

Annual Report 2022



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:

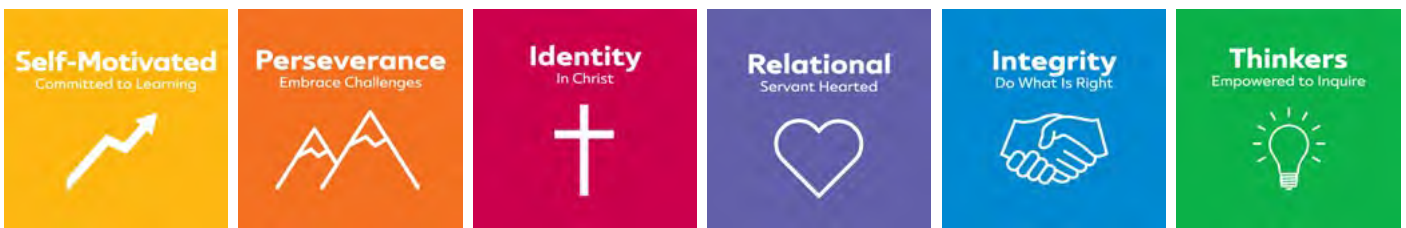
To provide holistic authentic Christian Education to our students.

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:

We aim to embed Christian Values into everything we do. It is our aim to turn values into virtues, encouraging all members of the school community to be Christlike in the way they interact with others. We use SPIRIT to demonstrate what we want a member of our community to be, as explained below.



Principal's Report

Southern Hills Christian College is a school that educates young people in a way that honours our Christian heritage and makes their parents proud.

Our SPIRIT values are as follows;

- Self-Motivated Learners
- Perseverance
- Identity in Christ
- Relational
- Integrity
- Thinkers

As a College we continue to focus on growing the whole student, and our SPIRIT values are strategically integrated into both the individual classroom and the overall culture on our campus. The values are encouraged and instilled by our passionate staff, with the purpose of growing students into respectful young people ready to engage in further studies and enter the workplace.

As we reflect on 2022 at Southern Hills, there are a number of highlights which come to mind:

With significant growth in student numbers over the last two years, the College has undertaken master planning of the site to prepare for growth and the updates of facilities. To accommodate the first stage of the master plan (classrooms for years 7-9) the Association applied for a capital grant and the project grant was approved in December. We look forward to the development approval and construction of this project in 2023.

Our 2022 Student Leaders continue to lead by example by participating in Student Leadership days, the Governors Prayer Breakfast, assisting with the Byford Baptist's Free Food Market and successfully organising and running socials for our secondary students. It is wonderful to see the dedication and commitment by our student leaders to step up and lead by example.

This year, Southern Hills Christian College partnered with Curtin University in the introduction of UniReady. This program provides our students with a head start in their higher education by preparing them to commence their chosen degree straight after graduation.

In partnership with Rowing WA, Year 7 and 8 students participated in the Making Waves Rowing Program, where they received rowing lessons from qualified specialist coaches. This training culminated in an interhouse rowing regatta at Champion Lakes Regatta Centre.

The images captured by our Design Photography students during their Astrophotography camp at the Pinnacles displayed the spectacular power and beauty of the world God has created.

Primary Students participated in the Jump Rope for Heart program raising \$4,573.17 towards vital heart research and education programs. Valuable water skills were learnt as year 1 to 6 students participated in a week of swimming lessons. With two lessons a day, students enjoyed the opportunity to have fun playing in the outdoor water playground between lessons. The Book Week parade is always a highlight and this year was no different. Students celebrated the many delights and wonders found within the world of books throughout the week and ended with a parade where students dressed as their favourite book character.

Our staff continue to teach and minister to our students in an enthusiastic and knowledgeable matter. Quality teaching is not something that we take for granted, and staff overall contribution to the life of the College cannot be overstated.

Our pastoral care continues to work in the lives of our young people. The consideration and compassion that our staff have for students is a tradition that has continued this year, and I feel very pleased to work with professionals who look out for the well-being of our students and our families every day.

Our students continue to grow, learn, and develop into respectful young people. It is a great feeling to walk around the campus and to see that the students are happy in their work and in their play.

We have many things to thank God for, and as we say goodbye to 2022, we prayerfully await what the Lord has in store for us in 2023.

Mr Paul Beacham
Principal

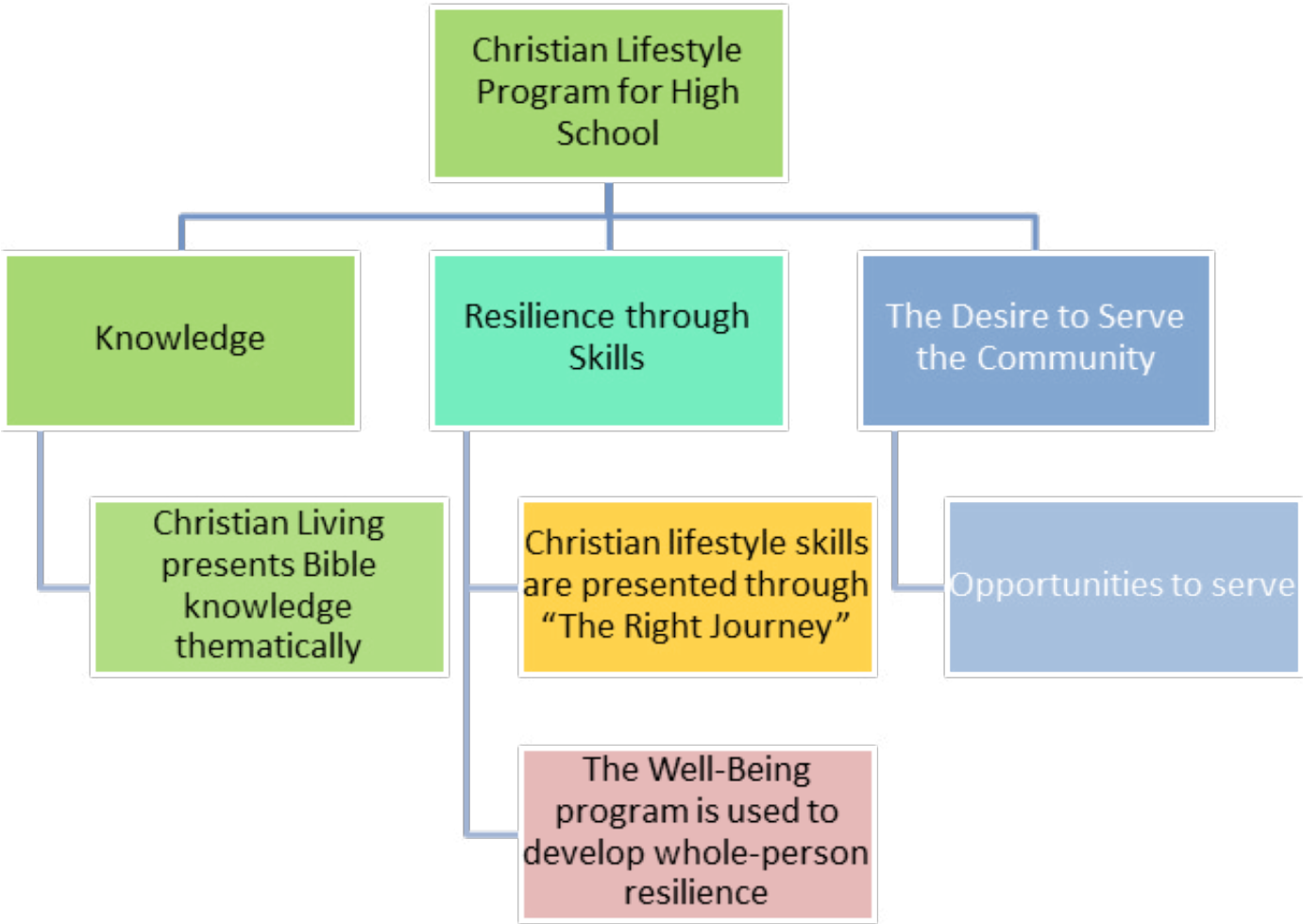
Christian Education

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 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.

Below is a table of the Christian Lifestyle Program.



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 Bedfordale, 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 2022)

Enrolments at 1 December 2022	Females	Males	Total	Streams
Pre-Kindergarten	9	8	17	2
Kindergarten	15	16	31	2
Pre-Primary	9	19	28	1
Year 1	13	16	29	1
Year 2	7	14	21	1
Year 3	16	9	25	1
Year 4	17	14	31	1
Year 5	15	12	27	1
Year 6	15	14	29	1
Year 7	30	30	60	2
Year 8	18	28	46	2
Year 9	21	18	39	2
Year 10	10	20	30	2
Year 11	8	12	20	1
Year 12	9	8	17	1
Totals	212	238	450	21

Indigenous Students per Year Level (As of Dec 2022)

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

Student Country of Birth (As of Dec 2022)

Countries of Birth as at December 2022	
Australia	426
England	4
Latvia	2
New Zealand	3
Nigeria	2
Philippines	1
South Africa	3
Tanzania	2
Thailand	2
Ukraine	1
United Kingdom	1
Zambia	1
Zimbabwe	2
Total	450

Student Attendance (As of Dec 2022)

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%
Total	92%

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

Executive Staff

The 2022 Executive Team consisted of the following staff:

- Mr Paul Beacham, College Principal
- Mrs Laurelle Coto, Head of Primary
- Mr Joel Vallance, Head of Pastoral Care
- Dr Andre Janse van Rensburg, Head of Secondary: Curriculum
- Mrs Fritha Badani, Business Manager

Teacher Qualifications

Staff	Support	Teaching	Education Assistants	Leaders	Total
Male	1	14	1	4	20
Female	8	21	8	4	41
Indigenous	0	0	0	0	0

Qualification	Teachers
Certificates	35
Diplomas	6
Bachelor's Degree	41
Postgraduate Diploma	17
Master's degree	4
Doctorate	2
Total	42 Teachers and Leaders

Workforce Composition

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.

Professional Learning

All Teaching staff were involved in a comprehensive appraisal process during 2022 that included professional goals, classroom 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 2023.

Priority was given to professional learning in the following areas:

1. Goal Setting and Implementation for lessons
2. School Strategic Plan Implementation
3. School Strategic Plan Analysis
4. Developing subject targets
5. Students experiencing Trauma Training
6. IEP Goal formulation
7. Developing parent-friendly report comments
8. Understanding by Design



Our Care

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. We want each student to become the best version of themselves that they can be. At the start of each day, the children have time with their PC teacher (Secondary School) which includes: devotions, activities, challenges, quizzes and the occasional scavenger hunt. At Secondary, a wellbeing program runs each Tuesday morning and this time is used to work on developing students' resilience, mental health, physical health and listening to guest speakers - to name a few. 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.

The Secondary school continues to build on our Wellbeing Program for Tuesday mornings. The period now lasts from 8:30am until 9:27am. The increase in time means we have been able to invest more into the lives of our students. This past year we have Zero2Hero – Compassionate Communities, the RRRR Program – Resilience, Right and Respectful Relationships, the BRAVE Program, Sleep and Sleep Hygiene and guest speakers address the student body.

The student leaders in Years 7-12 have participated in "Student Leadership Days" which involves planning events, socials, fundraising and meeting with the College Principal to share their thoughts on changes/improvements to site facilities.

We have participated in the South Australian Wellbeing and Engagement Survey (Years 4, 6, 8, 10 and 12) for the fourth year running and our students also took part in the annual SCEA Student Survey to assist the College in gauging how we might improve student outcomes in areas not just around academic engagement, but in overall health, resilience and wellbeing.



School Priorities and Targeted Initiatives

School Improvement Plan 2022

Priority and Annual Target	Strategies	On track to achieve target?
Improve cohort performance in literacy by 8% as measured by NAPLAN and PAT	<ul style="list-style-type: none"> Print rich learning environments. Focus on explicit Vocabulary development. Speaking and Listening program to include reading and retelling stories. Guided Reading sessions Deeper questioning via Blooms Taxonomy levels. Explicitly teach comprehension strategies Integrate Bloom's Taxonomy into assessments and teaching. Differentiate teaching materials and assessments. 	Yes
Improve cohort performance in numeracy by 8% as measured by NAPLAN and PAT.	<ul style="list-style-type: none"> Analysis of data to identify patterns and areas of weakness. One NAPLAN word problem to be included in lesson daily Creelman number facts warm up included daily Intentional use of corrections as teaching tool Transfer of math skills to other subject areas 	Yes
<ul style="list-style-type: none"> Engage 3-way parent-child-school collaboration. Increase the average attendance to above 90% per year group 	<ul style="list-style-type: none"> Year 7 Parent-Child camps and Year 9 Rite Journey letter handover Encourage attendance at conferences by increasing contact options Team Coordinators to contact parents of absent students. Teachers establish regular monthly communication with parents. 	Yes



Student Achievements 2022

NAPLAN Results

National Assessment Program - Literacy and Numeracy (NAPLAN) tests were conducted during May 2022, and the results per cohort are indicated as follows:

Year 3

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	400	439	423	418	433
State Mean (Average)	395	428	419	414	424
School/College Mean (Average)	379	396	404	387	387
% of School/College students above National Minimum Standard	82%	77%	86%	73%	73%

Year 5

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	489	510	485	505	499
State Mean (Average)	487	505	480	505	496
School/College Mean (Average)	488	509	478	506	514
% of School/College students above National Minimum Standard	85%	92%	76%	81%	82%

Year 7

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	547	543	531	548	534
State Mean (Average)	549	541	527	549	532
School/College Mean (Average)	521	530	518	509	506
% of School/College students above National Minimum Standard	71%	83%	67%	63%	65%

Year 9

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	585	578	561	577	574
State Mean (Average)	595	586	565	581	580
School/College Mean (Average)	585	586	575	566	580
% of School/College students above National Minimum Standard	84%	89%	84%	71%	85%

Year 12 Performance Results

Students transitioning from Year 10 to Year 12 have a broad range of pathways to select from:

- ATAR
- General courses
- VETIS and VET (TAFE)

96% of students achieved a WACE certificate.

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 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.

The College has the need to expand its student base and to achieve this it needs to develop a history and reputation for ATAR-excellence. During the period 2018-19, teachers identified that a major stumbling block to ATAR success is the inability of the students to:

- Think critically and creatively
- Express themselves adequately
- Work independently

To mitigate this, a two-pronged strategy was developed:

A more focused and deliberate strategy to teach critical and creative thought (as demanded by the Curriculum) was developed and was implemented in 2020. It has been met with some success, as evidenced by the improved ATAR results as well as the improved WACE achievement.

During 2021, continued emphasis was also placed on improving reading comprehension at all levels and on developing response strategies that enhance student written responses in all subjects.

In the course of 2021, it was noticed that the ATAR cohort for 2022-23 would be shrinking even further. It was then decided that a third pathway will be offered from 2022 – Curtin UniReady. On successful completion of the program, the students will have a guaranteed ATAR score of 70, irrespective of their course selection at school. In 2022, seven students enrolled for the course; one dropped out after a term and one failed to pass all the components, leaving us with a 71% success rate. One of these students was offered a placement at UWA based on the UniReady results. This program has been expanded to include Year 11 students in 2023. The top student achieved an ATAR score above 95.0.

We are most impressed by the results of the review process and we must congratulate our Year 12 teachers on the EST results: all ten General Course subjects' results were moderated. Eight of those subjects performed better than the WA average for the EST – ranging from 0.8% to 20.4% above the WA average and five of those subjects have EST results in the Top 10 of the State.

Summary of Results	2020	2021	2022
Number of Year 12 students	17	27	17
Percentage of students achieving WACE	94	96	95
Number of Students with an ATAR	6	6	5
Percentage of students in top third of state performance			33

2022 ATAR Subjects Offered

English	Mathematics Applications
Chemistry	Psychology
Human Biology	

Median ATAR Scores

2022	Southern Hills Christian College	64.8
	State	83.45

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	1	0	1	5
Students offered any preference	3	1	1	1	6
Students enrolled in University	3	1	0	0	4
Employment					9
Apprenticeship					1
Unknown					3



Parent, Student and Staff Satisfaction

As part of our continuous effort to improve, each year we offer all parents/guardians, students and staff an opportunity to give feedback through a survey.

Students were asked: "Is there anything your teachers or this school could do differently to improve your learning".

- *No, I don't think so myself. The teachers challenge me when I need it and help me.*
- *No, I think the teachers and school do a great job. They give me help when I need it.*
- *Nothing because I like it as the way it is. The teachers are doing an amazing job of teaching me and care about our safety. That is why I feel very safe here.*

Parents were asked: "Final comments about your child's school – Please use this space to add any further suggestions, feedback or compliments that you may have".

- *I am very impressed with the diversity of the teaching at Southern Hills and how the teaching staff work closely with me to support my children. The leadership are excellent and have a clear vision which is child-focused. We are very impressed with the school.*
- *The school and staff are very supportive, I feel confident about my child's welfare when she is at school.*
- *The staff are warm and very caring towards the students and their family, the college has outstanding communication levels.*

Teachers were asked: "Please comment on the Christian Ethos questions?"

- *The atmosphere of Christian living is a shared experience and is well executed by the leadership at the workplace. It is a place of living faith where the truth is honoured. Staff all execute love, patience, slow to anger, etc.*

Parent Feedback Provided During Survey

"I have always felt that the teachers and staff at SHCC are easy to approach, are very caring and happy to help. I understand that with the pandemic all staff and teachers must be under enormous amounts of pressure and appreciate all their hard work."

*"I recommend SHCC to everyone I know! Staff have been amazing, and my son is very happy.
Therefore, happy mum! Thank you for your ongoing efforts!"*

"What can I say, what an amazing small school. Mr Beacham you should be extremely proud of what a fantastic school you have. We love Southern Hills for so many reasons firstly the above and beyond care. We love the fact that the school has introduced a work skills program for those that are not academically minded and are more hands on. We have been truly blessed to find such an amazing school and we love how you are willing to work with families etc. May God bless all the amazing staff and teachers at Southern Hills and we are really impressed with high school so far and thank you for making us feel welcome."

School Income

Net recurrent income 2021	\$ Total	\$ Per student
Australian Government recurrent funding	4,863,453	11,232
State/territory government recurrent funding	1,338,288	3,091
Fees, charges and parent contributions	1,873,420	4,327
Other private sources	161,092	372
Total gross income	8,236,253	19,021
(Excluding income from government capital grants)		

