

# Annual Report 2021



**SOUTHERN HILLS**  
Christian College

# Our College

By the time our students graduate from the college, our hope is that their identity will be firmly established in Christ. This is, in fact, one of our core values and the reason why the Christian faith permeates every aspect of college life: from the newly established Breakfast Club before school, the devotions provided each morning during Pastoral Care and in assemblies, the Biblical view taught in each subject area, the discipline process, the Christian Living course for the Year 7 to 10 students, through to the extracurricular offerings such as the Cadets program and the multiple camps during the year. Each staff member believes that the Bible has application in every sphere of life and this informs the culture and atmosphere of our school. Christian Education is not a subject the students endure once a week – it is the very essence of who we are as Southern Hills Christian College.

## **Southern Hills Christian College Vision:**

To provide the best combination of authentic Christian Education and Pastoral Care that we can.

## **Southern Hills Christian College Mission:**

To present to the community a learning environment in which children are cared for emotionally and socially by modelling Christian values.

## **Southern Hills Christian College Values:**

At Southern Hills Christian College we believe in growing the whole student. Our aim is to produce graduates that are not only equipped with academic knowledge, but are also equipped to face the world with courage, compassion and humility. We are proud of our students as we see them grow from curious children, into mature and deep-thinking young people ready to take on the next part of their lives. In short, we want success for our students. We consider this goal met, only once we have exerted every effort to see every student succeed to the best of their ability, and we are convinced that the best way to grow the whole students is by teaching and encouraging them in the school's SPIRIT Values:



# Principal's Report

The Bible tells us to "not be anxious about anything, but in everything by prayer and supplication with thanksgiving let [our] requests be made known to God." The season that the world is currently facing is one of amplified anxiety, and especially in a school this feeling can rise up, as the stakes are the lives and futures of our students. But the Bible teaches us to take our requests to God in prayer and in return promises that the result will be peace that surpasses understanding (Philippians 4:7). God has answered many of our prayers this year.

We have seen steady growth in student numbers, making Southern Hills a stronger and more viable college. With these numbers we have also seen growth in culture and community, which is important to foster as numbers increase.

We have welcomed many new and wonderful programs at the college this year. 'Breakfast Club' was an initiative by college Chaplain, Mrs Hasluck, in partnership with Food Bank WA, to ensure our students were getting a healthy breakfast to start the day. The 'Wellbeing Period' saw multiple guest speakers come out and speak to our students about ways they can care for their mental health. Towards the end of the year the college partnered with 'Story Dogs', a program that builds students' confidence in reading. And finally, the college became certified to offer a UniReady course in association with Curtin University, starting at the beginning of 2022.

As well as these many new programs, it brings me joy to see established programs reaping fantastic results.

The Duke of Edinburgh Award has been available through our college for only two years, and we have already had many students achieve their Bronze Award, and this year the first student achieved their Silver Award. Primary students from Years 3 to 6 once again participated in Jump Rope for Heart, and this year they exceeded their own goal, by raising \$5,363 for the Heart Foundation. Other fundraising events such as Hamburger Day and Quiz Night also raised significant amounts of money this year for the Industrial Fans in the gymnasium.

Among all the amazing events this year, there's one that stands out for me, and that is 'Logan for Logan.' Many hearts were warmed as we gathered in the gym with school community and student families to see Pre-Primary Logan shave Year 12 Logan's head. The way Big Logan was moved to support Little Logan through his cancer journey is what this college aims to instil in every student.

Finally, as usual the college should look a bit different to how it started in January. For starters we now have a sign on Albany Hwy directing people to our college. We are almost finished constructing a giant dome at the back of the college for Cadet use. Among these large-scale changes there were rooms re-carpeted, toilets renovated, gravel areas grassed, and many more additions made for the benefit of the school community.

We have many things to thank God for, and as we say goodbye to 2021, we prayerfully await what the Lord has in store for us in 2022.

Paul Beacham  
Principal



# Our Students

Southern Hills Christian College is in a semi-rural location, providing Christian education in line with the Australian curriculum from age 3 to 18 (Pre-Kindergarten to Year 12). The site has been present as a school for over 30 years. It hosts a diverse range of families and students from Bedforddale, Armadale, Roleystone, Kelmscott and Byford. The students enjoy the picturesque location of the College which provides opportunities for adventurous learning focusing on the surrounding environment and our interaction with it.

## Enrolments and Streams per Year Level (As of Dec 2021)

| Enrolments at 1 December 2021 | Females    | Males      | Total      | Streams   |
|-------------------------------|------------|------------|------------|-----------|
| Pre- Kindergarten             | 9          | 8          | 17         | 1         |
| Kindergarten                  | 11         | 19         | 30         | 2         |
| Pre-Primary                   | 14         | 16         | 30         | 1         |
| Year 1                        | 9          | 15         | 24         | 1         |
| Year 2                        | 16         | 13         | 29         | 1         |
| Year 3                        | 16         | 12         | 28         | 1         |
| Year 4                        | 15         | 13         | 28         | 1         |
| Year 5                        | 12         | 17         | 29         | 1         |
| Year 6                        | 13         | 12         | 25         | 1         |
| Year 7                        | 19         | 26         | 45         | 2         |
| Year 8                        | 21         | 20         | 41         | 2         |
| Year 9                        | 11         | 21         | 32         | 1         |
| Year 10                       | 8          | 15         | 23         | 1         |
| Year 11                       | 10         | 8          | 18         | 1         |
| Year 12                       | 15         | 10         | 25         | 1         |
| <b>Totals</b>                 | <b>199</b> | <b>225</b> | <b>424</b> | <b>18</b> |

## Indigenous Students per Year Level (As of Dec 2021)

| Indigenous        | Females  | Males     | Total     |
|-------------------|----------|-----------|-----------|
| Pre- Kindergarten | 0        | 1         | 1         |
| Kindergarten      | 0        | 0         | 0         |
| Pre-Primary       | 0        | 0         | 0         |
| Year 1            | 0        | 1         | 1         |
| Year 2            | 0        | 1         | 1         |
| Year 3            | 1        | 0         | 1         |
| Year 4            | 0        | 1         | 1         |
| Year 5            | 0        | 1         | 1         |
| Year 6            | 1        | 1         | 2         |
| Year 7            | 2        | 4         | 6         |
| Year 8            | 2        | 1         | 3         |
| Year 9            | 0        | 0         | 0         |
| Year 10           | 1        | 2         | 3         |
| Year 11           | 0        | 0         | 0         |
| Year 12           | 0        | 1         | 1         |
| <b>Totals</b>     | <b>7</b> | <b>14</b> | <b>21</b> |

## Student Country of Birth (As of Dec 2021)

| Countries of Birth as at December 2020 |            |
|--|------------|
| Australia                              | 398        |
| South Africa                           | 4          |
| Nigeria                                | 2          |
| England                                | 5          |
| Zimbabwe                               | 2          |
| Latvia                                 | 2          |
| New Zealand                            | 3          |
| India                                  | 3          |
| United Kingdom                         | 2          |
| Ukraine                                | 3          |
| Thailand                               | 2          |
| Philippines                            | 1          |
| Tanzania                               | 2          |
| <b>Total</b>                           | <b>424</b> |

## Student Attendance (As of Dec 2021)

| Enrolment by year group | Average student attendance % |
|-------------------------|------------------------------|
| Pre-Kindergarten        | -                            |
| Kindergarten            | 96%                          |
| Pre-Primary             | 91%                          |
| Year 1                  | 90%                          |
| Year 2                  | 92%                          |
| Year 3                  | 94%                          |
| Year 4                  | 95%                          |
| Year 5                  | 94%                          |
| Year 6                  | 95%                          |
| Year 7                  | 93%                          |
| Year 8                  | 92%                          |
| Year 9                  | 90%                          |
| Year 10                 | 87%                          |
| Year 11                 | 87%                          |
| Year 12                 | 88%                          |
| <b>Total</b>            | <b>92%</b>                   |

## Absentee Management

In both Primary and Secondary School, daily absentees were entered directly into Teachers Kiosk live, at the commencement of the day and each period, by teaching staff.

Students were only recorded as "parent contact" or "medical" by Student Services staff if they were confident that the contact was made by the parent. Physically sighting parents where the message was given, a signed note, verbally or by text from a recorded phone number or email from a recorded email address were taken as acceptable parent contact. All recorded absentees remained as unresolved until contact with a parent or guardian explaining the absentee was received, as stated above. On rare occasions it is necessary for the College to report significant non-attendance to the Department of Education.

# Our Staff

## Teacher Qualifications

| Qualification        | Teachers  |
|----------------------|-----------|
| Certificates         | 6         |
| Diplomas             | 3         |
| Bachelor's Degree    | 31        |
| Postgraduate Diploma | 13        |
| Master's degree      | 3         |
| Doctorate            | 2         |
| <b>Total</b>         | <b>58</b> |

## Workforce Composition

The 2021 Executive Team consisted of the following staff:

- **Mr Paul Beacham**, College Principal
- **Mrs Kylie Smith**, Business Manager
- **Dr Andre Janse van Rensburg**, Dean of Curriculum Secondary
- **Mr Joel Vallance**, Dean of Students
- **Mrs Jay Enright**, Head of Early Learning
- **Ms Esther Vallance**, Head of Primary
- **Mr Wayne Chapman**, Year Coordinator 7-8
- **Mrs Tammi Edwards**, Year Coordinator 9-10
- **Mr Morris Prinsloo**, Year Coordinator 11-12
- **Mr Kyal Mills**, VET Coordinator
- **Mr Dave Pleysier**, Camps and Student Leadership Coordinator
- **Mrs Michelle Cockrell**, Head of Academic Enrichment and Extension

The workforce is made up of Bible-believing Christians who adhere to a central Christian Lifestyle Declaration as a central part of their employment contract. Different denominations make up the school's religious basis, including Anglican, Baptists, Pentecostals, Free Reformed and Churches of Christ. There are some staff who have been with the College for more than twenty years continuously, and a group of graduates each year that lower the average teaching age.

All teachers and educational leaders have a current TRBWA (Teacher Registration Board of Western Australia) registration. The school has a system for monitoring registration renewals.

## Professional Learning

All Teaching staff were involved in a comprehensive appraisal process during 2021 that included professional goals, class room observations and feedback sessions along with SCEA's online ESS final evaluations. Towards the end of 2021 SCEA rolled out a new process for determining the professional needs of teachers and their leaders. The Professional Support and Accountability process aims to develop staff to be the best they can be in serving our students and their families. Senior leaders undertook training with the new processes, ready to be implemented in 2022.

Priority was given to professional learning in the following areas:

- **Successful Learners**  
In-house programs were developed in order to ensure that all teachers were conversant with tools and resources aimed at improving student numeracy and literacy.  
External (AISWA) based programs were attended by teachers to enable teachers to present numeracy and literacy.
- **Excellent Teachers**  
Teachers attended external programs to assist with their professional development in line with their individually identified professional developmental needs.  
Teachers were assigned to in-house mentors to provide a "listening ear" and to encourage professional development.
- **Outstanding Pastoral Care**  
Teachers attended in-house mentor-protégé programs to assist with their professional development in this area.

# Our Care

## Christian Education at our College

We ensure our teaching is relevant to life after school; that it's helpful for what students are going to encounter in the future, and that they know how to use and apply what they have learnt.

***“Teaching at Southern Hills begins with the students and what they are required to learn from the Australian Curriculum and brings them together in a way that prepares them for life, the abundant life God created them for.” - Dr Perso, SCEA Chief Education Officer***

We teach all content through a Christian lens, in a way that is practical and beneficial to growing students into people with strong values and integrity. When we teach students in Year 11 and 12 how to apply for a job, we teach them to be honest about their abilities. When we look at a text in English class, we discuss what values that can be seen and how they apply to what we believe as Christians. In history, when looking at the unrest in the Middle East for example, we discuss why there is such turmoil; asking why can't three major religions live in peace? What are the differences and what are the intolerances? Similarly, Outdoor Education is not just high ropes, but it's an opportunity to learn how we care for our environment and consider how can we be good stewards of the Earth.

## Pastoral Care

Providing a safe, secure, and supportive environment for all students has always been and continues to be a key commitment of Southern Hills Christian College. Our classroom teachers take their pastoral care role very seriously, helping their students feel connected, inspired to learn and happy at school. At the start and end of each day the children have time with their PC teacher (High School) that includes: Devotions, activities, challenges. At Secondary a wellbeing program runs each Tuesday. At Years 3-6 students meet together for a time of Collective Worship, where they sing, pray, memorise Scripture and learn about God. These are treasured and highly valued times for both staff and students at Southern Hills.

During Term 2 2021 the College introduced a wellbeing program that runs on a Tuesday morning for 35 minutes, this enables more time for PC/class teachers to invest in the wellbeing of the students. In the high school we have run programs aimed at increasing the resilience of our students. Programs such as: Smiling Minds and Black Dog Institute's "Bite Back" Wellbeing Program.

We completed the Wellbeing and Engagement Survey (Years 4-12) for the third year running to assist the College in gauging how we might improve student outcomes in this vital area. Last year the College employed Ms Bethel Hutchinson as our Inclusive Education Coordinator to work alongside our teaching staff to provide more support to our students.



# School Priorities and Targeted Initiatives

## School Improvement Plan 2021

| Priority Area            | Target   | Progress   |
|--------------------------|--|--|
| Christ-Centred Education | <ol style="list-style-type: none"> <li>1. Explicit teaching of the Bible</li> <li>2. A biblical worldview embedded across the full curriculum</li> <li>3. Service learning offered at each school site, and Christ- like behaviours modelled in teaching, pastoral care, staff and parent interactions, and policies.</li> <li>4. Students to participate in SPIRIT (Self-motivated; Perseverance; Identity in Christ; Relational; Integrity; Thinkers)</li> </ol> | On track in all aspects.   |
| Priority Area            | Target   | Progress   |
| Whole School Writing     | Improve cohort performance in literacy by 8% as measured by NAPLAN, PAT, OLNA* and school-based assessment.  | On track in all aspects.   |
| Whole School Numeracy    | <p>Improve cohort performance in numeracy by 8% as measured by NAPLAN, PAT, OLNA* and school-based assessment.</p> <p><i>*Online Literacy and Numeracy Assessment which is completed twice a year for students who don't meet the literacy and numeracy requirements for WACE achievement.</i></p>   | Strategies for meeting targets have been effective and need to be re-applied to achieve optimal results. |
| Teacher Excellence       | <p>Curriculum delivery through the development and implementation of effective course programs.</p> <p>The development of individualized professional learning.</p>  | Both targets achieved and will be sustained to enhance their effectivity.                                |
| Pastoral Care            | To consolidate positive support programs for staff and student well-being.   | Targets for staff and students were achieved and will be sustained to enhance their effectivity.         |
| Community Partnerships   | <p>Engage 3-way parent-child-school collaboration.</p> <p>Increase the average attendance to above 90% per year group.</p>   | Targets for collaboration was achieved and will be extended for 2022.<br>Targets for attendance.         |

# Student Achievements 2021

## Outcomes on National Literacy and Numeracy Tests

Each year, students at SHCC complete the online PAT assessment in Mathematics, Reading Comprehension and Vocabulary from Year 3 to Year 10. These multiple-choice tests are designed to help teachers determine achievement levels of students in these areas. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year.

### Mathematics

There are various components within the test which are used by teachers to target teaching and learning, namely number knowledge and strategies, algebra, geometry and measurement, and statistics.

| PAT Mathematics Progress in 2021 |                    |                           |                             |
|----------------------------------|--------------------|---------------------------|-----------------------------|
| Year Level                       | Number of Students | Expected Growth in Median | Real Point Growth in Median |
| Year 3                           | 28                 | 3                         | 14                          |
| Year 4                           | 22                 | 3                         | 7                           |
| Year 5                           | 25                 | 7                         | 7                           |
| Year 6                           | 23                 | 5                         | 7.7                         |

### Reading

In years 3-6 all students complete the PAT-R online reading comprehension test twice a year, once at the beginning of the year and again mid-term 4. Other achievement data is collected at regular intervals about student's achievement in sight word recognition, reading accuracy, fluency and comprehension.

| PAT Reading Progress in 2021 |                    |                           |                             |
|------------------------------|--------------------|---------------------------|-----------------------------|
| Year Level                   | Number of Students | Expected Growth in Median | Real Point Growth in Median |
| Year 3                       | 28                 | 3.5                       | 8.5                         |
| Year 4                       | 21                 | 4                         | 6                           |
| Year 5                       | 24                 | 3                         | 5                           |
| Year 6                       | 23                 | 3.5                       | 2.4                         |

Based on these results, Southern Hills Christian College has decided to continue the whole school Reading focus with phonic readers in the Early Years coupled with the provision of appropriate intervention for those students achieving below benchmark levels. Teachers are developing a range of teaching strategies that can be used to support the weaker students, but also challenge the more capable students.

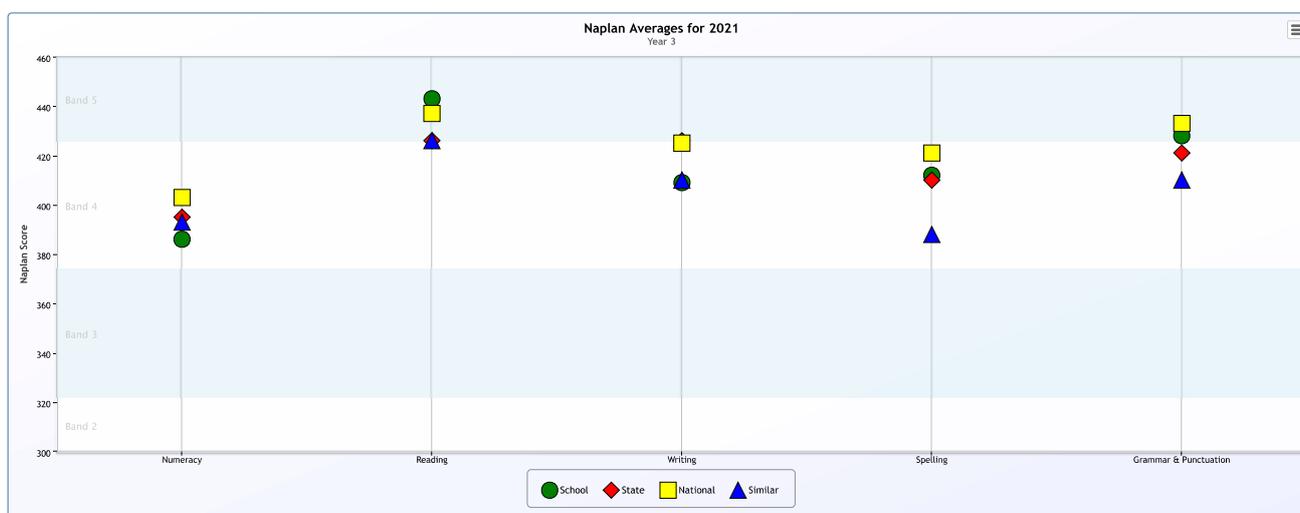
Numeracy and Literacy rates have improved in 2018-21 as the emphasis has been on targeting areas of weakness and implementing repetitive practise. There has been a concerted effort to address Math and numeracy performance from Year 1 onwards.

# NAPLAN Results

NAPLAN tests were conducted during May 2021 and the results per cohort are indicated as follows:

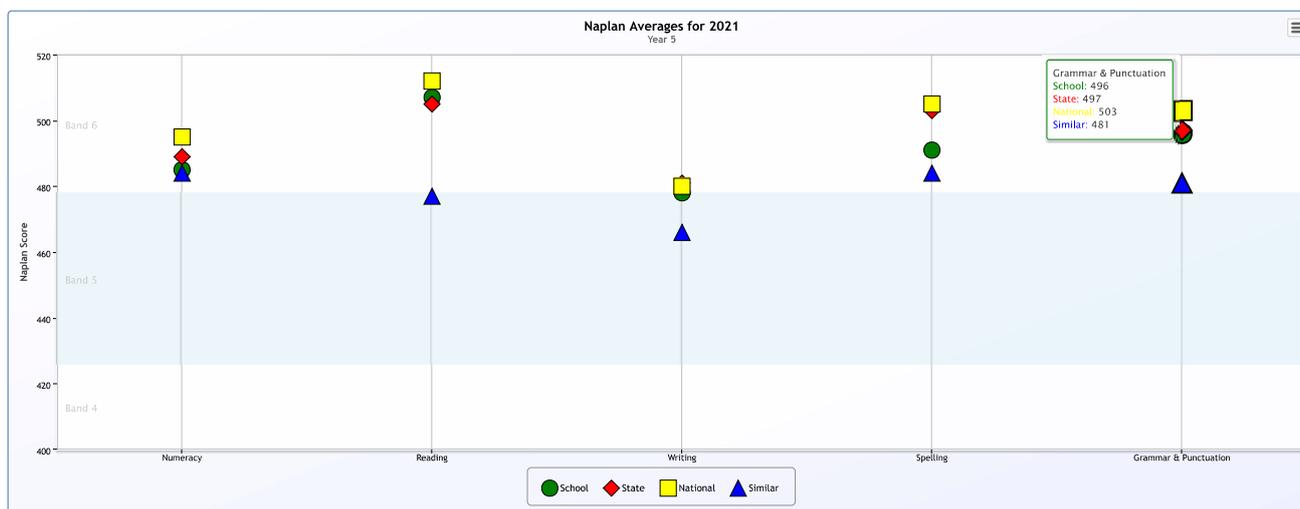
## Year 3

|   | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|---|----------|---------|---------|----------|-----------------------|
| National Mean (Average)                               | 403      | 437     | 425     | 421      | 433                   |
| State Mean (Average)                                  | 395      | 426     | 426     | 410      | 421                   |
| College Mean (Average)                                | 367      | 444     | 410     | 413      | 428                   |
| % of College students above National Minimum Standard | 96%      | 100%    | 100%    | 93%      | 100%                  |



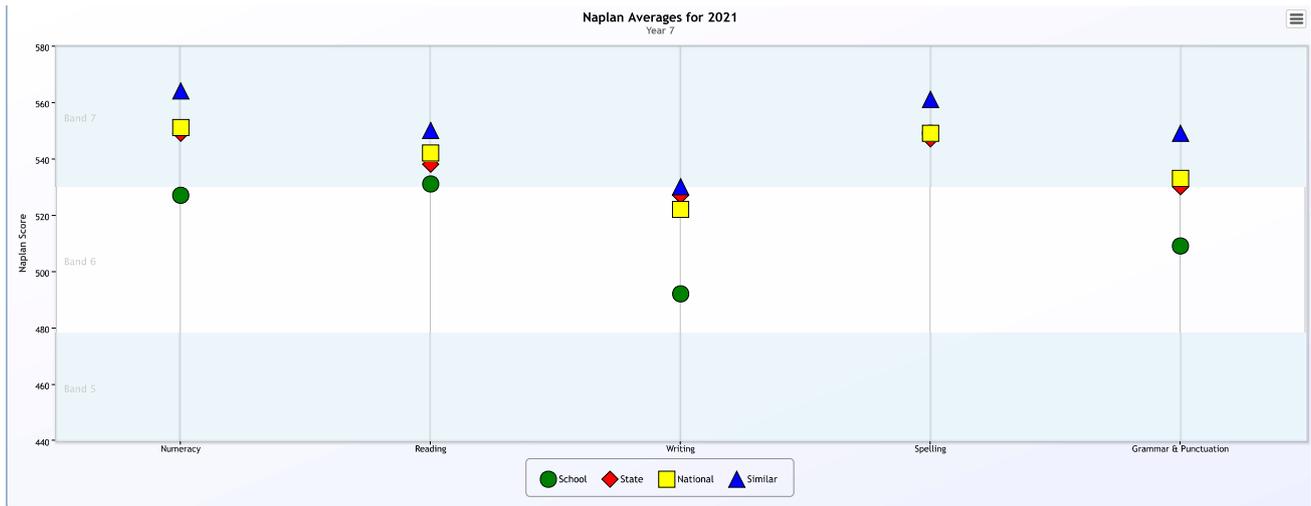
## Year 5

|   | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|---|----------|---------|---------|----------|-----------------------|
| National Mean (Average)                               | 495      | 512     | 480     | 505      | 503                   |
| State Mean (Average)                                  | 489      | 505     | 481     | 503      | 497                   |
| College Mean (Average)                                | 485      | 507     | 479     | 491      | 496                   |
| % of College students above National Minimum Standard | 89%      | 96%     | 89%     | 89%      | 93%                   |



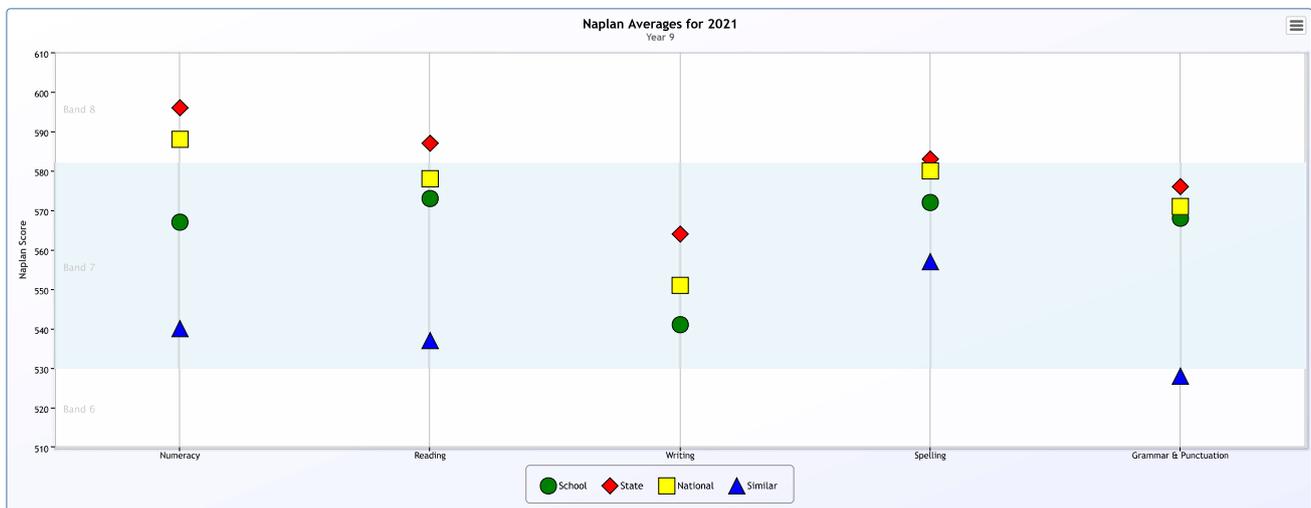
# Year 7

|   | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|---|----------|---------|---------|----------|-----------------------|
| National Mean (Average)                               | 551      | 542     | 522     | 549      | 533                   |
| State Mean (Average)                                  | 549      | 538     | 527     | 547      | 530                   |
| College Mean (Average)                                | 528      | 531     | 492     | 550      | 509                   |
| % of College students above National Minimum Standard | 90%      | 95 %    | 86%     | 93%      | 83%                   |



# Year 9

|   | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|---|----------|---------|---------|----------|-----------------------|
| National Mean (Average)                               | 588      | 578     | 551     | 580      | 571                   |
| State Mean (Average)                                  | 596      | 587     | 564     | 583      | 576                   |
| College Mean (Average)                                | 568      | 573     | 542     | 573      | 568                   |
| % of College students above National Minimum Standard | 96%      | 93%     | 89%     | 86%      | 89%                   |



## OLNA Results

After the second round of OLNA, the results can be summarised as follows:

| Cohort         | Numeracy | Reading | Writing |
|----------------|----------|---------|---------|
| Y10 Category 1 | 1        | 2       | 3       |
| Y10 Category 2 | 7        | 3       | 4       |
| Y10 Category 3 | 15       | 18      | 16      |
| Y11 Category 1 | 0        | 0       | 0       |
| Y11 Category 2 | 1        | 1       | 1       |
| Y11 Category 3 | 17       | 17      | 17      |
| Y12 Category 1 | 0        | 0       | 0       |
| Y12 Category 2 | 1        | 0       | 0       |
| Y12 Category 3 | 24       | 25      | 25      |

Based on these results, Southern Hills Christian College has decided to continue the whole school Reading focus with phonic readers in the Early Years coupled with the provision of appropriate intervention for those students achieving below benchmark levels. Teachers are developing a range of teaching strategies that can be used to support the weaker students, but also challenge the more capable students.

Numeracy and Literacy rates have improved in 2018-21 as the emphasis has been on targeting areas of weakness and implementing repetitive practise. There has been a concerted effort to address Math and numeracy performance from Year 1 onwards.



## Year 12 Results

Students transitioning from Year 10 to Year 12 can choose from a range of subject options: ATAR, General and VET options. English and Mathematics are offered at ATAR and General level; some VET courses are presented at college and some at TAFE, with time allowed for workplace learning off campus.

99% of students achieved a WACE certificate and the college was delighted with the ATAR results.

There has been a shift from ATAR-focus to a General Course – VET focus. This has been a reaction to the student potential and student interest of the various cohorts. Generally speaking, this has been to the advantage of the students as they have not been forced by their own, their parental or societal expectations. Anecdotally, the students who have revisited the school are all well-adapted to adulthood and seem to have achieved emotional stability and a sense of self-pride and self-worth.

| Summary of Results                | 2019 | 2020 | 2021 |
|-----------------------------------|------|------|------|
| Number of Year 12 students        | 17   | 17   | 27   |
| Number of students achieving WACE | 13   | 16   | 26   |
| Number of Students with an ATAR   | 0    | 6    | 5    |

### WACE results

- 26 out of 27 Year 12 students achieved WACE
- 87% of the Year 12 students who undertook General courses
- 73% of the Year 12 students who undertook VET courses

### ATAR results

- 37% of the Year 12 students who undertook ATAR courses
- 60% of the students who undertook ATAR courses with more than 4 ATAR courses

| 2021 ATAR Subjects Offered |                          |
|----------------------------|--------------------------|
| English                    | Mathematics Applications |
| Mathematics Methods        | Physics                  |
| Chemistry                  | Psychology               |
| Modern History             | Human Biology            |

| Median ATAR Scores |                                  |       |
|--------------------|----------------------------------|-------|
| 2021               | Southern Hills Christian College | 65.75 |
|                    | State                            | 83.7  |
| 2020               | Southern Hills Christian College | 70.7  |
|                    | State                            | 83.15 |

## VET Qualifications Attained

| VET Course                                  | 2019 | 2020 | 2021 |
|---|------|------|------|
| Cert III Business                           | 100% | 100% | 100% |
| Cert II Outdoor Recreation                  | 100% | 100% | 100% |
| Cert II Plumbing                            | -    | -    | 100% |
| Cert IV Prep for Health and Nursing Studies | 100% | 100% | 100% |

## Post-secondary Pathways

|                                     | Curtin | ECU | MURDOCH | NDU | TOTAL |
|-------------------------------------|--------|-----|---------|-----|-------|
| Students offered 1st Uni preference | 3      | 0   | 3       | 0   | 6     |
| Students offered 2nd Uni preference | 6      | 1   | 3       | 1   | 11    |
| Students enrolled in University     | 1      | 0   | 2       | 0   | 3     |
| Students deferred University Course |        |     |         |     | 0     |
| TAFE                                |        |     |         |     | 1     |
| Employment – Full Time              |        |     |         |     | 6     |
| Employment - Part Time              |        |     |         |     | 1     |
| Apprenticeship                      |        |     |         |     | 3     |
| Royal Australian Navy               |        |     |         |     | 1     |
| GAP Year                            |        |     |         |     | 2     |



# Parent, Student and Staff Satisfaction

|  | Parent  | Staff  | Student   |
|--|---|--|---|
| <b>How likely are you to recommend the school?</b> | <b>81% of parents</b> (94 responses) were <b>'likely'</b> or <b>'very likely'</b> to recommend the school.                                      | <b>80% of staff</b> (33 responses) were <b>'likely'</b> or <b>'very likely'</b> to recommend the school.   | <b>74% of students</b> (194 responses) were <b>'likely'</b> or <b>'very likely'</b> to recommend the school.  |
| <b>Christian Ethos</b>                             | <b>71% of parents</b> (94 responses) were <b>'satisfied'</b> or <b>'very satisfied'</b> with the emphasis on Christian Education.               | <b>91% of staff</b> (33 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that the workplace culture is what they would expect of a Christian working environment.  | <b>74% of students</b> (194 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that Christian Values are embedded in all aspects of learning and school life. |
| <b>College Staff</b>                               | <b>87% of parents</b> (94 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that Southern Hills staff are always helpful and professional. | <b>94% of staff</b> (33 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that staff at Southern Hills are competent, treat each other with respect, and have a strong sense of teamwork and collaboration. | <b>77% of students</b> (194 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that their teachers work hard to support their learning.                       |
| <b>College Leadership</b>                          | <b>74% of parents</b> (94 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that leaders are accessible and interested in their concerns.  | <b>84% of staff</b> (33 responses) <b>'agreed'</b> or <b>'strongly agreed'</b> that Senior leaders respond effectively to feedback and suggestions.  | -   |

## Parent Feedback Provided During Survey

*"The only regret that I have about SHCC is that I didn't send my children there sooner. This school is amazing. The staff are exceptional and the school grounds are just beautiful. Thank you."*

*" Best decision we have made moving both our kids to Southern Hills"*

# School Income

| Net recurrent income 2020                         | \$ Total         | \$ Per student |
|---|------------------|----------------|
| Australian Government recurrent funding           | 4,292,951        | 11,540         |
| State/territory government recurrent funding      | 1,220,892        | 3,282          |
| Fees, charges and parent contributions            | 1,650,021        | 4,436          |
| Other private sources                             | 176,984          | 476            |
| <b>Total gross income</b>                         | <b>7,340,848</b> | <b>19,734</b>  |
| (Excluding income from government capital grants) |                  |                |

