

Southern Cross Baptist Church Christian School

Annual Report on the Educational and Financial Practices

For the School Year 2025

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-eighth 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 and utilises individualised, mastery-based, explicit teaching curriculum resources. This is offered alongside curriculum that is implemented in face-to-face and group work classes that contribute to a very well-rounded education. This unique educational opportunity is provided through well-equipped facilities and considerably high staff-to-student ratios.

The individualized learning and self-pacing style of the educational 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 academic 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 personal 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, Western Sydney University, Macquarie University and numerous TAFE, business and medical colleges in courses of study including engineering, medicine, science, construction management, education, business, marketing, human resources, pharmacy, optometry, law, health, medical science and nursing. All of our graduates have either pursued study at University or TAFE or have entered the workforce.

The K-12 continuum allows students to mix with a wide range of age groups 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 studies and responsibilities.

Many of our older students are active in church ministries, having been encouraged through their schooling years to invest in other people's lives – in that which is eternal. They understand that they have been given a unique opportunity in the quality of their education and are generally willing to reinvest in others as they seek to serve the Lord.

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

Our high school participated in the CSSA (Christian Schools Sporting Association) zone sports carnival this year and did quite well considering our small size with one student taking out their age championship.

Each year the students attend a separate primary and high school camp. The high school camp for 2025 was to Burrill Pines camp centre on the South Coast. The camp was aimed at recreational activities, building friendships and developing a closer relationship with God. Our activities included fishing, paddle boarding, snorkling and swimming. The primary camp was held at our school campus and included day trips and a giant jumping castle.

The school possesses a low student/staff ratio that enables each student the opportunity to access any necessary assistance. There is a high level of commitment from the families of the school which is demonstrated in numerous ways. Several of the parents give of their time to assist in various voluntary roles in the school.

The school library contains over 4000 volumes and our local library is walking distance from the school. There is a rugby league field, two soccer fields, a basketball stadium and an Olympic size swimming facility across the road from the school premises of which the school has ready use. Each high school student is issued with their own laptop. The school owns two buses (12 seater + 32 seater).

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, Biblical worldview basis with sound educational methodology supporting parental responsibility for choice of education for their children in moral areas and worldview philosophies.

MESSAGES FROM KEY PERSONNEL

Principal – Mr Nathan Searle

As we come to the close of another school year, I am so thankful to the Lord for His great goodness, kindness and mercy shown to each of us here at Southern Cross as we reflect on the year that has been. We praise the Lord for guiding, sustaining, growing, and blessing the lives of our students, staff and families. Truly, great things He has done, and to Him alone belongs the glory.

One of the greatest personal blessings for me in this ministry is the daily privilege of preparing and sharing Bible devotions with our students and staff each morning. The process of studying God's Word afresh, seeking His direction and watching Him apply His truth first to my own heart is a source of great blessing in my own walk with Him. The Scriptures are truly living and powerful, and beginning each day anchored in His truth is a constant reminder that all that we are and all that we accomplish that is of any value is entirely because of His grace at work in us. I thank the Lord for the way these devotions have impacted not only my heart but have also been used in others' lives.

This term we have had the joy of hearing the testimonies of various individuals—many of them graduates of our school—who have shared with us what God has graciously accomplished in their lives. Their stories have been a tremendous encouragement to both staff and students. Though each testimony was unique, a consistent theme emerged of the graciousness of God in pursuing their hearts, convicting them of sin, and blessing the choices made in obedience to His Word. Many also spoke candidly of seasons where they tried to live life their own way, only to discover the emptiness and regret that accompany a life lived apart from Christ. Their honesty has been powerful, and their gratitude for God's patient mercy has reminded us all of His steadfast love and His desire to restore and bless those who turn to Him in faith and humility. What a privilege it is to witness former students and others in the ministry walking with the Lord, and what an encouragement for our current students to hear firsthand that God truly rewards obedience and faithfully leads those who surrender their lives to Him.

Another great joy this year has been watching our young people continue to develop and refine their musical talents. Whether in concerts, chapels or devotions, our students have the opportunity to honour the Lord through the gift of music. Our school has, by God's grace, developed a legacy of Christ-honouring music, and it is a continual blessing to see a number of our alumni using their musical abilities in their local churches for the glory of God. It is our prayerful desire that this generation will also rise up and follow that same path of being equipped, prepared and willing to minister for Christ wherever He calls them to serve Him.

We are looking forward with great anticipation to the new facility that, Lord willing, will begin construction once the plans have been produced and approved. It is our prayer that this new facility, comprising classrooms downstairs and an auditorium upstairs, will enhance opportunities and capacity to train and equip the next generation for Christ – academically and spiritually. We trust that this development will be a lasting blessing to the years of ministry still ahead, should the Lord tarry His imminent return, and that it will further enable us to serve families who desire to see their children know, love and serve our Lord Jesus Christ. We are praying for the Lord's guidance in finalising the design layout and His provision for the finances to build it.

This year's graduation has seen us sending off five young people who have been given the privilege of being grounded in God's truth for all or much of their schooling years. It is our prayer that each of them would shun the temporary allurements and temptations of this vain world and choose to live wholeheartedly for Christ in every aspect of their lives as they seek to continue in the things which they

have learned and been assured of. Each of them has applied for university studies and have testified that they are waiting on the Lord for His perfect leading in their lives.

At the heart of everything we do in the ministry here is our unwavering commitment to support parents in their God-given responsibility to disciple their children. The Scriptures place the primary role of spiritual training on the home, and it is a tremendous privilege for the ministry staff of our school to stand alongside parents who love God, who desire to live lives separated unto Him, who eagerly await our Lord's soon return and who long to see their children walk in the same truth. We are continually encouraged by the parents who pray faithfully, partner wholeheartedly and pursue Christ passionately—not only for themselves but for their families they seek to lead. Every godly example is appreciated as we share in the mission of raising young men and women who know, love, serve, and thus glorify the Lord Jesus Christ.

As we conclude this year, I am deeply grateful for the dedication of our staff, the spiritual growth of many of our students and the faithful partnership of many families. But above all, I am grateful to the Lord, who has been our help, our strength, our wisdom, our defence, our salvation and our joy. Every achievement, every aspect of growth, every victory and every evidence of spiritual fruit is a testimony to His gracious working in our midst.

As the holidays approach, my prayer for each member of our school community is that you will enjoy a truly refreshing and restorative break—both physically and spiritually. May these weeks be filled with time in God's Word, rich fellowship with His people and renewed strength for the coming year. May the Lord bless you, keep you and continue His good work in each life in which He indwells. And may each of us return with hearts ready to serve Him with renewed love, devotion and joy.

To God be the glory, great things He has done—and great things He will continue to do as we remain faithful to His Word and sensitive to the perfect leading of His Spirit.

Head of High School – Mrs Judith Searle

Something that I have significantly noticed this year is the rapid development of technology. I have taught a photography class cyclically for many years now. This year was the first time that students did not need to use digital cameras for this class. The quality of the photos and the variety of camera modes that are now available on mobile phones is astounding. Also, the fact that almost all students have their own mobile phone is another notable change. Whether this is a good thing for our young people is certainly debatable but it is a reality that students now have easy access to incredible technology. Furthermore, photo editing has been made so easy with inbuilt editing software or tools such as Canva. I quickly found that my own mobile device was old technology compared with what many students were using making it a challenge to teach them how to use their cameras. However, very little direction was really necessary as the students quickly worked out modes on their own phones. Again, this reveals that this next generation is technology savvy. This poses both opportunities and challenges when teaching them.

Another area of new technology is AI. Although AI tools have been around for awhile, I feel that this year has brought these tools to the forefront of education. In the NSW Educators Conference earlier this year I presented a session on “ChatGPT: Possibilities and Problems”. As an educator I can certainly see how this technology can assist with lesson preparation and the development of classroom materials. I am quite astounded by what this technology is capable of. However, with the possibilities also come problems. Sadly, the technology can become a means of cheating for students as they present AI produced work as their own. Clearly this is deceptive and a hinderance to learning. I have completed a number of PD seminars in order to learn about the ethical use of this technology in the classroom. In getting the students

to consider the use of AI in the classroom, our Year 10 students have been involved in a debate with Condell Park Christian School on the topic: "AI is detrimental for students' education and should be banned in the classroom". Our school was given the negative so we were arguing for the use of AI in the classroom. Interestingly, our team won in this debate. They presented some strong arguments for the responsible use of AI as an educational tool assisting both students and teachers. I congratulate them on their success. In trying to keep up with technology, I adjusted a task that I have used previously in Bible Telling when looking at the life of Moses. In the past the student wrote diary entries from the perspective of Moses. This year instead they were tasked with creating a "Fakebook" page (using the classtools.net website) for Moses. Their posts included photos that they took in costume at school. Some of these photos were edited to add desert backgrounds or images of quail and manna. The students were very creative in their development of this task and it was amusing to see a modern twist on this historical account (such as the "hashtags" and "likes" for the posts). Again, this was a reminder of the rapidly changing methods of communication through new technologies.

A highlight of the year was certainly the play performance of *The Centurion*. I can't believe that this was our third time performing this play. You might be surprised to hear that the first time it was performed Jeremy and Amy Echegoyen were the actors (or course Amy was not yet an Echegoyen)! Funnily, the reason why I chose this play for performance was a request from my son, Isaiah. Ever since he was child, he watched the video recording of the last time *The Centurion* play was performed. A highlight for him was the scene between the gladiator and Julius. He has longed for the opportunity to perform that scene. Well I couldn't refuse him his wish and considering that he was in his final year of school it was his last opportunity to perform his childhood dream. Certainly he, Joseph and Reuben performed this dramatic scene with gusto. I commend all of the students for the effort that went into this play performance. It was an impressive and God-glorifying presentation and, as it was captured on film, I'm sure that it will be watched again and again by the next aspiring actors!

Teaching the girls' Bible study each month is definitely such a blessing to me. A new Bible study technique we have been using in the study time is colour-coding. For example, when looking at the account of Hannah we colour-coded words related to: time, location, God's actions, God's name, God's description, Hannah's words/actions, Samuel's words/actions, Elkanah's words/actions, Peninnah's actions, Eli's words/actions, and Eli's sons' actions. This really made us look closely at the text and the words and activities of each individual. I have enjoyed this approach as it reminds me somewhat of a play script. I have always enjoyed drama and textual analysis. I can't help but analyse each character and consider their motivation, thoughts and choices. I like to picture the play unfolding before me as each character says their lines. Of course, the study of God's Word is much more valuable than any play script and the people described are real people in an identifiable historical setting. I praise the Lord for that which He continues to reveal from these Bible studies that is so applicable to my circumstances and our current context. A passage that the Lord really impressed upon my mind recently is Mark 4:24-25: "And he said unto them, Take heed what ye hear: with what measure ye mete, it shall be measured to you: and unto you that hear shall more be given. For he that hath, to him shall be given: and he that hath not, from him shall be taken even that which he hath." The Study Bible that I was using suggested these verses could be paraphrased as: "Give careful attention to what you hear. For according to the proportion of study given God's Word, a corresponding amount of knowledge will be given you, and generously multiplied at that." How true it is that time put into studying God's Word is never wasted, and God graciously reveals His truth to us as we study. How vital it is that we pass on good Bible study tools to those we are discipling.

The final study of the year has focused on the life of Rahab. Something that stood out to me about Rahab was that her faith had an impact upon others. Firstly, she impacted the spies by saving their lives and encouraging their faith in God's defeat of the city of Jericho. This in turn encouraged Joshua to begin his attack immediately upon received the spies report. Her faith also impacted her family. We see that her witness led to the majority of her family being spared from the coming judgement on the city. Many see in

Rahab a beautiful picture of the Church. In like picture she was rescued out of the sin-stained world with a compassion to bring others with her. She would eventually enjoy full status in the family of God alongside Israel.

The year ended with the graduation of five Year 12 students – Phebe, Yui, Adam, Joseph and Isaiah. I am thankful for the years spent with these students and the numerous experiences we have had together. As each one moves on to the next phase of their lives I pray that they will not be led into temptation but delivered from evil (Matthew 6:13). Also, that their lives will be founded upon the solid Rock of the Lord Jesus Christ (Matthew 7:25). I was reminded again of how none of us has control over tomorrow by Isaiah's unexpected bike accident the weekend before his graduation. I am so thankful that the Lord preserved his life in what could have been a much more serious incident. Although set back in completing his Year 12 requirements, he was able to attend the graduation ceremony and testify of the Lord's work in his life.

As a mother of one of this year's Year 12 graduates I am reminded again of how quickly time passes. Isaiah will be my second child to have completed their schooling here at Southern Cross Baptist School. How thankful I am that the Lord has kept the school ministry operating over all these years. We have certainly faced trials and opposition, but we can look back and see that the Lord is faithful. What a blessing it is to continue to disciple the next generation. How wonderful it is to know that God's Word does not change even when everything around us seems to be changing. I am glad that we can place our faith on the solid Rock and know that whatever storms may blow, we are secure.

Head of Primary – Mrs Denise Cronin

It is hard to believe that the school year is almost over for 2025. Much has been accomplished by God's grace. We cannot but praise and thank him for his daily strength and enablement.

We have witnessed many answers to prayer and seen God work in amazing ways. We had been praying for extra help at school. God answered in a surprising way. Firstly, Cynthia Leung came from Melbourne, and then Chris and Samantha Cheung came from Singapore. Mr Cronin retired this year and has also been a blessing with using his time to help at school. We are so blessed to have them now as a part of the school staff ministry team. We should also never forget to be grateful for the staff who have been faithful for many years – Mrs Medina, Mrs Natalie, Mrs Saya Choi, Miss Arellano, Mrs Medina Snr, Miss Hannah, Mrs Yong, Mr and Mrs Searle, Mrs Bo Choi, Mr Oldham, Mr and Mrs Echegoyan, Mr Josh, Miss Claire, Pastor Les and, during term four this year, Mr Hallard and Mrs Audrey.

We began the year by welcoming Jonah Echegoyen and Georgia Stroud to Kindergarten. They have been a welcome addition and are learning their lessons well.

During Term 1, our theme was 'God Created the Sea'. This unit of work was a wonderful learning adventure as we discovered many previously unknown facts about seas and oceans. We learned about the layers of the oceans and the unique creatures who inhabit them. It was interesting to examine shells of different sizes as well as looking at sea water and sand from Cronulla. The older students wrote a poem, researched one animal each, gave a speech on that animal and learned from one another. Together they

examined different tinned fish and tasted them. They cut up a whole smoked salmon and learned about a fish skeleton. Our visit to the aquarium in Darling Harbour was very informative.

Before we knew it, Term 2 arrived. We welcomed Juha and Hamin Shin. It was a joy to get to know them and to teach them about God in our lessons. Sadly, the long distance to school each day made it necessary for them to resume home schooling and we had had to say goodbye, for now.

Each year we study a particular topic relating to Anzac Day. This year, in Term 2, we looked at Indigenous service, specifically the Lovett family who, through several generations, have served their country with honour even though, at times, they were not given the same recognition as non-Aboriginal soldiers.

From those lessons we embarked upon a journey to learn about the Aboriginal people of Australia through a biblical lens. We learned about David Unaipon an Indigenous Christian man whose image is on our \$50 note. Much of their culture and their use of natural resources is amazing. We also learned about the error of their religious beliefs. The students enjoyed various painting opportunities and using Aboriginal symbols to create a Gospel message.

On the last day of that term, we participated in an athletics carnival with Condell Park Christian School. It was an enjoyable end to a busy term.

Our theme work for Term 4 was certainly enjoyed by all of the students and staff. We discovered many wonderful facts about God's wonderful creation in the topic, "Out into Space." The students were fascinated to learn about the planets and other heavenly bodies in our Solar System. We learned a song that was set to classical music to learn about the planets in order. The older students each researched a planet or heavenly body and gave a speech about it. They painted models of planets, wrote poems and watched amazing videos of space exploration. We were blessed to access resources from Answers in Genesis to learn some truths about God's creation and to hear some testimonies from Christian astronauts who gave glory to God for all they had seen in space.

We are now in the middle of Term 4 and it would be fair to say that this term is always the students' favourite term as this is the term when the students prepare for their drama presentation. They have been asking many questions all year about the play, and they are all enthusiastically preparing to present the play, 'The Unlikely Wiseman'. The script was put together by Mrs Searle and Miss Cynthia has been spending hours working behind the scenes. The play tells a wonderful story of the difference Christ makes in the lives of those who follow him.

At the end of this term, we will say goodbye to Mary Bishop, Joandra Medina and Jack Plichta as they graduate to high school next year. We will miss their kindness and helpful ways. We look forward to welcoming 5 new students to kindergarten next year.

We are so very thankful for the prayers and support of the folk at Southern Cross Baptist Church and the families of our students. This precious ministry is only possible because of God's amazing grace. He alone is worthy of the praise and glory. It is a privilege to serve him.

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

NAPLAN Scores Years 3, 5, 7 & 9

In 2025, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2025 results:

Over 75% of students achieved a score in the top 20% range in at least one test. All but one student achieved an above national average score in at least one test. 58% of students achieved an average or above average score in all tests.

In 2024, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2024 results:

Over 50% of students achieved a score in the top 20% range in at least one test. 81% of students achieved an above national average score in at least one test. 50% of students achieved an above average score in all tests.

In 2023, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2023 results:

All but one student had one or more of their scores above the national average. Over 60% had all of their scores above the national average. Over 70% of students had one or more scores in the top 20% range.

In 2022, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2022 results:

All but three students had one or more scores above the national average. 70% of students had one or more scores in the top 20%.

In 2021, all Year 3, 5, 7 and 9 students participated in the NAPLAN assessment.

2021 results:

There were no scores below the middle 60% range. The majority of scores were above the national average with 100% of students achieved at least one score above the national average.

2020 results:

None - In 2020 NAPLAN was cancelled due to COVID19

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

2019 results:

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 ICAS Competitions in the following subjects areas:

- Mathematics
- Science
- Writing
- Spelling
- Digital Technology
- English

Many of the performances were above the average with students attaining several merit and credit 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. The student's ATAR along with their school-based certificates form the basis of their university application.

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

Staff Name	Accreditation Status
Nathan Searle	Proficient
Judith Searle	Proficient
Denise Cronin	Proficient
Mahalia Medina	Proficient
Rachel Arellano	Proficient

A small amount of sick leave was used by staff throughout the year. Other than school conference attendance 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:

TEACHER PROFESSIONAL DEVELOPMENT SUMMARY

NATHAN SEARLE			
Course	Date	Type	Hours
NSW Christian Educator's Conference	10 th – 11 th April 2025	School / service based professional development	12
Principal's Korean Education Study Tour	13 th – 23 rd April 2025	Professional learning communities	45
CSA Principal's Network Gathering	26 th - 28 th April 2025	Professional learning communities	6
CSA National Policy Forum	27 th – 29 th May 2025	Professional learning communities	12
Counselling Conference	24 th – 27 th June 2025	Professional learning communities	18
CMA Webinar – Spacemakers	19 August 2025	Courses	1
CSA Webinar – Shaping AI Use	26 th August 2025	Courses	1
Safe Ministry Check	6 September 2025	Courses	2

CSA Webinar – Digital Wellbeing	7 th September 2025	Courses	1
CMA Webinar – Financial Governance	29 th October 2025	Courses	1
Professional Reading	2025	Professional commitment and leadership	4
Staff meetings	Periodically	School/service based professional development	2
JUDITH SEARLE			
Course	Date	Type	Hours
NSW Christian Educator's Conference	10 th – 1 th April 2025	School / service based professional development	12
Principal's Korean Education Study Tour	13 th – 23 rd April 2025	Professional learning communities	45
Safe Ministry Check	6 September 2025	Courses	2
Turnitin Clarity: Facilitating responsible student use of AI tools while ensuring transparency in the writing process	9 October 2025	Courses	0h 35m
Make G.R.I.T Work: Motivating Students and Teachers for Math Success	17 November 2025	Courses	1
Biblical Principles for Dealing with Trauma	15 November 2025	School/service based professional development	6
Make It Make Sense	17 November 2025	Courses	1
AI as Your Co-Teacher: Reimagining the Mathematics Classroom	17 November 2025	Courses	1
Re-imagining Math with AI	17 November 2025	Courses	1
Word Problem Workshop: 5 steps to turn your math curriculum into a daily problem-solving routine	17 November 2025	Courses	1
From Models to Algebra: Making Math Visual	17 November 2025	Courses	1
Data Minds	17 November 2025	Courses	1
Increase Student Curiosity & Problem-Solving with Info Gaps	17 November 2025	Courses	1
Staff meetings	Periodically	School/service based professional development	2

DENISE CRONIN			
Course	Date	Type	Hours
Integrated Theme Work	2 January 2025	Other	3h 30m
God Owns Music, Understanding Staff Children, Preparing Children for Graduation	4 January 2025	School/service based professional development	1h 30m
Pronoun Acquisition Therapy	26 January 2025	Research-based activities	1
Learning to use an interactive smart board	27 March 2025	School/service based professional development	1
NSW Christian Educator's Conference	10 th – 11th April 2025	School / service based professional development	12
Preparation and research for the unit of lessons on Indigenous soldiers and Aboriginal Australia	15 April 2025	Aboriginal and Torres Strait Islander learning experiences	6
Research and reviewing of student achievements in Term 2	7 July 2025	Other	3
Research and preparation for a variety of stage appropriate lesson content about our Solar System	12 July 2025	Other	3
Safe Ministry Check	6 September 2025	Courses	2
Middle East History	8 September 2025	Further Study	0h 55m
Middle East History	4 November 2025	Further Study	0h 51m
Middle East History	2 December 2025	Further Study	0h 53m
Providing feedback on student learning	29 December 2025	Professional commitment and leadership	4
Staff meetings	Periodically	School/service based professional development	2
RACHEL ARELLANO			
Course	Date	Type	Hours
Getting Your Parents Onboard	12 July 2025	Professional Learning Communities (ACE)	0h 30m
Coaching and Mentoring	15 July 2025	Dealing with Students: Motivation (ACE)	0h 30m
Teaching Musical Skill	17 July 2025	Courses (TTA)	4h 30m
Staff Meeting	21 July 2025	School based professional development	1

God Owns Music	2 August 2025	Other (ACE)	0h 30m
Building a Solid Foundation in Elementary Math Skills	2 August 2025	Further Study (ACE)	0h 30m
Safe Ministry Check	6 September 2025	Courses	2
Staff meetings	Periodically	School/service based professional development	2

MAHALIA MEDINA

Course	Date	Type	Hours
NSW Christian Educator's Conference	10 th – 11th April 2025	School / service based professional development	12
Understanding Autism: What Teachers Need to Know for their Classroom	15 July 2025	Courses (TTA)	3
Engaging Reluctant Learners in the Primary Classroom	21 July 2025	Courses (TTA)	2
Safe Ministry Check	6 September 2025	Courses	2
Staff meetings	Periodically	School/service based professional development	2
BO CHOI			
Course	Date	Type	Hours
NSW Christian Educator's Conference (viewed online)	10 th – 11th April 2025	School / service based professional development	12
Safe Ministry Check	6 September 2025	Courses	2
Staff meetings	Periodically	School/service based professional development	2

STUDENT POPULATION OF THE SCHOOL

In 2025 there were 42 students enrolled across Kindergarten to Year 12. These students are drawn from a large radius across the Sydney and Wollongong metropolitan areas and represent a diverse mix of cultural backgrounds. Southern Cross Baptist School values this diversity which brings a rich appreciation of the value that God places upon each and 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:

Overall Attendance: 96%

Overall Proportion of Students Attending at Least 90% of the Time: 91%

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 were five graduates in 2025. They were all accepted into their first university preferences.

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 2025

- Finalisation of concept phase of new building
- Engagement of architect for construction of new building
- Greater number of students enrolled in private music tuition
- Majority of staff attending our annual NSW Christian educator's conference
- Participation in high school CSSA zone sporting events
- Participation in a combined schools sport carnival for K-12
- More staff employed
- Filtered and cooled water supply for all students
- Installation of full size professional basketball goal

Priority Areas for Improvement in 2026

- Paint murals on outdoor walls to add an extra visual element to the playground
- Add more Scripture verses and character statements around the campus
- Develop an alumni program
- Commence demolition in preparation for construction of new building
- Incorporation of Chalkie AI platform to assist staff in lesson preparation
- Commence membership with ISNSW
- Move to Compass platform for administration and parent communication

PROMOTION OF RESPECT AND RESPONSIBILITY

The ethos of the school has a very significant emphasis on developing respect and responsibility. It is taught and promoted quite 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

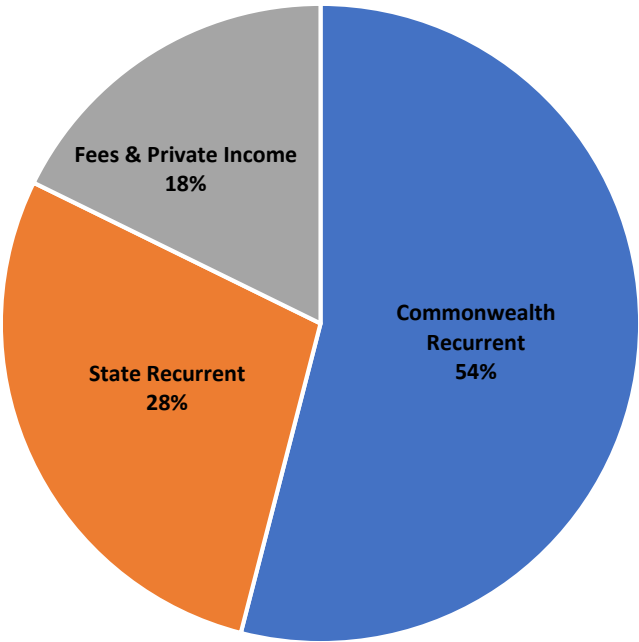
The verbal and written feedback from parents consistently expresses appreciation and commendation for the direction and values of the school. Much of the student population frequently expresses to staff how thankful they are for their school and the staff that minister to them. This is indicated by the large distances (up to two hours each way) that a significant 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.

SUMMARY OF FINANCIAL INFORMATION – 2025

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.

