



ANNUAL REPORT

NSW EDUCATION STANDARDS AUTHORITY 2022

PRINCIPAL:

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 five (5) times in 2022. The 2022 school year saw no changes made to the composition of the school board. There were no significant changes to the staff in the school before the 2022 school year. One new teacher was employed in the high school department, and was a terrific asset to the school. The staff member has been retained for the 2023 school year.

The school population remained steady throughout the school year, and we had some growth in numbers during the year. All students who graduated Year 12 went on to either University, TAFE, an apprenticeship or the workforce. It is a sense of pride for the school that each student went on to further education or to a trade.

The 2022 school year was generally the year of back to the norm. Covid-19 still impacted the school body and staff, but to a much lesser degree. The school was able to run a full program of education and camp activities during the year. The spirit amongst the school community was much improved from the year before, and the general attitude of the students towards learning was an encouragement.

The school board would like to thank the school staff for their tireless efforts and devotion to the school and students. Our sincere thanks to the Principal, Mr Steven Nightingale, who completed 25 years as a staff member, 21 years as Principal.

We hope that the 2023 school year will be one of academic growth and school spirit.

VALUE ADDED INFORMATION

From the Principal:

The 2022 was a return to the norm of school life for the staff and students. The students seemed eager to return to their normal learning methods and school activities. The construction of a new playground was a great blessing to the school and the students.

The school hired a new teacher to fill the void left by the passing of Miss Marcelino, and she was able to integrate in to the school culture and connect with her students. The school also undertook a review of the curriculum for Stage 3, and will be making some significant changes in 2023.

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 43 years and are co-educational for years K-12, 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 NESA approved curriculum. The school's ethos is to develop each student to their full potential, educationally, emotionally and spiritually. We cater to approximately 145 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.](#)

Sherwood Hills Christian School provides a school-based Year 10 and a school-based Year 12. Both certificates are accepted by TAFEs, colleges, apprenticeship providers and Universities as evidence of completion of studies at a Year 10 and Year 12 level. Students in Year 12 undertake the Scholastic Aptitude Test (SAT) and that result is sent to the University Admissions Centre and is converted to an ATAR for university entrance purposes.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

Our NAPLAN assessments most recent information relates to 2022 NAPLAN results which are available 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 NESA 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 for and obtain apprenticeships.

Students at Sherwood Hills Christian School complete a school-based Year 12. The courses completed by our students for the school-based Year 12 are approved by the NESA for our school's purposes. Students who completed the school-based Year 12 will also complete a university entrance test called, the Scholastic Aptitude Test (SAT). This test is recognised by the University Admissions Centre and used by them in offering our students placement at university.

The school had 10 students enrolled in Year 12 at the start of the school year, and all 10 students graduated and have gone on to University, TAFE, Apprenticeships or the workforce.

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. All school board members completed their required Professional Development for the year, but their courses are not listed below.

Description of the Professional Learning Activity	Number of staff participating
First Aid Certificate	1
CPR Training	17
Creating Safer Independent Schools – Child Protection	23
Autism Spectrum Disorder-Universal Supports	2
Preparing for Renewal of Registration/Accreditation in 2023	2
Personal Learning Process for Aboriginal Students	1
Corruption Prevention For Public Schools eLearning Course	1
e-Emergency Care	1
Child Protection Update 2022	1
Anaphylaxis e-Learning Essential	1
Code of Conduct NSW Department of Education	1

Purposeful Planning and Assessment for 7-10 Languages	1
Planning and Programming for the New Mathematics K-2 Syllabus	1
Cert Of Participation Mental Health Intensive Supports: Essential for a Few-Online Learning Experience	1
Cert Of Participation Autism Spectrum Disorder: Targeted Supports-Self-paced Learning Experience	1
Cert Of Participation Autism Spectrum Disorder_ Intensive Supports	1
Cert Of Participation _Mental Health Universal Supports Good for All - Online Learning Experience	1
Cert of Participation Mental Health Targeted Supports Necessary for Some	1
Supporting Students with challenging Behaviour Modules 1-5	1
Designing Surveys that Work	2
Moving Beyond Numbers: Using Qualitative Data	1
Making Your Numerical Data Work	1
IEU Behaviour Management-1. Upholding the right: 2. Making It Right & 3. Getting It Right	1
Mental Health Intensive Supports: Essential For a FEW	1
Mental Targeted Supports: Necessary for Some	1
Mental Health Universal Supports: Good for All	1
The Inclusive Classroom-Differentiating for ALL Students	1
Leading the Implementation of the New English K-2 Syllabus	1

TEACHING STAFF

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	0
Proficient Teacher	11
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	12

Teacher Qualifications

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	11
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

Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.

WORKFORCE COMPOSITION

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

Category	Full-Time	Part-time
Administration	1 (Principal)	4
Teaching	6	5
Teacher Assistants	3	2
Maintenance	0	4

The Principal of the school carries out a part-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 2022

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	92.2
Year 1	92.3
Year 2	91.5
Year 3	92.8
Year 4	87.4
Year 5	90
Year 6	88.5
Year 7	85.7
Year 8	90.3
Year 9	88
Year 10	90
Year 11	90.5
Year 12	84.2
Whole School	90.3

Ninety-point 3 (90.3) percent of students attended school on average each school day. This is a decrease in comparison to the 2021 school year as students were still required to stay home due to COVID-19 related procedures.

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 text message each day. Written confirmation (email or text) 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 school does not deliver the ROSA or the HSC, but utilises a school-based Year 10 and Year 12 certificate. The retention rate from Year 10 to Year 12 has shown significant changes each year. Of the 12 students who were in Year 10 in 2020, 10 of those students completed Year 12 in 2022. Two students moved to another state.

Of the 10 who graduated 5 went on to University, 4 to TAFE, College or Traineeships, 1 into the workforce.

STUDENT ENROLMENT AND EXIT POLICY

Sherwood Hills Christian School is a comprehensive, co-educational K-12 school providing an education underpinned by Christian values and operating within the policies of the NSW Education Standards Authority. 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.

Sherwood Hills Christian School was established and exists primarily to provide Christian Education for members of Sherwood Hills Baptist Church, members of churches of like faith and practice and Christians who attend Christian churches that can support the principles of the school. SHCS seeks to provide places for children of Christian families in the following categories:

1. The dual parent family where both parents are committed Christians, active in their faith and local church.
2. Families where only one parent is a committed Christian but where both parents agree to a Christian education for their child.

3. Families where separation and remarriage may have occurred. These situations essentially would fall into either of categories 1 or 2 as stated above.
4. In some cases neither parent is a Christian but the child is a Christian, cognisant of their faith and active in their profession of that faith.
5. Single parent families where the parent is a Christian or the child is a Christian, or both.
6. Other situations where the child may be in the care of a guardian who may be a Christian.
7. Situations where neither of the parents are actively practicing Christians but are seeking a Christian Education for their child(ren), often due to the fact that they were educated in a Christian or Church School.

In all of the above the school would conclude that in enrolling the child(ren), we are providing a service for these families and committing ourselves to the task of providing an education that is Biblically focused and academically relevant to our culture and society. At the same time complying with the regulations of government and statutory authorities as long as they are not in contravention of Scripture.

The school's Biblical beliefs and practices can be found at the end of this document.

From time-to-time the school may receive requests from non-Christian families to enrol their child(ren), as they recognise the value of what the school is offering. For whatever reason, the enrolment of non-Christian families must be undertaken prayerfully and with discernment. It is a prerequisite that the parents and the student are in agreement with the ethos of the school and do not oppose the principles being taught, nor the Biblical world view being espoused in our curricula. A clear understanding of these issues is vital for the effective partnership in the education of the child(ren) and it is therefore imperative that the school's Statement of Faith is accepted as the basis for the ethos of the school, as a condition of enrolment.

At all times it is an imperative upon the Principal and the School Board that the Christian Ethos of the school is not placed in jeopardy by the enrolment of children, where the children or family may directly oppose or subvert the objectives of the school.

In particular, families actively involved in or declaring membership or religions or beliefs/practices which are not in agreement with the school's Statement of Faith, including but not limited to, Buddhism, Islam, Hinduism, Mormonism, Jehovah's Witnesses, New Age Movement will not be enrolled. The discretion to refuse or annul enrolment remains with the Board or its delegate.

Should the parent or student/s cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or become a member of a group whose beliefs are inconsistent with the Statement of Faith, then the school reserves the right to terminate the enrolment of the child(ren).

Enrolment Procedures

1. All potential applicants must read the enrolment policy and the school's Statement of Faith before making an application.
2. All applications should be processed within the school's enrolment policy.
3. Applicants will have to attend an interview with the Principal
4. Consider each applicant's supporting statements/interview regarding their ability and willingness to support the school's ethos.
5. 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.
6. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding enrolment is made.
7. Inform the applicant of the outcome.
8. 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 school's policies and procedures.

Subject to availability, offers of a place will be made in accordance with the waiting list order. 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.

Exit Procedures

1. If a parent intends to remove his/her child or children from the school, they must provide written confirmation of their un-enrolment to the school office, in addition to scheduling an 'Exit Interview' with the Principal and completing the relevant school forms detailing the reason for departure and their transfer details (e.g. new school, tertiary education).
2. If a student is to be removed from the school due to expulsion or the like, written documentation must be provided between the student's family and the school providing details and reasoning of the removal. The relevant school forms detailing their transfer details (e.g. new school, tertiary education) must be signed and given to the school office.
3. The school must take all necessary steps to ensure that they are aware of the student's transfer details. If they cannot confirm these details, a letter must be sent to the NESA and Liaison Office to report the unknown details of the student.

School Register

The School Register must be regularly updated with the enrolment and exit details of each student.

Waiting List Order

The demand for places at the School has necessitated the creation of a “waiting list” to fill vacancies in the school population as they become available.

In filling such vacancies, the following order of priority shall be applied:

1. Children of members of Sherwood Hills Baptist Church
2. Siblings of existing school families.
3. Children of parents who worship at a church of like faith and practice to Sherwood Hills Baptist Church.
4. Any other applicants.

All admissions to the school are subject to a satisfactory interview of parents and children by the Principal and the payment of the appropriate Waiting and Enrolment fees etc.

A fee of \$50.00 per family is charged to be placed on the waiting list. This fee is non-refundable. This amount will go towards your registration fee if the enrolment is officially accepted.

SHERWOOD HILLS CHRISTIAN SCHOOL STATEMENT OF FAITH

We believe the Holy Bible was written by men divinely inspired and is all sufficient

There is one and only one living and true God. In the Unity of the God Head, there are three personalities, The Father, The Son and The Holy Spirit, each executing distinct, but harmonious offices in the great work of redemption.

All individuals by nature are sinners.

A Church by definition is a local congregation of immersed believers covenanted together for the purpose of carrying out the commission given by Christ.

Salvation of sinners is completely of grace (not works) through the Mediatorial Offices of the Son of God.

All persons will be eternally saved at the time they repent of their sins and trust Christ to save them personally. These believers will live in Heaven eternally with Christ.

All persons that reject the plan of salvation set forth by God in His Word shall be doomed eternally to hell.

Mission work is the responsibility of the local Church. Churches may cooperate together on an equal basis for carrying out this work. The Missionary must be sent and directed by one local Church. Other Churches may help support such a missionary, sent and directed by one on a purely voluntary basis.

Jesus Christ is the Son of God, born of the Virgin Mary.

The first day each week should be kept sacred for religious purposes.

The end of the world is approaching and we believe that Christ will come and awaken His children from the dead, change the living saints and call them up to meet Him in the air. After which will ensue on the earth a period of Great Tribulation. In Heaven, the Marriage of the Lamb will take place. After that, Christ will come to earth and establish His Millennial Kingdom and reign a thousand years over all the earth.

Baptism is the immersion in water of a believer by the authority of Christ. This authority is vested in a local Church or congregation of baptized believers. Baptism shows forth, in a solemn and beautiful emblem, our faith in the Saviour, with faith's effect, in our death to sin and resurrection to a new life.

Sanctification is the process by which we are made partakers of God's holiness. It is a progressive work begun in regeneration, carried on in the hearts of believers, by the presence and power of the Holy Spirit, and the Sealer and Comforter, in the continued use of the appointed means especially, the Word of God, Self-examination, self-denial, watchfulness and prayer.

Student Population

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

POLICIES

Policies for:

- **Student welfare**
- **Anti-Bullying**
- **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 2022	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>Changes were made in accordance to changes to the legislation</p>	<p>Parents may request copy by contacting the school office.</p> <p>The policy is also available on the school’s website.</p>
<p>Anti-Bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers</p>	<p>No changes were made to this policy in 2022.</p>	<p>The full text of the school’s anti-bullying policy can be accessed by request from the school office.</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>No changes were made to this policy in 2022.</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>No changes were made to this policy in 2022.</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>No changes were made to this policy in 2022.</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 • Health care procedures • Critical incident policy • Homework policy 	<p>No changes were made to this policy in 2022.</p>	<p>Parents may request copy by contacting the school office.</p>

<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 	<p>No changes were made to this policy in 2022.</p>	<p>Parents may request copy by contacting the school office</p>
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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, and the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

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:

- Contacting the school office
- Classroom Teachers
- School Website

Some minor changes revolving around student responsibility were changed during the school year.

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. Parents are able to raise their concerns directly to the classroom teacher through the student diary system, an appointed meeting or phone interview. Parents are able to raise their concerns directly to the Principal through an appointed meeting, phone interview or written communication. 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.

No changes were made to this policy in 2022.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in the school's 2022 Annual Report.

Area	Priorities	Achievements
Teaching and Learning	<ol style="list-style-type: none"> English writing program to be developed for struggling students. Increased individual assistance inside and outside of the classroom for struggling students. 	<ol style="list-style-type: none"> A Writer's Workshop was initiated in 2022 by the English teacher, and has continued in 2023. Additional Math and English help periods were introduced in 2022, and continue in 2023.
Teachers	<ol style="list-style-type: none"> Continue to use the AIS for Professional Development days on school grounds. Increased RFF for teachers to better prepare their programs and provide individual assistance to students. 	<ol style="list-style-type: none"> The school engaged the AIS to present Professional Development on Child Protection for all staff. Teachers were given additional RFF to prepare for their lessons. The school Principal increased his teaching load to accommodate the additional RFFs.
Student Welfare	<ol style="list-style-type: none"> To utilise our Biblical classes to discuss and teach the right way to be respectful to all people. 	<ol style="list-style-type: none"> The school also incorporated these important topics into the PDHPE program and Bible program.
Facilities	<ol style="list-style-type: none"> Upgraded toilet facilities in the Primary building. 	<ol style="list-style-type: none"> This was completed before the beginning of the 2022 school year, but we also replaced the carpet throughout the Primary building. A new classroom was also created inside the Primary Building.

2023 Priority areas for improvement

Area	Priorities
Teaching and Learning	<ol style="list-style-type: none"> Undertake a review of the Stage 3 curriculum and the manner in which it is delivered. Increase the working hours of the SWD co-ordinator to allow for greater focus in this area.
Student Welfare	<ol style="list-style-type: none"> Allow for additional time for student counselling. Develop additional resources for SWD students.

Teachers	<p>5. Continue to use the AIS for Professional Development days on school grounds.</p> <p>6. Assist the teaching staff in updating their programs for the new syllabus in Math and English, and allow for more Professional Development in these areas.</p>
Facilities	7. Upgrade the school network infrastructure

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 PDHPE 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. Biblical Studies classes focus on the student as a whole and their ability to make their own choices. The school developed new programs to incorporate a greater focus on the concept of “consent” in their lives. This program was well-received by the student body.

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 the Principal 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 very supportive of all school functions throughout the year.

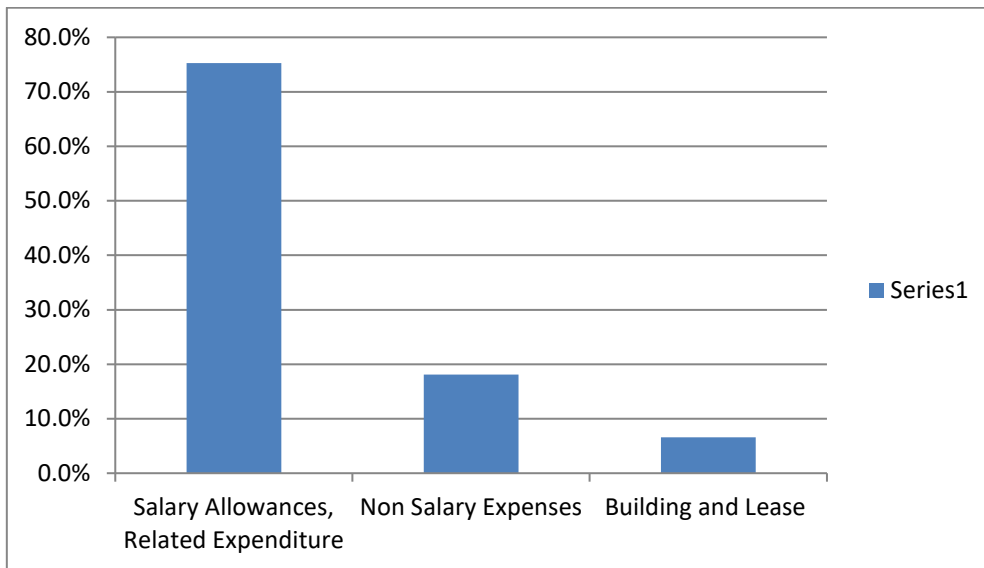
The staff of the school held regular meetings with the student body in which the students were permitted to put forward their ideas for school improvement. This was received well by the students and many useful ideas have come from these meetings.

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. Staff satisfaction is a section of each staff members 6 monthly review. During the review process staff are afforded the opportunity to place in writing any concerns or ideas they have concerning their particular area of responsibility or the school as a whole.

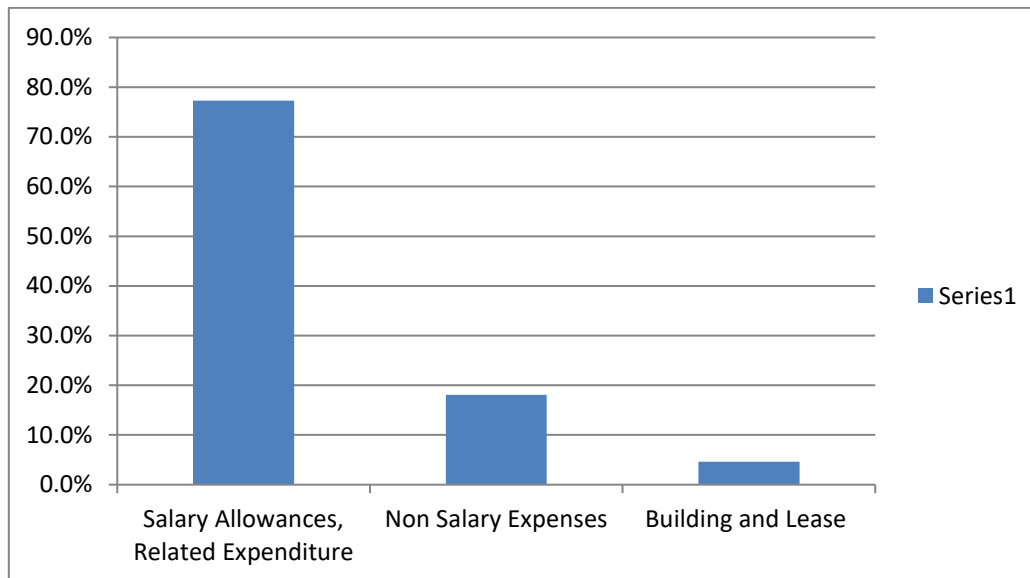
www.sherwoodhills.nsw.edu.au

SUMMARY OF FINANCIAL INFORMATION

Recurrent/Capital Expenditure 2022



Recurrent/Capital Income 2022





Sherwood Hills Christian School

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