

Sapphire Coast Anglican College

2 Max Slater Drive, Bega NSW 2550



ANNUAL REPORT 2025

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.



Sapphire Coast
ANGLICAN COLLEGE

2025 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 2026.

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). Additionally, 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 provides a challenging, nurturing, and varied learning environment for Bega Valley students from Pre-Kindergarten to Year 12. This Christian school in the Anglican tradition fosters students' gifts in academic, spiritual, artistic, practical and sporting domains, both for their own development and for equipping them to serve their communities. The College offers students a broad range of opportunities in a learning community where a Christian worldview can be explored.

The College encourages students to take increasing responsibility for their own learning and for the consequences of their decisions. Collegiality is nurtured, along with leadership skills and creativity.

The outstanding leadership of the Principal, Mr David Proudlove, has led to a steady development of rigorous teaching and learning through evidence-based pedagogical practices, as well as increased engagement with the wider community. This has enhanced the College's reputation for nurturing students who are hard-working, and responsible in community service roles.

The Board is compliant with NESA requirements for Responsible Persons in independent schools. The Board and College Executive have received strong support from Anglican Diocesan Services in the financial, legal and administrative aspects of school governance and management.

I commend this report on the College's development in 2025, which provides evidence for ongoing confidence in the work of Sapphire Coast Anglican College.

Dr Jill Ireland
Board Chair

Message from the Principal

2025 was another exciting year in the life of Sapphire Coast Anglican College. Of particular note was another outstanding set of HSC and VET results in December 2025, following on from the excellent results in 2024, with all students achieving extremely impressive performances, exhibiting great growth during their time with us.

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 home rooms ('crew') and provision of dedicated wellbeing time this year has again helped continue to improve our pastoral care.

The College is continuing to develop through strong leadership in both Pastoral Care and the Curriculum, the 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 and now also provides a free, pre-school aged children playgroup ('Little Lights') on a Tuesday morning, at St John's, and the Social Justice Advocates. 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. The additional classrooms created in the PK-2 area have been a great benefit, allowing much more flexibility in grouping children as their needs require.

Building Culture and Community:

Pastoral care and student welfare programs were emphasised throughout 2025, 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 continued its involvement with the Resilience Project, contributing one period per fortnight to wellbeing matters in the Secondary School, and that will have a deep impact on the wellbeing provision of the College in 2026 and beyond.

The College continues to take part in the annual, nationwide Resilient Youth survey that yields much interesting data about all aspects of student wellbeing for the College staff to analyse and address.

The College's Friday afternoon recreational sports program in 2025 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 proceeded with great success and much positive feedback.

The College's House Group Program, Extra-Curricular Program (camps, Duke of Edinburgh, excursions and field trips, musical theatre productions etc.), strong Sport and Music Programs along with the Co-curricular program (lunch sports and interest group activities), buddy-class, student leadership 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.

Extension classes are offered across a range of subject areas, providing stimulus for those requiring greater challenge in their learning and Year 7-10 have an element of streaming by ability for Maths and Year 7 and 8 for Science.

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 and the readership of approximately 600 confirms the value of this medium, and its high quality
- 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.

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.

Additionally, in 2023, the College adopted the Academic Assessment Services suite of tests for Year 4, 6, 8 and 10, formerly referred to by the founder's name, 'Allwell testing'. This

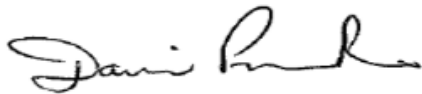
testing continued throughout 2025.

The College has now constructed a single database with all externally-assessed student data present and easily manipulated to track progress from Year 3-10.

Internally-assessed student report grades will be added in due course and, by allowing comparison with externally-assessed measures, this provides an excellent way to ensure consistency of marking standards within the College.

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 2025.

Teachers to cease employment: 0

Maternity Leave: 2

Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia	36
Teachers who have qualifications from a higher educational institution within Australia but who lack formal teaching qualifications	0

Workforce Composition

In 2025, the College employed a total of 36 teaching staff, of whom 14 held part-time positions. Additionally, 15 non-teaching staff were employed, with 1 serving part-time roles. The gender composition of the teaching staff was 71% female, while non-teaching staff reflected a higher proportion of female employees at 82%.

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

The P&F has enjoyed a successful year organising fundraisers and social events for our school community, including the Colour Fun Run, Mother's Day High Tea, and Father's Day breakfast, while also supporting a range of school activities through catering and event assistance. These included the interschool equestrian competition, cross-country, athletics and swimming carnivals, and many other events throughout the year.

All proceeds raised through P&F activities are reinvested directly into our school, benefiting students, staff, and the wider school community. Funds contribute to a range of resources and initiatives, including hospitality supplies, science and sporting equipment, as well as working towards larger projects that enhance the school environment and student experience.

While P&F membership has remained relatively steady, the dedication and hard work of a small group of committed volunteers continue to make a significant impact. Their ongoing efforts help strengthen our school community and provide valuable support for students and staff. The P&F remains passionate about contributing to the school's success and fostering a welcoming, connected, and supportive community culture.

We are excited about our ongoing commitment to support the college, its staff, students, and families into the future.

Mrs Kaycee Orum
P&F President.

Curriculum Development

As a medium school there are broad age-appropriate and comprehensive academic, co-curricular and extra-curricular programs established to support all students on the continuum from Pre-Kindergarten to 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 2025

All requisite benchmark assessments were conducted during 2025. The National Assessment Program for Literacy and Numeracy was completed. The College showed improving 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. Year 10, 11 and 12 students undertook Minimum Standards Tests in Literacy, Writing and Numeracy at various points throughout the year. Year 11 students sat internal exams in September and years 9 and 10 sat internal exams in November.

LITERACY AND NUMERACY

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. The focus in Primary was to improve literacy through rotation learning and numeracy through high impact teaching strategies in 2025.

HIGHER SCHOOL CERTIFICATE

Twenty-two students successfully completed their Higher School Certificate. Two students achieved a band 6 result in Mathematics Advanced and Visual Arts. The combined total of HSC courses undertaken by students was 103, including one distance education course. Students scored Band 4 or better in 76 of these courses. Mathematics Advanced, Chemistry, Construction, Drama, Physics and Visual Arts were the courses with the best performance. The table below shows the Bands students achieved per subject versus the state average as raw numbers and percentages

HSC Bands achieved per subject versus State Raw/ Percentage 2025

					Number of Bands awarded per subject						% of the number of Bands awarded per subject							
Seq	Course	Name	Source	Sex	1	2	3	4	5	6 Total	1	2	3	4	5	6 Total		
1	15010	Agriculture	School	Both	0	0	1	1	1	0	3	0	0	33.33	33.33	0	100	
2	15010	Agriculture	State	Both	55	173	340	418	352	172	1510	3.64	11.45	22.51	27.68	23.31	11.39	100
3	15020	Ancient Hist	School	Both	0	0	1	2	0	0	3	0	0	33.33	66.66	0	0	100
4	15020	Ancient Hist	State	Both	388	927	1267	2256	2001	658	7497	5.17	12.36	16.9	30.09	26.69	8.77	100
5	15030	Biology	School	Both	0	0	3	2	0	0	5	0	0	60	40	0	0	100
6	15030	Biology	State	Both	759	2005	4396	6149	5866	1535	20710	3.66	9.68	21.22	29.69	28.32	7.41	100
7	15040	Business Studies	School	Both	0	0	2	4	1	0	7	0	0	28.57	57.14	14.28	0	100
8	15040	Business Studies	State	Both	373	1925	4440	6027	5284	2405	20454	1.82	9.41	21.7	29.46	25.83	11.75	100
9	15050	Chemistry	School	Both	0	0	0	1	2	0	3	0	0	0	33.33	66.66	0	100
10	15050	Chemistry	State	Both	165	894	1925	3440	2788	1157	10369	1.59	8.62	18.56	33.17	26.88	11.15	100
11	15060	Community Studies	School	Both	0	0	1	3	2	0	6	0	0	16.66	50	33.33	0	100
12	15060	Community Studies	State	Both	135	684	2032	3739	2713	535	9838	1.37	6.95	20.65	38	27.57	5.43	100
13	26299	Constructive Studies	School	Both	0	0	0	0	2	0	2	0	0	0	0	100	0	100
14	26299	Constructive Studies	State	Both	16	178	290	611	727	130	1952	0.81	9.11	14.85	31.3	37.24	6.65	100
15	15080	Design and Technology	School	Both	0	0	0	4	0	0	4	0	0	0	100	0	0	100
16	15080	Design and Technology	State	Both	16	86	541	1465	1557	459	4124	0.38	2.08	13.11	35.52	37.75	11.12	100
17	15090	Drama	School	Both	0	0	0	1	2	0	3	0	0	0	33.33	66.66	0	100
18	15090	Drama	State	Both	8	51	275	982	1131	745	3192	0.25	1.59	8.61	30.76	35.43	23.33	100
19	15140	English Advanced	School	Both	0	0	0	3	1	0	4	0	0	0	75	25	0	100
20	15140	English Advanced	State	Both	2	67	791	8281	13614	3538	26293	0	0.25	3	31.49	51.77	13.45	100
21	15130	English Studies	School	Both	0	0	2	11	0	0	13	0	0	15.38	84.61	0	0	100
22	15130	English Studies	State	Both	159	1779	8878	18504	4190	143	33653	0.47	5.28	26.38	54.98	12.45	0.42	100
23	15126	English Studies	School	Both	0	1	2	0	0	0	3	0	33.33	66.66	0	0	0	100
24	15126	English Studies	State	Both	198	1123	1095	296	5	1	2718	7.28	41.31	40.28	10.89	0.18	0.03	100
25	15190	Geography	School	Both	0	0	1	1	0	0	2	0	0	50	50	0	0	100
26	15190	Geography	State	Both	86	341	770	1346	1325	551	4419	1.94	7.71	17.42	30.45	29.98	12.46	100
27	26589	Hospitality	School	Both	0	0	1	2	0	0	3	0	0	33.33	66.66	0	0	100
28	26589	Hospitality	State	Both	39	149	728	1313	826	133	3188	1.22	4.67	22.83	41.18	25.9	4.17	100
29	15220	Legal Studies	School	Both	0	1	0	2	0	0	3	0	33.33	0	66.66	0	0	100
30	15220	Legal Studies	State	Both	292	990	1905	2388	2951	1554	10080	2.89	9.82	18.89	23.69	29.27	15.41	100
31	15255	Mathematics	School	Both	0	0	0	0	2	1	3	0	0	0	0	66.66	33.33	100
32	15255	Mathematics	State	Both	287	652	2343	4876	4759	3892	16809	1.7	3.87	13.93	29	28.31	23.15	100
33	15236	Mathematics	School	Both	0	3	5	3	4	0	15	0	20	33.33	20	26.66	0	100
34	15236	Mathematics	State	Both	1343	3944	7427	9591	6747	2712	31764	4.22	12.41	23.38	30.19	21.24	8.53	100
35	15290	Music 1	School	Both	0	0	0	3	0	0	3	0	0	0	100	0	0	100
36	15290	Music 1	State	Both	24	175	393	958	2109	1023	4682	0.51	3.73	8.39	20.46	45.04	21.84	100
37	15320	Personal Development	Health and School	Both	0	0	2	2	1	0	5	0	0	40	40	20	0	100
38	15320	Personal Development	Health and State	Both	182	1514	4014	5841	4767	1534	17852	1.01	8.48	22.48	32.71	26.7	8.59	100
39	15330	Physics	School	Both	0	0	0	1	2	0	3	0	0	0	33.33	66.66	0	100
40	15330	Physics	State	Both	132	1218	1870	2270	2221	1106	8817	1.49	13.81	21.2	25.74	25.18	12.54	100
41	27499	Tourism	Travel and School	Both	0	0	0	2	1	0	3	0	0	0	66.66	33.33	0	100
42	27499	Tourism	Travel and State	Both	0	1	19	43	29	2	94	0	1.06	20.21	45.74	30.85	2.12	100
43	15400	Visual Arts	School	Both	0	0	0	0	5	1	6	0	0	0	0	83.33	16.66	100
44	15400	Visual Arts	State	Both	4	63	623	2551	4328	1478	9047	0.04	0.69	6.88	28.19	47.83	16.33	100

POST SCHOOL DESTINATIONS

2025 Year 12 Destinations

2025 Year 12 Destinations

GAP Year and will pursue Police Force

Relocated to QLD and plans to study music at JMC Academy

Le Cordon Bleu - Pastry and Confectionery Program commences July 2026

Possibly Nursing

GAP Year – UNSW Bachelor of Engineering

UNSW Bachelor of Engineering and may elect Aerospace Engineering stream

Working

GAP Year then UOW Bachelor of Arts (Ancient History)

Working

GAP Year studying online digital art short courses, then University for Digital Production/Game Art

GAP Year then University for either Science, Design or Teaching
UC Bachelor of Exercise Sport Science with the plan to move into Physiotherapy in the 2 nd year of study.
UOW Bachelor of Education – The Early Years Bega Campus
GAP Year then Bachelor of Design in Melbourne
Australian Defence Force GAP Year - Navy
Agriculture Traineeship Cert III and Diploma of Agriculture at TOCAL
Travel and Working – Living the Dream
Hairdressing Apprenticeship whilst pursuing Pilates and Dance Interests and Qualifications
UOW Bachelor of Nursing Wollongong
GAP Year working and publishing her BOOK, then ANU Bachelor of Visual and Creative Arts
UC Bachelor of IT

External Providers of Stage 5 and 6 courses

A number of students in Years 10-12 took a course in 2025 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.

Student Support

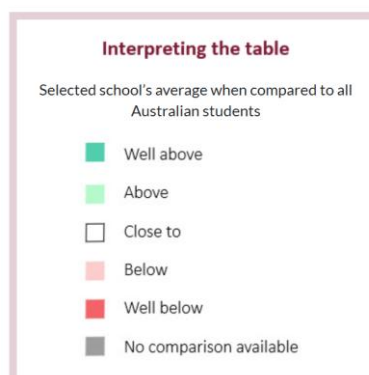
As the College has an open enrolment policy, the results indicated above bear testimony to the quality of the College's core business of teaching and learning. This is further borne out as approximately 35% of both Primary and Secondary students have been identified as having learning needs and receive 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.

NAPLAN Results 2025, with comparison to 'All Australian Schools' average results, and compared to what are considered to be 'Similar Schools' by NAPLAN



	2023	2024	2025		
				<<	>>
Compare to	☒ Students with similar background		☐ All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	367	408	361	381	380
Year 5	493	450	474	483	490
Year 7	548	524	539	537	541
Year 9	558	564	545	532	545

	2023	2024	2025		
				<<	>>
Compare to	☐ Students with similar background		☒ All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	367	408	361	381	380
Year 5	493	450	474	483	490
Year 7	548	524	539	537	541
Year 9	558	564	545	532	545

These results were disappointing and led to an immediate change in the way Literacy is addressed at the College. The first 90 minutes of each day in PK-6 is now designated for 'Literacy Rotations', whereby differentiated, targeted and consistent support is provided for every child.

Numeracy has also been addressed with focused changes in Mathematics, especially in Year 7 and 8.

The College's 2026 NAPLAN results show significant improvement across 19 of the 20 areas assessed in Year 3, 5, 7 and 9. In one area, Year 3 Writing, the median score is the same as in 2025.

Infrastructure

Infrastructure improvements undertaken throughout 2025 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.
- Further refurbishment of A Block to add another general learning area
- The provision of a Primary Music Room by the redesign of the little-used Drama storeroom

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 led 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).

The number of students representing the College at SASSA, AICES, CIS State and National levels this year reached another all-time high. 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, and Sydney Olympic Park for Athletics.

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 2025 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 2025 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, Gillard's and Wapengo
- Years 7: Three-day outdoor education camp in Jindabyne
- Year 8: Three day outdoor education experience along the Tathra to Cuttagee coast
- Year 9: Ski Camp – Perisher/Jindabyne
- Year 10: Five-day city-based camp to Sydney

Excursions and field trips undertaken to support learning across the curriculum in 2025 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 2025. 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 Secondary School but also in teaching in Chapel. Chapel is scheduled once a fortnight and is led by the Chaplain or local ministers from a variety of denominations.

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.

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 and House 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.

The Bega Valley Youth Orchestra, under the leadership of one of our peripatetic Music teachers, is based at Sapphire Coast Anglican College and rehearses weekly in our Theatre.

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 2025 by the Hospitality classes with catering.

In September 2025, the College's Performing and Visual Arts staff organised a 2-hour celebration of Music, Art, Drama and Dance, 'MADD' at The Twyford Theatre in Merimbula. An opportunity was presented for all manner of musical bands, dancers and poets to showcase their talents, and a gallery of visual art was set up in the theatre's adjacent room.

Student Attendance at School

Student attendance for 2025 was 90.5%

Year/Grade	Attendance Rate
K	91.02%
1	91.96%
2	91.81%
3	90.29%
4	92.35%
5	91.98%
6	89.94%
7	88.63%
8	84.05%
9	84.84%
10	86.50%
11	89.72%
12	91.36%

The College utilises the Synergetic database system to record student attendance, with all teachers required to mark rolls each period daily. These records are systematically entered into the student management system to ensure accurate tracking.

Student absences must be communicated via written note upon return, or through SMS, email, the Audiri app, or a phone call. Formal applications for extended leave are submitted in writing to the Principal and are considered for approval based on individual circumstances and the available alternative options.

Patterns of absence, including frequent lateness, are monitored by Crew or Classroom Teachers and the Registrar's Office. Where concerning trends are identified, follow-up contact with parents or caregivers is initiated.

Students arriving late or departing early are required to report to the main office to sign in or out. Advance written notification from parents or caregivers is expected for any early departures from the College grounds.

The table below presents Year Group enrolment figures for the College over the past four years

Student Grade Level	2022	2023	2024	2025
Kindergarten	17	25	18	25
1	28	18	26	15
2	25	29	22	27
3	24	26	31	16
4	30	25	27	32
5	29	34	30	22
6	25	33	40	25
7	29	61	59	57
8	42	36	64	55
9	35	32	37	58
10	31	32	30	20
11	22	30	24	21
12	18	17	23	22

The school experienced rapid enrolment growth from 2022 to 2024, driven largely by expansion in middle and secondary year levels. A large cohort is clearly moving through the school, particularly evident from Years 5–9 over time.

The decline in 2025 appears to reflect cohort movement and some attrition, rather than a full reversal of growth. Early Years’ variability may impact future enrolment stability if not addressed.

Actual Retention Rates in Secondary School

The retention rates for Year 10 to Year 12

Retention Rate Table:

	2016 - 2017	2017- 2018	2019 - 2020	2021- 2022	2023- 2024	2024- 2025
Year 10	32	31	30	32	31	30
Year 11	23	23	20	32	27	21
Year 12	28	19	19	30	20	22
% Retention Rate	88%	61%	64%	94%	65%	73%

Characteristics of Student Body

The College is a co-educational school. The breakdown of students across the College as at Census date in August.

Students	2019	2020	2021	2022	2023	2024	2025
Male	131	128	160	165	204	210	208
Female	165	157	169	191	225	221	208

Junior School (K-6)

Students	2019	2020	2021	2022	2023	2024	2025
Male	60	59	71	84	96	100	93
Female	59	59	69	89	94	94	90

Senior School (7-12)

Students	2019	2020	2021	2022	2023	2024	2025
Male	71	69	89	80	93	110	115
Female	106	98	100	103	115	127	118

Student Demographics and Accessibility

The College serves a geographically broad catchment area, situated approximately midway between Eden and Naroma, just outside the township of Bega. The majority of students commute via bus or private vehicle, with only a small number travelling on foot or bicycle. The College's location, combined with limited public transport options, continues to present challenges for the breadth and accessibility of the co-curricular program.

Community Profile

The local community reflects a diverse range of employment sectors; however, the region experiences higher than average unemployment rates and comparatively lower household incomes. Additionally, a significant proportion of parents are employed outside the immediate area and commute daily, which can impact family engagement with College activities.

Nature of the Student Population

The student population is predominately of Caucasian background, with seventeen students

identifying as having Aboriginal heritage.

Sapphire Coast Anglican College operates under the jurisdiction of the Synod of the Anglican Diocese of Canberra and Goulburn. As part of the enrolment process, families are expected to acknowledge and accept the College's Ethos Statement. All enrolled students demonstrate alignment with this expectation and actively participate in College events and activities in accordance with the College's values and traditions.

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

Sapphire Coast Anglican College (SCAC) is a coeducational, no-selective institution operating with the Anglican tradition. The College is committed to delivering a high-quality academic education that fosters intellectual rigour, while encouraging a spirit of enquiry and discovery through creativity, innovation, and flexible programming. Further details regarding the College's educational philosophy are available via the College website.

SCAC maintains an open enrolment policy. Applications are assessed based on the family's alignment with the College's foundational values and educational approach. While a Christian affiliation is welcomed, it is not a prerequisite for enrolment. The primary consideration is a family's understanding of, and commitment to the College's mission, values, and collaborative ethos, rather than financial capacity alone.

Prospective families are encouraged to engage in a preliminary interview prior to submitting a formal application. These meetings may include a guided tour for the campus and provide an opportunity for initial enquiries and mutual understanding.

Enrolment Procedures

The College Registrar serves as the primary point of contact for enrolment enquiries, providing information and coordinating interview appointments with the Principal.

Families initiate the enrolment process by submitting a completed *Application for Enrolment* form online from our website with the required application fee. Supporting documentation – including recent academic reports, birth certificate, immunisation record, and any other relevant materials – must accompany the application. In some cases, additional diagnostic assessments may be requested prior to a formal offer being made.

All enrolment decisions are made at the discretion of the Principal, following the completion of the interview process. Where enrolment capacity has been reached, applicants may be placed on a waiting list. A campus tour is typically conducted at the conclusion of the enrolment interview, unless previously arranged.

Upon acceptance, families receive a formal letter of offer via the enrolment dashboard. To confirm enrolment, a non-refundable Acceptance Fee is payable. Further information regarding the enrolment process is available from the College Registrar or via 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

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 NESA for inspection in 2022. All documents were reviewed with implementation significantly consolidated throughout the year in compliance with the ordinances of the Anglican Diocese of Canberra and 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.
- 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 2025

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

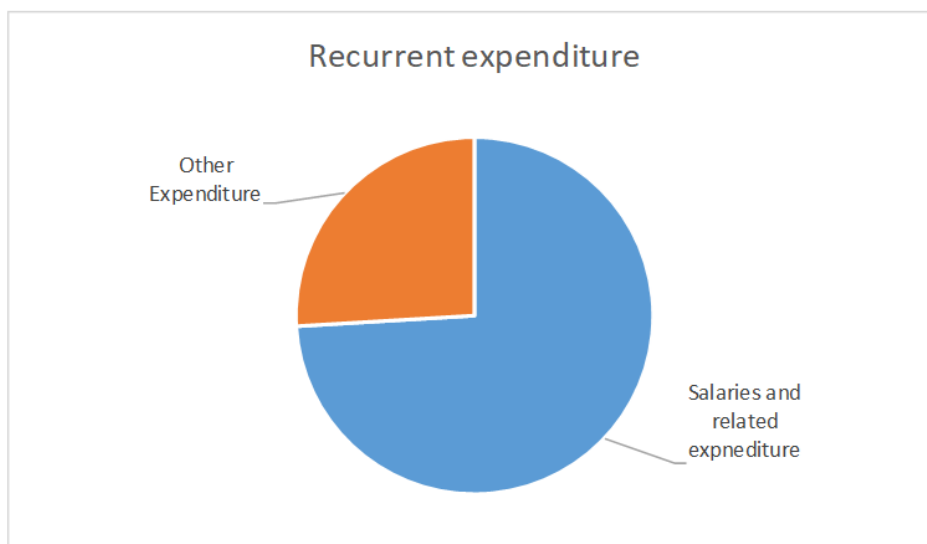
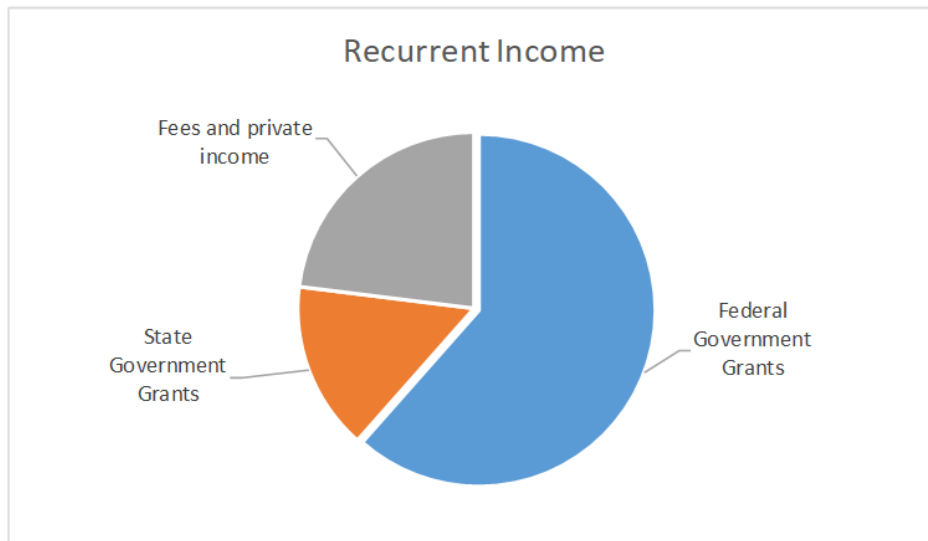
- To instill a sense of pride in all stakeholders in being a part of the College community – to maintain and further develop healthy relationships with, and between, staff, parents and students through:

- a) Further development of communication processes including Newsletters, FaceBook, - 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.

1. Financial Results



	2024	2023
Revenue		
Net Tuition Fees	2,293,911	1,921,112
State Government Per Capita Funding	1,877,984	1,681,822
Federal Government Recurrent Grants	7,462,927	6,674,691
Other Grant Funding	21,542	138,069
Other Income	468,773	322,155
Total Revenue	<u>12,125,137</u>	<u>10,737,849</u>
Expenditure		
Salaries and Associated Costs	8,129,860	7,066,234
Teaching Materials and Expenses	561,528	373,413
Office Expenses	297,470	285,224
Occupancy	514,212	383,052
Finance Costs	476,767	471,902
Depreciation	510,517	460,117
Other Expenditure		720,483
	881,780	
Total Expenditure	<u>11,372,134</u>	<u>9,760,425</u>
Operating (Deficit) for the Year	<u>753,003</u>	<u>977,424</u>
Other Comprehensive Income		
Other comprehensive Income for the year	1,889,002	360,811
Total Comprehensive surplus/ (deficit) attributable to entity	<u>2,642,005</u>	<u>1,338,235</u>

**Statement of Financial
Position
As at 31 December 2024**

	2024	2023
Current Assets		
Cash and Cash Equivalents	1319,739	1,516,024
Receivables	84,017	122,195
Prepayments	65,239	7,705
Right of use assets	6,813	56,995
Uniform and Text Book Stock	217,043	199,303
Total Current Assets	1,692,851	1,902,222
Non-Current Assets		
Property, Plant and Equipment	15,768,087	13,359,436
Total Non-Current Assets	15,768,087	13,359,436
Total Assets	17,460,938	15,261,658
Current Liabilities		
Payables	616,375	409,309
Financial Liabilities	753,005	790,805
Provisions	673,376	590,253
Total Current Liabilities	2,042,756	1,790,367
Non-Current Liabilities		
Financial Liabilities	5,768,322	6,047,376
Enrolment Deposits	81,625	89,725
Provisions	22,451	30,411
Total Non-Current Liabilities	5,872,398	6,167,512
Total Liabilities	7,915,154	7,957,879
Net Assets	9,545,784	7,303,779
Equity	9,545,784	7,303,779

**Statement of Cash Flows
For the Year Ended
31 December 2024**

	2024	2023
		\$
Cash Flows from Operating Activities		
Receipts	11,966,164	10,670,656
Payments to Suppliers and Employees	(10,250,032)	(9,033,807)
Interest Received	121,877	110,527
Finance Costs	(466,061)	(456,048)
Proceeds from Enrolment Deposits	(8,100)	17,925
Net Cash Provided by Operating Activities	<u>1,263,848</u>	<u>1,316,879</u>
Cash Flows from Investing Activities		
Payments for Fixed Assets	(979,881)	(1,323,375)
Net Cash Used in Investing Activities	<u>(979,881)</u>	<u>(1,323,375)</u>
Cash Flows from Financing Activities		
Repayment of borrowings	(20,249)	(86,209)
Payment for principal portion of lease liability	(59,903)	(57,329)
Return of capital	(400,000)	
Net Cash Provided by Financing Activities	<u>(480,152)</u>	<u>(143,538)</u>
Net increase (decrease) in Cash held	(196,285)	(157,660)
Cash at the beginning of the Financial Year	1,516,024	1,673,684
Cash at end of the Financial Year	<u>1,319,739</u>	<u>1,516,024</u>

2. Liquidity Statement

In accordance with requirements of the Finance and Annual Report Ordinance 2003 the Board advises that it is of the opinion that:

- 1) At the date of the report, there are reasonable grounds to believe the College will be able to pay its debts as and when they fall due;
- 2) Adequate provisions have been made, including provisions for employee entitlements;
- 3) Trade creditors are paid in accordance with normal terms of payment;
- 4) All dealings in relation to the College's building and library funds are consistent with the trusts on which the moneys are held;
- 5) No payments have been made to a member, other than in the capacity of an employee of the College;
- 6) A satisfactory system of internal control is maintained;
- 7) Appropriate types and levels of insurance cover are held;
- 8) No matters have arisen since the end of the Financial Year that will have a significant effect on the College.



Mrs Jill Ireland
Chair of the Board

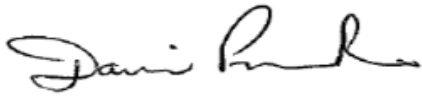


Mr. Tim McGhie
Deputy Chair
and Treasurer of the Board

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 2025. 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.

A handwritten signature in black ink, appearing to read 'David Proudlove', with a stylized, cursive script.

David Proudlove

Principal

June 2025