



# 2022 Annual Report

Inspiring Inquisitive Minds

An Early Learning to Year 12 School  
providing a Christ-centred quality  
education that inspires,  
challenges, encourages and equips  
young people for life at  
school and beyond.

**Inspiring inquisitive minds.**









## Mission Statement

**Southern Christian College is a Christian, faith-based organisation serving the community. The College aims to provide a holistic education that develops a community of learners who are balanced spiritually, intellectually, physically, emotionally, creatively and socially.**

The College aims to develop lifelong independent and cooperative learners through a Christ-centred quality education that inspires and equips young people for life. The College promotes an understanding of, and appreciation for, the teachings of Christ through the Scriptures and His life being foundational to our relationships and practice.

This understanding is demonstrated through:

Partnering with parents and community in the education of children.

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Expressing faith as caring and respectful members of a global community, acting in ways that promote social justice and international mindedness.

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Celebrating the knowledge, goodness and grace of God in creation and salvation.



## Our values



### LOVE

Love is the foundation.



### FAITHFULNESS

Honour Christ.



### COURAGE

In Him we find strength.



### GENEROSITY

Giving out of gratitude.



### COMPASSION

Empathy & care for others.

Inspiring inquisitive minds.

#### Love

##### Love is the Foundation

God's unfailing love motivates us to love others. We want to live at peace with each other and recognise the need to speak the truth with gentleness and respect.

#### Faithfulness

##### Honour Christ

God is faithful to his promises. We seek to honour Christ in every aspect of our daily lives. We strive to act with integrity in all situations, ensuring our words and actions align with our values.

#### Courage

##### In Him we find strength

Jesus remained strong in all circumstances. We persevere through challenges to accomplish worthwhile goals. We want to be humble; always ready to learn from others, reflect on our experiences and to acknowledge when we have made mistakes.

#### Generosity

##### Giving out of gratitude

Grateful for the many blessings God has given us, we want to share these with others. Each of us has individual strengths. When we collaborate, we draw these together to make a positive impact for the community.

#### Compassion

##### Empathy and care for others

God knows our every need before we ask. With empathy, we consider what it is like to walk in someone else's shoes. Living as part of a community, we are interconnected. We build each other up so together we are stronger. We value fairness and justice for all.







# From the Principal

It is with pleasure that I present the 2022 Southern Christian College Annual Report. This is particularly special for me as it is my first as Principal of the College, having commenced in the role in July, 2022.

I want to begin by expressing my sincere appreciation for the Executive team that led the College in the interim period between when Mr Alan Lawson finished his 14 years as Principal of the College and my commencement. I want to particularly acknowledge the commitment of Mr Todd Barker who provided dedicated, caring and stable leadership as Acting Principal.

As I have developed connections with students, families and staff, I have been interested to hear about the aspects of College life that are valued most highly. The dominant message shared with me has been the experience of a caring community in which each person is valued as a unique individual. Students feel as though their teachers know them well and are committed to adapting learning to their specific learning profile. They recognise that the teaching staff put considerable effort into designing engaging learning programs that nurture curiosity and build strong academic foundations.

Students have also expressed their appreciation for the strong connections they have to those within their year group and those across the College as a whole. It has been especially delightful to see positive interaction among students across the primary and secondary years as they pass each other daily or participate in the many College events.

One of the highlights of the 2022 Academic year was the successful re-registration of the College with the Office of Education Registrar for a maximum five-year term. Within the final report, the Registration Officers commended both the College Board and leadership team for their commitment to continuous improvement, with a focus on providing an 'admirable child-focused lens on quality student teaching and learning, staff and student wellbeing.' The report from the Registration Officers also highlighted the dedication of the teaching staff and the positive engagement in learning among the student body.

2022 has also been a year to take stock, to examine in detail the strength and areas for development across the College. A new School Improvement Plan was implemented, with an emphasis on reviewing current practice across the domains of our Christian distinctive, leadership, learning, wellbeing and community. This review phase will inform key priorities for the next stages of College development.

I encourage College families to take time to review the 2022 Annual Report and welcome feedback and questions from our community members.

Kind Regards,

Mrs Jodie Bennett



**Mrs Jodie Bennett**  
Principal

**“2022 has been a year to take stock, to examine in detail the strength and areas for development across the College.”**



# Strategic Plan and Improvement Priorities

The 2022-2026 Strategic Plan was recently released. This informs the development of our Improvement Plan that puts concrete steps in place to achieve our strategic intent. This process ensures the SCC Strategic Plan is not a static 'sitting on the shelf' document, but rather a living expression of the hopes and aspirations of the school community. Although we are only at the end of the first year of the improvement plan, many items in the current plan have already been actioned.

The following summary provides an indication of the areas for strategic development and an indication of those that have been actioned as part of the current stage of the improvement plan.



## Vision and Strategy

We are committed to sustainability, innovation and continuous improvement. Our vision, mission and values are reflected in all aspects of the school's operations.

- Embed regular structures for the review and update of enactment of the strategic plan at staff, leadership and governance levels (commenced)
- Commence a review of current practice across the college ensuring it reflects future proof initiatives for staff and students (commenced)
- Commence a detailed gap analysis across all aspects of school life and integrate into future plans accordingly (commenced)
- Revise vision, mission and values of the school to assure alignment with future direction (complete)

## Governance, Complaint and Risk

We are committed to leading the school through principles of sound governance and embed sound risk and compliance procedures in all facets of school life.

- Develop a comprehensive suite of compliant enrolment policies and procedures (complete)
- Embed annual reflective and training practices in College Board operations (commenced)
- Review school constitution including governance structure and tenures (commenced)

## Learning and Wellbeing

We provide a Christ centred, future ready and values-based approach to the academic care and growth of every student.

- Strengthen all aspects of our distinctively Christian approach (commenced)
- Embed IB methodology and approaches to learning across all facets of K-10 Curriculum (commenced)
- Develop world class offerings for students in Years 11 and 12 reflecting a range of pathways for the future
- Enact a comprehensive review of all approaches to information technology across the college (commenced)
- Embed strong inclusive programs and practices across all aspects of daily life (commenced)
- Develop an annual staff reflection and appraisal process, incorporating rigorous mentoring process for new teachers in their first three years of their careers (commenced)
- Strategically develop a five-year professional learning scope and sequence that reflects our strategic direction
- Diversify extra curricular opportunities across the school (commenced)
- Develop staff capacity to demonstrate data literacy and data reflective practice (commenced)
- Develop distinctively Christian leadership models for staff and students (commenced)

## Facilities, Operations and Finance

We model responsible stewardship of resources to ensure the school has a secure and sustainable future.

- Enact the school's Master Plan (commenced)
- Build the administrative team of the school to provide a timely service to the community (commenced)

## People and Culture

We enable an engaged, innovative and collaborative staff to realise the vision, mission and values of our school.

- Foster leadership pathways and leadership mentoring (commenced)
- Involve all school community members (students, staff, leaders, parents, governance) in a process of recommitment to the school vision, mission and values establishing agreed cultural norms and embedding these norms into daily school life (commenced)
- Develop a structure for meaningful staff and student collaboration (commenced)

## Communications and Relationships

We engage with our families and the global community to share in the meaningful work of realising our shared vision.

- Provide resources and training to support parents in their role (commenced)
- Develop clear structures for student support networks (commenced)
- Build supportive communities for students and staff (commenced)
- Develop meaningful connections with local churches
- Identify and strengthen connections with the local community
- Broaden and extend the relationships with connected schools globally







# Teaching Staff and Governance

## Teaching Staff and Governance

All Southern Christian College teachers hold current registration with the Teachers Registration Board of Tasmania. Our teachers are four or five-year tertiary trained professionals with 44 teachers working across the College with 23 holding full registration.

Provisionally registered teachers are provided support to progress to full registration.

The College completed the transition from an Incorporated Association to a Company Limited by Guarantee in 2022. The Company is a not-for-profit company.

All current Council members transitioned to initial Directors of the new entity in 2022.

The Board Chairman is Adrian McKenna.





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Every student is made in the image of God. He wants you to be fulfilled in life and work, in relationship with Him, with each other, and with the world He made for us to behold and enjoy.



# Professional Learning

All members of the teaching and administrative staff have participated in further professional development in 2022. The staff engage in collaborative whole-school professional learning, specific to the current priorities of the College. They also participate in external programs, to engage with colleagues from other schools and with experts in different areas of education. Learning programs have encompassed a number of areas, including ongoing improvement in curriculum implementation and teaching practice, understanding and teaching diverse learners, fostering leadership development, and support for the health and wellbeing of all within the school. Examples of professional learning programs have included:

<b>Curriculum and Teaching Practice</b>	<b>Health and Wellbeing</b>	<b>Diverse Learners</b>	<b>Leadership Development</b>
TCE Subject-specific Professional Learning	First Aid and Anaphylaxis Training	Differentiating Learning Using Challenging Tasks	CSA FLAME for Female Leaders
PYP and MYP training	Wilderness First Aid	MultiLit (Literacy intervention) training	Independent Schools Tasmania Leadership Conference
Teaching Mathematics and Numeracy, 7-10	Australian Childhood Foundation Safeguarding Children	Understanding and responding to the social and emotional needs of learners	MYP Leadership course
Implementing the Australian Curriculum, v.9.0	Child Safe National Principles training	Inclusive Education and EALD Network events	
Data Literacy training	WHS Networking & Training	A Practical Guide for the Classroom: How to Identify and Support Students with Dyslexia	
Careers Education		Terrific Teaching Teams: Key Focuses of this Important Work	
Implementing Inquiry Learning		Writing High Quality Practical IEPs/ILPs	





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The Primary students at SCC had an engaging and productive year.



# Primary Overview

The Primary students at Southern Christian College had an engaging and productive year at the College. Learning occurred in classrooms, through outdoor programs and as students travelled to experience learning opportunities in various other locations.

As an IB school, our desire is to see our students develop the attributes of the IB Learner Profile, which include becoming inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Along with these attributes they also develop skills in researching, thinking, communicating, self-management and social skills.

To enable effective learning and skills development, our capable teaching staff began the year using updated planning proformas for English and Mathematics. These planners facilitated more in-depth planning across the term and supported effective integration across other Key Learning Areas, particularly with our Units of Inquiry. The planners provided a stronger differentiated approach to learning, ensuring we catered for the diverse needs of learners. Each planner enables explicit goal setting for those needing extension and those who require reinforcement of key skills and understandings.

The Primary students were well supported by caring Teacher's Aides. They provided support in the classroom with small groups and also ran programs such as Primary RISE, social thinking groups, Writing and Mathematics extension groups and MultiLit programs, all to work towards students reaching their full potential.

Students also appreciated active outside learning experiences including the camping program, excursions and in-school activities. The Grade 6 students capably led the Move Well program three times a week, facilitating games, skills and outdoor activities to keep the students physically fit and learn important teamwork skills. Our students enjoyed the Primary Athletics and Cross-Country Carnivals and representatives were sent to the Huon Channel carnivals to participate in these combined school activities. Students also participated in swimming lessons at the local pool and gymnastics at the local sports centre.

Our Units of Inquiry across the Primary form the stimulus for excursions, to provide real life experiences and hands on contextual learning. Kinder ventured out numerous times to the Royal Botanical Gardens, the Sustainability Centre and visited Bunnings. Prep visited the Bonorong Wildlife Sanctuary to further explore needs of living things. Grades 1 to 5 visited the Tasmanian Museum and Art Gallery at various times throughout the year and participated in specialist programs related to their Units of Inquiry. Camps were a highlight for Grades 4 and 5 who went to Camp Woodfield and Grade 6 who went to Spring Bay Mill and Maria Island. Grade 6 were also commended for their Unit of Inquiry work, which they displayed during the Grade 6 IB Exhibition. It was viewed by families and fellow Primary students, as well as staff and students from a fellow IB school in Hobart.

The year concluded with our Celebration events, where each class performed onstage for families and friends. Awards were presented and all students were congratulated for the efforts they made during their year of growth and learning.





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Secondary students enjoyed an engaging set of learning experiences providing various opportunities for our diverse student cohort.



# Secondary Overview

In 2022, Secondary students enjoyed an engaging set of learning experiences providing various opportunities for our diverse student cohort. Personal Project and Service In Action, both place the onus on students to be more self-directed in their learning. The 9 QUEST Program continued to provide a unique learning platform where students can participate in a range of life learning and experiential activities not available in the classroom. The Enrichment Program provided a 2-day diverse set of hands-on experiential activities on and off-campus for all students.

Extra-curricular experiences have included multi-day camps in all grades from 7 to 12. Students have also participated in swimming, athletics, and cross-country carnivals, and represented our School at SSATIS and Tasmanian All Schools Championships. During 2022 we also saw our Arts and Design students participate in our annual SCC Arts Showcase Night and we introduced our lunchtime Arts Soirees - Performer to Performer.

Students had the opportunity to engage in several wellbeing programs. Grade 10 participated in a Respectful Relationships training seminar and Grade 7 families participated in an important webinar: On the Same Page. Our Grade 10 students viewed an online presentation from Drug and Alcohol Education Supporting Youth (DAESY) and our Secondary cohort came together to join with many other Secondary schools nationally to experience the Stand Tall event.

We have adopted a proactive student agency and student voice approach and have reinstated a Student Representative Council, with elected student members from all Grades. Our Doulos student group continued to serve the school, local and global communities by fundraising and advocating for a range of causes.

We connected with Mustard Schools who work to encourage and equip Christian students in schools to spread the life-changing gospel of Jesus by leading student-run lunch time groups. This saw a wonderful weekly bible study being established and led by some of our our Grade 9 and 10 students.

SCC was delighted to send two of our Grade 9 students to Parliament House to participate in Stepping Up which is a young women's leadership event hosted by the Tasmanian branch of the Commonwealth Women Parliamentarians.


School Registration provided an opportunity to evaluate several of our policies and procedures, and to design and implement changes to better reflect our School in 2022, and the changing requirements from regulatory authorities. Our student behaviour and discipline policy and accompanying flowchart was remodelled based on a new matrix of various behaviours, and this has provided more clarity and clearer consequences.

Secondary School staff have engaged with the ACARA V9.0 curriculum changes through online professional learning. Professional Learning opportunities for our staff have also focussed on enhancing our teaching and learning practices. We also implemented a new proforma which records our Scope and Sequence, Weekly Planners and Assessment documentation. This has been particularly useful and critical as we teach the IB MYP curriculum and the Tasmanian Certificate of Education in our Senior Secondary years. The change from the Grade 11 and 12 IB Diploma Program to the Tasmanian Certificate of Education saw our first Year 12 graduating class in 2022.

# Learning Enhancement

## Focus Areas for 2022 - 2023

The main focus for the Learning Enhancement team continues to be working in close collaboration with students, families and teachers, to plan and implement adjustments that best meet the specific needs of individual learners. Ongoing communication between home and school ensures we can continue to adapt provisions for students as they grow and develop. Following is a summary of the areas for improvement in 2022.

- Literacy assessments implemented for all Prep-Grade 6 students, to monitor student progress and identify specific needs
  - Development of a data collection and monitoring strategy for literacy and numeracy development
  - Development of a resource bank of EALD (English as Another Language or Dialect) teaching resources and participation in IST EALD Networking days
  - Regular extension program for Grade 1-7, including literacy groups and participation in competition and challenge events
  - Purchase, set up, and development of a sensory area with materials for use by students when needed for self-regulation
  - Development and implementation of weekly Social Thinking programs for a variety of age groups, with Scope and Sequence and resources Groups for students in Prep-Grade 3, Grades 4-6, and Grade 7
  - Ongoing professional learning in ILPs, Importance of Documentation and Evidence in regard to NCCD, Trauma Informed Practice
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## Learning Enhancement Programs

The Learning Enhancement team also continued to revise and refine the supplementary programs offered to students. Following is a summary of the broad suite of groups and activities available to diverse learners, across the full range of ability.

### Primary

1. MultiLit
2. Reading Fluency Program
3. Numeracy Support Program
4. Extension Maths Group
5. Extension Reading Group
6. Extension Writing Group
7. Primary RISE (Raising Independence through Support and Education)
8. Social Thinking Program
9. Nature Time
10. Sensory Program
11. EADL Support

### Secondary

1. Secondary RISE
2. Fluency program
3. Extension literacy program
4. FUSION Mentoring Program
5. Foundational and Maths Support Groups
6. Social Thinking Program
7. Writing Skills Support Group





PP presentation  
- notes  
- release  
to meet 4 lines

Culture  
- Stages of Disruption  
- Stages of Disruption  
Culture in Culture  
- Initial stages of Disruption  
- Response - Disruption





# Student Achievement

Students achieved across a range of criteria and measures. While standardised testing does not measure the full extent of a child's educational achievement, they do indicate progress in core areas of learning.

NAPLAN results for 2022 reflected positive learning outcomes across the College. The percentage of students at or above the national minimum standard were:

## Grade 3

Reading	100%
Writing	95%
Spelling	100%
Grammar and Punctuation	100%
Numeracy	100%

## Grade 7

Reading	97.7 %
Writing	97.7 %
Spelling	93.2 %
Grammar and Punctuation	93.2 %
Numeracy	100 %

## Grade 5

Reading	100%
Writing	97.1 %
Spelling	97.1 %
Grammar and Punctuation	100%
Numeracy	100%

## Grade 9

Reading	98 %
Writing	88.2 %
Spelling	98 %
Grammar and Punctuation	90 %
Numeracy	96 %

## TASC Results

In 2022 Southern had a total of 6 students within the Senior Secondary year group; 4 students studied Year 12 TCE courses, and 2 students studied TCE courses in Year 11. Fourteen TCE courses were offered and all students fulfilled the course requirements.

Results	Exceptional Achievement EA	High Achievement HA	Commendable Achievement CA	Satisfactory Achievement SA	Preliminary Achievement PA	Duke of Edinburgh Bronze Award
	1	1	15	6	1	3

Post Grade 12 destinations for graduating SCC students:

- University of Tasmania offers - 100%
- TAFE - 25%
- Apprenticeships - 0%
- Employment / Gap Year - 75%

# Satisfaction Survey

During September 2022, students from Grade 2 - 12, parents and staff were asked to respond to a school satisfaction survey. A summary is provided below.

## Parent

Key Reasons for Selecting the College	Christian education Caring, supportive environment Location
Strengths of the College	Christian education Caring environment Providing interesting and engaging learning experiences for students
Areas for Improvement	Senior Secondary Program Extra-curricular activities Management of student discipline
Highest responses to statements about the College	My child feels safe at school My child's teachers are encouraging and supportive My child's teachers cater for their academic level I feel comfortable contacting the College if I have a concern



## Student

Key Reasons for Parents Selecting the College	Christian Education Good quality education Location
Strengths of the College	Using technology to make learning interesting and relevant Class and School size Sense of community
Areas for Improvement	Management of Student discipline Suitable open spaces Extra-curricular options

## Teacher

Strengths of the College	Christian vision, mission and value Collaborative teaching environment Pastoral care of students College leadership
Areas for Development	Student leadership Implementation of the IB MYP Use of the Managebac learning platform

# Student Attendance

The average rate of attendance for students from Kindergarten to Year 12 was 85.28% of the total number of students enrolled in the 2022 academic year.

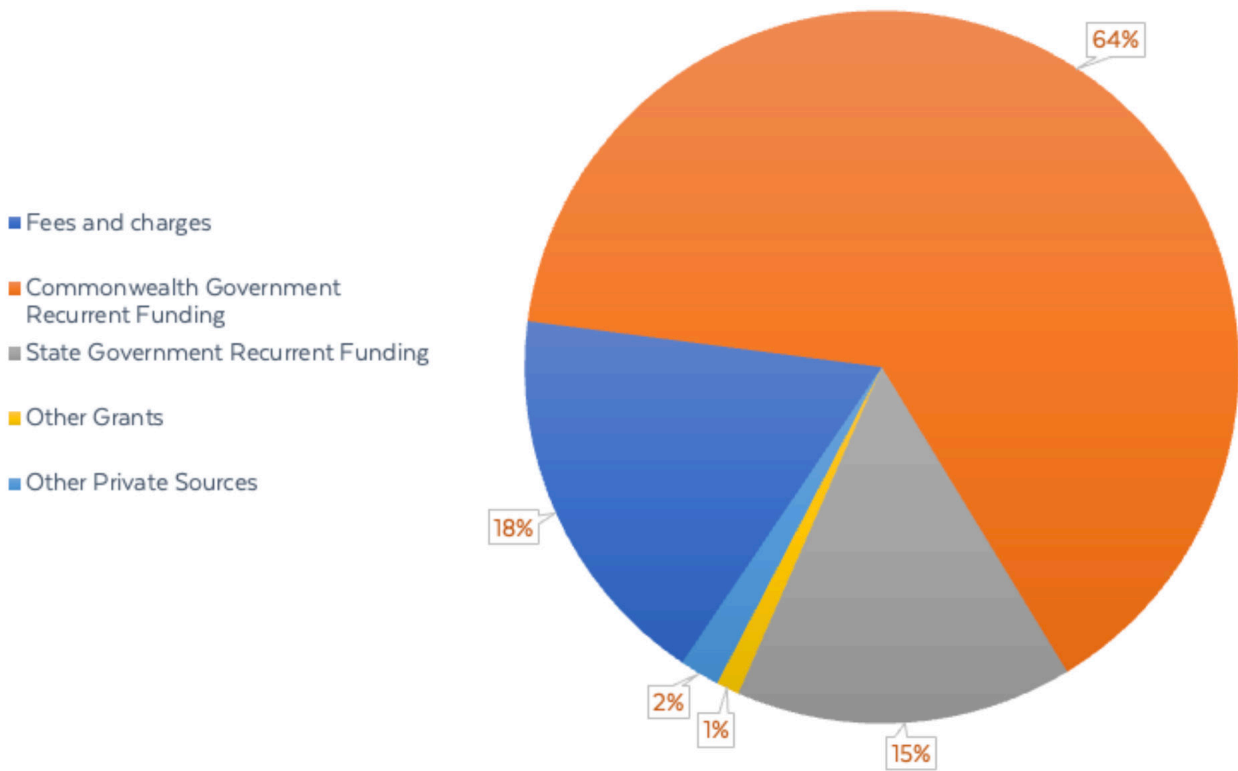




# 2022 Finance Snapshot

## 2022 Finance Snapshot

Operating Income	\$	\$ per student
Fees and charges	1,286,068	3,280
Commonwealth Government Recurrent Funding	4,690,154	11,962
State Government Recurrent Funding	1,114,432	2,842
Other Grants	76,217	194
Other Private Sources	132,802	339
	<b>7,299,672</b>	<b>18,617</b>





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