

Annual Report:
Educational and Financial Report
2017

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FROM THE CHAIRMAN OF COUNCIL

Shellharbour Anglican College has once again been blessed with passionate servant leadership and highly qualified and committed teaching and administrative staff. They have contributed enormously to the curricular and co-curricular activities and have continued to develop the academic focus and Christian ethos that has been established and continues to thrive at the College.

The College continues to be highly regarded in our local community, with an excellent reputation for the pastoral care of students, appropriate disciplinary standards, and strong academic results. Unfortunately, we again experienced lower than forecast enrolments in 2017 due primarily to the employment volatility within our community.

During the first half of 2017, senior staff of The Anglican Schools Corporation (TASC) completed a financial review. The outcome has been very encouraging for the College and the recommendations support initiatives by the Head of College for a fee freeze for the next 3 years, and an increase in the sibling discount. Additionally, the Corporation has undertaken a debt restructure that will provide greater stability to the operational budget over the next 10 years. These initiatives together with a review of support staff will safeguard the College's long term financial future and will enable the College to continue to achieve outstanding educational and pastoral care outcomes, while improving affordability.

The College also recognises the value and support of The Anglican Schools Corporation for human resources, governance and financial oversight, and looks forward to another highly successful year in 2018 as we serve our Community and maintain focus on our Core Values of ***Faith, Wisdom, Compassion and Respect*** and our Mission of ***“In Christ alone we are building a learning community, dedicated to excellence and equipping to serve.”***

Mr Rob Aubin
Chair of Council



SCHOOL CONTEXT

The College is a member school of The Anglican Schools Corporation (TASC) and opened in 2004 with 93 students from Kindergarten to Year 7. Our first Year 12 cohort graduated in 2009 when the College population was 510. We expect to grow to a community of over 900 students.

Our aim is to be financially accessible to the local community and for that reason TASC undertook a thorough financial review of the College and examined both historical and future data. The most significant outcome of that review was to enable the College to freeze fees at the 2017 level for 2018 to 2020. Using demographic data TASC have recalibrated our affordability and shown that we are already seeing a benefit to current and future families. Importantly this has been achieved without compromising any educational activities and has included ongoing investment in facilities, infrastructure and educational programs.

Our students are drawn from Berry in the South through to Thirroul in the North which indicates that our reputation fosters confidence beyond our local area. We aim to provide a comprehensive education to our students that include opportunities to develop individual abilities and talents both in and out of the classroom setting. Academic excellence is fostered in the classroom while students outside the classroom are challenged, through House groups, to be outward looking, through a variety of charities and activities that are supported, either through fund raising or through personal involvement.

Mr Tony Cummings

Head of College



SCHOOL PERFORMANCES IN STATEWIDE TESTS AND EXAMINATIONS

We continue to build a strong academic tradition while remaining committed to the provision of quality educational experiences to a broad cross section of students. In 2017 our Year 12 cohort of 60 students was an increase of 14 candidates from the previous High School Certificate (HSC). Individually there were some very encouraging achievements across a range of subjects. In public examinations in the junior years, particularly NAPLAN, we encourage all students to participate and this is reflected in our results.

Our ninth Year 12 cohort sat for the HSC in 2017. Sixty students sat the HSC, 85% of whom were students of the College from Year 7. A group of these students received learning support for the six years that they attended the College and their successful completion of the HSC is a credit to both students and staff. The pleasing improvements made by individuals and reflected in faculty areas is an indicator of the hard work of the students and the commitment of the staff. The following achievements are noteworthy:

- Eight students were in the HSC Merit List in six subjects areas.
- We also estimate that 32% of our students achieved ATARs over 70.

Year 12 graduate destinations:

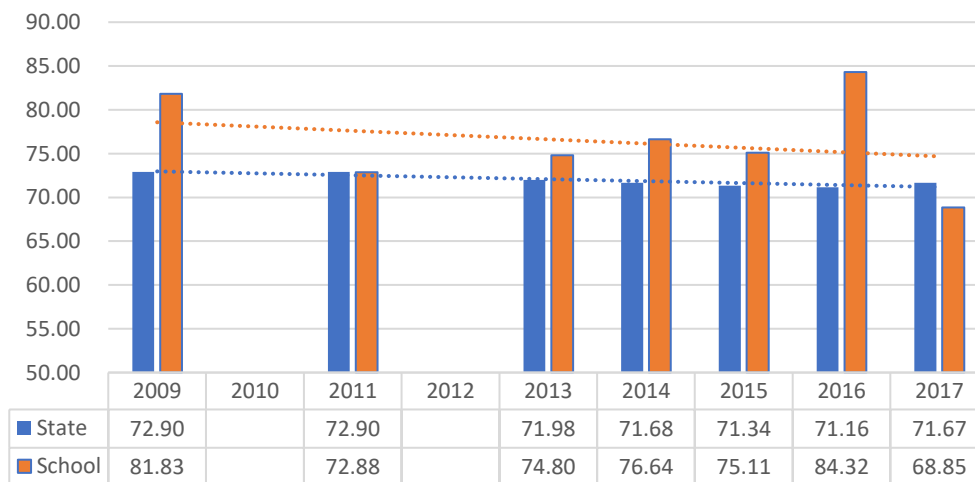
These have followed the trends apparent over recent years

- University: 70%
- TAFE or similar tertiary training: 13%
- Workforce: 17%

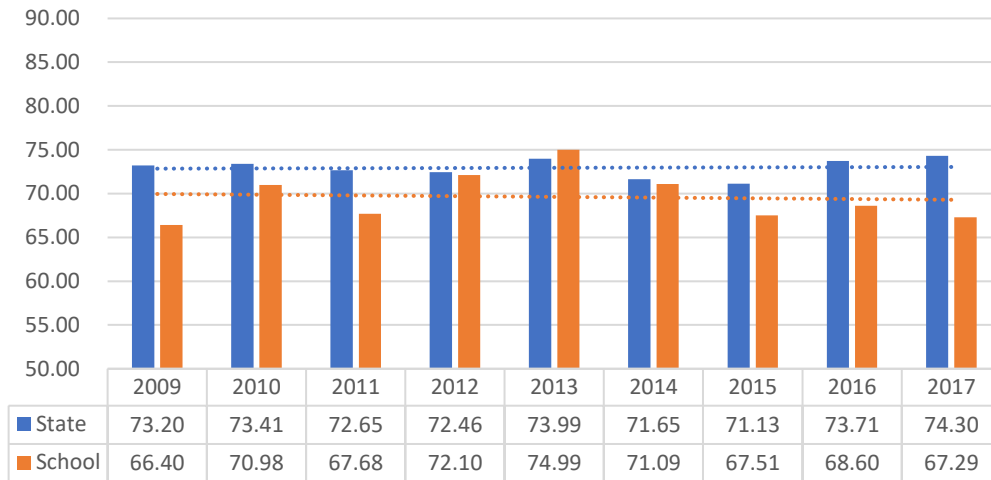
The following graphs show the performance of our students in the HSC since our first cohort in 2009. Fluctuating cohort sizes (ranging from 26 to 60) impact averages and will continue to do so until we settle into a consistent pattern. On occasions, a downward trend for the average mark simply reflects a growing cohort. Where no data is shown, that subject was not offered in that year.

Following each year, HSC Coordinators undertake an analysis of the cohort's performance in each subject using the RAP (Results Analysis Package) program provided by NESA. Meetings with individual coordinators, the Head of Senior School, Coordinator of Teaching and Learning and the Head of College carefully consider individual and cohort results to determine trends, interpret results and, where appropriate, consider future practice.

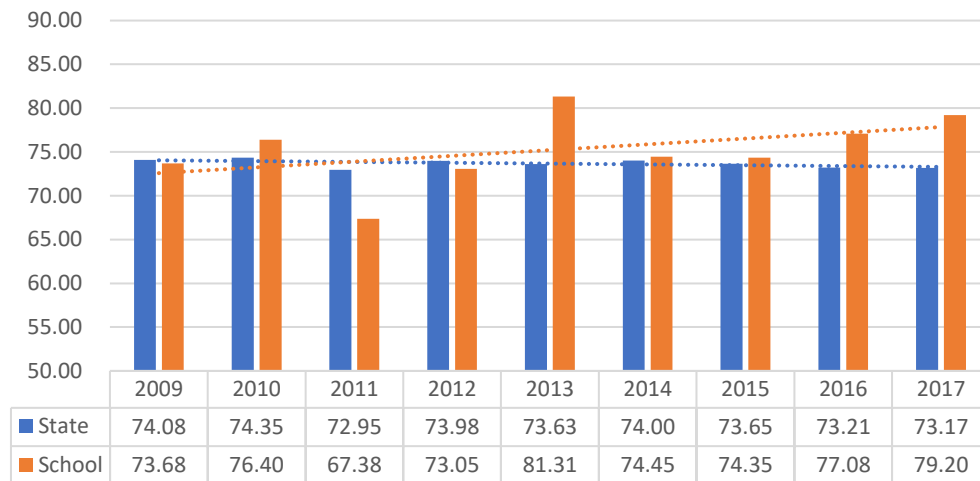
Ancient History 2 unit



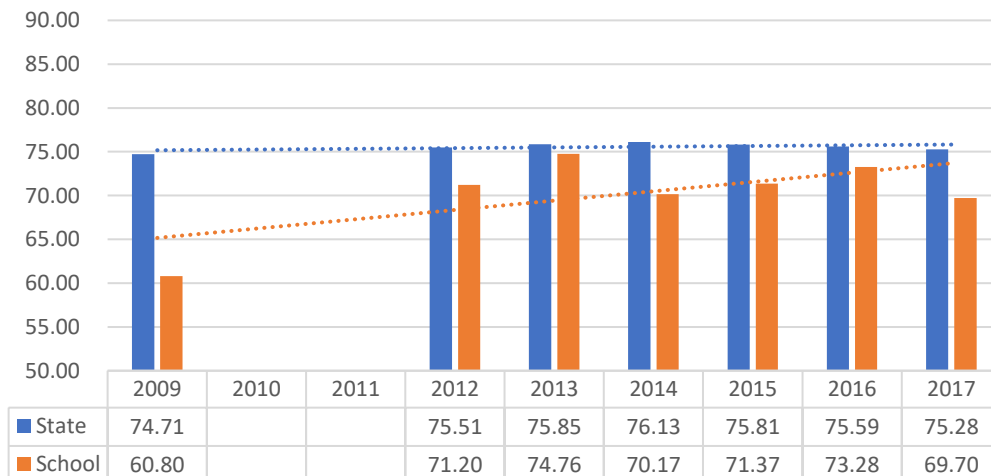
Biology 2 unit



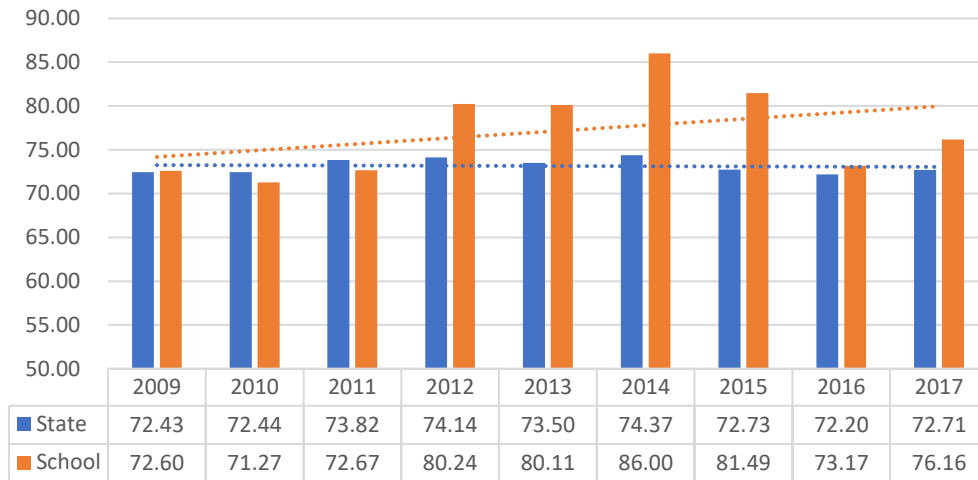
Business Studies 2 unit



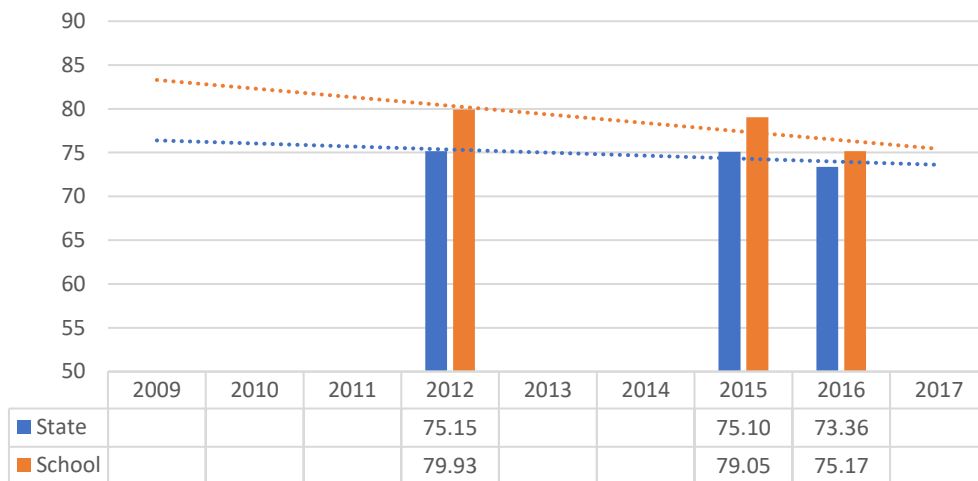
Chemistry 2 unit



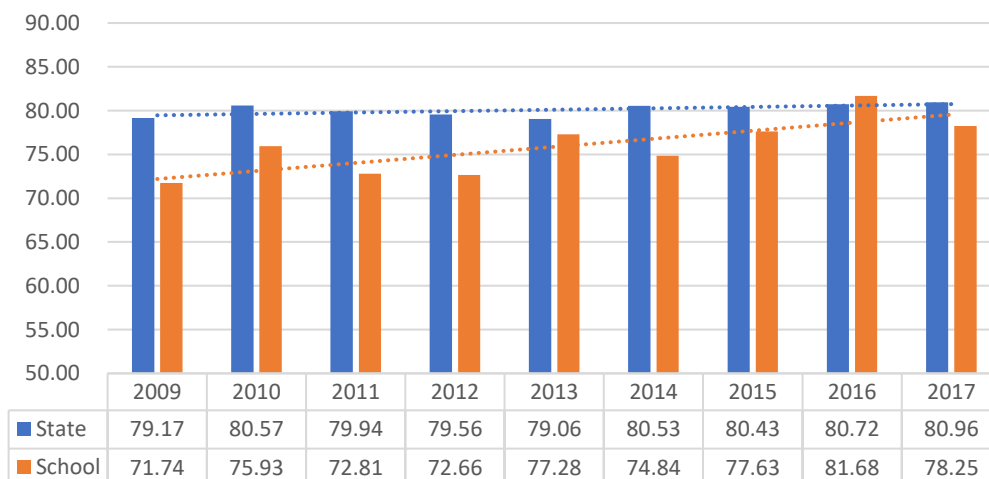
Community and Family Studies 2 unit



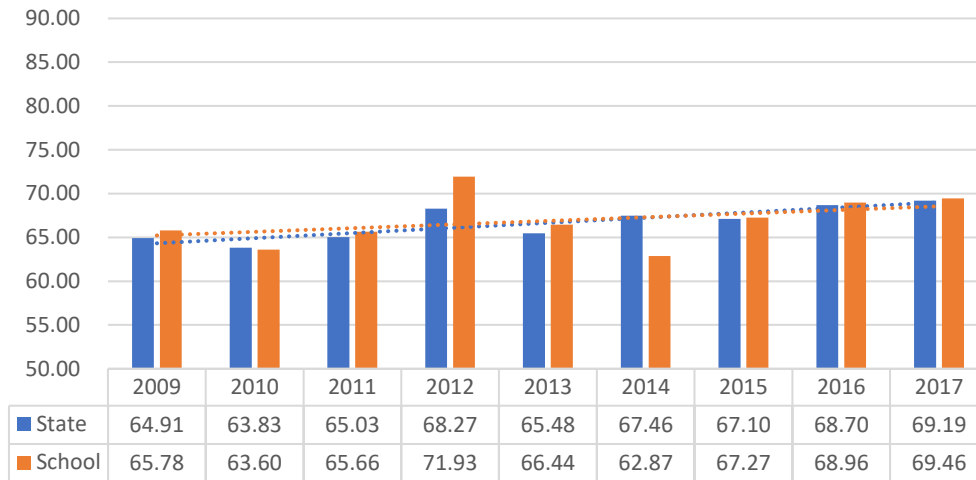
Earth and Environmental Science 2 unit



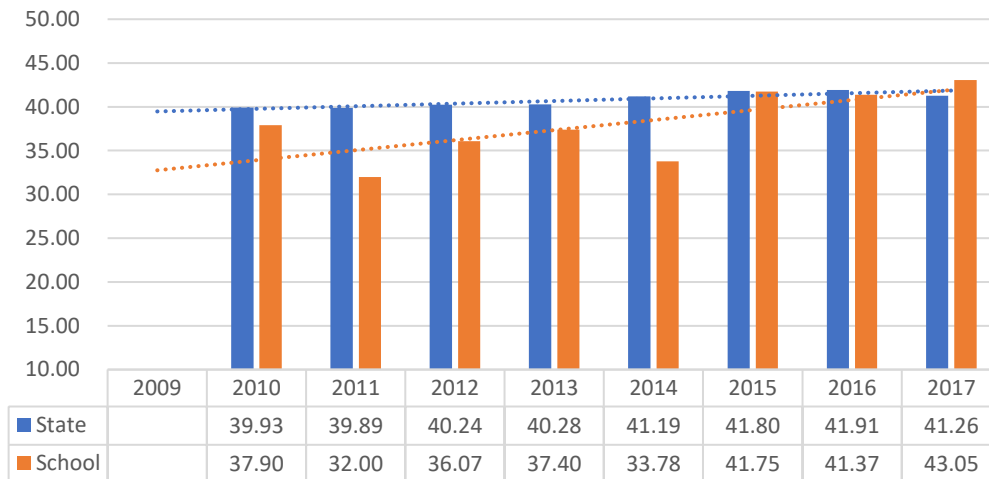
English (Advanced) 2 unit



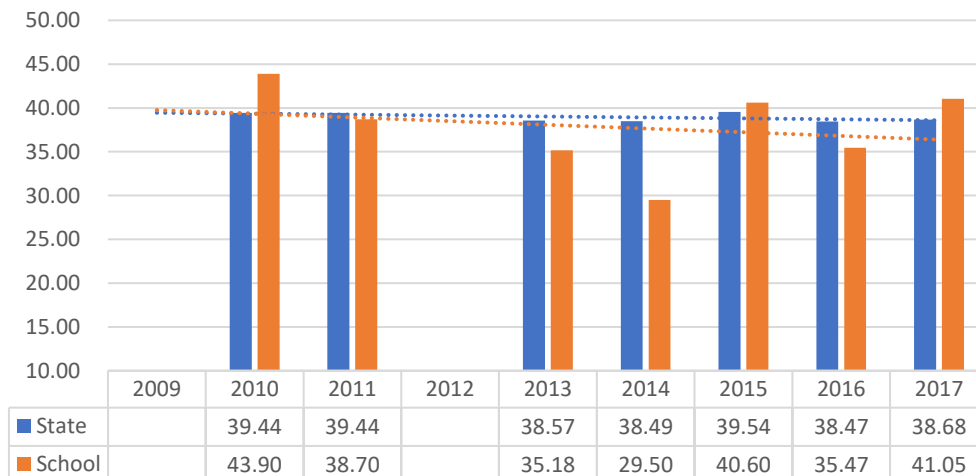
English (Standard) 2 unit



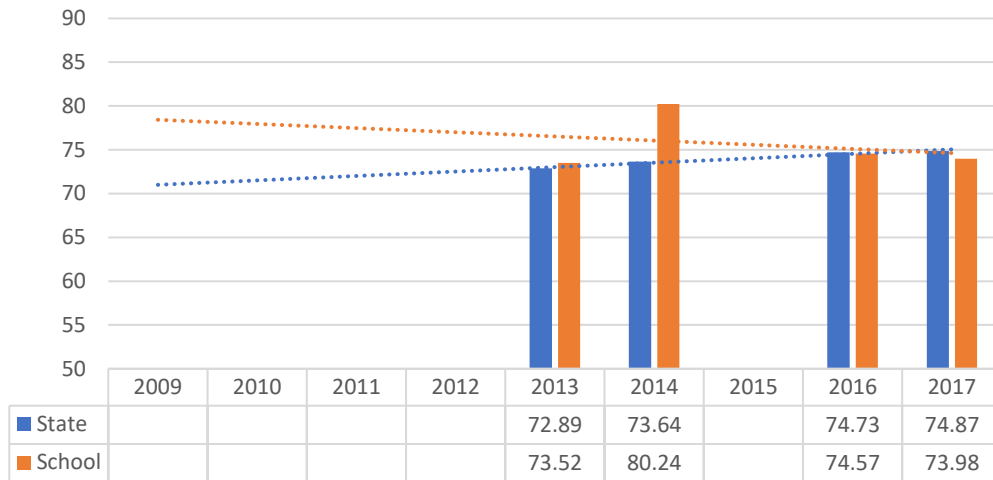
English Extension 1 1 unit



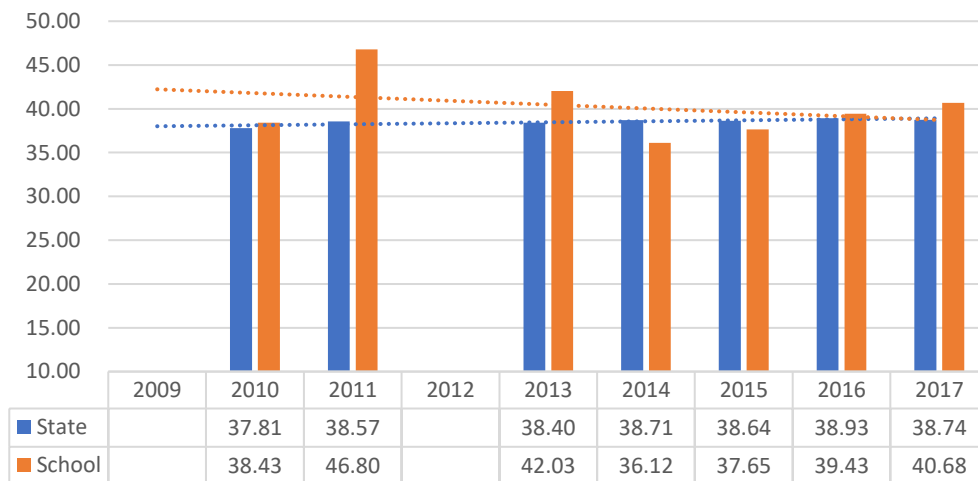
English Extension 2 1 unit



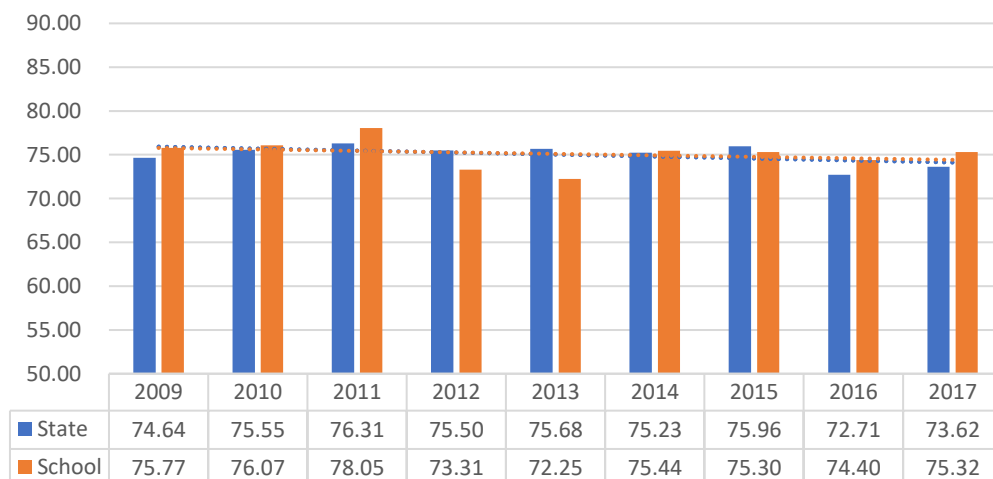
Geography 2 unit



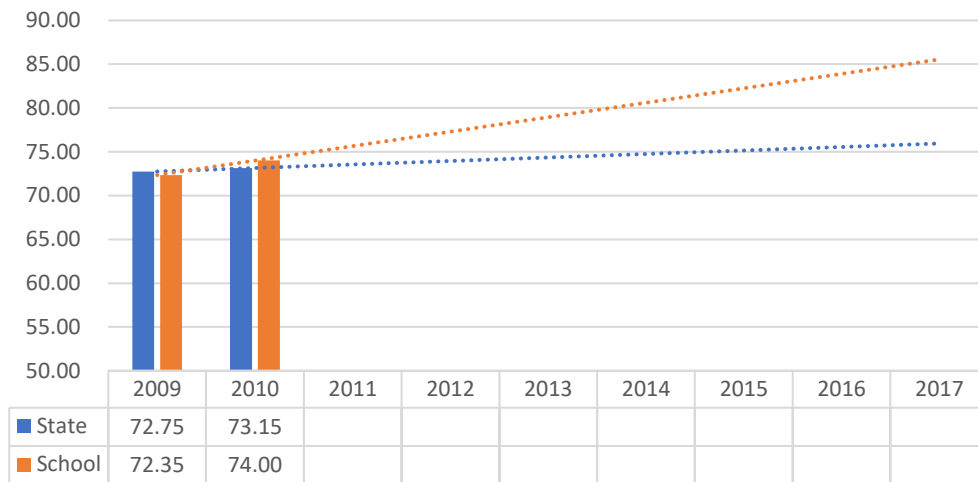
History Extension 1 unit



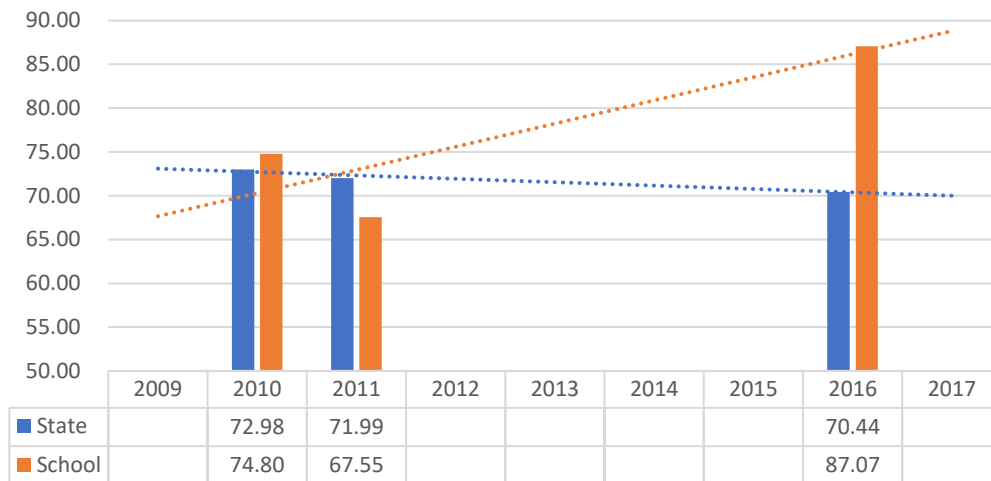
Hospitality Examination (Kitchen Operations)



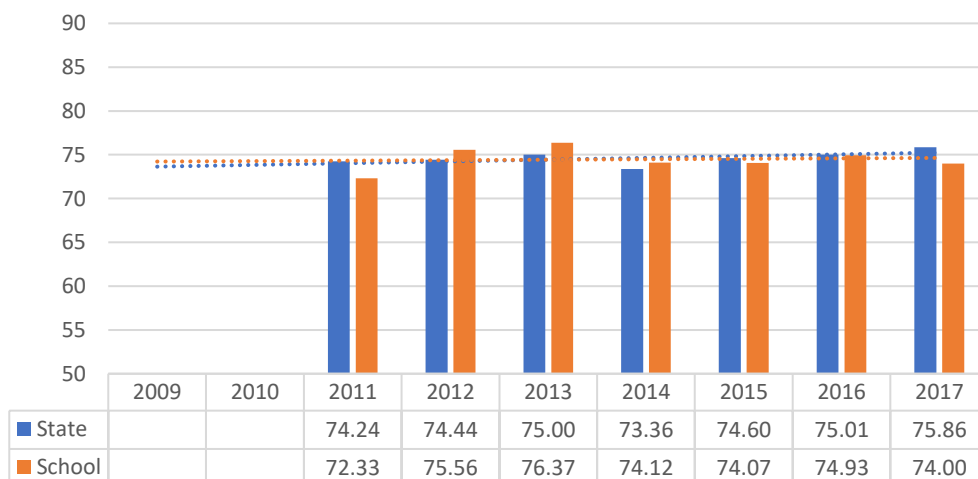
Information Processes and Technology



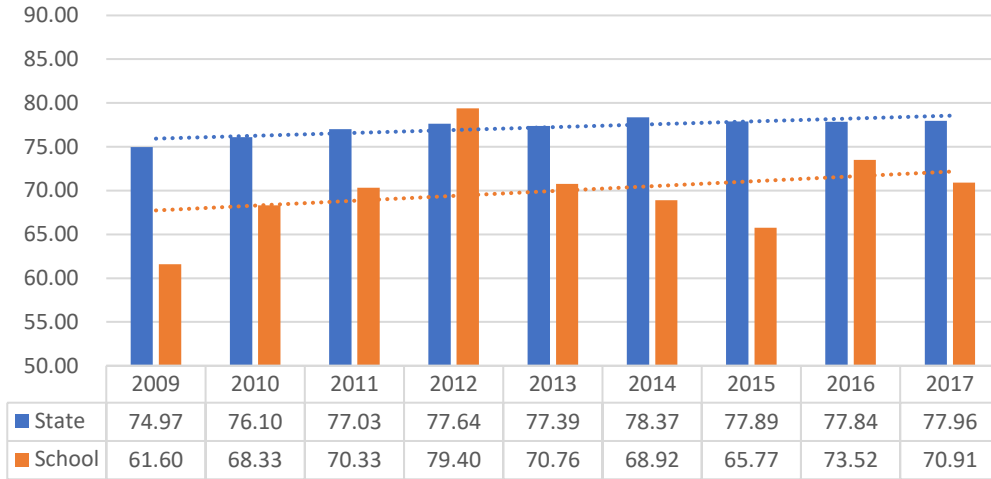
Italian Beginners 2 unit



Legal Studies 2 unit



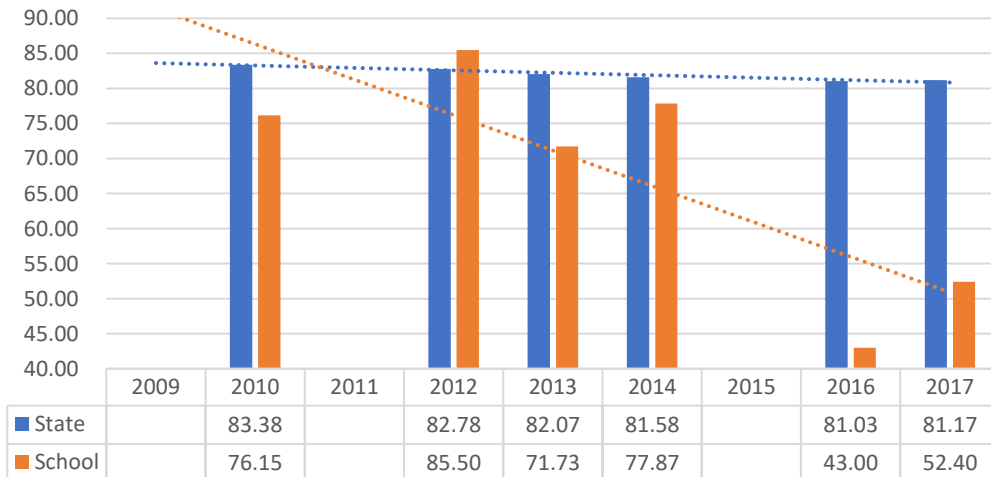
Mathematics 2 unit



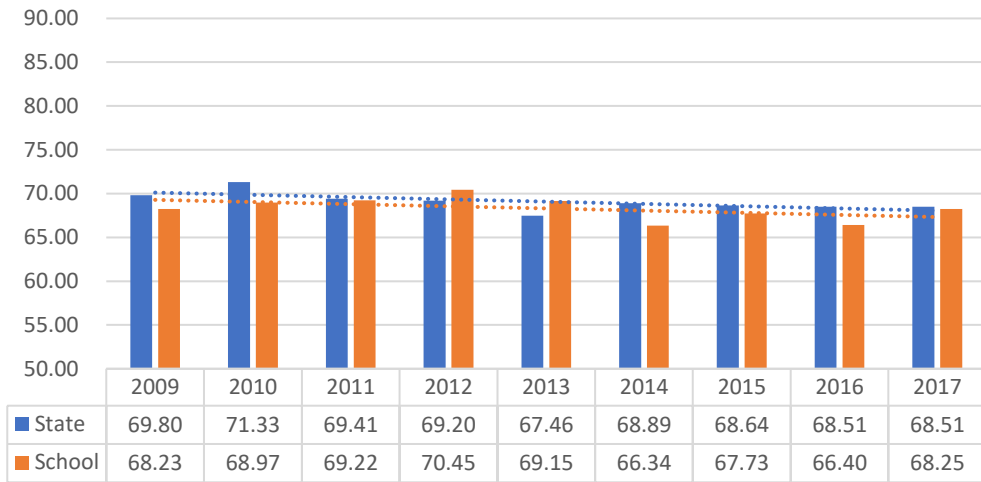
Mathematics Extension 1 2 unit



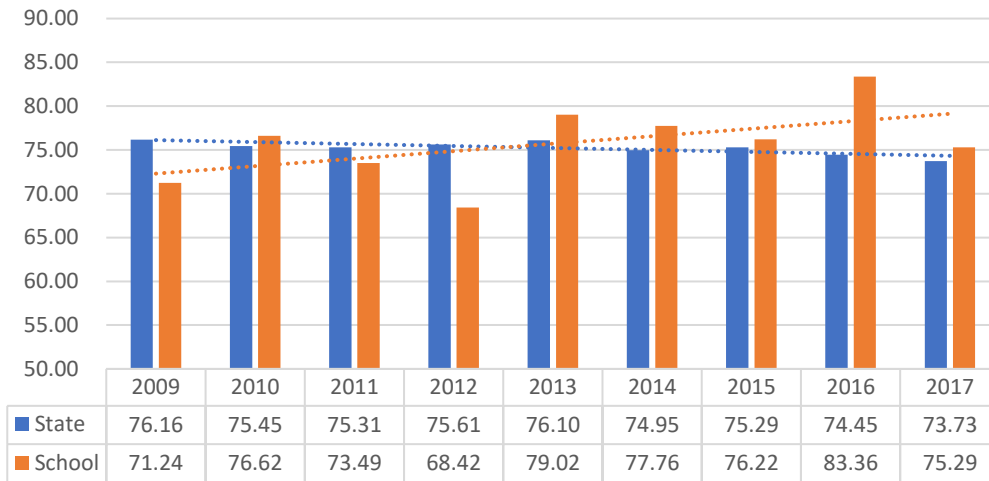
Mathematics Extension 2 2 unit



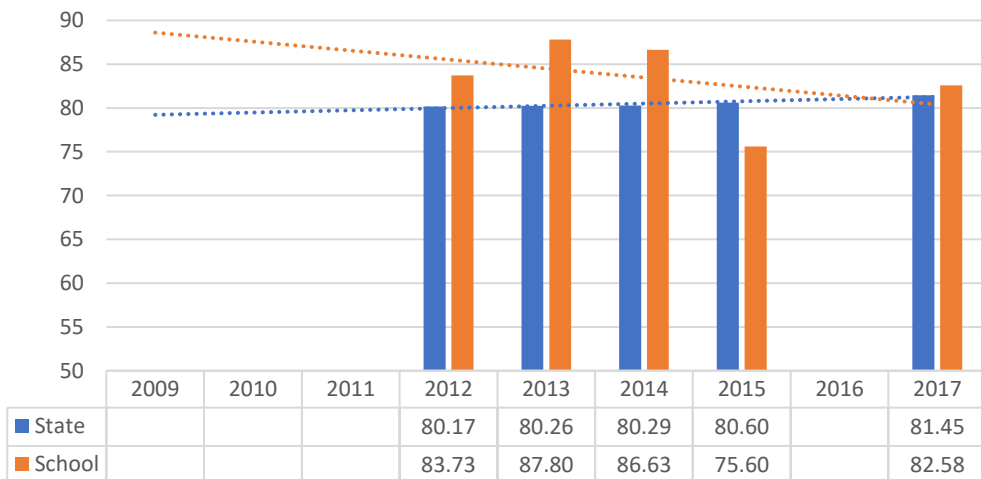
Mathematics General 2 2 unit



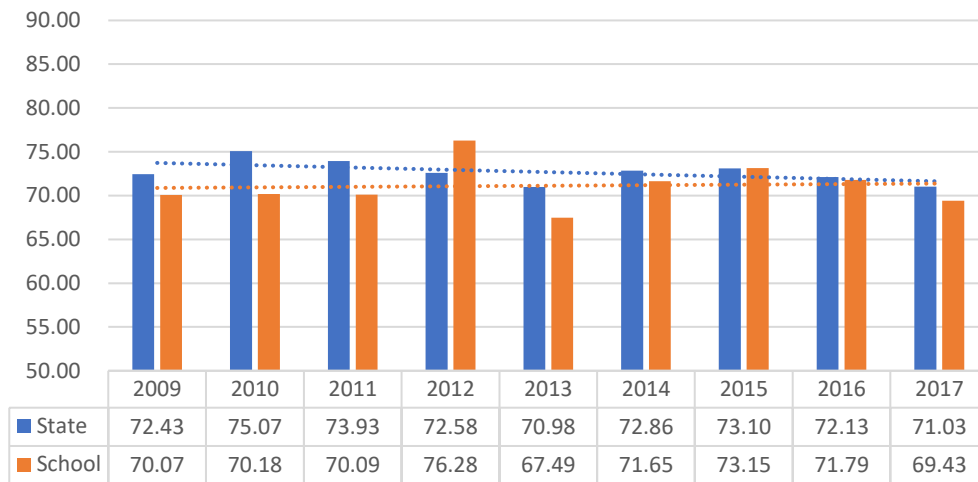
Modern History 2 unit



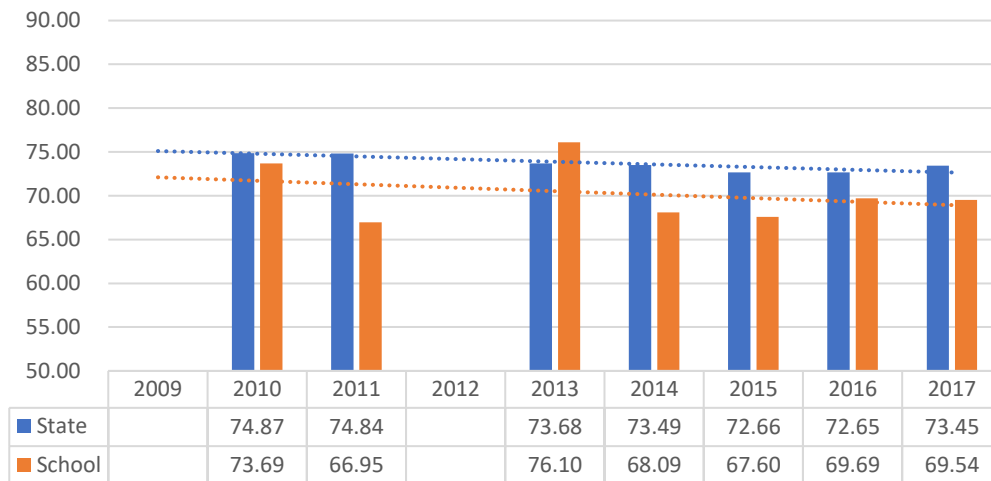
Music 1 2 unit



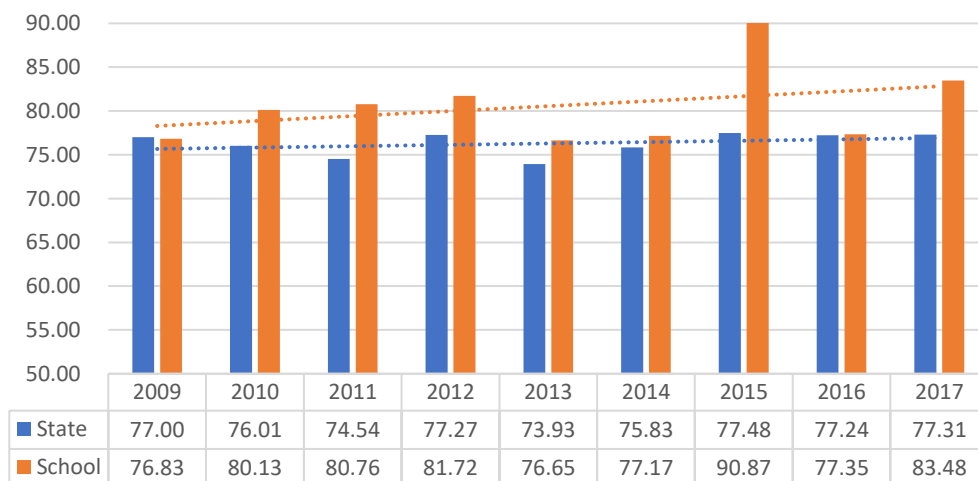
Personal Development Health and Physical Education



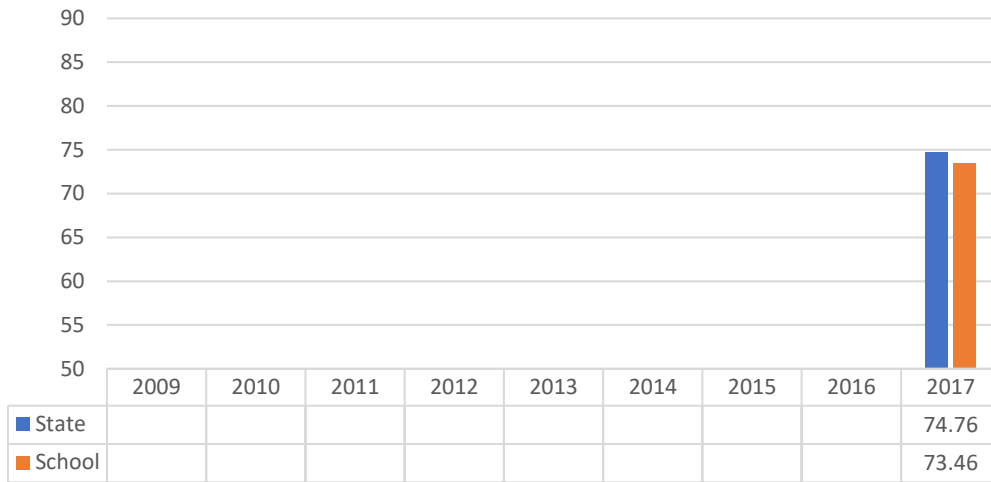
Physics 2 unit



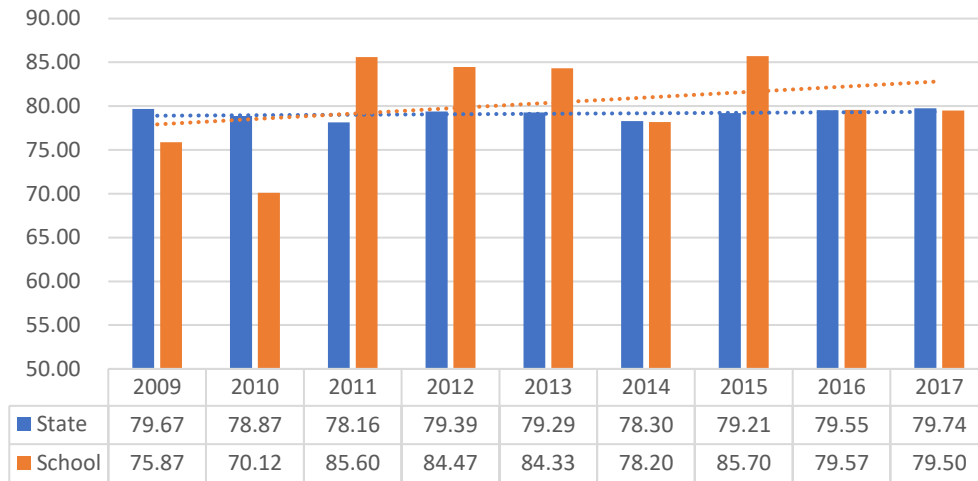
Textiles and Design 2 unit



Tourism Travel and Events Examination 2

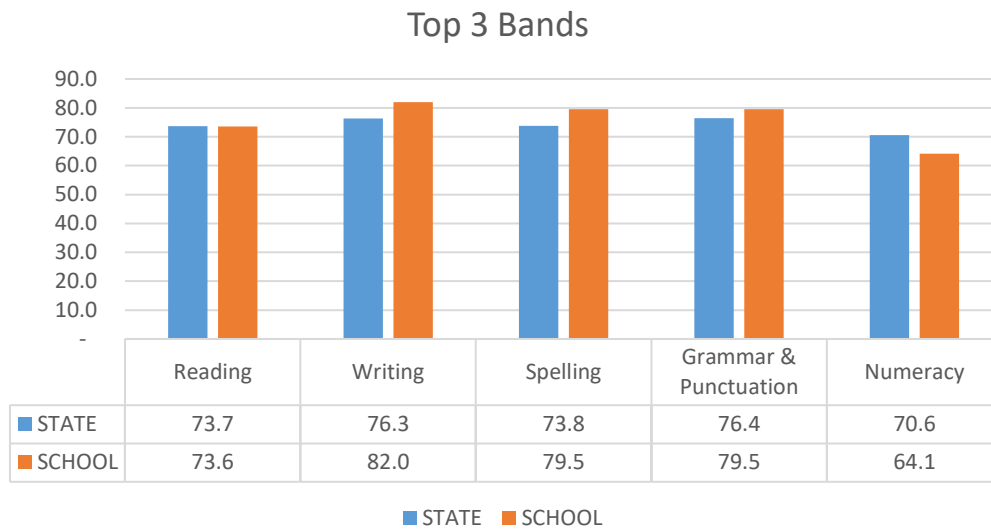


Visual Arts 2 unit

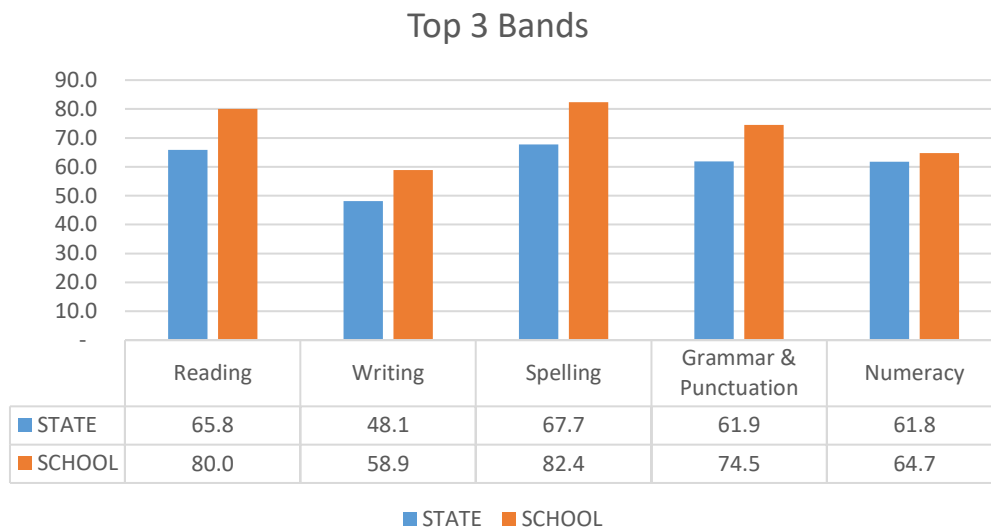


LITERACY AND NUMERACY ASSESSMENTS (NAPLAN) IN YEARS 3, 5, 7 AND 9

YEAR 3

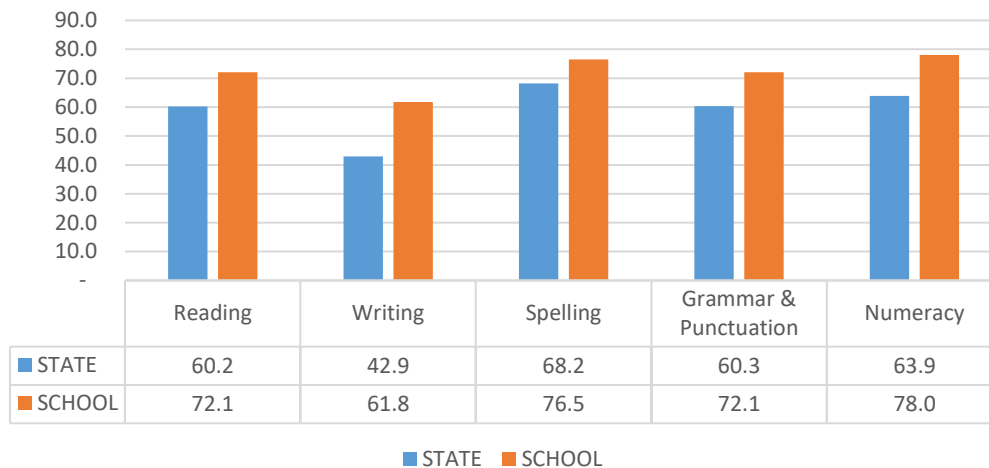


YEAR 5



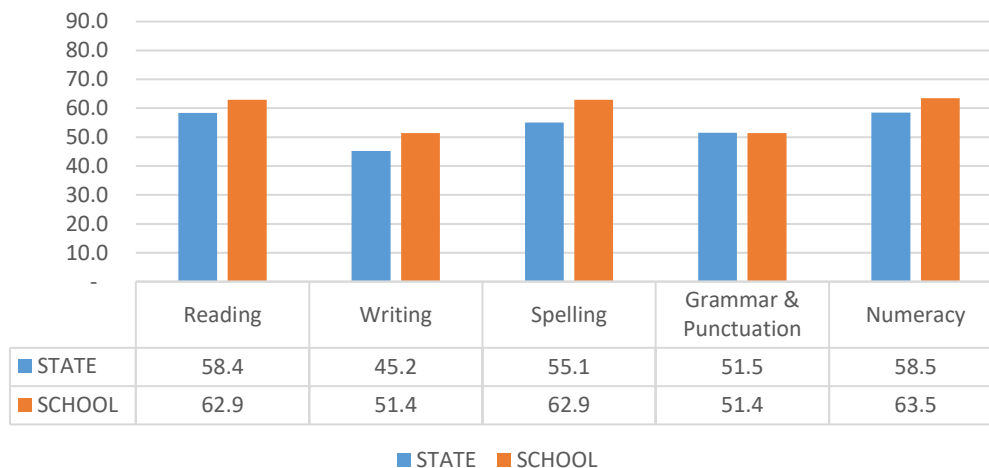
YEAR 7

Top 3 Bands



YEAR 9

Top 3 Bands



The preceding tables reflect encouragingly on the teaching and learning at the College. A significant proportion of students are involved in the learning support program and individual results confirm the progress these students are making. Comparisons in progress being made by cohorts in particular areas also provide positive feedback. Where appropriate the NAPLAN results have been used by staff in the manner in which the program was intended, as a diagnostic tool. While we acknowledge the need to inform the community of our performance in this assessment process we also acknowledge the results are most useful when considering the performance of individual students.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

TEACHER STANDARDS

Category	No. of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	53
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

PROFESSIONAL LEARNING

The College spending on professional development (PD) during 2017 increased by a little over \$11000. In the previous year challenging enrolments saw a lower than usual expenditure in this area due to financial restraints. The 2017 amount reflects our usual commitment to the professional development of staff as a significant contributor to student progress:

Staff Professional Development:	\$14566
Staff Conferences and Seminars:	<u>\$20539</u>
Total:	<u><u>\$35105</u></u>

Whole School professional development included:

- Child Protection and Code of Conduct
- QILT teaching and learning framework
- Staff appraisal
- Staff Conference - Boys, Girls and Coeducation
- ‘Teaching Christianly’ Workshop
- Where to from here? ‘The Bible Shaped Curriculum’ Workshop
- Canvas Learning Management System training
- Workplace Health and Safety
- CPR

Small Group and individual professional development included:

- 2017 Higher School Certificate Marking - PDHPE
- Ableton: Technology in Modern Music Education Workshop, Discussions and Presentations
- AHISA Director of Studies Conference
- AIS Consultation re: Adjusting Assessment tasks in the Senior School and transition for specific students from Year 6 to Year 7 in 2018
- AIS History Conference 2017: Reinvigorating History
- AIS Hospitality Meeting
- AIS IDT Meeting
- AIS Primary Conference: A More Beautiful Question
- AIS RTO Update Webinar



- AIS Strength & Solution Focused Approaches for Classroom Management
- AIS Tourism Meeting
- Analysing Literary Texts in Stages 5 & 6 English
- Annual School Chaplain's Archbishop's Day
- APOLA Surfing Supervisors Award Training
- Apple Emerging Leaders Program
- Aviation Cultures Mk 3 Seminar
- Canvas Networking Day
- Canvas Networking Day & Trade Norwest Visit
- Certified Advancement Practitioner Training - Marketing & Communication
- Chapel Big Day Out
- Chemistry Teachers Conference
- Complispace Phase III Implementation Meetings
- Complispace Training
- Duke of Edinburgh Award Administration Training
- Duke of Edinburgh Network Meeting - South Coast
- Duke of Edinburgh Silver Reconnaissance
- Duke of Edinburgh Gold Reconnaissance
- EducatePlus NSW/ACT Chapter Conference
- Familiarisation Revise Stage 6 Science Syllabuses
- Geography Teachers Association Annual Conference
- Green Screen Technology Across the Curriculum
- HICES Pastoral Care Network Meeting
- History Teachers Association Stage 6 Professional Development Day
- Hospitality VET Network Meeting
- Hospitality Webinar
- IDT Networking and Hardware Training
- IDT Webinar
- Introducing Cambridge MATHS - Mathematics Standard Year 11 Resources
- IPSHA NSW Deputies & Curriculum Coordinators' Conference
- Legal Studies Association - Targeting HSC Exam Performance
- Legal Studies State Conference 2017
- Level 1 Sports Trainer (Sports Medicine Australia)
- Meet the Markers of the 2016 HSC Science Exams
- Minds Wide Open - Creative and Critical Thinking Professional Development
- Mountain Bike Reconnaissance
- NAPLAN Online Training
- Nelso Years 11 & 12 Sciences in Focus
- NESA Registration & Accreditation Briefing
- NESA Registration Workshop 7-12
- Networking visit to Wollondilly Anglican College
- NSW History Teachers' Association HSC Study Day
- Physically Active Classrooms Workshop
- Preparing for the New Physics Syllabus
- Preparing to Teach Unit 2 Mathematics Preliminary Course



- Preparing Your School For Universal Maintenance of Teacher Accreditation
- Provide Cardiopulmonary Resuscitation (CPR) Online and Assessment
- Putting FUN into Fundamental Movement Skills
- QILT Planning Day
- Redesigning Assessment Practices to include all students Years 7-12
- SASSA Planning Meeting
- SASSA Senior School Sport Planning Day
- School Link Collaborative Resilience and Help Seeking
- Sir James Rowland Air Power Seminar
- Stage 6 History Teacher's Day
- Stage 6 Science Collaborative Planning Day
- STANSW Annual Conference - Macquarie University
- STANSW Biology, Earth and Environmental and Senior Science Teachers Conference (BEESST)
- STANSW Physics Teachers Conference 2017
- STEM Planning Day
- STEM Project Evaluation
- TASC Finance Workshop
- TASC WHS Meeting
- Teacher Librarians' Conference 2017
- Teaching Boys in the 21st Century (A Seminar for Teachers K-12)
- Textstyle Presentation Evening
- The AIS Visual Arts Conference 2017
- VET Hospitality Network Meeting
- VET in Schools Forum
- VET Programming Day
- Visual Arts Practical Marking Experience
- Who's on Location Information Session
- Who's on Location Training Day
- Wollongong Regional Ministry Conference
- Work Health & Safety Consultation Course
- Youth Mental Health First Aid Training

Staff have attended professional development overseen by professional organisations including:

- English Teachers' Association.
- Mathematics Association.
- Science Teachers' Association.
- History Teachers' Association.
- Association of Heads of Independent Schools.
- Heads of Independent Coeducational Schools.
- Independent Primary School Heads of Australia.
- Association of Independent Schools NSW.

Eight staff have also been involved with professional development through roles with the Board of Studies:

- HSC Marking - Chemistry
- HSC Marking - Advanced English Module A



- HSC Marking - Earth & Environmental Science
- HSC Marking - Textiles & Design Practical

TEACHER RETENTION

Three permanent teaching staff left the College in 2017.



STUDENT RETENTION AND ATTENDANCE RATES

The following figures are relevant and show the numbers for the two oldest cohorts in the Junior and Senior Schools:

	Cohort size		Cohort Size
Kindergarten: 2011	48	Year 7: 2012	87
Year 6: 2017	60	Year 12: 2015	65

Average attendance rate of all students, Prep through to Year 12, per day is 94.6%

This figure takes into account all types of leave.

ENROLMENT POLICY

Shellharbour Anglican College is a comprehensive coeducational school within the Sydney Anglican Schools Corporation and operating within the policies of the NSW Board of Studies. Applications are processed in order of receipt and consideration will be given to the applicant's support of the College ethos, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain enrolment.

Procedure

1. All applications will be processed according to the College's enrolment policy;
2. Applicants are interviewed to provide opportunity to add to the information supplied with the enrolment application and to consider the applicant's ability and willingness to support the College's ethos;
3. During and following interview, consideration is given to the educational needs of the applicant. This may require the gathering of additional information and liaison with parents/family and other relevant persons;
4. Identify any strategies that may need to be put in place to accommodate the applicant before a decision regarding enrolment is made;
5. Inform the applicant of the outcome.

STUDENT POPULATION

The student enrolment at census from Kindergarten through to Year 12 is as follows for 2017:

- February: 708
- August: 695

As a comprehensive school we have a wide range of backgrounds represented within our community, both religious and nationality and we have also been able to cater for a significant number of students with special needs. We have monitored enrolment trends since opening in 2004 and in 2017 a higher than usual proportion of students moved due to relocation and a slightly higher than usual number left the College over disciplinary issues. We are encouraged by the number of our students who left during the course of the year to take up employment and/or tertiary study.



POLICIES

The following extract is taken from the Parent Information Manual for 2017:

Student Attendance

Students are expected to attend all College events and activities including athletics, cross country and swimming carnivals, excursions, school camps and end of year presentation events.

Late Arrival to School

Parents are asked to ensure that students arrive on time. However, it is appreciated that from time to time, this is not possible.

All students from Prep to Year 12 who arrive late to College must call into Student Reception in the office and be signed in by office staff. A note from a parent or guardian explaining why the student is late must be supplied either on the day in question or within seven (7) days of the absence occurring. Teachers are required by law to make an entry in the class roll if a student is late to school, giving a valid reason.

The College will contact parents of students who are consistently late to seek a resolution to the issue.

Absenteeism from School (where an absence has occurred)

It is the College's legal responsibility to ensure that student absences from school are accounted for and valid. Parents should note that **students are required by law** to attend school on designated school days.

The school roll is a legal document. Therefore, if students are absent for any reason, they must bring a note from the parent or guardian stating the reason for the absence. The parent or guardian must sign all notes. Absences on any school day without a valid reason will be counted as unexplained leave.

When a student is absent from school, parents/guardians are asked to:

1. **Telephone** the College prior to 8.50am advising of the absence.
2. Parents on the day the students returns to school either
 - a. **provide a note** in a format that can be retained at the College, stating the reason for the absence and sign the note OR
 - b. log on to the **Parent Portal** from the College website, under the Carer Portal tab and under the section titled **Recent Absences** click on the *Click to enter* hyperlink and in the pop up (shown below), select the appropriate reason from the drop down list. Parents will have three options to choose from.

The screenshot shows a web-based form for recording a whole-day absence. The title bar of the pop-up window reads "Enter Reason for Whole day Absence on 04-09-2017". The form contains a "Reason:" label followed by a dropdown menu. The dropdown menu is open, showing four options: "Sick", "Sick - Medical", "Appointment", and "OTHER: please provide an explanation". To the right of the dropdown is a "Details:" label followed by a text input field. At the bottom right of the form are two buttons: "Cancel" and "Save and Exit".

Absences on any school day without a valid reason will be counted as **unexplained leave** and will be noted as such on the students' report.

Leaving the College During the Day

In the interests of safety, students will not be allowed to leave the College during the day without written parental authorisation. Any student who leaves the school grounds without specific written permission will be deemed to have truanted. Truancy will usually incur a suspension from school.

Should parents need to remove children from the College during the day, this should always be communicated in writing to the classroom teacher (JS) or House Tutor (SS) on the morning of the absence.

In the case of emergencies, parents should come to the front office and explain the circumstances.

Under no circumstances should parents go to classrooms and remove students without going through the appropriate channels.

Medical Appointments

Wherever possible, medical or dental appointments should be made **outside** school hours.

Short Leave Of Absence – One Day Or Less

Should a student be required to leave College for part of, or a whole day, a written request directed to the class teacher or tutor teacher is required.

Long Leave Of Absence – More Than Two Days

Parents must apply in writing to the College for extended periods of planned absence during the term and it must be submitted at least 2 weeks prior to the leave.

If the absence is due to representation at elite sporting events then the *Application for Exemption from Attendance at School* form is to be completed. This form is available from the College website or the following link:

[http://www.shellharbourac.nsw.edu.au/images/services/Application for Exemption from Attendance at School \(elite sporting events etc\).pdf](http://www.shellharbourac.nsw.edu.au/images/services/Application%20for%20Exemption%20from%20Attendance%20at%20School%20(elite%20sporting%20events%20etc).pdf)

If the absence is for holidays during the school term then the *Application for Extended Leave greater than 2 days* form is to be completed. This is also available from the College website or use the following link:

[http://www.shellharbourac.nsw.edu.au/images/services/Application for Extended Leave greater than 2 days.pdf](http://www.shellharbourac.nsw.edu.au/images/services/Application%20for%20Extended%20Leave%20greater%20than%202%20days.pdf)

Requests for extended periods of planned absence are required **two weeks** in advance of the absence.

Students may be disadvantaged by prolonged absence from school. When sufficient notice is given, it is possible to arrange for work to be given when students have extended absence. In the Parent Information Manual we request that parent and students arrange homework well in advance through the class teacher in the Junior School and the Head of House in the Senior School.



STUDENT WELFARE

The following extract is taken from the Parent Information Manual for 2017 and introduces the basis for Pastoral Care of students within the College:

PASTORAL CARE

Introduction

Pastoral Care is a very important part of what we do at Shellharbour Anglican College. Our aim is to ensure that as the College continues to grow in size, we are even more conscious of the needs of every individual in the school and able to cater for them. The school's pastoral care structure aims to provide individualised care for students, opportunities for developing student leadership, peer support and a real sense of belonging and community. Each of these factors contributes to producing well-rounded, positive young adults and good citizens for the wider community. All members of the student body must feel valued and important so that they are happy and therefore able to strive for academic excellence, to progress in all areas of personal growth and to reach their full potential in all respects.

The Christian foundation of the school is evident in the way we care for our students and it also provides a structure that encourages the students to care for each other and positively promotes student leadership, citizenship and community awareness. The pastoral care structure caters for all students, not just those experiencing difficulties for a time and it also provides students with avenues for self expression and success outside of the classroom. *(End of Pastoral Care extract)*

The remainder of the outline of Pastoral Care in the College is found in the Parent Information Manual which is provided to every staff member and parent of the College. It is also available online on the College website at www.shellharbourac.nsw.edu.au in the Junior School and Senior School sections of the site under the heading Parent Information.

SAFE LEARNING AND WORKING ENVIRONMENT

Shellharbour Anglican College is committed to providing all members of the College community with a learning and working environment which is safe, supportive and caring and which is free of harassment and discrimination of any kind. Accordingly, harassment and discrimination will not be tolerated under any circumstances. The College expects everyone who is a part of the College's community – students, parents and staff – to honour our commitment in this regard and to work with the College in achieving a safe learning and working environment.

HARASSMENT

Harassment involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. Bullying is a repeated form of harassment which involves intimidation, over time, of a less powerful person by one or more person(s). Sexual harassment refers to unwelcome contact or advances of a sexual nature.

DISCRIMINATION

Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person's gender, religion, intellectual or physical ability, culture, race or background.



BULLYING

Bullying is the incidence of repeated intimidation or aggression that causes discomfort, pain or embarrassment to another person. The intimidation may be physical, verbal, emotional or psychological and can include comments, gestures, extortion and exclusion. In essence, bullying involves abuse by individuals or groups exerting power over another person or group. It can be deliberate and planned or it may be unintentional. It is never fun; it is never “a joke”.

Shellharbour Anglican College does not tolerate bullying of any kind. Every person has the right to be treated with dignity and respect and to enjoy positive relationships with all members of the school community.

All students of the College have the right to learn and all teachers have the right to teach in a safe and caring environment that promotes self worth and personal growth. It is the responsibility of all members of the school community to play an active part in ensuring that everyone is treated with respect.

At Shellharbour Anglican College, **we encourage parents to:**

- be supportive of the College’s efforts to deal with incidences of bullying and willing to attend interviews or conferencing if required;
- be aware of signs of distress or changed behaviour that may indicate their child is a target of bullying, for example, reluctance to attend school, a pattern of headaches or stomach pains, frequently missing equipment that is out of character, requests for extra money, damaged clothing or bruising;
- take an active interest in their child’s social life and friendship groups;
- communicate openly and regularly with their child so the child is more inclined to tell them of problems before they become major problems;
- encourage their child to report the problem to a trusted teacher or do so themselves if the child is unable to do so;
- refrain from encouraging the child to retaliate or involving themselves directly with the child or their parents;
- trust the College’s established procedures and desire to reach the best outcome for all parties concerned rather than seek revenge.

CREATING A SAFE COMMUNITY

The College is committed to implementing strategies which create a safe learning and working environment and reduce as much as possible, the incidence of harassment and discrimination within the College. Our aim is to create an environment of understanding, cooperation in which, if harassment or discrimination does occur, the victim will feel empowered to seek help and through collaboration with staff and others, confront the perpetrator(s). Anti-social behaviour of any kind is unacceptable within this College community.

The College aims to ensure that curriculum and teaching practises are consistent with helping students to develop the ability to challenge anti-social attitudes and behaviours in themselves and others.

INFORMATION AND COMMUNICATION TECHNOLOGY STUDENT ACCEPTABLE USE

The College places a high priority on the provision of Internet facilities and Information and Communication Technology (ICT) equipment which will benefit student learning outcomes and will contribute to the effective operation of the College. However, the College recognises that the presence in the learning environment of these technologies can also facilitate anti-social, inappropriate and illegal material and activities. The College, by its practices and procedures, aims to maximise the benefits of these technologies, while at the same time minimise and manage the risks.



The Information and Communication Technology Student Acceptable Use Policy sets out clearly the expectations that the College has for the use of ICT resources by students at the College and out of the College. An acceptable use agreement must be signed by both parents and students at the beginning of each school year. *(End of Safe Learning & Working Environment)*

DISCIPLINE

The following extract is taken from the Parent Information Manual for 2017 and introduces the basis for discipline of students within the College:

BEHAVIOUR MANAGEMENT

As part of the enrolment process parents agree to cooperate with the College as it guides students to accept patterns of conduct consistent with self-discipline, obedience and respect for authority. Mutual trust and respect produce a positive, disciplined and caring environment in which effective teaching and learning takes place. These biblical principles are the foundation of our Behaviour Management Policy and remind us of both the privilege and responsibility of our roles as parents and educators.

The training of mind and character in an atmosphere of community, love and security lies at the heart of the College's Behaviour Management Policy. A range of disciplinary measures is used within the College, ranging from praise and encouragement, counselling, correction, reprimand, day book entry, lunchtime detention, afternoon detentions (usually held on Wednesday afternoons after school), parental interview and probation, to suspension and expulsion.

The College offers guidelines for dealing with significant behaviour management issues that may lead to significant disciplinary responses. Parents are invited to discuss matters of behaviour management with the relevant College staff. However, ultimately it is expected that parents will support all behaviour management decisions made by authorised College personnel.

These Behaviour Management Guidelines complement our Pastoral Care Program. The aim of these guidelines is to ensure that student management issues are dealt with in a procedurally fair and consistent manner. By doing so, staff will be proactively maintaining our safe learning and working environment.

Aims

The Shellharbour Anglican College Behaviour Management Policy will aim to:

- promote a safe learning and working environment which is conducive to effective teaching and learning and where the teaching/learning process is rewarding for both staff and students.
- make students aware that they are responsible for making choices with respect to their behaviour. These choices will have clearly understood consequences.
- provide appropriate support mechanisms for teachers in dealing with student behaviour.
- be a Kindergarten to Yr 12 policy.
- ensure adequate and clearly understood communication procedures.
- encourage appropriate behaviour and discourage inappropriate behaviour.
- include appropriate procedures to monitor student progress.
- encourage attitudes of self-respect and self-discipline and respect for others, as people made in God's image.
- support parents in their role of encouraging and reinforcing appropriate standards of behaviour. *(End of Behaviour Management extract)*

The remainder of the outline of Behaviour Management in the College is found in the Parent Information Manual which is provided to every staff member and parent of the College. It is also available online on the



College website at www.shellharbourac.nsw.edu.au in the Junior School and Senior School sections of the site under the heading Parent Information.

In addition to these policies relating to student welfare, the **Critical Incident Policy** was also reviewed by the College Council with a view to ensuring that the needs of individuals and the community would be adequately addressed should a critical incident occur. A significant feature of the policy is that it draws upon local community agencies to support the College.

COMPLAINTS AND GRIEVANCES RESOLUTION

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SCHOOL DETERMINED IMPROVEMENT TARGETS

Area	Priorities	Achievements In 2017
The Learning Environment	<ul style="list-style-type: none"> Annual conference focus continues to be on “Improving Student Outcomes.” 	<ul style="list-style-type: none"> Our 2017 conference saw Dr Timothy Wright (Shore), Mrs Sue Middlebrook (Tara Anglican) and Mr Philip Heath (Barker) address the staff on boys education, girls education and co-education respectively. The richness of their experiences and their generous sharing of lessons learnt recognising how we meet the needs of boys and girls in a “good” school was both challenging and encouraging. Our 2018 conference will look at Creativity and will again feature contributions from experts in this field as well as contributions from P-12 staff.
	<ul style="list-style-type: none"> Ongoing monitoring of teaching and learning 	<ul style="list-style-type: none"> NAPLAN results continue to be tracked to provide useful diagnostic feedback on individual students and to determine areas requiring broader attention. RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and identify improvement targets for HSC teachers. P-12 QILT group (Quality in Teaching and Learning) have published to staff the teaching and learning framework under the banner of the AISNSW Embedding Excellence program.
	<ul style="list-style-type: none"> Ongoing commitment to development of strong pastoral care program 	<ul style="list-style-type: none"> Assistant Heads of Houses (appointed in 2016) have enabled the College to fine tune the transition from the Junior School and has offered increasing support to new students to the Senior School. Support for students in leadership roles continues to be strengthened through leadership and planning afternoons. Connection with HICES Pastoral Care network and greater opportunities for PD for pastoral care staff reflect our commitment to ongoing improvement of our pastoral care program



	<ul style="list-style-type: none"> • Funding for projects to support teaching and learning 	<ul style="list-style-type: none"> • Established in 2015, the Quality In Teaching and Learning (QILT) working party brought part of their responsibility together in the form of a new P-12 Teaching and Learning Framework. Under the umbrella of the AIS “Embedding Excellence” initiative, this document was introduced to staff in its completed form in Term 2 with the intention of it becoming a public document in 2018. This impressive document brings a common language to our teaching and learning and will have a significant influence in classroom practice.
	<ul style="list-style-type: none"> • Staff Professional Development 	<ul style="list-style-type: none"> • Staff appraisal process continues its focus on staff PD and this has been strengthened in 2017 with increased funds being made available for staff to attend PD identified as supporting professional goals. • As indicated in the Professional Learning section of this report, staff involvement in PD increased in 2017 and included other formal and informal associations such as learning support, pastoral care, library services, Director of Studies, Vet Hospitality, subject specific professional associations and Duke of Edinburgh. • Staff continue to be encouraged to apply for HSC Marking and are offered support if required in attending marking centres.
<p>The Physical Environment</p>	<ul style="list-style-type: none"> • Learning spaces 	<ul style="list-style-type: none"> • Work began on the conversion of a former computer room into a technology rich environment to enhance the delivery of Design and technology. Ten 3D printers were purchased with the support of the P&F and carpet replaced with lino to enable robotics. This was completed in early 2018 with the addition of modular and movable furniture. • In addition to carpet replacement in some of our foundation year buildings we have begun the process of replacing furniture with a variety of furniture that more closely reflects our approach to collaborative learning and supports out teaching and learning framework. This will be continued through 2018-2020.



		<ul style="list-style-type: none"> Kindergarten classrooms have been air conditioned in the first stage of a program that will see air conditioning rolled out across initially all JS classrooms.
	<ul style="list-style-type: none"> Improvements to play areas 	<ul style="list-style-type: none"> Passive recreation space outside Kindergarten was refurbished and planning completed for the replacement of the Years 4-6 play area over the Christmas period. Prep outdoor area improved through reconfiguration of fencing and additional creative play equipment.
	<ul style="list-style-type: none"> Grounds 	<ul style="list-style-type: none"> Passive area outside Kindergarten refurbished to provide more usable soft surface and increased seating. Appointment of contract gardeners in 2017 saw a marked improvement in the care and maintenance of grounds and gardens.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2015 we established a partnership with Compassion Australia that will be the basis of our first international Service Learning project in years to come. House groups, staff and individual families have sponsored twenty children from the Udon Thani region of Thailand. Along with Compassion we will be able to travel to this area and work alongside locals and Compassion workers in serving in local projects. This partnership was increasingly evident in 2017 with students taking greater ownership of the sponsorship of the children. Planning for a trip to visit sponsor children continues.

Our seventh residential Service Learning project took place in 2017. While the activity provides a necessary component of the Duke of Edinburgh award there is a growing number of students and staff attending who have no connection with the Duke of Edinburgh program. In 2017 a group of 50 plus attended with a number of Year 12 students returning and a good group of staff and past students in a supervisory capacity. In 2017 we strengthened ties with the local Council and the Aboriginal Inland Mission church. We may have again lost the City V Country Touch Rugby match on our last day, however we have strengthened this program and expanded the prospects for projects in the future.

All sections of the Junior School and all Houses in the Senior School continue to be involved in activities that support local, national and international groups and organisations. The focus is very much on encouraging students and staff to think beyond themselves and recognise the privilege of serving others. Students from the College continue to collect for the Red Cross in the Shell Cove area, provide Christmas boxes for Samaritan's Purse, cook and bake in support of medical research and for the second year we have been able to send students to assist with the Kidzwish Christmas Party. Wherever possible we encourage students to think beyond and give of themselves rather than just give of their loose change. The breadth of the contributions made by students from K-12 is both significant and heart warming.

These activities are integrated with the pastoral care program at the College which continues to foster and encourage the College values:

Faith | Wisdom | Compassion | Respect

Activities throughout the year encourage a sense of community, acceptance of diversity and compassion for others. We have an increasing presence at the annual Reconciliation Flag Walk. A range of activities in class and tutor groups seek to build on the Christian ethos presented in chapel and Christian Studies lessons.

We gather as a K-12 College community for Anzac Day and Remembrance Day. On both occasions we are led in our observance by a student team guided by one of the History teachers. The occasional address is delivered by a History student.

The student leadership focus is on servant leadership as a model that reflects the Christian foundation of the College. While all students are encouraged to be responsible community members, the selection of students for leadership roles provides an opportunity for communication of foundational leadership principles. We aim to appoint students into leadership roles who understand that to lead is to serve.



PARENT, STUDENT AND TEACHER SATISFACTION

PARENT AND STUDENT SATISFACTION

In 2016 we concluded the four-year longitudinal research project (LRP) aimed at providing a range of information for the leadership team and governors. Included in this project are indicators of parent satisfaction and a desire to understand the reasons families choose to come to the College and the reasons why they remain. In 2017 no formal survey was undertaken by the College as The Anglican Schools Corporation undertook a review of the College. Because of the specific nature of the review a parent satisfaction survey was not included in the 2017 process. A whole College review, including a parent satisfaction survey of all parents of the College, is planned for 2018/2019.

Parent Satisfaction

Across the three year research project the top five reasons why families choose the College were:

- Safe and Supportive environment
- Quality of teaching
- College reputation
- K-12 campus
- Academic expectations

Across the same three years the top five reasons why families choose to stay at the College were:

- Safe and Supportive environment
- Quality of teaching
- Balanced approach to education
- Facilities
- College reputation

Topics covered in the project included:

- Christian ethos
- Teaching and Learning
- Pastoral care and discipline
- Communication
- Leadership
- Facilities and resources
- Cocurricular programs
- A range of general questions that covered: affordability, support staff, overall satisfaction and willingness to recommend the College

While across all areas there were overwhelmingly positive responses, the following areas were recognised as areas of concern that are to be addressed at various levels of the College ranging from classrooms teachers through to governors. Those include:

- Affordability
- Opportunities to improve communication and aspects of reporting
- Communication around management of some pastoral care matters
- Range of elective subjects



Student Satisfaction

The following points summarise the feedback from Year 12 students through the annual Exit Survey. While a small number of students expressed ambivalence, the overwhelming majority of the 2017 cohort of students:

- were satisfied with their experiences at the College
- enjoyed being part of the College
- found the College to be a safe and supportive environment
- felt the College has encouraged a balanced approach to academic studies

Similar levels of satisfaction were expressed in response to a variety of questions about the academic program, the cocurricular program, leadership of the College and the Christian ethos.

While there were some particular criticisms of very specific issues the following comments summarise the feelings of Year 12 as they reflected on the positives of their time at the College:

- The teachers are dedicated to providing students with a good understanding of courses, helping further where needed.
- The community environment, the teachers personal investment into students educations eg. Catching up individually or checking in on.
- The teachers' constant willingness to help out and serve, has been incredible.
- Teachers who are willing to put in extra effort even after class/school has finished.
- It's a very safe environment. I have seen 0 fights in my time here.
- Perhaps the vast array of co-curricular activities and events available to the students at any one given stage, additionally the community like nature.
- When teachers invest lots of time and energy into doing their job well, resources on CANVAS, wholistic experience giving help with study planning.

Areas of concern have been taken up with students and staff as appropriate to seek clarification. Each year students are reminded that the Exit Surveys have affected change in the past and continue to do so.

Student Movement

As in previous years, we have also considered data around student movements away from the College. In 2017 we experienced an anomalous numbers of departures, with departure due to relocation and discipline reasons being at the highest level for the past five years. Enrolments arriving at the College followed previous trends and therefore a short fall was experienced.

The following figures were produced at the end of the year and presented to the College Council. These figures reflect the significant issues facing many of our parents in the current financial climate and the subsequent employment volatility in the community we serve. Relocation due to employment featured prominently:

- We started the year with 708 students K-12 and finished the year with 687;
- During the 2017 academic year, of the students who left the College
 - 25% left the area
 - 13% left for financial reasons
 - 5% left because of some level of dissatisfaction
 - 14% left for other specified and confidential reasons that did not include dissatisfaction
 - 3% left due to concerns about elective options
 - 10% left to take up work or further study opportunities
 - 15% left due to ongoing discipline concerns
 - 15% left over friendship concerns



Teacher Satisfaction

Exit interviews for staff leaving the College continue to reflect a high level of teacher satisfaction and exemplary commitment to the College and their profession. Their confidence in this community and the leadership team also provide significant encouragement for the future and reflects why we continue to attract quality candidates when positions at the College are advertised. The small turnover of staff is also a strong indicator of staff satisfaction.

During 2017 five staff left the College:

- One staff member left to take up another role for family reasons.
- One staff member chose to take redundancy after a reduction in hours due to elective numbers and was able to take up another position at another school.
- One staff member left for family reasons.
- One administration staff member retired.
- One grounds person retired for health reasons.



SUMMARY FINANCIAL INFORMATION

