

2021 Annual Report



Shire
Christian
School

A Message From the Chairman of the School Board

The plans adopted for 2020 ensured the school was able to meet all challenges presented in 2021, despite a much deeper and longer lockdown period for the school and the community. The governance and operation of the school continued as normal for the first half of the year and then reverted to online learning and meetings for the balance of the year, with restrictions easing later in the school year. General Meetings of the company were carried out in person earlier in the year, then virtually as restrictions were tightened and in accordance with amended ASIC standards. The Company's financial results, school enrolments, and forecast outcomes, exceeded expectations. The Board addressed all governance related issues, including school improvement strategies and received reports from the Executive on the day-to-day operations covering, student and staffing matters, meeting compliance obligations, and risk mitigation strategies to grow the business and ongoing success of the school.

The two standing subcommittees of the Board, being the Building and Finance Committees, met regularly throughout the year addressing property and finance related matters. Risk and information technology matters are also being managed at each board meeting.

The school increased its cleaning and other property work, to ensure the safety and security of staff, students and visitors onsite.

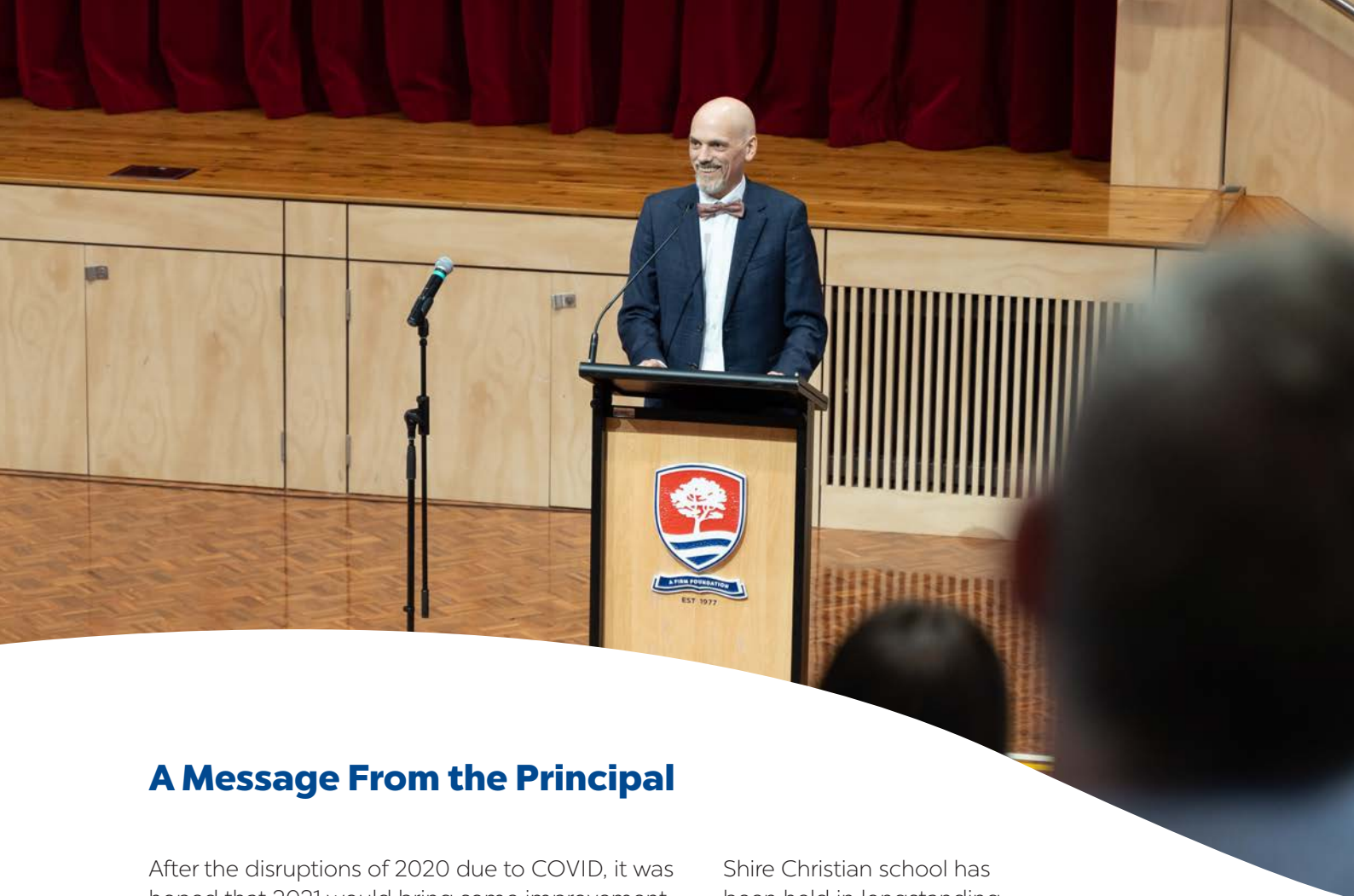
The school was well managed by the Executive team led by Mr. Brett Hartley during a disrupted year for both staff and students. Our school community was incredibly supportive and understanding as changes were implemented at short notice with timetable changes and classes reallocated as the school experienced student and staff absentees of around 25-30% change each day, during the height of the virus spread. The school continued to see increased enquiries and waitlists, with the largest number of students in the school's history, at over 920 students.

The growth in student numbers has activated a number of key deliverables as part of the master planning work underway. The need for general purpose classrooms, new learning centres, along with new carparking onsite is part of the strategic planning process. In the short term, two additional demountable classrooms have been added to the site, with the first of a number of Development Applications nearing completion as part of the overall masterplan.

In 2021, we continued to support families who were struggling financially, and made available access for those in need of counselling services.

At the end of 2021, the school farewelled our second longest serving Principal, Mr Brett Hartley, who after seven years, accepted the position of Principal of Rouse Hill Anglican College, commencing Term 1, 2022. Over the last seven years not only have student numbers grown, but we are in a stronger and healthier financial position, accessible to all families, supporting those in need, and engaging with both staff on improved professional development and clearer assessment systems, and families and their students with better communication and behaviour management systems.

The principal recruitment process commenced late in 2021, with the school well managed by the current Executive under the Acting Principal, Mr David Stonestreet, who continues the strong legacy left by former Principals by building on the firm foundations and values of the school for the benefit of our students and their impact into their communities, under God.



A Message From the Principal

After the disruptions of 2020 due to COVID, it was hoped that 2021 would bring some improvement. Sadly, that was not to be the case. While the school escaped any COVID cases among students or staff (and therefore remained open in Terms 1 and 2), the whole of Term 3 and some of Term 4 was spent delivering remote online learning, as was required across NSW. While we were better prepared after the experiences of 2020, this was still a disruptive and difficult time for staff, students, and parents.

The long lockdown period, coupled with significant restrictions during Terms 1 and 2, greatly curtailed the school's extracurricular activities in sport and the arts, as well as many other events involving parents or members of the public onsite.

As in 2020, the school's technology program proved highly valuable, as the 1:1 laptops available from Years 3-6 were able to be sent home for use during the lockdown period, alongside the existing 1:1 program in Years 7-12. Staff in technical and practical courses showed ingenuity in translating subjects like food technology, visual art, timber technology and music into experiences that could be replicated in the home environment.

Shire Christian school has been held in longstanding regard as an institution with strong pastoral care credentials, and the need has become more and more apparent as the rising evidence has highlighted mental health and wellbeing needs as increasing exponentially during this time of COVID disruption and isolation. Pastoral care for students continued to be a key focus during 2021, as did the ongoing care and support for the staff of the school.

2021 was the forty fifth year of Shire Christian School. The original mission to provide quality Christian education to likeminded families remains as much a core of what we do as when the first classes began back in 1977. The writer of Hebrews admonishes us to "hold fast the confession of our hope without wavering, for he who promised is faithful", and after graduating more than one and a half thousand HSC students over those years, we continue to give thanks for the faithfulness of God, and pray that we will hold fast in His promises.

Student Leadership

Student involvement in leadership in the Secondary School consists of House leaders from Years 10, 11 and 12 and student leaders from Year 12 (the Senior Leadership Team). Each group of leaders are trained and hold an area of defined responsibility.

Year 10 students undertake an intensive leadership training program. This program leads to some students being appointed as PEPSE (Prayer and Encouragement Partners for Seven and Eleven) leaders. PEPSE leaders lead a peer support program with Year 7 students, which is built into the regular Secondary pastoral care program. The pastoral care program runs each day for about 20 minutes after recess.

CRU is a Christian lunchtime group that is overseen by Secondary staff. Student leaders are appointed to work with this group from the senior leadership team.

House Leaders are responsible for leading their House during the three carnivals and for one fund raising event each year. They are overseen by a staff member who has responsibility for each house.

Year 11 students who are interested in being chosen as a senior leader for Year 12 are asked to apply for the position. The application process involves an interview with staff members and a subsequent vote by teachers and senior students. The elected leaders represent the school at public events such as performance evenings, information days and events for new families.

Students in Year 5 are given the opportunity to apply to become a Year 6 House Leader. Students who wish to be considered for this role complete an application form and give a speech to an assembly. Eight leaders are elected following a vote. These leaders contribute to leading Junior School assemblies, lead their appointed sports house at swimming and athletics carnivals and contribute to fundraising event organisation. The student leaders develop and refine their leadership skills through meetings with a designated teacher.

The school is thankful for the sensitivity and support our student leaders gave to their peers as we worked together as a community during another difficult pandemic affected year.



Contextual Information About the School

Shire Christian School seeks to provide an affordable quality Christian education from Kindergarten to Year 12. The school delivers the NESAs K-12 NSW curriculum, as well as running a pre-kinder program, known as Shire Prep, for children in the year before they start Kindergarten. At the end of 2021 there were 42 children enrolled in Shire Prep, 408 children from Kindergarten to Year 6 and 491 children from Year 7 to Year 12.

All teachers at Shire Christian School are qualified and accredited with NESAs, with several staff holding post graduate qualifications. Staff are committed to developing engaging teaching programs based on NESAs syllabus documents. The School believes that classrooms should be engaging learning environments where students have a genuine desire to grasp fundamental concepts and also explore different subjects and topics more deeply. To ensure a quality-learning environment, Shire Christian School teachers are committed to receiving ongoing feedback on the quality of their work and they also engage with research on the best ways to improve student learning. By the time Shire Christian School students sit their HSC, the school trusts that every student has been equipped with the knowledge and skills needed to maximise their ATAR so that they will have a range of options to choose from when they commence their post school life.

All Shire Christian School teachers are Christians who are involved in their local church and are committed to living their lives according to what is taught in the Bible. This is of great benefit to all our students because our teachers don't merely teach values such as kindness, humility, and self-control. They seek to live their lives according to these values and model them to their students. Students study the Bible as a distinct subject and also have the opportunity to understand a Christian perspective on a range of areas of learning.

At Shire Christian, we believe that children are born with a variety of talents and abilities. Therefore, the school has stimulating and academically rigorous programs in traditional subjects such as English, Maths and Science, as well as providing meaningful, targeted support for students who may struggle in particular areas of their learning. Recognising that many of our students have considerable talent in sport and creative endeavours such as music, art and drama, we provide diverse opportunities for students to shine in these areas of interest.

Since the first enrolment of 11 students in 1977, Shire Christian School has been serving the Christian community in the local area; striving to equip students, in all their endeavours, to the glory of God. The School is situated on a single campus at Barden Ridge in south-eastern Sydney. Barden Ridge and surrounding suburbs generally consist of low-density housing. The School draws its students from a wide area, ranging from Stanwell Park/Helensburgh to the south; Wattle Grove to the west; Cronulla in the east; and suburbs to the north in the St George area.





Strategic Emphasis

The school's strategic emphasis is based on its mission and vision, which are outlined on the school website. Building on this foundation, the school has adopted what we term the 7C'S:

- **Character** – students study the Bible and are taught by committed Christian teachers in a caring, emotionally safe environment. Students were given the opportunity to explore a Christian perspective in different subjects and topics they study. In so doing, the school is seeking to develop children of Christian character and wisdom who love and fear the Lord. Christian character and wisdom is central to all that the school seeks to do and influences the other 6 Cs.
- **Community** – students are part of the Christian community where they are loved, taught and supported to learn and achieve to the best of their ability. Teachers are committed to working in a collaborative partnership with parents in the education of their children.
- **Communication** – students are challenged to build strong verbal and written communication skills. They are encouraged to use these skills to develop positive relationships with peers and staff, collaborate in groups and contribute to discussions.
- **Core Knowledge and Skills** – the school seeks to ensure that students develop strong literacy and numeracy skills. Core skills are also developed in other areas of learning such as ICT and sport.
- **Creativity** – students are encouraged to express themselves creatively so that they can explore, experiment, interpret and apply what they understand. Students are encouraged to think creatively so that they can look at familiar things with a fresh eye and use their imagination to explore new possibilities rather than established approaches.
- **Curiosity** – while teaching is based on direct instruction, students are encouraged to explore beyond the facts they learn. They are encouraged to ask questions and investigate what interests and inspires them.
- **Critical Thinking** – while it is important that students learn and remember factual information, it is equally important that they learn to think independently. The school teaches students to be analytical and to support their opinions with evidence.

The school Board and Executive devoted time in 2021 to the formation of a number of strategic pillars, which will underlie future strategic planning. This work will continue in early 2022 as will the creation of the next strategic plan.

Creative and Performing Arts

All students receive Music and Visual Arts lessons in from K-10. Drama is offered as an elective from 9-12. The school utilises teachers who have specialised training in these areas. Students have access to on-site instrumental music tuition, and they can join the school concert band and various ensembles and choirs.

The school music production, "Joseph and the Amazing Technicolor Dreamcoat", which was postponed from 2020, was finally able to be performed in June, to much acclaim. This timing proved a blessing, as NSW schools were locked down only weeks later, preventing most other school events and performances for 2021.

Expression is Shire Christian School's annual showcase of students' work, demonstrating excellence in Drama, Visual Arts, Design and Technology, Textiles and Food Technology. Normally the event would attract large numbers of people to the school; however, pandemic regulations resulted in the postponement of this event for 2021.

The annual music showcase, For One Night Only was sadly also cancelled for 2021, due to the long period of lockdown leading up to the normal time for the event in Term 4.

Sport

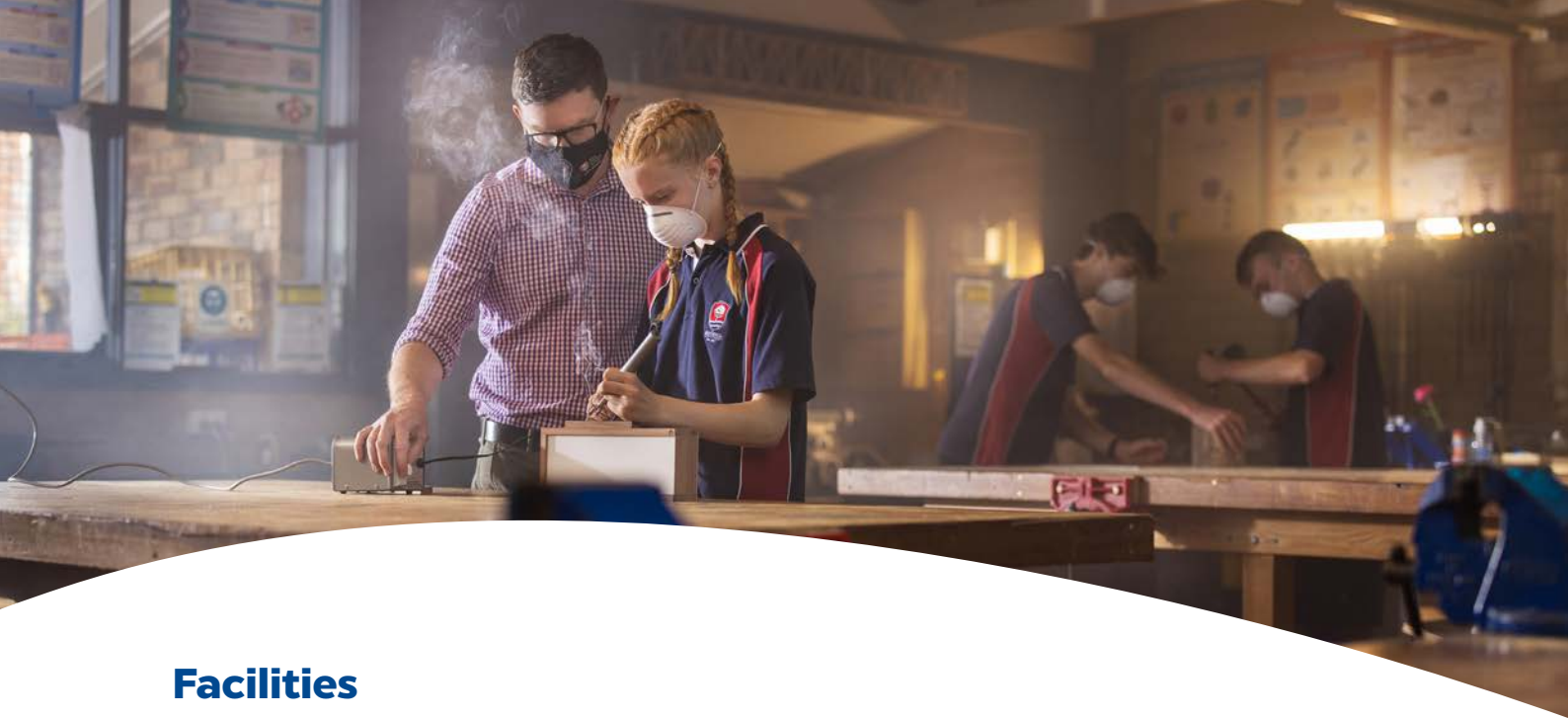
Our Junior School students participate in several age-appropriate sport activities during the year. Each grade has a weekly sport day where students wear sport uniform and participate in a range of sports to develop their sports skills. At times, students will be coached by qualified visitors to the school by accessing funds from the Schools Sports Grants. This includes sports such as hockey, basketball and NRL. Students also participate in a swimming and lifesaving program and gymnastics during their time at school.

We have a range of facilities that students can access - futsal courts, basket courts, hard surface areas, hall/gym, grassed areas.

Junior School students participate in annual swimming, athletics and cross-country carnivals. They have the ability to compete in zone and state carnivals and access high levels of representation in individual and team sports through CSSA and CIS.

Our Secondary School students in Years 7-10 are involved in a sports program on Friday afternoons which gives them a variety of opportunities to take part in physical activity and develop their sports skills. Shire Christian School is a member of the Christian School Sporting Association (CSSA), which gives all students in the school opportunities to compete against other similar schools. The school is also involved in the Combined Independent Schools Sports Association (CIS), which gives students even wider access to competitive sports. Through these associations, Shire Christian School enters teams and competitions in swimming, athletics, cross-country, soccer, netball, cricket, rugby league, Oz tag, tennis, and several other sports. Although 2021 was a disrupted year in sport due to restrictions around COVID-19, many of these sports were still able to take place in some capacity and students took each opportunity given to them to get active and take part in sport with their friends.





Facilities

Students enjoy expansive grounds, well-equipped facilities, and specialist classrooms. A Tiered Learning Centre is a purpose-built small theatre used by the wider school community for multi-media presentations, music and drama performances. Our resources and facilities include:

- Kindergarten to Year 2 have ready access to iPads.
- Years 3 to 6 have individual access to a Chromebook during the school day.
- All students in Years 7 to 12 are provided a Chromebook or MacBook which they use at school and take home.
- Data projection systems in Year 7-12 classrooms.
- Promethean Smart boards for K-2 students and data projector systems in most Year 3- 12 classrooms.
- A wireless network across the site with very fast broadband.
- Science Laboratories.
- Fully-equipped timber and metal workshops
- Fully-equipped teaching kitchen, which was fully renovated at the end of 2020.
- Air-conditioned classrooms.

A major refurbishment of the school hall was finished in 2020, providing greatly improved acoustics, lighting, audio, heating, and retractable tiered seating. While COVID greatly reduced the use of this facility, it was able to be put to good use for events such as the school musical and the Year 12 graduation.

Student Performance in National and Statewide Tests and Examinations: HSC Results

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Ancient History	2020	10	School: 100% Statewide: 83.59%	School: 0% Statewide: 16.39%
	2021	17	School: 82.34% Statewide: 77.74%	School: 17.64% Statewide: 22.24%
Biology	2020	11	School: 100% Statewide: 86.41%	School: 0% Statewide: 13.56%
	2021	9	School: 100% Statewide: 90.61%	School: 0% Statewide: 8.73%
Business Studies	2020	12	School: 100% Statewide: 82.04%	School: 0% Statewide: 17.92%
	2021	15	School: 100% Statewide: 85.97%	School: 0% Statewide: 14%
Chemistry	2020	22	School: 72.71% Statewide: 90.06%	School: 27.27% Statewide: 9.9%
	2021	7	School: 100% Statewide: 88.31%	School: 0% Statewide: 11.66%
Community and Family Studies	2020	10	School: 90% Statewide: 89.9%	School: 10% Statewide: 10.07%
	2021	18	School: 100% Statewide: 91.6%	School: 0% Statewide: 8.37%
Dance	2020	2	School: 100% Statewide: 98.45%	School: 0% Statewide: 1.51%
	2021	0	N/A	N/A
Design & Technology	2020	9	School: 100% Statewide: 97.71%	School: 0% Statewide: 2.26%
	2021	5	School: 100% Statewide: 96.72%	School: 0% Statewide: 3.24%
Drama	2020	6	School: 100% Statewide: 97.45%	School: 0% Statewide: 2.51%
	2021	5	School: 100% Statewide: 98.33%	School: 0% Statewide: 1.64%
English (Standard)	2020	33	School: 96.96% Statewide: 88.69%	School: 3.03% Statewide: 11.28%
	2021	28	School: 89.27% Statewide: 90%	School: 10.71% Statewide: 9.95%
English (Advanced)	2020	32	School: 100% Statewide: 99.26%	School: 0% Statewide: 0.71%
	2021	39	School: 100% Statewide: 99.11%	School: 0% Statewide: .84%
Food Technology	2020	4	School: 100% Statewide: 82.26%	School: 0% Statewide: 17.7%
	2021	10	School: 100% Statewide: 84.89%	School: 0% Statewide: 15.07%

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Geography	2020	4	School: 100% Statewide: 86.25%	School: 0% Statewide: 13.45%
	2021	4	School: 100% Statewide: 91.33%	School: 0% Statewide: 8.63%
Information Processes and Technology	2020	0	N/A	N/A
	2021	3	School: 100% Statewide: 79.59%	School: 0% Statewide: 20.37%
Legal Studies	2020	9	School: 100% Statewide: 88.1%	School: 0% Statewide: 11.86%
	2021	16	School: 81.25% Statewide: 85.48	School: 18.75% Statewide: 14.5%
Mathematics Standard	2020	42	School: 90.46% Statewide: 74.9%	School: 9.52% Statewide: 25.06%
	2021	36	School: 86.09% Statewide: 77.89%	School: 13.88% Statewide: 22.06%
Mathematics Advanced	2020	17	School: 100% Statewide: 95.55%	School: 0% Statewide: 4.41%
	2021	22	School: 90.89% Statewide: 93.64%	School: 9.09% Statewide: 6.32%
Modern History	2020	5	School: 100% Statewide: 83.77%	School: 0% Statewide: 16.2%
	2021	12	School: 83.32% Statewide: 83.4%	School: 16.66% Statewide: 16.56%
Music 1	2020	3	School: 100% Statewide: 97.62%	School: 0% Statewide: 2.35%
	2021	6	School: 100% Statewide: 98.13%	School: 0% Statewide: 1.83%
Music 2	2020	4	School: 100% Statewide: 87.78%	School: 0% Statewide: 12.2%
	2021	0	N/A	N/A
Personal Development Health and Physical Education	2020	12	School: 91.66% Statewide: 84.91%	School: 8.33% Statewide: 15.05%
	2021	19	School: 78.92% Statewide: 85.73%	School: 21.05% Statewide: 14.24%
Physics	2020	10	School: 100% Statewide: 85.47%	School: 0% Statewide: 14.49%
	2021	7	School: 28.56% Statewide: 90.4%%	School: 71.42% Statewide: 9.57%
Society and Culture	2020	6	School: 100% Statewide: 93.85%	School: 0% Statewide: 6.12%
	2021	8	School: 100% Statewide: 93.71%	School: 0% Statewide: 6.26%

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Studies of Religion I	2020	49	School: 83.66% Statewide: 93.8%	School: 16.32% Statewide: 6.17%
	2021	50	School: 74% Statewide: 91.49%	School: 26% Statewide: 8.45%
Studies of Religion II	2020	14	School: 92.84% Statewide: 91.74%	School: 7.14% Statewide: 8.23%
	2021	15	School: 93.32% Statewide: 90.46%	School: 6.66% Statewide: 9.51%
Textiles and Design	2020	7	School: 100% Statewide: 95.84%	School: 0% Statewide: 4.13%
	2021	0	N/A	N/A
Visual Arts	2020	10	School: 100% Statewide: 97.76%	School: 0% Statewide: 2.2%
	2021	7	School: 100% Statewide: 98.24%	School: 0% Statewide: 1.72%
Construction Examination	2020	9	School: 100% Statewide: 67.34%	School: 0% Statewide: 32.62%
	2021	5	School: 100% Statewide: 66.12%	School: 0% Statewide: 33.85%
German Continuers	2020	2	School: 100% Statewide: 94.8%	School: 0% Statewide: 5.18%
	2021	0	N/A	N/A
			Bands E3-E4	Bands E1-E2
English Extension 1	2020	7	School: 85.7% Statewide: 92.54%	School: 14.28% Statewide: 7.44%
	2021	10	School: 90% Statewide: 94.06%	School: 10% Statewide: 5.91%
English Extension 2	2020	1	School: 0% Statewide: 82.4%	School: 100% Statewide: 17.55%
	2021	4	School: 50% Statewide: 83.86%	School: 50% Statewide: 16.11%
Mathematics Extension 1	2020	11	School: 45.45% Statewide: 74.25%	School: 54.54% Statewide: 25.72%
	2021	9	School: 66.66% Statewide: 74.16%	School: 33.33% Statewide: 25.81%
Mathematics Extension 2	2020	1	School: 100% Statewide: 83.86%	School: 0% Statewide: 16.12%
	2021	0	N/A	N/A
History Extension	2020	3	School: 100% Statewide: 76.06%	School: 0% Statewide: 23.91%
	2021	4	School: 75% Statewide: 77.17%	School: 25% Statewide: 22.77%

Subject	Year	No of Students	Performance band achievement by percentage	
			Bands 3 - 6	Bands 1 - 2
Music Extension	2020	1	School: 100% Statewide: 97.25%	School: 0% Statewide: 2.75%
	2021	0	N/A	N/A
Science Extension	2020	1	School: 100% Statewide: 73.72%	School: 0% Statewide: 26.26%
	2021	5	School: 60% Statewide: 71.96%	School: 40% Statewide: 28.01%



Reporting Area 4: Senior Secondary Outcomes

Year 12 Results	
Completed senior Secondary School	67
Senior secondary certificate awarded	67
Vocational and Education Training (VET)	6
Awarded a VET qualification	6

In 2021, 8.9% Year 12 students undertook a VET course with 100% of students attaining the HSC or VET qualifications.

Professional Learning and Teaching Standards

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	74
Teachers having a bachelor degree from a higher education institution within Australia or as recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Professional Development Report

Structured internal professional development at the school largely involves teachers attending meetings each Wednesday during school term, a full week of professional development in the week immediately before students start school in January and another full week immediately before the start of Term 3. The two full weeks of professional development are commonly known as 'staff weeks'. The school also requires teachers to engage in after-school meetings on Wednesdays during term time to engage in important briefings on school policies and procedures and key professional development opportunities such as catering to children with identified needs and effectively interpreting data to improve academic results.

Once again online learning was a focus for staff training and development, due to the awareness that a school lockdown could come at any time during Terms 1 and 2, along with the instigation of remote learning for all of Term 3 and some of Term 4.

While the school invests a significant time and effort into professionally developing each teacher to help ensure that every student receives the highest standard of education the school can reasonably provide, our teachers also attended a range of external professional development opportunities during the year.

Shire Christian School is committed to teacher goalsetting. The school has produced a practical document for teachers to use to help them to set realistic, achievable goals to help them improve their professional practice. The document references AITSL standards and actively encourages collaboration and conversation between teachers, including providing opportunities for teachers to acknowledge areas of their professional practice where they may struggle and to work with their colleagues to improve in these identified areas.

Workforce Composition, Including Indigenous People

School Staff 2021	
Teaching Staff	74
Full-time equivalent Teaching Staff	63.4
Non-teaching staff	44
Full-time equivalent non-teaching staff	29.3



Student Attendance and Retention Rates

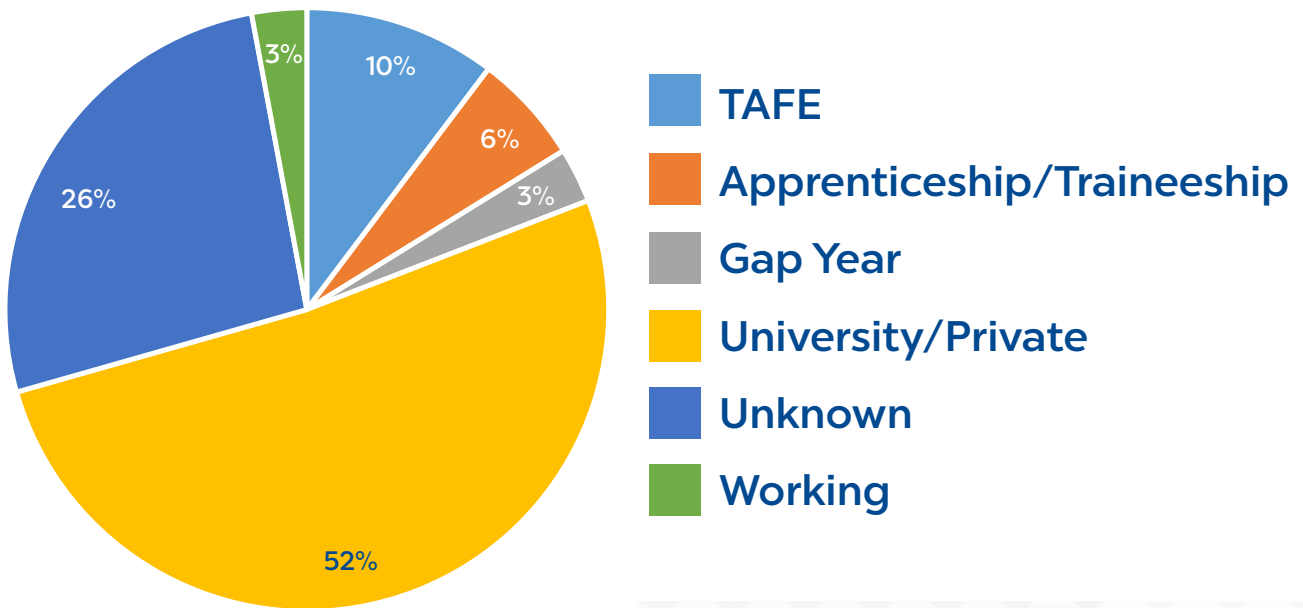
Junior School (K – 6) teachers mark the roles each morning directly through the school’s electronic management system, SEQTA. Secondary School (7 – 12) mark the roll in every period in the same way. It is general practice that the Junior School class teacher will phone and check on any student who has been absent for three consecutive days or more without notification.

If a child is absent, and the school has not been previously notified through an application for exemption or extended leave, parents will be notified by text message the day of their child’s absence, with a follow up email at the end of the week. Parents are encouraged to verify their child’s absence through reply SMS or through a note explaining the child’s absence. When a note from the parents is returned to explain an absence, the student services administration will return to SEQTA and complete the online record.

Attendance	
Year Level	Attendance Rate
Year 1	94.16%
Year 2	94.51%
Year 3	95.36%
Year 4	93.24%
Year 5	96.36%
Year 6	95.17%
Year 7	93.29%
Year 8	91.51%
Year 9	90.73%
Year 10	92.05%
Year 11	94.00%
Year 12	92.00%

Post School Destinations 2021

The pie chart below is an estimate of what our students choose to do when they finish their HSC.



Enrolment Policy

Context

Shire Christian School was established to provide a Christian education for the children of parents who believe that Jesus Christ is the Lord of every aspect of life, including education, and who wish to have their children educated in accordance with this belief. This is set out in the School's Constitution, Vision and Mission Statements. The School is therefore an institution where Christ is honoured as Saviour and Lord and to this end the School functions as an extension of the Christian home in actively encouraging the children to commit their lives to the Lord and live in a way honouring to Him. The inherent basis of Christian education is the Bible, the infallible word of God. It provides us with the true key to the knowledge of God, ourselves and the world. Consequently a Christian world and life view necessarily forms the framework for all teaching provided at the School.



“Train a child in the way he should go, and when he is old he will not turn from it.” - Prov 22:6

“The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight.” - Prov 9:10



Shire Christian School invites applications for enrolment from parents for their child on the understanding that the parents/caregivers are supportive of the school's purpose, vision and mission and all associated policies and procedures. Prospective parents can apply for a means tested bursary.

The Process

After a formal application for enrolment form has been submitted, the student seeking enrolment will be placed on a waiting list. A potential student may be offered enrolment at the school providing the following criteria have been met:

- A position is available.
- Parents accept the terms and conditions of enrolment, which are provided with the application form.
- Parents have fully disclosed all information which may impact on the well-being or learning of the child being enrolled.

- Parents submit a completed application form, pay an application fee and supply additional documentation.
 - The specific documents required and the relevant fees and charges are outlined in the application form and in other documents available from the school's registrar.
- The child seeking enrolment and his/her parent(s) may be invited to an enrolment interview, which is normally conducted by the Principal or an executive member of staff.
 - Enrolment interviews are designed to assist in considering the enrolment application.
 - Enrolment interviews are a required part of the application process and are not a guarantee of an offer of enrolment.
- The school requires potential enrollees to complete an internal school assessment. This assessment will be used by the school to assist teachers in their understanding of the needs of individual students, should those students ultimately enrol at the school.
 - The registrar will advise parents of the arrangements for this assessment.
 - It is possible that some students who complete the internal assessment will not ultimately be offered a place at the school.
- The school invites parents to discuss the possibility of some flexibility in relation to the enrolment procedures should their circumstances deem this necessary.

Possible Considerations

The School considers each application holistically. Factors that may be taken into account when prioritising enrolment applications include:

- The parent's commitment to the Christian faith.
- Parents having a current or prior commitment to, or association with, the school e.g. current staff, Association membership.
- The date of receipt of application for enrolment.
- The gender balance of the cohort and the school as a whole.
- The academic balance of the cohort.
- Children of alumni.
- Children of current staff and association members.
- Information about the potential student's attitude, effort and behaviour.
- Age cut offs. Students may not be offered enrolment if they do not meet the following age cut offs:
 - Shire Prep – turn 4 by 31 March
 - Kindergarten – turn 5 by 31 March
 - Year 7 – turn 12 by 31 March

Enrolment of Students With Disability or a Special Education Need

If the Principal, or delegate, determines that the school would need to take unreasonable measures, or would suffer unjustifiable hardship, to ensure that the child seeking enrolment is able to engage with the educational programs and opportunities on the same basis as a student without a disability, the Principal may decline or defer the enrolment application.

Continued Enrolment

The terms and conditions of enrolment and other school policy and procedure documents outline the bases on which a student's enrolment may be terminated. The enrolment of a child may be terminated if that child's parents fail to fully disclose all pertinent information related to any special education needs of that child.

All of the following remain the same for 2021

- summary of policies related to student welfare
- summary of anti-bullying policies
- summary of policies related to student discipline
- summary of complaints and grievances policy
- school determined improvement targets

School Policies

Summary of Policies Related to Student Welfare

The approach this school takes to student welfare is broadly captured in the rationale of the pastoral care policy and procedures which says: Pastoral care of students in a school should be proactive and reactive. Proactive pastoral care involves constructing a learning culture that is safe, supportive, and conducive to learning. It also involves programs and strategies to equip students to cope with social and emotional challenges. Such programs and strategies may either be an explicit activity or an intuitive action by a teacher to respond to a presenting need. The school also recognises that there will be times when those responsible for pastoral care will need to react to a specific need of a student or group of students.

Summary of Anti-Bullying Policies

The school believes that the Bible provides guidance on how it should respond to allegations of bullying. Each member of the school community is uniquely created in the image of God, which means that all members of the school community should be loved and valued as the individuals God has created them to be. Because we live in a sinful world, the school is not immune from students mistreating or bullying others.

The school teaches the Bible to students, which involves them learning to develop personal qualities the Bible teaches such as kindness, gentleness and self-control (Galatians 5:22). The school also encourages students, through the teaching of the Bible and associated welfare programs, to look out for the interests of others (Philippians 2:4).

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons over time. Bullying can involve an individual, or group, repeatedly humiliating, dominating, intimidating, victimising, harassing or excluding other individuals or groups. Bullying can occur in a variety of ways including verbal and non-verbal bullying and cyberbullying. Cyber-bullying refers to bullying through information and communication technologies.

What bullying is not:

- Arguments or disagreements between individuals or groups.
- An individual or group choosing not to mix socially with another individual or group.
- Social rejection or dislike, unless that rejection involves deliberate and repeated actions to cause hurt.
- One-off acts of an individual or group mistreating another individual or group.

Sometimes individuals or groups will mistreat others in a way that does not constitute bullying according to the definition of that term. The school is committed to dealing with students who mistreat others, whether that behaviour meets the definition of bullying.

Where the alleged mistreatment does constitute bullying, the school will apply the antibullying policy. Where such alleged mistreatment does not meet the definition of bullying, the school will apply its discipline policy and procedures.

Summary of Policies Related to Student Discipline

The key documents related to student discipline and behaviour at the school include the discipline policy, discipline procedures and a code of conduct published in the student diary.

The school seeks to base policies and procedures related to student discipline on biblical principles of love, respect, accountability, personal responsibility and justice. God has given parents the responsibility of raising children (Ephesians 6:4) and disciplining them (Proverbs 13:24) lovingly (Proverbs 3:12). Given that one of the key features of the school's mission is to partner like-minded Christian parents, the school seeks to work with parents to apply these biblical principles in relation to student conduct at any school event or activity and also travel to or from these events.

The school will seek to implement this policy with reference to:

- The student code of conduct
- Information about what is required of students in the student diaries
- The published disciplinary guidelines for the Junior School and the Secondary School.
- Information on correspondence related to any school based activity e.g. an excursion.
- Verbal or written instructions given by a teacher or another person responsible for the delivery or supervision of any school based activity.

Some key principles of student discipline and behaviour management are:

- Natural justice and procedural fairness.
- A commitment to restorative discipline.
- Disciplining students usually involves training, instruction and reward as well as reproof, correction and punishment.
- Parents and teachers working cooperatively.
- The school being consistent in the application of its discipline by applying the same, or similar, consequences for like conduct.
- The school applying unique disciplinary consequences for student(s) if, in the professional judgement of the responsible teacher, the standard consequence is likely to either not change the child's behaviour or make the child's behaviour worse.
- The school will not reveal the disciplinary consequences for a child to third parties e.g. parents of other children.

Summary of Complaints and Grievances Policies

Shire Christian School seeks to manage grievances primarily through the application of the Grievance Policy. Shire Christian School is committed to seeking a resolution to grievances raised by students and parents according to principles of procedural fairness and natural justice. Grievances shall be handled sensitively, impartially, and in an appropriate time frame. Insofar as it is possible, given the nature of the grievance, privacy and confidentiality shall be observed by all parties to the grievance and its resolution. In any grievance resolution process, the parties involved should endeavour to preserve unity as much as possible. Christians are called to be patient, humble, forgiving and keeping unity as much as they can (Ephesians 4:2- 3).

School Determined Improvement Targets

The school seeks to improve the quality of the education it provides primarily through:

- A teacher appraisal system that is based on the national teaching standards and includes key school-based goals and objectives. This annual appraisal involves each teacher making a self-assessment of his/her performance against the standards and objectives listed in the appraisal document. The teacher is expected to have a conversation with a colleague and his/her team leader in relation to identified areas of need. The team leader will provide feedback on suggested areas of improvement, particularly as they relate to the standards and objectives written in the appraisal document. Following these conversations, the teacher will then be required to set some professional development and improvement goals for the following 12 months based on the mutually agreed areas of need.
- The completion of internal and external professional development programs and courses. The school seeks to support teachers who are required to complete a set number of professional development hours to maintain their accreditation.
- Feedback from parents and other members of the school community. The mechanism for receiving this feedback includes a feedback form on the school website and a notice of such in the school Newsletter.
- An analysis of academic data, including NAPLAN and HSC results.



Student Learning

The school has provided a substantial amount of professional development for teachers to assist them achieve the goal of making learning accessible to a range of learners. This includes both universal design for learning (UDL) tasks and individualised tasks for specific students who need them. Teachers are allocated a full professional development day approximately every 6 months to work collaboratively to further develop, refine and improve the quality of learning tasks they create for students.

The school is committed to formative assessment, particularly providing students with meaningful feedback on the learning tasks they complete to help them improve their academic outcomes. Our teachers provide ongoing feedback through an online parent portal (SEQTA), which provide parents with ongoing, meaningful information about how their child is progressing. Parent teacher nights are conducted in Terms 1 and 3.

Physical Environment

In recent years the school has undertaken work to improve the physical environment of the site. This work includes:

- A fully refurbished hall/gymnasium with over 500 retractable seats, excellent acoustic improvements, lighting, ventilation and heating.
- Air conditioning throughout school.
- Major refurbishments to the administration building and art rooms.
- New carpet and paint in several classrooms and staffrooms.
- New sports courts and refurbished playground areas.
- Resurfacing driveways.

As in 2020, the pandemic reduced the number of opportunities to conduct substantial physical development work; however, the school did achieve a significant refurbishment of the Food Technology kitchen over the 2020/21 Christmas holidays for use in 2021.

Initiatives Promoting Respect and Responsibility

Junior School

Respect and responsibility are values that we seek to develop in students at our school. These values stem from the Bible and are explicitly taught, modelled and encouraged in a variety of ways.

We have developed a list of school values that we teach the children to promote respect towards teachers, students and property as well as building a sense of responsibility towards each other. These are called our Rainbow Reminders and are displayed in each classroom and the playground. The Rainbow Reminders are:

- Obey straight away
- Respect people and property
- Be kind not selfish
- Be patient not angry
- Be forgiving not hurtful
- Be truthful and don't blame others
- Be full of hope always and don't give up

We also have a weekly "Be" focus. Each week a new value is focused on.

Posters and teachers notes are distributed to discuss in PDH lessons or class devotions.

Examples of these are:

- Be respectful
- Be a good steward
- Be kind
- Be patient
- Be a good friend
- Be encouraging
- Be helpful

Additional support to these areas is given to students through the Learning Support Department. Usually each term K-2 students watch a puppet show that teaches and reinforces respect and responsibility concepts listed above. Year 3 and 4 are involved in the "Jump" program that also reinforces these concepts.

Year 6 House Leaders are elected each year. These House Leaders have a range of responsibilities such as leading assemblies, presenting morning announcements and leading their Houses in sporting events.

Year 6 students have the responsibility to lead Kindergarten in "Buddy" sessions. The older students engage and support their Kindergarten buddy.

Secondary School

The school believes in the dignity and diversity of each student but also recognises the importance of each student becoming an integral part of the school community. Parents and staff provide care and support to students that engenders self-esteem, mutual respect and responsibility. There are a wide variety of opportunities for students to become involved in the school community including, musicals, performance evenings, choirs, bands and peer support.

The school teaches values and attitudes explicitly in Christian Studies and pastoral care lessons. Appropriate behaviour and Christian values are inculcated and modelled by the teachers and implicitly taught in all lessons.

Appreciating that critical thinking is one of our 7Cs, our rich pastoral care program provides an opportunity for students to explore and challenge ideas and values.

Student welfare in the Secondary School is facilitated by the Year Coordinators who lead a team of pastoral care teachers. The pastoral care teachers meet with a group of approximately 15 students for 20 minutes from Tuesday to Friday. These meetings are designed to support students in their learning, discuss topical issues relevant to teenagers and learn from the Bible.

Parent, Student and Teacher Satisfaction

Each year, usually in late February, the school runs a parent engagement evening. This gives parents the opportunity to meet teachers who teach their children and get to know other parents. This collaborative and relational approach is a valuable, qualitative way for the school to understand whether parents are satisfied with the quality of the education their children receiving. Following the event teachers share with each other some of the feedback they have received from parents, which is then used to continue in the school's strengths and work to improve in areas that may be deficient. The parent engagement evening has a plenary session where someone will address the parents for about 30 minutes on a particular topic in the life of the school. The school also tries to provide an opportunity for parents to talk to each other and the staff following this plenary session.

In 2018, the plenary session was on the effectiveness of school communication. A few weeks later, the principal sent parents a survey where they were asked to comment specifically on the effectiveness of communication between school and home. The survey also had some open-ended questions inviting parents to share ideas for improvement. Over the following 6 months the school executive carefully read every response and invested many hours discussing strategies and initiatives we could take to both work to the school's strengths and overcome any perceived weaknesses or difficulties identified in the survey. The principal tried to share some of the responses in newsletter articles and how school was responding.

The 2019 student engagement evening considered the topic of student resilience and bullying. This proved to be informative for parents and they provided some helpful feedback and reflections in the subsequent parent survey.

The 2020 theme was Student improvement – how can data help? The plenary topics at the annual parent engagement evening were very well received. Unfortunately, the move to remote learning soon afterwards meant that the school did not achieve quite as much with this theme as we had hoped, although the teachers did work collaboratively during the year to develop a consistent approach to analysing information about students with the objective of improving their skills and understanding.

The school has sought to understand teacher satisfaction through encouraging positive, open dialogue between staff members, particularly during the professional development weeks when

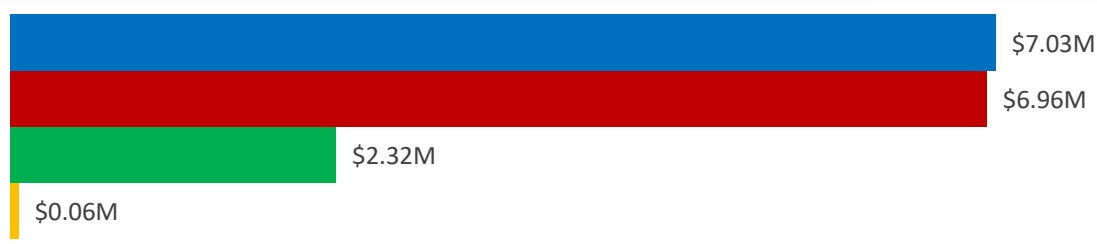
staff have more time to think and converse. The principal did provide staff with an optional staff survey to gauge how teachers were managing and to encourage them to share their ideas. While only a relatively small number of teachers responded to this survey, what they shared was helpful.

In 2021, Covid restrictions prevented onsite events including the usual information and engagement events at the start of the year.

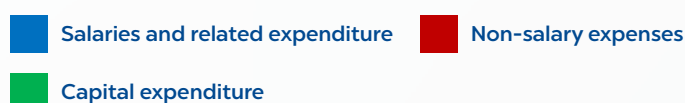
The school has used a range of strategies to gauge student satisfaction through student leadership groups and learning review sessions where students have an opportunity to talk to their pastoral care teacher (Secondary School) about their learning.

Summary of Financial Information

INCOME			
Fees and private income	42.9%	\$	7,026,619
State recurrent grants	14.2%	\$	2,324,211
Commonwealth recurrent grants	42.5%	\$	6,962,680
Government capital grants	0.0%	\$	-
Other capital income	0.4%	\$	60,826
Total Income		\$	16,374,336



EXPENDITURE			
Salaries and related expenditure	65.4%	\$	11,587,150
Non-salary expenses	20.5%	\$	3,632,988
Capital expenditure	14.1%	\$	2,492,602
Total Expenditure		\$	17,712,740





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