

**Southern Cross Baptist Church
Christian School**

**Annual Report on the Educational and
Financial Practices**

For the School Year 2019

Prepared for submission to NESA

**SOUTHERN CROSS BAPTIST CHURCH
CHRISTIAN SCHOOL**

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An Introduction and Overview of Our School

Southern Cross Baptist Church Christian School has completed its thirty first year of operation. As a ministry of Southern Cross Baptist Church, it seeks to serve the school-based training needs of those within the church community. The school is based on a Biblical philosophy of education with a portion of the curriculum sourced from the individualised and mastery-based program, Accelerated Christian Education (A.C.E.). There is also significant additional curriculum for local application and face-to-face/group work classes. This unique educational opportunity is provided through very adequate facilities and high staff to student ratios.

The individualized learning and self-pacing style of the program enables the opportunity for all levels of students to succeed and to reach their full God-given potential which brings with it a sense of well-being and achievement. Students who have above average ability are able to accelerate through their studies and therefore complete a far more elaborate educational program while others who are gifted in other areas are still given the opportunity to reach their full God-given potential as they experience success at their level of ability.

Our graduates enjoy a high standing in the community and the majority have sought further education after their school years. Our graduates have studied at the University of Technology Sydney, Wollongong University, the University NSW, Sydney University, Macarthur University, The University of Notre-Dame, The University of Western Sydney, Macquarie University and numerous TAFE, business and medical colleges in courses of study including engineering, science, construction management, education, business, marketing, human resources, pharmacy, optometry, law, health, medical science and nursing. All of our graduates have either pursued full time study at University or TAFE or have entered the workforce.

The K-12 continuum allows students to mix with a wide range of ages of students which aids in their socialization skills. The older students carry out an important mentoring role in the lives of the younger students. The change from primary to high school is smooth and stress-free as the students continue on in the same small school setting. The transition enables students to adjust to adolescence and its demands within the same context as the formative years but with the added responsibility of high school.

Many of our older students are active in church ministries having been encouraged through schooling years to be investing in other people's lives. They understand that

they have been given a unique opportunity in the quality of their education and are generally willing to reinvest in others in return.

The school population has evolved into a much more diverse makeup of nationality over the years. This has been welcomed and has brought a greater depth of understanding to the student population of the differences in cultures and our equal standing as people whom God has created.

Our school once again hosted the annual Sydney Christian Schools Swimming Carnival which was held across the road from the school at Engadine Leisure Centre. We also took part in the annual Christian Schools Sports Carnival held at The Crest at Georges Hall.

Every second Friday, the high school has the opportunity to visit Thomas Holt Nursing Home at Jannali. The students prepare two musical items to present during their one-hour visit there. They are encouraged to build relationships with residents showing them the love of Christ in a practical way. It has also allowed some valuable teaching on the topic of death as many of the students have experienced the loss of somebody to whom they had grown close. The whole school presented a Christmas concert for the residents at the end of the year. The feedback from both staff and residents is very positive with much appreciation being shown for the students' ministry.

Each year the students attend a separate primary and high school camp. The high school camp for 2018 was to Canberra. The students enjoyed a number of activities including a visit to many of the attractions in our nation's capital as well as a trip to the snow. The camp was aimed at educational activities, building friendships and developing a closer relationship with God. The primary camp was held at our school campus and included day trips.

The school possesses a high student/staff ratio that enables each student the opportunity for any necessary assistance. There is a high level of commitment from the families of the school which is demonstrated in numerous ways. A number of the parents give of their time to assist as teacher's aides in the school on a voluntary basis.

The school's applied science facilities include 2 fully equipped kitchens, workshop and science lab. The library contains some 4000 volumes and our local library is walking distance from the school. The school has purchased an online library program to facilitate better access to our expanding library and other resources, including electronic resources. There is a rugby league field, two soccer fields, a basketball

stadium and an olympic swimming facility across the road from the school premises to which the school has ready use. Supervised, filtered student internet access is available via Wi-Fi all computer terminals. There is an overall computer to student ratio of more than 1:1 in the high school. The technology available in the school includes interactive whiteboards, laptop and desk top computers, multi CD/DVD copier, digital camera equipment, audio recording equipment, laser printers, colour copier, data projectors and PA equipment. Two buses (12 seater + 23 seater) are constantly available for school use for transport to school outings. Topical posters are displayed on a rotation basis in classrooms.

The school is unique in its educational philosophy and mode of instruction and is producing graduates who have self-discipline and a high sense of morality, having been exposed to and taught a value system based on Christian principles. We continue to exercise our freedom to operate on a Christian basis with sound educational methodology supporting parental responsibility for choice of education for their children in moral areas and worldview philosophy such as Biblical marriage and Creationism.

MESSAGES FROM KEY PERSONNEL

Principal – Mr Nathan Searle

As I have been reading through the book of Ecclesiastes in my quiet time, I have been reminded of the vanity of the natural man's outlook on life. There is nothing new under the sun as we see men and women still today giving themselves to pursue satisfaction and happiness in that which can never give lasting happiness or satisfaction. Solomon, the writer of Ecclesiastes, after contemplating the futility of life from a human perspective comes to the summary of his deliberations at the end of the book and states... *Let us hear the conclusion of the whole matter: Fear God, and keep his commandments: for this is the whole duty of man. (Ecc. 12:13)*. How we pray that each of our young people would learn this important truth early and *remember their Creator in the days of their youth* and thus live their lives profitably with Christ as their goal – pursuing Him, knowing Him, loving Him, serving Him and thus glorifying Him.

Despite some challenges along the way, we are very grateful to the Lord to now have been given five years registration as a result of our NESA inspection earlier this year. It was quite a journey and we give glory and thanks to the Lord for His marvellous intervention during some aspects of the process which were very trying from a human perspective. Whilst we still have a minor monitoring visit scheduled for the 3rd of March next year, we do not expect any further difficulties to come as a result of that visit. I am so very grateful for spiritually-minded, committed and diligent staff that the Lord has called to be a part of this ministry team. As the registration requirement burden continues to increase year by year, our staff continue to give all diligence to meeting the heightened requirements that we might be able to continue have the opportunity to teach and mould these young lives in this school-based discipleship ministry.

This year marks the end of Jesse's journey with us that began with him starting out as a very quiet and shy four-year-old in Mrs Cronin's ABCs class quite a few years ago. What a joy it has been to witness the Lord's gracious working in Jesse's life over all these years to mould him into the young man that he is today. Jesse is one of those rare young men today whose life has purpose and is characterised by responsibility, humility, kindness and a heart that desires to live for His Saviour. Our prayer is that the Lord would protect him from the dangers of pride and living for the temporal pleasures of this world and that he would continue to become a man thoroughly committed to living for the One Who loves him and gave Himself for him. The new

student leaders, Alicia, Ruth and Jady, have been left with some big shoes to fill as they seek to take up the baton of setting a godly example for the high school students to follow.

We are looking forward to welcoming the three grade six graduates who graduated with Jesse to our high school learning centre next year. They have been joining us in our learning centre on Wednesdays as well as sport on Thursday afternoons for their orientation into high school life and have settled in well. They have been counting down the days and now they are almost there!

It is always a highlight of our school year as the students prepare for and then perform their instrumental and vocal items during our annual sacred school music concert. This year we have witnessed some lovely development in our primary orchestra with a number of our primary students now learning orchestra instruments. How thrilling it is to witness young people producing music that honours the Lord and is in such stark contrast to the music of this world. We are very grateful to our music teachers who have a burden to invest their lives in the training and equipping of the next generation of young people who, we pray, will both learn to discern and then produce music that truly reflects the holiness of our God. You can watch the footage of the concert here <https://vimeo.com/377484823/adfb73d351>

After many years of operating the ministry of the primary school from our single primary learning centre, we are coming to the point where it looks like we are needing to expand as we have pretty much run out of desk space. Growing pains are an encouraging sign and bring with them various challenges. Please pray with us as we seek the Lord's wisdom for His perfect leading for the resources and planning needed for the future growth of the ministry should He tarry.

On a personal level, our family has experienced some mountain top and valley experiences throughout the year. It was the night of our school inspection that I learned the exciting news that Judith and I were expecting another child who would be due to be born in mid-January. Whilst all the signs were positive that our little Judah was growing and developing well in the womb, at 19 weeks Judith went into labour and gave birth to our little boy who had already gone home to be with his Creator and Saviour. He had been saved from a life of ever having to experience this sinful world and was ushered directly into heaven. We look forward to meeting him one day soon when together we will all behold the face of the One that we love and long to see.

There are certainly many reminders along the journey of life to remind us of the transient and fleeting nature of our time here. This year marks the end of my 20th year in the privileged role of principal at Southern Cross. It certainly does not seem like 20 years has passed since the beginning of the millennium! It has been and continues to be a great joy to be in the service of the King in partnering with the other staff in this ministry and the parents in training boys and girls to love the Lord their God with all their heart, soul and mind and to then live for and serve the Lord Jesus Christ. It is a particular joy to be able to work alongside my wife, Mrs Searle, in the ministry and have our three boys there at school with us and to now have Maryanne starting kindergarten next year.

This year marks the 50th year since the commencement of the ACE ministry which has continued to faithfully produce a thoroughly Biblical, individualised, mastery-based curriculum resource over these past five decades which we been blessed to use throughout the history of our school. We are so appreciative to the Lord for the many servant-hearted men and women in the ACE ministry who have given of themselves to this ministry and thus helped to stay the course as they have remained true to their original vision of producing a curriculum that is so distinctly Biblical and of an excellent quality. It was a joy to be able to meet up with the founder's son, who is now the vice president, and daughter at a conference earlier this year. How we continue to pray that they would not compromise in the years to come but would continue to unapologetically and boldly stand for and teach the timeless and eternal truths of God's Word as the ministry has done so for 50 years.

It is remarkable to note that [the NSW Curriculum Review Interim Report](#), which has been produced as a result of the largest review of the curriculum since 1989, gives such explicit credence to the pedagogy of the ACE curriculum which we have used extensively since the first school started here over 40 years ago. Prof. Geoff Master and his team have taken the feedback from concerned parties during the initial feedback period and then carried out research which included researching a number of curriculums and methodologies from around the world to produce proposed solutions to the expressed concerns that stakeholders have made in regards to the education system in NSW. There are parts of the report that read like a promotion of the ACE philosophy of education minus the Biblical worldview. Although ACE is now celebrating their 50th Anniversary, the pedagogy is being identified in this report as being sourced from the world's best practice in 2019 and is being presented as a model for NSW to work towards over the next decade. The individualised, mastery-based, cyclical learning, personal goal setting and diagnostic testing are presented as concepts of where our education system maybe heading over the next few years.

I have pasted some pertinent quotes from the report below, but if you would be interested in further reading, I would recommend a perusal of pages 65 to 70.

<https://nswcurriculumreview.nesa.nsw.edu.au/pdfs/interimreport/chapters/NSW-Curriculum-Review-Interim-Report.pdf>

The proposals of the Review address directly the fact that students in the same year of school currently differ widely in the points they have reached in their learning, meaning that some students are not yet ready for, and others are not sufficiently challenged by, common year-level syllabus expectations. The intention of these proposals is to support teachers in establishing where individuals are in their long-term progress so that every student can be provided with well-targeted and appropriately challenging teaching. (pg xii)

Teachers will use these proposed 'attainment levels' to establish where individuals are in their learning, with the possibility of students in the same class being at different levels... The objective is to assist teachers to better identify and address the widely varying levels of readiness and learning needs within each year group, recognising that well-targeted teaching will benefit every student. (pg xiii)

Within each school subject, the same curriculum should apply to all students, recognising that individual learners are at different points in their learning and require different levels and kinds of support. (pg 65)

Learning at school is ideally a continuous and seamless process through which knowledge, skills and understandings are progressively developed over time. (pg 67)

The principle being described here assumes a common, inclusive curriculum but recognises that students are at very different points in their progress through that curriculum and often make progress at different rates... Equity is defined not as equal treatment but as adaptation to ensure that every student's learning needs are equally identified and addressed... The identification of appropriate starting points for teaching and learning also is made necessary by the fact that the most advanced ten per cent of students in each year of school are typically five to six years ahead of the least advanced ten per cent of students. (pg 69)

For every student, the diagnosis of learning gaps, misunderstandings and errors is likely to be an important part of teachers' work in ascertaining where individuals are in their learning. (pg 70)

Learning is promoted by clear, appropriately challenging learning goals, with support for students to plan and monitor their own learning progress... Goals must be challenging, achievable and appropriate to students' current levels of attainment and learning needs... Learning also is more likely when students understand what is expected of them, know what success looks like and are able to monitor and reflect on their own learning achievements and progress... An implication of this principle is

that learning goals must be appropriate to individual learners... learning at school often does not provide opportunities for students to set personal goals, to decide when they will demonstrate achievement or to monitor personal improvement over time. This is not simply a matter of pedagogy; the structuring of the school curriculum and the way students progress through the curriculum can make it easier or harder for teachers and students to set personalised learning targets and to monitor long-term progress in an area of learning. (pg 70)

During a recent curriculum review feedback meeting that I attended, the teachers were commenting that they liked the concepts of the interim report but could not see how they could work practically. Many were amazed as I explained how our school has been successfully teaching an individualised curriculum much as described in this report for over 30 years.

We are reminded daily in this ministry of our need to be constantly relying upon the Lord for His strength and wisdom for we have truly found by experience that the words that He spoke to His disciples 2,000 years ago still ring very true today, “For without me, ye can do nothing”. Please continue to uphold us before the Throne of Grace as we seek to stand for Christ and His Word in these last days and seek to train these precious young souls that have been entrusted to us to do the same.

Head of Primary - Mrs. Denise Cronin

Jeremiah 9:23-24

23 Thus saith the LORD, Let not the wise man glory in his wisdom, neither let the mighty man glory in his might, let not the rich man glory in his riches:

24 But let him that glorieth glory in this, that he understandeth and knoweth me, that I am the LORD which exercise lovingkindness, judgment, and righteousness, in the earth: for in these things I delight, saith the LORD.

This is my 38th year of having the privilege of teaching the next generation the truths of God’s Word in all subject areas. As a Christian teacher I am truly blessed to be reminded daily of the truths of God’s Word in the lessons that I teach as are the children as they gain precious knowledge of the truth. It is the prayer of all staff members that these truths would go from the children’s heads to their hearts so that they would serve the Saviour all their days.

The year provided us all with both blessings and challenges. Many times, we were blessed as we chose to rest and trust in our sovereign LORD in some very trying times. Our year began with preparation for our inspection during the January school break as well as for the lessons for the new year.

During week one we welcomed Joandra Medina and David Foster. They quickly settled into school life and have flourished under the care of Miss Audrey.

I am so thankful for the wonderful team of workers in the primary classroom. Some give more hours than others, but every moment of time has truly made a difference to the quality of Christlike instruction in the classroom.

Thank you – Miss Audrey, Mrs Medina, Miss Arellano, Mrs Castillo, Mrs Richards, Mrs Choi, Mr Scott, Mrs & Mrs Foster, Mrs Apple Medina, Mrs Yong, Mr Oldham, Miss Justine, Mr Santiagué, Mr Les Searle, Mr & Mrs Searle as well as all those parents who gave up their precious Saturdays to help at the working bees.

The school program was as busy as usual. Apart from all the amazing learning that occurs in the PACEs we also had a specific theme for each term. Each of the primary teachers were able to exercise their gifts to teach the theme related to a specific KLA (key learning area). This ensured that all government requirements were met. We have enjoyed further adjusting those lessons to better meet the needs of our students.

During Term 1 we learned about God’s amazing design of plants and seeds. We had a visit from a representative from Bunnings who helped the children re-establish the school vegetable garden and worm farm. Then later in the year Pastor Les headed up the installation of raised garden beds and worked with the children to plant seeds that are all now thriving!

Taking some time to cover some geography and history in Term 2, we enjoyed learning about Antarctica. It is the coldest, driest, windiest and highest continent on the planet. The students enjoyed learning about that cold place and especially the experiments. As a sub theme we appreciated the opportunity to learn about penguins. We visited the aquarium in Darling Harbour and took a boat ride through the penguin enclosure. The unit was finished off with some learning experiences about the brave men who explored Antarctica.

Term 3 continued with an explorer theme but this time we discovered the true-life stories of early inland exploration by the British. We travelled to the State Library to participate in a learning program about some of the explorers. The older students presented interesting reports on different explorers to the class.

Before we knew it, Term 4 was upon us and with it came time for the children’s favourite afternoon class, drama. This year our play is entitled, Esther, the Peasant Queen. Miss Audrey is faithfully leading the children in preparing them for the presentation. The costumes and props are ready. The children have memorised most of their lines and we pray that on the night God’s message, “.... for such a time as this”, will touch the hearts of those who attend.

Thank you to all those who support us by praying for this precious ministry. We are looking forward to all the new adventures that our wonderful LORD has lovingly prepared for us in 2020.

Head of High School – Mrs Searle

As I spent time in God's Word this morning, I was encouraged by many of the verses in Lamentations chapter 3. Verses 25 and 26 seemed particularly applicable to the year that has been: *"The LORD is good unto them that wait for him, to the soul that seeketh him. It is good that a man should both hope and quietly wait for the salvation of the LORD."* The challenges and trials of the past year have provided opportunities to learn to "quietly wait" for His deliverance from or sustainment through troubles and perplexities. Jeremiah goes on to say in verses 32-33 of Lamentations 3, *"But though he cause grief, yet will he have compassion according to the multitude of his mercies. For he doth not afflict willingly nor grieve the children of men."* H.A. Ironside in his commentary on this passage notes, "Not for His own pleasure does He chasten, but that we may be partakers of His holiness. He is too loving to lay upon us one unnecessary burden: He is too holy to omit one needed stroke." The past year has certainly afforded much soul searching and many opportunities to attest His compassion and mercies. In all things He has proven Himself loving and faithful. What an amazing God we serve!

Much of the early part of the year was focused on the school's five-yearly inspection by NESAs. All aspects of the curriculum were again examined to ensure that the required syllabus outcomes are being met. I am thankful for the way that the ACE curriculum meets most of the syllabus requirements with only a minor amount of supplementation necessary. The classes that are taught in groups to the High School provide focus on any areas that require further instruction. Such classes include Math Practical, Science Practical, Calculus and Geography. It is a blessing to have registration all the way to Year 12, however, some modification to the Year 11 and 12 pathway has been necessary to ensure compliance with the requirements as described on the Assessment Certification Examination website. These changes, thankfully, have been minor and the ACE curriculum is continuing to form most of our Senior instruction. I am so thankful to the Lord for enabling us to continue to educate students using a Biblical curriculum all the way to the end of their schooling.

This year has seen a first for me in the teaching of Geography. I enjoyed studying Geography during my senior years of schooling and then in University, but this year has provided my first opportunity to teach a Geography class. This class focused specifically on some current events in human geography such as urbanization, immigration, refugees, people trafficking, slavery, child labour and welfare organizations. The students were confronted with the differences in human wellbeing

worldwide and the great privileges they enjoy living in Australia. We truly are a blessed people living in a remarkable country!

In the subject Written and Oral Expression, I have taught film production, an analysis of the book *The Railway Children* and dramatization. It has been wonderful to see the Senior students take responsibility for the scripting, storyboarding, filming and editing of this year's High School film production. As it is Jesse's final year of schooling, he has taken most of the directing and editing responsibility for the film. He has demonstrated wonderful ability and creativity while completing this task. Much fun has been had on a Tuesday afternoon filming in various locations (e.g. school, our house, the Richards' house, Big Red Café, Ferntree park). As a junior student, Max has risen to the challenge of the role of the main character in the film. His flair for acting and enthusiasm have allowed him to excel at this role. I am sure the film will be watched for years to come and be a reminder of the hard work put in by the students this year.

During Bible Telling it has been encouraging to have studied some aspects of the lives of Samuel, Saul, David and Solomon. There were many lessons to learn from the wise and foolish choices recorded in Scripture relating to these men. It is incredible that records of people who lived thousands of years ago could still communicate so effectively to young people today. Samuel's obedience, Saul's jealousy, David's devotedness, Solomon's request for wisdom all had something to teach us. Furthermore, it has been wonderful to see the students continuing to improve their storytelling ability while also communicating the wonderful truths of God's Word. During Jesse's graduation ceremony, Mrs Fernandez testified to her enjoyment of hearing Jesse tell his Bible Telling stories to her at home. She remarked that she was encouraged to read the Bible more for herself because of Jesse's enthusiastic storytelling. Truly, God's Word is exciting and well-worth sharing with others. Another first for this year was teaching one-on-one my own son Jady in Math practical class. As Jady is the only Year 9 student and there were no Year 10 students, Jady was alone for Stage 5 Math Practical class. Maybe he was just being polite, but he said that he enjoyed the class and is disappointed that next year he will be joined by the current Year 8 students. Our small student numbers are certainly unique, but I am very thankful for the increasing number of students who, Lord willing, will be joining our High School in the next few years.

Again, the opportunity to teach the High School girls in Bible Study class has been precious. Although not regular, these sessions are a wonderful encouragement to me and remind me of the real reason the Lord called me into Christian Education – to

touch the hearts of the next generation. Most of the studies this year focused on the life of Sarah. Together with the students we considered Sarah's impatience and its consequences, God's faithfulness to keep His promises, and Sarah's example of godly submission. Incredibly, the life of this woman from thousands of years ago spoke to the hearts of twenty-first century teenagers. What other book has such power to transform the lives of individuals from all nations, ages, backgrounds and eras? As our society drifts further away from its Biblical moorings into the turbulent seas of humanistic reasoning, the battle for truth and righteousness will certainly increase. However, this year has strengthened my faith in the Lord's willingness to answer prayer and bring deliverance to His people. Please pray with us that the ministry here will continue to stand upon the unchanging Word of God and ground young people in the faith needed to "overcome the world" (I John 5:4).

Judith Searle

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

NAPLAN Scores Years 3, 5, 7 & 9

In 2019, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2019 results:

In 2019, 10% of scores were below the middle 60% range. 90% of students achieved scores that were above average. 45% of students achieved scores above the middle 60% range.

In 2018, all but one Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2018 results:

All but four students achieved above average in all assessment areas. 60% of all students achieved scores that ranked above the 80 percentile.

In 2017, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2017 results:

All students achieved above average in at least one assessment area and no student was below the 60 percent average range in any assessment area. More than half the students were above the 60 percent range at least in one assessment area and over a third in multiple areas.

In 2016, all of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2016 results:

3 students scored below the middle 60% range of achievement in either one or two subject areas. All other students achieved above average scores in all subject areas.

In 2015, all of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2015 results:

No student scored below the middle 60% range of achievement in any subject. Approximately half of the scores were above the national average.

In 2014, all of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2014 results:

Two students received scores that were below the state average in some of the subject areas. Over half of the students received perfect scores (top of band 6/10) in one or more subject areas. Over half the students were well above the state average in all aspects of the assessment.

In 2013, all of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2013 results:

Over half of the results were above the national average and nearly one third were above the range of achievement for middle 60%.

In 2012, all of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2012 results:

All of our students achieved results within or above the “range of achievement for middle 60%” for every assessment except for one student who functions on an individualised program below his year level having recently enrolled in our school. Besides this student, 88% of the results were above the national average.

In 2011, 100% of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2011 results:

All of our students achieved results within or above the “range of achievement for middle 60%” for every assessment except for one student who functions on an individualised program below his year level. 65% of the results were above the national average.

In 2010, all of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER except for one who has a professionally diagnosed learning difficulty.

2010 results:

All of our students except for one were above the national minimum standard. All results except for two were in the top 3 bands in each year.

In 2009, 100% of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2009 results:

All of our students were above the national minimum standard. All results were in the top 3 bands in each year.

In 2008, 100% of Year 3, 5, 7 and 9 students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

2008 results:

All of our students were above the national minimum standard. All results were in the top 3 bands in each year.

Competitions:

The school takes part in the Australasian School Competitions in the following subjects areas:

- Mathematics
- Science
- Writing
- Spelling
- Computing
- English
- Geography

Many of the performances have were above the average with students attaining a number of merit, credit and distinction awards.

Senior Secondary Outcomes

Senior students in our school sit for the International SAT (Scholastic Aptitude Test), which the UAC then converts to an ATAR. This is in place of sitting for the RoSA or the Higher School Certificate. The student's ATAR along with their school-based certificates form the basis of their university applications.

No students have opted for VET courses this year.

TEACHING STANDARDS, QUALIFICATIONS, ATTENDANCE AND RETENTION

All staff at Southern Cross Baptist School fulfil a ministry on behalf of Southern Cross Baptist Church to train children according to the principles set forth in the Word of God. Each one is a committed Christian who subscribes to the church's Statement of Faith.

Accreditation Status of Teaching Staff

Name	Nathan Searle	Denise Cronin	Judith Searle	Mahalia Medina	Audrey Villena
Accreditation Status	Proficient	Proficient	Proficient	Proficient	Proficient

There has been no change in the list of qualified staff members this year. A small amount of sick leave was used by staff throughout the year. Other than school conference attendances and other professional development, there were no other days of staff absence. We have no staff of Aboriginal or Torres Strait Islander background.

STAFF DEVELOPMENT

Our staff have undertaken the following development opportunities throughout the year. Their professional learning experiences are summarised below:

Name	Course	Date	Type	Hours
Nathan Searle	NSW Christian Educator's Conference	03/05/2019 - 04/05/2019	Teacher Identified	15:30
	Supporting students with ASD @ Sherwood Hills Christian	09/07/2019 - 09/07/2019	Registered Programs and Courses (Evaluated)	2:00
	Not-for-Profit Guidelines for Non-Government Schools Workshop	17/09/2019	Registered Programs and Courses (Evaluated)	2:00
	2019 Financial Acumen for Principals and Directors	30/09/2019	Registered Programs and Courses (Evaluated)	5:00
	NSW Curriculum Review: Interim Report Consultation Workshop	26/11/2019	Registered Programs and Courses (Evaluated)	2:00
Judith Searle	NSW Christian Educator's Conference	03/05/2019 - 04/05/2019	Teacher Identified	15:30
	Supporting students with ASD @ Sherwood Hills Christian	09/07/2019 - 09/07/2019	Registered Programs and Courses (Evaluated)	2:00
	NAPLAN Persuasive Writing Marker Online Training	23/09/2019-02/10/2019	Registered Programs and Courses (Evaluated)	12:00
	NAPLAN Persuasive Writing Marker Online Training	24/10/2019-25/10/2019	Registered Programs and Courses (Evaluated)	12:00
Audrey Villena	NSW Christian Educator's Conference	03/05/2019 - 04/05/2019	Teacher Identified	15:30
	Supporting students with ASD @ Sherwood Hills Christian	09/07/2019 - 09/07/2019	Registered Programs and Courses (Evaluated)	2:00
Denise Cronin	The Memory Miracle – Masterclass with Dr Rich	06/01/2019	Registered Programs and Courses (Evaluated)	2:00

	Allen			
	Inspire Young Scientists in the Primary Classroom	23/01/2019	Registered Programs and Courses (Evaluated)	2:00
	Using Matific to engage the primary mathematics classroom	28/01/2019	Registered Programs and Courses (Evaluated)	2:00
	NSW Christian Educator's Conference	03/05/2019 - 04/05/2019	Teacher Identified	15:30
	Supporting students with ASD @ Sherwood Hills Christian	09/07/2019 - 09/07/2019	Registered Programs and Courses (Evaluated)	2:00
Mahalia Medina	NSW Christian Educator's Conference	03/05/2019 - 04/05/2019	Teacher Identified	15:30
	Supporting students with ASD @ Sherwood Hills Christian	09/07/2019 - 09/07/2019	Registered Programs and Courses (Evaluated)	2:00

STUDENT POPULATION OF THE SCHOOL

In 2019 there were 31 students enrolled across Kindergarten to Year 12 with 21 in primary and 10 in high school. These students are drawn from a large radius across the Sydney metropolitan area and represent a diverse mix of cultural backgrounds. Southern Cross Baptist School values the diversity of the cultural backgrounds of the students. This brings a rich appreciation of the value that God places upon every human being.

Retention Rates: Numbers are too small to calculate meaningful retention rates. However, it is very rare for students not to proceed through to the completion of year 12.

Attendance: Student attendance was 95.59% in semester one reporting period and 88.83% in Term 3 reporting period. As student numbers are so small, attendance rates for each year level are not helpful in their representation. It is the school's policy that student absences must be reported to staff by 11:00am otherwise parents are contacted to determine the student's whereabouts.

Post-school Destinations: There was one graduate in 2019 who is now studying at the School of Audio Engineering.

POLICIES

ENROLMENT POLICY

Southern Cross Baptist School was commenced with the original intention of primarily serving the families within the church community. However, enrolment is also open to all families who attend churches of like faith who would be able to embrace the ethos and statement of faith of the school. Students also need to agree to work to the best of their ability, obey the rules and support the ethos of the school, participate in all facets of the school program and respect all the staff and students of the school. A code of conduct must be signed by all students upon enrolment.

Both student and parent commitment must be retained to allow continuing enrolment. This commitment is demonstrated through full cooperation with the school program and timely payment of tuition fees.

An offer of placement is made once the parent has submitted the application form, attended an interview with the principal and administrator and consequently been approved for acceptance into the school.

For the full text of the policy please click [here](#).

STUDENT WELFARE POLICIES

A copy of all student welfare policies may be obtained from the principal upon request.

Summaries

Child Protection

Southern Cross Baptist School acknowledges the tremendous importance of providing a safe and secure environment for students both in and out of the classroom. All staff have a current WWCC. The policy seeks to reduce the risk of child abuse by putting into place guidelines that protect the children and ensure their feeling of security. It also ensures a caring and appropriate response to all student welfare issues.

Anti-Bullying

Southern Cross Baptist School is committed to maintaining a God-honouring, loving, safe and caring environment so that all students can attend and learn in a safe and secure environment. Any act of bullying will be addressed appropriately in accordance with the school's relevant policy/ies as required (Code of Conduct, School Discipline Policy, Pastoral Care and others).

Security

The aim of the school is to provide an ever increasing safe and supportive work environment which minimizes risks and harm. This policy contains guidelines for evacuation in case of an emergency. It also dictates procedures to be followed during any school related activity which is off campus. Procedures for the use of buildings and emergency procedures are also documented.

Discipline

The school seeks to maintain a very high standard of discipline. Parents have entrusted the school with their children that they might receive the best level of education possible. We understand that consistent loving discipline is an important factor in

achieving this end. The school has a positive emphasis in its discipline approach in seeking to promote what is right while balancing the emphasis by confronting and dealing graciously but firmly with that which is wrong. The students are respected as individuals who have been created in the image of God and are loved by Him. The approach of the discipline is therefore in keeping with the concept of what can we do **for** the students rather than what we do **to** the students. Our desire is to help them better discern and choose between what is right and what is wrong.

The school prohibits any staff from administering corporal punishment in any form. The principal ensures that this policy is adhered to.

A copy of the student discipline policy may be obtained from the principal upon request.

Pastoral Care

The school acknowledges that concerns and grievances will arise from students, parents and staff. These are addressed using Biblical principles of conflict resolution. Matters of a minor nature are to be dealt with between the individuals concerned. For matters of a more serious nature or matters that are not able to be resolved at the first level, the principal is to be informed.

As parents are seen to be an important part of the education process, homework is seen to be a positive part of the curriculum. Parents are encouraged to become as involved as is possible in this part of their children's work. Because of the small nature of the school, homework is very easily managed. Homework is assigned with a balanced view of the need for family time, recreation and homework.

Reporting Complaints and Resolving Grievances

Southern Cross Baptist School acknowledges that Biblical pathways must always exist for students, parents and staff to honestly and sincerely express matters of concern. The aim of the Grievance Management Policy is to provide fair and equitable processes so that all concerns will be considered and resolved in a spirit of love and care for each person.

A copy of the complaints and grievance policy may be obtained from the principal upon request.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievements for 2019

- Erect shade area over sandpit
- Community service opportunities for High School
- Expand music tuition opportunities
- Erection of outdoor sink, bubbler and drinking fountain
- Improved access to professional development for all staff through TTA membership
- Expansion of primary garden
- Installation of dishwasher
- Sand and polish timber floors in chapel and auditorium

Priority Areas for Improvement for 2020

- Additional support and teaching staff to meet teaching and clerical needs
- LED light installation
- Development of a master plan for development of site
- Greater focus on professional development
- Additional resources and quality literature for library
- Purchase of new sports equipment
- Repair of trampoline and basketball hoop
- Refining of curriculum format and development of ICT/STEAM
- Enhancement of IT resources and support
- Mentoring of new staff
- K-1 specific learning space
- STEAM robotic class for grades 5-12
- Outsourcing of staff for instruction in various sport skills – tennis, cricket, basketball
- Focus on story making using devices for 3-6
- Sourcing of replacement playground equipment
- Updating of school vegetable garden with raised beds – involvement of students and school families
- Relocation and improved set up of the worm farm and compost bin
- Improved maintenance of school grassed area
- Purchase of equipment to assist younger students with music tuition, eg foot pedal extension for piano
- High school community project gardening for the elderly
- Peer support program of older students with younger students in whole school activities

- Better organisation of school resources to make them more accessible and user friendly
- Sourcing more appropriate incursions, eg butterflies hatching in the classroom
- Painting of school buildings
- Participation in "The Big Crunch Day" to encourage students to try new raw vegetables and encouragement and fruit every day
- Introduction of Schoolstream app
- Provision of new musical instruments

PROMOTION OF RESPECT AND RESPONSIBILITY

The ethos of the school has a very heavy emphasis on developing respect and responsibility. It is taught and promoted very thoroughly through every KLA and is also encouraged pastorally in one-on-one interaction as well as in chapel and assemblies. We are very thankful for the lovely spirit of care and concern that exists amongst the student body.

PARENT, STUDENT AND TEACHER SATISFACTION

The verbal and written feedback that comes from parents consistently expresses appreciation and commendation for the direction and values to which the school adheres. Much of the student population frequently express to staff how thankful they are for their school and the staff that minister to them. This is indicated by the large distances (up to two hours each way) that a good portion of the students travel each day to come to our school. Our staff demonstrate tremendous dedication to what we all view as a privileged ministry. The school enjoys a high level of support from its alumni who are also quite vocal in their statements of thankfulness for the influence of the school ministry in their lives.

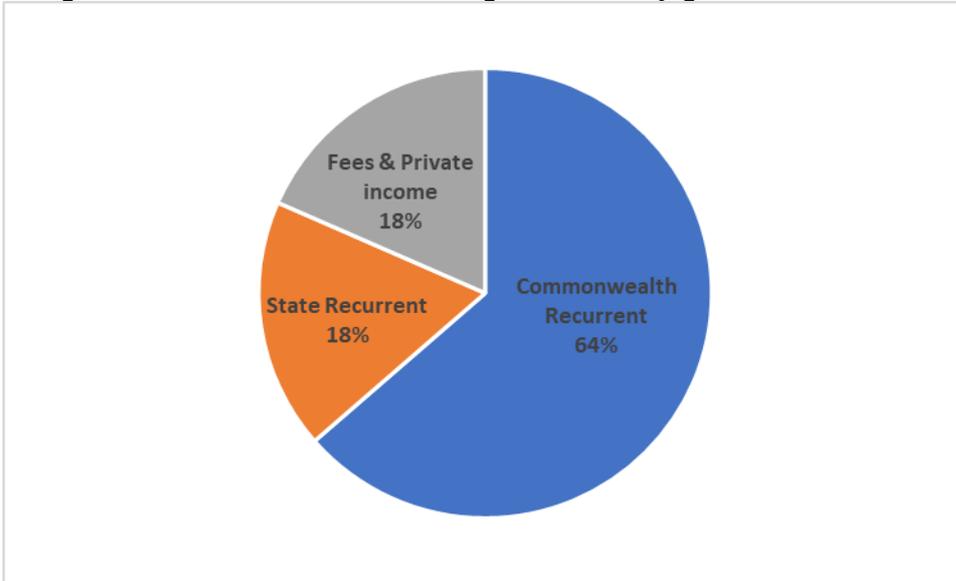
EVIDENCE OF COMPLIANCE

Our school has a reporting policy in place that stipulates that the school will provide an annual report by 30th June each year according to the Registered and Accredited Individual Non-government Schools (NSW) Manual and will publicly disclose the report on the school's website.

SUMMARY OF FINANCIAL INFORMATION – 2019

Graphical representation of income and expenditure using percentages only.

Graphic 1: Recurrent Income represented by pie chart



Graphic 2: Recurrent Expenditure represented by pie chart

