



**SUMMERLAND
CHRISTIAN
COLLEGE**

2024
Annual Report

**This report has been prepared in accordance with NESA B2.7 requirements
and the Australian Education Regulation 2023.**

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1. COLLEGE PROFILE & CONTEXT



Summerland Christian College (SCC) is a co-educational K-12 independent school located in Goonellabah, on the eastern outskirts of Lismore in Northern NSW.

The College was founded in 1978 and operates as a ministry of Centre Church Lismore. It is a member of Christian Schools Australia (CSA) and the Association of Independent Schools of NSW (AISNSW).

The College exists to provide a Christ-centred education that integrates faith and learning, aiming to equip students with hope-filled futures grounded in character, purpose and a Biblical worldview. SCC serves a broad range of families from across the Northern Rivers region, welcoming students from diverse denominational and cultural backgrounds, united by a shared commitment to Christian education.



Summerland students are taught by passionate Christian educators who are committed to deep learning and whole-child development. The school's Building Hope-Filled Futures learning framework emphasises academic rigour, inquiry learning, and a focus on developing students' character, faith, and wellbeing.

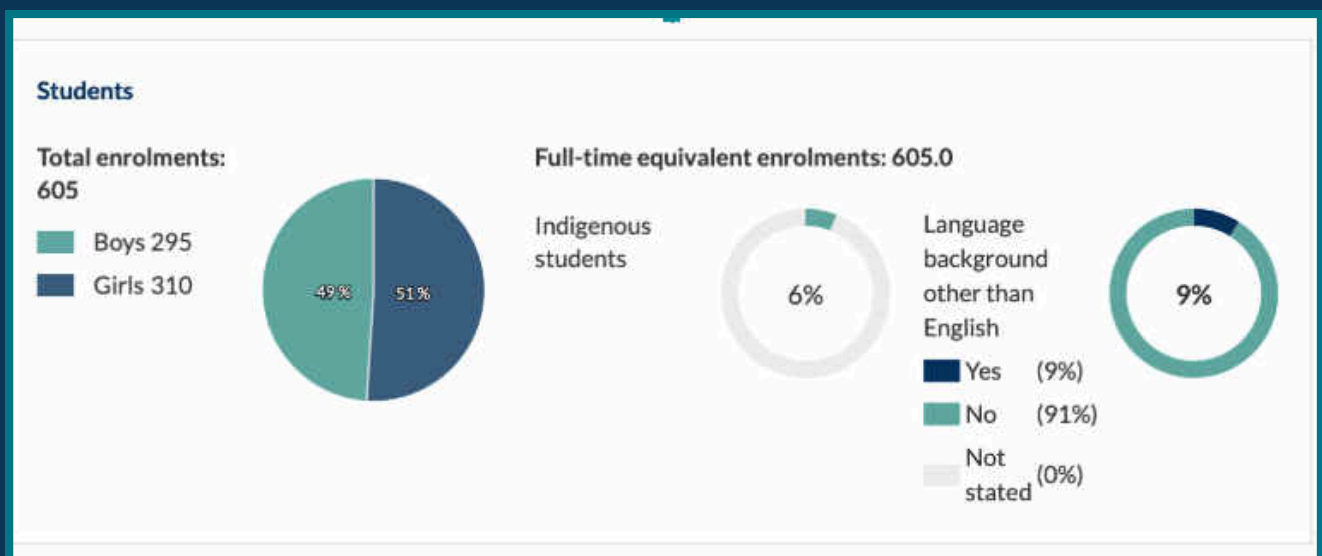
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Summerland's holistic learning environment includes:

- Strong NAPLAN and HSC results, consistently above national averages
- Extensive co-curricular opportunities including camps, music, drama, sport, and missions
- A restorative approach to student wellbeing and behaviour
- A culture of prayer, service, and spiritual growth through chapels, small groups, and outreach

CHARACTERISTICS OF THE STUDENT BODY



This information is sourced from <https://www.myschool.edu.au/school/43771>

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2. FROM THE BOARD CHAIR

This year, our College continued its growth journey, with enrolments increasing once again throughout 2024. Summerland Christian College (SCC) has now grown to over 600 students. Thank you and congratulations to our Principal, Business Manager, and all those who contributed to this growth.

The Board is pleased with the achievements of our students and commends the leadership, teaching, and support staff for their unwavering commitment to student learning and wellbeing. Students engaged in rich learning experiences through camps, excursions, and an overseas mission trip.

I had the privilege of attending the overseas mission trip to Vanuatu this year, where our students visited several schools. They led musical items, craft activities, games, and shared personal testimonies. Watching them connect with local students was incredibly moving, and I was extremely proud of each one.

This year, our SCC Principal resigned due to personal reasons and will be sadly missed. In 2025, Tony Ellem will step into the role. Tony brings a wealth of experience and has been part of the SCC community for many years. I'm confident that many already know Tony and will support him as he leads the College into its next chapter.



Looking ahead to 2025, with continued growth . and the decompression of Years 11 and 12, we . will begin planning for additional classrooms to accommodate expanding enrolments.

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The College continues to invest significantly in staff development through professional learning that equips educators to foster student growth. We also maintain a strong affiliation with Christian Schools Australia (CSA) and value the representative work CSA undertakes on behalf of member schools, along with their ongoing professional and informational support.

On behalf of the College Board, I extend heartfelt congratulations to all students and their families for a successful 2024. We also express our sincere thanks to our Principal, College Executive, Leadership Team, fellow Board Members, and all College teaching, administrative, ancillary staff, and volunteers. Your collective efforts have contributed to another fruitful and impactful year in the life of our school.

We look forward to another great year ahead as we continue to provide a Christ-centred education that equips students for a life of purpose and service.

Thank you for your ongoing partnership and commitment to Summerland Christian College.

Pastor David Winter
Board Chair

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CLOSING PRAYER FROM THE BOARD CHAIR

We thank You, Heavenly Father, for Your faithfulness throughout this past year. You have walked with us in every season, and we pause now to give You the glory for all that has been accomplished in our school community.

We lift up our Principal — may You continue to guide him with wisdom, courage, and a heart that seeks after You. Strengthen him as he leads with vision and grace.

We pray for our teachers — bless them with renewed passion, insight, and patience as they pour into the lives of students each day. May their work be fruitful and their spirits uplifted.

For our dedicated staff, we give thanks. May they know that their service matters and that their contributions build up this community in countless unseen ways.

We hold our families before You — may their homes be places of peace, love, and support. Give them strength for the journey and joy in the growth of their children.

And for our students, Lord, we ask Your hand of blessing. May they grow not only in knowledge but also in character and faith. Shape them to be lights in the world, grounded in truth and overflowing with love.

Bind us together as one body in Christ. May all we do be done in love and for Your glory.

In Jesus' name we pray,
Amen.



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3. FROM THE EXECUTIVE PRINCIPAL

As I step into the role of Principal in 2025, I do so with great respect for the journey this community has travelled under the leadership of Mr Nathan Atkinson and the principal's that served before him. The year 2024 was a significant chapter in Summerland's story full of firsts, growth, and the steady outworking of a deeply held vision that every student is "Seen, Known, and Loved".



That vision shaped the heart of 2024. It spoke to a profound truth of the gospel that every child bears the image of God and is worthy of dignity, connection, and care. This theme continues as it underpins the mission of Hope-Filled Futures.

In 2024 the College launched its first international mission trip, with a team of students and staff serving in Vanuatu, partnering with local schools and churches. It was a powerful, formative experience, not only for those who went, but for our whole community as we prayed, gave, and listened to stories of God at work in another part of the world.

We also saw the introduction of the Year 10 Rock to Reef expedition, a first-of-its-kind outdoor learning experience that took students from the red heart of the Outback to the waters of the Great Barrier Reef. The journey was intentionally designed to disrupt students at a formative time in their lives. Throughout the expedition, they disconnected from technology and rediscovered the joy of meaningful connection with their peers. Students were given space to reflect on life's deeper questions: Who am I? Why am I here? What is my purpose? Many were transformed by the experience—surrounded by God's breathtaking creation and stepping away from the busyness of the world for 16 uninterrupted days.

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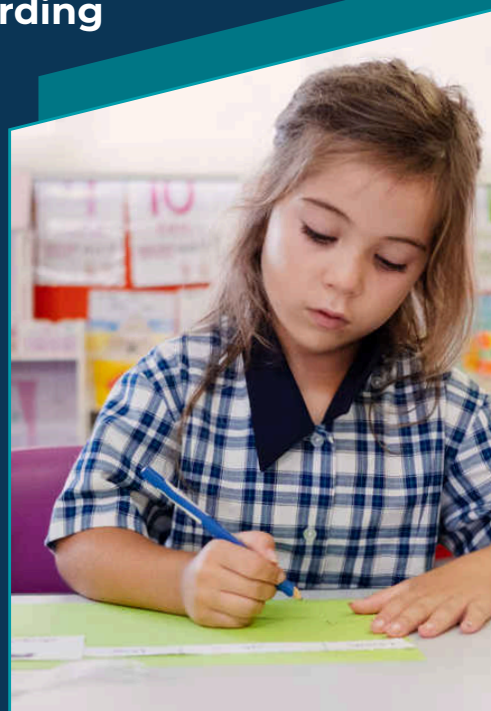
Academically, 2024 was another year to celebrate growth and achievement. Our students achieved the strongest NAPLAN results in the region, a testament to the College's sustained investment in deep learning, literacy, and numeracy. The HSC Class of 2024 delivered our best outcomes to date, including multiple Band 6s and one of our students achieving 3rd in the State in 2 Unit Industrial Technology, a remarkable feat that reflects both student dedication and teacher excellence.

At the end of the year, we farewelled Mr Atkinson after three years of faithful leadership. His legacy is one of vision, culture-building, and a deep passion for preparing students for a life of purpose. Under his guidance, the College saw growth in enrolment, learning innovation, spiritual formation, and staff leadership. We give thanks for his years of service and pray God's continued blessings for him and his family. I want to take this opportunity to express sincere gratitude to our parents and carers, who continue to partner with us in the spiritual and academic formation of their children. Your trust, encouragement, and involvement play a vital role in creating the strong, connected community that makes Summerland so special.

A special and heartfelt thank you must go to our College Board, who serve faithfully behind the scenes. In NSW independent schools, the School Board carries legal and strategic responsibility for governance, ensuring the school meets all regulatory, financial, and risk obligations while safeguarding its mission and long-term vision. It is a huge role and we thank you.

Can I encourage you to continue to pray for the school, its students, families and staff as we head into 2025.

Tony Ellem
Executive Prinicipal



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4. STUDENT OUTCOMES

NAPLAN

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been a part of the school calendar since 2008. NAPLAN tests the skills which are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy.



The assessments are undertaken nationwide every year and consist of tests in the four areas (or 'domains') of Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

	2023	2024			
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	419	442	402	430	413
Year 5	532	514	487	519	509
Year 7	547	559	548	563	554
Year 9	617	603	576	616	600

NAPLAN participation for this school is 95%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

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5. SENIOR SECONDARY OUTCOMES

HSC & VET

All students who completed Year 12 at the end of 2024 pursued further study or entered the workforce. Of the cohort, 65% commenced full-time study at university, TAFE, or private colleges, while 35% transitioned directly into employment. A number of students also indicated that their employment included traineeships, apprenticeships, or deferred tertiary offers, reflecting the diverse and flexible post-school options available to graduates.

The College offers 3 senior pathways including an ATAR-Eligible pathway, a Combined Vocational and HSC Pathway, and a Non-ATAR pathway. Of the 2024 cohort the College saw 4% of the cohort undertake vocational training or trade training during their senior years and 96% of students undertook an ATAR-eligible pathway. We had one student complete their HSC via the LifeSkills Pathway. All students successfully completed their HSC studies

Over the past four years, SCC has continued to demonstrate growth in student performance, with many courses achieving outcomes above the state average. This reflects both the commitment of staff to high-impact teaching and the effort of students to engage deeply with their learning.

Of the subjects studied in 2024, 11 out of 17 subjects were above, on, or near to the State average, with 7 subjects sitting considerably higher than the State average.



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The following table shows the average percentage achieved by our students across subject areas. These results reflect strong student engagement and highlight areas of academic strength, particularly in the areas of English, Legal Studies, Business Studies, Food Technology, Industrial Technology, and the Performing Arts.

SUMMERLAND CHRISTIAN COLLEGE VS. STATE HSC RESULTS 2023/2024

Course Name	Students	School Mean	State Mean	Band 4-6	Band 1-3
Ancient History	7	74.40	72.92	6	1
Biology	25	67.79	73.30	9	16
Business Studies	7	78.40	73.45	7	0
Chemistry	7	69.94	74.33	3	4
Drama	10	77.02	81.12	8	2
English Advanced	12	82.22	82.03	12	0
English Extension 1	3	45.50	42.42	3	0
English Extension 2	2	43.10	40.70	2	0
English Standard	9	66.40	71.40	5	4
Food Technology	9	78.96	72.94	9	0
Industrial Technology	8	77.53	70.77	6	2
Legal Studies	19	75.42	75.55	15	4
Mathematics Advanced	5	64.08	78.43	0	5
Mathematics Extension 1	3	56.87	79.94	1	2
Mathematics Standard 2	10	63.92	71.63	3	7
Modern History	8	69.15	72.78	3	5
Music Extension	1	46.70	44.99	1	0
Music 1	8	87.75	82.09	8	0
Music 2	1	91.60	86.08	1	0
PDHPE	13	77.26	74.03	9	4
Studies of Religion II	9	75.04	77.37	8	1
Textiles and Design	10	81.66	76.81	10	0
Visual Arts	12	80.28	81.90	11	1

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6. WORKFORCE COMPOSITION

The school workforce comprises people from many cultural backgrounds demonstrating our community's multicultural diversity. There are two staff who identify as Aboriginal or Torres Strait Islander though we confidently expect that future recruitment will result in applications from First Nations teachers and non-teaching staff.

The teaching staff and students receive support from staff who work as learning assistants, library assistant, computer administrator, counsellor and a chaplain. Administration and maintenance teams are also employed to ensure that positive operation of the school's educational program is soundly delivered.

School Staff 2024	
Teaching Staff	45
Full-time equivalent teaching staff	40.2
Non-teaching staff	36
Full-time equivalent	25.2

Figures as at Non-Government Schools Census - August 2024

ACCREDITATION OF TEACHING STAFF

All teaching staff who are responsible for the delivery of NESA curriculum under the Education Act (1990) have teaching qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

All teaching staff were accredited during 2024 to teach in NSW by NESA at the following levels:

- Proficient Teacher level - 43
- Conditional Teacher level - 3
- Provisional Teacher level - 3

We also maintain a pool of teachers for casual employment to meet our needs for teacher relief, all of whom possess accreditation at Proficient Teacher or Conditional/Provisional Teacher.



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7. STUDENT ATTENDANCE

Year Level	Attendance Rate %
Kindergarten	92%
Year 1	92.5%
Year 2	92.7%
Year 3	91%
Year 4	91.8%
Year Level	Attendance Rate %
Year 5	88.7%
Year 6	91%
Year 7	89.7%
Year 8	89.6%
Year 9	86%

Year Level	Attendance Rate %
Year 10	86.7%
Year 11	90.9%
Year 12	92.6%
Whole School	90%

MANAGING STUDENT NON-ATTENDANCE

All legitimate absences from school must be explained by the student's parents or caregivers to the school as soon as possible following a student's absence. Absences not explained after all reasonable attempts have been made to obtain a note will normally be recorded as an unexplained absence.

For more information on student attendance and absences please refer to the school's Enrolment Policy and Attendance Policy for an explanation of all prerequisites for continuing enrolment.



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8. SCHOOL POLICIES

The following policies are publicly available on our website:
<https://sccollege.nsw.edu.au/policies-and-procedures>

Policy Requirement and Reference Number	Name of Policy
Anti-Bullying Policy (B8.2)	Bullying and Harassment Policy
Discipline Policy (B9)	Student Discipline Policy and Procedures
Child Protection Policy (B8.1)	Child Safety Policy Child Safety Code of Conduct
Complaints Policy (B8.2)	Grievance Policy and Procedures
Enrolment Policy (B7)	Enrolment Policy
Stakeholder complaint procedures about staff conduct, including staff misconduct and reportable allegations/convictions (B8.1)	Handling Allegations of Staff Misconduct Policy



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9. SATISFACTION MEASURES

At Summerland Christian College, ongoing feedback from our key stakeholders—students, parents, and staff—is central to our commitment to continuous improvement and faithful stewardship of the College's mission.

In 2024, the formal survey Perspectives was conducted by AISNSW to align our stakeholders satisfaction levels compared to other Independent Schools. The feedback collected provided rich insight into areas of strength and opportunities for growth across community connection, teaching and learning, wellbeing, leadership, and alignment with the College's Christian values.

PARENT SATISFACTION

Survey Statement	Agreement Rate
Child feels safe at school	96%
Child is known and cared for	93%
Christian values are integrated	91%
Satisfied with teaching and learning	89%
Communication is timely and clear	87%

Open-ended responses highlighted appreciation for the school's culture of care, its vision-driven leadership, and strong teacher-student relationships. Areas for growth identified included the need for enhanced communication around assessment and reporting, and improved traffic flow during drop-off/pick-up times.



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STUDENT SATISFACTION

Survey Statement	Agreement Rate
Feel safe and supported	94%
Have a trusted adult at school	92%
Teachers help growth academically and spiritually	90%
Positive peer relationships	88%
Encouraged to pursue potential	85%

Students particularly valued the sense of belonging, Christian foundations, engaging excursions (including Rock to Reef), and opportunities to lead and serve. A desire for more subject options and improved student facilities were noted as areas for future development.

STAFF SATISFACTION

Survey Statement	Agreement Rate
Clear Christian purpose	97%
Feel supported in their role	93%
Professional learning needs met	91%
Satisfied with leadership communication	89%
Student wellbeing is prioritised	87%

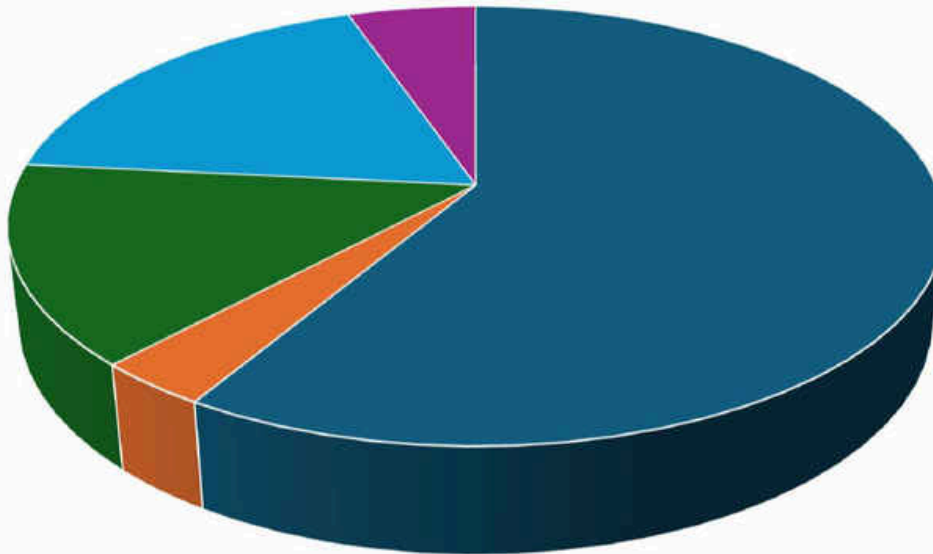
Staff praised the relational and spiritually nurturing culture of the school, the strength of the executive team, and the increasing clarity around strategic direction. Suggestions included enhancing cross-team collaboration.



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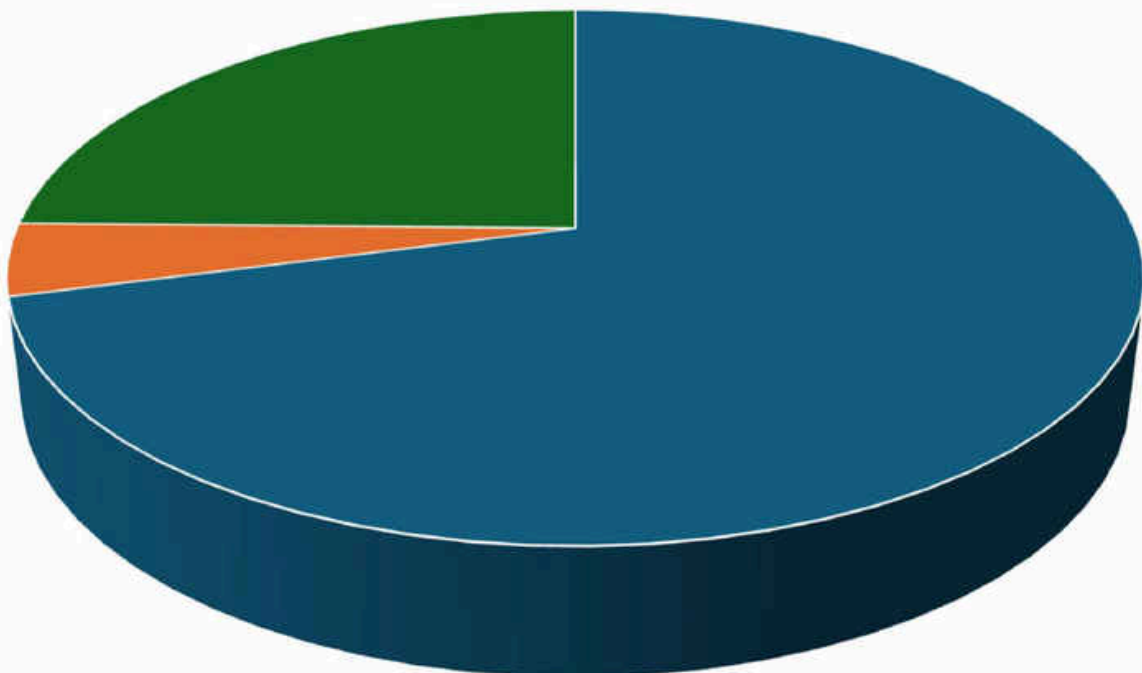
10. FINANCIAL SUMMARY

Revenue



- Commonwealth Recurrent Grants - 58.6%
- State Recurrent Grants - 14.6%
- Other Income - 5.3%
- Tuition Fees & Charges - 18.1%
- Other Government Income - 3.4%

Expenditure



- Salaries & Related Expenses - 70.9%
- Capital Expenditure - 4.4%
- Non-Salary Expenditure - 24.7%

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