



SHELLHARBOUR ANGLICAN COLLEGE

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FROM THE CHAIRMAN OF COUNCIL

Over this past year Shellharbour Anglican College has continued its planned growth towards our first Year 12 in 2009. As we have grown in numbers of students, staff and facilities, our reputation within the wider community has also deepened. The word of mouth praise and assessment by the families of current students remains the most effective source of new enrolment enquiries. We have also successfully used media advertising to raise the profile of the College in the community.

The calibre of the staff being attracted to the College also speaks highly of its reputation. While it has been a challenge to fill some positions with suitably qualified people this has not been a major issue for us as yet. As we seek more specialist teachers for the Senior School we will need to actively demonstrate our clear commitment to quality education and our strong adherence to the Christian ethos of the College.

It is a pleasure to note the way the Head of College, the College Council, the Parents and Friends Association, the staff and the students continue to work cooperatively towards the development of the College community. The following report highlights some aspects of the College community during 2006.

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate

No students sat for the Higher School Certificate in 2006.

School Certificate

No students sat for the School Certificate in 2006.

Literacy and Numeracy Assessments in Years 3, 5, 7 and 8

BST results – percentages in skill bands.

2006 Basic Skills Test	Year 3				Year 5			
	Bands 3-5		Band 1-2		Bands 4-6		Bands 1-3	
	School	State	School	State	School	State	School	State
Aspects of Literacy	100%	73%	0%	27%	90%	79%	10%	21
Aspects of Numeracy	90%	72%	10%	28%	90%	80%	10%	20%

For the second year 100% of students in Years 3 and 5 achieved above the benchmark both the Literacy and Numeracy aspects of the Basic Skills test

ELLA and SNAP results – percentages in skill bands.

2006 Test	Percentage of students High or Proficient (top 2) bands.			
	Year 7		Year 8	
	School	State	School	State
ELLA (English Language and Literacy Assessment)	100%	84%	100%	89%
Secondary Numeracy Assessment Program (SNAP)	64%	59%	91%	68%

ELLA

In 2006 all Year 7 and 8 students were placed in the top two bands in the ELLA test compared with 94% in 2005. For the second year 100% of students have achieved above the benchmark.

SNAP

In 2006 all 64% of Year 7 and 91% of Year 8 students were placed in the top two bands in the SNAP test compared with 87% and 94% respectively in 2005. For the second year 100% of students have achieved above the benchmark in Year 8 and 3% of Year 7 students were below the benchmark.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

TEACHER STANDARDS

Category	No. of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills recognition (AEI-NOOSR) guidelines, or	28
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

PROFESSIONAL LEARNING

Whole School professional development included:

- Child Protection;
- Differentiating the Curriculum with Association of Independent Schools (AIS) consultant;
- CPR training;
- Fire safety training;
- Occupational health and safety.

Small group and individual professional development included:

- AIS briefing of registration and accreditation;
- Six Junior School teachers attended two literacy training courses;
- PDHPE with AIS;
- Distributive Leadership at the University of Wollongong;
- Junior School Mathematics;
- Edumate (administration package) training for the Edumate coordinator;
- AIS professional development for new teachers;
- AIS professional development on Curriculum diversity;
- Boys education;
- History conference at which the staff member concerned also presented a paper;
- THRASS training for new staff in the Junior School;
- Mind Matters training;
- Training for four staff in the use of graphics calculators;
- Visual Arts;

Staff have attended professional development overseen by professional organisations:

- English Teacher's Association conference;
- Mathematics Association conference;
- Science Teacher's conference;
- Independent Schools Council of Australia conference;
- Australian Anglican Schools Network conference;
- Librarian's association;
- Association of Heads of Independent Schools;
- Heads of Independent Coeducational Schools;

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

- HSC marking for English;
- HSC marking for VET Hospitality.
- HSC examination committee for Hospitality VET.

TEACHER ATTENDANCE AND RETENTION RATES

Staff absences from school during 2006 were all approved forms of leave. Therefore, for the purposes of this report, average staff attendance was 100%.

In terms of staff retention, one staff member left the College at the end of the year to take up a position as a Headmaster at another school.

STUDENT RETENTION AND ATTENDANCE RATES

No comment can be made regarding retention rates at this stage of the College as we opened in 2004 with Kindergarten to Year 7.

Average attendance rate of all students, Kindergarten through to Year 9, per day is 96.2%.

This figure takes into account all types of leave.

ENROLMENT POLICY

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

Procedure

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

5. Inform the applicant of the outcome.

Student Population

The College started with 283 students enrolled from Kindergarten through to Year 8 at the start of 2006. We finished the year with 293 students. As a comprehensive school we have a wide range of backgrounds represented within our community, both religious and nationality, and we have also been able to cater for a significant number of students with special needs. Enrolments come from Gerringong in the South through to Thirroul in the North.

POLICIES

Student Welfare

The College Executive undertook a review of the policies relating to student welfare and behaviour management in the latter half of 2006. This is in response to the growth of the College and the recognition of the need to modify some practices to accommodate what has been learned about the students and families that make up this community. The overarching principles have remained the same with some changes put in place to simplify some practices in relation to discipline procedures.

The following extract is taken from the Parent Information Manual for 2006 and introduces the basis for Pastoral Care of students within the College.

Pastoral Care

Introduction

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

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

(End of Pastoral Care extract)

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

Discipline

The following extract is taken from the Parent Information Manual for 2006 and introduces the basis for Discipline of students within the College.

Behaviour Management

The training of mind and character in an atmosphere of community, love and security lies at the heart of the school's *Behaviour Management Policy*.

A range of disciplinary measures is used within the school, ranging from praise and encouragement, counselling, correction, reprimand, detention, parental interview, and probation to suspension and expulsion.

Parents are asked to co-operate with the school as it guides students to accept patterns of conduct consistent with self-discipline, obedience and respect for authority. Mutual trust and respect produce a positive, disciplined and caring environment in which effective teaching and learning takes place.

Parents are invited to discuss matters of behaviour management with the relevant school staff. However, ultimately it is expected that parents will support all behaviour management decisions made by authorised school personnel.

Aims

The Shellharbour Anglican College *Behaviour Management Policy* will aim to:

- Make students aware that they are responsible for making choices with respect to their behaviour. These choices will have clearly understood consequences.
- Provide appropriate support mechanisms for teachers in dealing with student behaviour.
- Be a K – 9 policy.
- Ensure adequate and clearly understood communication procedures.
- Encourage appropriate behaviour and discourage inappropriate behaviour.
- Include appropriate procedures to monitor student progress.
- Encourage attitudes of self-respect and self-discipline, and respect for others, as people made in God's image.
- Promote a safe school environment which is conducive to effective teaching and learning, and where the teaching/learning process is rewarding for both staff and students.
- Support parents in their role of encouraging and reinforcing appropriate standards of behaviour.

(End of Behaviour Management extract)

The remainder of the outline of Behaviour Management in the College is found in the parent Information Manual which is provided to every staff member and parent of the College. It is also available online on the College website at www.shellharbourac.nsw.edu.au under the heading "About the College."

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

Complaints and Grievances Resolution

The College developed this policy during 2006 and it has been provided to staff as an appendix to the Staff Information Manual. It is a policy reviewed by the College Council annually with consideration given to any changes deemed necessary in the light of experiences from the previous twelve months. No changes were made to this policy in 2006. It is also available online on the College website at www.shellharbourac.nsw.edu.au under the heading "About the College."

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> Improved Learning Support opportunities. 	<ul style="list-style-type: none"> Coordinator of Learning Support appointed with additional 0.6FTE teacher appointed.
	<ul style="list-style-type: none"> Establishment of Curriculum leadership roles in the Junior (JS) and Senior School. (SS) 	<ul style="list-style-type: none"> JS Curriculum Coordinator appointed for 2006 anticipating the appointment of Head of JS in 2007. Three Curriculum Coordinators appointed in the SS in English, Mathematics and TAS and each with a multidisciplinary role.
	<ul style="list-style-type: none"> Engagement of boys in English in the Senior School. 	<ul style="list-style-type: none"> Decision taken to establish boys and girls English classes for Years 9 and 10 and modify programme in terms of content and activities.
Student Welfare	<ul style="list-style-type: none"> Continued growth of the vertical, house based pastoral care role. 	<ul style="list-style-type: none"> Ongoing planning for pastoral care programme to accommodate Years 7 to 9 and the broadening of activities to build relationships across year groups.
	<ul style="list-style-type: none"> Leadership opportunities in both JS and SS. 	<ul style="list-style-type: none"> Planning in place for the establishment of leadership roles for the start of 2007 and the provision of opportunities for leadership during 2006.
	<ul style="list-style-type: none"> Professional development (PD) of pastoral care staff in anticipation of future growth. 	<ul style="list-style-type: none"> Allocation for regular meeting of pastoral care teachers in the Senior School and provision of PD opportunities for Heads of Houses.
	<ul style="list-style-type: none"> Review of Student Welfare Policy 	<ul style="list-style-type: none"> Review undertaken in Semester 2 resulting in streamlining of the discipline aspects of this policy to reflect the very settled nature of this community.
Staff Development	<ul style="list-style-type: none"> Continued development of the Mentor programme introduced in 2005. 	<ul style="list-style-type: none"> Following resounding support of this programme it was continued and expanded in 2006 to accommodate and cater for new staff.
	<ul style="list-style-type: none"> Provision of relevant whole school professional development. 	<p>On site professional development covered the following:</p> <ul style="list-style-type: none"> Child Protection; Occupational Health and Safety; CPR training; Pastoral care; Fire safety training.
	<ul style="list-style-type: none"> All staff to attend at least one Professional Development course. 	<ul style="list-style-type: none"> All staff have attended or have booked courses in consultation with mentors and in keeping with professional priorities.
	<ul style="list-style-type: none"> Ongoing preparation for the HSC years. 	<ul style="list-style-type: none"> Current staff are supported in their applications for HSC marking and examination committees and staffing for the future continues to focus on future HSC needs.
Facilities and resources	<ul style="list-style-type: none"> Science building for 2007 	<ul style="list-style-type: none"> Work began on site in June and was ready for student occupation for the start of 2007. Two Science laboratories and our GLA's included in the building.

	<ul style="list-style-type: none"> ▪ Art facilities for 2008 	<ul style="list-style-type: none"> ▪ Planning undertaken during 2006 for completion by the end of 2007.
	<ul style="list-style-type: none"> ▪ Improvement of Library facilities 	<ul style="list-style-type: none"> ▪ Library administrative support established for 2006. ▪ Improved staffing and facilities put in place for 2007. ▪ Planning to accommodate future needs within financial constraints.
	<ul style="list-style-type: none"> ▪ Recreational facilities for students 	<ul style="list-style-type: none"> ▪ K-2 play equipment installed for the start of 2006. ▪ Planning in place for the installation of Years 3 to 6 equipment for 2007. ▪ Work started on playing field in September of 2006 with a view to being available for use in Term 2, 2007.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

During 2006 the following activities of the College reflected our commitment to fostering respect and responsibility:

- The Christian Studies programme for all year groups fosters Christian principles for this community that are reinforced in classroom activities, co-curricular activities and formal occasions;
- The Chapel programme similarly challenges students not simply about their response to God but also about issues of character, tolerance, respect and responsibility;
- The pastoral care programme of the College models, in a very practical manner, to the children in our care the principles espoused through the Christian Studies and Chapel programme;
- Communication with parents through the fortnightly newsletter also seeks to build within the community an understanding of the Christian ethos of the College and the practical outworking of that in the life of this community.

PARENT, STUDENT AND TEACHER SATISFACTION

Parent and student satisfaction

During Semester 2 over 100 families of the College were approached to complete a Parent Satisfaction Survey as part of reporting requirements to the Sydney Anglican Schools Corporation. While the respondents were the parents the issues addressed could not be responded to without reference to the children of the parents approached. The main features of that survey were:

- Areas for comment and rating:
 - Christian ethos;
 - Teaching and learning
 - Pastoral care of students;
 - Communication;
 - Co-curricular activities;
 - Facilities;
 - College image;
- Approximately 81% of parents responded to the survey;
- Overall 85% of parents indicated that they were “Highly Satisfied” with the College.

There was much in the way of constructive criticisms which highlighted areas that reflect either our stage of development or areas that we had identified for improvement.

In addition the other significant statistics that reflect parent and student satisfaction are those that address student movement away from the College throughout 2006. The following summarises those movements:

- We started the year with 283 students and finished the year with 293;
- Of the 19 (approximately 6.5%) students who left the College throughout the year;
 - 8 left the area;
 - 3 left for financial reasons;
 - 4 left because of some level of dissatisfaction;
 - 4 left for other specified and confidential reasons.

Teacher satisfaction

Staff of the College were surveyed at the start of 2006 and asked to comment on and rate the College as a workplace and also comment on the leadership. Overall the following conclusions were drawn:

- Staff were very satisfied with the tone of their workplace, the professional development experiences offered, and the quality of educational experiences being offered;
- Staff expressed some concern about some aspects of communication and this has been addressed throughout 2006;
- Staff feel very confident and supported by the leadership of the College.

At the end of 2006 we said farewell to one staff member who left to take up a leadership position in another school.

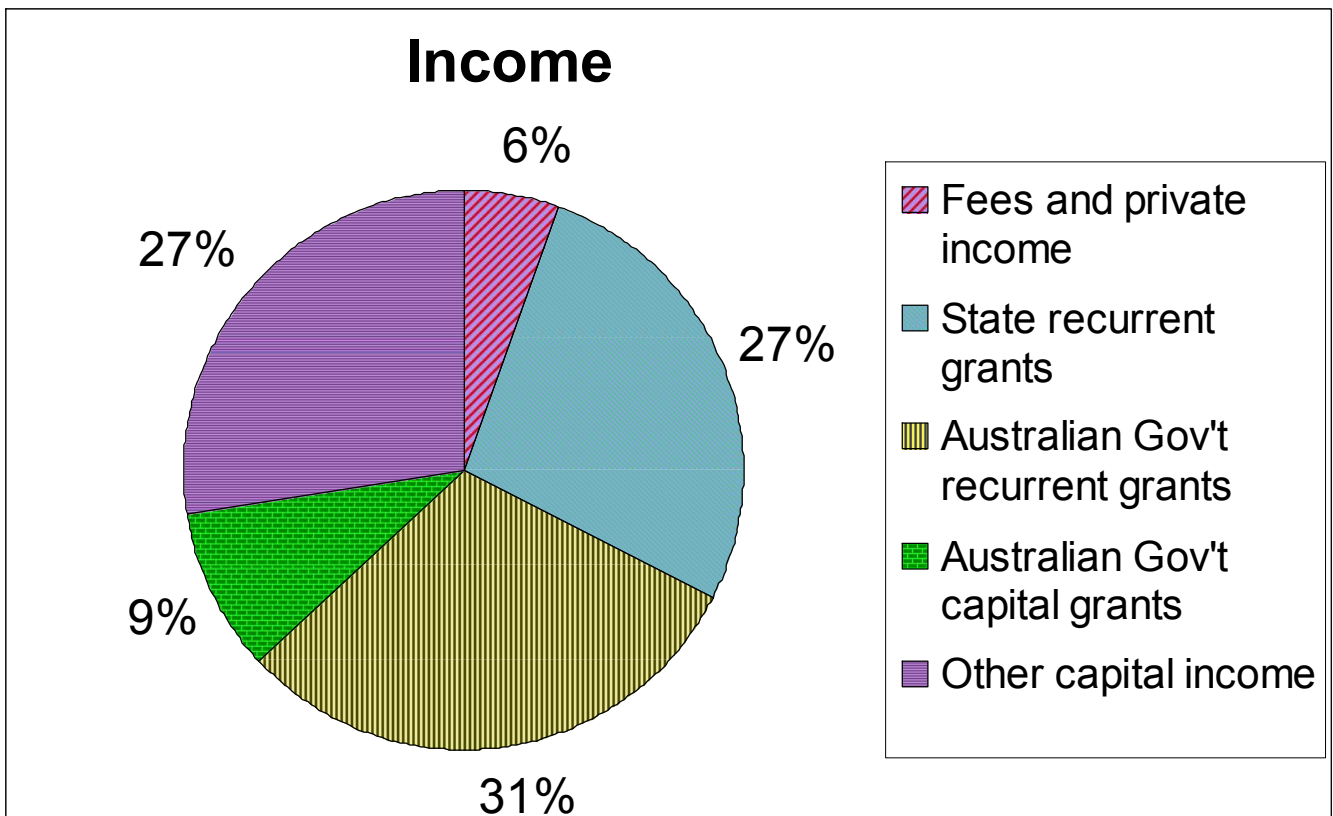
SUMMARY FINANCIAL INFORMATION

Income Recurrent & Capital

	\$	Percentage factors
Fees and private income	212,449	6%
State recurrent grants	1,036,178	27%
Australian Gov't recurrent grants	1,166,441	30%
Australian Gov't capital grants	363,268	9%
Other capital income	1,051,493	27%
Total	3,829,829	100%

Expenditure Recurrent & Capital

	\$	Percentage factors
Salaries, allowances and related expenses	1,890,526	24%
Non-salary expenses	2,643,363	33%
Capital expenditure	3,492,267	43%
	8,026,156	99%



Expenditure

