



ANNUAL REPORT

NSW EDUCATION STANDARDS AUTHORITY 2024

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 2024. The 2024 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 or during the 2024 school year. The school did increase its allocation of staff in School Learning Support Officers (SLSO) in the Primary Department by increasing the hours of existing staff.

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 significant changes made to the Stage 3 academic program in 2023 were continued in 2024. The feedback from student, parents and teachers is that the new program has overall been successful. It has served to reengage students with their academic growth and morale towards learning. The program still allows for the individual learning needs of each student but increases the co-operative learning opportunities and the added benefit of improved technology skills.

The school board would like to thank the school staff for their tireless efforts and devotion to the school and students. We have many staff who have been with the school for 15 or 20 years and it was a pleasure to highlight those staff members at the school awards night.

We hope that the 2025 school year will be one of academic growth and school spirit.

VALUE ADDED INFORMATION

From the Principal:

The 2024 was a very stable year for the school. The initial teething problems of the new Stage 3 program were not present for the 2024 school year. It was a pleasure to see the effect the new program had on the students in its second year. Thankfully, we did not have any major staff changes, and the school was able to operate without many distractions in that area.

I am very thankful for the dedication the staff continue to show towards the school and the students. The teachers, teacher aides, administration and maintenance all work together for the betterment of the school.

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 45 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. The school has been using this method since 1990, and it has proven to be successful for all students who have gained the required results in the SAT text to enter university. The school has had students enrolled in every major university in NSW.

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 2024 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 can 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 9 students enrolled in Year 12 at the start of the school year, and all 9 students graduated and have gone on to University, TAFE, Apprenticeships or the workforce.

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	1

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, and the school only hires staff who can fully embrace the school's ethos. Maintenance staff was reduced as the school moved to cleaning contractors for its daily cleaning needs.

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

STUDENT ATTENDANCE RATES 2024

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	93.4
Year 1	93.5
Year 2	93.5
Year 3	93.6
Year 4	95.6
Year 5	93.9
Year 6	92.2
Year 7	94.4
Year 8	93.8
Year 9	90.1
Year 10	94
Year 11	84.5
Year 12	94.2
Whole School	92.8

Ninety-two-point 8 (92.8) percent of students attended school on average each school day. While this is a slight reduction from 2023, the school was dealing with a few students with chronic absenteeism. The school went through all normal procedures to reengage these students with their schooling, but after 2 terms of meetings and following procedures, the students were removed from the school by their parents.

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 in accordance with NESA guidelines.

RETENTION RATES AND POST SCHOOL DESTINATIONS

The school does not enter students for the award of a Record of School Achievement or the Higher School Certificate as it is registered only. The retention rate from Year 10 to Year 12 has shown a small change each year. Of the 9 students who were in Year 10 in 2022, 7 of those students completed Year 12 in 2024. One student enrolled in a TAFE course and another into full-time work during Year 11.

Of the 7 who graduated 6 went on to University and 1 entered the workforce.

POLICIES

The following school policies are publicly available on the website

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Anti-Bullying Policy](#)
- [Discipline Policy](#)
- [Reporting Complaints and Resolving Grievances](#)

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, academic coordinators, head of department 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. During this time the parental body will interact with school staff and give their feedback. The most important manner of gathering information is the level of interaction teachers have with the parental body. Regular meetings with parents are conducted for SWD students, students with Individual Learning Plans, and our open-door policy for parents, carers and guardians allows for regular feedback.

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.

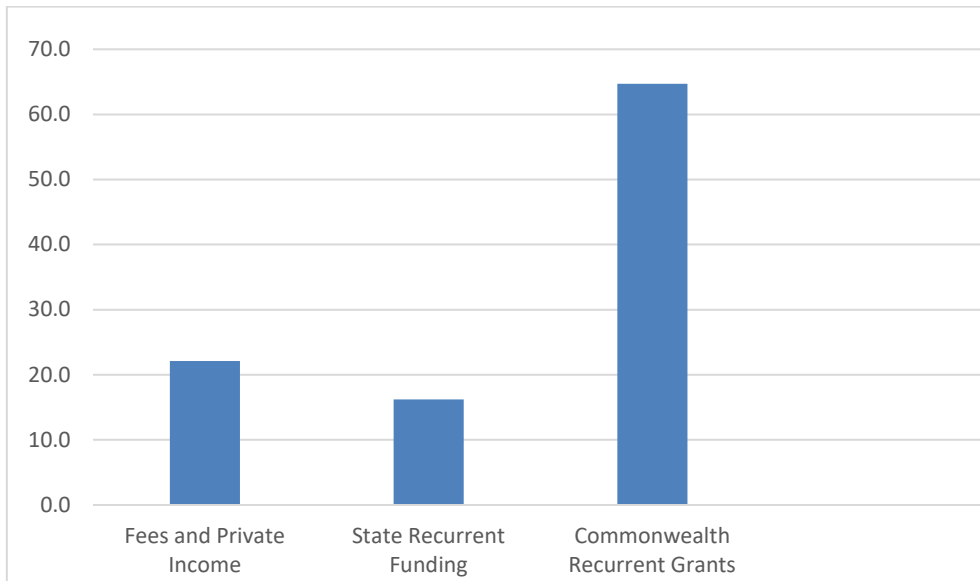
Through informal feedback and formal staff evaluations the general information points to a staffing body that is generally satisfied with the school's working environment. The main area of concern is the inadequate amount of time some staff have due to a large proportion of SWD students in the classroom. This will be addressed in 2025 through greater use of the teacher aides in the school.

Staff satisfaction is a section of each staff members yearly review. Regular staff meetings also afford the opportunity for staff to give feedback on school events or issues. During the review process staff are afforded the opportunity to place in writing any concerns or ideas they have concerning their area of responsibility or the school as a whole.

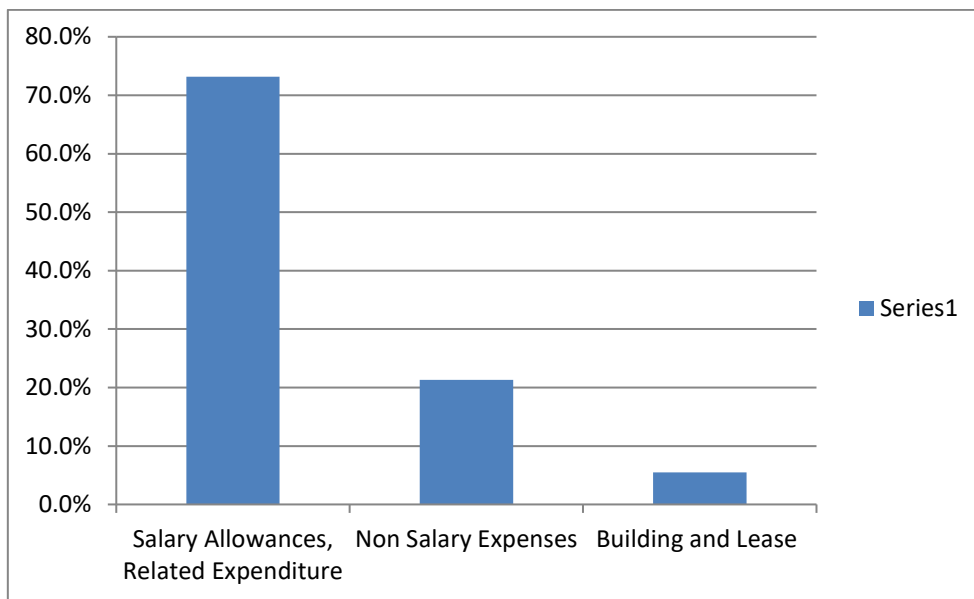
www.sherwoodhills.nsw.edu.au

SUMMARY OF FINANCIAL INFORMATION

Recurrent/Capital Expenditure 2024



Recurrent/Capital Income 2024





Sherwood Hills Christian School

PO BOX 68B Bradbury NSW 2560

61 Jacaranda Avenue, Bradbury NSW 2560

T: (02) 4629 4800

E: office@sherwoodhills.nsw.edu.au W: www.sherwoodhills.nsw.edu.au

BOS: 11652 ACN: 003 897 943 ABN: 66 670 129 872