



# Sapphire Coast

ANGLICAN COLLEGE

## Sapphire Coast Anglican College Annual Report

2022

2 Max Slater Drive, Bega NSW

PO Box 994, Bega NSW 2550

Heather Walsh \_\_\_\_\_ Business Manager

David Proudlove \_\_\_\_\_ Principal

### **Data Collection Policy**

Sapphire Coast Anglican College collects and maintains data from parents and students relevant to and complying with the requirements of DEEWR (Australian Government Department of Education, Employment and Workplace Relations) and the NSW Minister for Education.

This Annual Report includes public disclosure of all relevant information pertaining to the educational and financial performance measures and policies of the school as required.

## **2022 Overview**

This Annual Report is prepared in a format that is appropriate for that required by NESA.

The College Principal is responsible for coordinating the preparation and distribution of the Annual Report to the Sapphire Coast Anglican College Board and other stakeholders as required. The report will be available on the College website 14 days after its submission to NESA by 30 June 2023.

Sapphire Coast Anglican College is led by Mr David Proudlove who was appointed as Principal in January 2022. Mr Jay Trevaskis was Acting Principal from September 2021 to December 2021. Mrs Tracey Gray was Principal from January 2019 to August 2021.

The Sapphire Coast Anglican College Board continues to move the school forward with enthusiasm, expertise and continued success, as reflected in the Mission & Vision statement. The updated College website, prospectus and marketing emphasis are all evidence of the Board's initiative and direction for the school. The commitment and quality of the teaching staff are of the highest standard, producing excellent holistic development in all students. The outstanding school culture, stemming from caring and effective pastoral care and student welfare structures and programs, provides the platform for the academic results being achieved.

### **Policies and Procedures**

All mandatory policy and procedure documents have been updated and implemented in the areas of administration, child protection, student welfare and curriculum. In the areas of child protection, legislative changes made in 2010 to 2018 have been addressed with amendments made to documents and all staff in-serviced as to these changes (including the increase in age from 15 to 17 years of age requiring reporting to a DET home school liaison officer where the destination of a student is unknown). As well the Work Health and Safety (2011) legislation has been reviewed and policies written. Staff members are required to read this information.

All school premises are compliant with relevant Council and Government requirements, Work Health and Safety legislation and environmental and land use guidelines. The College continues to move towards being less carbon-dependent (having installed substantial solar paneling) and recycling much that is used in its day-to-day business (paper and food scraps for Agriculture students' chickens and geese; and compost).

## **BOARD CHAIR'S INTRODUCTION**

Sapphire Coast Anglican College is a Pre-kindergarten to Year 12 school in the Anglican tradition, in Bega, NSW. It has established a reputation for nurturing student development across academic, spiritual, artistic, practical and sporting domains. Collegiality is fostered, along with leadership skills and community service. Students are encouraged to use their varied gifts and talents to serve the school and the wider community.

The Principal, Mr David Proudlove, has shown strong leadership in all facets of school life, working with the College executive to strengthen the skills and cohesiveness of the staff team, develop grounds and facilities, enhance communication with school families, and analyse learning data to support further achievement. Under the Principal's leadership, College staff have encouraged students to take responsibility for their learning, and their role in making the learning community work well for others.

The College has continued to offer students a broad range of opportunities and challenges in a vibrant and engaging learning community where a Christian worldview can be explored. Enrolment growth has been healthy during 2022.

The Board is compliant with NESA requirements for Board members of independent schools. Board member expertise covers a wide range of skills and experience. The Board and executive continue to benefit from the support of Anglican Diocesan Services in the financial, legal and administrative aspects of school governance and management.

I commend this report as an outline of the College's development in a range of areas, which underlines this regional community's confidence in Sapphire Coast College.

Dr Jill Ireland  
Board Chair

## **Message from the Principal**

2022 was another exciting year in the life of Sapphire Coast Anglican College. The strategic plan, in its final year, helped the College move forward in many ways. The post-pandemic return to 'normal' was enthusiastically greeted by everyone in the College community and staff have once again been able to access professional development opportunities outside the Bega Valley as well as during visits to other schools of the Anglican Diocese of Canberra and Goulburn.

The College's main aim continues to be providing an excellent holistic education, building on our students' strengths and improving those that can be expanded. We know that all students are individuals and therefore the College seeks to provide opportunities for everyone to shine in their own chosen way. The College also aims to improve in all areas of

service including facilities, cultural and pastoral care standards. The use of homerooms ('crew') and provision of dedicated wellbeing time this year has again helped continue to improve our pastoral care.

The College continued to work with the Association of Independent Schools as part of the Literacy and Numeracy Program in the Primary years (K-6) with a particular focus in K-2 classrooms. The 'LNAP' program reached the end of its 6-year run but has had a profoundly positive impact during that time.

The College is continuing to develop through strong leadership in both Pastoral Care and the Curriculum, two main areas of a high-quality school.

Sapphire Coast Anglican College, being an Anglican School, has a strong holistic dimension through Chapel, Christian Education classes and opportunities to be involved in community service, sport and activities. These activities recognise that all human beings are body, mind and spirit and the College has an appropriate balance for all three to be explored and developed.

The existence of the College has proved to be a blessing to the local community providing a safe and encouraging environment that pursues excellence in all areas of life. The College also makes an important contribution to the mission of the Anglican Church. It raises money for charities in the community, such as the Ricky's Place restaurant providing free meals for those in need, based at St John's Anglican Church, Bega. A Christmas Carol Concert held at St John's, featuring performers from the College was very well attended.

The College's co-operation with St Peter's Anglican College, Broulee to form, for management and reporting purposes, South Coast Anglican Schools, has continued to improve the plans and outcomes of the College.

### **Facilities and Infrastructure Development:**

The College grounds have continued to be maintained and improved. Our Primary classrooms and some of our Secondary classrooms have continued to receive significant repainting and recarpeting. An additional classroom was created in the PK-2 area for increased enrolments.

Staff Room areas have been refurbished extensively and the formerly unused A Block returned to service as a Junior Music and Art room to accommodate rising numbers.

### **Building Culture and Community:**

Pastoral care and student welfare programs were again emphasised throughout 2022, consolidating the strong culture and relationships for which the College is well known throughout the region. The College's Christian Studies Program operating from

Kindergarten – Year 10, provided much of the cornerstone for this positive and healthy culture.

The College has also joined the Resilience Project and that will have a deep impact on the wellbeing provision of the College in 2023 and beyond.

Mr Kevin Watkins resigned from the position of Chaplain during 2022 and was replaced, in a part-time capacity by Mrs Kirsty Kurilowicz who resigned from the Board in order to take up the role.

During 2022, the College continued to focus on its **100% Kindness** project to support the teaching of our core values of Compassion, Honesty, Respect, Integrity, Service and Thankfulness.

The College's Friday afternoon recreational sports program in 2022 provided students with opportunities to participate in sports activities such as skate boarding, equestrianism, beach volleyball, archery, tennis, squash, golf, fishing, beach activities and team sports. All the College's normal camps and extra-curricular activities were able to proceed.

The College's strong 'No-Go' Zones of no mocking or bullying, no disrespect to teachers and no 'sabotaging' of lessons are understood and supported by all. This helps provide the right balance between rights and responsibilities, in terms of students growing safely and learning to the best of their abilities.

The College's House Group Program, Extra-Curricular Program (camps, Duke of Edinburgh, excursions and field trips etc.), strong Sport and Music Programs along with the Co-Curricular Program (lunch sports and interest group activities), buddy-class, student leadership, Year 11 co-tutoring and Year 12 mentoring programs further support a sense of belonging and positive shared experience – it being strongly the philosophy of the College that it is preferable to be proactive in terms of student engagement in learning and management systems.

The balance of the College's curriculum structures and offerings supports this engagement in learning, with a wide selection of electives offered from Year 8. A number of initiatives such as Primary Reading Support and Secondary 'Enrichment' Support classes provide for students who otherwise might lose their way and not achieve to their potential, while Extension classes offered across a range of subject areas provided stimulus for those requiring greater challenge in their learning.

The College recognises the building of a trusting and mutually supportive relationship between home and school is integral to enhanced learning outcomes. To this end the College:

- Continued to provide the fortnightly newsletter via electronic communication
- Refined reporting on student outcomes through both written reports and parent / teacher interviews. All new students as well as Year 7 and 12 students receiving a

further progress report in Term 1 as well as Terms 2 and 4.

- Continued to maintain a strong Parents and Friends Committee that was able to organise a wide range of activities including a highly successful Country Fair.

#### Improving Academic Standards:

The delivery of the academic program remains the College's main role. From Kindergarten to Year 12, all Key Learning Areas are internally assessed, all indicating sound development. Weighed against this is external assessment done through the mechanisms of NAPLAN (National Assessment Program in Years 3, 5, 7 and 9, the Record of School Achievement (RoSA) at the end of Year 10 and the Higher School Certificate in Year 12 - all providing feedback about whether the College achieves its academic goals.

The Pre-kindergarten program continued to grow with our 5-day a week program having increased class sizes resulting in an extra staff member being added part-time.

Being a part of the progress of Sapphire Coast Anglican College is a wonderful experience and I look forward to the coming years of growth, development and success.

David Proudlove  
Principal

### Teaching Staff

The College is registered and accredited by NESA for the maximum period for Stages 1-6.

All teachers are suitably qualified and have had a number of in-service opportunities to develop their teaching skills during 2021.

Teachers to cease employment            2

Maternity Leave:                                0

Teacher attendance rate:     The college continues to have high teacher attendance rate.

### Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia	35

Teachers who have qualifications from a higher educational institution within Australia but who lack formal teaching qualifications	0
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### **Workforce Composition**

The College employed 35 teaching staff of whom 13 were part-time. The gender break up was 40% male and 60% female. There were three NESB members on staff. There were seven non-teaching staff of whom three were full-time and five were part-time. The gender balance in the non-teaching staff was 25% male and 75% female.

### **NESA Accreditation of Teachers**

All teachers employed at Sapphire Coast Anglican College are accredited to teach by the NSW Education Standards Authority (NESA)

### **Message from the Chair of the Parents and Friends Committee**

With COVID restrictions lifting, the P&F were able to run face-to-face meetings. We were very excited to be able to once again host a variety of events and fundraisers, including Mother's Day Breakfast, Cross Country cake stall, Movie Night, Athletics Carnival BBQ, Disco, Class catch ups, Country Fair and finishing off with a BBQ at the Church Carols Service.

We helped fund some wish list items for the college and continue to grown in numbers and enthusiasm.

We look forward to continuing to support the college, staff, students and families.

Mrs Kirsty Umbers  
P & F President

## **Curriculum Development**

For a small school, a broad age-appropriate and comprehensive academic, co- and extra-curricular program has been established to support all students on the continuum from Pre-Kindergarten - Year 12.

The Primary School (Pre-Kindergarten – Year 6) does an excellent job of developing sound attitudes towards school, good work habits, a strong partnership between home and school, and strong understandings and skill bases in all subject areas and particularly in the core subject

areas of literacy and numeracy.

The Secondary School in Years 7 – 10 builds effectively upon this foundation doing the intense work of maintaining student engagement with learning and supporting development through adolescence, culminating with the awarding of the Record of School Achievement (ROSA) which is given when a student leaves school.

The Senior Secondary School Years 11 and 12 is where an adult culture begins with a more mature and independent approach being taken towards the academic program leading to the awarding of the Higher School Certificate

## **STUDENT PERFORMANCE 2022**

All requisite benchmark assessments were conducted during 2022. The National Assessment Program for Literacy and Numeracy was completed. The College showed mixed results in these tests, broadly at national average levels, and opportunities for growth and development were identified by the Principal and class teachers. Year 12 students undertook the Higher School Certificate in late October and early November and Year 10, 11 and 12 students undertook Minimum Standards Tests in Literacy, Writing and Numeracy at various points throughout the year. Year 9 and 10 students also sat internal exams at the end of the year.

### **LITERACY AND NUMERACY ACTION PLAN**

The school entered its final year in the State Literacy and Numeracy Action Plan (LNAP). This marked the sixth year of our participation (in what had initially been introduced as a four-year program). The timetable was arranged in Years K-6 so that the first three hours of most mornings could be dedicated to Literacy and Numeracy. This provided a block of uninterrupted teaching to core class teachers. Teachers in the Primary school were given professional development, training, in-class support and regular advice on the teaching of literacy and numeracy. The focus was to prepare for the implementation of new syllabi in English and Mathematics in K-2 for 2023 and in Years 3-6 for 2024.

### **HIGHER SCHOOL CERTIFICATE**

Seventeen students successfully completed their Higher School Certificate. Three students achieved Band 6 results. Results for each subject are shown in the table below. The combined total of courses undertaken by students was 93 and students scored Band 4 results or better in 50 of these. Community and Family Studies, Modern History, Hospitality, Music 1, and Extension 2 English were the best performing classes. The tables below show the Bands students achieved in each subject and the performance of the school versus the State average in each subject.

#### **Bands Achieved by Subject in 2022**

Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Agriculture	5	2	0	1	1	3	0	0
Biology	11	1	0	1	5	3	2	0



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Business Studies	3	2	0	0	2	1	0	0
Chemistry	5	0	0	0	1	4	0	0
Community and Family Studies	2	0	0	0	2	0	0	0
Drama	3	0	0	1	2	0	0	0
English Advanced	13	0	0	1	10	2	0	0
English Standard	4	3	0	0	0	2	2	0
Geography	4	1	0	1	2	0	1	0
Hospitality	3	0	0	2	1	0	0	0
Mathematics Adv	7	1	0	1	0	5	1	0
Mathematics Standard 2	9	2	0	0	2	6	1	0
Modern History	3	0	0	2	0	1	0	0
Music 1	4	0	3	1	0	0	0	0
PDHPE	3	1	0	0	2	1	0	0
Physics	2	1	0	0	0	2	0	0
Tourism, Travel and Events Examination	4	0	0	1	1	1	1	0
Visual Arts	4	0	0	2	2	0	0	0
Band Total	0	0	3	14	33	31	8	0

## School Versus State Results

### Note on z-scores

Please note that you cannot draw any conclusions from the analysis of z-scores when there are relatively low numbers of students doing particular courses (either at your school or in the state-wide candidature). In addition, differences in z-score over time or across different courses could be due to a number of factors (e.g. a difference in overall ability of the candidature at your school, a difference in the ability of the state-wide candidature or a difference in the degree of spread of ability amongst students in your school or the state-wide candidature). A relatively low z-score is not necessarily an indication of poor teaching.

Course Name	Students Included	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-Score
Agriculture 2 unit	5	70.43	13.35	-1.43	-0.11
Biology 2 unit	11	70.03	13	-3.07	-0.24
Business Studies 2 unit	3	73.95	11.77	-4.28	-0.36
Chemistry 2 unit	5	72.51	13.47	-6.67	-0.5
Community and Family Studies 2 unit	2	74.79	9.77	4.01	0.41
Drama 2 unit	3	80.71	9.61	-3.58	-0.37
English Advanced 2 unit	13	81.53	7.95	-8.18	-1.03
English Extension 1 1 unit	1	41.79	5.12	-8.29	-1.62
English Extension 2 1 unit	1	39.89	6.59	3.61	0.55

English Standard 2 unit	4	69.88	9.39	-10.43	-1.11
Geography 2 unit	4	75.19	12.25	-5.24	-0.43
Hospitality Examination (Food and Beverages)	3	75.07	9.63	5.86	0.61
Mathematics Advanced 2 unit	7	78.31	12.25	-12.28	-1
Mathematics Extension 1 2 unit	2	77.45	16.61	-26.95	-1.62
Mathematics Standard 2 2 unit	9	70.87	13.1	-4.71	-0.36
Modern History 2 unit	3	73.67	12.61	-3.94	-0.31
Music 1 2 unit	4	81.88	9.91	8.97	0.91
Personal Development, Health and Physical Education	3	69.75	12.41	4.52	0.36
Physics 2 unit	2	74.25	14.14	-10.85	-0.77
Tourism, Travel and Events Examination 2	4	71.62	10.85	-0.67	-0.06
Visual Arts 2 unit	4	81.36	8.62	-3.76	-0.44

### External Providers of Stage 5 and 6 courses

A number of students in Years 10-12 took a course in 2022 provided by a source external to the College. The College utilised the Finigan Distance Education Centre, Bega TAFE, and TAFE Launchpad for these courses. All courses remained the primary responsibility of the College and:

- Were registered with the Board of Studies with all requisite outcomes described and met
- Were selected by the College due to TAFE and Finigan's compliance with the Child Protection Act
- Were selected due to the suitability of courses to students and the College
- Were selected due to agreements between the College and Finigan Distance Education Centre and the College and TAFE, including identification of respective responsibilities of the College
- Had procedures in place to ensure full supervision of courses with regards to all requirements being met.

TAFE TVET courses included: Animal Studies, Primary Industries, and Aviation (Remote Pilot), and Electrotechnology.

Two Finigan courses were undertaken: Personal Development, Health and Physical Education as well as Music 2.

The College also accelerated several students in Year 10 to commence a Certificate II in Construction. All completed the required competencies and most will finish the course in 2023.

### Student Support

As the College has an open enrolment policy, the results indicated above bear testimony to the quality of the College's core business of teaching and learning. This is further borne out as approximately 25% of both Primary and Secondary students have been identified as having learning needs and receive some level of support.

In Primary School this support takes the form of individual and small group reading tuition, utilising the Macquarie Education Reading Resource and a range of differentiated classroom strategies in Literacy and Numeracy particularly.

In Secondary School students in Years 7 – 10 could choose to drop an elective subject and pick up one of two ‘Enrichment Support’ classes, in lieu of an elective class where they were given support with literacy, time-management and organisational skills pertaining to assignments. The ‘Enrichment’ classes are kept small to be able to provide the support deemed necessary.

Underpinning the College’s academic results is a strong emphasis on pastoral care with fair and supportive student welfare and management strategies. All students are expected to be student leaders with more formal opportunities for leadership existing for College Captains and Prefects (Year 12), House Captains (Years 10 – 12) and Primary School Captains and Class Captains.

## POST SCHOOL DESTINATIONS

Gap year travelling Europe X 2, but with 1 X Macquarie University – Geography, on their return!

University of Melbourne - Communications/Journalism

University of Wollongong - Communications and International Studies

University of Canberra - Environmental Science

Charles Sturt University – Medical Science, pathway to Dentistry

Charles Sturt University - Radiation Science

Charles Sturt University – Technical and Applied Sciences Teaching

Charles Sturt University - Veterinary Science

University of Wollongong – Environmental Science

Royal Melbourne Institute of Technology - Business/Commerce

Australian National University - Health Sciences

Camp Canada for a Gap Year followed by Charles Sturt University - Physiotherapy

University of Melbourne - Nursing

Australian National University - Health Science

TAFE NSW - Art Studies



## 2022 Graduate Destinations

## NAPLAN Results 2022, with comparison to 'All Australian Schools' average results

	Reading		Writing		Spelling		Grammar		Numeracy	
	SCAC	All Aust.	SCAC	All Aust.	SCAC	All Aust.	SCAC	All Aust.	SCAC	All Aust.
<b>Year 3</b>	<b>444</b>	438	<b>448</b>	422	<b>408</b>	418	<b>449</b>	433	<b>418</b>	400
<b>Year 5</b>	<b>527</b>	510	<b>487</b>	484	<b>510</b>	505	<b>484</b>	499	<b>489</b>	488
<b>Year 7</b>	<b>556</b>	543	<b>507</b>	530	<b>551</b>	547	<b>539</b>	533	<b>531</b>	546
<b>Year 9</b>	<b>572</b>	578	<b>570</b>	560	<b>561</b>	577	<b>570</b>	573	<b>584</b>	584

## Infrastructure

Infrastructure improvements undertaken throughout 2022 at the College included:

- Gardening and landscaping development has seen a continued improvement of grounds.
- WHS issues and general grounds maintenance have continued to be progressed under the oversight of the Principal, Groundstaff and Works Committee.
- Continued refreshing of classroom spaces with upgraded technology, furniture, re-carpeting and painting of classrooms.
- Creation of a new classroom in PK-2
- Refurbishment of Staff Room
- Creation of two new offices for Counselling and the Sports Coordinator/Discovery Program leader
- Continued improvement of the lower car park
- Refurbishment of A Block to become a highly successful Junior Music and Art Room
- Major improvements to the mountain bike track

## Extra and Co-Curricular Programs

### Sport

Students were involved in a number of off-site Gala Days in a wide variety of team sports.

Within the College all students from Kindergarten to Year 12 participated in Swimming, Athletics and Cross-Country Carnivals. The swimming was held at the local swimming pool in Bega. The other carnivals were held on our own purpose-built Cross-Country track and our Athletics Sports Field. All students were prepared thoroughly for both field and track events within the PDHPE Program, which lead to very high participation rates on the day.

As part of the Southern Schools Sports Association (SASSA), the College continued to

participate in Swimming, Athletics, Cross Country, Touch Football, Soccer, and a variety of other sports at a Zone level. As a member of SASSA, students had the opportunity to continue on to AICES, (Association of Independent Coeducational Schools) and NSW Combined Independent Schools Sports Association (CIS).

A number of students represented the College at SASSA, AICES, CIS State and National levels this year. The College was represented well in the Cross Country and Track & Field. Teams travel the day before, staying overnight with staff or parents for State Swimming, Cross Country and Athletics, competing at venues such as Eastern Creek Raceway for Cross Country, Sydney Olympic Park for Athletics and Sydney Aquatic Centre Homebush for swimming. Students train and compete within timetabled lessons in a range of other activities as well as in lunchtime co-curricular House competitions from time to time.

The College's facilities, including our mountain bike track, Gymnasium, Light House Garden and school culture continue to support the goals of students in developing an active lifestyle of lifelong physical activity.

### **Outdoor Education Program**

The College Outdoor Education Program remains a strong feature of the College.

All students, from Years 3–10, participated in Camps through 2022 with all experiences designed to align with developmental needs, to support a sense of belonging and foster the development of school culture. Camps undertaken in 2022 included:

- Years 3/4: One day sleep over then travel to Mogo Zoo for a one-day excursion
- Years 5/6: Three-day outdoor education camp in Tathra
- Years 7: Three-day outdoor education camp in Jindabyne
- Year 8: Three day outdoor education experience in Tathra
- Year 9: Ski Camp – Perisher/Jindabyne
- Year 10: Five-day city based camp to Sydney and Perisher Ski Camp

Excursions and field trips undertaken to support learning across the curriculum in 2022 included:

- Bega Museum Excursion – Stage 2
- Bega Sale Yards – Agriculture
- Grip Leadership Training – Year 12 and Year 6 Student Leaders
- Geography Field trips – HSC Geography
- Sports Gala days.
- PDHPE/PASS - Life Saving/Swimming.
- Robotic dairy - Stage 6 Agriculture

## **Christian Ethos**

Christian Studies remains an integral component of the College. All classes from Kindergarten to Year 10 had one period per week of Christian Studies throughout 2022. In the Primary School, this took the form of exploring the central precepts of the Christian faith. In the Secondary School the enquiry process then expanded to accommodate developing maturity as students were supported in integrating beliefs and values into their understanding of the world around them.

The College Chaplain, regularly provided leadership and support to these programs, particularly in the Primary School but also in teaching in Chapel. Chapel is scheduled once a week and led by the Chaplain or local ministers from a variety of denominations.

Chapel and Assembly services were held regularly throughout each Term.

These occasions further facilitated the development and integration of a balanced and appropriate Christian framework, a culture by which the College is increasingly known and respected for throughout the region. Christian focused devotions (5-10mins) were also delivered by a number of staff on Monday and Thursday each week at staff gatherings before school. Devotion topics/themes are discussed in homeroom as part of the Christian Studies Program.

## **House Championship**

The House Championship shield is calculated on five competitions held throughout the year, which include sport, music and academic challenges.

## **Student Leadership**

Senior House captains are voted from Year 10 to be leaders in Year 11. There are usually two from each House. Primary House captains follow the same format. Their role is to improve House spirit and organise House events.

The College students and staff vote for self-nominated candidates in Years 11 for School Captain and Prefects and in Year 5 for Primary School Captains. School Captain nominations are made towards the end of Term 3. Primary School Captain nominations and voting are held at the end of Term 4.

## **Creative and Performing Arts**

Music remains a strong feature of the College. Music is taught in all classes from Pre-Kindergarten – Year 7 (and as further electives in Years 8 – 12). The opportunity to be involved in the concert band, choir, percussion groups, ukelele and guitar ensemble is readily available. These music groups perform at school and in local community events. The nature of these music groups is to provide opportunity for musical progression from early

ages and, increasingly, for public performances. There are other opportunities for students to learn musical instruments through the itinerant music instrument and voice program.

Music, Drama and Visual Art Bodies of Work, were showcased at the College's annual Soiree evening in August Year 12 students use this opportunity to perform or display their Higher School Certificate practical projects prior to their examinations. This was supported again in 2022 by the Hospitality classes with catering. A highly successful musical was staged in November involving students from every Year Group.

## Student Attendance at School

Student attendance for 2022 was 78.55%.

Year/Grade	Attendance Rate
K	94.23%
1	91.06%
2	89.63%
3	90.02%
4	92.63%
5	90.69%
6	91.06%
7	92.05%
8	93.26%
9	91.78%
10	90.38%
11	77.49%
12	74.02%

The College has a computer database (Synergetic) that records attendances from school rolls.

All teachers mark the roll in all periods each day. These are entered on the database.

Absence is to be noted through a note to the teacher upon the return of the child to school or by SMS, Skoolbag or phone.

Applications for leave are made in writing to the Principal and are approved if circumstances are such that no other opportunity is available to complete the request.

Continual absence/trends of absence are noted by Homeroom teachers or the Registrar's office and require contact with the home. This includes lateness.

Late arrival/early departure requires students to report to the main office to sign in/out. Notes from home are expected prior to students leaving the College grounds.

The following table indicates the Year Group numbers over the College's past four years.

Primary and Secondary Grade Level	2018	2019	2020	2021	2022
Kindergarten	16	19	12	24	17
1	14	15	17	15	28
2	13	16	20	20	25
3	13	13	20	21	24
4	14	14	17	23	30
5	20	16	13	22	29
6	26	26	20	19	25
7	33	38	29	44	29
8	26	35	37	33	42
9	31	26	30	34	35
10	32	29	24	31	31
11	23	23	19	22	22
12	28	22	18	19	18

The number of students has grown by about 15% during 2022 and the College's reputation has continued to be favourable. The positive feedback received in the community, mainly from our College parents, has certainly been a driver of this. The College's excellent working relationship with the Mumbulla School in Bega has seen our Year 7 continue to be a preferred option for those parents and Mumbulla students formed the biggest cohort of newcomers into the new Year 7 of January 2023.

### Actual Retention Rates in Secondary School

The retention rates for Year 10 to Year 12 show

**Retention Rate Table:**

	2011-2013	2012-2014	2013-2015	2014-2016	2016-2017	2017-2018	2018 - 2021	2019-2022
<b>Year 10</b>	29	46	30	29	30	32	31	30
<b>Year 11</b>	20	24	15	25	30	23	23	20
<b>Year 12</b>	18	23	13	21	25	28	19	19
<b>% Retention Rate</b>	62%	50%	43%	72%	83%	88%	61%	64%



### Characteristics of Student Body

The College is a co-educational school. The breakdown of students across the College show a good balance as at Census Day in August

Students	2016	2017	2018	2019	2020	2021	2022
Male	151	131	124	131	128	160	165
Female	156	157	134	165	157	169	191

#### Junior School (K-6)

Students	2016	2017	2018	2019	2020	2021	2022
Male	57	47	52	60	59	71	84
Female	64	59	52	59	59	69	89

#### Senior School (7-12)

Students	2016	2017	2018	2019	2020	2021	2022
Male	94	84	72	71	69	89	80
Female	92	98	82	106	98	100	103

The College draws its students from a wide area, being located halfway between Eden and Narooma just outside the township of Bega. Transport to the College for most students is by bus or private car. Very few walk or ride bikes. Distance and bus services will continue to have limiting effect upon the co-curricular program being offered, unfortunately.

The community is diverse in its employment but the area does have higher than average unemployment and relatively low incomes.

Many parents work outside of the area daily.

### Nature of the Student Population

The majority of the students are Caucasian. 4 students recognise their Aboriginal heritage.

The College is an Anglican School under the jurisdiction of the Synod of the Anglican Diocese of Canberra and Goulburn. There is an expectation that students will accept the Ethos Statement at the time of enrolment. All students are accepting of this and participate in College events as required.

## **Actions the School Takes to Promote Respect and Responsibility**

A strong Christian ethos and accompanying values and culture provide the basis for all College program delivery. This takes both an explicit and implicit form and includes:

- The Australian and Aboriginal flags flown daily in a prominent location
- Displaying in all classrooms the College's own values posters showing the acronym – CHRIST: Compassion, Honesty, Respect, Integrity, Service, Thankfulness
- Regular newsletter articles explaining school culture in terms of rights and responsibilities
- Regular articulating of College goals and rationale underpinning structures supporting values and culture development at evenings such as Parent Information Nights, at Awards Ceremonies and in all written communications such as College Newsletters
- Consolidation across all Year Groups of Religious and Values Education Program dealing with ethics, values, and belief systems to foster respect and responsibility in students
- Consolidation of the Primary School values program, 'Stop, Think, Do', further encouraging correct attitudes, actions and accepting of personal responsibility
- Regular College Assembly and Chapel Services.

## **Enrolment Policy**

SCAC is a coeducational non-selective College in the Anglican tradition. The core purpose of the College is to provide an excellent academic education that nurtures academic rigour, within a context supporting a spirit of enquiry and discovery through creativity, innovations and program flexibility. (The full policy can be accessed on the College website).

The College has an 'open' enrolment policy by which all applications for enrolment are assessed in terms of family support for the philosophical and structural underpinnings of the College. Religious affiliation in the Christian tradition is welcomed but not mandatory. A family's ability to meet school fees is secondary to understanding and supporting the College values; valuing and supporting the College's mission statement and displaying a willingness to work in partnership with teachers and the College generally.

The College welcomes interviews prior to any formal application being made in order to make initial enquiries. This interview may include a site tour.

## **Enrolment Procedures**

The College Registrar facilitates enquiries including answering any questions relating to enrolment and arranging suitable interview times with the Principal.

Parents complete an 'Application for Enrolment' form and pay an application fee. Parents are requested to bring copies of recent academic reports, birth certificate, immunisation

records and any other documents relevant to their child's enrolment. It may be requested that further diagnostic assessment be conducted prior to an offer of enrolment being made. All offers for enrolment are made at the discretion of the Principal, with all interviews being concluded when this decision has been made. When no vacancies are available the family will be told the child will be placed on a waiting list. At the conclusion of the enrolment interview a site tour will be conducted if an earlier tour was not done.

A letter confirming the offer of enrolment will be sent to the parents and if accepted parents are required to pay a refundable Enrolment Bond, refunded after the completion of the final term for the last child in the family enrolled at SCAC. Further details can be obtained from the College Registrar or the College website.

## **Student Wellbeing**

Student Wellbeing is focused on the physical, mental, emotional and spiritual wellbeing of the student, and as such, is integral to all that is endorsed and acted upon at Sapphire Coast Anglican College. The aim of all policies and activities is to develop a student's personal identity, self-worth and emotional resilience.

A matrix of structures continues to manage student wellbeing and provide opportunities to extend pastoral care. These include:

- CREW groups designed to focus on Character development using the School Values of Compassion, Honesty, Respect, Integrity, Service and Thankfulness
- Annual camps (Year Groups 3 – 10), House competitions, shared sporting events (carnivals, gala days etc.) and a wide range of extra and co-curricular activities aim to support student engagement towards building a body of positive shared experiences.

The College is committed to focusing on holistic student welfare, academic excellence and engagement in the development of positive relationships.

### **Policies for Student Discipline and Welfare**

The discipline policies of the College are based on principles of procedural fairness. Corporal punishment is not part of the College's discipline policies. All student management is framed within a context of individual and corporate rights and responsibilities as students are both supported pastorally and held accountable for their behaviour and learning.

## **College Policies**

The full index content of policies can be seen on the College's website

[www.scac.nsw.edu.au](http://www.scac.nsw.edu.au) All members of our College community should expect that:

- They will be safe to learn and teach
- They will be respected
- They will be accepted
- They will be nurtured

All policies and procedures were submitted to NESAs for inspection in 2021. All documents were reviewed with implementation significantly consolidated throughout the year in compliance with the ordinances of the Anglican Diocese of Canberra-Goulburn's ethos and Mission Statement. These are currently being reviewed and will be updated on the college website.

### **Summary Statement**

The College recognises we are part of a community of relationships and seeks to provide an environment where students are safe and secure and understand and respect appropriate discipline. The College seeks to respond to areas of concern from staff, students, parents and local community with the Complaints and Grievance Policy guiding individuals in response to any complaints and disagreements.

The following policies and procedures have been developed to assist our community in relationship building and resolving issues of dispute.

- Complaints and Grievances (Conflict Resolution) Policy and Procedures
- Child Protection and Welfare Policy
- Student Welfare Policy
- Code of Conduct Policy
- Staff Induction Policy and Procedures
- Managing Student Behaviour Policy
- Pastoral Care Policy and Procedures

### **Access to Policies**

All College policies have been updated and can be viewed in hard copy form at the school administration office, on our website and electronically, upon request.

### **Elements of the Complaints and Grievance Policy**

- The College is committed to providing a safe and secure environment for students and staff.
- Every effort is made 'to keep the unity of the spirit in the bond of peace' (Ephesians 4: 2-3).
- Grievances are treated seriously, sensitively and with procedural fairness.
- The Complaints and Grievance procedures follow a set process and time frame.

## **College Priority Areas for Development in 2022**

### **1. Administration**

- To be an effective member of the South Coast Anglican Schools in supporting the interaction between St Peter's Anglican College, Broulee and Sapphire Coast Anglican College, Bega
- To execute effective financial management and oversight of budgets
- To further develop and improve the physical appearance and function of the campus through the development of an infrastructure management and architectural master plan
- To provide enhanced management of Sapphire Anglican College through ongoing implementation of policies within the areas of:
  - a) Administration
  - b) Child protection
  - c) Student Welfare
  - d) Curriculum

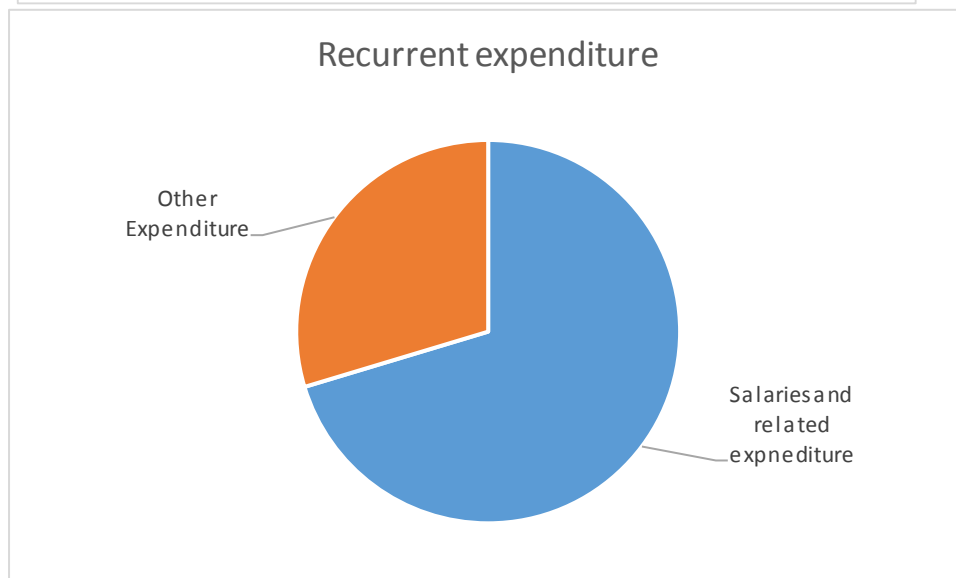
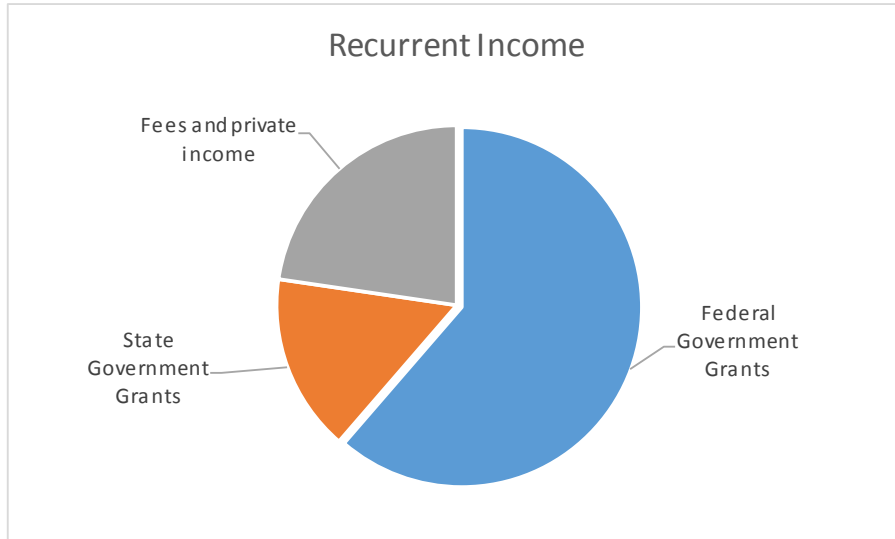
### **2. School / Home Relationship**

- To instil a sense of pride in all stakeholders in being a part of the College community – to maintain and further develop healthy relationships with, and between, staff, parents and students through:
  - a) Further development of communication processes including Newsletters, increased coverage in local print media and through radio, TV and local cinema advertisements and social media
  - b) Exploring options to further develop staff / parent social functions
  - c) Ongoing refinement and consolidation of the College Student Leadership, Mentoring, House Groups, and Camp and Co-curricular structures
  - d) The ongoing raising of all standards in all areas of school operation, thereby instilling confidence and a sense of 'value for money.'

### **3. Teaching and Learning**

- To further raise standards of education through ongoing refinement and development of program delivery including:
  - a) Increased opportunities for professional development of teachers (including appraisal and mentoring / professional development strategies)
  - b) Enhancing student welfare and pastoral care programs
  - c) Increasing opportunities to incorporate gifted and talented and technology components within the curriculum
  - d) Enhancing reporting to parents and the broader community
  - e) Improving uniform standards.

## Financial Information



## **Annual Report Summary**

As Principal, it is my pleasure to bring this report summarising the effectiveness and nature of business management, student welfare and program delivery at Sapphire Coast Anglican College during 2022. It is a great pleasure to lead the team of teachers who regularly give far more than they are expected to, in the interests of all our students. It is also an exceptional privilege to be a member of a school community made up of such wonderful students and their supportive parents.

David Proudlove  
Principal  
June 2023