

Annual Report 2020



Shellharbour
Anglican
College

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



What a year 2020 has turned out to be. Our students returned from the summer holidays in late January, welcoming a new Principal and with great expectations for the year ahead. And then on 11 March the World Health Organisation declared a global pandemic. National borders were closed, businesses were shut down and learning reverted to online for most of our students with some face-to-face learning for the children of essential workers.

At the College, the transition whilst requiring a lot of work from Staff, enabled the students, during this very uncertain season of their lives, to continue in their pursuit of deeper learning and grow in their education and faith. Mrs Hastie, her Executive Team, and staff showed outstanding dedication and commitment during the year ensuring these disruptions were kept to a minimum. On behalf of the College Council, I'd like to thank Mrs Hastie and her Staff for their outstanding commitment and dedication to the College community and the students in their care during this time.

Despite the disrupted year there were still many highlights. Regular events looked a little different, but students still enjoyed sporting carnivals, House Gala Days, Crusaders and Chapel, Thrifty Fifty, public speaking and debating competitions and STEM. Seven Year 12 students went the extra mile to complete their Gold Duke of Edinburgh Awards despite restrictions. Students have shown flexibility and resilience and have embraced the challenges. For this they must be commended.

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Based on current trends and forward projections we anticipate the College will experience significant enrolment growth over the next four years. This is an exciting time in the evolution of the College and we will undertake a building program over this period to facilitate student growth.

The College Council also recognises the value and support of the Anglican Schools Corporation for human resources, governance and financial oversight. We look forward to another highly successful year in 2021 as we serve our community and maintain focus on our Core Values of **Faith, Wisdom, Compassion and Respect** and our Mission “**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 Principal



“We are developing students with the courage to explore opportunity, who relish deeper learning and are guided by the Christian faith.”

At Shellharbour Anglican College we have built a culture where every child matters. Shellharbour Anglican College was founded to serve the community, and Christian faith lives at the heart of all we do. The College has established a reputation as a caring learning community that seeks to see all students thrive and relish challenge in learning. It seeks to empower students to live with purpose and make a difference in their community and beyond.

Our focus in the College is not only on providing an exceptional academic experience, but to help the whole child grow and flourish. Consequently, pastoral care and student wellbeing is paramount to life at the College and is supported by our dedicated staff, who care deeply for each student. We also provide a range of opportunities to enrich the lives of every student from sport through to the creative and performing arts, service and outdoor education. We are developing students with the courage to explore opportunity, who relish deeper learning and are guided by the Christian faith.

2020 brought a new chapter in the College's life, with the foundation Head of College retiring at the end of 2019. It was a time of significant growth for the College, and of course we faced the challenges created by the COVID-19 pandemic and the period of remote learning. Our dedicated and passionate staff prepared early in the year so that the move to remote learning was seamless and learning continued without a pause. We worked hard to develop creative solutions to ensure that adequate supports and pastoral care remained in place for students, their families and the staff with the increased demands during this time. Many of the regular events and co-curricular opportunities did not run as per usual, but again we worked hard to create new and different opportunities for our students by looking for fun ways to build community, within the restrictions at the time.

Throughout this time the College grew significantly in numbers, and we began the process of developing more dynamic communications and marketing strategies. As well, although delayed through COVID-19, we began the process of developing both our Master Plan and the background work to developing a new Strategic Vision to see the College into its next exciting phase.

A recurring symbol we used to help our community face the challenges presented by COVID-19 was the grit in the oyster that leads to the formation of a beautiful pearl. As a College we have seen the growth of many pearls through this hard time and we look forward to the exciting adventures ahead.

Mrs Megan Hastie
Principal

Message from the School Captains

This year, with its unique tests and challenges, has zoomed by like no other. Yet in the midst of 2020's turmoil, the school has been a crucible in which we've grown and been strengthened.

This year, more than any other in our schooling, has forced us to reflect upon the College's values – especially wisdom. Throughout the year, we have been inspired by the leadership team within our College community, as they have made decisions to the best of their ability in difficult times. They showed that wisdom is more than intelligence or judging others but, rather, using judgement to support the students, staff and parents of the College.

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We would like to thank our fellow student leaders for their resilience and hard work this year. They have shown creativity in organising activities to help students connect with each other and serve their community in the face of many restrictions. They organised the installation of a 10c bottle recycling system to raise money for Compassion. The prefects also showed leadership during the R U OK? Day initiative, encouraging greater mental health awareness in the College, and prompting us all to think about; “What to say after are you ok?”.

We would also like to thank and acknowledge the staff for their support and help throughout the year. They invested hours of time planning the transition to and from online learning. Their effort showed as the College successfully navigated the remote learning period and helped the students feel a part of the school community, making it “a wonderful place to learn, to play and to grow.”

Finally, we would also like to express our gratitude to Mrs Hastie, Mr Gibson, Ms Liddiard and Mr Nichols for their ongoing support and advice over the course of this year, and for giving their all to help us have the best year possible under less than perfect circumstances.

We leave you with this scripture to help you to continue to learn and grow in wisdom:

“Listen to advice and accept discipline, and at the end you will be counted among the wise.”
Proverbs 19:20

**Jessica Livingstone and
Ethan Williamson**
2020 College Captains



Contextual Information

The College is a member 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 700 students, with 30 students in the Preparatory program.

Our students are drawn from throughout the Illawarra area, which indicates that our reputation fosters confidence beyond our local area. We aim to provide a comprehensive education to our students that includes 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 provide opportunities for 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. It challenges them to become active, engaged and compassionate citizens. One of the highlights that draws this all together is the Duke of Edinburgh program. This program continues to be strongly supported 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.

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.

Our Christian staff are selected 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 the College is developing a positive reputation for strong community involvement, effective and caring staff and 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 general 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 Corrimal 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 2020 showed a balance of 368 males and 369 females.

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

School Performances in Statewide Tests and Examinations

In 2020 Shellharbour Anglican College continued its commitment to provide a holistic education to all students. A crucial part of this is the pursuit of excellence in teaching and learning and, as a result, academic results.

Due to COVID 19, participation in public examinations was limited. NSW primary and secondary students did not sit NAPLAN examinations.

In 2020 our Year 12 cohort of 49 students all completed the Higher School Certificate. This was a considerably larger group than the previous year (31) and was the 12th HSC cohort for Shellharbour Anglican College since its inception in 2004. 82% of Year 12 students were enrolled in the College at the beginning of 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 students and the commitment of staff.

Individually there were some outstanding achievements across a range of subjects. The following achievements are noteworthy:

Students achieved

- 17 x Band 6s (including E4 for Extension subjects) across different subject areas
- 64 x Band 5s (including E3 for Extension subjects) across different subject areas
- One student achieved entry into The Conservatorium of Music
- The top ATAR result was 96.60
- 3 students achieved an ATAR over 90
- 7 additional students achieved an ATAR over 80

“ Approximately 65% of students achieved university placings while the remaining students entered TAFE, began a trade, entered the workforce or enrolled in Christian ministry. ”

Student outcomes

Approximately 65% of students achieved university placings while the remaining students entered TAFE, began a trade, entered the workforce or enrolled in Christian ministry.

HSC Results and Trends

The following tables show the performance of our students in the HSC since 2010. 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.

On an annual basis Faculty Coordinators undertake a comprehensive analysis of each cohort's performance in each subject area using the RAP (Results Analysis Package) program provided by NESA. Meetings with individual coordinators, the Head of Senior School, Coordinator of Teaching and Learning and the Principal carefully consider individual and cohort results to determine trends, interpret results and consider future practice.

In 2021 The College contracted an external consultant (Academic Profiles) to assist with this analysis. Constructive discussions that followed this process have led to a number of academic goals being set. These include, but are not limited to: An increase in the number of advanced and extension classes offered for Stage 6 students and the development of a compacted curriculum for Mathematics in Stage 4 and Stage 5. It is believed changes that support academic options and rigor will likely result in stronger HSC results and, as a result, better options for our graduating students.



HSC Results

Ancient History 2 unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State											72.1
School											75.51

Biology 2 unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	73.41	72.65	72.46	73.99	71.65	71.13	73.71	74.3	74.09	71.93	72.39
School	70.98	67.68	72.1	74.99	71.09	67.51	68.6	67.29	75.75	77.49	73.83

Business Studies 2 unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	74.35	72.95	73.98	73.63	74	73.65	73.21	73.17	73.62	72.18	71.99
School	76.4	67.38	73.05	81.31	74.45	74.35	77.08	79.2	72.18	67.02	72.08

Chemistry 2 unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	74.35	72.95	73.98	73.63	74	73.65	73.21	73.17	73.62	72.18	71.99
School	76.4	67.38	73.05	81.31	74.45	74.35	77.08	79.2	72.18	67.02	72.08

Community and Family Studies 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	72.44	73.82	74.14	73.5	74.37	72.73	72.2	72.71	72.01	74.03	74.06
School	76.35	68.24	70.04	76.03	75.62	81.91	76.29	78.75	72.14	77.09	78.9

Design and Technology 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	75.37	75.86	76.08	76.1	75.86	76.25	76.41	76.75	77.91	77.82	78.54
School	71.27	72.67	80.24	80.11	86	81.49	73.17	76.16	81.59	88.6	76.95

English (Advanced) 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	80.57	79.94	79.56	79.06	80.53	80.43	80.72	80.96	80.6	80.73	81.33
School	75.93	72.81	72.66	77.28	74.84	77.63	81.68	78.25	76.52	81.73	77.94

English (Standard) 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	63.83	65.03	68.27	65.48	67.47	67.1	68.7	69.19	68.66	69.16	69.93
School	63.6	65.66	71.93	66.44	62.87	67.27	68.96	69.46	65.09	71	72.12

English Extension (1) 1 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	39.93	39.89	40.24	40.28	41.19	41.8	41.91	41.26	42.08	41.68	41.66
School	37.9	32	36.07	37.4	33.78	41.75	41.37	43.05	37.07	41.25	42.7

English Extension (2) 1 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	39.44	39.44		38.57	38.49	39.54	38.47	38.68	37.46	39.14	39.43
School	43.9	38.7		35.18	29.5	40.6	35.47	41.05	37.53	35.85	37.2

Geography 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State											74.45
School											69.1

Legal Studies 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State		74.24	74.44	75	73.36	74.6	75.01	75.86	75.05	73.66	74.97
School		72.33	75.56	76.37	74.12	74.07	74.93	74	74.83	75.17	73

Mathematics Standard 1 Examination											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State										69.84	68.97
School										69.8	68.47

Mathematics Standard (2) 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	71.33	69.41	69.2	67.46	68.89	68.64	68.51	68.51	69.92	70.68	68.4
School	68.97	69.22	70.45	69.15	66.34	67.73	66.4	68.25	73.69	79.06	65.84

Mathematics Extension (1) 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	80.65	81	81.42	80.46	80.58	81.2	79.68	81.09	79.29	79.98	78.49
School	78.04	50	90.1	72.2	76.1	70	56.12	64.93	58.8	75.13	75.24

Mathematics Advanced 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	76.1	77.03	77.64	77.39	78.37	77.89	77.84	77.96	78.2	78.01	79.2
School	68.33	70.33	79.4	70.76	68.92	65.77	73.52	70.91	72.15	81.38	72.75

Mathematics Extension (2) 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	76.15		85.5	71.13	77.87		43	52.4			81.46
School	83.38		82.78	82.07	81.58		81.03	81.17			65

Modern History 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	75.45	75.31	75.61	76.1	74.95	75.29	74.45	73.73	73.88	73.44	72.53
School	76.67	73.49	68.47	79.02	77.76	76.77	83.36	75.29	75.06	84.43	76.05

History Extension 1 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	37.81	38.57		38.4	38.71	38.64	38.93	38.74	38.85	38.92	38.36
School	38.43	46.8		42.03	36.12	37.65	39.43	40.68	36.75	45.83	42.17

Music (1) 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State			80.17	80.26	80.29	80.6		81.45	81.5	81.85	81.56
School			83.73	87.8	86.63	75.6		82.58	81.18	86.63	91.33

Personal Development Health and PE											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	75.07	73.93	72.58	70.98	72.86	73.1	72.13	71.03	72.29	72.57	72.46
School	70.18	70.09	76.28	67.49	71.65	73.15	71.79	69.43	75.1	78.09	73.62

Physics 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	74.87	74.84		73.68	73.49	72.66	72.65	73.45	73.18	73.2	73.99
School	73.69	66.95		76.1	68.09	67.6	69.69	69.54	65.43	73.77	66

Textiles and Design 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	76.01	74.54	77.27	73.93	75.83	77.48	77.24	77.31	77.06	78.49	79.78
School	80.13	80.76	81.72	76.65	77.17	90.87	77.35	83.48	80.84	93.6	78.1

Visual Arts 2 Unit											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	78.87	78.16	79.39	79.29	78.3	79.21	79.55	79.74	79.8	80.77	81.02
School	70.12	85.6	84.47	84.33	78.2	85.7	79.57	79.5	79.91	84.16	82.28

Hospitality Examination 2 Unit (Kitchen Operations)											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State	75.55	76.31	75.5	75.68	75.23	75.96	72.71	73.62	73.37	73.09	75.09
School	76.07	78.05	73.31	72.25	75.44	75.3	74.4	75.32	76.4	82.8	75.64

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 10-0 students

Year 11-1 Student

NAPLAN Results

Due to COVID 19 Shellharbour Anglican College did not sit NAPLAN tests in 2020. The College is confident however that growth experienced for writing in previous years (supported by ongoing initiatives in both the Junior School and Senior School), will result in strong outcomes for the 2021 cohort.

Professional Learning, Accreditation and Qualifications

Teacher accreditation

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	4
Proficient Teacher	43
Experienced Teacher	8

Teacher Qualifications

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.	2

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 2020	Number of Staff
Teaching Staff	61
Full-time equivalent teaching staff	33
Non-Teaching Staff	22
Full-time equivalent non-teaching staff	14
Indigenous	1 (Full time teacher)
Not Indigenous	83

Professional Learning

Whole School professional development included:

- Child Protection and Code of Conduct
- Staff appraisal
- Staff Conference – Staff wellbeing
- Staff Conference – Digital and remote learning, assessment and feedback
- Workplace Health and Safety
- First Aid and CPR

Small Group and individual professional development included:

Teaching and learning – Junior School

Advanced Strategies for Teaching Problem Solving in Maths	IPSHA Gifted & Talented Umbrella Group
Idea Learning – Neuro-education Series online course	Mini-COGE Course (5 attendees)
InitialLit F/1/2 Video Conferencing	

Teaching and learning – Senior School

ACHPER HSC Marking Simulation – Online video conference	Killing off PEEL
AIS Special Education Network Meeting	Physics Conference – ANSTO
AIS Stage 4 & 5 syllabus implementation review	Modern History Webinar
Canvas Conference Online	Photography & Digital Media Course
Captivate – Y10 Food Technology new syllabus	Teaching Persian Topics for HSC Ancient History
EdvalX Timetabling Summit	Teaching the HSC Course in Economics for the first time
Engineering Units for Technology Mandatory	Teaching Y11 Business Studies for the first time?
English Teachers Assn of NSW	The ASC Canvas Learning Day
HSC marking training (various subjects)	

Wellbeing and co-curricular

Annual Wellbeing Conference	Duke of Ed Staff Level 2 Training
APOLA School Surfing Supervisor Award	Emotional Regulation in Students with an Autism Spectrum Disorder and/or other Neurodiverse Disorders – Masterclass
Coach, adjudicate or coordinate debating at your school	
Cycling Australia School Teacher Instructor Accreditation	Youth Mental Health First Aid course

Teacher accreditation and growth

Becoming Accredited as Experienced Teacher through the Standards-based pathway	AHISA Director of Studies Conference online
Behaviour Management for Beginning Teachers	

Faith

Anglican EdComm (Agora)	Hillsong Women's Conference
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Compliance

ABC Driving School - MR Licence Training	ChemCert AQF3 plus weed control
AIS Scout Training	TAFE NSW Statement of Attainment in Chainsaw Operations, Basic Felling
Cert IV on Work Health and Safety TAFE course	

Professional learning Costs

The cost of Professional learning for staff in 2020 was \$47,697. This does not include any transport, accommodation or casual class cover costs.

Teacher Retention

Seven staff left the College in 2020.

Three full time staff and four part time staff left the College in 2020. One left for retirement, six others for change of work and opportunities for career advancement.

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		Cohort size
Kindergarten: January 2014	35	Year 7: January 2015	87
Year 6: December 2020	46	Year 12: September 2020	49

Student Attendance Rates in 2020

Year Level	Attendance rate %
Prep	94.0
Kinder	90.3
Year 1	91.4
Year 2	93.1
Year 3	94.2
Year 4	92.3
Year 5	90.9
Year 6	92.7
Year 7	92.5
Year 8	91.7
Year 9	89.8
Year 10	90.9
Year 11	91.1
Year 12	89.1

These figures take into account 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 91.7%

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.

Other School Policies

Policy	Summary
<p>Note, all the policies listed below are available on the school website in the Parent Information Manual</p>	
Child Protection	<p>The 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>Changes were made in line with legislation changes in May 2020 and updated to include the Child Safe Standards.</p> <p>The College has published its Statement of Commitment to Child Safety (Appendix 1), and the key aspects surrounding Child Safety and Protection in the Parents' manual on its website.</p>
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 aimsto 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>
Anti-Bullying (Student Welfare)	<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. Bullying is not tolerated at Shellharbour Anglican College.</p> <p>Furthermore, as an Anglican College, we have a primary obligation from biblical teachings whereby each person is valued by God and the given commandments to love and care for one another. This policy is supported by pastoral and academic programs which focus on conflict resolution, individual choices, promoting self-esteem, healthy relationships, and an understanding of the characteristics and behaviours that constitute bullying as well as an explanation of causes and consequences.</p> <p>We believe the key to encouraging a safe and supportive College environment lies less in legal remedies or disciplinary action than in the College creating a positive culture, a culture which enhances self-worth and builds caring relationships.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> • Bullying be managed through a 'whole of college community' approach involving students, staff and parents/carers • Bullying prevention strategies be implemented within the college on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately; • Bullying response strategies be tailored to the circumstances of each incident; • Staff establish positive role models emphasising our no-bullying culture; and • Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.
Parent Code of Conduct	<p>Clear guidelines are in place regarding expectations of visitors to the College, including parents. A Child Safety Code of Conduct is published on the College website and must be read by all volunteers.</p>
Acceptable Use of Mobile Devices	<p>Students and parents are required to sign a declaration that they have read and agree to be bound by the conditions in the Acceptable Use of Mobile Devices policy.</p> <p>Mobile devices can be used for learning purposes at College or authorised College activities only when the supervising teacher gives permission.</p> <p>Mobile phones are not to be used at any time including before and after school, at lunch and recess and are only to be used in class under special circumstances at the teacher's discretion. Phones should be turned off and left in bags and/or lockers for the duration of the school day.</p>

Scholarship Entry

Academic, Music, All-Rounder and Indigenous 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.



School Determined Improvement Targets

Areas	Priorities	Achievements in 2020
<p>During the year the College undertook an Anglican Schools Corporation school review to help pinpoint areas for focus and growth for 2021 and beyond</p>		
	Ongoing monitoring of teaching and learning	<ul style="list-style-type: none"> • RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and identify improvement targets for HSC teachers. • 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. • A review of the College's approach to homework commenced. • A review of the College's BYODD Program was completed with the phased rollout of a BYOD laptop program announced for 2021 and following • Implementation and expansion of Senior School Sport weekly service learning program and additional sporting opportunities for students in Years 9-12. • Review and improvement to the K-6 PDHPE curriculum • With COVID-19 training and implementation of digital and remote learning and assessment using Canvas (Yrs7-12) and SeeSaw (Prep-6)
	Ongoing commitment to development of strong pastoral care	<ul style="list-style-type: none"> • Support for students in leadership roles continues to be strengthened through leadership and planning afternoons • Connection with HICES Pastoral Care network and greater opportunities for PD for pastoral care staff reflect our commitment to ongoing improvement of our pastoral care program. This was somewhat disrupted due to COVID-19 restrictions, although remote and digital learning continued for staff • Staff complete online Beyou Modules. • Promotion of student-led RU Ok week and Mullets for Mental Health • Employment of School Counsellors two days/week • AIS funding received for additional two days/week for Counsellors from Nov 2020-2021 • College applied for 2021 AIS Compass wellbeing taskforce for 2021 and following – received and to commence in 2022
	Staff professional development	<ul style="list-style-type: none"> • Staff development in mental health and wellbeing • Exploration of 21st century pedagogies • Completion of The Voice staff survey on engagement and growth • Review of the College's QILT framework continued – to continue through to 2022 • Exploration of Claxton's Learning Power Approach and Fullan's New Pedagogies for Deeper Learning
	Learning spaces	<ul style="list-style-type: none"> • The upgrade of Prep learning spaces • Master planning for College began • New demountable buildings for 3 GLA's and TAS specialist room for 2021
The Physical Environment	Improvements to play areas	<ul style="list-style-type: none"> • Improvement to the outdoor play area in Prep
	Grounds	<ul style="list-style-type: none"> • Landscaping of areas in behind G and H Block

Goals for 2021

Areas	Priorities	Targets for 2021
<p>During 2021 the College will be completing both their Master planning and Strategic planning to more precisely guide the improvement targets for following years.</p>		
	Ongoing monitoring of teaching and learning	<ul style="list-style-type: none"> RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and to identify improvement targets for HSC teachers. The implementation of an expanding range of courses in the Senior School continued to be a focus. Staff have sought PD opportunities to assist them with new syllabi implementation. A review of the College's approach to homework was completed and rolled out Continued rollout of new BYOD laptop program Review of QILT framework to incorporate wellbeing and faith elements
	Ongoing commitment to development of strong pastoral care	<ul style="list-style-type: none"> AIS Compass taskforce program to develop the College's whole school approach to Pastoral Care and wellbeing As above – review of Pastoral Care scope and sequence for College P-12 Introduction of a Junior School Coordinator of Pastoral Care Introduction of Junior School chaplain Director of Pastoral Care took on role of coordinating AIS Pastoral Care network Promotion of student-led RU Ok week and Mullets for Mental Health Employment of School Counsellors two days/week AIS funding received for additional two days/week for Counsellors from Nov 2020 – 2021 College applied for 2021 AIS Compass wellbeing taskforce for 2021 and following – received and to commence in 2022
	Funding for projects to support teaching and learning	<ul style="list-style-type: none"> P-12 focus on Dylan William's Embedding formative assessment through whole school professional development days and ongoing professional learning communities. Will continue into 2022 Review of the College's QILT framework begun – to continue through to 2022
	Staff professional development	<ul style="list-style-type: none"> Staff development in mental health and wellbeing Exploration of 21st century pedagogies As above, College-wide development in Embedding formative assessment Creating Safer schools – AIS whole College training
The Physical Environment	Learning spaces	<ul style="list-style-type: none"> The upgrade of Prep learning spaces Master planning for College began New demountable buildings for GLA's and TAS specialist room for 2021
	Improvements to play areas	<ul style="list-style-type: none"> Improvement to the outdoor play areas for Junior School
	Grounds	<ul style="list-style-type: none"> Landscaping of areas in behind G and H Block

Initiatives Promoting Respect and Responsibility

2020 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. COVID-19's impact from March onwards significantly altered the means and scope of these programs and initiatives.

Whole College gatherings such as ANZAC day were not held due to restrictions in place for schools. Visits with parents and carers were significantly affected and alternate models needed to be adopted to continue the College's commitment to promoting respect and responsibility.

Both Junior School and Senior School were able to hold fundraising events in a restricted but appropriate way. These events allowed funds to be raised for Compassion, Anglicare and the Salvation Army Red Cross appeal. The whole school Remembrance Day service was held in November and 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 not occur due to COVID-19 restrictions. A decision was made for extra provision for students to attend this service learning trip in 2021.

The focus for 2020 was on equipping staff, students and families to engage in remote or online learning in a positive and well supported manner. 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. Students whose parents or carers were essential workers were catered for respectfully with at school learning programs.

Links with the Junior 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, especially during this period of isolation.

The Reconciliation Flag walk was not held this year, however 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 2020 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 2021.

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

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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/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/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 and Learning and the Senior School Administration Officer.

Parents/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 the 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/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 student's profile within their Edumate. The Head of College is informed by email of such attendance discrepancies.

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 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.

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.

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/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 School community is reflected in a number of factors:

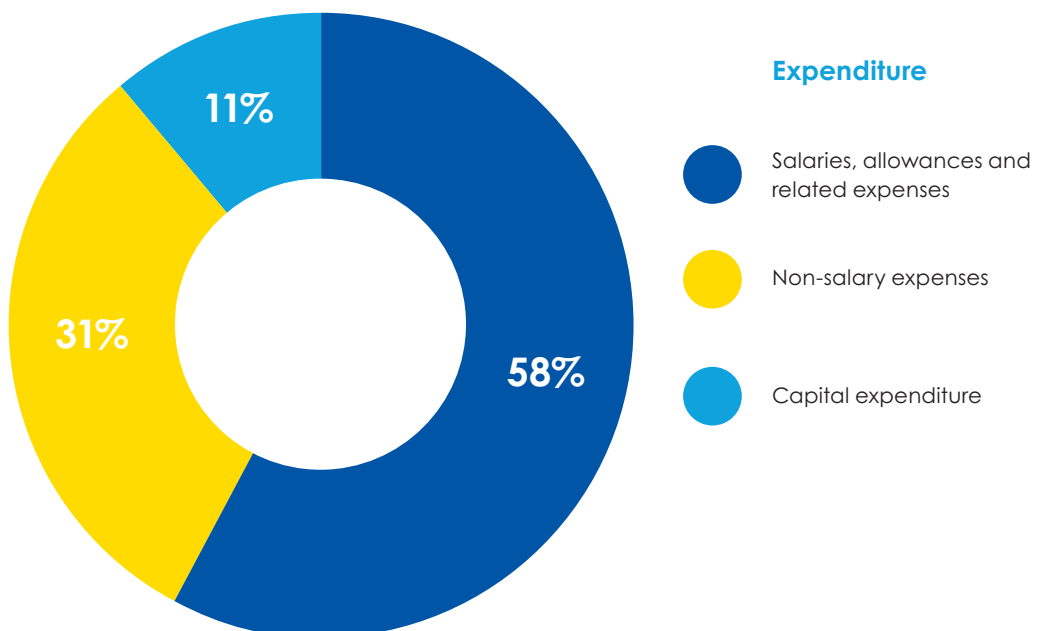
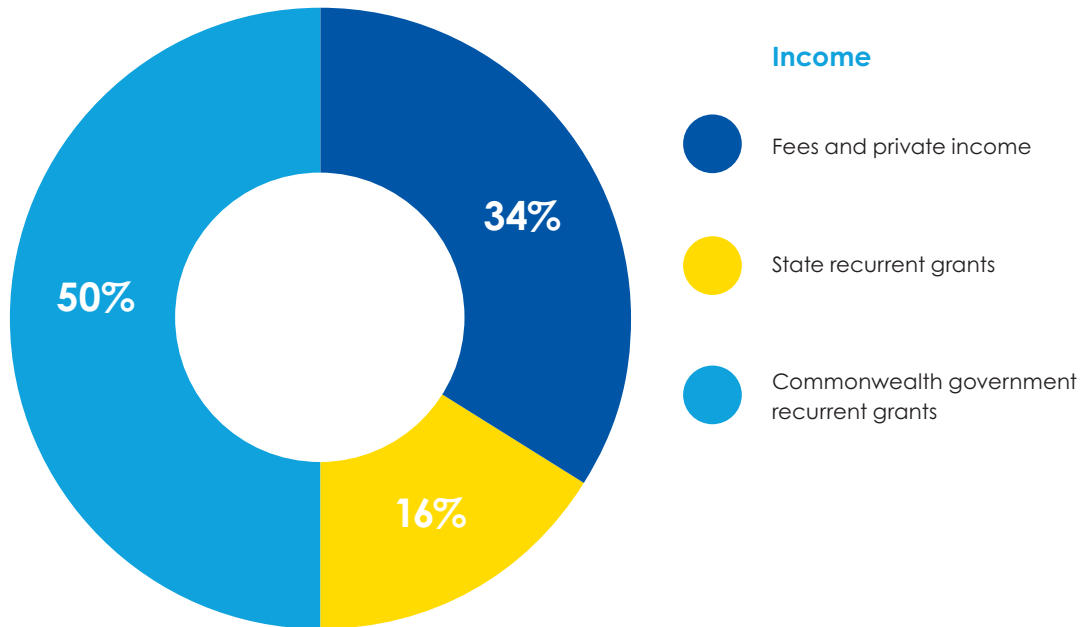
- Growth of enrolments and the very low rate of withdrawals.
- Word of mouth recommendations by current families continue to encourage other families to seek enrolment in the College.
- Whilst many of the usual school events were not held during 2020 due to COVID restrictions and regulations, the College educational and pastoral care programs continued in a combination of formats. These were via Zoom, online platform and in-person.
- Parents events normally held at the College were conducted via Zoom where possible, ie 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 – eg. 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 – eg. Staff Development Days and weekly Faculty and Stage meetings.
- Frequent focus on God's Word and prayer – eg. 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 School has 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 between the Senior School College Captains and student leadership team 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-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 lock down period.



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Summary 2019 Financial Information





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