



# Annual Report 2021





## Mission

**"In Christ alone we are building a learning community, dedicated to excellence and equipping to serve."**

## Values

- We commend and invite our community into **FAITH** in God, who makes himself known to us in and through Jesus Christ.
- We seek **WISDOM**, celebrating the gift of learning so we will live well in God's world.
- We devote ourselves to **COMPASSION**, because Christ gave freely to us.
- We cherish **RESPECT** for every person, recognising the image of God in every individual.

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## Message from the Chair of Council



**On behalf of the College Council, I'd like to thank Mrs Megan Hastie, the College Executive and all staff for their tireless efforts throughout another COVID-19 disrupted year.**

At the beginning of 2021, the College was getting back into the rhythm of normal school life with academic and co-curriculum activities in full swing; then teaching and learning was again disrupted due to the Coronavirus pandemic. The highly infectious Delta strain breached NSW quarantine protocols and on 23 June the Greater Sydney Region was thrown into lock down with teaching and learning once again reverting online. This continued until 25 October, when the College welcomed back all students in line with NSW Public Health Orders. This was again a turbulent period, not just for Shellharbour Anglican College but all schools in the Greater Sydney Region and I congratulate all staff, students and parents for their responsiveness and resilience through this time.

With high vaccination rates and strong health protocols, I pray that 2022 will be a normal year for our College community. Current and projected enrolments have increased rapidly over the past two years and to meet this demand, the College will embark on a significant capital works program through to 2025. New buildings and ground improvement works will be undertaken including a learning centre, new classrooms, landscaping and sealing of the ring road. As always, the P&F continue to be generous and hardworking and provide great support to the College and community. The Council also recognises the value and support The Anglican Schools Corporation provides through human resources, governance, and financial oversight. The Council looks forward to another highly successful year as we serve the wonderful community that is Shellharbour Anglican College.

*Mr Aubin has retired from his position as Chair of Council at the end of 2021, and as a College community we would like to wholeheartedly thank him for his dedicated service of the College.*

**Mr Rob Aubin**  
Chair of Council



The Council looks forward to another highly successful year as we serve the wonderful community that is Shellharbour Anglican College.

# Message from the Principal



**2021 was a year where our motto 'in Christ alone', took on an even greater significance. We began the year with a sense of confidence, and a hopefulness that things were returning to normal.**

However, with the rest of the world we faced the delta variant, which brought with it even more ongoing disruptions and turmoil, including the 18 week remote learning period. Despite the name, in many ways there was nothing remote about our remote learning time! Staff worked tirelessly to ensure students were able to connect with others, that families were kept up-to-date with how their children were travelling, and especially for those who struggled, they offered a multitude of approaches and support for those who were demotivated or feeling a bit lost. There was more contact than ever! Our dedicated and caring staff worked harder than ever to provide engaging learning experiences in the restricted conditions, and also to care for the health and wellbeing of those in our community.

Having said that, there were many wonderful aspects of our College life that were able to take place in Terms 1 and 2 – we were able to be involved in a range of sporting competitions, including at elite levels. Our co-curricular clubs flourished, such as debating, chess and Art Club and it was exciting to see our 'Club Francais' really taking off! And one of our most important events, the Gilgandra Service learning trip was able to go ahead in the April break, making a significant impact on the little town out west! Our Duke of Edinburgh hikes went ahead in the first half of the year, although a number of the higher level adventures were unfortunately unable to take place in the second half of the year.

In our teaching, our whole College staff focused their professional development on Dylan William's *Assessment for Learning* approach. This is an internationally recognised approach to activating students as owners of their own learning and helps teachers quickly and effectively assess students' progress, thereby enabling more efficient and dynamic learning opportunities. To enable this, staff attended a number of internal conferences, plus gathered regularly in Professional Learning Groups, in faculty and stage-based teams to grow and support each other. Although somewhat disrupted during the remote learning period, many of the strategies transitioned seamlessly across to this mode. Staff will continue to explore it throughout 2022. We also worked with the support of the Association of Independent Schools and the Compass Wellbeing project, that supports schools as they review and develop their wellbeing approaches. Whilst progress was slowed somewhat, the Core team made some exciting inroads and we look forward to continuing the work into 2022.

Throughout the year I have spoken relentlessly about the importance of seeing how we can take these trials and turn them to something positive – the grit and the pearl! As a 'COVID-19 Principal' I say to our 'COVID-19 kids' you have lived through a remarkable time! You have had the privilege of learning with your family, of learning how to deal with boredom, how to motivate yourself, how to learn in an online environment, how to build deeper relationships despite difference. You have learned new skills.

Many have struggled, but even in that struggle there are things that can be learned about yourself. Struggled with motivation? What can you learn about that moving forward? What could you do differently about that? You are not locked in to "I don't learn well online..." mentality, but, "if I face a similar circumstance, how can I do things differently?"

So much in life is beyond our control, but the lens through which we view the world impacts our response and therefore capacity to grow. Do we see COVID-19 as a disaster that has damaged us, or can we see what it has given? Do we see our students as coming out as more vulnerable and likely to spiral down into mental collapse, anxiety and depression, or do we see the resilience they have demonstrated and their greater dexterity? Do we have a sense of fear about what might be next, and the possibility for further strains to knock our society over, or do we see the possibilities for innovation and growth?



We do not believe in a bulldozer God who clears all the problems out before us so we can sail through life without obstacles. Instead, He walks alongside us, He equips us and strengthens us when we face those times. Whilst we know there will be difficulties and challenges ahead for each of us, as a College, and globally, our God is good, and He will give us the capacity to overcome and triumph in the face of hardship - if we choose to seek His help!

Instead of seeing what our children have missed out on, we can look to what they have gained and what they will give as a result. What if it's the COVID-19 kids who are the ones who sort out the issues around climate change because of the adaptability they have developed?

I'm excited as we look to next year! Not because we want to forget the past but because we want to use it as a foundation block to build on, to have a sense of hope, curiosity and courage as we move forward and are prepared to adapt to what's ahead!

As a College we held onto our cry that it is in Christ alone our hope is found. With the dedication and adaptability of our incredible staff, both teaching and operational, who have helped ensure that school was a safe place, a reliable and reassuring community in the midst of so much change, we have come out the other side stronger than ever.

Every day is another day to look forward to and build with a sense of hope for what is to come! As a learning community, let's keep pursuing a hopeful and magnificent tomorrow!

**Mrs Megan Hastie**  
Principal



With the dedication and adaptability of our incredible staff, both teaching and operational, who have helped ensure that school was a safe place, a reliable and reassuring community in the midst of so much change, we have come out the other side stronger than ever.

# Message from the School Captains

**The values of grit and determination clearly reflect the Shellharbour Anglican community's response this year. Throughout the turbulent year, we have been driven by a number of challenges, which – through grit – we've overcome and grown as individuals and as a community in our faith, wisdom, compassion and respect.**

As the College Captains for 2021, we have had an incredible time watching the inspiring way in which everyone has surpassed the challenges that this year has brought. We have enjoyed every moment of leading Captains' assemblies and engaging with students across the college. We are grateful for the opportunities we were given and will look forward to seeing the 2022 leadership teams' enthusiasm in leading the school.

We would like to thank our team of Year 12 leaders who have helped us all throughout this pandemic; both behind the scenes and up front. With their dedication, perseverance and creativity, we were able to plan for a number of events. The leadership team were able to successfully adapt planning for NAIDOC week and R U OK? Day, in order to celebrate and recognise the importance of such events, bringing both awareness and acknowledgement. We have learnt wisdom in leading, decision making and the value of teamwork.

We thank our teachers for their patience, compassion and support in this ever-changing, tumultuous year. On behalf of Year 12 cohort we are grateful for their generosity in marking drafts and practice papers, providing constructive feedback and emotional support as we were challenged by changing HSC arrangements; while also maintaining enthusiasm and continuous support for all students.

We thank the executive team; Mrs Hastie, Mr Gibson, Ms Liddiard and Mr Irvine, who tirelessly worked in arranging timetables, on campus learning and the thorough support of Year 12 and the 2021 student leadership team.

We thank all the staff for their example of Christ as they seek to lead us in a Godly manner and as witnesses of their faith.

The immense help of staff has allowed us to grow in our college values and grit.

If anything, the hardships faced throughout the year have only highlighted the power of faith in Christ Jesus who gives us strength.

*"I can do all things through him who gives me strength". (Philippians 4:13)*

**Lachlan Schier and Annabelle Thorpe**  
2021 College Captains



We thank all the staff for their example of Christ as they seek to lead us in a Godly manner and as witnesses of their faith.



# Contextual Information

**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 are currently a K-12 school of 880 students, with 47 students in the Preparatory program.**

Our students are drawn from throughout the Illawarra, 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, Faith lives at the heart of the College, and Christ is central to all that 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, outdoors and service opportunities.

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. These provide 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.



Families state they are attracted by the quality education underpinned by Christian values and by the high expectations for student conduct.

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

Our students are drawn from Berry in the South through to Bulli in the North, which indicates that our reputation fosters confidence beyond our local area. Our enrolments across all three schools at the conclusion of Term 3 2021 showed a balance of 423 males and 400 females.

# School Performances in Statewide Tests and Examinations

**The staff at Shellharbour Anglican College are committed to providing students with a holistic education: one that develops the whole child. Alongside the pastoral and co-curricular programs, in 2021 students continued to benefit from a high-quality academic program, led by experienced educators, who are committed to producing in students a lifelong passion for learning.**

In 2021 a cohort of 60 students all completed the Higher School Certificate. This was the 13th HSC cohort for Shellharbour Anglican College since its inception in 2004. 78% of the College's graduating class of 2021 were enrolled at the College since Year 7.

A group of these students received learning support during their tenure at the College and their completion of their HSC is a credit to their perseverance and commitment to learning and to the staff who supported them, both in the classroom and through additional assistance from learning support staff.

As in other parts of the state, all Year 12 students worked remotely during Term 3 due to the requirements of public health orders. Staff and students demonstrated creativity and resilience by finishing courses remotely and preparing for the HSC examinations with limited face-to-face contact. Despite the challenges they faced, the students of this HSC cohort achieved some of the strongest results in the College's history.

## Students achieved

- 16 Band 6 results (including E4 for extension subjects) across different subject areas
- 123 Band 5 results (including E3 for extension subjects) across different subject areas
- Seven students achieved an ATAR greater than 90 (the highest ATAR achieved was 95.9)
- 11 additional students achieved an ATAR greater than 80

## HSC Results and Trends

The following tables show the performance of Shellharbour Anglican College Year 12 students in the HSC since 2011. Fluctuating cohort sizes (ranging from 26 to 64 students) influence averages and will continue to do so until the College's HSC cohort sizes settle into a consistent pattern. Where no data is shown, that subject was not offered in that year.

In early 2022, faculty coordinators undertook their annual review into HSC results and performance to evaluate their programs and pedagogy, and to inform their practice. Analysis by external consultants, Academic Profile, revealed that in terms of both mean and median estimated ATARs and students' academic growth (measured between Year 10 and Year 12), the 2021 cohort achieved the strongest HSC results in the College's history, second only to the unusually small 2019 cohort. Indeed, in 2021, 85% of the College's HSC students reached or exceeded their anticipated level of academic achievement, based on their Year 10 results. Improvements in results were achieved in CAPA, Mathematics, Science and TAS. Results in no subject areas declined.

Furthermore, analysis of the 2021 HSC data indicated the progress that staff are making towards encouraging students to attempt more challenging courses, with an increase in the proportion of students electing English and Mathematics Advanced courses and extension subjects (with nearly one third of the cohort studying at least one extension subject). There are opportunities for further growth in this area, however. And it is also clear that staff across all subjects should be aware of the level of English their students are studying and to collaborate with English staff to approach the teaching of writing in the most effective manner possible.



# HSC Results

Ancient History 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	72.9		71.98	71.68	71.34	71.16	71.67	72.76		72.1	71.06
School	<b>72.88</b>		<b>74.8</b>	<b>76.64</b>	<b>75.11</b>	<b>84.32</b>	<b>68.85</b>	<b>77.7</b>		<b>75.51</b>	<b>77.66</b>

Biology 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	72.65	72.46	73.99	71.65	71.13	73.71	74.3	74.09	71.93	72.39	71.06
School	<b>67.68</b>	<b>72.1</b>	<b>74.99</b>	<b>71.09</b>	<b>67.51</b>	<b>68.6</b>	<b>67.29</b>	<b>75.75</b>	<b>77.49</b>	<b>73.83</b>	<b>77.66</b>

Business Studies 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	72.95	73.98	73.63	74	73.65	73.21	73.17	73.62	72.18	71.99	73.32
School	<b>67.38</b>	<b>73.05</b>	<b>81.31</b>	<b>74.45</b>	<b>74.35</b>	<b>77.08</b>	<b>79.2</b>	<b>72.18</b>	<b>67.02</b>	<b>72.08</b>	<b>77.92</b>

Chemistry 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State		75.51	75.85	76.13	75.81	75.59	75.28	74.82	75.38	75.52	74.37
School		<b>71.2</b>	<b>74.76</b>	<b>70.17</b>	<b>71.37</b>	<b>73.28</b>	<b>69.7</b>	<b>68.31</b>	<b>73.86</b>	<b>74</b>	<b>67.83</b>

Community and Family Studies 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	73.82	74.14	73.5	74.37	72.73	72.2	72.71	72.01	74.03	74.06	74.28
School	<b>68.24</b>	<b>70.04</b>	<b>76.03</b>	<b>75.62</b>	<b>81.91</b>	<b>76.29</b>	<b>78.75</b>	<b>72.14</b>	<b>77.09</b>	<b>78.9</b>	<b>79.38</b>

Design and Technology 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	75.86	76.08	76.1	75.86	76.25	76.41	76.75	77.91	77.82	78.54	79.11
School	<b>72.67</b>	<b>80.24</b>	<b>80.11</b>	<b>86</b>	<b>81.49</b>	<b>73.17</b>	<b>76.16</b>	<b>81.59</b>	<b>88.6</b>	<b>76.95</b>	<b>76.23</b>

English (Advanced) 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	79.94	79.56	79.06	80.53	80.43	80.72	80.96	80.6	80.73	81.33	81.92
School	<b>72.81</b>	<b>72.66</b>	<b>77.28</b>	<b>74.84</b>	<b>77.63</b>	<b>81.68</b>	<b>78.25</b>	<b>76.52</b>	<b>81.73</b>	<b>77.94</b>	<b>78</b>

English (Standard) 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	65.03	68.27	65.48	67.47	67.1	68.7	69.19	68.66	69.16	69.93	70.47
School	<b>65.66</b>	<b>71.93</b>	<b>66.44</b>	<b>62.87</b>	<b>67.27</b>	<b>68.96</b>	<b>69.46</b>	<b>65.09</b>	<b>71</b>	<b>72.12</b>	<b>69.43</b>

English Extension (1) 1 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	39.89	40.24	40.28	41.19	41.8	41.91	41.26	42.08	41.68	41.66	42.07
School	<b>32</b>	<b>36.07</b>	<b>37.4</b>	<b>33.78</b>	<b>41.75</b>	<b>41.37</b>	<b>43.05</b>	<b>37.07</b>	<b>41.25</b>	<b>42.7</b>	<b>40.22</b>

English Extension (2) 1 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	39.44		38.57	38.49	39.54	38.47	38.68	37.46	39.14	39.43	39.56
<b>School</b>	<b>38.7</b>		<b>35.18</b>	<b>29.5</b>	<b>40.6</b>	<b>35.47</b>	<b>41.05</b>	<b>37.53</b>	<b>35.85</b>	<b>37.2</b>	<b>38.68</b>
Geography 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State										74.45	75.75
<b>School</b>										<b>69.1</b>	<b>80.98</b>
Legal Studies 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	74.24	74.44	75	73.36	74.6	75.01	75.86	75.05	73.66	74.97	74.72
<b>School</b>	<b>72.33</b>	<b>75.56</b>	<b>76.37</b>	<b>74.12</b>	<b>74.07</b>	<b>74.93</b>	<b>74</b>	<b>74.83</b>	<b>75.17</b>	<b>73</b>	<b>73.58</b>
Mathematics Standard 1 Examination											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State										69.84	68.97
<b>School</b>										<b>69.8</b>	<b>68.47</b>
Mathematics Standard (2) 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	69.41	69.2	67.46	68.89	68.64	68.51	68.51	69.92	70.68	68.4	69.15
<b>School</b>	<b>69.22</b>	<b>70.45</b>	<b>69.15</b>	<b>66.34</b>	<b>67.73</b>	<b>66.4</b>	<b>68.25</b>	<b>73.69</b>	<b>79.06</b>	<b>65.84</b>	<b>72.82</b>
Mathematics Extension (1) 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	81	81.42	80.46	80.58	81.2	79.68	81.09	79.29	79.98	78.49	78.21
<b>School</b>	<b>50</b>	<b>90.1</b>	<b>72.2</b>	<b>76.1</b>	<b>70</b>	<b>56.12</b>	<b>64.93</b>	<b>58.8</b>	<b>75.13</b>	<b>75.24</b>	<b>64.51</b>
Mathematics Advanced 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	77.03	77.64	77.39	78.37	77.89	77.84	77.96	78.2	78.01	79.2	78.41
<b>School</b>	<b>70.33</b>	<b>79.4</b>	<b>70.76</b>	<b>68.92</b>	<b>65.77</b>	<b>73.52</b>	<b>70.91</b>	<b>72.15</b>	<b>81.38</b>	<b>72.75</b>	<b>73.64</b>
Mathematics Extension (2) 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State		85.5	71.13	77.87		43	52.4			81.46	83.07
<b>School</b>		<b>82.78</b>	<b>82.07</b>	<b>81.58</b>		<b>81.03</b>	<b>81.17</b>			<b>65</b>	<b>60.52</b>
Modern History 2 Unit											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	75.31	75.61	76.1	74.95	75.29	74.45	73.73	73.88	73.44	72.53	72.85
<b>School</b>	<b>73.49</b>	<b>68.47</b>	<b>79.02</b>	<b>77.76</b>	<b>76.77</b>	<b>83.36</b>	<b>75.29</b>	<b>75.06</b>	<b>84.43</b>	<b>76.05</b>	<b>78.84</b>



<b>History Extension 1 Unit</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	38.57		38.4	38.71	38.64	38.93	38.74	38.85	38.92	38.36	38.69
<b>School</b>	<b>46.8</b>		<b>42.03</b>	<b>36.12</b>	<b>37.65</b>	<b>39.43</b>	<b>40.68</b>	<b>36.75</b>	<b>45.83</b>	<b>42.17</b>	<b>43</b>
<b>Music (1) 2 Unit</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State		80.17	80.26	80.29	80.6		81.45	81.5	81.85	81.56	81.34
<b>School</b>		<b>83.73</b>	<b>87.8</b>	<b>86.63</b>	<b>75.6</b>		<b>82.58</b>	<b>81.18</b>	<b>86.63</b>	<b>91.33</b>	<b>90.2</b>
<b>Personal Development Health and PE</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	73.93	72.58	70.98	72.86	73.1	72.13	71.03	72.29	72.57	72.46	72.18
<b>School</b>	<b>70.09</b>	<b>76.28</b>	<b>67.49</b>	<b>71.65</b>	<b>73.15</b>	<b>71.79</b>	<b>69.43</b>	<b>75.1</b>	<b>78.09</b>	<b>73.62</b>	<b>73.67</b>
<b>Physics 2 Unit</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	74.84		73.68	73.49	72.66	72.65	73.45	73.18	73.2	73.99	75.34
<b>School</b>	<b>66.95</b>		<b>76.1</b>	<b>68.09</b>	<b>67.6</b>	<b>69.69</b>	<b>69.54</b>	<b>65.43</b>	<b>73.77</b>	<b>66</b>	<b>77.27</b>
<b>Textiles and Design 2 Unit</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	74.54	77.27	73.93	75.83	77.48	77.24	77.31	77.06	78.49	79.78	
<b>School</b>	<b>80.76</b>	<b>81.72</b>	<b>76.65</b>	<b>77.17</b>	<b>90.87</b>	<b>77.35</b>	<b>83.48</b>	<b>80.84</b>	<b>93.6</b>	<b>78.1</b>	
<b>Visual Arts 2 Unit</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	78.16	79.39	79.29	78.3	79.21	79.55	79.74	79.8	80.77	81.02	80.99
<b>School</b>	<b>85.6</b>	<b>84.47</b>	<b>84.33</b>	<b>78.2</b>	<b>85.7</b>	<b>79.57</b>	<b>79.5</b>	<b>79.91</b>	<b>84.16</b>	<b>82.28</b>	<b>87.76</b>
<b>Hospitality Examination 2 Unit</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	76.31	75.5	75.68	75.23	75.96	72.71	73.62	73.37	73.09	75.09	74.07
<b>School</b>	<b>78.05</b>	<b>73.31</b>	<b>72.25</b>	<b>75.44</b>	<b>75.3</b>	<b>74.4</b>	<b>75.32</b>	<b>76.4</b>	<b>82.8</b>	<b>75.64</b>	<b>86.13</b>
<b>Software Design and Development</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State											74.15
<b>School</b>											<b>71.48</b>
<b>Studies of Religion II</b>											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State											75.86
<b>School</b>											<b>74.02</b>

### Record of School Achievement (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 are eligible to receive a RoSA certificate:

Year 10: 1 student

Year 11: 1 student

### NAPLAN Results

Shellharbour Anglican College students in Years 3, 5, 7 and 9 sat the NAPLAN examinations for reading, writing, spelling, grammar and numeracy in 2021. They completed the paper examination. The participation rate for the College was 97%.

The College continues to achieve strong NAPLAN results in most areas and age groups. Particular gains have been made in reading and writing between Years 3-5 while results have remained steady in all other subject areas. The average result in all subjects across all year groups was close to that achieved by students from a similar background. In all examinations, except for Year 3 reading and numeracy, Shellharbour Anglican College students achieved average scores above the state mean (Year 3 reading and numeracy results were close to the state average).

Student progress between 2019 and 2021 (no NAPLAN examinations took place in 2020 due to the pandemic) also reflects well on the College's academic program. In all subjects and across all age-group intervals (Years 3-5, Years 5-7 and Years 7-9) students at the College demonstrated an average amount of growth that was equal to or greater than students with the same starting score and similar background from other schools. The only exception to this was in reading, between Years 5-7, in which the College's rate of growth was a little below that of students from a similar background.

Table: Shellharbour Anglican College's 2021 NAPLAN results (average) compared to schools with a similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	447	464	465	412
Year 5	529	495	529	520	516
Year 7	564	546	581	553	581
Year 9	602	583	611	601	612

Table: Shellharbour Anglican College's 2021 NAPLAN results (average) compared with all schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	447	464	465	412
Year 5	529	495	529	520	516
Year 7	564	546	581	553	581
Year 9	602	583	611	601	612

\*Schools average when compared to all Australian students.

### Interpreting the table

Above average

Close to average

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



# Professional Learning, Accreditation and Qualifications

## Teacher Accreditation 2021

Level of Accreditation	Number of teachers
Conditional	4
Provisional	3
Proficient Teacher	44
Experienced Teacher	9

## Teacher Qualifications 2021

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	59
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	1

Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the accreditation table as some teachers with Conditional accreditation may not be included.

## Workforce Composition

School Staff 2021	
Teaching Staff	60
Full-time equivalent teaching staff	49
Non-teaching staff	24
Full-time equivalent non-teaching staff	12
Indigenous	1
Not Indigenous	83

## Professional Learning

Whole School professional development included:

Workplace Health and Safety

Staff Conference- Homework review K-12

CompliSpace and CompliLearn

First Aid and CPR

Staff Conference – Embedded Formative Assessment –  
Practical Strategies and Tools for K-12 Teachers



Small Group and individual professional development included:

### Teaching and learning – Junior School

Mini-COGE, Gerric Course (5 attendees)

Dive into Deep Learning

Spell-It

Teacher Assistant Online Course

Investigate & explore K-12 Library @ TIGS

NAPLAN Online School Readiness Training

### Teaching and Learning- Senior School

Illawarra Careers Advisers Network Meeting (ICAN)

Schools Stakeholder Forum

NCCD Term 1 Network Meeting

History Teachers Association HSC study day

Senior School HSC Analysis

NESA Elective

Autism Spectrum Disorder: Universal Supports

TAFE YES Program Supervision

AIS NSW Pathways & Partnerships Forum 2021

Norwest Christian College Mid-Year Conference 2021

AIS History Conference 2021

New to NAPLAN Online

STANSW Meet the Markers

Dive into Deep Learning

The use of Robotics as a teaching tool

Theory of HSC Physics Teachers

NESA Elective Professional Development

STANSW Stage 6 Conference

Digital Technologies Workshop

STANSW Stage 6 Conference (Science Extension)

University of Wollongong Professional Experience Block (HSIE)

EBE NSW Review of 2020 HSC Economics Examination

Anglican Schools Leadership Conference

Arrow Leadership Course (intensive)

AHISA Director of Studies Conference

Disability Legislation and the Collaborative Planning Process

Chemical Analysis for HSC

Philosophical Inquiry in the Secondary Classroom - The thinking Classroom

Staff were also engaged in a range of informal professional development activities such as school visits, curriculum and program planning days to enhance the vitality of learning and build professional capacity.

### Wellbeing and co-curricular

SASSA Sports Coordinators meeting

AIS Annual Wellbeing Conference

School Surfing Supervisor Award

Duke of Edinburgh- NSW Advisory Committee Meeting

Duke of Ed Level 2 Training

IPSHA Learning Support Umbrella Group Conference

Compass Network Day 1

Dr Martin Parkinson – Australia’s policy reform and agenda amid the COVID-19 crisis

### Teacher accreditation and growth

Time Management Course

### Faith

Crusaders Teachers Conference

Centre for Public Christianity Conference

### Compliance

Medium Rigid (MR) Licence Course

## Professional Learning Costs

The cost of external Professional Learning for staff in 2021 was \$23,006. This does not include any transport, accommodation or casual class cover costs.

## Teacher Retention

In 2021, eight staff left the College. This included six full time staff and two part time. One left for health reasons, four pursued career advancement opportunities, two departed for family reasons and one to serve in Christian Ministry.

# Student Retention and Attendance Rates

## Student Retention

The following figures show the retention figures for the two oldest cohorts in the Junior and Senior Schools across the standard enrolment pattern:

	Cohort size
Kindergarten: January 2015	35
Year 6: December 2021	61
Year 7: January 2016	87
Year 12: September 2021	60

Retention Rates between Year 10 (2019) and Year 12 (2021).

Between Year 10 and Year 12 26% students left the College. Of these 19% (4 students) were relocations out of area, 33% (7 students) left for Apprenticeships / TAFE and 28% (6 students) left to continue at other schools.

A further 27% (7 students) left in Year 11 to complete apprenticeships or vocational training (note, 3 students joined the College in Year 11).

### Post-School Destinations

A majority of graduating Year 12 students in 2021 received offers in university courses while the remaining students commenced TAFE courses, began a trade, entered the workforce or enrolled in Christian ministry. 55% of HSC candidates received early entry offers to courses at University of Wollongong.

## Student Attendance Rates in 2021

Year Level	Attendance rate %
Prep	97.6
Kinder	94.4
Year 1	93.5
Year 2	93.9
Year 3	95.1
Year 4	94.6
Year 5	94.4
Year 6	93.3
Year 7	92.9
Year 8	92.5
Year 9	92.5
Year 10	89.8
Year 11	91.6
Year 12	92.4

These figures account for both full and partial absences for all types of reportable leave.

Average attendance rate of all students, Prep through to Year 12, per day is 93.5%

## Enrolment Policy

Shellharbour Anglican College is a comprehensive co-educational school within the Sydney Anglican Schools Corporation and operates 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 within 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.

See Appendix One for full text.

# Scholarship Entry

**Academic, Music, All Rounder and Indigenous Scholarship entry is available in Years 7, 9 and 11. 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.



# Other School Policies

The College holds and adheres to a range of policies for student welfare, anti-bullying, discipline and complaints and grievances.

Policy	Summary
Student Welfare	Policies relating to student welfare include those pertaining to student health, inclusion, supervision, behaviour, pastoral care and general safety. This suite of policies upholds the College's commitment to its duty of care to students, which is itself explained in the Student Duty of Care Summary Policy.
Anti-bullying and Intervention	<p>Shellharbour Anglican College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the College is respected and accepted.</p> <p>Bullying is not tolerated at Shellharbour Anglican College. It is our policy that:</p> <ul style="list-style-type: none"> <li>• Bullying be managed through a 'whole-of-College community' approach involving students, staff and parents/guardians.</li> <li>• Bullying prevention strategies are implemented within the College on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately;</li> <li>• Bullying response strategies are tailored to the circumstances of each incident;</li> <li>• Staff establish positive role models emphasising our no-bullying culture; and</li> <li>• Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.</li> </ul>
Child Safe Policy	Our Child Safe Policy outlines the key elements of our approach to child protection as a child safe organisation and sets the tone for Shellharbour Anglican College's entire Child Safe Program. It explains the scope of our commitment to Child Safety and our adherence to the National Principles for Child Safe Organisations developed by the National Office for Child Safety and the NSW Child Safe Standards. The policy makes clear the processes followed at the College to recognise and report student wellbeing concerns, reportable conduct and harmful or concerning sexual behaviour in students. The collection and use of Working With Children Checks is described as well as the Child Safe Training and Education strategies adopted in the College. The policy explains how we educate and involve our students in keeping safe, how we involve and inform families and our community and the ways risk to child safety is managed.
Child Protection Program	<p>This Child Protection Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community.</p> <p>The Program deals specifically with child protection issues and is designed to ensure compliance with child protection laws and regulation in NSW.</p> <p>Broader child safety issues arising from our common law duty of care are dealt with through our Student Duty of Care policies and procedures.</p> <p>The College has published its Statement of Commitment to Child Safety, and the key aspects surrounding Child Safety and Protection in the Parents' manual on its website.</p>



Policy	Summary
Student Discipline	<p>Pastoral care and positive relationships lie at the heart of developing good discipline procedures and protocols. Our expectation is that all our students will learn to exercise self-discipline and comply with the College's high standards of personal and community behaviour.</p> <p>Successful management of student learning and behaviour is underpinned by the fostering of positive relationships between all stakeholders. Staff to staff, staff to students and students to students. Students need clear boundaries, high expectations and to take responsibility for their own learning and behaviour. Students have a responsibility to themselves and to others to behave in a way that encourages deep learning both in and out of the classroom.</p> <p>The use of positively framed and restorative practices at the College aims to resolve conflict by prioritising repairing harm done to people and their relationships over assigning blame and dispensing punishment. It is about helping students become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations.</p>
Complaints Handling Policy & Procedure	<p>Shellharbour Anglican College welcomes feedback from all members of the College community and takes all complaints or concerns that may be raised seriously. The Complaints Handling Policy &amp; Procedures is designed to assist with understanding how to make a complaint and how they are managed internally. Parents, guardians and students are encouraged to come forward with their concerns and grievances in the knowledge that the College will hear their complaints and that action will be taken in the manner that the College deems as appropriate and lawful.</p>

<https://www.shellharbourac.nsw.edu.au/community/current-families/parent-manual-and-forms/>

# School Determined Improvement Targets

Areas	Priorities	Achievements in 2021
<p><b>During 2021 the College completed Master planning for built and physical environments. Strategic planning began but impeded by COVID-19 – to be completed in 2022.</b></p>		
Teaching and learning		<ul style="list-style-type: none"> <li>• P-12 focus on Dylan Wiliam’s Embedding formative assessment through whole school professional development days and ongoing professional learning communities. Will continue into 2022.</li> <li>• RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and to identify improvement targets for HSC teachers.</li> <li>• Further analysis of HSC results to target ‘value-added’ results with external consult. Has led to changed strategies and practices across 7-10 to build in skills in various subjects.</li> <li>• The implementation of an expanding range of courses in the Senior School continued to be a focus, in particular more VET options into Stage 6 to cater to diverse student needs. Staff have sought PD opportunities to assist them with new syllabi implementation.</li> <li>• A review of the College’s approach to homework was completed – rollout delayed due to remote learning period, to be completed in 2022.</li> <li>• Continued rollout of new BYOD laptop program.</li> <li>• Review of QILT framework to incorporate and exploration of other models (see below).</li> <li>• After investigating a range of frameworks, the College has signed up to AISNSW’s Deep learning network for two year development and implementation of Fullan’s Deep learning framework, embedding faith and wellbeing within the College.</li> </ul>
Pastoral care and wellbeing		<ul style="list-style-type: none"> <li>• AIS Compass taskforce program to develop the College’s whole school approach to Pastoral Care and wellbeing – ongoing, to be completed in 2022 (after COVID-19 disruption).</li> <li>• As above – review of Pastoral Care scope and sequence for College P-12.</li> <li>• Introduction of a Junior School Coordinator of Pastoral Care.</li> <li>• Introduction of Junior School chaplain.</li> <li>• Director of Pastoral Care took on role of coordinating AIS Pastoral Care network.</li> <li>• Promotion of student-led RU Ok week and Mullets for Mental Health.</li> <li>• Employment of School Counsellors four days/week including AIS funding received for two days/week for Counsellors from Nov 2020 – 2022.</li> </ul>

Areas	Priorities	Achievements in 2021
Safe and supportive environment		<ul style="list-style-type: none"> <li>• Implementation of Policy Connect online governance, risk, compliance and policy management solutions.</li> <li>• Implementation of Complilearn training system across the College –site for policy content and school-based procedures.</li> <li>• Focus on College-wide child safety training.</li> <li>• Creating Safer schools – AIS whole College training – delayed due to COVID-19.</li> <li>• Completion of The Voice staff survey to monitor engagement, processes and procedures in College.</li> </ul>
Community engagement		<ul style="list-style-type: none"> <li>• Development of Advancement team to include Community Engagement officer and new Admissions Officer to manage rate of enrolment growth.</li> <li>• Implementation of EnrolHQ software to streamline enrolment processes.</li> <li>• Advancement team Strategic plan developed.</li> <li>• Key messaging guides developed and implementation commenced.</li> <li>• Completion of Visual branding analysis and redesign.</li> <li>• Calendar of Community engagement events developed.</li> <li>• Pursue tomorrow community meetings with school families to discuss growth and future plans.</li> </ul>
The Physical Environment	Learning spaces	<ul style="list-style-type: none"> <li>• New demountable buildings for GLA's and TAS specialist room for 2021.</li> <li>• 8 classroom double storey demountable for Junior School, including specialist music room and peripatetic spaces commenced, to be completed 2022.</li> <li>• Planning and development for new College Learning Centre with P-12 library and 8 classrooms to span Senior and Junior School.</li> </ul>
	Grounds	<ul style="list-style-type: none"> <li>• Landscaping of areas in behind G and H Block.</li> </ul>
	Buildings and infrastructure	<ul style="list-style-type: none"> <li>• Master planning for buildings and environment completed.</li> <li>• Planning and development for new College Learning Centre with P-12 library and 8 classrooms to span Senior and Junior School.</li> <li>• Planning for growth in 2022, including construction of College Ring Road and infrastructure commenced, to be completed 2022.</li> <li>• BGA and EIF applications submitted to help fund builds and master plans.</li> <li>• Installation of solar panelling.</li> </ul>

# Goals for 2022

Areas	Priorities	Achievements in 2021
<b>Strategic planning to be completed in 2022.</b>		
Teaching and learning		<ul style="list-style-type: none"> <li>P-12 focus on Dylan Wiliam's Embedding formative assessment through whole school professional development days and ongoing professional learning communities continued.</li> <li>RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and to identify improvement targets for HSC teachers. Plus analysis of 'value-added' results with external consultant to inform teaching and learning.</li> <li>The implementation of an expanding range of courses in the Senior School continued to be a focus, in particular more VET options into Stage 6 to cater to diverse student needs. Staff have sought PD opportunities to assist them with new syllabi implementation.</li> <li>A review of the College's approach to homework – now called home learning – was completed and rolled out.</li> <li>Continued rollout of new BYOD laptop program.</li> <li>Professional development of Core team, College leadership in Fullan's Deep learning framework, embedding faith and wellbeing within the College, full rollout planned for 2024.</li> <li>Staff to be introduced to deep learning in Semester 2.</li> <li>Staff training in 5 voices to enhance agency and voice in College.</li> </ul>
Pastoral care and wellbeing	Ongoing commitment to development of strong pastoral care	<ul style="list-style-type: none"> <li>AIS Compass taskforce program to develop the College's whole school approach to Pastoral Care and wellbeing – ongoing, to be completed in 2022 (after COVID-19 disruption).</li> <li>As above – review of Pastoral Care scope and sequence for College P-12.</li> <li>Introduction of a Junior School House meeting time with scope and sequence for pastoral care.</li> <li>Junior School Chapel split into K-2 and 3-6 to enhance community in response to growth.</li> <li>Director of Pastoral Care took on role of coordinating AIS Pastoral Care network.</li> <li>Promotion of student-led RU Ok week and Mullets for Mental Health.</li> <li>Employment of School Counsellors four days/week including AIS funding received for two days/week for Counsellors from Nov 2020 - 2022.</li> </ul>
Safe and supportive environment		<ul style="list-style-type: none"> <li>Policy review program developed.</li> <li>Child safe standards – college assessment completed.</li> <li>Child Safe improvement plan to be developed.</li> <li>Introduction of new Risk register and reporting processes.</li> <li>New Assurance online safety reporting tool to be implemented.</li> <li>Annual College-wide Child safety training.</li> <li>Review and redevelopment of risk assessment processes to be completed.</li> <li>Variation To Routine (VTR) procedures to be reviewed.</li> <li>Creating Safer schools – AIS whole College training – delayed due to COVID-19.</li> <li>Completion of The Voice staff survey to monitor engagement, wellbeing processes and procedures in College – 3 areas chosen to focus on based on results.</li> <li>Weekly Staff bulletin to be introduced and reviewed via new school intranet.</li> <li>Leadership and mentoring training for all College leadership through Combined Leadership team meetings.</li> <li>New alarm system.</li> <li>New evacuation and emergency procedures developed.</li> </ul>

Areas	Priorities	Achievements in 2021
Community engagement		<ul style="list-style-type: none"> <li>Family survey – for annual completion.</li> <li>Rollout of new visual identity including Uniform review and redesign following survey</li> <li>Community Communications strategy review.</li> <li>Pursue tomorrow community meetings with school families to discuss growth and future plans.</li> </ul>
The Physical Environment	Learning spaces	<ul style="list-style-type: none"> <li>8 classroom double storey demountable for Junior School, including specialist music room and peripatetic spaces commenced completed.</li> <li>New temporary Senior School classrooms and precinct planned for 2023.</li> </ul>
	Improvements to play areas	<ul style="list-style-type: none"> <li>Improvement to the outdoor play areas for Junior School – basketball quadrangle.</li> </ul>
	Grounds	<ul style="list-style-type: none"> <li>Landscaping of areas around I block.</li> <li>New tennis and basketball court.</li> </ul>
	Buildings and infrastructure	<ul style="list-style-type: none"> <li>Construction of College Ring Road and infrastructure completed.</li> <li>Successful application for BGA and EIF to fund building.</li> <li>DA submitted for Learning Centre.</li> </ul>



# Initiatives Promoting Respect and Responsibility

**2021 started with plans in place for continued community engagement, increased opportunity for student involvement in events and ongoing programs, and an introduction of new initiatives. The removal of certain COVID-19 restrictions made this possible for most cases.**

Our whole College gathering for ANZAC Day, with parent visitors, was a chance for staff, students and carers to reflect on peacekeeping efforts and those who gave their lives for our country. College leaders, both staff and students also represented at the Shellharbour City ANZAC Day service.

Likewise, the whole school Remembrance Day service was recorded and shared via Zoom in November, led by Year 9 History students. This service is an excellent example of promoting respect for our nation's history and armed service men and women.

The residential Service Learning project to Gilgandra did occur in 2021. Students, staff and parents attending this trip invested in this community, providing a range of physical services and community outreach programs.

Both the Junior School and Senior School were able to hold fundraising events. These events allowed funds to be raised for Compassion and Anglicare.

The College leadership monitored student learning and recognised the opportunity for students to take greater responsibility for all aspects of education. This was evident in parent and carer feedback from Kindergarten to Year 12 which highlighted the challenges of learning from home and the support given by the College to students from Kindergarten to Year 12.

Links with the Junior School and Senior School and Warrigal Care Shell Cove have continued through letter writing, card making and sharing, and planning for future events. This has strengthened the awareness and respect students have for those who are vulnerable and elderly in our local neighbourhood.

The Reconciliation Flag walk was held this year. The student leadership team initiated discussion with the Principal and senior staff to further develop awareness, advocacy and action around Indigenous issues. One outcome was a commitment to enhancing the College activities around NAIDOC Week and Reconciliation Day.

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. In 2021 the student leadership in both Junior School and Senior School were equipped to serve through training, shared meetings and online resources. 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. Planning is underway for growing and enhancing the Pastoral Care staff team in 2022.



The student leadership focus is on servant leadership as a model that reflects the Christian foundation of the College.

# Procedure for Unexplained Absences

## Senior School:

- 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 9.45am which is emailed to Tutors, Assistant Heads of House and Heads of House.
- 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 and guardians with the assistance of the Administration Officer.
- 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 rise. Follow up with parents and guardians is made by the Coordinator of Pastoral Care or Head of House under the direction of the Coordinator of Pastoral Care.

An automated attendance report occurs at the end of weeks 4 and 8 each term generated from Edumate. It is reviewed by the Head of Senior School, Coordinator of Pastoral Care, Coordinator of Teaching & Learning and the Senior School Administration Officer.

Parents and guardians of students who have significant discrepancies are followed up by the Head of Senior School or delegated authority. This is done by emailed letter. This contact and letter is documented on the History tab of the students profile within their Edumate record. The Principal is informed by email of such attendance discrepancies.

## Junior School:

Class teachers monitor day to day student attendance overseen by the relevant Coordinator and Head of Junior School. An automated attendance report is generated from Edumate each day at 9.45am which is emailed to Stage Coordinators and Head of Junior School.

- 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.
- Head of Junior School is responsible for monitoring termly attendance data. A termly attendance report is automatically generated through Edumate. Parents and 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.

## Across both Junior School and Senior School:

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 and 2. These parents are then reminded through the Edumate App on their phone to enter the reason of absence into their Parental Portal.



# 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 and 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.

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 and guardians.

In consultation with the Association of Independent Schools of NSW, the Heads of School meet with parents of students with continued low attendance and create formal School Attendance Plans. The Heads of School follow the guidelines set down by the Association of Independent Schools regarding school attendance matters.

When frequent absences are explained as being due to illness, the College may request medical certificates for the absences and will consult with parents and 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 Principal 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.





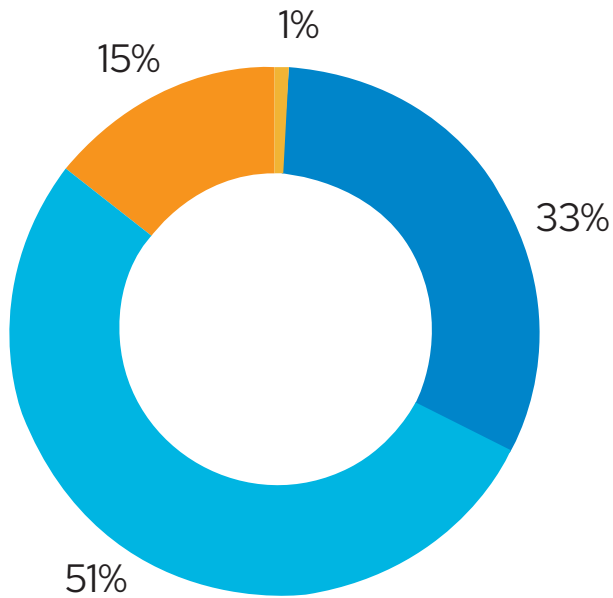
# Parent, Student and Teacher Satisfaction

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

- Growth of enrolments and the very low rate of withdrawals.
- Word of mouth recommendations by current families continue to encourage other families to seek enrolment in the College.
- Whilst many of the usual school events were not held during 2020 due to COVID-19 restrictions and regulations, the College educational and pastoral care programs continued in a combination of formats. These were via Zoom, online platforms and in-person.
- Parent events normally held at the College were inducted via Zoom where possible, i.e. Parent Teacher Interviews, Subject Selection Evening, Termly Gold Assemblies, Orientation Mornings for new students and Presentation Evening. This was appreciated by many parents.
- Despite the challenges of the year there was excellent tone of thanksgiving and celebration evident in regular College gatherings - e.g. Junior School Assemblies and Chapels, Senior School Assemblies and Chapels, Gold Assemblies.
- The normally high number of co-curricular and extra-curricular activities were curtailed. However, sports returned to normal in Term 4 with significant investment of time and energy on behalf of staff.
- School spirit was evident through the House system, with very high rates of student participation in the Senior School Gala Day and there was excellent student leadership and excellent rapport between students and staff.
- Continual process of reflection, evaluation and strategic activity, particularly by staff - e.g. Staff Development Days and weekly Faculty and Stage meetings.
- Frequent focus on God's Word and prayer - e.g. Staff Devotions on two mornings before School were conducted via Zoom, optional lunchtime Cru and bible study groups for Junior and Senior School students and weekly Junior School clubs.
- The College had ongoing communication with parents through letters, social media, phone calls and Zoom meetings.
- The Principal and the Heads of Senior School and Junior School regularly met with parents at their request in order to address concerns in a timely and caring manner. These were done either via Zoom or in face-to-face meetings depending on COVID-19 restrictions.
- The Principal and the Heads of Senior School and Junior School regularly interview 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.
- Weekly meetings of the Junior School leadership team with the 3-6 Stage Coordinator provided opportunities for student voice and feedback for improvement.
- Whilst the staff were exhausted from the year of COVID-19 interrupted and influenced schooling, they were generally a happy, content and cohesive team. There has been a very low turnover of staff.
- High parent satisfaction of how the College continued to offer its educational pastoral program during the COVID -19 lockdown period.

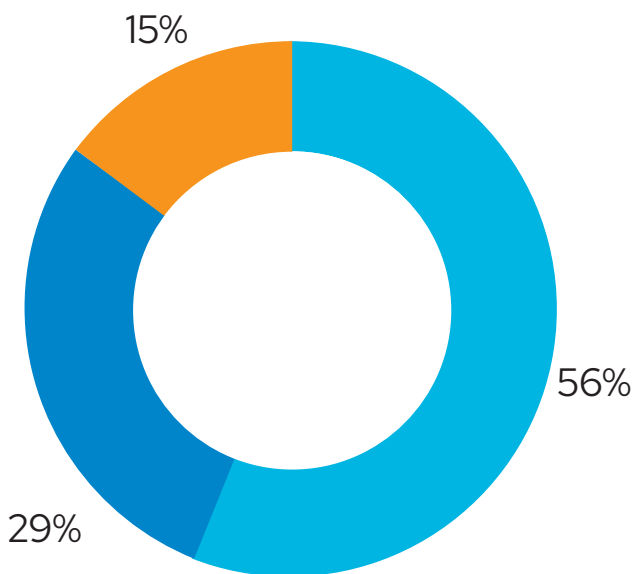


# Summary 2021 Financial Information



## Income

- Fees and private income
- State recurrent grants
- Commonwealth government recurrent grants
- Government capital grants



## Expenditure

- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure

# Appendix One – Student Enrolment Policy

<p><b>Source of Obligation</b></p>	<p>The NSW Registration Manual (3.8) requires the Principal of the College to keep a register, in a form approved by the Minister, of the enrolments of all children at the College.</p> <p>The NSW Registration Manual (3.6.2) required the College to provide a safe and supportive environment by maintaining a student enrolment register.</p>
<p><b>Student Enrolments</b></p>	<p>Shellharbour Anglican College keeps a register of enrolments of all children at the College in electronic and in paper form. Student electronic data is kept in the students' Edumate profile as well as their school file. These records are maintained by the Coordinator of Admissions. The Principal has the responsibility to delegate as required for such records to be kept up-to-date.</p>
<p><b>Information for Register of Enrolments</b></p>	<p>The register of enrolments records the following information for each student:</p> <ul style="list-style-type: none"> <li>• Name, age and address</li> <li>• The name and contact telephone number of parent(s)/guardian(s)</li> <li>• Date of enrolment and, where appropriate, the date of leaving the school and the student's destination</li> <li>• For students older than six (6) years, previous school or pre-enrolment situation</li> <li>• Where the destination of a student below seventeen (17) years of age is unknown, evidence that the Department of Education has been notified of:             <ul style="list-style-type: none"> <li>• The student's full name</li> <li>• The student's date of birth</li> <li>• The student's last known address</li> <li>• The student's last date of attendance</li> <li>• Parent's names and contact details</li> <li>• An indication of possible destination, other information that may assist officers to locate the student</li> <li>• Any known work health and safety risks associated with contacting the parents or student.</li> </ul> </li> </ul>
<p><b>Records of the Register of Enrolments</b></p>	<p>The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.</p>
<p><b>Implementation</b></p>	<p>The Principal and appointed delegates are responsible for the effective implementation of this policy.</p>



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