



Sapphire Coast

ANGLICAN COLLEGE

Sapphire Coast Anglican College Annual Report

2023

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.

2023 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 2024.

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 Bega which provides its regional community with a caring learning environment in the Anglican tradition. Students are encouraged to develop in academic, spiritual, artistic, practical and sporting domains. Collegiality is nurtured, along with leadership skills and community service. Every student has a valuable role to play in the College, sharing their unique gifts and skills. Students are challenged to take responsibility for the consequences of their decisions.

Under the outstanding leadership of the Principal, Mr David Proudlove, College enrolments have been growing steadily. The College has continued to offer students a broad range of opportunities and challenges in a learning community where a Christian worldview can be explored.

The Board is compliant with NESA requirements for Board members of independent schools. The Board and College 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 reinforces confidence in the work of the College.



Dr Jill Ireland
Board Chair

Message from the Principal

2023 was another exciting year in the life of Sapphire Coast Anglican College. The post-pandemic return to 'normal' continued, with staff and community taking active roles in the development of the College and the further improvement of Year 12 outcomes being a welcome reward as a function of an enhanced academic focus.

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 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 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 classroom created in the PK-2 area has been a great benefit, allowing much more flexibility in grouping children as their needs require.

The arrival and construction of three new modular classrooms in March and April provided us with a much-needed boost in general learning areas. EPB delivered on time and budget and the new rooms, J1, 2 and 3 have been praised for their modern and sturdy design, plus excellent insulation and air conditioning.

The rooms are now fully fitted out.

With the average growth of around 12%/year expected to continue, we are now considering the possibility of adding more modular classrooms in 2025 or the conversion of the Theatre into a Drama Studio, thus creating two more classrooms at relatively minimal expense.

Building Culture and Community:

Pastoral care and student welfare programs were emphasised throughout 2023, 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 increased 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 2024 and beyond.

Rev. Dr Stuart Gyngell has joined the College as Chaplain and will be commissioned on August 5th 2024 by the Bishop of Canberra and Goulburn.

The College's Friday afternoon recreational sports program in 2023 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. 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 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 including a highly successful Country Fair on 1st June.

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.

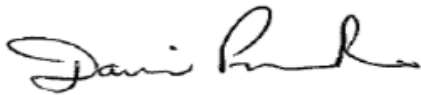
Additionally in 2023, the College adopted the Academic Assessment Services suite of tests for Year 4, 6, 8 and 10, formerly referred to by the founder's name, 'Allwell testing'.

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 NESAC 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 2023.

Teachers to cease employment 6

Maternity Leave: 1

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	45
Teachers who have qualifications from a higher educational institution within Australia but who lack formal teaching qualifications	0

Workforce Composition

The College employed 45 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 eight non-teaching staff of whom six were full-time and two 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

P&F has had a successful year organising fundraisers and social events for our school community, including the student disco, trivia evening, Mother's Day high tea, and the country fair. All proceeds from these events go directly back into our school. P&F remains committed to collaborating with our school to enhance community spirit.

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

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 2023

All requisite benchmark assessments were conducted during 2023. 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 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

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 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

Sixteen students successfully completed their Higher School Certificate. Three students achieved Band 6 results. (This takes into account one student doing Music 2 and Extension Music by Distance Education). Results for each subject are shown in the table below. The combined total of courses undertaken by students was 88 (accounting for Distance Education and Extension courses) and students scored Band 4 results or better in 56 of these. Design and Technology, Community and Family Studies, Construction, Hospitality, and Music 2 were the courses with the best performance. 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 2023

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15010	Agriculture	6	2			3	3		
15030	Biology	5	3		1	2	2		
15040	Business Studies	8	1		1	5	2		
15050	Chemistry	3	1			1		2	
15060	Community and Family Studies	3			1	2			
26299	Construction Examination	3	1		2	1			
15080	Design and Technology	4		2	2				
15110	Economics	3					2	1	
15140	English Advanced	4	1		1	3			
15130	English Standard	12	2			4	8		
15190	Geography	4				3	1		
26589	Hospitality Examination (Food and Beverage)	4			2	1	1		
15220	Legal Studies	1	1			1			
15255	Mathematics Advanced	4	1			2	2		
15236	Mathematics Standard 2	10	2			6	3	1	
15270	Modern History	1					1		
15330	Physics	1				1			
27499	Tourism, Travel and Events Examination	3				3			
15400	Visual Arts	5			2	3			
	Band Total			2	12	41	25	4	

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School Versus State Results 2023

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	Course No.	Students Included	Students Omitted	M.A. Mean	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-Score
Agriculture 2 unit	15010	6	1	66.93	71.62	13.86	-4.45	-0.32
Biology 2 unit	15030	5	1	72.96	73.3	11.57	-1.34	-0.12
Business Studies 2 unit	15040	8	0	70.88	73.77	12.39	-2.84	-0.23
Chemistry 2 unit	15050	3	0	61.73	74.13	12.85	-12.4	-0.96
Community and Family Studies 2 unit	15060	3	0	75.13	74.46	10.85	0.47	0.04
Construction Examination 2 unit	26299	3	1	0	76.91	9.49	5.36	0.56
Design and Technology 2 unit	15080	4	0	91	77.16	10.97	6.24	0.57
Economics 2 unit	15110	3	0	63.4	76.76	12.19	-13.36	-1.1
English Advanced 2 unit	15140	4	0	76	81.73	7.33	-5.88	-0.8
English Extension 1 1 unit	15160	1	0	38	42.17	4.77	-4.17	-0.87
English Standard 2 unit	15130	12	1	69.95	70.12	9.21	-2.64	-0.29
Geography 2 unit	15190	4	0	73.75	75.88	11.84	-2.08	-0.18
Hospitality Examination (Food and Beverage)	26589	4	0	0	73.29	9.63	1.81	0.19
Legal Studies 2 unit	15220	1	1	73.8	75.27	12.77	-1.47	-0.12
Mathematics Advanced 2 unit	15255	4	0	67.65	78.04	12.8	-10.39	-0.81
Mathematics Extension 1 2 unit	15250	1	0	50	77.78	15.96	-27.78	-1.74
Mathematics Standard 2 2 unit	15236	10	1	68.62	71.76	13.51	-3.16	-0.23
Modern History 2 unit	15270	1	0	60.6	72.78	13.72	-12.18	-0.89
Physics 2 unit	15330	1	0	71.8	74.81	12.14	-3.01	-0.25
Tourism, Travel and Events Examination 2	27499	3	0	0	76.21	7.64	-1.41	-0.18
Visual Arts 2 unit	15400	5	0	80.36	81.49	8.73	-2.77	-0.32

*Please note that one student completed Music 2 and Extension Music by Distance Education. These scores are not shown in the table above.

POST SCHOOL DESTINATIONS

2023 Year 12 Destinations

GAP Year – employment at Big W

University of Newcastle Bachel. of Coastal and Marine Science Early Entry

University of Sydney Conservatorium of Music Early Entry Bachel. of Music Performance

ADF – Intelligence Analyst

GAP Year University either Charles Sturt University Equine Science or University of Canberra,

Teacher training

Seeking Employment X 4

Australian National University Bach. of Engineering Early Entry

Australian National University Bach. of Science Early Entry

University of Wollongong Bach. of International Relations-Business Early Entry – GAP Year
France

Agriculture Employment and study of Certificate III in Agriculture

Flight Centre Academy Whitsundays – Diploma of Tourism

GAP Year in Agriculture then University in Medicine or Vet Science, Paramedicine or Nursing

University of Canberra Bachelor of Exercise Physiology & Rehabilitation Early Entry

ADF - Medic

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.

Three Finigan courses were undertaken: Business Studies, as well as Music 2, and Extension Music.

NSW School of Languages provided Spanish Beginners tuition for two students.

Three students in Year 11 completed the Certificate II in Construction. All achieved the required competencies and sat the Construction examination.

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.

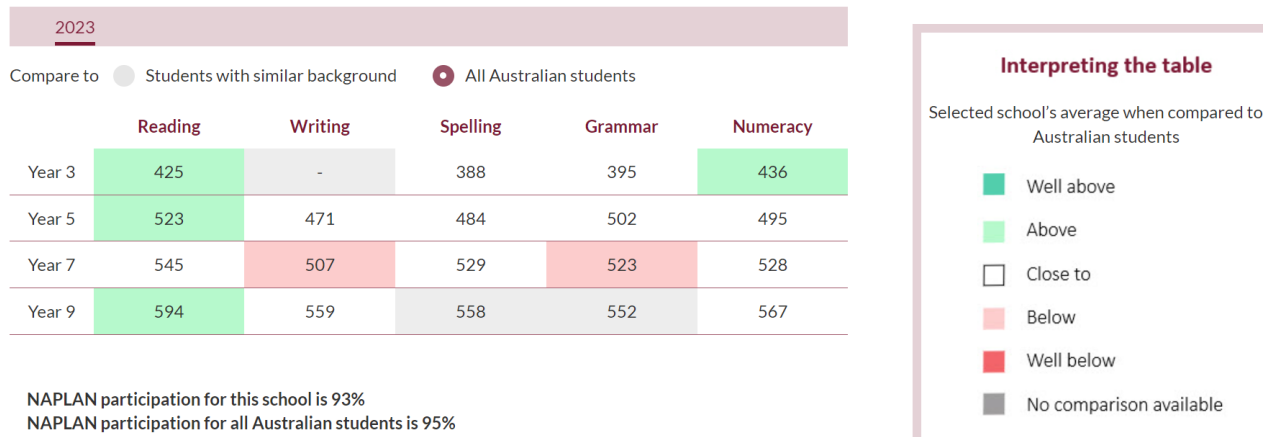
In Primary School this support takes the form of individual and small group reading tuition, utilising the Macquarie Education Reading Resource and a range of differentiated classroom strategies in Literacy and Numeracy particularly.

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.

NAPLAN Results 2023, with comparison to ‘All Australian Schools’ average results, and compared to what are considered to be ‘Similar Schools’ by NAPLAN

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 that from 2023 onwards. You can access the 2014-2022 NAPLAN results by clicking the button under the 'Interpreting the table' legend.



2023

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	425	-	388	395	436
Year 5	523	471	484	502	495
Year 7	545	507	529	523	528
Year 9	594	559	558	552	567

Infrastructure

Infrastructure improvements undertaken throughout 2023 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.
- Continued improvement of the lower car park
- Refurbishment of A Block to add a Dance Studio
- Major improvements to the mountain bike track
- Construction of 3 new modular classrooms, 'J Block' to accommodate growth in Year 7 intake, 2022-2024 and continuing into 2025 based on current confirmed enrolments.

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).

More than double the number of students represented the College at SASSA, AICES, CIS State and National levels this year compared to the previous 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, 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 2023 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, 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 2023 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 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.

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 2023 by the Hospitality classes with catering. A highly successful musical was staged in November, Aladdin Jr., involving students from every Year Group.

Student Attendance at School

Student attendance for 2023 was 77.93%.

Year/Grade	Attendance Rate
K	89.79%
1	89.90%
2	88.46%
3	90.61%
4	87.74%
5	90.49%
6	89.83%
7	87.17%
8	86.05%
9	86.37%
10	86.85%
11	81.64%
12	70.62%

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, Audiri 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	2020	2021	2022	2023
Kindergarten	12	24	17	25
1	17	15	28	18
2	20	20	25	29
3	20	21	24	26
4	17	23	30	25
5	13	22	29	34
6	20	19	25	33
7	29	44	29	61
8	37	33	42	36
9	30	34	35	32
10	24	31	31	32
11	19	22	22	30
12	18	19	18	17

The number of students has grown by about 11% during 2023 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. Families moving to the Bega Valley has voiced that our school is their preference when researching, and based on word-of-mouth around the community.

Actual Retention Rates in Secondary School

The retention rates for Year 10 to Year 12 show

Retention Rate Table:

	2013-2015	2014-2016	2016-2017	2017-2018	2019 - 2020	2021-2022	2022-2023
Year 10	30	29	30	32	31	30	32
Year 11	15	25	30	23	23	20	32
Year 12	13	21	25	28	19	19	30
% Retention Rate	43%	72%	83%	88%	61%	64%	94%

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	2017	2018	2019	2020	2021	2022	2023
Male	131	124	131	128	160	165	204
Female	157	134	165	157	169	191	225

Junior School (K-6)

Students	2017	2018	2019	2020	2021	2022	2023
Male	47	52	60	59	71	84	96
Female	59	52	59	59	69	89	94

Senior School (7-12)

Students	2017	2018	2019	2020	2021	2022	2023
Male	84	72	71	69	89	80	93
Female	98	82	106	98	100	103	115

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. Eight 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 non-refundable Acceptance Fee. 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

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 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 2024

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

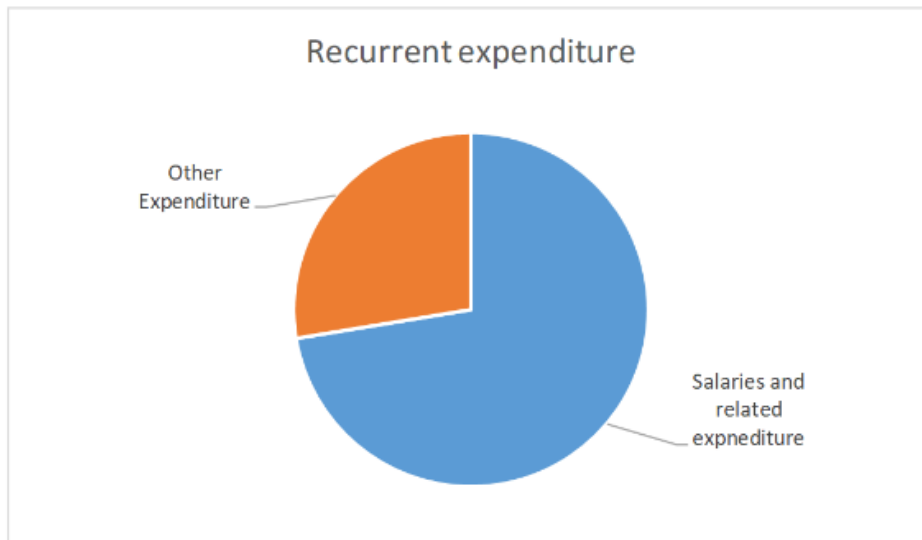
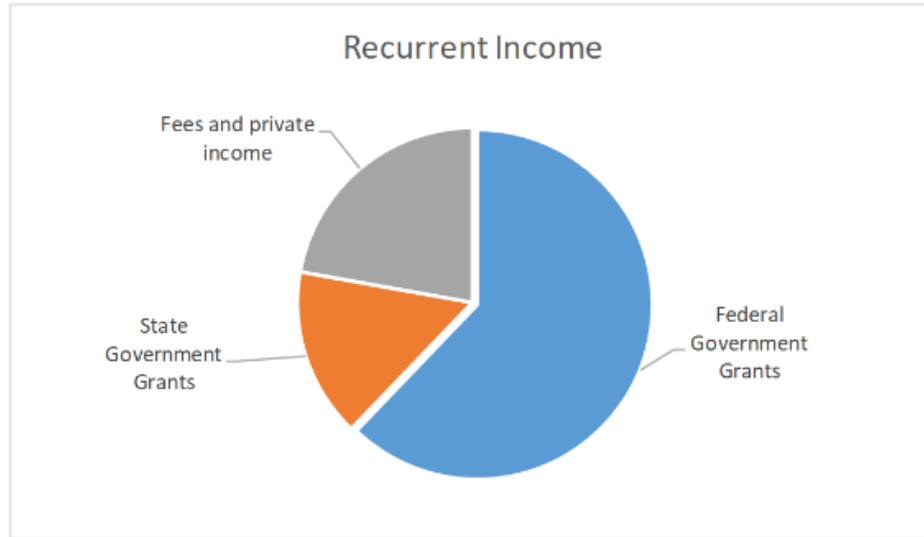
- To instil a sense of pride in all stakeholders in being a part of the College community – to maintain and further develop healthy relationships with, and between, staff, parents and students through:
 - a) Further development of communication processes including Newsletters, increased coverage in local 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

NESA 2024 draft



1. Financial Results

	2023	2022
Revenue		
Net Tuition Fees	1,921,112	1,700,841
State Government Per Capita Funding	61,681,822	1,485,790
Federal Government Recurrent Grants	6,674,691	5,701,973
Other Grant Funding	138,069	187,583
Other Income	322,155	219,666
Total Revenue	9,295,853	9,295,853
Expenditure		
Salaries and Associated Costs	7,066,234	5,962,983
Teaching Materials and Expenses	373,413	344,958
Office Expenses	285,224	257,477
Occupancy	383,052	379,924
Finance Costs	471,902	347,611
Depreciation	460,117	471,889
Other Expenditure	720,483	712,178
Total Expenditure	9,760,425	8,477,020
Operating (Deficit) for the Year	977,424	818,833
Other Comprehensive Income		
Other comprehensive Income for the year	360,811	1,254,341
Total Comprehensive surplus/ (deficit) attributable to entity	1,338,235	20,73,174

**Statement of Financial Position
As at 31 December 2023**

	2023	2022 \$
Current Assets		
Cash and Cash Equivalents	1,516,024	1,673,684
Receivables	122,195	138,221
Prepayments	7,705	66,985
Right of use assets	56,995	56,996
Uniform and Text Book Stock	199,303	167,331
Total Current Assets	<u>1,902,222</u>	<u>2,103,217</u>
Non-Current Assets		
Property, Plant and Equipment	13,359,436	12,135,367
Total Non-Current Assets	<u>13,359,436</u>	<u>12,135,367</u>
Total Assets	<u>15,261,658</u>	<u>14,238,584</u>
Current Liabilities		
Payables	409,309	566,530
Financial Liabilities	790,805	6,857,119
Provisions	590,253	597,395
Total Current Liabilities	<u>1,790,367</u>	<u>8,021,044</u>
Non-Current Liabilities		
Financial Liabilities	6,047,376	130,226
Enrolment Deposits	89,725	71,800
Provisions	30,411	49,970
Total Non-Current Liabilities	<u>6,167,512</u>	<u>251,996</u>
Total Liabilities	<u>7,957,879</u>	<u>8,273,040</u>
Net Assets	<u>7,303,779</u>	<u>5,965,544</u>
Equity	<u>7,303,779</u>	<u>5,965,544</u>

Statement of Cash Flows For the Year Ended 31 December 2023

	2023	2022
	\$	\$
Cash Flows from Operating Activities		
Receipts	10,670,656	9,311,576
Payments to Suppliers and Employees	(9,033,807)	(7,695,658)
Interest Received	110,527	26,634
Finance Costs	(456,048)	(326,715)
Proceeds from Enrolment Deposits	17,925	-
Net Cash Provided by Operating Activities	1,3,16,879	1,273,480
 Cash Flows from Investing Activities		
Payments for Fixed Assets	(1,323,375)	(211,543)
Net Cash Used in Investing Activities	(1,323,375)	(211,543)
 Cash Flows from Financing Activities		
Repayment of borrowings	(86,209)	(555,976)
Payment for principal portion of lease liability	(57,329)	(54,808)
Net Cash Provided by Financing Activities	(143,538)	(610,784)
Net increase (decrease) in Cash held	(157,660)	494,552
Cash at the beginning of the Financial Year	1,673,684	1,179,132
Cash at end of the Financial Year	1,516,024	1,673,684


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
and Treasurer of the Board

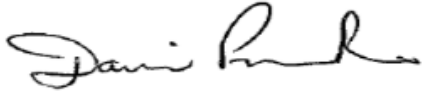


Mr. Tim McGhie
Deputy Chair

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 2023. 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". The signature is fluid and cursive, with the first name "David" being more prominent than the last name "Proudlove".

David Proudlove
Principal
June 2024