Shellharbour
Anglican College

Annual Report 2022

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 College Council**

It has been a joy to see the Shellharbour Anglican College Community onsite buzzing with energy again after a disruptive few years. Students, staff and families have enjoyed getting back into the rhythm of normal school life, with academic and co-curricular activities in full swing. Mrs Megan Hastie and staff have demonstrated outstanding dedication and commitment, equipping students to continue in their pursuit of deeper learning and growth in their education and faith.

Students have enjoyed serving the local community, participating in the House Music Festival and Gala Days, Crusaders and Chapel, Public Speaking and Debating competitions and The Duke of Edinburgh's International Award expeditions. The College Executive, with our experienced team of staff, have been working hard throughout the year to develop the *Strategic Plan 2023-2025*, Deep Learning and Wellbeing Frameworks. These crucial frameworks will guide us in the coming years as we continue to Pursue Tomorrow, together.

The College continues to see exciting growth, and we look forward to the continued progress of the capital works program through to 2025. We thank the College Community for their patience as poor weather conditions delayed the landscaping and sealing of the ring road. We are pleased that we will soon enjoy the benefits of this significant infrastructure project. New buildings and ground improvement work will continue into next year, including a learning centre and new classrooms to support the growth.

As always, the P&F continue to be generous and provide great support to the College and our Community. The Council also recognises the value and support The Anglican Schools Corporation provides through human resources, governance and financial oversight.

The reputation of Shellharbour Anglican College in delivering an authentic education, outstanding co-curricular activities and pastoral care of students and families continues to be enhanced. The College Council is ever mindful of the costs of providing facilities and staff, balanced with our aim to keep the high-quality education at Shellharbour Anglican College financially accessible to families of the Illawarra region.

Mr Alan Newing OAM
Chair of College Council

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The College continues to see exciting growth, and we look forward to the continued progress of the capital works program through to 2025.

Message from the **Principal**

Activating students as owners of their learning and creating a hunger for knowledge has been a central theme for 2022. In many ways, the year was more disrupted, with COVID-19 impacting both staff and student attendance. However, at the same time, we were able to resume many of the activities that have been so central to life at the College, ensuring our students experience a rich and fulfilling education, both within the classroom and out. We know as a College how essential it is to help every student achieve their best academically. However, it is central to our role as a faith-based College to ensure that we are developing young people of character who are resilient, courageous, curious and creative. To do that, we need to provide them with learning experiences beyond the classroom.

The Duke of Edinburgh's International Award continued to be keenly taken up by our younger years and our Gold Award is comprised of approximately 35 percent of our Year 12 cohort, many of whom will complete it by the end of their HSC year. This is a testament to the character and determination of our students. Our co-curriculars continue to be popular, ranging from the Arts through to Debating, Mock Trials, Language appreciation and all our Sports. It is encouraging to see so many of our students willing to participate across a wide range of activity types, demonstrating a rounded and holistic approach that is central to who we are.

As a staff, we continued work on our Wellbeing Framework with the support of the Association of Independent Schools' Compass Project. This resulted in the creation of a College-specific wellbeing definition, as well as a Framework to Wellbeing. In tandem, we undertook a project that explored Michael Fullan's International New Pedagogies for Deep Learning Approach with the Association of Independent Schools Designing for Deep Learning (DDL). A core team spent the year delving into what this could look like in our College, with the aim of integrating a framework that is backed by international research in these fields, but bespoke for the Shellharbour Anglican College context. This work will be finalised in 2023. We look forward to seeing how this shapes and strengthens the learning for our entire community.

Throughout the year, we worked in consultation with our College Council, families, students and staff to develop the *Strategic Plan 2023-2025*. At the core of this Plan is the desire to nurture growth compassionately. As a College, we have experienced significant growth in the last three years. Combined with the impact of COVID-19, it is evident that we must review and update many aspects of the ways in which we learn and function.

Additionally, to best serve our growing Community, our procedures must change as we transition from being a smaller school to one with a larger capacity. In all this change, it is vital that we maintain the warm and inclusive culture that Shellharbour Anglican College has become known for. It has been a challenging and inspiring process, as we seek to hold on to the best of who we are and what we do, while moving boldly into the future. We look forward to officially launching the *Strategic Plan 2023-2025* this year.

Each year brings its own challenges and adventures, but we know that in Christ alone our hope is found, so we do not fear. We know that the formation of the character and life of our young people takes time. Sometimes we have 14 full years, from Prep to Year 12, to work with them and their families. At other times it might be a mere 18 months. With whatever time we are given, we seek to send out young people with a capacity to move confidently and purposefully through the world with courageous hearts, curious minds and hope-filled hands, so that they might Pursue Tomorrow with purpose and hope.

Mrs Megan Hastie
Principal
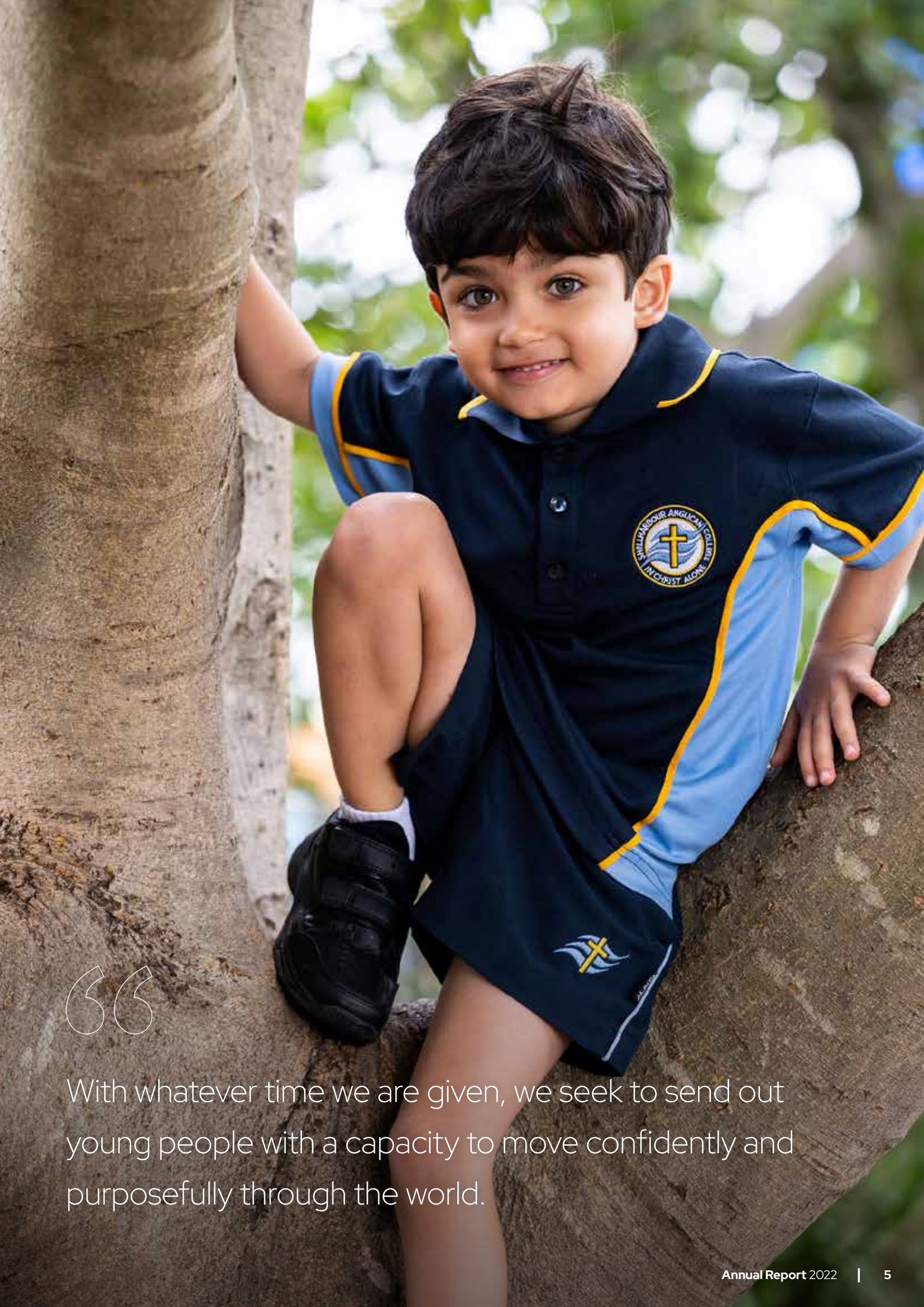
> With whatever time we are given, we seek to send out young people with a capacity to move confidently and purposefully through the world.

Message from the School Captains

The key to a functional College Community is unity – it is quite literally in the name. This year has been one founded on connectivity and showcasing the importance of this togetherness. As a College, we have shared many exciting experiences, including our Sport Carnivals, House Music festivals, co-curricular activities, Music and more. We can confidently say that our students are an excellent, unique, and enthusiastic group of individuals, who have built each other up, cheered each other on and supported one another in all their endeavours.

In pursuing the goal of unity, the 2022 Student Leadership Team ensured that each of our initiatives shared a common goal: to encourage and create avenues for connection between and across the year groups, bringing the College Community closer together. The year started with the Cross Country Gala Day and the development of our House mascots. We initiated our National Aborigines and Islanders Day Observance Committee (NAIDOC) Week activities, including painting a special mural to showcase its significance. More recently, we launched our College RUOK? Day initiatives, encouraging conversations and checking in with another through our delightful Box Car Races and yellow-themed Mufti Day.

As we reflect on such fond memories, we express a deep sense of gratitude towards our teachers, who have worked in unity to truly make our College Community 'a wonderful place to learn, to play and to grow'. Our teachers have been guided by their servant hearts and imbued with their faith in Christ to ensure we continue to uphold Faith, Wisdom, Compassion and Respect – all the while maintaining 'grit' (as Mrs Hastie describes perseverance). It is these values which bind us together and provide the individual drive and desire in each of us to succeed.

In our role we have truly learnt the importance of servant-hearted leadership. That is, putting others first and leading from within the group rather than just in front of it; it is truly all about understanding the needs of the community and focusing on them. American educator Stephen R Covey summarises it rather clearly, "Leadership is communicating others' worth and potential so clearly that they are inspired to see it in themselves." This year we have strived to put this model into action, yet servant leadership does not require an official position or badge to perform. Random acts of kindness and checking up on peers is powerful, if not always publicly noticed.

It has been an absolute privilege and honour to serve as College Captains in 2022. The experience and knowledge we have collected has established leadership qualities in us that will set the foundation for our future careers. Our wish for the College is that students continue to foster a resilient and inclusive school culture, creating growth, positive change and most importantly upholding the 'unity' in the College Community. As 2 Corinthians 13:11 exhorts us, "Strive for full restoration, encourage one another, be of one mind, live in peace".

Charlie Britten and Tijana Williams
2022 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 students. We are currently a K–12 school of 988 students, with 48 students in the Preparatory Program.

Our students are drawn from throughout the Illawarra region, which indicates that our reputation fosters confidence beyond our local area. We aim to provide a comprehensive education to our students, inclusive of 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 College'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. The College strives to provide a broad range of co-curricular activities from Sports through to the Creative and Performing Arts, outdoor and service opportunities.

Shellharbour Anglican College has a strong emphasis on service and provides a number of opportunities for students to engage. Service challenges students to become active, engaged and compassionate citizens. One of the highlights that draws this all together is The Duke of Edinburgh's International Award. This program continues to be strongly supported across the College, with significant numbers of students completing the Gold Award in their final year of school, or shortly thereafter.

Equally as important to the College 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 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, students being chosen for HSC major work exhibitions and a general strengthening of our teaching and learning culture from Prep through to Year 12.

Student Population

Our students are drawn from Berry in the South through to Bulli in the North, which indicates that our reputation fosters confidence beyond our local area. Our enrolments across all three schools at the conclusion of Term 3 2022 was 915 students and showed a balance of 464 males and 451 females.

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School Performances in Statewide Tests and Examinations

HSC Results and Trends

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

In early 2023, Heads of Faculty undertook an annual review into HSC results and performance to evaluate teaching programs and pedagogy and to inform practice. Analysis by external consultants, Academic Profiles, indicated that in terms of both mean and median estimated ATARs and students' academic growth (measured between Year 10 to Year 12), the 2022 cohort achieved the third strongest HSC outcomes in the College's history. Indeed, in 2022, 84 percent of the College's HSC students reached or exceeded their anticipated level of academic growth, as projected from their Years 10 and 11 results. During their HSC studies, 19% (13 students) completed a VET qualification.

Furthermore, analysis of the 2022 HSC data indicated the progress that staff are making towards encouraging students to attempt more challenging courses. A third of students studied at least one extension subject and the proportion of students electing to study Advanced English has increased to two thirds of the cohort.

Staff are reviewing HSC course assessment practices, with a view to raise results across all levels of achievement, including among high-performing students. They are also integrating the College's new Home Learning Policy, to increase the amount of preparation, practice, enrichment and revision that students undertake outside of the classroom – a key strategy for success in the HSC. Finally, the subject selection process for Stage 6 is being reviewed, with the goal of equipping students to make judicious choices in their pattern of study – namely to consider the selection of mutually complimentary subjects and to think carefully about the number of units they choose to study.

HSC Results

Ancient History 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	72.9		71.98	71.68	71.34	71.16	71.67	72.76		72.1	71.06	71.98
School	72.88		74.8	76.64	75.11	84.32	68.85	77.7		75.51	77.66	77.95

Biology 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	72.65	72.46	73.99	71.65	71.13	73.71	74.3	74.09	71.93	72.39	71.06	70.03
School	67.68	72.1	74.99	71.09	67.51	68.6	67.29	75.75	77.49	73.83	77.66	71.45

Business Studies 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	72.95	73.98	73.63	74	73.65	73.21	73.17	73.62	72.18	71.99	73.32	73.95
School	67.38	73.05	81.31	74.45	74.35	77.08	79.2	72.18	67.02	72.08	77.92	72.94

Chemistry 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State		75.51	75.85	76.13	75.81	75.59	75.28	74.82	75.38	75.52	74.37	72.51
School		71.2	74.76	70.17	71.37	73.28	69.7	68.31	73.86	74	67.83	71,96

Community and Family Studies 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	73.82	74.14	73.5	74.37	72.73	72.2	72.71	72.01	74.03	74.06	74.28	74.79
School	68.24	70.04	76.03	75.62	81.91	76.29	78.75	72.14	77.09	78.9	79.38	78.2

Design and Technology 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	75.86	76.08	76.1	75.86	76.25	76.41	76.75	77.91	77.82	78.54	79.11	77.62
School	72.67	80.24	80.11	86	81.49	73.17	76.16	81.59	88.6	76.95	76.23	78.04

English (Advanced) 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	79.94	79.56	79.06	80.53	80.43	80.72	80.96	80.6	80.73	81.33	81.92	81.53
School	72.81	72.66	77.28	74.84	77.63	81.68	78.25	76.52	81.73	77.94	78	76.27

English (Standard) 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	65.03	68.27	65.48	67.47	67.1	68.7	69.19	68.66	69.16	69.93	70.47	69.88
School	65.66	71.93	66.44	62.87	67.27	68.96	69.46	65.09	71	72.12	69.43	69.71

English Extension (1) 1 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	39.89	40.24	40.28	41.19	41.8	41.91	41.26	42.08	41.68	41.66	42.07	41.79
School	32	36.07	37.4	33.78	41.75	41.37	43.05	37.07	41.25	42.7	40.22	38.22

English Extension (2) 1 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	39.44		38.57	38.49	39.54	38.47	38.68	37.46	39.14	39.43	39.56	38.89
School	38.7		35.18	29.5	40.6	35.47	41.05	37.53	35.85	37.2	38.68	37.2

Drama

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State											80.71	
School											78	

Legal Studies 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	74.24	74.44	75	73.36	74.6	75.01	75.86	75.05	73.66	74.97	74.72	73.78
School	72.33	75.56	76.37	74.12	74.07	74.93	74	74.83	75.17	73	73.58	76.68

Mathematics Standard 1 Examination

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State										69.84	68.97	72.35
School										69.8	68.47	88.8

Mathematics Standard (2) 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	69.41	69.2	67.46	68.89	68.64	68.51	68.51	69.92	70.68	68.4	69.15	70.87
School	69.22	70.45	69.15	66.34	67.73	66.4	68.25	73.69	79.06	65.84	72.82	72.86

Mathematics Extension (1) 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	81	81.42	80.46	80.58	81.2	79.68	81.09	79.29	79.98	78.49	78.21	77.45
School	50	90.1	72.2	76.1	70	56.12	64.93	58.8	75.13	75.24	64.51	58.71

Mathematics Advanced 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	77.03	77.64	77.39	78.37	77.89	77.84	77.96	78.2	78.01	79.2	78.41	
School	70.33	79.4	70.76	68.92	65.77	73.52	70.91	72.15	81.38	72.75	73.64	

Mathematics Extension (2) 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State		85.5	71.13	77.87		43	52.4			81.46	83.07	81,43
School		82.78	82.07	81.58		81.03	81.17			65	60.52	70.85

Modern History 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	75.31	75.61	76.1	74.95	75.29	74.45	73.73	73.88	73.44	72.53	72.85	73,67
School	73.49	68.47	79.02	77.76	76.77	83.36	75.29	75.06	84.43	76.05	78.84	75.46

History Extension 1 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	38.57		38.4	38.71	38.64	38.93	38.74	38.85	38.92	38.36	38.69	39.47
School	46.8		42.03	36.12	37.65	39.43	40.68	36.75	45.83	42.17	43	40.53

Music (1) 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State		80.17	80.26	80.29	80.6		81.45	81.5	81.85	81.56	81.34	81.88
School		83.73	87.8	86.63	75.6		82.58	81.18	86.63	91.33	90.2	80.6

Personal Development Health and PE

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	73.93	72.58	70.98	72.86	73.1	72.13	71.03	72.29	72.57	72.46	72.18	69.75
School	70.09	76.28	67.49	71.65	73.15	71.79	69.43	75.1	78.09	73.62	73.67	70.19

Physics 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	74.84		73.68	73.49	72.66	72.65	73.45	73.18	73.2	73.99	75.34	74.25
School	66.95		76.1	68.09	67.6	69.69	69.54	65.43	73.77	66	77.27	70.62

Economics Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	74.54	77.27	73.93	75.83	77.48	77.24	77.31	77.06	78.49	79.78	77.66	77.26
School	80.76	81.72	76.65	77.17	90.87	77.35	83.48	80.84	93.6	78.1	69	70.81

Visual Arts 2 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State	78.16	79.39	79.29	78.3	79.21	79.55	79.74	79.8	80.77	81.02	80.99	81.36
School	85.6	84.47	84.33	78.2	85.7	79.57	79.5	79.91	84.16	82.28	87.76	83.63

Engineering Studies Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State												72.64
School												70.94

Science Extension 1 Unit

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
State												37.05
School												43.05

Record of School Achievement (RoSA) Numbers

Record of Student Achievement Numbers (RoSA) grades for Year 11 have become increasingly significant for early entry, and these grades are monitored regularly. The following numbers reflect the number of students who have left school and are eligible to receive a RoSA certificate:

Year 10: 1 student

Year 11: 3 students

NAPLAN Results

Shellharbour Anglican College students in Years 3, 5, 7 and 9 sat The National Assessment Program – Literacy and Numeracy (NAPLAN) examinations for reading, writing, spelling, grammar and numeracy in 2022. For the first time, students completed the online version of the examination. The participation rate for the College was 97 percent.

In 2022 there was a decline in some NAPLAN results achieved by students at the College, relative to previous years. This period has seen a significant growth in numbers of students at the College, particularly in the Senior School, including a growing proportion of students who completed their primary education elsewhere and among students with diverse learning needs. Compared with students deemed by The Australian Curricular Assessment and Reporting Authority (ACARA) to be from a similar socioeconomic background, students at the College in Years 7 and 9 achieved below average results (with exceptions for Year 7 writing and Year 9 reading, which were average). In Years 3 and 5, students achieved results on par with their peers from a similar background, except for Year 5 grammar, which was slightly below the average. Compared with their peers in all schools, across all domains and NAPLAN levels, students at the College are achieving results, on average, that are close to or above the national average.

Given the cancellation of NAPLAN in 2020, due to the COVID-19 pandemic, student growth cannot be calculated in due to a lack of relevant data.

Table: Shellharbour Anglican College's 2022 NAPLAN results (average) compared to schools with a similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	442	446	443	424
Year 5	526	492	511	499	507
Year 7	555	548	553	542	550
Year 9	599	560	580	584	595

Table: Shellharbour Anglican College's 2022 NAPLAN results (average) compared with all schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	442	446	443	424
Year 5	526	492	511	499	507
Year 7	555	548	553	542	550
Year 9	599	560	580	584	595

*Schools average when compared to all Australian students.

Interpreting the table

Above average

Close to average

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

Professional Learning, Accreditation and Qualifications

Teacher Accreditation 2022

Level of Accreditation	Number of teachers
Conditional	5
Provisional	1
Proficient teacher	61
Experienced teacher	9

Teacher Qualifications 2022

Category	Number of Teachers
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	76
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Workforce Composition

School Staff 2022	
Teaching staff	76
Full-time equivalent teaching staff	55
Non-teaching staff	32
Full-time equivalent non-teaching staff	13
Indigenous staff	1
Non-Indigenous staff	107

Professional Learning

Whole School professional development included:

- Workplace Health and Safety
- Complispace and Complilearn
- Staff Conference – Embedded Formative Assessment – Practical Strategies and Tools for K–12 Teachers
- Staff Conference– Homework review K–12
- First Aid and CPR

Small Group and individual professional development included:

Teaching and learning – Junior School
IPSHA K–2 English and Maths Syllabus
NAPLAN Online School Readiness Training
Teacher Assistant Online Course
MiniLit Sage Workshop
AIS Deep Learning lab
ASC Leadership Conference
IPSHA NSW Learning Support Meeting
Mental Health Diagnosis in Children
Mini COGE
Understanding Autism Spectrum Disorder
AIS The Neuroscience of Learning and Leading

Teaching and Learning– Senior School
NESA French Beginners Meeting
Aboriginal Cultural Training for Educators
Advancing Leadership Conference
AHISA Director of Studies Conference
AIS Compass
AIS Geography Conference
AIS Curriculum Conference
AIS Deep Learning Lab
AISNSW Measures Tthat Matter
AISNSW PDHPE Conference
Deepening the Learning in Mathematics
Developing Cultural Responsiveness
EES Exam Committee
AIS Health and Respectful Relationships
HICES Generate Earthshot Planning
HSC English Teachers Success- Building Skills and Confidence
NESA HSC Marking
IEU Environmental Conference
Incorporating a Game Sense Approach into PDHPE
NSW Careers Adviser Training
AIS Sexting and the Law
MultiLit Word Attack Skills Workshop

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

Wellbeing and Co-curricular
SASSA Sports Coordinators Meeting
Livingworks Suicide Prevention Training
AIS Leading Staff Wellbeing
Duke of Ed – Remote Area First Aid
AIS Annual Wellbeing Conference
Level 2 Duke of Edinburgh Training
Duke of Edinburgh- NSW Advisory Committee Meeting
APOLA School Surf Supervisor Award
AIS Healthy and Respecful Relationships
AIS Anti-Discrimination Masterclass
Brick and Block Training
Regional Workshops- Whole School Approach to Health and Wellbeing
HICES Pastoral Care Meeting
Youth Mental Health First Aid Training
International School Travel- Program Safety Training Day

Teacher Accreditation and Growth
AIS Becoming Accredited at Experience Teacher
White Card Training

Faith
Arrow Educational Leaders Program
ASC Chaplains' Meeting
Sydney Anglican Schools Ministry Association Day

Compliance
AIS NSW VET Compliance Check
Investigations Masterclass- Reportable Conduct
Snake Catching Course
VET Compliance Officers' Network Day

Professional Learning Costs
The cost of external professional learning for staff in 2022 was $35,451. This does not include any transport, accommodation or casual class cover costs.

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 three consecutive day absence report. This is emailed automatically from Edumate. These staff members are responsible for contacting the parents or 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 three days or if a one-day unexplained absences arises. A follow up with parents and guardians is made by the Coordinator of Pastoral Care or Head of House under the direction of the Coordinator of Pastoral Care. An automated attendance report occurs at the end of Weeks 4 and 8 each term generated from Edumate. It is reviewed by the Head of Senior School, Coordinator of Pastoral Care, Coordinator of Teaching & Learning and the Senior School Administration Officer.

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

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

Head of Junior School and relevant Stage Coordinators receive a three consecutive day absence report. This is emailed automatically from Edumate. These staff members are responsible for contacting the parents or guardians with the assistance of the Administration Officer.

Head of Junior School is responsible for monitoring termly attendance data. A termly attendance report is automatically generated through Edumate. Parents and guardians of students who have significant discrepancies are followed up by the Head of Junior School or delegated authority at the end of the term or at the commencement of the following term. This is done by either phone, email or letter and 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.

Across both Junior School and Senior School:
Daily absences are followed up via an automated text generated through Edumate to parents or guardians if students have been marked as an unexplained absence in Periods 1 and 2. Parents or guardians are then reminded through the Edumate App on their phone to enter the reason of absence into their Parental Portal.

Unsatisfactory Attendance Intervention Strategies

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

The College communicates to parents and guardians to clarify their obligations to ensure their child attends the College, and to not condone absences for unauthorised reasons such as birthdays, shopping and other leisure activities. This is done through the Parent Information Manual, College Newsletter and at Parent Information Evenings.

Regular meetings are conducted between the Principal, Heads of Senior and Junior School and senior staff, as appropriate, to coordinate responses to student absences. These meetings occur on a 'needs' basis.

Students with persistently low attendance will be monitored and personalised strategies will be considered to increase their attendance and/or engage them in continuing education programs. Such monitoring and strategy implementation is performed by the appropriate Head of House (SS) or Stage Coordinators (JS) and overseen by the relevant Head of School and Coordinator of Pastoral Care (SS). For students requiring more intensive support, one-on-one meetings with the Head of House (SS) or Stage Coordinators (JS) will occur and alternative arrangements may be organised in consultation with parents and guardians.

In consultation with the Association of Independent Schools of NSW, the Heads of School meet with parents of students with continued low attendance and create formal School Attendance Plans. The Heads of School follow the guidelines set down by the Association of Independent Schools regarding school attendance matters. When frequent absences are explained as being due to illness, the College may request medical certificates for the absences and will consult with parents and guardians regarding the health care needs of the student. This is done by Heads of House (SS) and Stage Coordinators (JS).

All required reports will be made to the Community Services Child Protection Helpline, and/or contact will be made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.

Where a student who is under 17 years of age 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.

Student Attendance Rates in 2022

Student Attendance Rates in 2022

Year Level	Attendance rate %
Prep	94.0%
Kindergarten	88.5%
Year 1	90.88
Year 2	87.2%
Year 3	90.5%
Year 4	88.0%
Year 5	89.6%
Year 6	89.6%
Year 7	88.2%
Year 8	94.94
Year 9	88.2%
Year 10	86.5%
Year 11	88.7%
Year 12	85.7%

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

*Average attendance rate of all students from Prep through to Year 12 per day is 88.6 percent.

Student Retention

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

Cohort size	
Kindergarten – January 2016	35
Year 6 – December 2022	67
Year 7 – January 2017	69
Year 12 – September 2022	63

Retention Rates between Year 10 (2020) and Year 12 (2022)

Eleven percent of students in Years 10 and 11 left the College between 2020 and 2022. Of these:

- Approximately 36 percent left to join the workforce (4 students).

- Approximately 36 percent left to continue their education at a different school (4 students).

- Approximately 18 percent left for TAFE (2 students).

- One student left due to disciplinary reasons.

Post-School Destination

A majority of graduating Year 12 students in 2022 received offers in university courses, while the remaining students commenced TAFE courses and other vocational training courses, started apprenticeships or enrolled in Christian ministry training courses. Nearly 60 percent of the graduating class of 2022 applied for early entry to university and all of them had offers of acceptance at the time of graduation.

Enrolment Policies

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 Education Standards Authority (NESA). Applications are processed in order of receipt and consideration will be given to the applicant's support of the College ethos, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain enrolment.

Procedure

1. All applications will be processed according to the College's enrolment policy.

2. Applicants are interviewed to provide opportunity to add to the information supplied with the enrolment application and to consider the applicant's ability and willingness to support the College's ethos.

3. During and following interview, consideration is given to the educational needs of the applicant. This may require the gathering of additional information and liaison with parents/carers/family and other relevant persons and services such as The Association of Independent Schools (AISNSW).

4. Identify any strategies that may need to be put in place to accommodate the applicant before a decision regarding enrolment is made.

5. Inform the applicant of the outcome.

Scholarship Entry

Academic, Music, All Rounder and Indigenous Scholarship entry is available to students in Years 7, 9 and 11. Scholarships are awarded on the basis of results obtained in 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 College 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 College Community. Both need to be deemed satisfactory for the Scholarship to be extended into the next academic year.

• The Principal's decision regarding the continuation of the Scholarship is final.

Other School Policies

The following is a summary of College policies adhered to by Shellharbour Anglican College for student welfare, anti-bullying, discipline and complaints and grievances.

Summary of Policy	Changes in 2022	Access to full text
Student Welfare Policies relating to student welfare include those pertaining to student health, inclusion, supervision, behaviour, pastoral care and general safety. This suite of policies upholds the College's commitment to its duty of care to students, which is itself explained in the Student Duty of Care Summary Policy. Our Child Safe Policy outlines the key elements of our approach to child protection as a Child Safe organisation and sets the tone for Shellharbour Anglican College's entire Child Safe Program. The policy makes clear the processes followed at the College to recognise and report student wellbeing concerns, reportable conduct and harmful or concerning sexual behaviour in students. The collection and use of Working With Children Checks is described as well as the Child Safe Training and Education strategies adopted in the College. The policy explains how we educate and involve our students in keeping safe, how we involve and inform families and our community and the ways risk to child safety is managed.	In 2022, this policy was updated in accordance with and to explain the scope of our commitment to Child Safety and our adherence to the National Principles for Child Safe Organisations (2018) developed by the National Office for Child Safety, the Children's Guardian Act (2019) and the NSW Child Safe Standards.	The following policies, pertaining to student welfare can be accessed via the College's public website: • Child Safe Policy • Anaphylaxis Management Policy • Procedures for Managing Child Safety Incidents or concerns at or involving the College • Child Friendly Child Safe Complaints Policy • Child Safe Code of Conduct • Student Code of Conduct.
Bullying Prevention and Intervention 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. It is our policy that: • Bullying be managed through a 'whole-of-College Community' approach involving students, staff and parents/guardians. • Bullying prevention strategies are implemented within the College on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately. • Bullying response strategies are tailored to the circumstances of each incident. • Staff establish positive role models emphasising our zero bullying tolerance. • Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.	In 2022, the Bullying Prevention and Intervention Policy was updated in response to the Online Safety Act 2021 (Cth), to educate Community members of their legal rights and responsibilities related to Cyberbullying.	The full text of the Bullying Prevention and Intervention Policy can be accessed via the College website.

Summary of Policy	Changes in 2022	Access to full text
Student Discipline Pastoral Care and positive relationships lie at the heart of developing good discipline procedures and protocols. Our student discipline policies are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion. Successful management of student learning and behaviour is underpinned by the fostering of positive relationships between all stakeholders. The College does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons. The use of positively framed and restorative practices underpins the Student Discipline policy.	No changes were made to the Student Discipline Policy and Procedures in 2022.	The full text of the Student Discipline Policy and Procedures can be accessed via the College website.
Complaints Handling Policy & Procedure Shellharbour Anglican College welcomes feedback from all members of the College Community and takes all complaints or concerns that may be raised seriously. The Complaints Handling Policy & Procedures is designed to assist with understanding how to make a complaint and how they are managed internally. Parents, guardians and students are encouraged to come forward with their concerns and grievances in the knowledge that the College will hear their complaints and that action will be taken in accordance with processes defined by procedural fairness.	No changes were made to the Complaints Handling Policy and Procedures in 2022.	The full text of the Complaints Handling Policy and Procedure can be accessed via the College website.

School Determined Priority Areas for Improvement

Observed Areas of Achievement in 2022

Areas	Priorities	Achievements in 2022
Teaching and learning		• Have a Prep to Year 12 focus on new pedagogies for Deep Learning through staff professional development days and ongoing professional learning. • RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and to identify improvement targets for HSC teachers. • Further analysis of HSC results to target 'value-added' results with external consult. Resulted in changed strategies and practices across Years 7-10 to build in skills in various subject areas.
Pastoral care and wellbeing		• Improve leader training and development in the College. • Finalise College's whole of school approach to Pastoral Care and wellbeing. • Ongoing review of Pastoral Care scope and sequence for College P-12 based on outcomes from Compass Program. • Continued development of Junior School Coordinator of Pastoral Care. • Junior School Chaplain to continue developing Chapel services across the Junior School. • Increased promotion of student-led RUOk? Day and special events across the College. • Investigation of Open Parachute Program to advocate for mental health to students across Stages 3-6. Development of program of implementation in 2023 starting with Year 7. • Employment of School Counsellors four days/week including AIS funding received for two days/week for Counsellors from Nov 2020-2022.
Safe and supportive environment		• Continued development of Policy Connect online governance, risk, compliance and policy management solutions. • Continued development of Complilearn training system across the College – site for policy content and school-based procedures. • Focus on College-wide child safety training. • Creating Safer schools – AIS whole-College training scheduled for 2023 – delayed due to COVID-19. • Use of The Voice staff survey to monitor engagement, processes and procedures within the College and inform future professional development choices in staff training.
Community engagement		• Streamline enrolment processes using EnrolHQ. • Implement The 2023-2025 Strategic Plan for team advancement. • Launch new visual branding for the College. • Provide key messaging guides to Community. • Develop greater Community engagement. • Consult with the College Community to discuss continued growth and future plans. • Develop a new College uniform.

Areas	Priorities	Achievements in 2022
The Physical Environment	Learning spaces	• Provide more teaching rooms for Junior and Senior Schools. • Redevelop of learning spaces including the purchase of new furniture conducive to effective learning. • Finalise planning and development of a new College Learning Centre with P–12 library and 8 classrooms to span Senior and Junior Schools. Submit DA.
	Grounds	• Repair ring road to improve amenity around the College and movement of vehicles.
	Buildings and Infrastructure	• Continue master planning for buildings and environment refinement. • Planning for growth in 2023, including construction of College ring road and infrastructure to be completed 2022. • Receive BGA and EIF funding for redevelopment and building of new classrooms. • Continued use and development of solar panelling to reflect the environmental vision of the College.

Looking Ahead: Goals for 2023

Areas	Priorities	Achievements in 2022
Teaching and learning		• New pedagogies for Deep Learning launched and developed through whole-College professional development days and ongoing professional learning. AIS consultant continues to guide the College through the process of successful implementation. • Deep Learning Core Team created and empowered to develop process of implementation. • Deep Learning Core Team enlarged to include more key stakeholders and develop a process of implementation across the College. • RAP analysis of HSC results continues to provide helpful data that has enabled targeted PD and to identify improvement targets for HSC teachers. Analysis of 'value-added' results with external consultant to inform teaching and learning across Years 7-10.
Pastoral care and wellbeing	Ongoing commitment to development of strong pastoral care	• Creation of a Combined Leadership Team to improve staff voice and development in leadership. • College's whole-school approach to Pastoral Care and wellbeing finalised through completion of the AIS Compass program and launch through the College. • Ongoing review of Pastoral Care scope and sequence for College P-12 based on outcomes from Compass Program. • Junior School House meeting time scoped and sequenced and launched. • Junior School Chapel continues through K-2 and Years 3-6 to enhance the College Community in response to growth. • Director of Pastoral Care continued role of coordinating AIS Pastoral Care network. • Student-led RUOk? Day successfully run throughout the College. • Investigation of Open Parachute Program to teach mental health to students across Stages 3-6. Development of program of implementation in 2023 starting with Year 7. • Employment of School Counsellors four days/week including AIS funding received for two days/week for Counsellors from Nov 2020- 2022.
Safe and supportive environment		• Continued development of Policy Connect online governance, risk, compliance and policy management solutions. • Continued development of Complilearn training system across the College – site for policy content and school-based procedures. • Child Safe improvement plan to be developed. • Introduction of new WHS Working Group and reporting processes. • Continued use and refinement of Assurance online safety reporting tool. • Annual College-wide Child safety training. • Whole College professional learning given for creating risk assessments for events. • Variation To Routine (VTR) procedures reviewed and new system to be implemented in 2023. • Creating Safer schools – AIS whole-College training scheduled for 2023 – delayed due to COVID-19. • 2021 Voice Survey results used to formulate three areas for consideration across 2022. • Completion of The Voice staff survey to monitor engagement, wellbeing processes and procedures within the College – three areas chosen to focus on in 2023 based on results. • Weekly Staff bulletin 'The Inside Buzz' introduced for College communications in order to reduce the number of emails required. • Leadership and mentoring training for all College leadership through Combined Leadership Team meetings. • New alarm system bought and tested. • New evacuation and emergency procedures developed. • WHS risk audit conducted of the College by external expert.

Areas	Priorities	Achievements in 2022
Community engagement		• Continued streamlining of implementation of EnrolHQ software to streamline enrolment processes. • Advancement team Strategic plan refined and implemented. • Launch of new visual branding for the College. • Key messaging guides developed and implemented. • Community Engagement strategy followed with calendar of events for key stakeholders. • Further community meetings with families to discuss continued growth and future plans. • New uniform developed through community consultation and use of new visual branding
The Physical Environment	Learning spaces	• New two-storey demountable building for Junior School Stage 3 rooms (four),, Junior School Music and peripatetic lesson specialist rooms and GLA's purchased. • Redevelopment of learning spaces including purchase of new furniture conducive to effective learning. • Planning and development for new College Learning Centre with P-12 library and eight classrooms to span Senior and Junior Schools. DA submitted.
	Grounds	• New Ring Road completed.
	Buildings and infrastructure	• Master planning for buildings and environment refined. • Planning for growth in 2023, including construction of College ring road and infrastructure completed 2022. • BGA and EIF applications received leading to redevelopment and building of new classrooms. • Continued use and development of solar panelling and environmental vision of College.

Initiatives Promoting Respect and Responsibility

In 2022, the College hosted and engaged with a range of initiatives to strengthen a culture of respect and responsibility within the College and the broader Shellharbour community.

The Principal's induction saw representatives from a broad cross-section of the local community and the wider educational community attend the College to celebrate the beginning of this new chapter.

Nineteen staff participated in a cultural competency development experience, hosted by Gumaraa on Country in the nearby Killalea Reserve. First Nations author, poet and artist Kirli Saunders spoke to students and staff as part of the College's Reconciliation Week activities. Local Indigenous Elder, Richard Campbell, taught the College's Indigenous students how to draw their totem animals in preparation for a footpath-mural which will be painted on College grounds. These students also took part, along with numerous other schools from our area, in the Shellharbour City Council Reconciliation Flag Walk on 30 May 2022.

Gatherings for ANZAC Day and Remembrance Day provided a chance for staff, students and carers (via Zoom) to reflect on peacekeeping efforts and those who gave their lives for our country. College leaders, both staff and students, also represented at the Shellharbour City ANZAC Day service.

The residential Service Learning project took place in the town of Gilgandra in November 2022. Students, staff and parents who attended this trip were able to provide a range of physical services and partake in community outreach.

A Flood Appeal was held early in the year to raise support for communities in our state's north who had been inundated by rising waters. Funds continued to be raised for Compassion and Anglicare through the College House System.

Parents and grandparents were welcomed to events such as our Father's Day Breakfast, during which guests were served bacon and egg rolls and had the opportunity to engage with one another. Open classrooms in the Junior School presented a much-anticipated opportunity to host parents and friends on campus after COVID-19 restrictions in previous years.

Students from the College visited Warrigal Shell Cove to perform choral items and engage in art activities with the community living residents. These experiences strengthened the awareness and respect students have for those who are vulnerable and elderly in our local neighbourhood.

Student leadership was exercised at key events such as Assemblies, Sports Carnivals and fundraisers. A notable highlight in the Shellharbour Anglican College Calendar was the Mufti Day and Box Car Rally acknowledging RUOK?Day. Student leadership was at the forefront of this event, which promoted healthy relationships and care through light-hearted team building activities. The College continues to foster and live out our core values of Faith, Wisdom, Compassion, Respect.

Parent, Student and Teacher Satisfaction

The 'good health' of the College Community is reflected through a number of factors, including the low rate of enrolment withdrawals, high rates of student participation in Community events and low staff turnover.
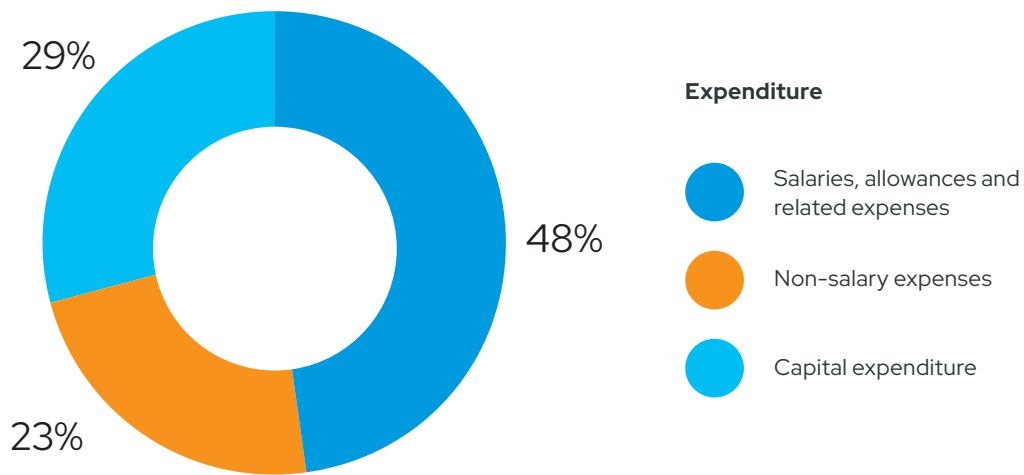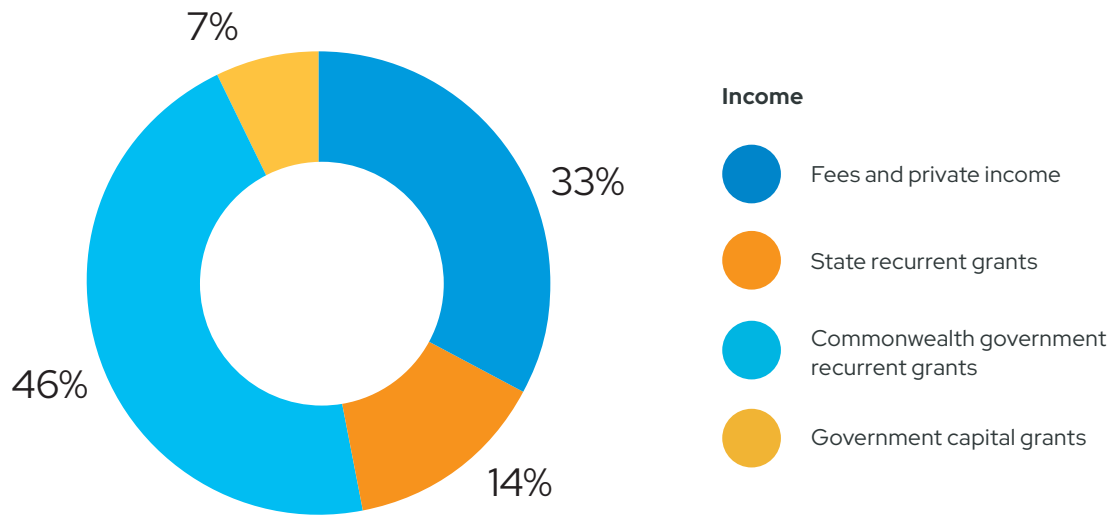
Student and Parent Satisfaction:

- Growth of enrolments and the very low rate of enrolment withdrawals.

- Word-of-mouth recommendations by current families continue to rise as other families are encouraged to seek enrolment in the College.

- Parent events normally held at the College were inducted via Zoom, where possible, i.e., Parent Teacher Interviews, Subject Selection Evening, Termly Gold Assemblies, Orientation Mornings for new students and Presentation Evening. This was appreciated by many parents.

- Despite the challenges of the year, there was excellent tone of thanksgiving and celebration evident in regular College gatherings i.e., Junior and Senior School Assemblies and Chapels and Gold Assemblies.

- The usually high number of co-curricular and extracurricular activities were curtailed. However, Sport returned 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 rapport between students and staff.

- Frequent focus on God's Word and prayer i.e., Staff Devotions on two mornings before school were conducted via Zoom, optional lunchtime CRU and Bible study groups for Junior and Senior School students and weekly Junior School clubs.

- The College had ongoing communication with parents through letters, social media, phone calls and Zoom meetings.

- The Principal and the Heads of Senior School and Junior School regularly met with parents at their request in order to address concerns in a timely and caring manner. These were done either via Zoom or in face-to-face meetings depending on COVID-19 restrictions.

- Monthly meetings with the Senior School College Captains and monthly meetings with the Senior School Student Leadership Team with the Principal provided opportunities for feedback and development of student voice and vision.

- Weekly meetings of the Junior School Leadership Team with the Years 3-6 Stage Coordinator provided opportunities for student voice and feedback for improvement.

- Overall, high parent satisfaction with how the College continued to offer its educational Pastoral Care Program during the COVID-19 lockdown period.

Staff Satisfaction:

- 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.

- While staff were exhausted from the year of COVID-19 due to interruptions to schooling, they were generally a happy, content and cohesive team. There has been a very low turnover of staff.

- Continual process of reflection, evaluation and strategic activity, particularly by staff i.e., Staff Development Days and weekly faculty and stage meetings.

Summary 2022 Financial Information

7%

33%

46%

14%

Income

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

29%

48%

23%

Expenditure

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