



**SOUTHERN HILLS**  
Christian College

# 2024

## Annual Report



Swan Christian  
EDUCATION ASSOCIATION



Beechboro  
Christian School



Ellenbrook  
CHRISTIAN COLLEGE



Kalamunda  
CHRISTIAN SCHOOL



Mundaring  
CHRISTIAN COLLEGE



Northshore  
Christian Grammar School



SOUTHERN HILLS  
Christian College



Swan  
Christian College



SOUTHERN HILLS  
Christian College

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# Our College

## Vision

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

## Mission

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

## 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:



## Our Graduates

Graduates from SHCC emerge as individuals who have taken on leadership roles in their own educational journeys, showcasing a remarkable level of self-motivation. These graduates actively engage with the world, demonstrating critical thinking skills and thoughtfulness. Through a willingness to take risks, they cultivate resilience and self-control, embodying a spirit of perseverance that equips them for success in various aspects of life beyond their academic endeavours.

## Our Community

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.

# Principal's Report

*As we reflect on 2024, we celebrate a year of significant growth and achievements at Southern Hills Christian College. This year, we welcomed 550 students, the highest enrolment in our College's history. This growth reflects the trust families place in us, and the expanding reputation of our College in the local community. However, the expansion also brought challenges, particularly in securing additional teaching staff in a very tight labour market across Western Australia. Despite these difficulties, we successfully navigated staffing needs, ensuring that students continued to receive quality education and care.*



*Throughout 2024, we introduced various initiatives to enhance student engagement and development. These initiatives aimed to support both the academic and personal growth of our students, equipping them with the skills and values necessary for success beyond the classroom.*

*Our commitment to upgrading our learning environments continued in 2024. Notable improvements included the refurbishment of the Year 7 classrooms with modern furniture, creating a more dynamic and comfortable learning space. Additionally, the Food Technology classroom was upgraded to a commercial-quality kitchen, providing students with an industry-standard environment to develop their culinary skills. We also made significant progress with our architecture team and fire and environmental consultants in advancing plans for the Performing Arts and Bushfire Refuge Building, an essential project that will benefit the College community in the years ahead.*

*This year saw the successful launch of the Parent Orbit app, which has streamlined communication and interactions between families and the College. The app has been highly received and well-utilised, enhancing our connection with parents and caregivers. Community-building events, such as Loud Shirt Day and Crazy Sock Day, fostered school spirit and reinforced our commitment to inclusion and student well-being. Through all our activities, we continue to place a strong emphasis on spiritual growth and Christian values, ensuring that faith remains at the heart of our College's mission.*

*Term 1 of 2025 will mark the end of my time at Southern Hills Christian College after 27 wonderful years. I am incredibly proud of the College's journey and excited to hand over the leadership to Mr. Brett Costin, who I am confident will continue to guide the school with wisdom and dedication. The coming year holds great promise, with continued growth and improvement in various areas. Plans are already in place to upgrade the high school toilets and changerooms, enhance the Pre-Primary playground, and improve the layout and machinery in the Design and Technology workshops. Additionally, we eagerly anticipate the finalisation of our capital building project, with development approval hopefully just around the corner.*

*As we move forward, we are reminded of the words from 2 Peter 3:18: "But grow in the grace and knowledge of our Lord and Saviour Jesus Christ. To him be the glory both now and to the day of eternity. Amen." May we continue to seek His guidance and blessings in all that we do.*

*With gratitude and blessings,*

Mr Paul Beacham  
**Principal**

# Christian Education

## General Culture

We integrate a Christian worldview into all subjects, helping students develop strong values and personal integrity from the early years through to Year 12. In primary school, this means fostering a love for learning through stories, discussions, and activities that reflect God's truth, kindness, and wisdom. Students explore biblical values in literature, consider God's creation in science, and develop respect and fairness in social studies.

As students progress into secondary years, they continue to reflect on values and personal growth. In Years 11 and 12, career preparation encourages honest self-reflection and accurate self-representation in job applications. In English, students examine the values in texts and how they align with Christian principles. History topics, such as Middle Eastern unrest, explore inter-religious dynamics, causes of conflict, and the challenges of peace. Outdoor Education teaches responsible stewardship of God's creation, going beyond physical activity to include caring for the environment and managing natural resources wisely.

Through all year levels, we seek to equip students with wisdom and character, preparing them to serve God and others in their daily lives.

## Christian Living Program

The goal of our Christian Lifestyle Program is to help students grow in their understanding of God. We continued with the expansion of Christian Living lessons to include Years 9 to 12, where previously they were only part of the Year 7 and 8 timetable. This ensured that all high school students received one lesson per week focused on learning about the Bible and Christianity.

Another significant continuation was the expansion of the Rite Journey programs to all middle school year groups. Previously, only Years 9 and 10 participated, but now Years 7 and 8 have been introduced to Heroic Habits, a program designed to build emotional literacy and establish a school culture based on 18 key virtues. Meanwhile, Years 9 and 10 continued with the well-established Rites of Passage program, which helps students transition into adulthood with confidence and purpose. The goal of this whole-school approach is to create a transformative school culture where students develop resilience, strong socio-emotional skills, and Christian values to help them thrive in life.

Wellbeing remains an important part of the Christian Lifestyle Program, with the first period each Tuesday morning dedicated to activities such as assemblies, guest speakers, incursions, and PC-teacher-led sessions focused on developing students' socio-emotional skills. The program for the year was coordinated by a team that included the College Chaplain, Year Coordinators, and the Head of Pastoral Care.

Service to the community is another key part of the program. Year Coordinators organised service events, including the Year 8 camp, where students spent several days helping with maintenance projects at a school campground. The Year 9 Tambellup Camp and Year 10 Kurrawang Service Trip also had a strong service component, allowing students to contribute to regional primary schools. The Emergency Service Cadets continued to flourish on Wednesday afternoons, remaining the second-largest school-based cadet program in Western Australia. Additionally, several students participated in the Duke of Edinburgh Awards, with many achieving their bronze and silver medals by the end of the year.

Overall, the Christian Lifestyle Program takes a holistic approach, equipping students with biblical knowledge, supporting their wellbeing, encouraging personal responsibility, and fostering a spirit of service and leadership as they grow into young adults.

## Staff Professional Learning

At Southern Hills Christian College, we are committed to fostering the professional growth of our staff through SCEA's Professional Support and Accountability (PSA) process and aligned Professional Development (PD) opportunities. Grounded in the Gospel-Inspired Teaching and Learning Framework, our approach ensures that staff are continually supported in their mission and calling within SCEA. Central to this process is active participation and collaboration between staff and mentors, with the overarching goal of equipping educators to be exemplary practitioners who inspire and lead students in both academic learning and personal growth.

At the beginning of each year, all staff complete a survey based on the key questions outlined in the Gospel-Inspired Teaching and Learning Framework. These responses form the foundation of each individual's Professional Development Plan (PDP), which is then refined in consultation with a mentor to ensure alignment with the School Improvement Plan (SIP). The year-long PSA process is clearly outlined in an accessible chart, with documentation uploaded into ESS at the end of each cycle.

Professional development is strongly encouraged and well-supported at SHCC, with significant funding allocated annually. PD opportunities are designed to align with both the SIP and individual PDPs. These may take place in whole-school sessions, such as First Aid training, or in sub-school-specific programs like PLD Literacy in Primary and Floor Books for PK-2. PD can also be tailored to individual interests and student needs, such as training in Autism support or diabetes management, or provided at the departmental level, such as MaqLit training in Primary Learning Support, which enhances targeted interventions and contributes to increased NCCD funding.

The College is also dedicated to supporting new graduates through the AISWA graduate mentoring program and additional DOTT allocation. Aspiring, mid-level, and emerging leaders are provided with valuable PD opportunities through initiatives such as the CSA National Conference and Avenir, ensuring staff at all levels are equipped for ongoing professional growth.



# Our Students

## Number of Enrolments

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Totals	Streams
Pre-Kindergarten	12	6	0	0	0	18	1
Kindergarten	17	20	0	3	0	37	2
Pre-Primary	20	23	6	0	1	43	2
Year 1	18	17	10	2	1	35	1.5
Year 2	10	21	8	1	0	31	1.5
Year 3	11	15	8	0	2	26	1
Year 4	12	15	9	2	0	27	1
Year 5	17	13	12	1	1	30	1
Year 6	28	22	16	4	2	50	2
Year 7	28	24	14	2	3	52	2
Year 8	32	20	11	3	3	52	2
Year 9	27	23	17	4	1	50	2
Year 10	13	16	8	4	0	29	2
Year 11	18	13	3	2	1	31	2
Year 12	8	14	1	0	0	22	2
<b>Total</b>	<b>271</b>	<b>262</b>	<b>123</b>	<b>28</b>	<b>15</b>	<b>533</b>	<b>24</b>

## Student Country of Birth

Country of Birth	Number of Students
Australia	500
South Africa	13
Nigeria	2
England	2
Zimbabwe	2
New Zealand	3
India	2
United Kingdom	1
Ukraine	1
Vietnam	2
Scotland	3
Zambia	1
<b>Total</b>	<b>533</b>

## Attendance Rate of Each Year Cohort

Enrolment by year group	Average student attendance %
Pre-Kindergarten	92.89
Kindergarten	89.75
Pre-Primary	89.78
Year 1	93.51
Year 2	93.27
Year 3	93.48
Year 4	94.12
Year 5	92.07
Year 6	93.45
Year 7	91.00
Year 8	84.20
Year 9	87.76
Year 10	82.32
Year 11	81.75
Year 12	74.03
<b>Total</b>	<b>87.97%</b>

## How Attendance is Managed

In both Primary and Secondary School, daily absentees were entered directly into our student management system, 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 2024 College Executive Team consisted of the following staff:

Name	Position
Mr Paul Beacham	Principal
Mrs Fritha Badani	Business Manager
Dr Andre Janse van Rensburg	Head of Curriculum (Secondary)
Mr Wayne Chapman	Head of Primary
Mr Joel Vallance	Acting Head of Secondary

## College Staff Profile

Staff	Support Staff (not including Education Assistants)	Teaching Staff	Education Assistants	School Leaders	TOTAL
Male	3	9	1	4	17
Female	12	31	10	1	54
Indigenous	0	0	0	0	0

## Qualifications of Teaching Staff

Highest Qualification of Teaching Staff	Number of Staff
Doctorate	2
Master's degree	3
Postgraduate Diploma	3
Bachelor's Degree	29
Graduate Diploma	3
<b>Total</b>	<b>40</b>

## Staff Attendance and Retention Rate

In 2024 the average daily staff attendance was 99.93%

In 2024 the staff retention rate was 86%

## TRBWA Registration for Teachers and Leaders

All teaching staff have current registration with the Teachers' Registration Board of Western Australia (TRBWA).

# Our Care

## Pastoral Care and Behaviour Management

At Southern Hills Christian College, we are committed to continuously enhancing learning and culture across our school community in a Christ-centred environment. Students are encouraged to demonstrate and develop the characteristics of our SPIRIT Values, which are essential to fostering a high-quality, holistic learning culture both inside and outside the classroom.

Southern Hills Christian College upholds a shared and consistent set of values and virtues, rooted in the SPIRIT values, while encouraging students to make strong progress in their learning and personal growth. These expectations are clearly outlined in the Student Code of Conduct.

The Code of Conduct is designed to ensure a safe, inclusive, and positive environment. It represents a commitment that students are expected to uphold, helping to shape a culture in which we take pride and prioritize the well-being of others above ourselves. It is a community where every individual feels safe and has a sense of belonging. As members of the school, all students are expected to actively uphold this code, with accountability for their choices being a consistent expectation. The Code of Conduct applies consistently across the College from PK to Year 12, with age-appropriate versions tailored for both Primary and Secondary students.

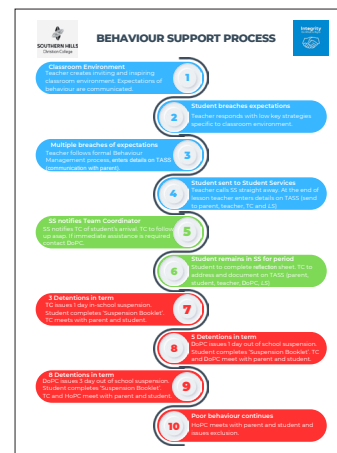
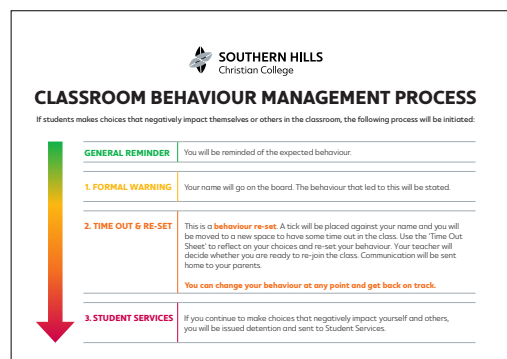
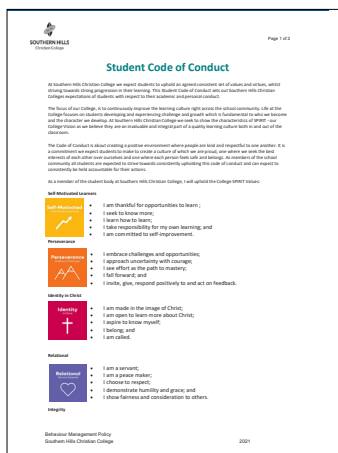
### Primary

Pastoral Care focuses on supporting students' well-being—spiritually, emotionally, and socially—by fostering a Christ-centered, nurturing environment. It reflects Jesus as the Good Shepherd (John 10:11), guiding students with love, grace, and care. Effective pastoral care encourages a sense of belonging, respect, and God's purpose for each student (Jeremiah 29:11).

Behaviour Management should be firm, fair, and faith-based, balancing discipline with grace. Biblical principles such as loving correction (Proverbs 3:12), forgiveness (Colossians 3:13), and restoration (Galatians 6:1) shape an approach that teaches responsibility while reflecting God's mercy. Encouraging students to embody the Fruit of the Spirit (Galatians 5:22-23) promotes self-control and respect for others.

A Christ-centred approach to both areas nurtures a safe, respectful, and accountable learning community where students grow in character and faith.

1. Student Code of Conduct
2. In-class process
3. Student Conduct Expectation – Primary. Choices and Consequences.
4. Student complaints process



In the rare circumstance where a student receives a suspension (level 3 or higher), they will enter into a Contract of Agreement for a specified duration. Throughout this process, we convey to parents our unwavering support for the student's reintegration into the school community. We firmly believe that every student comprehends age-appropriate behavioural standards and possesses the capability to make sound choices, as articulated in Ephesians 4:22-24.

This agreement places accountability squarely on the shoulders of the student while implementing supportive measures. It celebrates their achievements while providing consistent, timely, and relevant feedback aimed at fostering positive transformation and personal growth. We have observed remarkable success among the small cohort of students who have participated in these contractual agreements, evidenced by their demonstrable improvement in decision-making and their enthusiastic re-engagement with school life.

## Secondary

Secondary students participate in 'PC' (Pastoral Care) each morning where their PC teacher care and support each student whilst building stronger connections at school. PC concludes with a prayer and dedicating the school day to God. Each year group is overseen by a Team Coordinator that connects in with the families regarding concerns in academics, behaviour and relationships. The team takes a collaborative approach to supporting students and their families to flourish and meet their potential.

The secondary school enjoy Wellbeing each Tuesday with workshops and discussion centred around the Christian faith, mental health, positive relationships and positive life choices. Assemblies are attended regularly in the term with an opportunity to celebrate achievements and events within the school, participate in devotions from various teachers and guests and sing worship songs together.

The Student Code of Conduct is discussed step by step during PC throughout the first four weeks of the year. This provides opportunities for students to fully understand the commitment of the Student Code of Conduct and the school's Spirit values before signing the agreement. When a student chooses behaviours contrary to the school's Spirit Values, the Pastoral Care team guide the process of assisting the student back to good standing.

The steps of the 'Behaviour Support Process' are clearly outlined to staff and students to ensure a united approach and increase the responsibility and accountability of the student. Embedded within each step of the 'Behaviour Support Process' is a collaborative and restorative approach unique to each situation including discussion, counsel, family meetings, regular communication, individual support plans, behaviour contracts and reconciliation meetings.



# Student Wellbeing

## Emotional Wellbeing

A majority of students reported feeling safe at school and described a strong sense of belonging. Many also highlighted positive relationships with teachers, noting that they felt cared for and supported. These connections appear to contribute to a positive and inclusive school environment. However, responses varied when it came to how often students felt worried or stressed. A noticeable group indicated experiencing pressure or anxiety, particularly around academic or social challenges. This suggests there is room to strengthen emotional support services to better meet the needs of all student

## School Engagement

Students generally expressed that they enjoy coming to school and feel a strong sense of connectedness to the school community. This positive sentiment reflects a supportive environment where students feel welcomed and included. Many students also indicated that they are motivated to learn and recognize the value of their education, suggesting that learning is seen as meaningful and relevant. These attitudes are encouraging and point to a culture that promotes academic growth and student engagement. However, a small proportion of students reported feeling bored or disconnected during lessons. This feedback highlights the importance of ongoing innovation in teaching strategies to ensure lessons remain engaging and responsive to diverse learning needs.

## Learning Readiness

Students showed confidence in their learning capabilities, with many expressing the belief that they can achieve success through effort and persistence. This self-assurance is a positive indicator of a growth mindset among the student body. Most students felt well-supported in setting personal learning goals and appreciated having regular opportunities to reflect on their progress. These practices appear to encourage ownership of learning and help students stay focused on improvement. Feedback also suggested that classroom environments are generally conducive to learning, with students valuing structure and support. However, some noted that distractions—whether from peers or the environment—can occasionally interfere with concentration and productivity, suggesting a need for continued attention to classroom management and focus strategies.

## Health and Wellbeing

The majority of students felt they had access to healthy food options and sufficient opportunities for physical activity throughout the school day, contributing to their overall wellbeing. Many students reported that they typically get enough sleep to function well at school, which supports focus and learning. However, a noticeable portion indicated experiencing occasional fatigue, suggesting that sleep habits may vary and could benefit from further attention in wellbeing education. Students also acknowledged the availability of mental health support at school, showing awareness of the resources in place. That said, perceptions varied regarding how accessible and effective those supports are for those who need them. This indicates a potential need to improve communication about available services and ensure they are responsive to student needs.



# Our Priorities

## School Improvement Plan 2024

Priority and Annual Target	Strategies	On Track to Achieve Target? Y/N
<b>Christian Ethos</b> Assess and adapt a long-term strategy for leading students to know God.	<ol style="list-style-type: none"> <li>1. PC as a morning devotion</li> <li>2. Teaching the basic truths of the Gospel</li> <li>3. Deliberate subject specific language use around activities</li> <li>4. Affiliate with churches</li> </ol>	<ol style="list-style-type: none"> <li>1. PC devotion once a week <b>Y</b></li> <li>2. Basic truths in Cos <b>Y</b></li> <li>3. Deliberate language in LSM <b>Y</b></li> <li>4. Churches listed <b>Y</b></li> </ol>
<b>Core Teaching and Learning</b> Promote student-directed learning.	<ol style="list-style-type: none"> <li>1. Continue implementing UbD</li> <li>2. IXL PD for teachers</li> <li>3. Departmental meetings</li> <li>4. PD days for improved subject knowledge</li> <li>5. Teacher peer learning groups</li> <li>6. Promote SCSA marking among staff</li> <li>7. Enhanced Data Strategy implementation</li> </ol>	<ol style="list-style-type: none"> <li>1. UbD planning for Year 8: <b>Y</b></li> <li>2. Onsite training: <b>Y</b></li> <li>3. Minutes of monthly meetings: <b>Y</b></li> <li>4. Minutes of meetings <b>Y</b></li> <li>5. Minutes of monthly meetings <b>N</b> Deferred</li> <li>6. At least 3 markers appointed <b>N</b></li> <li>7. Engagement <b>Y</b></li> </ol>
<b>Core Teaching and Learning</b> Increased student engagement	<ol style="list-style-type: none"> <li>1. Behaviour management policy revision</li> <li>2. Whole school PDs regarding behaviour management policy</li> <li>3. Categorize student behaviours and level of response.</li> <li>4. Incorporate themes of achievement in Christian Living lessons</li> <li>5. Improve Communication and Enforcement of Behaviour Management Policy</li> </ol>	<ol style="list-style-type: none"> <li>1. Revised policy document with protocols established. <b>Y</b></li> <li>2. Agenda and minutes <b>Y</b></li> <li>3. Data storage mechanism <b>N</b></li> <li>4. Course outlines <b>Y</b></li> <li>5. Staff Training and Support <b>Y</b></li> </ol>
<b>Student Well-Being</b> Collaborative decision making	<ol style="list-style-type: none"> <li>1. Staff meetings and email updates regarding pastoral issues</li> <li>2. Clear communication from leadership</li> <li>3. Forum for staff to be heard regularly – termly school survey.</li> <li>4. Active social committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Minutes of monthly meetings <b>Y</b></li> <li>2. Weekly memo/newsletter <b>Y</b></li> <li>3. Quarterly staff meeting: agenda and minutes <b>Y</b></li> <li>4. Staff events arranged <b>Y</b></li> </ol>
<b>Staff Well-Being</b> Clear role descriptions	Clear role descriptions/KPIs	<ol style="list-style-type: none"> <li>1. Job descriptions provided for all positions and roles <b>Y</b></li> <li>2. Work review forms <b>N</b></li> <li>3. Job descriptions discussed for all roles and positions <b>Y</b></li> </ol>
<b>Staff Well-Being</b> Streamlined administrative processes	<ol style="list-style-type: none"> <li>1. Clear procedures and policies               <ol style="list-style-type: none"> <li>a. Behaviour management</li> <li>b. Assessment</li> <li>c. Reporting</li> <li>d. Communicating with parents</li> </ol> </li> <li>2. Streamlined reporting process.               <ol style="list-style-type: none"> <li>a. Standardised comments</li> <li>b. Standardised subject outlines</li> </ol> </li> <li>3. TASS Templates/Tick boxes</li> <li>4. AI PDs for teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Policies and Protocols established <b>Y</b> <ol style="list-style-type: none"> <li>a. Behaviour Management</li> <li>b. Assessment</li> <li>c. Reporting</li> <li>d. Parent communication</li> </ol> </li> <li>2. As above <b>Y</b></li> <li>3. As above <b>Y</b></li> <li>4. Notes from PD <b>Y</b></li> </ol>

<p><b>Parents in Partnership</b> Parent and community group</p>	<ol style="list-style-type: none"> <li>1. Identify SWOT</li> <li>2. Staff support</li> <li>3. Events</li> <li>4. Canteen</li> </ol>	<ol style="list-style-type: none"> <li>1. SWOT analysis recorded <b>N</b></li> <li>2. Volunteers from staff <b>Y</b></li> <li>3. Quarterly events <b>Y</b></li> <li>4. Canteen <b>N</b></li> </ol>
<p><b>Parents in Partnership</b> Improved parent/teacher collaboration</p>	<ol style="list-style-type: none"> <li>1. Parent interview with non-core subjects</li> <li>2. Meeting with parents to outline behaviour management policy</li> </ol>	<ol style="list-style-type: none"> <li>1. Extended parent interviews <b>Y</b></li> <li>2. Parent information event</li> </ol>



# Student Achievements

## Primary

At Southern Hills Christian College, individual student achievement is a key focus of our Primary School, supported by a whole-school approach to literacy and numeracy growth. Our structured teaching, learning, assessment, and reporting processes from Pre-Kindy to Year 6 ensure continuous progress in these essential areas.

In literacy, we have implemented evidence-based programs such as PLD, Talk for Writing, and PM Benchmarking to develop strong foundational skills and support fluent literacy growth. In numeracy, early years students engage with Bond Blocks to build hands-on conceptual understanding, while students from Years 1 to 6 benefit from the Oxford Mathematics program, allowing for differentiated learning in the appropriate year curriculum. This targeted approach allows students to progress at their own pace and reach their full potential.

To further support student learning, we have successfully integrated Individual Education Plans (IEPs) to cater to diverse needs. Additionally, the introduction of the Learning Hub has provided vital literacy support through the MultiLit program, part of MacqLit developed by Macquarie University. This initiative ensures targeted interventions and provides essential evidence for National Consistent Collection of Data (NCCD) funding allocations. We have seen significant improvement

By prioritising individualised support and evidence-based strategies, we continue to cultivate a learning environment where every student is empowered to thrive.

## Secondary

This year, our students have made significant academic progress, reflecting the dedication of our teaching staff. A key focus has been continuous professional development, particularly in the Understanding by Design (UbD) framework. Through in-house training, teachers have refined their curriculum design to emphasise core concepts and essential questions, helping students apply their learning to real-world situations.

Teachers also analyse assessment data to identify areas for improvement and adjust their teaching to support individual student needs. This data-driven approach helps guide differentiation strategies, ensuring all students are challenged appropriately.

Across all subjects, we have reinforced literacy and numeracy skills to strengthen students' critical thinking and problem-solving abilities. By focusing on teacher preparation and evidence-based practices, we continue to build a learning environment where students can achieve their full potential.

## NAPLAN (National Assessment Plan Literacy and Numeracy)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a standardized assessment administered annually to all students across Australia. The results allow school schools to proactively evaluate students' literacy and numeracy skills in line with the national curriculum standards. NAPLAN also provides valuable data for our staff and parents by offering insights into individual and collective student performance, as well as identifying areas for improvement in teaching and learning strategies. For students requiring additional support, NAPLAN results can serve as a diagnostic tool, helping educators tailor interventions to address specific learning needs. By pinpointing areas of strengths and areas of development, NAPLAN facilitates targeted planning and resource allocation to enhance educational outcomes for all students, ensuring a more inclusive and supportive learning environment.

## Year 3

The 2024 Year 3 NAPLAN results show strong performance overall. Most students achieved at or above national and state averages, particularly in Numeracy and Writing. Writing was a standout, with 84.6% in the 'Strong' or 'Exceeding' range. No students required additional support in Grammar, Spelling, or Writing. Reading and

Numeracy results were also strong, with low numbers needing support. These results reflect solid progress across key learning areas. .

Assessment Area	Level	School %	National %	State %
Grammar and Punctuation	Exceeding	3.85		9.1
	Strong	53.85		41.7
	Developing	42.3		28.8
	Needs additional support	0.0		18.8
Spelling	Exceeding	7.69		13.7
	Strong	34.62		44.6
	Developing	57.69		27.6
	Needs additional support	0.0		12.4
Numeracy	Exceeding	7.69		8.2
	Strong	61.54		52.1
	Developing	23.08		26.5
	Needs additional support	7.69		11.6
Reading	Exceeding	3.85		16.5
	Strong	57.69		45.5
	Developing	31.62		22.1
	Needs additional support	3.85		14.2
Writing	Exceeding	3.85		7.0
	Strong	80.77		67.8
	Developing	15.38		16.4
	Needs additional support	0.0		7.3

## Year 5

The 2024 Year 5 NAPLAN results show solid performance, particularly in Reading, where 65.5% of students achieved 'Strong', well above state and national averages. Writing and Grammar were consistent with national trends, though Grammar saw no students in the 'Exceeding' category. Numeracy and Spelling had a higher proportion of students in the 'Developing' range, indicating areas for targeted support. No more than 13.8% of students required additional support in any domain. Overall, results reflect steady progress with clear opportunities for growth.

Assessment Area	Level	School %	National %	State %
Grammar and Punctuation	Exceeding	0.0	14.2	12.6
	Strong	48.3	50.5	50.0
	Developing	44.8	23.2	24.0
	Needs additional support	6.9	10.4	12.0
Spelling	Exceeding	13.8	20.4	20.2
	Strong	31.0	47.3	47.6
	Developing	41.4	21.1	21.0
	Needs additional support	13.8	9.5	9.8
Numeracy	Exceeding	0.0	12.5	11.2
	Strong	51.7	55.3	55.6
	Developing	37.9	21.9	22.1
	Needs additional support	10.3	8.6	9.7
Reading	Exceeding	0.0	21.5	18.6
	Strong	65.5	49.8	50.2
	Developing	47.4	18.2	19.2
	Needs additional support	3.4	8.7	10.5
Writing	Exceeding	10.3	11.4	9.2
	Strong	48.3	55.9	55.9
	Developing	34.5	22.2	23.8
	Needs additional support	6.9	8.7	9.7

## Year 7

The Year 7 NAPLAN results show a positive trend, with most students performing well across all subjects. Compared to last year, more students have achieved at higher levels, particularly in reading and numeracy. While student progress is strong, Grammar remains an area where targeted support will be beneficial.

We will also introduce strategies to extend high-achieving students, ensuring they are challenged appropriately. A review of teacher assessments alongside NAPLAN results revealed some inconsistencies, highlighting the need for more consistent evaluation practices. To address this, we will focus on professional development, helping teachers refine their assessment practices and better support students at all levels. Additionally, we will monitor online learning activities to help students become more familiar with standardised testing formats, ensuring they are well-prepared.

Assessment Area	Level	School %	National %	State %
Grammar and Punctuation	Exceeding	16	16	15.3
	Strong	33	45.5	46.7
	Developing	42	23.8	23.4
	Needs additional support	9	13.2	13.4
Spelling	Exceeding	25	23.1	24.9
	Strong	56	49.2	49.1
	Developing	13	18.3	17.4
	Needs additional support	5	7.9	7.8
Numeracy	Exceeding	11	13.5	12.1
	Strong	56	53.7	55.5
	Developing	24	21.9	21.5
	Needs additional support	4	9.4	9.6
Reading	Exceeding	22	19.9	17.9
	Strong	49	47.4	48.6
	Developing	20	21.0	21.3
	Needs additional support	9	10.2	11.0
Writing	Exceeding	22	17.7	16.5
	Strong	42	47.6	48.0
	Developing	25	22.7	23.8
	Needs additional support	9	10.4	10.4

## Year 9

This year's data highlights notable student strengths, particularly in grammar and spelling, where most students are demonstrating developing or strong skills. There has also been significant progress in reading, with a positive trend over time moving students towards higher achievement levels, alongside encouraging improvements in writing and numeracy. While areas for further support have been identified—particularly in writing and numeracy, as well as extending high-achieving students—the overall trajectory is promising. We remain committed to refining our instructional strategies through detailed data analysis and targeted professional development to support continued student growth and success.

Assessment Area	Level	School %	National %	State %
Grammar and Punctuation	Exceeding	11	15.3	16
	Strong	30	39.5	42.9
	Developing	46	28.7	28.1
	Needs additional support	13	14.6	11.8
Spelling	Exceeding	15	15.8	16.6
	Strong	41	56.2	58.1
	Developing	35	19.3	18.1
	Needs additional support	9	6.9	6

Numeracy	Exceeding	4	8.9	9.3
	Strong	48	54.5	60.8
	Developing	37	24.4	21.4
	Needs additional support	11	10.4	7.3
Reading	Exceeding	9	18	19.9
	Strong	50	45	50.5
	Developing	33	24.1	21.4
	Needs additional support	9	11.1	7.1
Writing	Exceeding	11	21.1	21.9
	Strong	46	39.9	42.2
	Developing	35	25.7	25.5
	Needs additional support	9	11.6	9.2

## Year 12 Results

In 2024, we continue to see positive outcomes from our shift towards a more diverse educational approach, moving beyond a sole focus on ATAR to embrace the General Course – VET pathway. This transition better supports the varied interests and strengths of our students, easing the pressures of external expectations and fostering greater emotional well-being, self-confidence, and resilience as they prepare for life beyond school.

Building on this, targeted initiatives to enhance critical and creative thinking have contributed to improvements in ATAR and WACE results. Recognising the evolving needs of our students, we have also introduced the Curtin UniReady pathway to support a smaller ATAR cohort.

As part of our ongoing commitment to academic enrichment, we introduced IXL English in 2023 and will expand to IXL Maths in 2024. This online platform provides personalised learning experiences aligned with the WA curriculum, engaging students while offering valuable insights for teachers and parents to support their progress.

### Narrative of Facts:

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

- ATAR: here the emphasis falls on the natural sciences with Mathematics, Physics, Chemistry, Human Biology and Psychology being offered.
- GENERAL: this pathway widens the scope to range from the natural sciences (Science in Practice and Integrated Science) to the Arts (Drama) to Design and Technology (Woodwork and Food Science)
- VET: we offer Business and Outdoor Recreation as in-house Certs and allow students to choose from a range of Certs offered as part of the VETIS program.
- Combination pathways are offered so that students can take any combination of ATAR, General and VET courses.

### WACE results

- 91 % of students achieved a WACE certificate
- 14 students completed VET certificates at Cert II, III and IV levels

## ATAR results

Summary of Results	2022	2023	2024
Number of Year 12 students	17	16	22
Number of students achieving WACE	16	15	20
Number of Students with an ATAR	3	2	4
Percentage of students in the top third of state performance	66	50	45

### 2024 ATAR Subjects Offered

Chemistry	Mathematics Applications
English	Physics
Human Biology	

### Median ATAR Scores

2024	Southern Hills Christian College	69.77
2023	Southern Hills Christian College	79.37
2022	Southern Hills Christian College	76.01

## VET Qualifications Attained

VET Course	Cert II	Cert III	Cert IV
Business		10 students attained	5 students attained
Work Skills for Career Enhancement and Management		10 students attained	
Outdoor Recreation	5 students attained		
Preparation for Health and Nursing Studies			3 students attained

## Post-secondary Pathways

	TOTAL
Students offered 1st preference	7
Students offered 2nd preference	1
Students enrolled in University	4
Students enrolled in TAFE	4
Employment	9
GAP Year	2
Apprenticeship	2

# Satisfaction Surveys

	Parent	Staff	Student
<b>Number and % of Responses</b>	<b>6.4%</b>	<b>78 %</b>	<b>45%</b>
<b>Satisfaction with the College Overall</b>	<b>72% of parents were 'likely' or 'very likely' to recommend the school.</b>	<b>67% of staff were 'likely' or 'very likely' to recommend the school.</b>	<b>41% of students were 'likely' or 'very likely' to recommend the school.</b>
<b>Christian Ethos / Christian Education</b>	<b>78% of parents were 'satisfied' or 'very satisfied' with the emphasis on Christian Education.</b>	<b>82% of staff 'agreed' or 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment.</b>	<b>73% of students 'agreed' or 'strongly agreed' that Christian Values are embedded in all aspects of learning and school life.</b>
<b>College Leaders and Support Provided</b>	<b>60% of parents 'agreed' or 'strongly agreed' that leaders are accessible and interested in their concerns.</b>	<b>57% of staff 'agreed' or 'strongly agreed' that Senior leaders respond effectively to feedback and suggestions.</b>	<b>Only 14% of students claim to not be challenged by teachers</b>
<b>Staff Behaviours</b>	<b>80% of parents 'agreed' or 'strongly agreed' that Southern Hills staff are always helpful and professional.</b>	<b>96% of staff 'agreed' or 'strongly agreed' that staff at Southern Hills are competent, treat each other with respect, and have a strong sense of teamwork and collaboration.</b>	<b>Only 14% of students claim to not be challenged by teachers</b>
<b>College Safety</b>	<b>86% of parents surveyed 'agreed' or 'strongly agreed' that their children feel safe at school.</b>	<b>85% of teachers surveyed 'agreed' or 'strongly agreed' that they work in a safe environment.</b>	<b>Only 13% of students report any feelings of being unsafe at school.</b>

# College Income

Net Income 2024	\$ Total
Australian Government	\$6,376,394
State Government	\$1,493,820
Fees, charges and parent contributions	\$2,547,542
Other private sources (Enrolment Fee, Computer Rental & SDF Fees)	\$264,646
<b>Total gross income</b> (Excluding income from government capital grants)	<b>\$10,709,403</b>







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