

SHERWOOD HILLS CHRISTIAN SCHOOL

ANNUAL REPORT FOR THE NSW BOARD OF STUDIES 2013



Sherwood Hills Christian School
61 Jacaranda Avenue
Bradbury NSW 2560
P O Box 68B, Bradbury, NSW, 2560
Ph: (02) 46294800
Fx: (02) 46256461
www.sherwoodhills.nsw.edu.au

Headmaster Mr Steven Nightingale B. TEACH, B. ED, M. ED ADMIN

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MESSAGES FROM KEY SCHOOL BODIES

From the School Board:

The School Board met eight (8) times in 2013. The 2013 school year was a year that saw no changes in the composition of the school board. The school maintained all the teaching staff from the 2012 school year, and added a casual teacher to replace a staff member on extended maternity leave.

The school was able to fully utilise the new building. The school held a formal opening ceremony that was attended by Federal Senator Matt Thistlethwaite. It was a very enjoyable occasion for the school as it had not added an additional building since 1999.

The school underwent an inspection from the Board of Studies during the year. It had been 5 years since our last inspection and the school was granted another 5 years of registration. During that inspection the school also applied to be registered for Years 11 and 12. The school was granted registration for Years 11 and 12 to begin in the 2014 school year.

The school board would like to thank the school staff for their tireless efforts and devotion to the school and students.

VALUE ADDED INFORMATION

From the Headmaster:

The 2013 school year was a year of stability and growth for the school population and staff. The school was able to fully utilise the new teaching and library facilities, which also bolstered the morale of the students and teachers. It was a difficult first half of the school year as the staff needed to prepare for a Board of Studies inspection and also prepare documentation for additional years of study for 2014.

The school came through the inspection successfully and was granted 5 additional years of registration and also received approval for initial new years of registration for Years 11 and 12.

I would like to thank the school board for their continued support of the school, its staff and student body. The existing school board has been in place for nearly 20 years, and take their responsibilities to oversee the school very seriously. They are a source of encouragement and wisdom throughout the school year.

Lastly, I would like to thank the staff, students and parents of the school for their continued dedication to the school. The staff is deeply committed to providing a quality education in a caring environment.

CONTEXTUAL INFORMATION

Sherwood Hills Christian School provides a caring, comprehensive and high-quality education for all students. We have been in the Bradbury area for over 30 years and are co-educational for years K-10, and offer a Senior program of study geared towards University Preparation and the SAT test. The school's academic methodology recognises that students learn in a variety of ways and therefore all students are engaged in one-on-one and face-to-face teaching. We use a combination of the Accelerated Christian Education (ACE) program, as well as Board of Studies' approved curriculum. The school's ethos is to develop each student to their full potential, educationally, emotionally and spiritually. We cater to approximately 130 students with a high teacher-to-student ratio and a high level of one-on-one teaching. We maintain a high level of discipline in the student body, and place a high emphasis on Christian education. [Visit the school website.](#)

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Sherwood Hills Christian School does not provide the Record of School Achievement and therefore only the results of the NAPLAN are presented in a link to the My School website.

Literacy and Numeracy Assessments

Performance of NAPLAN is documented on the My School website:
<http://www.myschool.edu.au>

Students at Sherwood Hills Christian School complete a school-based Year 10. The courses completed by students for the school based Year 10 are approved by the Board of Studies for our school's purposes. Students who complete the school based Year 10 are still offered a place at TAFE and other colleges and they are able to apply and obtain apprenticeships.

PROFESSIONAL DEVELOPMENT

All teaching staff participated in professional development on improving their knowledge and skills in child protection and in their knowledge of school policies. Various staff members attended professional learning activities run by the Association of Independent Schools throughout the year. The staff participation numbers also include teacher's aides and administration staff.

Description of the Professional Learning Activity	No of staff participating
In School Service – Positive School Environment	18
In School Service – Child Protection Issues and Update	18
HSIE – History Syllabus Familiarisation	1
Science – Planning and Programming for the New Science Syllabus 7-10	1
English – Planning and Programming for the New English Syllabus K-6	2
Student Wellbeing – Positive Psychology Goes to School	2
Teaching Practice – Go Google	1

Science – Planning and Programming for the New Science and Technology Syllabus K-6	1
Mathematics – Planning and Programming for the New Mathematics Syllabus 7-10	1

The average expenditure per staff member, including all auxiliary staff full-time and part-time on professional learning in 2013 was \$169.23 for all staff and \$338.48 for teaching staff.

TEACHING STAFF

In 2013 the average daily staff attendance rate was approximately 98.5%. The proportion of staff retained from 2012 is eight out of eight teaching staff members, but one was on maternity leave. One additional casual teacher was added for the year to replace the staff member on maternity leave.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	8
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	

Note: All teachers in the third category have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the

NSW Institute of Teachers as transition scheme teachers and are undertaking study to complete their teaching requirement.

WORKFORCE COMPOSITION

Workforce composition is documented on the My School website:
<http://www.myschool.edu.au>

Category	Full-Time	Part-time
Administration	2	3
Teaching	5	4
Teacher Assistants	1	5
Maintenance		1

The Headmaster of the school carries out a full-time teaching load as well as Administration duties. The Indigenous status of staff members is unknown to the school.

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

STUDENT ATTENDANCE RATES

For student attendance rates please refer to the school's data on the My Schools website: <http://www.myschool.edu.au>

Year Level	Attendance Rate %
Kindergarten	95
Year 1	92
Year 2	94
Year 3	95
Year 4	96
Year 5	94
Year 6	94

Year 7	97
Year 8	95
Year 9	89
Year 10	90

Ninety-three point seven (93.7) percent of students attended school on average each school day.

MANAGEMENT OF NON ATTENDANCE

The school implements policy and procedures for the management of student non-attendance. Parents are notified of any unexplained absences by phone each day. Written confirmation must be received by the school for any absences. Absences are monitored and parent and student conferences are held to resolve the non-attendance of students

RETENTION RATES AND POST SCHOOL DESTINATIONS

The retention rate from Year 7 to Year 10 has shown significant changes each year. Of the 13 students who were in Year 7 in 2010, 11 of those students completed Year 10 in 2013. Based on our information the students who left the school from Year 7 to Year 10 did so because of moving to a different state and medical reasons

The majority of students went on to vocational training, or into the workforce. Our school does not offer the HSC or Record of School Achievement.

ENROLMENT POLICY

Sherwood Hills Christian School is a comprehensive, co-educational K-10 school providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain their enrolment.

Enrolment Procedures

1. All applications should be processed within the school's enrolment policy.
2. Applicants will have to attend an interview with the Headmaster, and then with the Pastor of Sherwood Hills Baptist Church
3. Consider each applicant's supporting statements/interview regarding their ability and willingness to support the school's ethos.
4. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
5. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding enrolment is made.
6. Inform the applicant of the outcome.
7. If an enrolment has been approved, the family must provide a completed Student Application Form with accompanying student documentation listed therein, as well as parent/guardian signatures agreeing to comply with the policies listed in the School Guide.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school and the order of application. Continuing enrolment is subject to the student's adherence to school rules and guidelines as listed in school policies and payment of all school fees.

Student Population

Characteristics of the student body is documented on the My School website:
<http://www.myschool.edu.au>

POLICIES

Policies for

- **Student welfare**
- **Discipline**
- **Reporting complaints and resolving grievances**

A. Polices for Student Welfare

The school seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and fosters personal development

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented, the following policies and procedures are in place.

Policy	Changes in 2013	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes • Documentation 	<p>This policy was updated to reflect the changes in the Working With Children legislation.</p>	<p>Parents may request copy by contacting the school office.</p> <p>The policy is also available on the school website.</p>

<p>Security Policy Encompassing</p> <ul style="list-style-type: none"> • Procedures for security of the grounds and building • Use of grounds and facilities • Emergency procedures • Travel on school-related activities 	<p>Changes made to lockdown and emergency procedures.</p>	<p>Parents may request copy by contacting the school office.</p>
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<p>Changes were made to procedures regarding before and after school supervision of the crossing and parking area.</p>	<p>Parents may request copy by contacting the school office.</p>
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 	<p>Nil</p>	<p>Parents may request copy by contacting the school office, or go to the school website.</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling 	<p>Nil</p>	<p>Parents may request copy by contacting the school office.</p>

<ul style="list-style-type: none"> • Health care procedures • Critical incident policy • Homework policy 		
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's well-being 	Nil	Parents may request copy by contacting the school office

B. Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through:

- School Prospectus
- Classroom Teachers
- School Website

C. Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is available through the school office.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in the school's 2012 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none">• Improved literacy programs for K-2.• Greater student access to technology	<ul style="list-style-type: none">• Additional resources were assigned to help improve the literacy program for K-2• Computer lab was updated with more up-to-date equipment for students.• School developed and conducted a Stage 4 Technology program.

	<ul style="list-style-type: none"> • Development of a Senior program of study for the Board of Studies registration. 	<ul style="list-style-type: none"> • The school developed a Year 11 and 12 curriculum that was approved by the Board of Studies.
Administration	Development of a family school guide.	<ul style="list-style-type: none"> • An updated draft has been produced but requires completion in 2014.
Staff development	<ul style="list-style-type: none"> • Educating staff on the changes that need to take place in order to facilitate the introduction of the Australian curriculum. 	<ul style="list-style-type: none"> • Selected staff went to AIS workshops on implementing the new syllabus for their particular subject.
Facilities and resources	<ul style="list-style-type: none"> • Construction of a basketball court. 	<ul style="list-style-type: none"> • A new basketball court was completed for use at recess and as part of the PDHPE program

2014 Priorities areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Improved literacy programs for K-2. • Improved individual assistance for students. • Improved access to special needs education for students who have been highlighted as requiring specialised assistance. • Delivering of the new Year 11 and 12 curriculum.

Staff development	<ul style="list-style-type: none"> • Educating staff on the changes that need to take place in order to facilitate the introduction of the Australian curriculum.
Facilities and resources	<ul style="list-style-type: none"> • Increased access to laptops for students. • Improved internet speed for students.
Administration	<ul style="list-style-type: none"> • Development of a family school guide. • More resources on the school website for parents.
Student Welfare	<ul style="list-style-type: none"> • Improved Pastoral Care policy and procedures to be developed.

RESPECT AND RESPONSIBILITY

The school places a high priority on instilling within students a sense of respect for their fellow students, their teachers, their parents and themselves. The school's PD program focused heavily on teaching students the importance of self-respect. Students are taught about the importance of taking responsibility for their own possessions and their own actions.

The school wants all students to believe that they are important and integral parts of the school, home and society, and that they have talents in which they can contribute to the school and to society in general.

Through pastoral care and teacher instruction the students in the school overall seemed to grow in self-respect, and in their understanding of the importance of showing respect to others.

PARENT, STUDENT AND TEACHER SATISFACTION

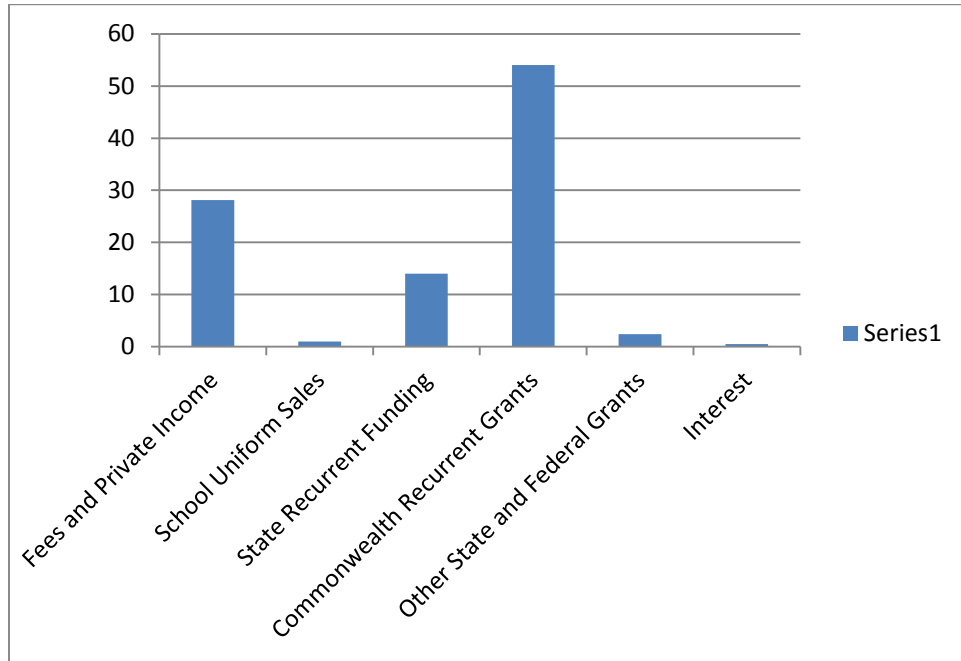
The school maintains an open door policy for parents to make appointments to see the teachers or Headmaster without waiting for the prescribed parent-teacher interview time of the year. Parents are willing to be involved in whatever special events the school holds during the year. The school community was particularly supportive of our Spring Festival Day.

The staff of the school held regular meetings with the student body in which the students were permitted to put forward their ideas for school improvement. This was received well by the students and many useful ideas have come from these meeting.

Through informal feedback and formal staff evaluations the general information points to a staffing body that is generally satisfied with the school's working environment. The main area of concern is the ability of staff to adequately assist those students requiring greater one-on-one attention. Staff also commented on the need for greater access to technology, particularly in the Primary department.

SUMMARY OF FINANCIAL INFORMATION

Income 2013



Expenditure 2013

