SOUTHERN HILLS
Christian College

2016 Annual Report

Overview

We are a small school with a big heart; a place of academic excellence, inclusiveness and community. Located in the unique bush setting of Bungendore Reserve, our College provides a safe and adventurous learning environment for students from diverse backgrounds to enjoy a rigorous and holistic education, taught through the lens of a Christian worldview.

The College is a school where children are valued in all they do and in every aspect of their intellectual, cultural, sporting and spiritual lives. Great emphasis is placed upon teaching and learning to help students explore their intellectual horizons and achieve their academic potential.

Southern Hills Christian College is an educational community consisting of College staff, parents and children working together with the common aspiration of identifying and developing each child's God given gifts and abilities to enable them to make a full and valuable contribution to the world in which they live.

Principal's Message

Southern Hills Christian College has continued to develop one of the most unique and varied education experiences in Western Australia.

The College boats a highly refined outdoor and vocational educational program. The intersection of curriculum paths between our academic, social and community programs provides students with a wide range of choices that focus on students developing a strong sense of purpose and social conscience.

Mr Gavin Nancarrow

Student Attendance

Student attendance is recorded twice daily on our software program, TASS. Parents are requested to contact the school before 9am on the day of the absence so that the whereabouts of their child is known.

Student Attendance			
The average student attendance in 2016 was 90.00%			39,908.00
Year Group Year Group %			Semester 1
Year 1	94%	Y1T	2,576.00
Year 2	93%	Y2T	2,850.00
Year 3	90%	Y3T	3,571.00
Year 4	91%	Y4T	3,337.00
Year 5	92%	Y5T	3,993.00
Year 6	89%	Y6T	3,280.00
Year 7	92%	Y7T	5,592.00
Year 8	91%	Y8T	4,391.00
Year 9	88%	Y9T	5,153.00
Year 10	83%	Y10T	5,165.00

Highlights

New Staff

Eighteen new staff began their Southern Hills career in 2016. The wealth of experience and energy that new staff bring to our College can not be measured in marks on a page. We look forward to new growth in 2017 as these staff find their feet and continue to work in the lives our young people at the College.

Technology

Technology-wise, we made some significant improvements with the purchase of 'node' chairs for the library classroom. These are mobile chairs with built-in desks that are often utilized in universities. They allow for student-directed learning and the opportunity to work independently and we are excited about how they will be utilized in the future.

Student Enrolments

Student Charateristics	Male	Female	Total	SWD	Indigenous	students on Visa
Pr KG	6	12	18	0	1	0
KG	16	11	27	0	0	2
PP	15	13	28	1	2	3
Y1	8	10	18	1	1	3
Y2	10	8	18	1	0	0
Y3	12	12	24	2	2	0
Y4	14	10	24	2	1	0
Y5	16	11	27	1	2	1
Y6	8	15	23	0	0	1
Y7	23	17	40	1	2	0
Y8	17	15	32	2	3	1
Y9	16	20	36	4	0	1
Y10	21	13	34	3	5	0
Y11	16	8	24	4	0	0
Y12	8	12	20	0	0	2
	206	187	393	22	19	14

Full-time Students for Last Year and This Year For 2016

Selected Client and Data Entry status

Client Name: Southern Hills Christian College

AGEID: 14576

Location: BEDFORDALE

Period: 2016 Data Entry

Status: Finalised

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Full Time Students		2015			2016		
Education Level	Year	Male	Female	Total	Male	Female	Total
Primary	Pre-Year 1	13	13	26	15	13	28
	Year 1	13	9	22	8	10	18
	Year 2	10	12	22	10	8	18
	Year 3	17	5	22	12	12	24
	Year 4	16	12	28	14	10	24
	Year 5	7	14	21	16	11	27
	Year 6	20	11	31	8	15	23
Primary Total		96	76	172	83	79	162
Secondary	Year 7	16	19	35	23	17	40
	Year 8	20	17	37	17	15	32
	Year 9	24	12	36	16	20	36
	Year 10	28	11	39	21	13	34
	Year 11	13	14	27	16	8	24
	Year 12	29	15	44	8	12	20
Secondary Total		130	88	218	101	85	186
Total School		226	164	390	184	164	348

Census Status: Finalised   Last updated Thursday, 11 August 2016 5:19:00 PM tb2686 - Tegan Balle

Full-time Indigenous Students by Year and Age For 2016

Selected Client and Data Entry status

Client Name: Southern Hills Christian College

AGEID: 14576

Location: BEDFORDALE

Period: 2016 Data Entry

Status: Finalised

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Primary	Pre-Year 1		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
7	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
8	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
9	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
10	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Total	2	0	0	1	0	0	0	2	0	1	1	1	0	0	3	5

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	1	1	0	0	0	0	0	0	0	0	0	0	1	1
13	0	0	2	1	0	0	0	0	0	0	0	0	2	1
15	0	0	0	0	0	0	3	2	0	0	0	0	3	2
Total	1	1	2	1	0	0	3	2	0	0	0	0	6	4

Junior School Absentee Process

Students who are away from school are expected to return with a note explaining their absence. Parent phone calls are also taken as notification of the child's absence. Where a parent hasn't notified the College of an absence an SMS is sent to a parent nominated mobile number at the beginning of the day.

Unexplained Absences

The teacher writes in the student's diary asking for an explanatory note from the parents. If a note is not forthcoming, the teacher telephones and speaks with the parent.

Excessive Absences

Where absences are noticed to be continuing or excessive for a student, a review note is available for staff to forward to the Key Teacher and Deputy Head of Junior School. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview. The interview will seek to establish circumstances for the absences and seek to put in place support structures and strategies to encourage greater participation in attending.

At this stage the parent and child may be referred to the chaplain or the psychologist for further support. Referrals to outside support services may be offered to the family at this point.
Attendance will be monitored and reported on regularly to the relevant Head of Sub-School. Documentation of the problem must be included in the student information file or on TASS.

Middle and Senior School Absentee Procedure

TASS Attendance System
In order to improve the quality of absence recording, all teachers are required to implement the following in all cases:

- Use TASS to record absence in all   classes.
- Check attendance by calling names or positively checking faces one by one from the class list.
- Check attendance within the first five minutes of the commencement of PC class and of all learning periods.
- SMS sent to parent nominated mobile number notifying of student absence at the beginning of the day.

Early Leave

Students must notify Student Services if they need to leave school early on a given day. If they are leaving the College early, the teacher, upon receipt of a note from a parent/guardian, should remind the student that they must present to Student Services before they leave the College to be signed out. All notes are then sent to Student Services for recording.

Late Arrivals

Students who arrive at school after Pastoral Care are required to sign in at Student Services and will be issued a late note. Students who arrive late to class from a previous lesson must have a note from their previous teacher.

For either instance, when a student arrives late their status is changed in the attendance system from absent to late.

Unexplained Absences

After the first period of the day a text is sent to a nominated parent phone, if a reply to the SMS has not been received within an hour of it being sent, parents are contacted by telephone. If parents cannot be contacted by telephone an email is sent a week later.

Excessive Absences

For students where absences are noticed to be continuing or excessive, the Pastoral Care Teacher contacts either the Head of House or Deputy Head of Sub-School. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview. The interview will seek to establish circumstances for the absences and seek to put in place support structures and strategies to encourage greater participation in attending.

At this stage the parent and child may be referred to the chaplain or the psychologist for further support. Referrals to outside support services may be offered to the family at this point.

Attendance will be monitored and reported on regularly to the relevant Head of Sub-school. Documentation of the problem must be included in the student information file or on TASS.

In extreme cases absentees can be reported for further action to the District Participation Officer. Strategies for support can be further developed with their support and intervention. This will be the final step to the program for

integration of the child to the class.
NAPLAN 2016

NAPLAN tests give us a snapshot view of a child and a College's performance on a certain day, as part of the ongoing learning process. Our schools do not teach to the test, but we do regard NAPLAN as a useful external benchmark to help us identify strengths and gaps in individual student learning as well as tracking whole school performance.

There will always be variation between years due to cohort effects (i.e. some cohorts are stronger than others) but you can identify whole school and system-wide trends through such comparisons (e.g. it is highly unlikely that any school will have four strong cohorts or four weak cohorts in the same assessment period). Despite cohort-specific variability our aim is to demonstrate a general trend of improvement across the College.

An overall summary is provided for the College, followed by an identification of particular strengths and areas for improvement. The overview includes a comparison with the National Minimum Average as well as comparison charts for the school from year to year and comparison charts on each cohort compared with themselves two years ago in relation to the national average. This enables us to track both achievement and progress.

NAPLAN Analysis for 2016

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<u>% below, at and above National minimum average</u>

|	Yr 3			Yr 5			Yr 7			Yr 9		
Reading	At or Above		100%	At or Above		97%	At or Above		100%	At or Above		100%
	Below		0%	Below		3%	Below		0%	Below		0%
Writing	At or Above		100%	At or Above		93%	At or Above		95%	At or Above		82%
	Below		0%	Below		7%	Below		5%	Below		18%
Spelling	At or Above		100%	At or Above		97%	At or Above		95%	At or Above		89%
	Below		0%	Below		3%	Below		5%	Below		11%
Grammar & Punctuation	At or Above		100%	At or Above		93%	At or Above		95%	At or Above		87%
	Below		0%	Below		7%	Below		5%	Below		13%
Numeracy	At or Above		100%	At or Above		97%	At or Above		97%	At or Above		97%
	Below		0%	Below		3%	Below		3%	Below		3%

<u>Strengths</u>

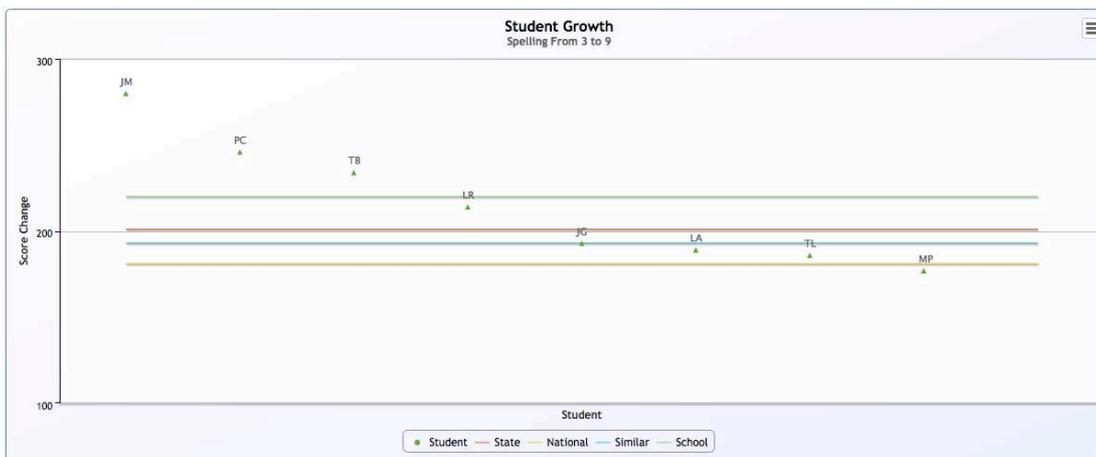- All year 7 results above similar school average

- Improvements in Year 3 writing maintained over the past 2 years
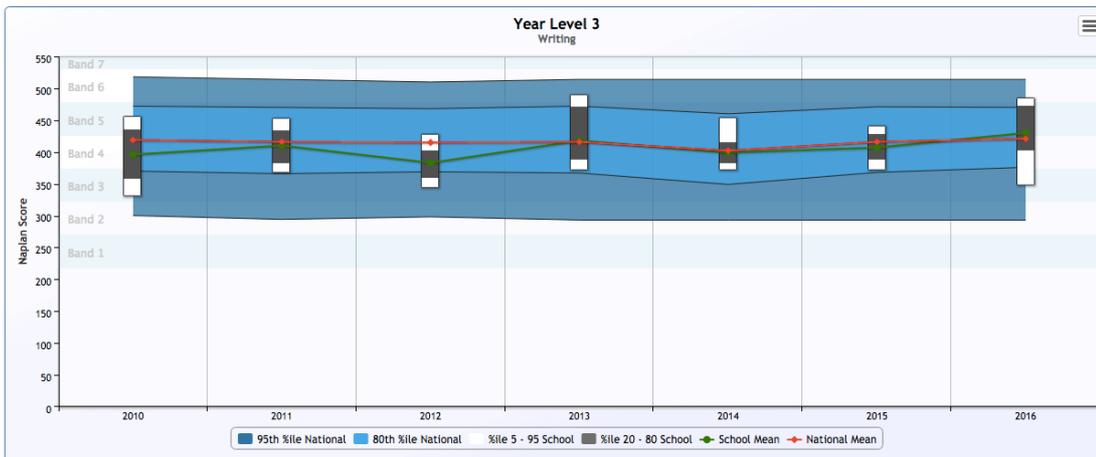
- Strong student growth in writing between year 3 and year 7
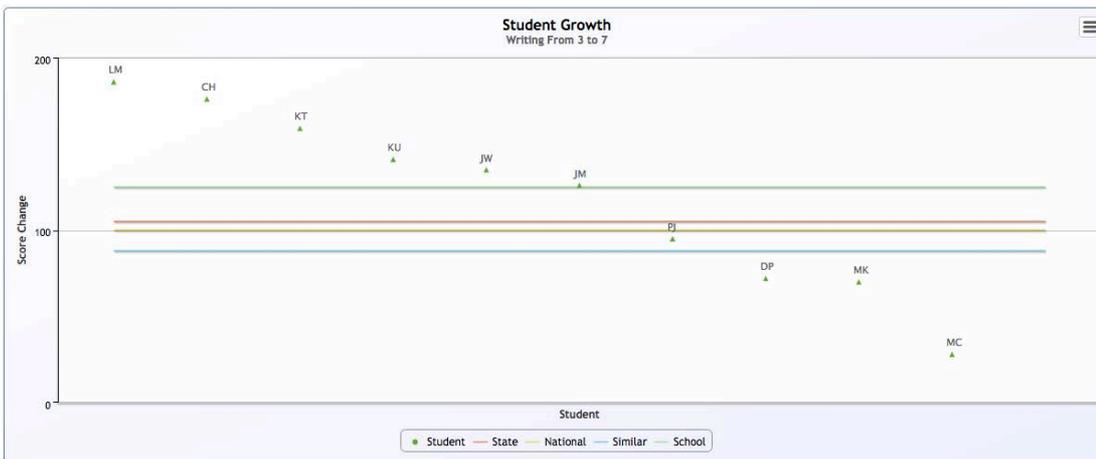
- Good student growth in spelling from year 3 – 9
-

- Effective academic extension in writing at year 3 with 29% of students performing in the top 20% nationally
- With one or two exceptions, learning support seems effective with mostly around 20% of students performing in the bottom 20% nationally

Year 12 Results Analysis 2016

- In 2016, the median ATAR achieved by Southern Hills students was 70.90 with a participation rate of 66.67%. This was an increase of 17.4 ranking points from 2015.
- 100% of university applicants received an offer which was an increase of 33% from 2015. 50% of those were offered a place at their first preference university which was an increase of 67%. All of these students enrolled into a university for 2017.

- Out of the twenty students enrolled in Year Twelve, seventeen were eligible for and achieved WACE. Twelve of those students were eligible for ATAR.

- One student received a certificate of Distinction (maintaining an A grade across Year Eleven and Twelve) and a further two students received a certificate of Merit.

- Five students finished Year Twelve with one or more A grades while 9 achieved a Certificate II Level or higher VET qualification.

- Both ATAR English and ATAR Outdoor education were high performing courses. The school average score for ATAR English was 2.83 higher than the state mean with ATAR Outdoor Education scoring significantly higher at 14.15.

Staff Professional Development

- Our staff has access to significant professional learning both in house and by accessing professional learning from external bodies.

- One being our annual Better Education Conference which was held in June 2016. The guest speakers included James Nottingham, from Challenge Learning in the UK, joined by a lineup of high calibre speakers including Greg Whitby; Executive Director of Catholic schools in the Dioceses of Parramatta, Kylie Bice; from Growing up Greatness, specialising in educating diverse student groups, Wendy Gorman; Coordinator of Early Childhood at AISWA and Michael Raiter; Director of the Centre for Biblical Preaching in Melbourne.

- We continue to ensure that staff are up to date with first aid training including Anaphylaxis training, and specialist training for surf rescue, water safety and outdoor education.

- Teachers continue to be coached and mentored to improve teaching. This includes training in teacher peer observation and feedback targeting areas that will improve the College as a whole.

- Each year, teachers new to the College began the year with special induction days. New Staff Induction Professional Development Sessions take place throughout the year covering topics that are relevant to teachers new to Christian Education.

Parent, Staff and Student Satisfaction

- Extensive parent, staff and student satisfaction surveys were received by the college in late 2015, and as such, no formal quantitative studies took place in 2016 while the results of the 2015 studies were implemented.

- Parent, staff and student satisfaction are informally monitored through student form/home groups, parent/teacher interviews and through exit interviews where appropriate. Formal surveys are planned to be conducted in 2017.

Staffing

Qualifications for Teachers

Qualification	Teachers
Graduate Diploma of Teaching	8
Postgraduate Certificate	2
Bachelor's Degree	18
Diploma of Teaching	4
Doctorate	1
Postgraduate Diploma	1
Masters Degree	1

School Financials

Net recurrent income 2016	$ Total	$ Per student
Australian Government recurrent funding	2,864,992	8,233
State/territory government recurrent funding	1,297,887	3,730
Fees, charges and parent contributions	1,981,969	5,695
Other private sources	155,017	445
Total gross income	**6,299,865**	**18,103**
(excluding income from government capital grants)		