



SHELLHARBOUR ANGLICAN COLLEGE

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FROM THE CHAIRMAN OF COUNCIL

Shellharbour Anglican College is steadily growing. The number of staff and students have increased in line with our planned growth, and the facilities continue to be built to accommodate the new classes and specialist requirements.

In 2007, the College expanded into the new Science Building incorporating a Covered Outdoor Area, allowing the whole College to assemble in all but the most inclement weather. During the year, the Art Building was built to enhance the specialist facilities of the College, including two Art Rooms, Digital Photography and Kiln Rooms.

The College Council and Executive began a review of the Strategic Plan of the College, a task which is to be completed in early 2008. The Master Plan for the site was also revised and a number of measures were resolved to compensate for the high building costs on our spectacular site. The revisions set the College up to continue the steady growth we have been experiencing and to optimise our expenditure on quality facilities.

The staff of the College continue to excel in their dedication and teaching skills while at the same time taking on a variety of roles necessary as the College grows, with our first School Certificate cohort performing well in their examinations and assessments in 2007. Pastoral Care and Christian Studies duties have been of great importance during the year with most of the staff involved formally, and all of them informally as needs arise.

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate

No students sat for the Higher School Certificate in 2007.

School Certificate

Our first cohort of students sat for the School Certificate in 2007. A total of 47 students sat for this exam.

2007 School Certificate	Bands 4-6 School %	Bands 4-6 State %
English	80.84	72.17
Mathematics	36.16	44.86
Science	72.33	65.5
Australian History, Civics and Citizenship	74.46	60.39
Australian Geography, Civics and Citizenship	82.96	71.03

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

BST results – percentages in skill bands.

2007 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	88%	76%	12%	24%	100%	81%	0%	19%
Aspects of Numeracy	84%	71%	16%	29%	93%	78%	7%	22%

The Literacy and Numeracy results continue to be very strong at the College with students of the College continuing to generally perform well above State averages. These results are still used to identify any weaknesses in order to address those in the classroom setting or in learning support. In 2007 100% of students in Years 3 and 5 performed above the benchmark.

ELLA and SNAP results – percentages in skill bands.

2007 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%	98%	90%
Secondary Numeracy Assessment Program (SNAP)	87%	62%	89%	72%

The 2007 ELLA results continue the very strong performances of students of the College over the past two years. All Year 7 and 98% of Year 8 students were placed in the top two bands in the ELLA test compared with 100% in both year groups in 2006. For the third year 100% of students have achieved above the benchmark.

In the 2007 SNAP test 87% of Year 7 and 89% of Year 8 students were placed in the top two bands in the SNAP test compared with 64% and 91% respectively in 2006. In both Year 7 and Year 8 98% of students performed above 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	31
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 and Code of Conduct;
- CPR training;
- Teaching from a Christian World View;
- Dealing with parents in conflict situations;
- Exit outcomes;
- Edumate applications;
- “Asthma Friendly Schools”;
- Anaphylaxis refresher;
- Occupational health and safety.

Small group and individual professional development included:

- Child protection training;
- THRASS training;
- PDHPE with AIS;
- Junior School assessment strategies;
- Edumate (administration package) training for the Edumate coordinator;
- AIS professional development for new teachers;
- Further training for staff in the use of graphics calculators;
- Junior and Senior School Pastoral Care;
- Carnival administration training;
- Italian assessment training;
- An archeological dig in Belgium as part of the NSW Premiers Scholarship programme;
- Junior School Science

Staff have attended professional development overseen by professional organisations:

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

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 VET Hospitality.
- HSC marking for Mathematics.

TEACHER ATTENDANCE AND RETENTION RATES

Staff absences from school during 2007 were all approved forms of leave. Average staff attendance, taking into account approved leave, was 97.56%.

In terms of staff retention, one staff member left the College at the end of the year to pursue different career options.

STUDENT RETENTION AND ATTENDANCE RATES

As we opened in 2004 with Kindergarten to Year 7 we are unable to offer a complete report on retention rates. The following figures are relevant:

Year group	Size in 2004, year of opening	Size in 2007
10	30	47
6	9	28

Average attendance rate of all students, Kindergarten through to Year 10, per day is 93.2%.

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 382 students enrolled from Kindergarten through to Year 10 at the start of 2007. We finished the year with 386 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 following extract is taken from the Parent Information Manual for 2008 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 2008 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 – 10 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 2007 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 2007. 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"> ▪ Broadening of learning support to include gifted and talented students. Initial policy developed, staff informed of policy and procedures.
	<ul style="list-style-type: none"> ▪ Planning for the introduction of Stage 6 at the start of 2008. 	<ul style="list-style-type: none"> ▪ Initial registration and accreditation for Stage 6 granted following Board of Studies inspection. ▪ Elective lines established for first Year 11 and qualified staff employed to complement the expertise of current staff.
	<ul style="list-style-type: none"> ▪ Junior School assessment. 	<ul style="list-style-type: none"> ▪ Successful application for professional development of staff including consultants, release days. ▪ Allocation of funding and time to in-school and after school training during term time as well as annual conference.
Student Welfare	<ul style="list-style-type: none"> ▪ Continued growth of the vertical, house based pastoral care role. 	<ul style="list-style-type: none"> ▪ Additional support for the two existing Heads of Houses with the appointment of two Assistant Heads of Houses in 2007.
	<ul style="list-style-type: none"> ▪ Leadership opportunities in both JS and SS. 	<ul style="list-style-type: none"> ▪ Students House Leaders appointed in the Senior School and Prefects appointed in the Junior School.
	<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"> ▪ Ongoing review of policies and procedures to accommodate growth in student numbers and changing staff roles.
Staff Development	<ul style="list-style-type: none"> ▪ Continued development of the Mentor programme introduced in 2005. 	<ul style="list-style-type: none"> ▪ Growing staff numbers has provided greater flexibility in the mentor programme during 2007.
	<ul style="list-style-type: none"> ▪ Provision of relevant whole school professional development. 	<ul style="list-style-type: none"> ▪ Whole school professional development for: <ul style="list-style-type: none"> ▪ Child Protection and Code of Conduct; ▪ CPR training; ▪ Teaching from a Christian World View; ▪ Dealing with parents in conflict situations; ▪ Exit outcomes; ▪ Edumate applications; ▪ "Asthma Friendly Schools";

		<ul style="list-style-type: none"> ▪ Anaphylaxis refresher; ▪ Occupational health and safety.
	<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 undertaken Professional Development in keeping with professional priorities.
	<ul style="list-style-type: none"> ▪ Ongoing preparation for the HSC years. 	<ul style="list-style-type: none"> ▪ Staff members encouraged to attend relevant PD in preparation for the HSC years including liaising with current HSC teachers at other schools.
Facilities and resources	<ul style="list-style-type: none"> ▪ Art building for 2008 	<ul style="list-style-type: none"> ▪ Work began on site in June and was ready for student occupation for the start of 2008. Two Art rooms, kiln area, digital photography studio and two GLA's included in building.
	<ul style="list-style-type: none"> ▪ Canteen/Library building for 2009 	<ul style="list-style-type: none"> ▪ Planning undertaken during 2007 for completion by the end of 2008.
	<ul style="list-style-type: none"> ▪ Improvement of Library facilities 	<ul style="list-style-type: none"> ▪ Library staffing improved to allow greater staff and student access. ▪ Planning to accommodate future needs within financial constraints. ▪ Increased access for staff to electronic resources such as Clickview with appropriate training for Library staff.
	<ul style="list-style-type: none"> ▪ Recreational facilities for students 	<ul style="list-style-type: none"> ▪ Years 3 to 6 play equipment installed for use during 2007. ▪ Work continued on playing field during 2007. ▪ BGA grant for shade structures in the Junior School.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

During 2007 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. This includes a programme of support for local, national and international support agencies;
- 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 the College was subject to its first Sydney Anglican Schools Corporation (SASC) review. The panel of five people (three recently retired Heads and one current Head of Junior School and one representative of the Anglican Education Commission) spoke to members of the community and student leaders during the review period. I quote in part from the review document which reflected upon the evening meeting with a representative group of parents:

“From the discussion it appeared that the expectations of all these parents are being met - in some cases more than being met. There is a pleasing degree of reality amongst most of the parents. Their conversation and praise was very reminiscent of what Panel members have heard from parents in the early days in other Corporation schools. For such parents the link with others in helping pioneer the establishment of a new College is enormously bonding. Their recommendation of the College is the school’s best marketing tool at this stage of development.

What the College offers that is most valued by them, and is the key point of difference with realistic alternatives for these parents is the level of recognition of individual issues and pastoral care that their children have experienced. With perhaps only one exception most seemed to be first-time parents in non-government schooling, so they were comparing with accounts from other parents rather than previous experience of other schools. Despite extensive discussion at a very frank level, they had virtually no criticism of the College. Even issues that seemed a problem for one – the lack of a counsellor - were generally recognised not to be a major factor at this point.” (SASC Review Final Report on SAC, 2007, p.20)

In previous years we have also considered student movements away from the College as a measure of the high level of satisfaction within the community. The following figures were produced at the end of 2007 and show an anomalous level of student departures. These figures reflect the significant issues facing many of our parents in the current financial climate:

- We started the year with 382 students and finished the year with 386;
- By start of the 2008 academic year 51 students had left the College during 2007;
 - 17.6% left the area;
 - 47.1% left for financial reasons;
 - 5.9% left because of some level of dissatisfaction;
 - 3.9% left for other specified and confidential reasons;
 - 25.5% Year 10 students left for other academic reasons.

Teacher satisfaction

Staff were required at the completion of Term 2, as part of the SASC review, to respond to an extensive survey covering various aspects of the activities of the College. The specific figures for responses to questions asked in that survey are intended to remain confidential. The following comments, however, reflect those figures and the comments offered by staff.

Under the general heading of resources and the responses highlighted the belief that the College has employed, particularly during the critical growing years, qualified and experienced staff who have been deployed in a manner that enhances the teaching and learning environment.

Under the heading of leadership and management the responses highlighted a high level of confidence with those staff undertaking leadership roles.

In the general section of questions staff responses indicated clearly that they felt valued as members of this learning community.

At the end of 2007 one staff member left the College to take up other career opportunities and is currently undertaking further study.

SUMMARY FINANCIAL INFORMATION

