

2008 Annual Report



Faith • Wisdom • Character • Service

A School in the Anglican Tradition of the Christian Church
A member of the Sydney Anglican Schools Corporation

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Introduction

The information in this report forms part of the requirements of schools under Schedule 2 of the Commonwealth Government's *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulation 2005*. There are also requirements that the School has to the NSW Minister for Education and Training through the responsibilities of the NSW Board of Studies. As a registered non-government school, Shoalhaven Anglican School must comply with the regulations and requirements of the *Registered and Accredited Individual Nongovernment Schools (NSW) Manual*. A copy of the manual can be found at:

http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/reg_accred_nongov_manu.pdf

This report complies with the requirements of both the Commonwealth and State governments.



Paul Kidson
Headmaster
Shoalhaven Anglican School
1st July 2009

Reporting Area 1: A Message from the School Council

Shoalhaven Anglican School continues to develop and improve the quality of its overall operation. Founded in 1991 as Croobyar Christian School and acquired by the Sydney Anglican Schools Corporation in 1997, the School has now grown and provides quality education in a Christian environment for nearly 450 students; this includes children in Gumnut Children's Centre, a long day care centre owned and operated by the School under licensing requirements of the NSW Department of Community Services (DOCS).

The School is owned and operated by the Sydney Anglican Schools Corporation (www.sasc.nsw.edu.au), referred to as "the Corporation", a body established by Ordinance of the Synod of the Anglican Diocese of Sydney in 1947. The purpose of the Corporation is:

To establish and operate efficiently, strategically placed Anglican schools offering quality education, which are financially accessible to local community and communicate the Gospel of Jesus Christ to students, staff, parents and the wider community.

Shoalhaven Anglican School is one of 14 schools owned and operated by the Corporation. Each school has a School Council responsible for the responsible management of the School. Chief responsibilities of the School Council include:

- ensuring that the School complies with Commonwealth and State government regulations;
- accountability for the financial operations of the School, including buildings;
- appointment and supervision of the Headmaster.

The School Council meets monthly during term time and is currently comprised of 9 members; the School Council is currently chaired by Mr Peter Evans.

During 2008, the School completed the process of aligning its registration and accreditation with the NSW Board of Studies. Previously, different registration periods covered K – Stage 3, Stages 4 and 5, and Stage 6. The Headmaster and senior staff have worked in consultation with the Board of Studies to align the entire School; the School is registered to operate and accredited to prepare students for the School Certificate and Higher School Certificate through until December 31, 2012.

We look forward to the continued positive growth of the School in the years ahead.



Mr Peter Evans

Chair

Shoalhaven Anglican School Council

Reporting Area 2: Value added information

During 2008, the School commenced an Honours' Program for students in Years 5-10. Students in this program undertake individual interest projects under the direction of a mentor (from either within or outside the School); each project is required to be completed to a standard comparable to two academic year levels above their current enrolment. Staff duties were reallocated to enable specialist teachers in Visual Art, Science and Physical Education to teach across Years 5 and 6, in addition to their Years 7-12 teaching responsibilities. The School installed videoconferencing facilities and has accessed teaching and learning resources from other institutions using this technology. Classes in Chemistry, English and History have used this facility; staff have also used it to access Professional Development experiences.

Reporting Area 3: Student performances in statewide or equivalent tests & examinations

Higher School Certificate examination results

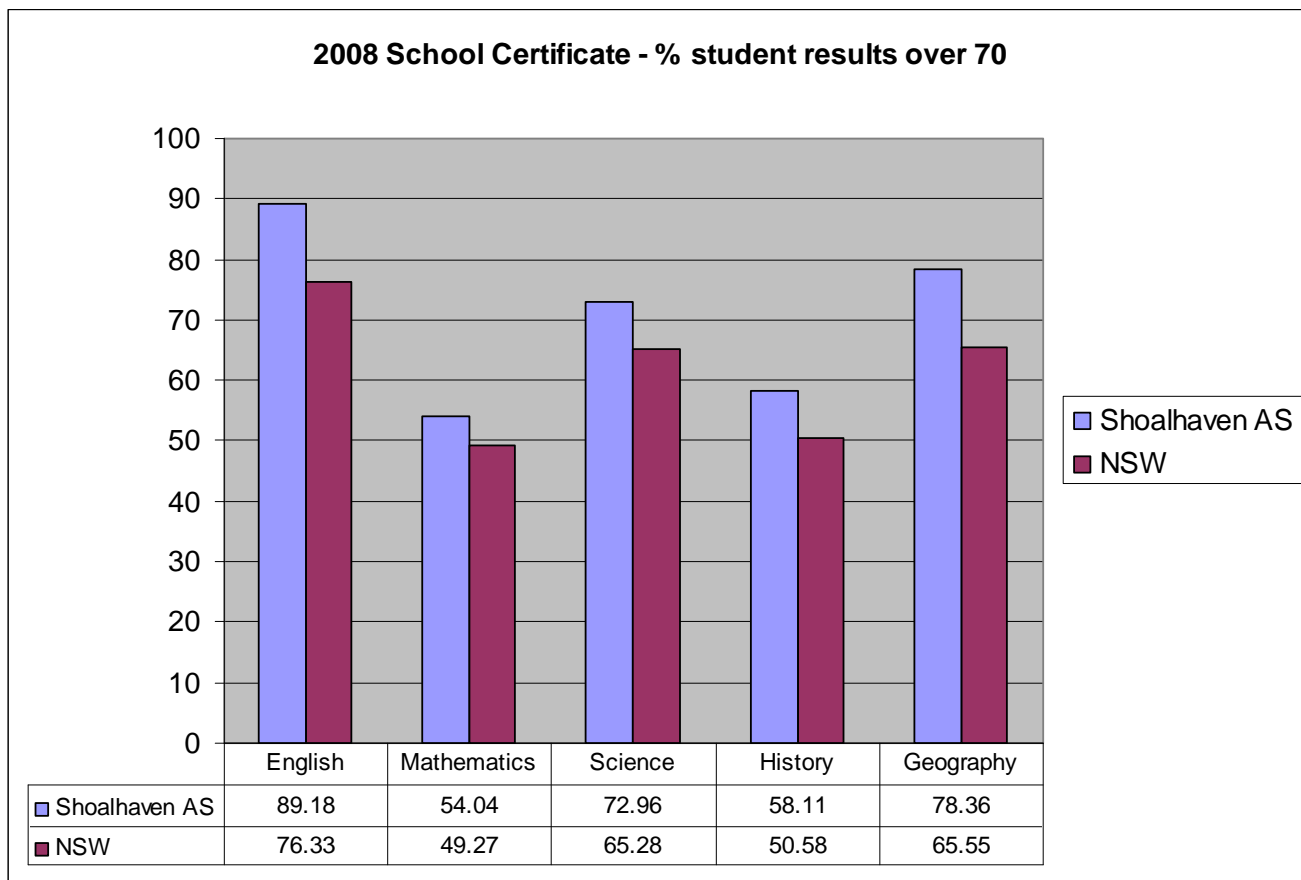
Our Higher School Certificate results were very pleasing, particularly in the two English and two Mathematics 2 Unit courses. The table below shows each subject offered in 2008. For each subject, the average result is listed as well as the number of students who sat for that subject. The performance achievement comparison shows percentage of results in Bands 3-6 (i.e., marks of 60 and above) for the School and for the rest of the state cohort. The table then shows percentage of results in Bands 1-2 for the School and for the rest of the state cohort.

The results show continued group improvement: in 2007, the average of all Bands 3-6 results was 94.69 and increased in 2008 to 95.57. In 2007, 16/21 (i.e., 76.2%) of 2 Unit courses had Bands 3-6 results equal or better than the rest of the state; in 2008, 14/17 (i.e., 82.4%) of 2 Unit courses had Bands 3-6 results equal or better than the rest of the state.

Subject	Students	Performance Band achievement %				
		Bands 3-6		Bands 1-2		
2 Unit Subjects - Results are reported on a scale of Bands 1-6. Bands 3-6 represent marks of 60 and above.						
	Average		SAS	State	SAS	State
Biology 2 Unit	72.7	12	91.66	89.10	8.34	10.90
Business Studies 2 Unit	76.0	10	100.00	86.17	0.00	13.83
Chemistry 2 Unit	70.9	7	71.43	88.66	28.57	11.34
Design & Technology 2 Unit	68.9	11	90.91	94.52	9.09	5.48
Drama 2 Unit	83.7	6	100.00	97.75	0.00	2.25
English (Advanced) 2 Unit	76.4	13	100.00	99.00	0.00	1.00
English (Standard) 2 Unit	66.8	22	90.91	79.06	9.09	20.94
Information Processes & Technology 2 Unit	73.6	13	92.31	82.79	7.69	17.21
Legal Studies 2 Unit	71.7	13	100.00	90.98	0.00	9.02
General Mathematics 2 Unit	76.5	11	100.00	82.24	0.00	17.76
Mathematics 2 Unit	71.7	11	100.00	87.65	0.00	12.35
Modern History 2 Unit	75.4	9	100.00	92.04	0.00	7.96
Music 1 2 Unit	82.6	5	100.00	97.04	0.00	2.96
Music 2 2 Unit	N/A	1	100.00	100.00	0.00	0.00
Personal Development, Health & PE 2 Unit	76.4	8	100.00	85.69	0.00	14.31
Physics 2 Unit	66.6	8	87.50	88.73	12.50	11.27
Visual Arts 2 Unit	78.5	13	100.00	98.81	0.00	1.19
Average			95.57	90.60	4.43	9.40
Extension Subjects 1 Unit – Bands are reported on a scale of E1 – E4.						
Bands E3 and E4 represent the top 70% of the course.			E3-E4		E1-E2	
English Extension 1	36.0	3	66.66	83.91	33.33	16.09
English Extension 2	36.0	2	100.00	81.97	0.00	18.03
Mathematics Extension 1	33.0	3	66.66	81.61	33.33	18.39
Mathematics Extension 2	N/A	1	100.00	90.42	0.00	9.58

School Certificate examination results

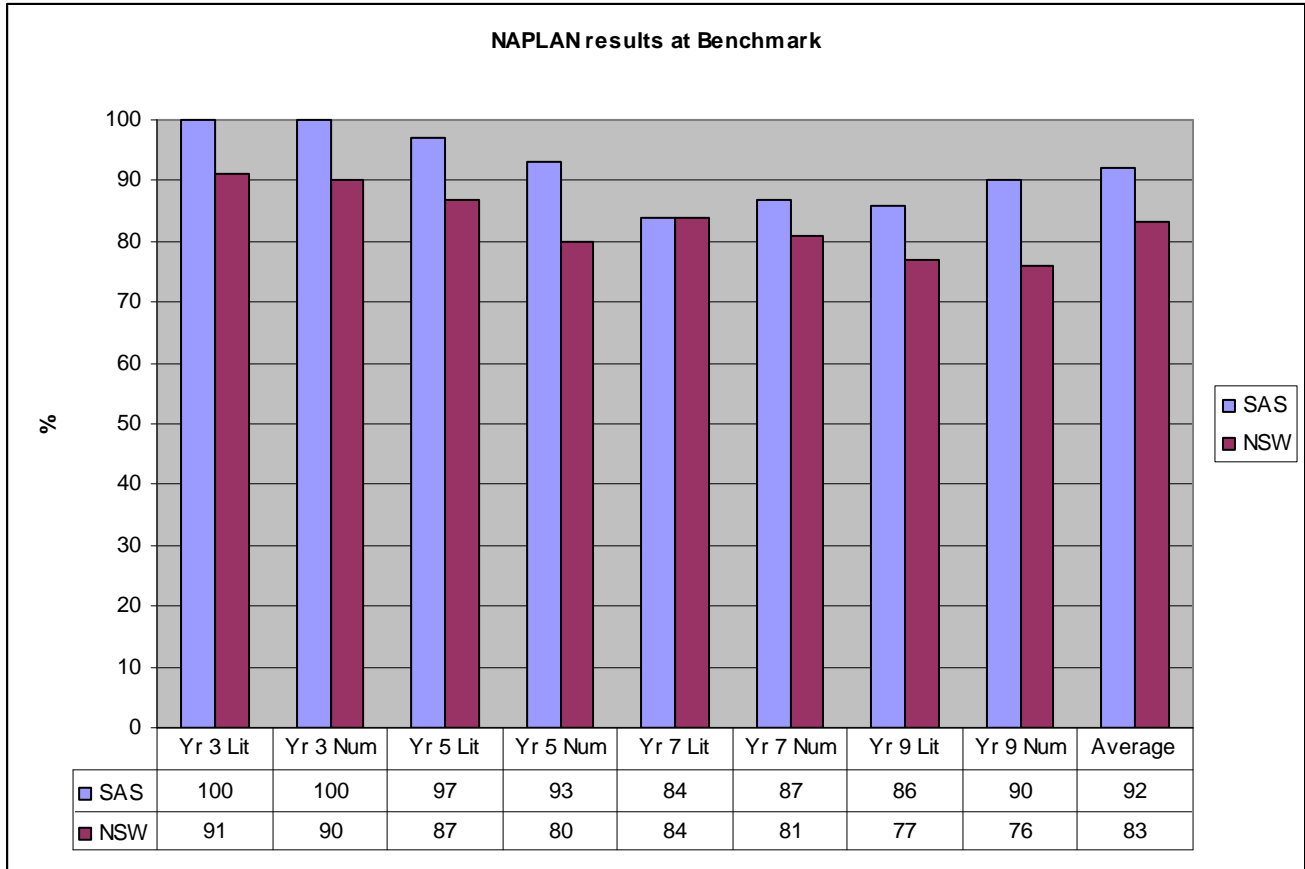
The results were comparable to those in 2007 in English and Mathematics. Science showed particular improvement with 48.64% of results at 80 or greater (compared with 39.21% in 2007). The table below represents the percentage of results over 70 in all five examinations. This data shows that the School performs better than the state across all five subjects.



NAPLAN Tests (Years 3, 5, 7 and 9)

In 2008, the first national testing program was implemented across all states and territories. The National Assessment Program – Literacy and Numeracy (NAPLAN) tests replaced the Basic Skills Tests (Years 3 and 5) and the ELLA/SNAP tests (Years 7 and 8).

The NAPLAN scale consists of 10 bands which cover achievement from Years 3 to 9. Within each year group (i.e., Year 3, 5, 7 or 9), a range of bands identifies different levels of achievement; this is consistent with the view taken by the School that in each year level there is a wide range of academic abilities. The following table represents the percentage of Shoalhaven Anglican School achieving minimum literacy and numeracy benchmark standards for each of Years 3, 5, 7 and 9. The table also includes the comparison data for NSW.



Reporting Area 4: Professional Learning and Teacher Standards

The staff conference (July 2008), attended by all staff, focused on the developing relationships with parents and with understanding Generation Y; all staff had their First Aid qualifications updated during the conference. The Conference also included consultative staff discussion pertinent to the development of our Values Statement. Senior staff are involved in professional associations such as the Association of Heads of Independent Schools of Australia (AHISA) and Heads of Independent Co-Educational Schools in NSW/ACT (HICES), the Independent Primary School Heads Association (IPSHA), the Australian College of Educators (ACE), and the Australian Council for Educational Leaders (ACEL). Many staff are active members of their subject professional associations; in particular, Mr Rafidi (English) has a very active involvement in the English Teachers' Association and published two articles during 2008.

One Middle School teacher was eligible for progression to Professional Excellence accreditation by the Independent Schools Teacher Accreditation Authority. This application was not only successful, but samples of the professional work submitted with the application were requested to be distributed for future applicants as exemplary.

Other courses attended (and numbers of staff attending) included:

2	Adolescent mental health
1	Designing Programs in LOTE
1	Using Clickview
2	Gifted and Talented Association annual conference

4	Child Protection update
1	Designing Websites
5	ICEEM Mathematics Training
1	Motivating Ext 2 Mathematics students
1	Mental Health First Aid
1	Strategies for Cooperative Thinking & Learning
1	A language like no other
1	Challenging Behaviours
1	Contributing to Safer Work
1	History Extension - new teachers introduction
4	HSC syllabus update seminars

The cost for Staff Professional Development in 2008 was \$11,056.16 and the cost for Staff Conference and Seminars in 2008 was \$8,629.27. This represents an average of \$615 per teacher.

In 2008, the School employed teaching staff according to the following table:

Category	Number 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	100%
Teachers who have qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, but lack formal teacher education qualifications	0%
Teachers who do not have qualifications as described in either category above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

Reporting Area 5: Teacher attendance and Retention rates

In 2008, the average teacher attendance throughout the year was 94%. The retention of teaching staff was approximately 97%.

Reporting Area 6: Student Attendance and Retention rates in secondary school

The average attendance for 2008 was 92%, the same pattern as 2007. The information in the following table shows the numbers of all students enrolled in Year 9 on the school census date followed by the number of all students enrolled in Year 12 on the school census date three years later. The "Yr 9 enrolment remaining in Yr 12" column represents those students who were enrolled in Year 10 who then remained at the School through into Year 12, i.e., it does not include those students who commenced at the School in Years 10 or 11. The apparent retention rate is a comparison of the enrolment census numbers; the actual retention rate is a comparison of enrolment numbers in Year 10 and those enrolled in Year 10 who remained at the School until Year 12.

Yr 9 enrolment on census date	Yr 12 enrolment on census date	Yr 9 (2005) enrolment remaining in Yr 12	Apparent retention rate	Actual retention rate
(2005) 50	(200) 36	29	72%	58%

Observations:

This is an increase in the actual retention rate from 2007, up from 47% to 58%.

Reporting Area 7: Post-school destinations

A number of students who completed compulsory education left the School in 2008. All went to TAFE, other schools, or to employment; 3 students went to other schools and this was for subject availability, while a further three relocated out of the area but enrolled in other schools for Year 11.

Students who completed Year 12 left to pursue further study or employment; in 2008, 61% of students were successful in gaining entry to university courses, although a majority of them have taken 12 months deferral to save money for their studies. This is an increase from 55% in 2007. A further 8% were engaged in other tertiary studies; the remainder entered full or part-time employment.

Reporting Area 8: Enrolment policies and profiles

Shoalhaven Anglican School is a Pre K – 12 School and is strategically placed to provide quality education for the people of the lower Shoalhaven region. It provides curriculum determined by the NSW Board of Studies, as well as its own Christian Studies program which articulates aspects of the School's Christian foundation. Applications are processed in order of receipt according to the procedures outlined below. Parents and students of the School are expected to support the ethos of the School and to comply with School rules and expectations as part of their ongoing enrolment.

Procedures:

1. Applications are made by completion of the School's *Application for Enrolment Form*. A separate form is required for each child, accompanied by an enrolment application fee.
2. Enrolment priorities are siblings, followed by children of staff, followed by applications in order of receipt.
3. Applicants are interviewed for admission to the School by the Headmaster and Director of Junior School, Director of Middle School or Head of Senior School (as relevant). This interview outlines the School's ethos, programs and seeks to elicit whether these are similar to the aspirations of families seeking enrolment. It is important that all families clearly understand about the Christian ethos of the School and the compulsory involvement in Chapel and Christian Studies.
4. The Director of Junior School, Director of Middle School or Head of Senior School will consider the educational needs of the student. This may involve examination of reports, work samples, etc. It may also include formal testing, if this is deemed appropriate, in conjunction with the Mentor of Learning Support and Enrichment; this is done in consultation with the parents.
5. Any particular emotional or educational needs are discussed with parents/guardians. Appropriate strategies are examined with the family prior to an enrolment being offered. If necessary, advice will be sought from the Association of Independent Schools (NSW) to ensure the School meets all obligations under State and Commonwealth legislation.
6. If an enrolment is offered, a formal letter of offer is sent to the applicant. If an offer is not to be made, a phone call from the Headmaster will be made, followed up with a formal letter detailing the content of the phone conversation.

Student Population

Shoalhaven Anglican School is situated in Milton on the NSW south coast in the Shoalhaven City. The School has 450 students across the Pre K – 12 range. Approximately 51% of students are male and approximately 49% are female. Students are drawn from a wide area of the Shoalhaven and Eurobodalla areas; students come from as far north as Vincentia and as far south as Durras. The School is a day school.

Reporting Area 9: School policies

Summary statement

The School seeks to be a learning community where students are safe and secure, clearly understand and respect appropriate discipline, and respond to areas of concern from students, parents or the wider community. Within this context, students are then free to pursue learning goals designed to develop their understanding of the world and their responsibility to be productive and positive contributing members of society.

Policies for Student Welfare

The School seeks to provide a safe and secure learning environment in which all students are able to maximise their learning opportunities. To this end, the School has developed policies which seek to:

- minimise risk of harm to students;
- help students feel physically and emotionally secure;
- assist students to develop physically, socially, academically, spiritually and emotionally;
- create a supportive social environment, fostering trust and mutual responsibility.

The following table summarises policies designed to implement the above goals.

<i>Policy</i>	<i>Changes in 2008</i>	<i>Access to full text</i>
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes • Documentation 	All staff members given professional development in understanding the processes involved in investigating allegations.	<ul style="list-style-type: none"> • Summary in <i>Parent Information Manual</i> • Held on School staff intranet • Full text can be accessed by contacting the Headmaster
Safety and security encompassing <ul style="list-style-type: none"> • Procedures for emergency • Critical Incident management • Risk management policy 	Evacuation procedures reviewed and implemented. Excursion risk management processes reviewed and implemented. Outdoor Education risk management reviewed and implemented	<ul style="list-style-type: none"> • Staff Policy Manual • Staff intranet • Full text can be accessed by contacting the Administration Manager
Pastoral Care policy encompassing <ul style="list-style-type: none"> • Pastoral care structures • Peer support program • Learning support team 	Reviewed annually prior to publication in the Parent Information Manual. An extensive review of the policy is planned for 2008.	<ul style="list-style-type: none"> • Staff Policy Manual • Summary in <i>Parent Information Manual</i> • Staff Intranet • Full text can be accessed by contacting the Deputy Head

Policies for student discipline

Discipline can be perceived as a restrictive process. We see that it helps students to grow in their understanding of and experience in important social skills. Ultimately, we want our students to become self-disciplined, young men and women who are knowledgeable and skilled enough to make responsible and wise choices in their actions, as well as to take responsibility for the consequences of those actions. For example, wearing of the uniform is a discipline that enables students to become self-disciplined about presentation in the work environment; completion of class work activities enables students to become self-disciplined in finishing tasks; courteous and polite language towards one another enables students to develop and enjoy positive, healthy and mutually respectful adult relationships.

The goal of our discipline, then, is that the students will grow to discipline themselves. Of course, this process takes some time, and will not always have positive results. This is why we help students to

understand the relationship between actions and consequences. We all make mistakes, and it is important that we accept the consequences, learn from the situation, and become more self-disciplined.

(Parent Information Manual, p. 5)

Students are required to abide by the School rules, procedures or other lawful instructions given by authorised representatives of the School as a condition of enrolment. Where disciplinary action is required for breaches of these, penalties will vary according to the nature of the offence as well as any mitigating circumstances, including prior behaviour record. Corporal punishment is prohibited as a disciplinary measure.

All disciplinary actions that may result in suspension or expulsion provide processes based on principles of procedural fairness. Details of these processes are included in the Parent Information Manual and on the Staff Intranet.

The School's Pastoral Care policy is reviewed annually as part of the preparation of the Parent Information Manual.

Policies for Complaints and Grievance Resolution

The School takes seriously its responsibility to be responsive to concerns raised by students, parents or the wider community. The policy provides mechanisms for raising and dealing with matters of concern. These mechanisms include, as appropriate, principles of procedural fairness.

The full text of the policy is contained within the Staff Policy Manual. A summary table is included in the Parent Information Manual. The policy was reviewed as part of the Board of Studies Registration application process.

Reporting Area 10: School determined improvement targets

In the Annual Report for 2007, the following priority areas for improvement in 2008 were identified. The last column of the table indicates results or comments on the achievement of the performance targets.

<i>Area of School's operation</i>	<i>Performance Indicators/Targets</i>	<i>Comments</i>
Review of Strategic Plan	<ul style="list-style-type: none"> • Publication of updated plan 	<ul style="list-style-type: none"> • The School Council undertook a major strategic review of the Plan. An update has not been published to date as the outcome of the update has not yet concluded
Staff professional development	<ul style="list-style-type: none"> • Completion and implementation of <i>Values Framework</i> and <i>Code of Conduct</i> 	<ul style="list-style-type: none"> • A values-based document, "<i>What We Value</i>", has been drafted and is currently before the School Council • The <i>Code of Conduct</i> was published to all staff for implementation
Teaching and learning	<ul style="list-style-type: none"> • Completion and initial implementation of <i>Learning Framework</i> 	<ul style="list-style-type: none"> • The Framework has not been completed; it has been delayed on the basis that "<i>What We Value</i>" has not been completed
Technology	<ul style="list-style-type: none"> • Installation of electronic whiteboard facility • Review of iPod and mobile phone policy 	<ul style="list-style-type: none"> • Successfully installed. Currently being used in Science and English. • The Review was not undertaken in 2008

The School has established the following priority areas for 2009 to be reported on in the 2009 Annual Report.

<i>Area of School's operation</i>	<i>Performance Indicators/Targets</i>
"What We Value" completed	<ul style="list-style-type: none"> Completed and published document Values audit undertaken
Teaching and Learning	<ul style="list-style-type: none"> Introduction of laptop trolleys in classes
Teaching and Learning	<ul style="list-style-type: none"> Further development of on-line curriculum management system
Community interaction	<ul style="list-style-type: none"> Hosting of more community based events (Carols by Candlelight, parenting seminars, etc.)

Reporting Area 11: Initiatives promoting respect and responsibility

The School actively promotes respect for all and responsibility towards one another. The Pastoral Care program is based on a restorative justice program in which mutual respect is a key outcome. The School invests heavily in time and financial resources to facilitate student-student and student-teacher conferencing procedures.

Students are given numerous opportunities to learn responsibility; peer tutoring, reading support, Book Week book buddies and travel buddies are programs designed to support students in their growth towards responsible behaviour. The Duke of Edinburgh's Award Scheme provides all students in Year 9 the opportunity to develop skills and to provide community service. The School also hosts an Interact Club, affiliated with Rotary International.

Reporting Area 12: Parent, student and teacher satisfaction

Parents are surveyed via an instrument included in both semester reports. These surveys consistently indicate a generally high level of overall satisfaction with an overall average of 4 (on a scale of 1 to 5). Data is kept on reasons for leaving the school; since 2004, this has declined significantly in the area of "dissatisfaction". The School maintains a register of complaints; this indicates a lessening of formal complaints received, suggesting that the School is more effective in addressing concerns as and when they arise.

A number of informal student feedback mechanisms exist across the School. These indicate that students are generally satisfied overall, but there are ongoing concerns about the lack of variety in teaching methods employed across the School. The formal Year 12 Exit survey reveals a high level of satisfaction with the close relationships developed between staff and students at the School, although greater access to careers advice continues to be identified an issue. Student leaders in the Senior and Middle Schools meet weekly with senior staff to provide feedback on matters of significance to students.

Reporting Area 13: Summary financial information

