+11.0
Biology	36.4	26.8	+9.6
English Extension 1	100.0	92.6	+7.4
English Standard	22.6	15.5	+7.1
History Extension	87.5	83.7	+3.8

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

Percentage of Students Achieving Bands 5 or 6 (Top 2)			
Modern Greek Beginners	100.0	52.0	+48.0
Textiles and Design	100.0	55.3	+44.7
Chinese in Context	100.0	60.5	+39.5
Geography	100.0	73.0	+27.0
Music Extension 1	100.0	76.2	+23.8
Modern Greek Continuers	100.0	76.3	+23.7
Construction	100.0	76.5	+23.5
Spanish Beginners	100.0	80.2	+19.8
Electrotechnology	50.0	32.4	+17.6
Retail Services	100.0	89.2	+10.8

## HSC Results by Subject

### BIOLOGY

In 2022, 63.6% of students (7 out of 11) achieved within Bands 4-6 (State average 53.4%). This compares to 64.7% in 2021. 3 of the remaining students achieved a Band 3.

### BUSINESS STUDIES

In 2022, 78.3% of students (18 out of 23) achieved within Bands 4-6 (State average 64.9%). This compares to 71.4% in 2021. The 5 remaining students achieved a Band 3.

### CHEMISTRY

In 2022, 77.8% of students (7 out of 9) achieved within Bands 4-6 (State average 63.9%). This compares to 70% in 2021. 4 of the remaining students achieved a Band 3.

### COMMUNITY & FAMILY STUDIES

In 2022, 100% of students (6) achieved within Bands 4-6 (State average 74.5%). 100% was also achieved in 2021.

### DRAMA

In 2022, 100% of students (11) achieved within Bands 4-6 (State 87.9%). This compares to 75% in 2021.

### ECONOMICS

In 2022, 80% of students (8 out of 10) achieved within Bands 4-6 (State average 75.9%). This compares to 81.8% in 2021. The 2 remaining students achieved a Band 3.

### ENGLISH ADVANCED

In 2022, 100% of students (30) achieved within Bands 4-6 (State average 93.2%). This compares to 95.5% in 2021.

### ENGLISH STANDARD

In 2022, 54.8% of students (17 out of 31) achieved within Bands 4-6 (State average 55.7%). This compares to 65.5% in 2021. 9 of the remaining students achieved a Band 3.

### ENGLISH EXTENSION 1

In 2022, 100% of students (6) achieved within the top two Bands (State average 92.6%). 100% was also achieved in 2021.

### ENGLISH EXTENSION 2

In 2022, 100% of students (1) achieved within the top two Bands (State average 85%). This subject was not undertaken by students at SGCS in 2021.

### HISTORY EXTENSION

In 2022, 87.5% of students (7 out of 8) achieved within the top two Bands (State average 83.7%). This subject was not undertaken by students at SGCS in 2021.

### INDUSTRIAL TECHNOLOGY

In 2022 63.2% of students (12 out of 19) achieved within Bands 4-6 (State average 50.9%). This compares to 62.5% in 2021. The 7 remaining students achieved a Band 3.

## INVESTIGATING SCIENCE

In 2022, 100% of students (5) achieved within Bands 4-6 (State average 63%). 100% was also achieved in 2021.

## LEGAL STUDIES

In 2022, 85.7% of students (12 out of 14) achieved within Bands 4-6 (State average 66.2%). This compares to 81.8% in 2021. The remaining 2 students achieved a Band 3.

## MATHEMATICS ADVANCED

In 2022, 88.9% of students (24 out of 27) achieved within Bands 4-6 (State average 76.4%). This compares to 82.6% in 2021. The 3 remaining students achieved a Band 3.

## MATHEMATICS EXTENSION 1

In 2021, 100% of students (16) achieved within the top two Bands (State average 73.6%). This compares to 88.9% in 2021.

## MATHEMATICS STANDARD 2

In 2022, 75% of students (27 out of 36) achieved within Bands 4-6 (State average 54.1%). This compares to 71% in 2021. 7 of the remaining students achieved a Band 3.

## MODERN HISTORY

In 2022, 93.3% of students (14 out of 15) achieved within Bands 4-6 (State average 67.9%). This compares to 60% in 2021. The remaining student achieved a Band 3.

## MUSIC 1

In 2022, 100% of students (4) achieved within the top two Bands (State average 69.6%). 100% was also achieved in the top two Bands in 2021.

## MUSIC 2

In 2022, 100% of students (2) achieved in the top Band (State average 33.9%). This subject was not undertaken by students at SGCS in 2021.

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

In 2022, 46.2% of students (6 out of 13) achieved within Bands 4-6 (State average 50.3%). This compares to 64.3% in 2021. 5 of the remaining students achieved a Band 3.

## PHYSICS

In 2022, 72.7% of students (8 out of 11) achieved within Bands 4-6 (State average 68%). This compares to 86.7% in 2021. 2 of the remaining students achieved a Band 3.

## SOCIETY & CULTURE

In 2022, 83.1% of students (9 out of 11) achieved within Bands 4-6 (State average 75.3%). This compares to 70% in 2021.

## SOFTWARE DESIGN & DEVELOPMENT

In 2022, 87.5% of students (7 out of 8) achieved within Bands 4-6 (State average 69.6%). This compares to 75% in 2021.



VISUAL ARTS

In 2022, 100% of students (9) achieved within Bands 4-6 (State average 91.9%). 100% was also achieved in 2021.

SUBJECTS STUDIED EXTERNALLY

In 2022, 83% of students (10 out of 12) achieved within Bands 4-6. The remaining 2 students achieved a Band 3. Subjects studied externally included: Chinese in Context, Construction, Electrotechnology, Geography, Modern Greek Beginners, Modern Greek Continuers, Music Extension 1, Retail Services, Spanish Beginners, Textiles and Design.

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

Senior Secondary Outcomes

Percentage of students in Year 12 undertaking a course in vocational or trade training (6 out of 64 students):	9%
Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:	100%



# Professional Learning, Accreditation & Qualifications

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

## Teacher Professional Learning

External professional development courses for staff have included:

- Reading Matters: Reimagining Approaches to Reading in Schools (AIS)
- Emotion Management for Autistic children and Adolescents (Attwood and Garnett)
- MacqLit Workshop (MultiLit)
- Heads of Sport Conference - What's your Game Plan? (AIS)
- IPSHA National Conference
- The Power of Purpose (AIS)
- IPSHA Conference – Understanding the Next Generation of Students - Generation Alpha
- Reading Tutor Program (MultiLit)
- ACHPER Reimagining PE
- ICT Managers and Leaders Conference (AIS)
- Supporting Students with Challenging Behaviours (AIS)
- Collective Student Efficacy with John Hattie and Lyn Coote
- Coaching Accreditation Program (Growth Coaching International)
- Collective Student Efficacy (ACEL)
- Australian Inclusive Schooling Conference
- Leading with Literacy (PETAA)
- Master of Education study: Inclusive Literacy and Numeracy Pedagogies (Sydney University)
- Master of Education study: Designing for Access to the Curriculum (Sydney University)
- PHD study
- Early Career Teacher Conference
- First Time Teaching Stage 6 CAFS (run by ACHPER)
- ProPsych - Mental Health in School's Conference
- SET Laboratory Technician course at UTS
- LawSense ICT Law
- AISNSW ICT Management and Leadership Conference
- Reserve Bank Teacher Immersion Day
- Autism: What Do We Know Now?
- Autism Awareness and Strategies for the Educational Environment
- Collective Study Efficacy (ACEL)
- ETA Grammar Tools for Writing
- ETA HSC English Exam Success
- ETA Grammar Tools for Writing
- ETA HSC English Exam Success
- Easy Differentiation Strategies for Years 7-10 Science Teachers
- Legal Studies Association Conference
- HTA Current Issues in History
- Online MasterClass: TeleroBotics: using LEGO® Education SPIKE™ Prime to create semi-autonomous robots that can be controlled from a distance
- The Careers Advisers Career Development Education Showcase
- TAFE/TVET Information Session
- CAA NSW Careers Adviser Information Session
- NSW School of Languages Information Session
- Accidental Counsellor Training
- Masterclass: Respectful Relationships and Consent (ACHPER NSW)
- Masterclass: Vaping and e-cigarettes (ACHPER NSW)
- Strengthening Self-Management and Interpersonal Skills in PDHPE Years 7-10 (AISNSW)
- Project Based Learning in PDHPE Years 7-10 (AISNSW)

## Staff Qualifications

### EXECUTIVE STAFF

Principal	HONOR, James	MSc (USYD), BEd (USYD)
Business Manager	MCKAY, Stephen	BCom(Acc) (UOW), BDiv, DipMin (Moore College), CPA
Head of Senior School	LEE, Carolyn	BA, DipEd (USYD)
Head of Middle School	DONSWORTH, Jeannie	BTeach (WSU), BHA (UNSW)
Head of Junior School	FINCH, Nicole	MLeadMngtEd (UON), DipEd(EarlyChild) (SydCAE)
Head of Infants School	LEAN, Gai	BEd (CSU), DipTeach (UNSW)

### TEACHING STAFF

ARCHER, Rob	BEd(Prim) (USYD), DipTeach (SydCAE)
ATHAS, Koula	MTeach (WSU), BA (UNSW)
BEDWELL, Mikaela	BPrimEd (UOW)
BINNS, Grahame	BSc(Hons) (USYD), DipEd (UNE)
BINNS, Karen	BEd, DipTeach (UOW)
BLIGHT, Michelle	MA(TESOL) (WSU), BScDipEd (UNSW), DipBibleMiss (Moore College)
BRODIE, Caitlin	BPrimEd (UOW)
CANNING, Amy	MEd(SpEd), BMusBEd (UNSW), AMusA (AMEB)
CHALKER, Kathryn	BEd(Sec) (USYD)
CHENG, Wilson	BSc(Comp) (UNSW), GradDipEd(Sec) (Excelsia)
COCKING, Mathew	BEd (TechandAppStud) (CSU), Cert IV Build&Constr, Cert III Carpentry (TAFE)
COLLYER, John	BMusic(Hons) (UoN), GradDipEd (UNEBed (Sec), AMusA, LMusA (AMEB), GradDipMinStu (CHC), Cert IV TAA (TAFE), Cert III LiveProd&Events (JEC)
CONDON, Reece	MTeach (Sec), GradCertOutEd (NotreDame), BSc(SportsSc) (ECU)
COOK, Nerine	MA(EngLit), BA(Hons) (OpenUni UK), BPrimEd (UWitwatersrand ZA)
CROUCHER, Jonathan	BEd(Sec) (USYD)
CURTINSMITH, Paul	BEd, BTeach(Prim) (UOW)
DALLIMORE, Chloe	MTeach(Prim) (UNE), BIGS (USYD)
DAVIS, Gillian	MTeachEdLead (UOW), AssDipMiss&Div (SMBC) BEc (USYD)
DECK, Claire	BA (USYD), GradDipEd (Wesley)
DEUIS, Neil	BTeach(Sec) (UWS), BAArch (UTS), AssocDipApplSc (TAFE)
DUDLEY, Jill	BEd (Sec:HumanMvmtHlth Ed) (USYD)
ERWIN, Adrienne	MEd (UOW), BEd (Morling)
FARAH, Kylie	BEc (USYD), GradDipEd (WSU)



FAUCHON, Charlotte	BArEd (UNSW)
FERNANDO, Timothy	BEd(Sec) UNSW
GARLATO, Joel	BDesignTech (WSU), GradDipEd(Sec) (ACU), MEdLL (UTS)
GILLMAN, Lucas	BEd (USYD)
GORDON, Margaret	DipTeach (UNSW)
GORDON, Rebekah	MTeach, BSc (USYD)
GRAY, Roxanne	MEd(Spec&Incl Ed) (USYD), BArEd (Notre Dame)
HARRISON, Christopher	BTeach (Prim) (UOW)
HARTUP, Kate	MEd (Maths), GradCertMaths (UniND), BPhyEd (ACPE)
HO, My Anh	BEdStu(Maths) (CSU), BEd(P&HEd) (UOW)
HOLDEN, Kate	BA, GradDipEd(Sec) (UOW), GradDipDiv (SMBC)
HONOR, Melissa	MA(Prelim), BA (USYD)
HOWSE, Jennifer	BA (UNSW), DipEd (CSU) GradDipDiv (SMBC)
INGRAM, Fiona	BEd(PhyHlthEd) (UOW), BEdStu(Maths)(CSU)
IOANNIDIS, Rosemary	MTeach, BSc(Hons) (USYD)
JENSEN, Karina	BA (UNSW), BTeach (UNE)
KARTSONAS, Nicole	MA(ChildLit) (MQ), BA, DipEd (Prim) (USYD), DipDivMiss (SMBC)
KASPER, Sandra	BEd (UNSW), DipTeach (USYD)
KEECH, Chloe	BA, GradDipEd(Prim), GradCertTESOL (UOW)
KIM, Soo Jin	BArEd (UNSW)
KINMOND, Rosanne	BA (USYD), GradDipEd (CSU)
LEATE, Kirrily	DipTeachEarlyChildEd (MACQ)
LUCAS, Demi	MTeach(Sec) (UNSW) BACom (UTS) GradDipPsych (USYD)
MATTES, Gregory	MEd (Southland), MA, BSc, DipEd (UNSW)
MCDONELL, Jaala	BAEd(Sec) (UNSW)
MCMASTER, Karen	BEd(Prim), BTeach(Prim) (UOW)
MELLOR, Fiona	DipTeach(Prim) (UNSW)
MERRITT, Rene	BTeach (UOW)
MOORE, Stephen	BEdPhyHlthEd (UOW)
MULHOLLAND, Helen	DipTeachEarlyChildEd (SA CAE)
MUNRO, Jason	B.Ed, (Physical and Health Ed) (UOW)
MURRAY, Julie	BEd (USYD), GradDipSchLibr (Inst of Riverina), GradCert(TESOL) (UOW)
MURRAY, Kate	BA.BEd (UNSW), Assoc Dip SpeechDrama (AGMS), IMEB
OLLERTON, Ann	BSc, DipEd (USYD)
ORROCK, Barbara	DipEd(Prim) (Alexander Mackie CAE)

PAIN, Phillip	MEd, BACom, GradDipEd (UNE)
PARSONS, Emily	BPrimEd (UOW)
POLLETT, Desiree	BMus BEd (UNSW)
REYNOLDS, Aya	MTeach, BAppSc (Ex&SpSc) (USYD)
SCOTT, Joshua	BTeach(Prim), BA (USYD)
SMART, Lauren	BEd (EarlyChild&Prim) (ACU)
SMITH, Anna	MTeach(Sec) (ACU), BComMediaStud (UOW)
STAVROPOULOS, Nathan	BEd(SecEdMaths), BSc (USYD)
STEINWEDE, Bronwyn	BEd(Prim) (MQ), BA(PubCom) (UTS)
TAYLOR, Hannah	BTeach(Tech), BA (ACU)
VASQUEZ, Daniel	MEdLeadEd (ECU), MTeach, BA (WSU)
VILLAREAL, Rachel	BFineArts (NAS), GradDipEd (ACU)
WADDIS, Prudence	BEd(Prim) (WSU)
WATTS, Jeremy	MTeach(Prim), BA (WSU)
WILKIN, Emma	BEd (Prim) (UOW)
WILSON, Peter	BSc (UWA), DipEd (WACAE), BTh (Flinders Uni), GradDipPastoralStud (ACD)
WIMBLE, Scott	MEd, GradDipEd (CSU), BA (UOW)
WISE, Michelle	MTeach(Prim) (WSU), BPhyHlthEd (UOW)
WISNIEWSKI, Mollie	BPrimEd (UOW)
YOUNG, Kerry	MTeach, BAI (USYD)

## GENERAL STAFF

AMOS, Margaret	Admissions Assistant
BAGLIN, Aimee	School Nurse, RN.
BARRY, Amanda	Senior School Administration Assistant
CAMPBELL, Roslyn	PA to Head of Middle School
COPP, Roger	Accounts Payable Officer
COX, Marilyn	Library Technician
CUNNINGHAM, Imogen	Visual Arts Assistant
DONSWORTH, Paul	Maintenance Manager
FANOUS, Amany	Science Laboratory Assistant
GATENBY, Jayne	Student Learning Support Officer
HART, Claire	Accounts Receivable/Main Reception Administration Assistant
HILTON, Rebecca	PA to Principal
HOMOLA, Martin	Project, Property and Facilities Manager

HORNBY, Rachel	Café Assistant
JENSEN, Karina	Senior School Administration Assistant
JONES, Linda	Infants School Teacher's Aide/Administration Assistant
KOLLOFF, Frances	Purchasing Officer
LAYLIM, Meredith	Library Technician
LUTTON, Susan	Payroll Officer
MAWER, Milla	Infants Administration Assistant
MCGARRITY, Julie	Café Assistant
MELLER, Lisa	Middle School Student Learning Support Officer
MOORE, Kate	Orders Receivable Officer/Café Assistant
MOUNIER, Connie	Junior School Administration Assistant
NEWTON, Suzanne	Community Engagement and Special Projects Manager
NOSWORTHY, Julie	Senior School Administration Assistant
PARKER, Aaron	ICT Helpdesk Officer
PATE, Anna	PA to Head of Junior School
PAUL, Rikki	Senior School Student Learning Support Officer
PEARSON, Maggie	Infants School Teacher's Aide
POLLARD, Joanne	Junior School Student Learning Support Officer
PULLEY, Li-Ann	PA to Business Manager
PUNNETT, Carolyn	Café Manager
PYETT, Lauren	Middle School Counsellor
RAJAN, Jesse	ICT Officer
RAMSAY, Nicole	Food Technology Assistant
RICHARDSON, Alison	Infants School Teacher's Aide
SAWARD, Angella	Registrar
SMITH, Danielle	Infants School Teacher's Aide/Administration Assistant
STREET, Lyn	Second Hand Uniform Shop Officer
STRIGAS, Valerie	Office Manager
STROLIN, Megan	Careers Advisor/Senior School Administration Assistant
TABER, Jillian	Infants School Administration Assistant
THOMSON, Danielle	K-5 School Counsellor
WILSON, Judith	Senior School Counsellor
WISE, Lisa	Main Reception Administration Assistant

# Workforce Composition

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

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

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

## Teaching Staff

The School has 87 teaching staff (68.3 full time equivalent) 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 via the NESA website at:



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

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

## General Staff

The School has 55 general (non-teaching) staff (35.4 full time equivalent).

## Staff Wellbeing

To support staff wellbeing, SGCS offers staff an Employee Assistance Program with Access EAP, providing all staff with free and confidential telephone or face-to-face counselling for personal and professional issues. This service has continued to be accessed by staff throughout 2022.

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



# Student Attendance

## Student Population of the School

In 2022, there were 807 students enrolled across Kindergarten to Year 12. These students are predominantly from the wider St George area and represent a rich mix of cultural backgrounds. The students work harmoniously together and reflect their diverse Christian denominational and secular backgrounds. The School maintains a strong community atmosphere and strives to cater for the individual needs of each student. Parents are viewed as partners in the education of their children and their contributions are valued.

## Student Attendance Rates

Average daily student attendance in 2022 was 93% comprised of:

Student Attendance by Year Group			
Kindergarten	95%	Year 7	93%
Year 1	93%	Year 8	92%
Year 2	94%	Year 9	90%
Year 3	93%	Year 10	91%
Year 4	92%	Year 11	91%
Year 5	94%	Year 12	94%
Year 6	92%		

## 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.

## Student Absences

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

- Reply 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 or [attendance@sgcs.com.au](mailto:attendance@sgcs.com.au) with a copy to [office@sgcs.com.au](mailto:office@sgcs.com.au) before 9.00am on the day of absence or after receiving text.

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

# Retention Rates & Post School Destinations

## Retention Rates

The School had 68 students who completed Year 10 in 2020. Four students went on to further studies elsewhere and the remainder (94%) continued at the School to complete their Higher School Certificate in 2022.

## Post School Destinations

Our Year 12 cohort of 2022 (*pictured below*) received university offers in a diverse range of Bachelor courses including:

Advanced Computing, Advertising & Public Relations, Applied Science (Diag Radiography), Applied Science (Occupational Therapy), Architectural Studies, Architecture & Environment, Artificial Intelligence, Arts, Arts & Business, Interior Architecture, Business, Cognitive & Brain Science, Chiropractic Science, Commerce (Media Business) Commerce (Strategic Commerce), Commerce (International), Communication, Computer Science, Construction Management & Property, Cyber Security, Design (Interior Architecture), Design (Production Design), Economics, Education (Early Childhood & Primary), Education (Health & Physical Education), Education (Secondary), Education (Primary), Engineering (Civil Construction), Engineering (Mechatronic), Engineering (Software), Engineering (Aerospace/Mechanical and Manufacturing/Mechanical), Engineering (Surveying), Engineering (Biomed), Exercise & Sports Science, Game Design & Development, Information Technology, Landscape Architecture, Marketing & Media, Media & Communications, Medical Science, Medicinal Chemistry, Management (Event), Management (Sport Business), Midwifery, Music, Music & Sound Design, Nursing, Pharmaceutical, Urban Management & Planning, Laws, Science (Chemistry), Psychology, Social Science.

Our graduating students will be found on the campuses of the University of Sydney, University of Technology Sydney, Macquarie University, University of New South Wales, University of Wollongong, Western Sydney University, Australian Catholic University, and Notre Dame University.



# Student Welfare

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

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

## Encouragement and Affirmation of Excellence

- Opportunity to engage and grow in learning through explicit feedback and formative assessment practices and growth mindset philosophy.
- Entry into a range of competitions at local, state, national, and international levels.
- Optional entry into 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 and charity initiatives.
- Participation in Sports Carnivals, Gala Days and competitions, including Jump Rope.
- Horizons Program/Thrive Hive for high ability students (Junior School).
- SPARK Program for high ability students (Middle & Senior School).
- Learning Support Programs in Years K-12.
- Award of certificates in weekly assemblies.
- Academic, Citizenship, Leadership and Sports awards.
- Annual end of year assemblies and presentation ceremonies.
- Extracurricular piano, instrumental, vocal and other musical classes and tuition.
- Choir, bands and music ensemble performances.
- Years 3-12 'Evening of Fine Music' showcasing outstanding students' musicianship.
- Christmas concert, Musicals and annual Performance evenings.
- Annual Art Acquisition Award.
- Art displays and exhibitions.
- Robotics competitions at local, state and national level.





# School Policies

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

## Enrolment Policy

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

## Child Protection Policy

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

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

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

## Other Student Welfare Policies

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

All policies and procedures in these areas are made available to staff through Sentral.

## Anti-Bullying Policy

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

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

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

## Discipline Policy

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

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

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

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

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

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

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

## Communication Policy (including Grievances Procedures)

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

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

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

An overview of this Policy is provided in the Family Handbook which is given to all families 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 from the School Office.

# School Improvement Targets

## Improvement Targets Achieved in 2022

### TEACHING, LEARNING AND PROFESSIONAL LEARNING

- Review implementation of Thrass (Years K-2).
- K-12 Professional Learning: Teacher training and consolidation of Formative Assessment practices.
- Teacher focus on Learning Intentions and Success Criteria, Eliciting Evidence of Learning and Providing Feedback that Moves Learners Forward.
- Ongoing coaching for all staff.
- Mentoring for all New Scheme Teachers (K-12).
- Reviewing school reports (K-5).
- Trialling "Seesaw" Learning Platform report folio in Junior School.
- 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.
- Prepare for 2023 Professional Learning program including Professor Dylan William in Week 0 in January 2023.
- Develop and implement (NESA accredited) online learning modules on Disability Standards.
- Middle School student iPad take-home program and digitalised textbooks.
- NESA online training in new English and Mathematics curriculum.
- Review new K-2 English and Mathematics curriculum and plan for implementation in 2023 (Years K-2).
- Implement independent home learning packages for students impacted by COVID-19 (Years K-5).
- Teacher upskilling in use of Sharepoint for programming and planning collaboration (K-2).

### ADMINISTRATIVE OPERATIONS

- Archiving Project.
- Investigating feasibility of TASS (School Management Software).
- Investigating feasibility of Enrol HQ (School Enrolment Software).
- Implementation of Microsoft Sensitivity Labels on all emails and documents for data security.
- Implementation of a redundant 10gb link for uninterrupted connectivity.
- Relocation of ICT infrastructure into new facility improving operational efficiency and allowing for future scalability.



## COMMUNITY

- Infants Campus Group Tours and Hurstville Campus Information Tours.
- Continued Parent education program on parenting issues via Strong Hearts Strong Minds Workshops.
- Continued parent engagement with School through Parent Connect group.
- Continued events to engage parents including Easter service, Mother's Day Morning Tea, Father's Day Breakfast, Christmas Concert (K-2), Mother's Day, Grandparent's Day, Musical, and Father's Day (3-5).
- Re-establish face-to-face community events in line with COVID-19 related guidelines.
- School Counsellor led workshops for parents of young adolescents.
- New Terrace Building tours and Opening Ceremony.

## STUDENT WELLBEING

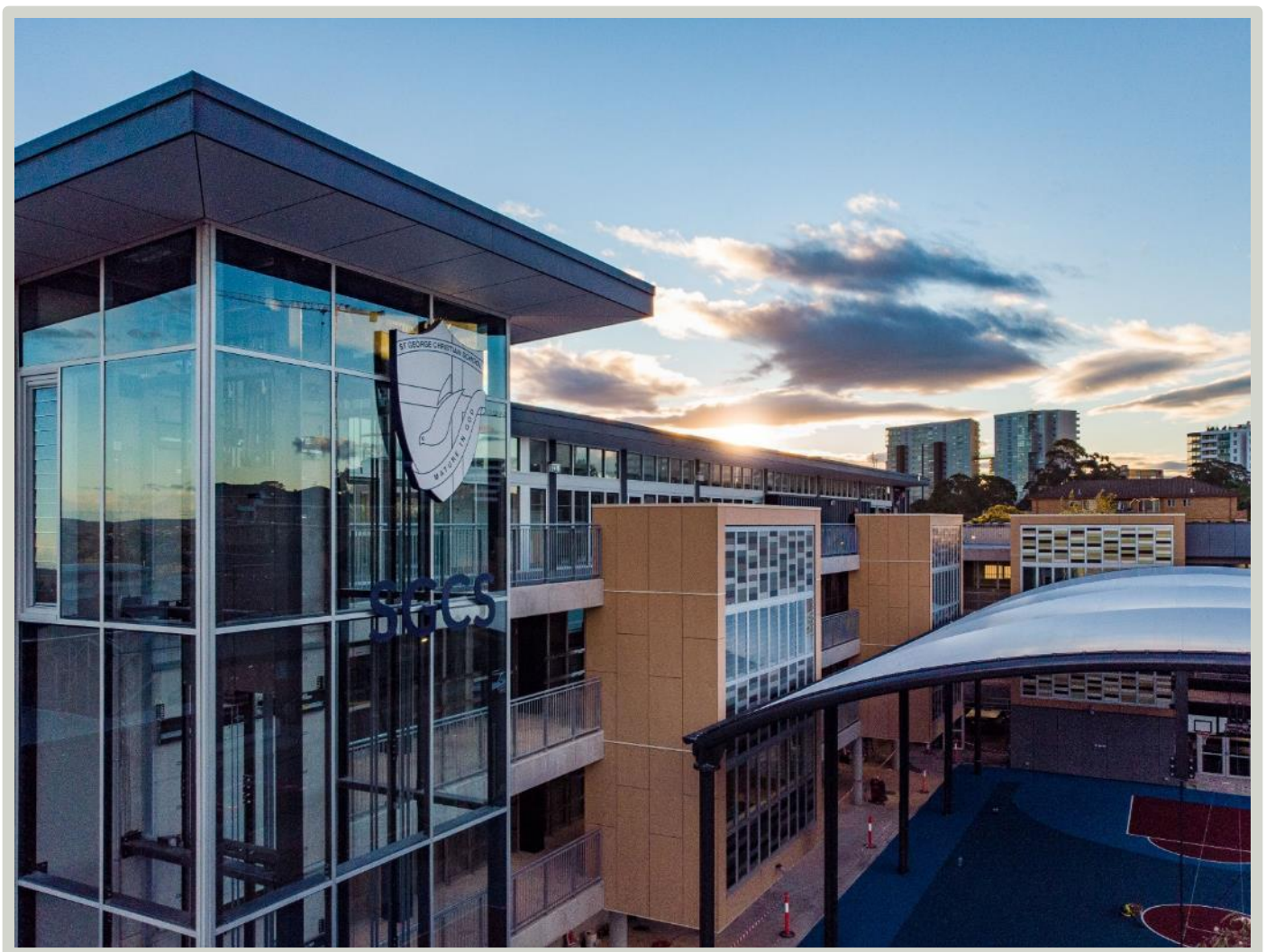
- Social Emotional Active Learning Program (SEAL) for Kindergarten students, focusing on wellbeing issues faced when commencing school.
- School Counsellor referrals to support children with socio-emotional concerns.
- Good Samaritan award at weekly assemblies for students (K-2).
- Participate in the National Day of Action against Bullying and Violence.
- Employment of a School Nurse.
- Fully implement School Prefect Portfolio Program.
- Provide additional staff support and leadership for the Middle School and Senior School Leadership Program.
- Assess the impact of fewer transitions in the timetable for students.
- National benchmarked survey of student wellbeing.
- Implement Servant Heart Award at weekly assemblies for students (3-5).
- Affirming Positive Student Behaviours K-2: Good Samaritan Assembly awards, Year 2 Monitor Program.
- Collective Shout Student Workshops and Parent Seminars.

## FACILITIES AND SERVICES

- Update reading resources for guided reading (K-2).
- Install blinds for weather and soundproofing on verandas (K-2).
- Implement WUSHKA online reading resource for use beyond online learning.
- New Pop Up Library in Water Tank Building.
- Investigate provision of additional shade/wet weather cover for playgrounds.
- Provide new seating in old Water Tank Building playground.
- Acquisition of a school 21-seater bus (for excursions/sport).
- Develop School Chapel Gallery.
- Design new landscaping associated with the completion of the B2 project.
- Renovate JS staffroom.
- Upgraded student desks (3-5).
- Upgraded teacher student reading (jellybean) desks for Year 2.
- Vape detection system in MS and SS toilets.

## STAFF

- Rollout of updated Staff Professional Learning Policy and Practices.
- Introduction and rollout of updated Child Protection Policy and Practices (including Child Safe Standards).
- Employee Assistance Program including free counselling support.
- Continued Staff Fitness Incentive Program.
- R & D team focus on next Formative Assessment strategies.
- Influenza vaccinations - free to staff offered on campus or voucher.
- Nationally benchmarked Staff Climate and Wellbeing Survey (biennial).
- Staff Team Development and Wellbeing Day.
- Provision of an additional 39 onsite parking spots for staff (Hurstville Campus).



## Improvement Targets for 2023

### TEACHING, LEARNING AND PROFESSIONAL LEARNING

- Reviewing National Literacy and Numeracy Progressions (Years K-5).
- Developing a Literacy Progression for Reading to measure all Infants students (Years K-2).
- Extension of Beyond Ourselves Program to include all Year 10 students, to have cross-curricula component outcomes.
- K-12 Professional Learning: Teacher training and consolidation of Formative Assessment practices.
- Teacher focus on Learning Intentions and Success Criteria, Eliciting Evidence of Learning and Providing Feedback that Moves Learners Forward.
- Ongoing coaching for all staff.
- Mentoring for all New Scheme Teachers (K-12).
- Reviewing school reports (K-5).
- NESa online training in new English and Mathematics curriculum.
- Review new K-2 English and Mathematics curriculum and plan for implementation in 2023 (Years K-2).
- Review new 3-6 English and Mathematics curriculum and plan for implementation in 2024 (Years 3-6).
- Develop HALT (Highly Accomplished and Lead Teacher) Accreditation program.
- Years 3-5 Professional Learning via AIS Reading Project inline with new English curriculum.
- K-2 continued professional learning in Reading instruction: focus on fluency and comprehension.
- K-2 continued professional learning in K-2 Mathematics: focus on Numeracy and Mathematical Reasoning.
- Update reading resources in line with new curriculum K- 5.

### ADMINISTRATIVE OPERATIONS

- Archiving Project.
- Prepare for switch to cloud-based Sentral including enrolments and finances.
- Transitioning to new LMS service provider.
- Extending provision of Registrar (enrolment) services.
- TASS (School Management System) implementation.
- Enrol HQ (Online Enrolment Software) implementation.

## COMMUNITY

- Infants Campus Information Tours and Hurstville Campus Information Tours.
- Continued Parent education program on parenting issues via Strong Hearts Strong Minds Workshops.
- Continued school parent engagement through Parent Connect group.
- Continued events to engage parents including Easter service, Mother's Day Morning Tea, Father's Day Breakfast, Christmas Concert (K-2), Mother's Day, Grandparent's Day, Musical, and Father's Day (3-5).
- Re-establish face-to-face community events in line with COVID-19 related guidelines.
- School Counsellor led workshops for parents of young adolescents.
- New Terrace Building tours and Opening Ceremony.
- Post Covid Community Building Strategies e.g., Engaging parents in Kindergarten Reading Program via Fly on the Wall Program.
- New Parent Volunteer Program to commence in 2023.

## STUDENT WELLBEING

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

## FACILITIES AND SERVICES

- Complete and occupy the Hurstville Campus Development Project (HCDP) Atrium and Chapel Gallery Buildings for Week 1 in Term 3.
- CCTV Camera installed at Infants.
- Update reading resources for guided reading (K-2).
- Install remainder of blinds for weather and soundproofing on verandahs (K-2).
- Infants Campus tree removal.
- Develop School Chapel Gallery.
- New Green Line and COLA area landscaping associated with the completion of the HCDP.
- Upgrading Wifi in SSBC hall.
- Renovate Junior School staffroom.
- Upgrade student desks (3-5).
- Upgrade Junior School outdoor playground equipment.
- Paint Main Purpose Hall and Bay Room Building common areas.
- Review School cleaning contract.
- Re-paint external of Bay Room Building.
- Extend Lockdown room provision in Water Tank Building.
- Wayfinding and signage design.



## STAFF

- Rollout of updated Staff Professional Learning Policy and Practices.
- Introduction and rollout of updated Child Protection Policy and Practices (including Child Safe Standards).
- Employee Assistance Program including free counselling support.
- Continued Staff Fitness Incentive Program.
- R & D team focus on next Formative Assessment strategies.
- Influenza vaccinations - free to staff offered on campus or voucher.
- Staff Team Development and Wellbeing Day.
- Provision of 11 additional onsite parking spots for staff (Hurstville Campus).



# Initiatives for Respect & Responsibility

## Infants School

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

- Singing of National Anthem
- Uniform Award
- Achievement Award
- Homework Award
- Good Samaritan Award

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

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

To foster consideration of the broader community, opportunities include:

- Support of Beyond Ourselves initiatives and charity including Anglicare's Toys 'n' Tucker campaign.
- Instruction of children in etiquette and manners.

## Junior School

### STUDENT LEADERS

- Students in Year 5 are involved in a Leadership program to identify, discuss and model leadership qualities at the beginning of Term 1
- Students are appointed by student election and staff discussion from Year 5 cohort
- Student leaders:
  - act as responsible role models
  - develop leadership skills and confidence
  - represent the students' feelings, opinions and interests
  - give students a share in decision making
  - develop within the students a sense of responsibility for their school and community
  - develop a sensitivity and awareness of the needs of others
  - create a friendly, respectful relationship between teachers and students
  - fundraise for worthwhile causes such as Jump Rope for Heart and Sydney Children's Hospital
  - run the weekly Department assembly
  - set up playground 'big games'
- Students in Year 5 are appointed as House Captains for their sporting 'house' team, and as IT Leaders, assisting with technology for assemblies and events.

## PERSONAL DEVELOPMENT AND HEALTH COMPONENT OF THE PDHPE SYLLABUS

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

### Middle School

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

### Senior School

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

# Parent, Teacher & Student Satisfaction

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.

This survey was conducted in 2022 and the School's top 10 growth areas in 2022 (compared to the National Mean) were as follows:

## Parents

### Top 10 Strengths (compared to the 2022 National Mean)

1	Leadership and Management	There is effective leadership in the school.	+23%
2	School Environment	Students present themselves with pride.	+18%
3	Parent Communication	I feel well-informed about school matters.	+17%
4	Learning Opportunities	Class sizes are suitable for my child's learning needs.	+15%
5	Teacher Quality	Teachers are positive and enthusiastic about their teaching.	+15%
6	Teacher Quality	Teachers communicate with me regularly about my child's progress.	+15%
7	Teacher Quality	My child's teachers are of a very high standard.	+14%
8	School Environment	My child enjoys going to school each day.	+14%
9	School Environment	This school is a safe place for my child.	+14%
10	Leadership and Management	The school staff actively and effectively reinforce moral, ethical, and civic values.	+14%

## Staff

### Top 10 Strengths (compared to the 2022 National Mean)

1	Technology and Resources	The computers and other resources are easily accessible.	+34%
2	School Environment	Students respect the staff members.	+33%
3	Technology and Resources	The resources in this school are of high quality.	+30%
4	Guidance and Support	Health and wellbeing measures for staff are integrated into the existing structures and processes of the school.	+26%



5	Technology and Resources	I am able to monitor students' use of computers in an effective manner.	+24%
6	Guidance and Support	I feel supported if I need help with managing children's behaviour.	+22%
7	Morale	Teachers model and teach positive behaviour to children.	+21%
8	Morale	The school actively supports health-related, social, culture and welfare initiatives for the staff.	+20%
9	Morale	This school has a sense of team spirit.	+20%
10	Leadership and Management	The school staff actively and effectively reinforce moral, ethical, and civic values.	+20%

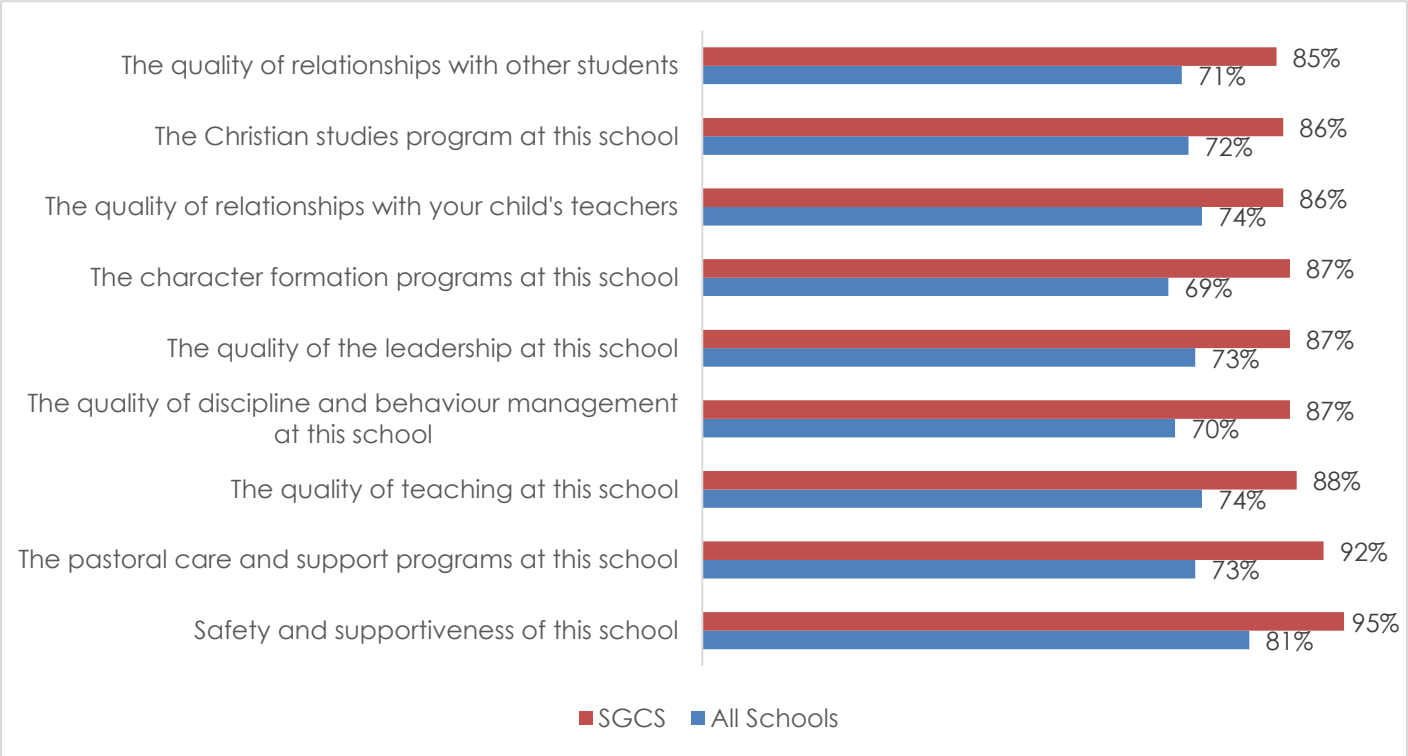
## Students

### Top 10 Strengths (compared to the 2022 National Mean)

1	Student Relationships	Bullying is not a problem at my school.	+29%
2	School Environment	My school is kept clean and tidy.	+22%
3	Student Behavioural Values	Students show respect towards the teachers.	+19%
4	Student Relationships	Students show respect for each other.	+17%
5	Teacher Quality	My teachers take control when students misbehave.	+16%
6	Teacher Quality	My teachers are positive and enthusiastic about their teaching.	+14%
7	Teacher Quality	My teachers are caring and supportive.	+11%
8	Technology and Resources	The resources in this school are of high quality.	+11%
9	Technology and Resources	My teachers keep up-to-date with technology.	+11%
10	Learning Opportunities	My classes are a good size.	+11%

The School participated in a national Community Profile Survey in 2021 conducted by Orima Research on behalf of Christian Schools Australia measured families' satisfaction with their experience at school.

Families' satisfaction with their experience at SGCS:

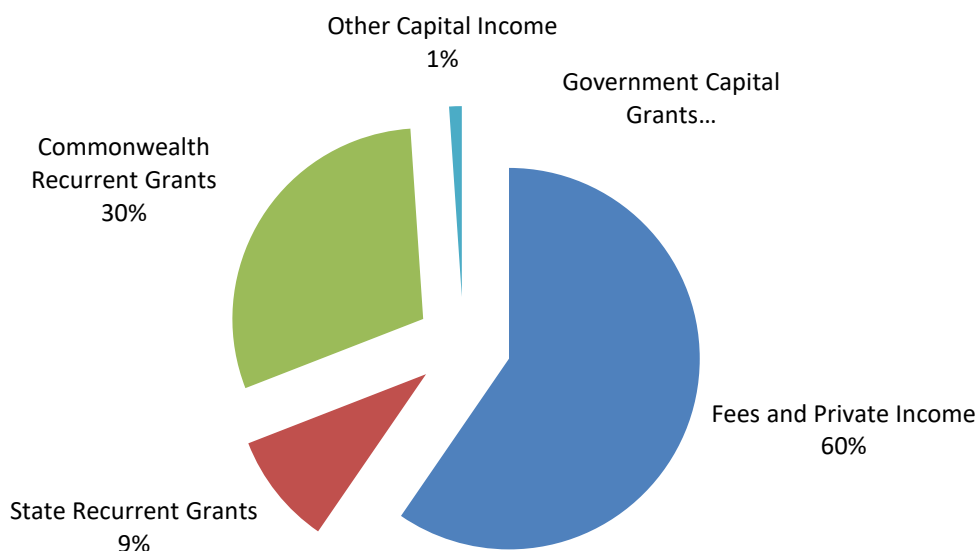


**Words families used to describe SGCS** included supportive, Christ-centred, nurturing, safe, professional, respectful, loving and relational.

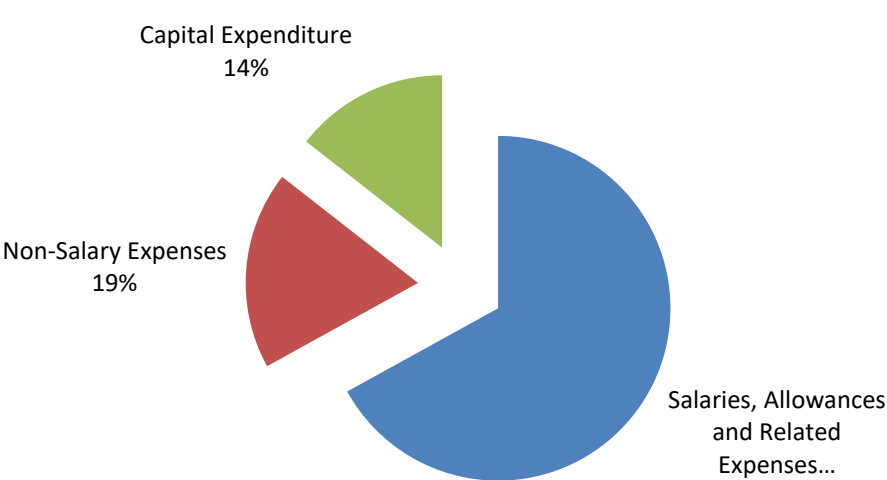


# Summary Financial Information

## Recurrent/Capital Income



## Expenditure Mix



## Confession of Faith (Appendix 1)

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.