



**Shellharbour**  
Anglican College



# Annual Report 2024





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From the very outset, the emphasis on being a Christian community with high educational aspirations has been clearly seen.

# Message from the Chairperson of the College Council



**On behalf of the College Council, it gives me great joy to provide this celebratory message, acknowledging all God has done in and through the faithfulness of those who have been part of the Shellharbour Anglican College community over the past 20 years.**

When the Anglican School's Corporation decided to establish a new school on the hill in Dunmore, they did so with 'in Christ alone' as the cornerstone on which the School community would be built. The provision of quality education in a nurturing and caring environment established a place which would see a school community flourish and grow.

Twenty years on, we can look out on a physical site that continues to be developed into buildings, grounds and play spaces, grateful to those who had the vision for transforming what was farmland, into a centre for learning spaces. As we reflect, we can also rejoice in how the College has grown numerically, especially over the past couple of years. Physical infrastructure and student growth are both important because they represent part of who Shellharbour Anglican College has become today, but they are not the main focus of our celebration.

The focus of our celebration are the faces of the children and families who were, and continue to be, part of the College community. We celebrate that the College is a place where every child and family matter; where committed staff have undertaken to ensure the provision of quality education in a safe, nurturing environment, and where students have been encouraged with opportunities to expand their capacity through co-curricular activities.

As we celebrate educational excellence and achievement, we also celebrate the breadth and depth of holistic learning. Students continue to be encouraged to become the best expression of themselves and who God made them to be.

So, what does the future look like for Shellharbour Anglican College? Our unique Learning for Hope Framework aims to deepen students' learning so they can serve the greater community, address global challenges and flourish in a complex world. The College staff remain committed to Deep Learning; a holistic, sustainable learning environment that incorporates academics, co-curriculars, faith and wellbeing, so that our students can live with purpose, as positive influencers and contributors to society.

As the College remains true to the values on which it was founded, Faith, Wisdom, Compassion, Respect, and as it continues to bring best practice in educational training and pastoral care, graduating students will no doubt thrive as they step into their own future.

**Mrs Karen Dixon**  
Chairperson of the College Council

# Message from the Principal



It is always a joy to celebrate a year of learning and 2024 was a very special year, as it was our 20th anniversary! In all we do we seek to empower students to live with hope and purpose, to be curious, creative, compassionate and courageous, to be people whose Christ-like character will equip them to serve the world now and into the future. Whether it's in the classroom, at camp, through our co-curriculars or Duke of Ed program, we are partnering with families to grow young people who are resilient and relish challenge, who can face obstacles with a sense of humility and integrity, with hearts grounded in a strong sense of compassion, justice and mercy.

We have celebrated our 20th year specifically in our Anniversary Service in May and the Colour Run in September. These have been central to building a cohesive and joyful community as we honour those who have brought us from the earliest days of the College, through into the present and as we look towards the future. At the heart of it we want to state clearly that it is through Christ and in Christ we do what we do. As the psalmist says, unless the Lord builds the House, the builders labour in vain.

There have been other significant events this year that mark our next phase. This year we have hosted our first Senior School trip to Vietnam and Cambodia, focused on history and culture. Next year we will host our second, focused on service and immersion, as we seek to provide our students

with the opportunities to make a difference in our world - to bring change and to be changed. We have seen our co-curricular program flourish in the Junior School and Senior School, Sports, Art, Music, Duke of Ed and our French club relished the Olympics as a chance to celebrate French culture - food.

Our core business is learning. We are passionate about helping our students grasp not only those fundamental literacies they need to survive, but we know they need to be prepared for the increasingly complex and ambiguous world they inhabit. Our Learning for Hope framework helps deepen learning by focusing on those dispositions. For 2024 our focus has been on collaboration - in the classroom, out on the sports fields, in bands, choirs and during the Duke of Edinburgh award scheme, and equally for us as teachers within our own teams. Teaching may look on the outside to be a solo job - one teacher, one class - but it is very much a collaborative effort, and its success relies on the incredible support and efforts of our professional and operational staff who, really, are the ones that make it all work!

We have continued to work on our sustainability goals, focusing on greening our school and ensuring we help our students understand the importance of not only caring for the amazing world we have been given, but to live more lightly. We're continuing to plant more trees, and in 2025 we're expanding our kitchen garden spaces so we can help our students value where our food comes from and the importance of eating healthily and sustainably.

We want our students to experience learning, to know the joy of discovery, to relish challenge and take risks, to be rigorous and active, to have a voice into it. Thank you to all our staff and our community who have supported us as we have sought to make learning at Shellharbour Anglican College relevant, dynamic and authentic, grounded in hope and purpose.

**Mrs Megan Hastie**  
Principal

# Message from the College Captains



In the 20 years since Shellharbour Anglican College was founded, it has grown and flourished in countless ways. Having been a part of this community for 13 years, we can confidently say it has shaped and supported each of us beyond measure. From our first steps into Kindergarten, to our final moments as Year 12 students, the College has evolved into our second home.

Rooted in its strong foundation in Christ, Shellharbour Anglican College has nurtured, challenged and celebrated us, allowing us to grow alongside it. This community has provided us with friendships that will last a lifetime, memories we will treasure forever and the guidance to navigate both the joys and challenges of life. From the days filled with laughter alongside friends, to the deep and meaningful conversations with teachers, the College has offered so much more than just an education, but a sense of belonging.

As we prepare to say goodbye, we are filled with gratitude for everything the College has given us. Shellharbour Anglican College has been a place of fun, learning and growth, where every student is welcomed and valued. The College has taught us not just how to learn, but how to care, connect and contribute.

Looking ahead, we are excited to see how Shellharbour Anglican College will continue to bless the lives of future students. In the past 13 years, it has helped us grow into the people we are today and we could not be prouder to have been part of such a loving and inspiring community.

The College will always hold a special place in our hearts.

**Chantelle Young and Hugo McNeill**  
2024 College Captains

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# Contextual Information

The College is a member of The Anglican Schools Corporation (TASC) and opened in 2004 with 93 students from Kindergarten to Year 7. Our first Year 12 cohort graduated in 2009 when the College population was 510. We are currently a K-12 school of 963 students, with 55 students in the Preparatory program.

Our students are drawn from throughout the Illawarra area, which indicates that our reputation fosters confidence beyond our immediate local area. We aim to provide a comprehensive education to our students that includes opportunities to develop individual abilities and talents both in and out of the classroom setting, preparing our students for life beyond school.

As a Christian school in the Anglican tradition, Faith lives at the heart of the College, and Christ is central to all that we do. Biblical foundations and Christian values form the basis of all the School's activities from our learning, to leadership and wellbeing practices.

Chapel services, Christian studies and the voluntary CRU group provide opportunities for students from all faith backgrounds – or none – to explore questions of faith and spirituality in a safe and supportive environment. The College strives to provide a broad range of co-curricular activities from sports through to the creative and performing arts, outdoors and service opportunities.

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

Equally as important to the school is the wellbeing of our students, and our pastoral care program, through Stage classes in the Junior School and House groups in the Senior School. These provide a caring and supportive environment that encourages students to care for each other but to also be outward looking, supporting a variety of charities, either through fundraising or through personal involvement.

In its pursuit of high academic standards, Shellharbour Anglican College places emphasis on student acquisition of literacy and numeracy competencies. From Kindergarten, teachers target the development of these skills and, should particular learning needs arise, early identification and intervention becomes the focus. This has helped create a settled learning environment.

Our Christian staff are selected based on commitment, passion and diligence. Student leadership flourishes through many opportunities to develop skills. Older students relish the responsibility of 'buddying' with younger students to assist with activities. An effective P-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.

## Characteristics of Student Body

Our student body is drawn from across the Illawarra region, a testament to the strong reputation and trust the College has earned over the years. This geographical diversity enriches our learning environment by bringing together a broad range of perspectives and experiences. Our mission is to provide a holistic education that nurtures individual talents and abilities both within and beyond the classroom, equipping students for future success.

Our K-12 enrolments across the College at Census in Term 3 2024 was 963 students and showed a balance of 484 males and 486 females.



# Outcomes and Results

## Student Outcomes in Standardised National Literacy and Numeracy Testing

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 2024. The participation rate for the College was 99 percent.

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 average results in most areas of testing. The exceptions were Year 9 reading, spelling and grammar, which were slightly below average.

In Years 3 and 5, students achieved results on par with their peers from a similar background, except for Year 3 reading, which was slightly above the average and Year 5 reading 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 that are close to or above the national average.

## Post-school Destinations

Most of the graduating Year 12 students in 2024 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. Approximately 87% per cent of the graduating class of 2024 intended to study at university at the time of their graduation.

## RoSA

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:** 8 students

**Year 11:** 2 students

### Shellharbour Anglican College's 2024 NAPLAN results (average) compared to schools with a similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	459	446	445	456	437
Year 5	492	495	493	500	491
Year 7	564	552	549	551	566
Year 9	584	593	573	574	591

### Shellharbour Anglican College's 2024 NAPLAN results (average) compared with all schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	459	446	445	456	437
Year 5	492	495	493	500	491
Year 7	564	552	549	551	566
Year 9	584	593	573	574	591

Legend: ■ Above ■ Close to ■ Below

[www.myschool.edu.au](http://www.myschool.edu.au)

# Senior Secondary Outcomes

## 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 72 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 2025, 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 2024 cohort achieved the third strongest in past ten years. Furthermore, 80% 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, 25% (17 students) completed a VET qualification. In addition, 100% of the cohort qualified for an ATAR. Senior students at the college are encouraged to 'choose challenge' by attempting the more challenging courses. This challenge was accepted by the students, with 36% of students studying extension subjects in 2024.

The college is committed to implementing its teaching and learning framework, which is aimed at fostering independent learners with well-developed skills in critical thinking, communication and collaboration. The development of these skills will help students continue to achieve in their studies as well as life beyond the school gate.



80% of the College's HSC students reached or exceeded their anticipated level of academic growth, as projected from their Years 10 and 11 results.

# HSC Results

Ancient History 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	72.9		71.98	71.68	71.34	71.16	71.67	72.76		72.1	71.06	71.98	71.44	
School	72.88		74.8	76.64	75.11	84.32	68.85	77.7		75.51	77.66	77.95	74.69	
Biology 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	73.3	73.89
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	77.22	77.21
Business Studies 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	72.95	73.98	73.63	74	73.65	73.21	73.17	73.62	72.18	71.99	73.32	73.95	73.77	73.45
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	75.46	76.86
Chemistry 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State		75.51	75.85	76.13	75.81	75.59	75.28	74.82	75.38	75.52	74.37	72.51	74.13	74.33
School		71.2	74.76	70.17	71.37	73.28	69.7	68.31	73.86	74	67.83	71.96	74	75.49
Community and Family Studies 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	74.46	74.48
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	79.31	84.41
Construction 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State													76.91	77.68
School													85.87	81.04

Design and Technology 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	74.46	77.25
School	72.67	80.24	80.11	86	81.49	73.17	76.16	81.59	88.6	76.95	76.23	78.04	81.4	77.47
Drama 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State												80.71	81.12	
School												78	73.89	
Economics 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State											77.66	77.26	76.76	77.35
School											69	70.81	73.07	76.43
Engineering Studies 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State												72.64	74.27	74.25
School												70.94	82.47	74.02
English Studies 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State													55.95	
School													67.8	
English (Standard) 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	70.12	71.40
School	65.66	71.93	66.44	62.87	67.27	68.96	69.46	65.09	71	72.12	69.43	69.71	65.13	68.88
English (Advanced) 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	81.73	82.03
School	72.81	72.66	77.28	74.84	77.63	81.68	78.25	76.52	81.73	77.94	78	76.27	76.48	76.00

English (Extension 1) 1 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	42.17	42.42
School	32	36.07	37.4	33.78	41.75	41.37	43.05	37.07	41.25	42.7	40.22	38.22	40.13	39.27
English (Extension 2) 1 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	39.44		38.57	38.49	39.54	38.47	38.68	37.46	39.14	39.43	39.56	38.89	40.07	40.70
School	38.7		35.18	29.5	40.6	35.47	41.05	37.53	35.85	37.2	38.68	37.2	34.85	39.60
Geography 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State			72.89	73.64			74.87			74.45	75.75		75.88	74.96
School			73.52	80.24			73.98			69.1	80.98		73.8	73.38
History Extension 1 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	38.57		38.4	38.71	38.64	38.93	38.74	38.85	38.92	38.36	38.69	39.47	39.79	40.16
School	46.8		42.03	36.12	37.65	39.43	40.68	36.75	45.83	42.17	43	40.53	42.4	29.22
Hospitality 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	76.31	75.5	75.68	75.23	75.96	72.71	73.62	73.37	73.09	75.09	74.07	76.89	76.3	78.52
School	78.05	73.31	72.25	75.44	75.3	74.4	75.32	76.4	82.8	75.64	86.13	77.8	74.2	81.23
Industrial Technology 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State													70.87	
School													74.65	
Legal Studies 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	74.24	74.44	75	73.36	74.6	75.01	75.86	75.05	73.66	74.97	74.72	73.78	75.27	75.55
School	72.33	75.56	76.37	74.12	74.07	74.93	74	74.83	75.17	73	73.58	76.68	74.52	73.53

Mathematics (Advanced) 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	77.03	77.64	77.39	78.37	77.89	77.84	77.96	78.2	78.01	79.2	78.41	78.31	78.04	78.43
School	70.33	79.4	70.76	68.92	65.77	73.52	70.91	72.15	81.38	72.75	73.64	65.63	68.66	69.22
Mathematics (Extension 1) 1 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	81	81.42	80.46	80.58	81.2	79.68	81.09	79.29	79.98	78.49	78.21	77.45	77.78	79.94
School	50	90.1	72.2	76.1	70	56.12	64.93	58.8	75.13	75.24	64.51	58.71	60.9	72.42
Mathematics (Extension 2) 1 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State		85.5	71.13	77.87		43	52.4			81.46	83.07	81.43	82.2	82.58
School		82.78	82.07	81.58		81.03	81.17			65	60.52	70.85	69.2	74.91
Mathematics (Standard 1) 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State									69.84	68.97		72.35	71.99	
School									69.8	68.47		88.8	63	
Mathematics (Standard 2) 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	71.76	71.63
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	68.08	71.00
Modern History 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	72.28	75.02
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	77.55	75.10
Music (1) 2 Unit														
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State		80.17	80.26	80.29	80.6		81.45	81.5	81.85	81.56	81.34	81.88	82.09	81.49
School		83.73	87.8	86.63	75.6		82.58	81.18	86.63	91.33	90.2	80.6	82.9	88.45

**Music (2) 2 Unit**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State													72.98	
School													76.41	

**PDHPE 2 Unit**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	72.98	74.03
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	76.41	76.91

**Physics 2 Unit**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	74.84		73.68	73.49	72.66	72.65	73.45	73.18	73.2	73.99	75.34	74.25	74.81	73.75
School	66.95		76.1	68.09	67.6	69.69	69.54	65.43	73.77	66	77.27	70.62	74.02	72.76

**Science Extension 1 Unit**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State												37.05	38.03	
School												43.05	37.33	

**Textiles and Design 2 Unit**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
State	74.54	77.27	73.93	75.83	77.48	77.24	77.31	77.06	78.49	79.78			81.49	76.81
School	80.76	81.72	76.65	77.17	90.87	77.35	83.48	80.84	93.6	78.1			83.4	77.83

**Visual Arts 2 Unit**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
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	81.49	81.90
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	83.4	81.83



# Accreditation and Qualifications

## Teacher Accreditation 2024

Level of accreditation	Number of teachers
Conditional	3
Provisional	3
Proficient	33
Experienced	41

## Teacher Qualifications 2024

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.	80
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 in 2024	
Teaching staff	80
Full-time equivalent teaching staff	58
Non-teaching staff	32
Full-time equivalent non-teaching staff	19
Indigenous staff	1
Non-Indigenous staff	112



# Attendance Rates

## Student attendance rates in 2024

Year level	Percent
Prep 2 Day	99.17
Prep 3 Day	98.66
Kindergarten	96.96
Year 1	96.77
Year 2	97.28
Year 3	96.4
Year 4	96.68
Year 5	95.03
Year 6	96.05
Year 7	93.71
Year 8	91.95
Year 9	92.34
Year 10	91.63
Year 11	92.54
Year 12	92.41

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

\*Average attendance rate of all students, Prep through to Year 12, per day is 94.41%

## How the school manages student non-attendance.

The College has the following strategies 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.

Regular meetings are conducted between the Principal, Heads of Senior and Junior School and other College leaders, 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. Initially, students with three unexplained absences will be contacted by their child's tutor to see if there are issues being faced by the family. Stage Coordinators (JS) and Coordinator of Pastoral Care (SS) may take over if absences become more frequent.

For students requiring more intensive support, one-on-one meetings with the Dean of Students (SS) or Stage Coordinator (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 and other senior leaders 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 the Deans of Students (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. Police will also be called if welfare checks are required. Mandatory reports may follow if adequate correspondence with the family is not forthcoming.

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.

# School Policies

## [Anti-bullying](https://shellharbour.policyconnect.com.au/module/223/page/4f6bff19-f13d-46f3-a79a-bd0ca5a5d350.md)

<https://shellharbour.policyconnect.com.au/module/223/page/4f6bff19-f13d-46f3-a79a-bd0ca5a5d350.md>

## [Child Protection](https://www.shellharbourac.nsw.edu.au/wp-content/uploads/2025/01/Child-Safe-Program.pdf)

<https://www.shellharbourac.nsw.edu.au/wp-content/uploads/2025/01/Child-Safe-Program.pdf>

## [Discipline](https://shellharbour.policyconnect.com.au/module/80/page/343cb5fd-cda6-48e3-8198-d4700bf957e3.md)

<https://shellharbour.policyconnect.com.au/module/80/page/343cb5fd-cda6-48e3-8198-d4700bf957e3.md>

## [Enrolment](https://www.shellharbourac.nsw.edu.au/wp-content/uploads/2024/02/Enrolment-Policies.pdf)

<https://www.shellharbourac.nsw.edu.au/wp-content/uploads/2024/02/Enrolment-Policies.pdf>

## [Managing Complaints](https://shellharbour.policyconnect.com.au/module/957/page/a489207b-5a71-4d61-baf1-78951eab4747.md)

<https://shellharbour.policyconnect.com.au/module/957/page/a489207b-5a71-4d61-baf1-78951eab4747.md>



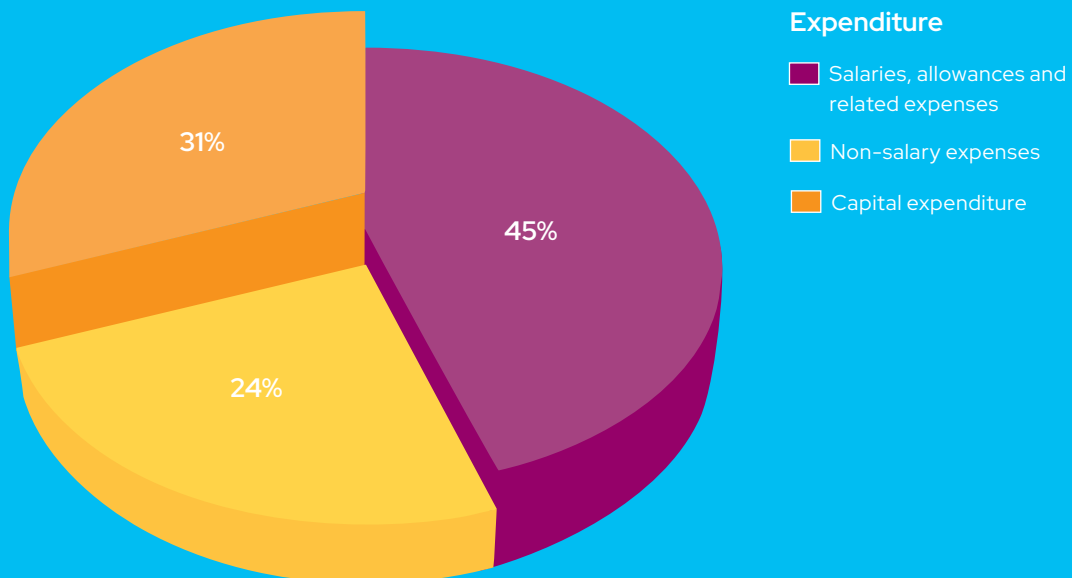
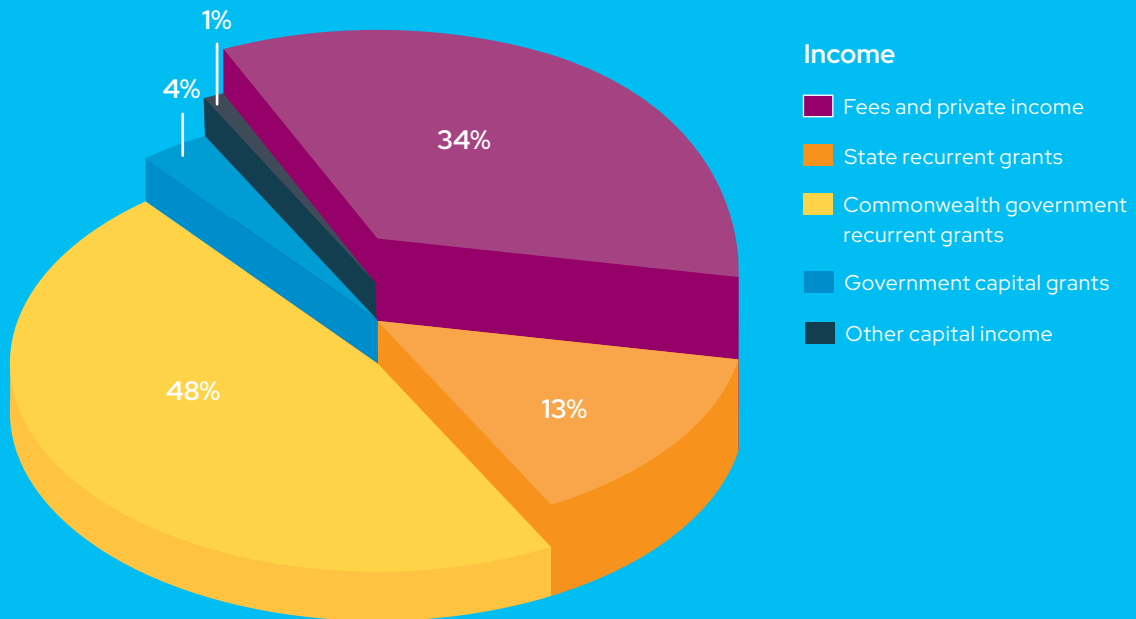
Our core business is learning. We are passionate about helping our students grasp not only those fundamental literacies they need to survive, but we know they need to be prepared for the increasingly complex and ambiguous world they inhabit.

# Stakeholder Satisfaction

## Student, Parent and Staff Satisfaction

- 2024 marked a significant milestone in the life of our College as we celebrated 20 years of Christian education. The Thanksgiving Service and Colour Run were standout events that drew strong attendance from families, students and staff, reflecting a vibrant and supportive community spirit.
- Throughout the year, the College hosted several parent engagement events which were well attended and positively received. These included Parent-Teacher Interviews, Subject Selection Evenings, Orientation Mornings for new students, Gold Assemblies each term, the Whole College Musical and Presentation Evening. Regular gatherings such as Junior and Senior School Assemblies and Chapels continued to carry a tone of gratitude and celebration.
- Both Junior and Senior School sport programs saw high student participation, made possible by the significant time and energy invested by staff. Our House system continues to thrive, with enthusiastic student involvement and school spirit on full display during events such as the Senior School Gala Day. Strong student-staff rapport and effective leadership were evident throughout the year.
- New student voice initiatives, including the formation of the Junior School MAACAS team and the Senior School Student Representative Council (SRC), enhanced student engagement and influence across key areas of school life. These groups work in partnership with student leadership teams to ensure student perspectives help shape school decisions and activities.
- Spiritual growth and discipleship remain central to College life. Regular opportunities for prayer and reflection were offered through twice-weekly staff devotions, optional lunchtime CRU and Bible study groups for students, and weekly Junior School clubs that supported holistic development.
- Communication between the College and families was ongoing and multifaceted, including newsletters, social media updates, phone calls, and face-to-face conversations. The Principal and Heads of School met regularly with parents to address concerns and share in the joys of student progress.
- Student leadership and voice continued to develop through monthly meetings between the Principal and both the Senior School College Captains and Student Leadership Team, and weekly meetings between Junior School leaders and Stage Coordinators. These forums provided valuable insight into student experience and helped shape future planning.
- Staff and student feedback remains integral to the College's reflective practices. Leaders regularly conduct interviews to gather feedback on operational, curriculum, and wellbeing matters.
- Staff development was a priority in 2024, with time invested in professional learning during Staff Development Days, weekly faculty and stage meetings, and the engagement of a Wellbeing Consultant to support ongoing staff wellbeing.

# Financial Information





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A school within the Anglican Schools Corporation