

# **Annual School Report:**

## **2019**



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## MESSAGE FROM THE CHAIR OF COUNCIL

In 2019 Shellharbour Anglican College continued to thrive as a College and community. The College's dedicated staff engaged with the students at all levels in quality learning experiences in the classroom, in outdoor education and in a rich variety of co-curricular activities. They were skillfully assisted by a deeply committed group of outstanding support and administration staff.

Our reputation in the community continues to be strengthened and the strong performance of our 2019 HSC cohort is evidence of a growing academic culture. We continue to address the challenge of financial accessibility and both the Council and staff are working hard towards sustaining quality educational experiences and outcomes at a fee level that is appropriate for a majority of our demographic.

Following the retirement of the College's foundation Head, Mr Tony Cummings, the Anglican Schools Corporation and the College Council commenced the process of identifying and recruiting the College's next Principal. After a comprehensive search, both nationally and internationally, the Corporation and Council was pleased to announce Mrs Megan Hastie as the successful candidate. Mrs Hastie is a highly experienced and credentialed educator and we look forward to welcoming her as our new Principal at the commencement of Term 1 2020.

The College Council also recognises the value and support of the Anglican Schools Corporation for human resources, governance and financial oversight, and we forward to another highly successful year in 2020 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



## MESSAGE FROM THE OUTGOING HEAD OF COLLEGE

*Taken from his final Presentation Night Speech, December 2019*

When this journey started in 2004 the "firsts" were coming thick and fast and both expected and unexpected. I cannot tell you how many times I was grateful for the 27 years that preceded my appointment as the foundation Head of Shellharbour Anglican College. Those years had included a breadth of experiences, joys and challenges that I had occasionally questioned while in the midst of them. As I reflect on 2019, a year of "lasts", I understand more acutely than ever that making a reasonable fist of the past 16 years was ultimately about my willingness to learn from both my mistakes and successes.

In 1977 I walked through the gate of my first public sector school wearing the carefully ironed bone coloured flares and cream body shirt accompanied by the two toned brown shoes and brown tie big enough to be the sail of a small sailing boat. If you'd asked me that day "what makes a good school?" I would have had an answer which would have made about as much sense as the outfit I was wearing. A new colleague who became a lifelong friend told me at my first staff meeting to "lose the tie." Noting that the only person wearing a tie was the principal, I acquiesced. My pat answer to that question went the way of the chocolate brown tie, but I'd like to answer it now, hopefully with a little more wisdom and a modicum of credibility.

What makes a good school?

*People.*

Tempted as I am to leave at that, I should probably qualify this.

Many of you have heard me say that I've never employed the perfect teacher, never enrolled the perfect student and have never met the perfect parent. For all the potential for exponential imperfection, people still remain at the heart of any school community and therefore what makes a good school: people.

Good people will see the importance of good pastoral care. They long for a school where the young people who walk through our doors are cared for by adults who care enough to stand toe to toe when necessary, turn up on sidelines and sit in audiences to cheer and encourage and who will also care enough to look beyond the immediate to embrace a long term and much bigger picture.

Good people will see the importance of establishing structures and programmes that are carefully but unashamedly aimed at bringing out the best in the students in our care. That will mean stretched comfort zones and much complaining. That will mean lifting the bar constantly and appropriately and also believing in the capacity of boys and girls and young men and women to grow no matter what stage they may currently be at.

Good people will value an academic education but they will, more importantly, value a balanced approach to learning. They will foster the development of the whole person because it will be the whole person that will be needed for the graduates of our College to be valuable employees, leaders with integrity and parents capable of investing wisely in the lives of their children.

I feel very blessed to be a part of a good school for the past 16 years. I will not for one minute suggest that it's been easy; in truth the burden of serving the SAC community has weighed heavily at times. I've been deeply challenged as an educator, as a leader and as someone who has sought to honour God in this setting. As I work through some of the last "lasts" I am simply grateful that, for all my own imperfections, I've been part of a school starting with promise growing into good school with a future.

So as you work your way through this magazine I encourage you to take note of the people. Not everyone will be here beyond a tiny photo taken on the annual photo day and that's an unfortunate inevitability. But just as Mr Molentin's fingerprints and those of the magazine committee are all over this production, so too are the fingerprints of the entire community all over the events and programmes reflected in these pages. I can't look at a magazine like this without smiling, I hope you find reason to smile as well.

In 2003 Wendy and I stood in a paddock devoid of buildings and children and prayed for a community we hoped to serve. In the years to come I simply want to assure of this; we will continue to pray for a community we feel privileged to have served.

**Mr Tony Cummings**

**Head of College (retired December 2019)**



## MESSAGE FROM THE SCHOOL CAPTAINS

There is a lot to be thankful for in the past year. As Captains, we understand the privilege it is to have an education and we are thankful for the opportunity given to us to lead and have an impact on the lives of staff and students.

However, it has been a tough year for the College, with the deaths of a community member from our year group and a current student of Year 10. Though we are heartbroken by these events, we have been encouraged by the way staff and students have drawn close and supported each other through their grief.

There have been many good memories made this year, with some of the standouts being sports carnivals, Cross Country Gala Day and House Music Festival. These events, along with Book week and Crazy socks day, have been valuable contributors to our College culture in 2019.

Over the past year, we have learnt much about leadership. Through the challenges of our role we have learnt that there are always opportunities to grow – especially in the tough times. We would like to thank our fellow student leaders and the staff of the school who have set us straight when needed and encouraged us to grow through the challenges and helped us consider how we may better serve others.

Our student leader team has been hugely encouraging and has demonstrated the servant leadership the College encourages. Likewise, we are thankful to Mr Cummings, Mr Gibson, Ms Liddiard and other staff who have helped develop our understanding of leadership and encouraged us to strive towards excellence.

As the year draws to a close, we are conscious that Mr Cummings' time leading the College is coming to an end. We have been greatly blessed by the culture of kindness and service he has built in the school and we thank him for his dedication and service to the College.

We leave you with a quote from Joshua that has inspired us in our leadership journey during 2019.

'Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

Joshua 1:9

**Jessica Stacey and Reagan Strong**  
**2019 College Captains**



## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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 and is currently a Prep -12 school of 670 students approximately, with 30 students in the Preparatory program.

Our students are drawn from Shoalhaven Heads 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, preparing our students for life beyond school. As a Christian school in the Anglican tradition, Christ is central to all we do. Biblical foundations and Christian values form the basis of all the school's activities from our learning, to leadership and wellbeing practices. Chapel services, Christian studies and the voluntary Cru group provides opportunities from students from all faith backgrounds – or none – to explore questions of faith and spirituality in a safe and supportive environment. Academic excellence is fostered in the classroom through the Teaching and Learning Framework developed by the College working with an AISNSW research grant. The College strives to provide a broad range of co-curricular activities from sports through to the creative and performing arts. The Shellharbour Anglican College has a strong emphasis on service and provides a number of opportunities for students to engage, and challenges them to become active and engaged compassionate citizens. One of the highlights that draws this all together is the Duke of Edinburgh program, that continues to be strongly supported in across the school, with significant numbers of students completing the Gold program in their final year of school, or shortly after. Equally as important to the school is the wellbeing of our students, and our pastoral care program, through Stage classes in the Junior School and House groups in the Senior School, that also provides a caring and supportive environment that encourages students to care for each other but to also be outward looking, supporting a variety of charities, either through fundraising or through personal involvement.

In its pursuit of high academic standards, Shellharbour Anglican College places emphasis on student acquisition of literacy and numeracy competencies. From Kindergarten, teachers target the development of these skills and, should particular learning needs arise, early identification and intervention becomes the focus. This has helped create a settled learning environment. Staff selection is based on commitment, passion and diligence. Student leadership flourishes through many opportunities to develop skills. Older students relish the responsibility of 'buddying' with younger students to assist with activities. An effective K-12 House system engages the enthusiastic participation of the whole College community through a myriad of purposeful activities and House competitions.

Feedback from enquiring families suggests that the College is developing a positive reputation for strong community involvement, effective and caring staff and upon a settled, purposeful learning culture. Families state they are attracted by the quality education underpinned by Christian values and by the high expectations for student conduct. Our desire to continue to achieve excellent educational outcomes for our students was equally evident in the growing number of students achieving ATARs over 90, a record number of our students being chosen for HSC major work exhibitions and a generally strengthening of our teaching and learning culture from Prep through to Year 12. This is mostly evident in the home grown, research-based teaching and learning framework that is quickly permeating our classroom and beyond.

### STUDENT POPULATION

The student enrolment at census from Kindergarten through to Year 12 is as follows for 2019:

- February: 668
- August: 664

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 2019 a proportion of students moved due to relocation and an average usual number left the College to take up TAFE courses and traineeships.



## SCHOOL PERFORMANCES IN STATEWIDE TESTS AND EXAMINATIONS

Shellharbour Anglican College continues to build a strong academic culture while remaining committed to the provision of quality educational experiences to a broad cross section of students.

In public examinations in the junior years, particularly NAPLAN, we encourage all students to participate and this is reflected in our results.

In 2019 our Year 12 cohort of 31 students was half the cohort size of the previous Higher School Certificate (HSC). This was the 11<sup>th</sup> HSC cohort.

All 31 students (100%) in Year 12 achieved an HSC in 2019, 75% 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. Improvements made by individuals, and reflected in faculty areas, are indicators of the hard work of the students and the commitment of the staff.

Individually there were some outstanding achievements across a range of subjects.

The following achievements are noteworthy:

- Students achieved
  - 21 x Band 6s (including E4 for Extension subjects) across different subject areas
  - 75 x Band 5s (including E3 for Extension subjects) across different subject areas.
  - 80% of the courses were above the State Mean.
  - 12 Students achieved a Band 6 in one or more subjects
  - One student nominated for Music 1 Encore (Musicology)
  - One student nominated for Shape in Design and Technology
- The top ATAR result was 97.9
  - 3 students achieved an ATAR over 90
  - 9 additional students achieved an ATAR over 80

### VET Courses in Year 12

Below are the numbers of students undertaking VET Courses in 2019

VET Course offered at Shellharbour Anglican College	No. of Students
VET Hospitality (Kitchen Operations and Cookery)	1
VET Information Design and Technology (Web and Software)	9
VET Tourism Travel and Events	3

### Future paths

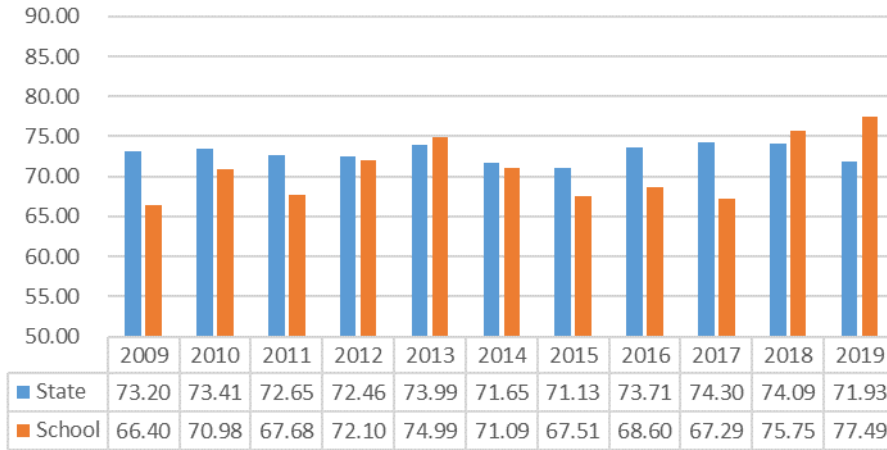
Over 67% of students achieved university placings while the remaining students entered the workforce, or were unsure of future direction (four students sought GAP years with the likelihood of university study)



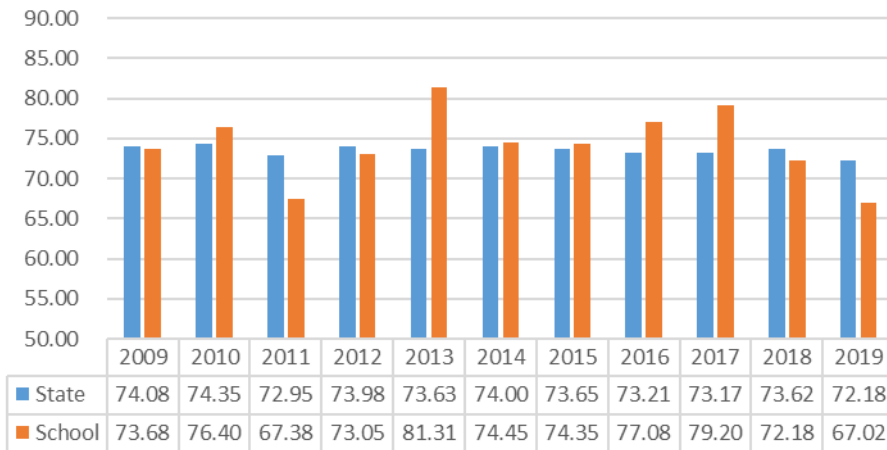
### HSC Results and Trends

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 62) impact averages and will continue to do so until we settle into a consistent pattern. Where no data is shown, that subject was not offered in that year. Faculty Coordinators undertake an analysis of the cohort's performance in each subject using the RAP (Results Analysis Package) program provided by NESAs. Meetings with individual coordinators, the Head of Senior School, Coordinator of Teaching and Learning and the Principal carefully consider individual and cohort results to determine trends, interpret results and consider future practice.

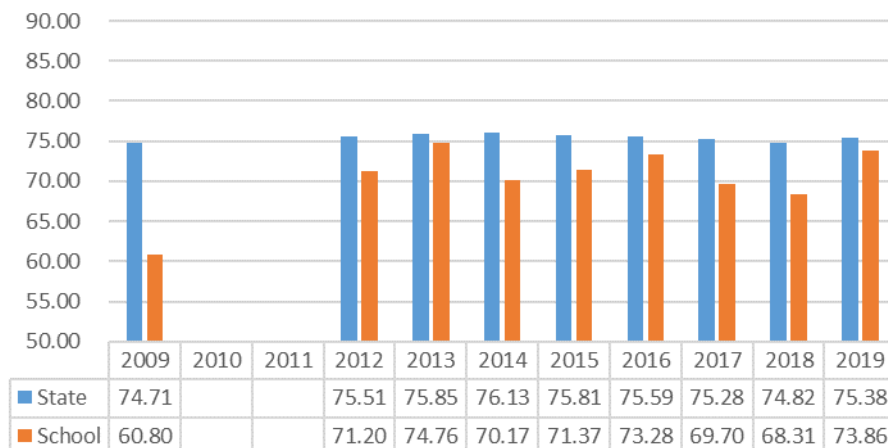
#### Biology 2 unit



#### Business Studies 2 unit

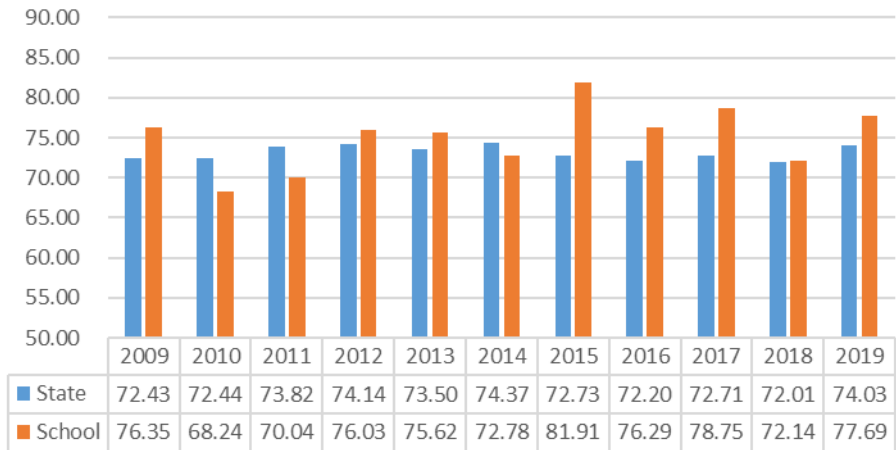


#### Chemistry 2 unit

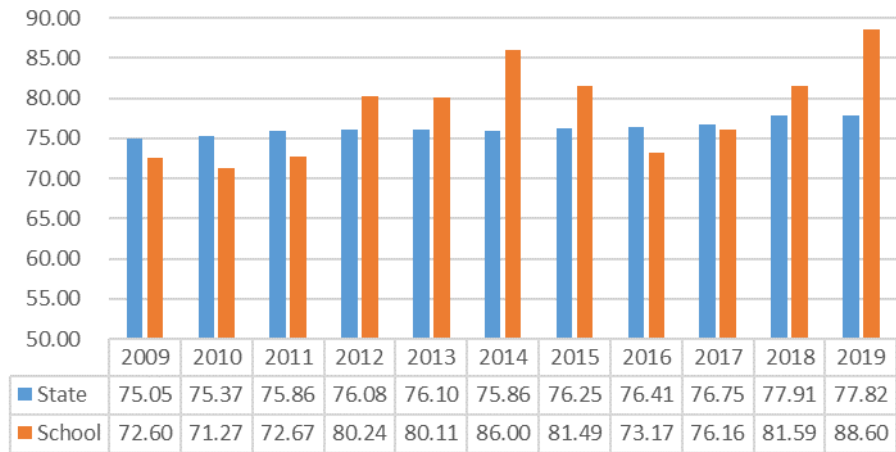




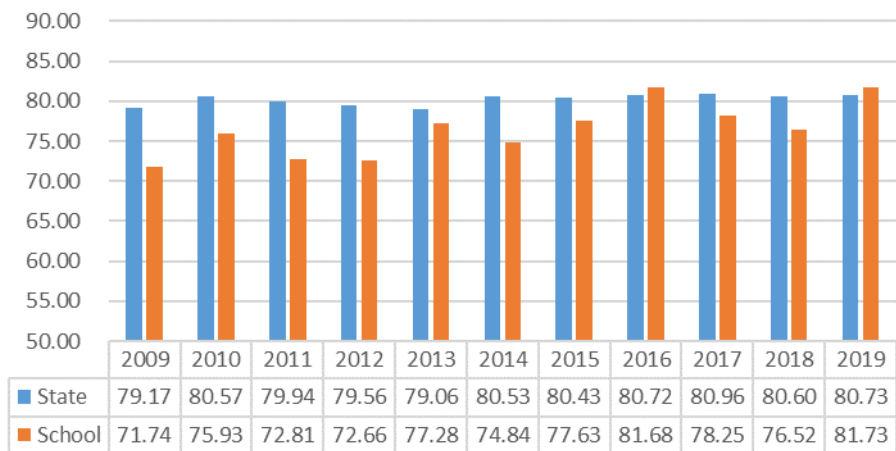
### Community and Family Studies 2 unit



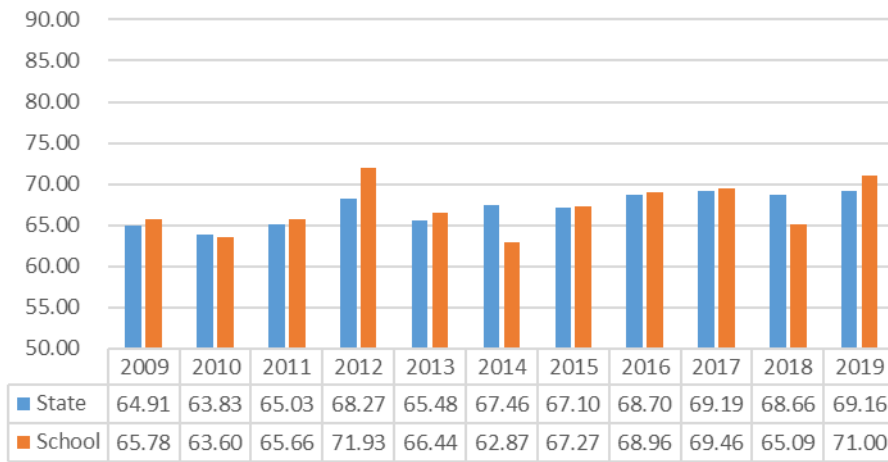
### Design and Technology 2 unit



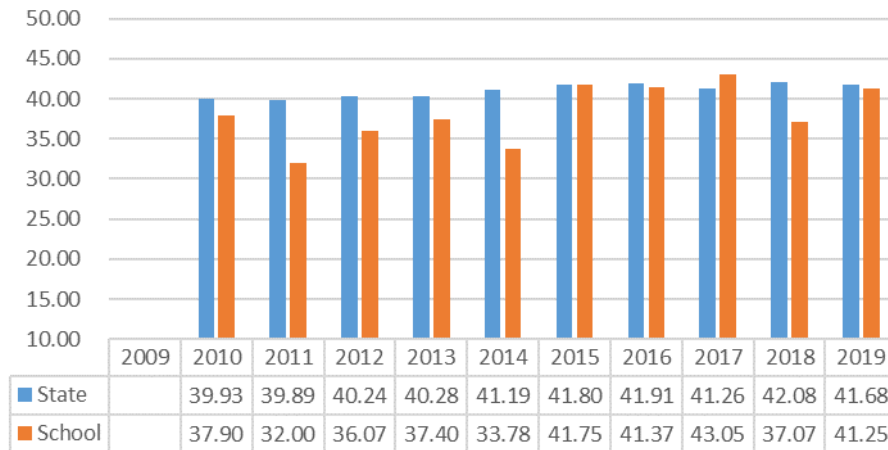
### English (Advanced) 2 unit



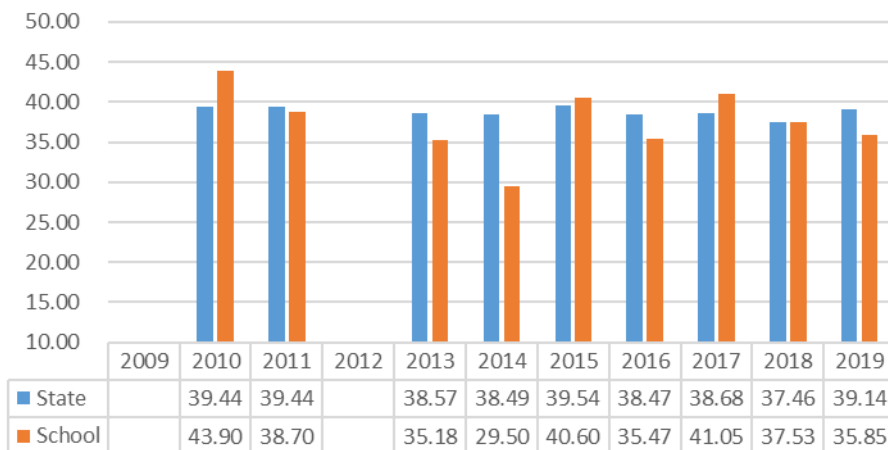
### English (Standard) 2 unit



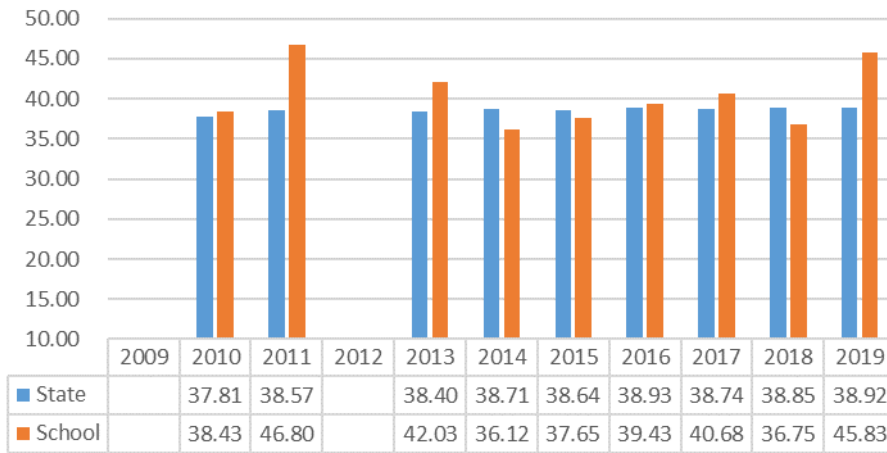
### English Extension 1 1 unit



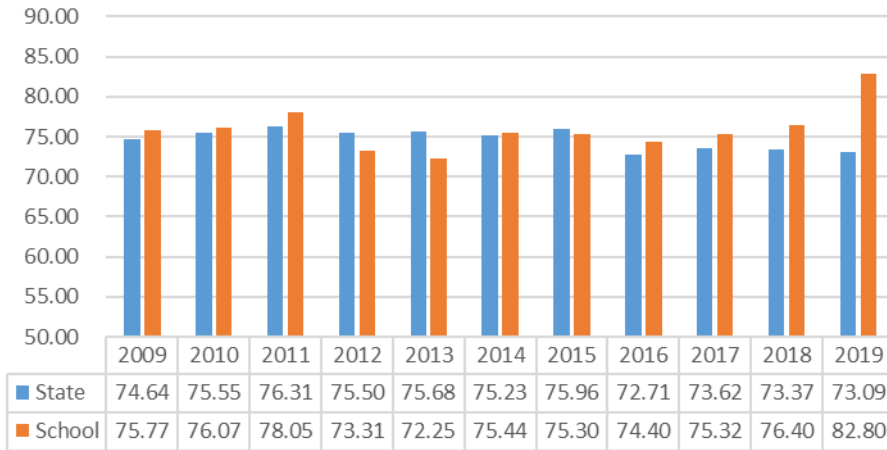
### English Extension 2 1 unit



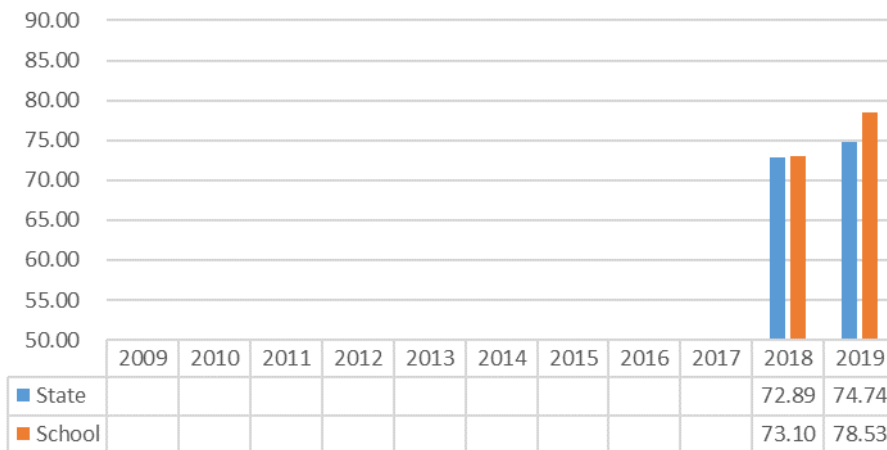
### History Extension 1 unit



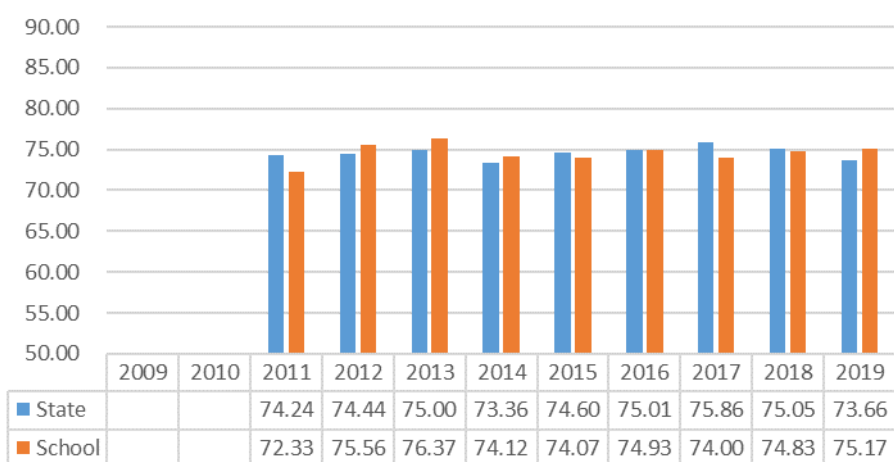
### Hospitality Examination (Kitchen Operations)



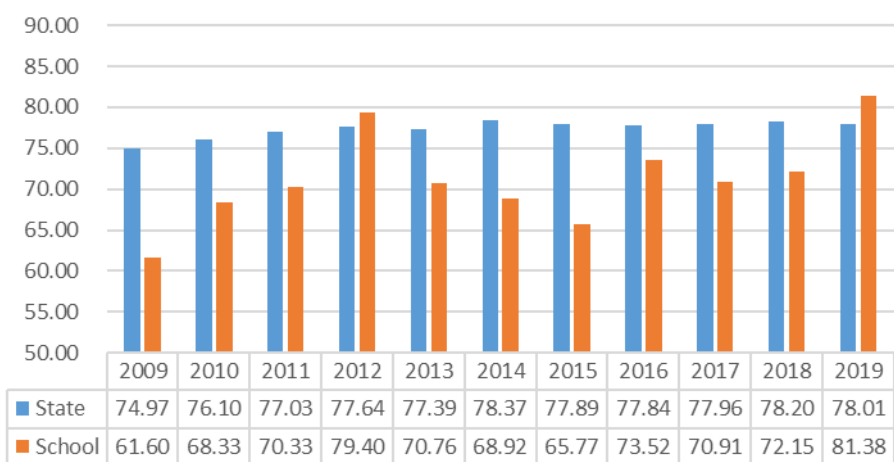
### IDT Examination (Web & Software Applications)



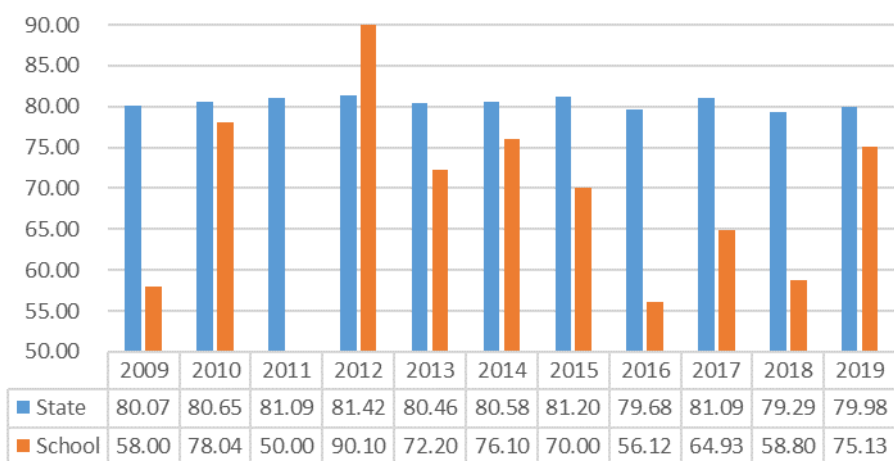
### Legal Studies 2 unit



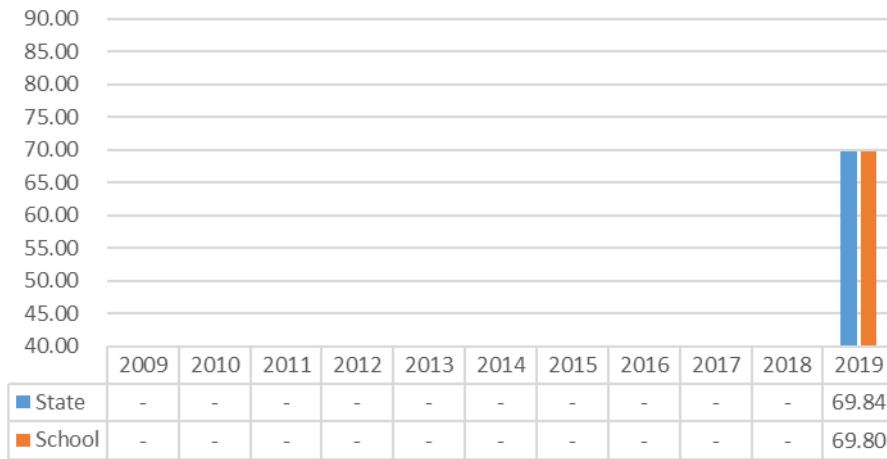
### Mathematic Advanced 2 unit



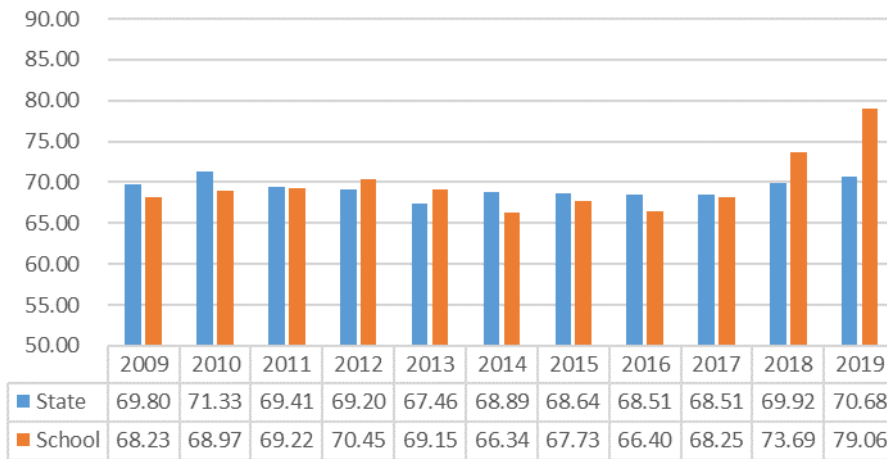
### Mathematics Extension 1 2 unit



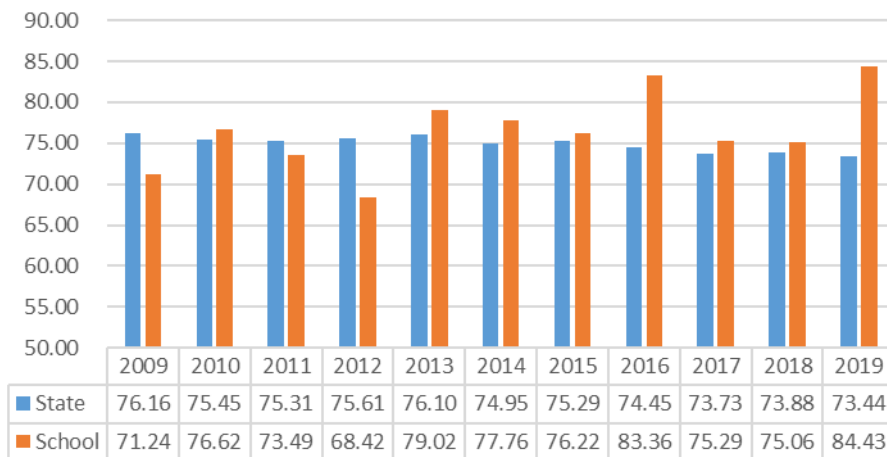
### Mathematics Standard 1 Examination 2 unit



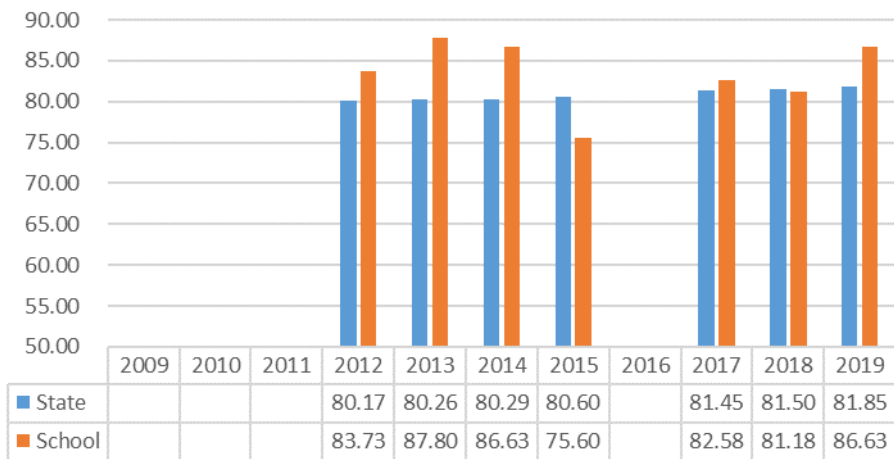
### Mathematics General Standard 2 unit



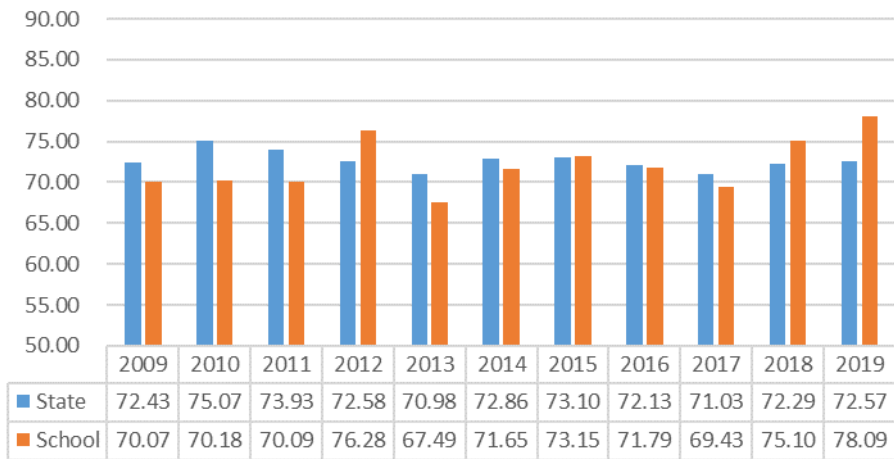
### Modern History 2 unit



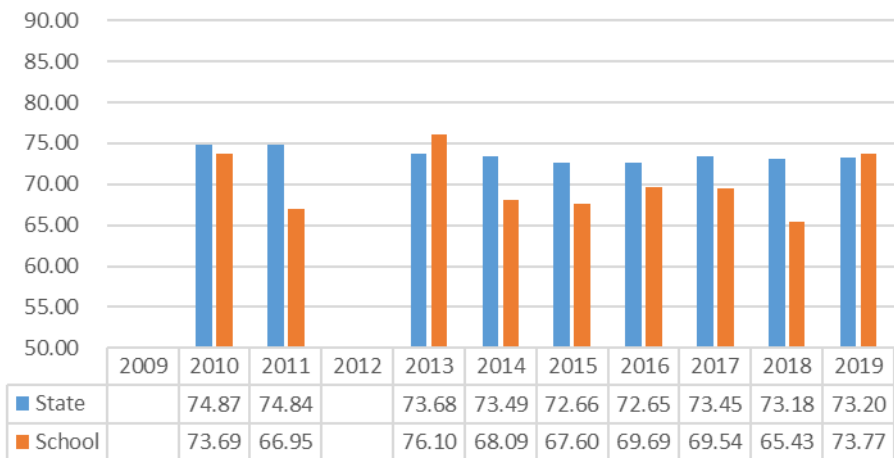
### Music 1 2 unit



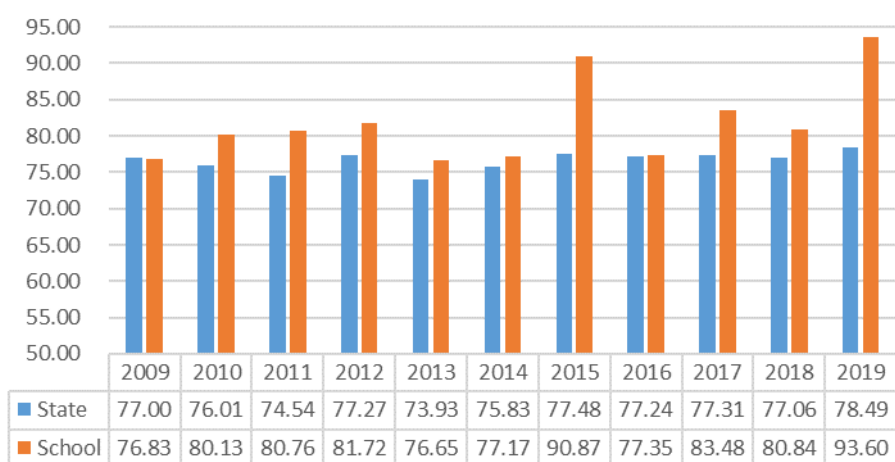
### Personal Development Health and PE



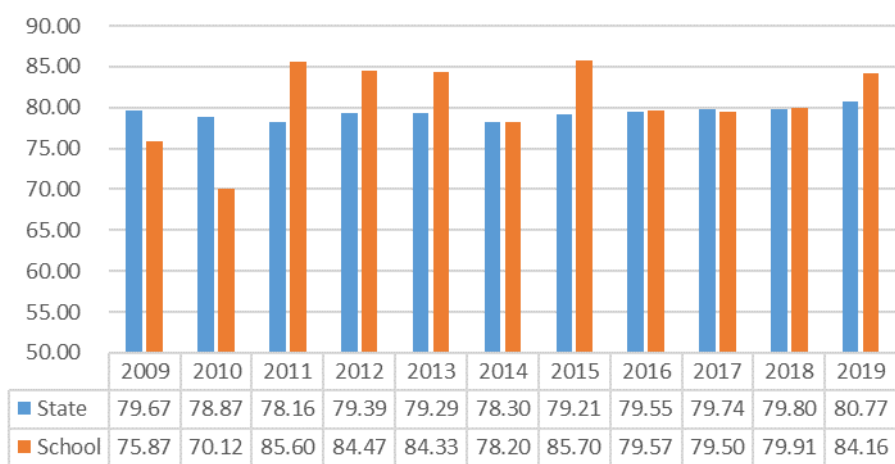
### Physics 2 unit



## Textiles and Design 2 unit



## Visual Arts 2 unit



## NAPLAN Results

Shellharbour Anglican College continues to achieve solid NAPLAN results. Significant growth, particularly in writing, has been evident between Year 7 and 9 (2017 to 2019). This is the second year in a row of significant improvement in this area. Other literacy and numeracy areas have also reflected strong student growth.

While the data shows sound results in NAPLAN for Year 3 and 5 it is difficult to draw direct comparisons with top bands from other schools. Students at Shellharbour Anglican College sat the paper tests which meant their achievement was capped at Band 6 in Year 3, Band 8 in Year 5 and Band 9 in Year 7 for all the tests apart from writing. Writing was assessed to Band 10 in all tests

### Shellharbour Anglican College Comparison to Australian Schools

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	433	435	466	410
Year 5	524	493	536	515	514
Year 7	576	542	568	566	583
Year 9	610	597	604	594	611

NAPLAN participation for this school is 99%  
 NAPLAN participation for all Australian students is 95%

#### Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

### Shellharbour Anglican College Comparison to Students with Similar Background

Compare to  Students with similar background  All Australian students

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<https://www.myschool.edu.au/school/>

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. 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.

## RoSA Numbers

RoSA Grades for Year 11 have become increasingly significant for early entry and these grades are monitored regularly. The following numbers reflect the number of students who have left school and eligible to receive a RoSA certificate

Year 10- 11 students, Year 11- 2 Students





# PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

## TEACHER QUALIFICATIONS 2019

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	51
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

## ACCREDITATION STATUS OF TEACHERS – 2019

<b>BAND 1 – Provisional / Conditional</b>	<b>2</b>
<b>BAND 2 – Proficient</b>	<b>41</b>
<b>BAND 3 – Experienced</b>	<b>9</b>

## WORKPLACE COMPOSITION

In 2019 there were 52 teaching staff, with a fulltime equivalency of 49.6, and there are 14 Support and Operational Staff with a fulltime equivalency of 12.6

## PROFESSIONAL LEARNING

The College spending on professional development (PD) during 2018 increased by a little over \$3000. In the previous year challenging enrolments saw a lower than usual expenditure in this area due to financial restraints. The 2018 amount reflects our usual commitment to the professional development of staff as a significant contributor to student progress:

Staff Professional Development:	\$34,666
Staff Conferences and Seminars:	<u>\$4,622</u>
Total:	<u>\$39,288</u>

Whole School professional development included:

- Child Protection and Code of Conduct
- Staff appraisal
- Staff Conference – SAC TALKS
- Staff Conference – Christian Education
- Workplace Health and Safety
- First Aid and CPR

Small Group and individual professional development included:

- 2019 EBE NSW Economics Update Conference
- 2019 HSC Feedback and Advice Day
- 2019 HTA Conference
- 2020 EES Exam Committee Meeting
- AHISA Director of Studies Program
- AIS Annual Wellbeing Conference
- AIS Educational Leaders Conference: Reimagining Learning
- AIS Familiarisation and Planning: NSW PDHPE K-10 Syllabus (K-6 focus)
- AIS History Conference - Exploring Big Ideas and Turning Points in History 7-12
- AIS History Extension Symposium
- AIS Illawarra Special Educators Network



- AIS Teacher Librarian Conference 2019
- AIS VET Webinars
- AISNSW Techer Librarian Network Meeting & Book Buying Expedition
- APOLA School Surfing Supervisor Award (SSSA)
- Archbishop's Annual Chaplains Day
- Attachment, Belonging and Connection: The Key components of good mental health, wellbeing, resilience and emotional regulation for children and young people within your education setting and family network
- Auduino Fundamentals for Secondary Teachers
- Australian Geography Teachers Conference 2019
- Australian Geography Teachers Pre-Conference Fieldtrip and Case Study
- BEEINS Teacher Conference (Biology)
- Biology, EES and Inv Sci Teachers Conference
- Building Mathematical Thinking with Rich Tasks
- CanvasCon
- Certificate IV in Training and Assessment
- Certified Practitioners training - Admissions
- Chemical Analysis for the HSC
- Chemistry Teachers Conference
- Child Protection Accreditation
- Cognitive Assessment: The Woodcock Johnson 4th Edition and Wide Ranging Assessments for Students and Schools
- Collaborative Care Forum Day: Eating Disorders
- Coming to Grips with Grammar English K to 10
- Cracking the Hard Class
- Creating the Curriculum to Tackle Society's Needs for the Next 50 years.
- Diabetes Teacher Training Seminar
- Draft Syllabus Consultation Meeting
- Duke of Edinburgh Award Administration Training
- Edu Change 2019
- Educate Plus NSW Conference
- Educate Plus Regional PD
- Enabling Growth Mindset - Online Course
- English Teachers' Association: Design Learning for English 7-12
- Feuerstein Instrumental Enrichment Program - Basic Module One
- Fusion 360
- Games With Minimal Equipment
- Gandel Colocaust Conference 2019 (Graduate Reunion)
- Gold Duke of Edinburgh Award Ceremony
- Half Day term 3 Chapel Planning + half day QILT planning
- Headspace in Schools Suicide Prevention Planning
- HICES Pastoral Care Network Meeting
- Homework for Life! A Meaningful and Motivating Approach
- Hospitality Training
- HSC (Earth & Environmental Science) Marking
- HSC Chemistry Examination Marking
- HSC Marking Design & Technology
- HSC Mathematics Advanced 2 x day course
- HSC PDHPE Marking 1
- HSC PDHPE Marking 2
- HSC Textiles Marking Practical Day
- HTA HSC Study Day
- IDT Network Day
- IDT Training
- IEU Environment Conference 2019 - Learning Outside the Classroom
- Igniting A Passion for Learning - From Tuning out to Turning on
- Illawarra Counsellors Network Meeting
- Illawarra Early Admission Info Session
- Illawarra Independent Schools Special Educators Network Meeting
- InitialLit Training



- Innovate Year 9 Food Technology
- Introduction to Meteorology
- IPSHA Gifted and Talented Umbrella Group Meeting
- IPSHA Learning Support Umbrella Group Meeting
- ISRA Studies of Religion Teachers Inservice
- LAN Meeting (teacher Accreditation Update)
- Legal Studies Association Annual Conference
- Meet Manager Training Day
- National Snowsports Participation Conference
- Neuroeducation Series
- Network Meeting
- New Stage 6 Syllabus Content - Extension 1 & 2
- Pastoral Care Network Meeting
- PHY 1107 Exam (Astronomy 2)
- PHY8001 (Observational Astronomy) Examination
- Planning and Programming: NSW Syllabus English K-6 Online Module
- Planning Day for Chapel and PSHA Social Justice Activity
- Play Matters: The Importance of Play
- Pre-Lit
- Preparing for the 2019 HSC Chemistry Exam
- Programming for the New Language Syllabus
- QILT Planning Day
- Reading to Learn Across the Curriculum
- Reconnaissance for upcoming Bronze Duke of Ed Trip
- SASSA Planning Meeting
- School Band Basics (ABODA NSW)
- School Based Newly Endorsed Information Session
- School Surfing Supervisor Award (SSSA)
- Scissor Lift Course - EWP Under 11 metre
- SASMA Annual Dinner
- SS 2020 In School Sport planning
- SS PDHPE Syllabus Development Session
- Statistics 101 - Online Course
- Supervising Professional Experience: APST & Mentoring Workshop
- TAFE NSW Career Advisor Day
- TEA - TexStyle 2019 Teacher Seminar
- Teach Tech Conference
- Teaching the HSC Course Year 12 in Economics for the first time
- Teaching the Preliminary Course in Business Studies
- Teaching your Year 12 in Business Studies for the First time
- Technology Mandatory - Materials Technology - Textiles Focus
- THAC Band Jam Planning meeting
- The Mind on Fire
- Thinking and Talking about Trauma in Children, Young People and families
- Tourism Network Day
- Understanding Autism Spectrum Disorders
- Universal Design for Learning: Meeting the Needs of All
- Unpacking new topics in Year 12 Maths
- VADEA Conference 2019 "Future Present"
- VET Hospitality Network Day
- Vet In Schools Forum
- White Card- WHS General Induction for Construction Sites
- Who's on location training
- Work Placement/Service Periods
- Workshop on text Adomania
- Year 9 Food Technology Fun



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.

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

- HSC Marking – Earth and Environmental Science
- HSC Marking – Chemistry
- HSC Marking – Design & Technology
- HSC Marking – Mathematics
- HSC Marking – Personal Development, Health and Physical Education
- HSC Marking - Textiles

### **TEACHER RETENTION**

3 permanent teaching staff (including the principal) and 3 permanent part time staff left the College in 2019. Two left to retirement, the other for change of work.



## STUDENT RETENTION AND ATTENDANCE RATES

### STUDENT RETENTION

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

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: 2013	43	Year 7: 2013	83
Year 6: 2019	51	Year 12: 2019	31

### STUDENT ATTENDANCE RATES

Year Level	Attendance rate %
Prep	96.4
Kinder	93.3
Year 1	94.1
Year 2	94.5
Year 3	94.2
Year 4	92.1
Year 5	92.8
Year 6	91.2
Year 7	92.7
Year 8	91.9
Year 9	93.2
Year 10	88.4
Year 11	92.5
Year 12	92.5

Average attendance rate of all students, Prep through to Year 12, per day is 92.5%

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 Education Standards Authority (NESA). 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 and services such as The Association of Independent Schools (AISNSW);
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.

### **Scholarship Entry**

Academic and Music Scholarship entry is available in certain years, to be determined by the Principal. Scholarships are awarded on the basis of internal examinations and trials, held in the preceding year.

The offer of Scholarship is subject to the following conditions:

- The student has completed an Application to Enrol form for entry to the school and the appropriate Application Fee has been paid.
- The Scholarship is offered for Tuition Fees only. All other fees (i.e. Acceptance Fee, each term's Service Charge and uniform costs are not covered by the Scholarship).
- The Scholarship is offered for each year of schooling but is subject to annual review by the Principal. In this review, the Principal will examine the Scholarship holder's academic record over the year as well as his/her contribution to the full life of the School community. Both need to be deemed satisfactory for the Scholarship to be extended into the next academic year.
- The Principal's decision regarding the continuation of the Scholarship is final.

### **CONDITIONS OF ENROLMENT**

These Conditions form part of the enrolment contract between the Parents and the Anglican Schools Corporation from 1 Jan 2012.

#### **Interpretation**

"Corporation" means Anglican Schools Corporation, ABN 63 544 529 806.

"Parents" means the Student's mother and father; or, where the Student has only one parent, that parent. "Parents" also includes the Student's guardian.

"Student" means the person who is enrolled as a student at the School.

"Principal" means the Principal or acting Principal of the School, by whatever title he/she is known, and/or his/her nominee.

"School" means the school of the Corporation at which the Student is enrolled.

#### **Fees and Charges**

1. The Parents are to pay to the School all fees and charges for school fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by the Corporation or incurred on behalf of the Student from time to time (Fees and Charges).
2. The Parents are to pay all Fees and Charges in advance, at the end of the first week of each term, except Fees and Charges on amended accounts and accounts raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an account for Fees and Charges within 21 days of the due date they will be liable to pay an overdue charge which reflects the administrative and financial cost to the Corporation in collecting the outstanding Fees and Charges. The Parents may enquire as to the current amount of the overdue charge at the Group Office of the Corporation.
3. If an account for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended and the Principal may without further notice refuse entry to the Student and/or terminate the Student's enrolment.
4. The Parents are to give at least one full term's notice in writing to the Principal before terminating the Student's enrolment. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's school fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.



5. No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, or expulsion.
6. The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment.
7. The Parents are to pay all medical and ambulance expenses incurred by the School on behalf of the Student which the School is not able to otherwise recover.

### **Students' Obligations**

8. Students are to demonstrate high standards of behaviour and:
  - a. abide by the School rules as they apply from time to time;
  - b. act courteously and considerately to each other and to staff at all times;
  - c. support the goals and values of the School;
  - d. attend and, as required, participate in:
  - e. chapel services and assemblies;
  - f. the School sports programme;
  - g. important School events such as Presentation Day / Night or other events determined by the Principal;
  - h. camps and excursions that are an integral part of the School curriculum;
  - i. wear the School uniform as prescribed and follow conventional standards of appearance in accordance with the School's guidelines and the expectation of the School community; and
  - j. attend the School during school hours, except in the case of sickness or where leave not to attend has been given.

### **Parents' Obligations**

9. The Parents:
  - a. are to accept and abide by the requirements and directions of the School Council and the Principal relating to the Student or students generally and not interfere in any way with the conduct, management and administration of the School;
  - b. acknowledge the Corporation's Philosophy of Education published on the Corporation's website [www.tasc.nsw.edu.au](http://www.tasc.nsw.edu.au) ;
  - c. are to support the goals, values and Christian foundation and activities of the School;
  - d. are to read the School newsletter;
  - e. are to advise the School in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the School loses contact with the Parent or has mail returned to it;
  - f. are to ensure the Student has each item of official required uniform, clean and in good repair, and all other requirements such as textbooks and stationery;
  - g. are to communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time to time; and
  - h. are to use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the Student's education.

### **Exclusion of Students**

10. The Principal may in his/her absolute discretion, but subject to affording the student procedural fairness, suspend or expel the Student for:
  - a. breaches of rules or discipline;





- b. behaviour prejudicial to the welfare of the School, its staff or students; or
- c. where parents have failed to comply with these Conditions of Enrolment.

11. The Principal also may terminate the Student's enrolment if the Principal considers that a mutually beneficial relationship of trust and cooperation between the Parents and the School has broken down to the extent that it adversely impacts on that relationship.

### **Leave**

12. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are, in general, considered only in exceptional cases, and only on receipt of written application from the Parents by the Principal. Parents are to explain in writing to the Principal any Student absence for a part or whole day during term time, including late arrival at the beginning of the day.

### **Content of Courses attended**

13. The School determines which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. These may be changed without notice.

### **Special Needs, Health and Safety**

14. The Parents are to disclose fully any special needs or changes in special needs of the Student (including but not limited to any medical, physical, learning or psychological needs) as soon as they become aware of those special needs or changes in special needs. The Parents are to complete the Student's medical form accurately and provide annual updates.

15. The Principal may search the Student's bag, locker or other possessions where reasonable grounds exist to do so in order to maintain an environment that is safe for all students.

16. If the Student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if the Parents are not readily available to authorise such treatment, the Parents authorise the Principal or, in the Principal's absence, a responsible member of the School staff to give the necessary authority for such treatment.

17. The Student's personal property is not insured by the School, and the School does not accept any responsibility for loss of or damage to the Student's personal property.

18. Parents are to observe School security procedures for the protection of students.

19. In accepting these conditions the Parents:

- a. acknowledge that the School may from time to time collect personal information about parents and students for the School's function or activities;
- b. authorise the School to use and disclose information in such a manner as the Principal may deem appropriate for the purposes of the Student's education, health, care, welfare and development; and
- c. acknowledge that they have read the School's Privacy Policy and Standard Collection Notice, as displayed on the School's website, or as otherwise published.

20. The Parents give permission for photographs and videos of the Student to be placed in the School's records; displayed from time to time around the School; and published in School publications, on its website and in other marketing and promotional material, unless the Principal has been advised or is advised in writing that the Parents do not give this permission.

### **Court Orders and Provision of Reports**

21. The Parents are to, where relevant, provide to the School all current Family Court or other court orders relating to the Student. Such information will be dealt with in accordance with the School's Privacy Policy.

22. The School will send academic reports to the address or addresses notified by the Parents. If the Parents are separated or divorced, reports will be sent to each of the Parents on request to the address notified by each Parent unless there is an order of a court or an agreement that reports are to be sent to only one of the Parents.

### **General**





23. The Corporation may change these Conditions of Enrolment with effect from the beginning of a calendar year, provided the Corporation gives the Parents at least two terms' notice.
24. The Parents' obligations to the School and the Corporation, as set out in these Conditions of Enrolment, are joint and several.



## OTHER SCHOOL POLICIES

### STUDENT ATTENDANCE

The following extract is taken from the Parent Information Manual for 2019:

#### 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.

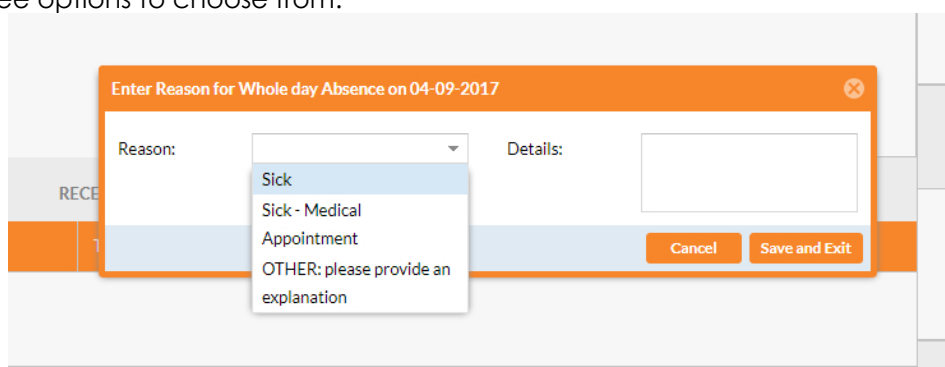
#### Absenteeism from School (where an absence has occurred)

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.



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.



<p><b>Procedure of Following Up Unexplained Absences</b></p>	<p>In <b>Senior School:</b></p> <ul style="list-style-type: none"> <li>•Tutors monitor day to day student attendance overseen by the Heads of House and Assistant Heads of House. An automated attendance report is generated from Edumate each day at 10.15am which is emailed to Tutors, Assistant Heads of House and Heads of House.</li> <li>•Heads of House and Assistant Heads of House will receive a 3 consecutive day absence report. This is emailed automatically from Edumate. These staff members are responsible for contacting the parents/guardians with the assistance of the Administration Officer.</li> <li>•The Coordinator of Pastoral Care is informed by the Heads of House and Assistant Heads of House if consecutive absence continues over 3 days or single day unexplained absences, to rise. Follow up with parents/guardians is made by the Coordinator of Pastoral Care or Head of House under the direction of the Coordinator of Pastoral Care.</li> </ul> <p>The Head of Senior School is responsible for monitoring termly attendance data. A termly attendance report is automatically generated at the end of each Term through Edumate.</p> <p>Parents/guardians of students who have significant discrepancies are followed up by the Head of Senior School or delegated authority at the end of the term or at the commencement of the following term This is done through phone, email or letter and this contact is documented on the History tab of the students profile within their Edumate record. The Head of College is informed by email of such attendance discrepancies.</p>
	<p>In <b>Junior School:</b></p> <ul style="list-style-type: none"> <li>•Head of Junior School and relevant Stage Coordinators receive a 3 consecutive day absence report. This is emailed automatically from Edumate. These staff members are responsible for contacting the parents with the assistance of the Administration Officer.</li> <li>•Head of Junior School is responsible for monitoring termly attendance data. A termly attendance report is automatically generated through Edumate. Parents/guardians of students who have significant discrepancies are followed up by the Head of Junior School or delegated authority at the end of the term or at the commencement of the following term This is done by either phone, email or letter and this contact is documented on the History tab of the students profile within their Edumate. The Head of College is informed by email of such attendance discrepancies.</li> </ul>
	<p><b>Across both Junior School and Senior School</b></p> <p>Daily absences are followed up via an automated text generated through edumate to parents if students have been marked as an unexplained absence in Period 1 &amp; 2. These parents are then reminded through the Edumate App on their phone to enter the reason of absence into their Parental Portal.</p>

## Unsatisfactory Attendance Intervention Strategies

The College has implemented the following strategies in order to improve unsatisfactory attendance and student engagement in College and learning:

- The College communicates to parents/guardians to clarify their obligations to ensure their child attends the College, and to not condone absences for unauthorised reasons such as birthdays, shopping and other leisure activities. This is done through the Parent Information Manual, College newsletter and at Parent Information Evenings.
- Regular meetings are conducted between the Principal, Heads of Senior and Junior School and senior staff as appropriate to coordinate responses to student absences. These meetings occur on a 'needs' basis and at a term's end
- Students with persistently low attendance will be monitored and personalised strategies will be considered to increase their attendance and/or engage them in continuing education programs. Such monitoring and strategy implementation is performed by the appropriate Head of House (SS) or Stage Coordinators (JS) and overseen by the relevant Head of School and Coordinator of Pastoral Care (SS). For students requiring more intensive support, one-on-one meetings with the Head of House (SS) or Stage Coordinators (JS) will occur and alternative arrangements may be organised in consultation with parents/guardians.
- When frequent absences are explained as being due to illness, the College may request medical certificates for the absences and will consult with parents/guardians regarding the health care needs of the student. This is done by Heads of House (SS) and Stage Coordinators (JS).
- All required reports will be made to the Community Services Child Protection Helpline, and/or contact will be made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.

Where a student who is under 17 is refusing to attend school and all College procedures and strategies have been exhausted, the Head of College will submit a 'Student Enrolment Destination Unknown Notification' form to the NSW Department of Education. The Wollongong Area School Home School Liaison Officer will be contacted.



## STUDENT WELFARE

The following extract is taken from the Parent Information Manual for 2018 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](http://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.



## ANTI-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. Where negative consequences are warranted they would normally be applied in a progressive, incremental way, however the imposition of disciplinary action is fundamentally determined according to the nature of the particular infringement and a student's prior behaviour. Corporal punishment is not permitted under any circumstances. The College never asks parents to impose corporal punishment on a child or on its behalf. The College discipline procedures are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.

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](http://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

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](http://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.



## SCHOOL DETERMINED IMPROVEMENT TARGETS

Areas	Priorities	Achievements in 2019
The Learning Environment	Annual Conference focus continues to be on "Improving Student Outcomes"	<ul style="list-style-type: none"> <li>Our 2019 conference resembled a TED Talks format. It gave staff and student voice on a range of educational topics that will challenge and inspire.</li> </ul>
	Ongoing monitoring of teaching and learning	<ul style="list-style-type: none"> <li>RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and identify improvement targets for HSC teachers.</li> <li>The implementation of new syllabi in Senior School continued to be a focus. Staff have sought PD opportunities to assist them with new syllabi implementation.</li> <li>A review of the College's approach to homework commenced.</li> <li>A review of the College's BYODD Program commenced.</li> <li>Planning for 1 Day Senior School Sport to include a weekly service learning program and additional sporting opportunities for students in Years 9 - 12.</li> <li>Review and improvement to the K-6 PDHPE curriculum</li> </ul>
	Ongoing commitment to development of strong pastoral care	<ul style="list-style-type: none"> <li>Support for students in leadership roles continues to be strengthened through leadership and planning afternoons</li> <li>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.</li> <li>New additions to the Senior School Pastoral Care Program included 'Your Choices Seminars' presented by David and Katie Kobler for selected Year 11 students as well as staff and parents.</li> <li>Staff start and complete online Beyou Modules.</li> </ul>
	Funding for projects to support teaching and learning	
	Staff professional development	<ul style="list-style-type: none"> <li>The College became accredited as a NESA Professional Development School Provider.</li> <li>Construction of thorough Suicide Postvention Procedures.</li> <li>Mental Health Seminar held for staff to upskill them in the signs and symptoms of mental health concerns.</li> </ul>
The Physical Environment	Learning spaces	<ul style="list-style-type: none"> <li>The upgrade of two classes into more flexible learning spaces</li> </ul>
	Improvements to play areas	<ul style="list-style-type: none"> <li>Improvement to the outdoor play area below administration building</li> </ul>
	grounds	<ul style="list-style-type: none"> <li>Landscaping of the area in front of K Block</li> <li>Employment of an additional groundsman.</li> </ul>



## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2015 we established a partnership with Compassion Australia House groups, staff and individual families have sponsored twenty children from the Udon Thani region of Thailand. This partnership was increasingly evident in 2019 with students taking greater ownership of the sponsorship of the children. Inclusion of the Junior School in fundraising and awareness activities has increased the promotion of respect and responsibility in this area.

Our ninth residential Service Learning project took place in 2019. 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 2019 a group of 60 plus attended with a number of Year 12 students returning and a good group of staff and past students in a supervisory capacity. In 2019 we strengthened ties with the local Council and the Aboriginal Inland Mission church.

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. This is the sixteenth year that students from the College have participated in the annual Red Cross Calling Campaign. For the past three years we have been awarded the "Norman B Rydge Country School Shield" for being the regional school that raised the most funds in this campaign. Junior School students participate in the Anglicare can and coins fundraising day in Term 2. 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.

Links with the Junior School and Warrigal Care Shell Cove have allowed for opportunities to visit, care for and entertain the residents in our local aged care facility. This has strengthened the awareness and respect students have for those who are vulnerable and elderly in our local neighbourhood.

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 STAFF SATISFACTION

The 'good health' of the School community is reflected in a number of factors:

- Steady enrolments and the very low rate of withdrawals, mainly due to a family moving out of the area or a financial difficulty;
- Word of mouth recommendations by current families continue to encourage other families to seek enrolment in the College.
- Positive operation of the Parents' and Friends' Association;
- Successful School events which are well attended and supported - eg Special Friends' Day, the Community Fair and Parent Information Evenings. Positive feedback is received about these events.
- Excellent tone of thanksgiving and celebration evident in regular College gatherings - eg. Junior School Assemblies and Chapels, Senior School Assemblies and Chapels, Gold Assemblies;
- Co-operative and harmonious atmosphere evident through collaborative discussions - eg. Open Evenings at the beginning of the year, Parent/Teacher Interviews focusing on Student Reports in Semesters 1 and 2;
- Co-operative learning activities between Primary and Secondary classes; Presentation Nights, etc reinforces strong student and family satisfaction
- Active involvement of parents in all kinds of School activities - eg. classroom assistance, uniform shop and library help, high percentage of attendance at carnivals, open days etc.;
- High number of co-curricular and extra-curricular activities, involving significant investment of time and energy on behalf of staff;
- Enthusiastic spirit clearly evident through the House system, with very high rates of student participation, great student leadership and excellent rapport between students and staff;
- Continual process of reflection, evaluation and strategic activity, particularly by staff - eg. QILT team and QILT conference team, Collegial Conversations, Staff Development Days.
- Frequent focus on God's Word and prayer - eg. Staff Devotions on two mornings before School, optional lunchtime Cru and bible study groups for Junior and Senior School students and weekly Primary clubs.
- The School has ongoing communication with parents through parent-teacher interviews, letters, phone calls and an environment which sees parents welcomed at the School every day of the year.
- The Principal and the Heads of Senior School and Junior School regularly meet with parents at their request in order to address concerns in a timely and caring manner.
- The Principal and executive team regularly interviews staff and students for feedback about operational, curriculum and pastoral matters. This feedback influences future strategic planning.
- Monthly meetings with the Senior School College Captains and monthly meetings with the Senior School student leadership team with the Principal provided opportunities for feedback and development of student voice and vision
- The staff are a happy, content and cohesive team. There has been a very low turnover of staff in 2018.
- Very positive and consistent feedback from many parents offered via surveys. The 2019 parent survey identified that the reason parents chose the school, from a list of 15 key areas, were as follows (in order from highest ranked) –
  - safe and supportive environment;
  - quality of teaching;
  - balanced approach to learning; facilities;
  - academic expectations and
  - faith foundation.
- Satisfaction with the same list of 15 aspects of the school indicated that these were the areas that also received greatest satisfaction, scoring above the rate in the previous question.
- Annual exit survey from Year 12 2019 highlights high levels of student satisfaction
- "The teachers i have had dealings with should be commended on their care and understanding approach towards getting the best out of their students." *Anonymous comment from parent survey, 2019*
- "Teaching and Learning at this lovely school encourages all students to achieve to their best capability using their God Given talents in meaningful, enjoyable ways while always being in supportive learning environments." *Anonymous comment from parent survey, 2019*



## STUDENT MOVEMENT

As in previous years, we have also considered data around student movements away from the College. In 2019 we experienced an anomalous number of departures, with departure due to relocation and social / pastoral reasons (including mental health issues) 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. Relocation due to employment featured prominently.

During the 2019 academic year, of the 75 students who left the College

- Relocations 28%
- Social / Pastoral 23%
- Family / Financial 7%
- Apprenticeships / TAFE 15%
- Electives Choices 3%
- Discipline 3%
- Other / Not Known 21%



## SUMMARY 2019 FINANCIAL INFORMATION

