



SHORE

# Annual Public Report

Shore 2015



## **Governance and Statement for the School Council**

Shore (Sydney Church of England Grammar School) is an Anglican School established under an Act of Parliament (St James' School Compensation Trust Act). Founded in 1889 the School is governed by a Council of seventeen members chaired by Mr Stephen Williams. There are twelve representatives of the Synod of the Anglican Diocese of Sydney and five representatives of the Old Boys' Union. The Council is responsible for overall policy and the financial management of the School including the setting of fees. The day to day running of the School is delegated to the Headmaster Dr Timothy Wright FACE, and his staff.

The overall aims of the School as determined by the Council and consistent with its foundation charter are stated as:

Shore's dynamic tradition is founded on authentic and transformative Christian faith, with emphases on engaged rigour in academic work, relational service of others, growth in character, personal best in games and cocurricular activities. With this as its foundation, and within the terms of its charter, Shore seeks to be the leading comprehensive school in Australia.

Shore therefore fosters a learning community for its students and staff which:

- Promotes a Christian understanding of the world and society in which we live
- Pursues and celebrates academic performance in a culture of learning and thinking
- Challenges all to be responsible citizens with an attitude of service to others
- Welcomes new experience and learning at all stages of life
- Lives according to the Christ-like virtues of humility, perseverance, courage and love of others
- Develops individual gifts and talents and cultivates the habits of successful team membership

Each year the Council reviews the Strategic Plan of the School in order to assess progress and assign priorities. During this process in 2015, the Council added a critical success factor focused on community wellbeing.

After 22 years of service, Mr Graham Robertson retired from his position as Deputy Headmaster of the School and has been succeeded by Mr Rod Morrison.

## **Enrolment Policy and Profile of Student Body**

Shore is a comprehensive school and enrolls students on the basis of order of application. This enrolment policy ensures that a wide academic range of students including those with learning and/or physical disabilities are enrolled. Some preference is available for children of Old Boys and Anglican clergy and a number of academic and music entrance scholarships are available and are awarded on the basis of examination and/or audition. A number of means tested bursaries are available for entrance at Year 7 level. Continuing enrolment is subject to payment of fees and satisfactory diligence and behaviour. The enrolment policy is appended **A**.

Shore is a boys' school for Years 3-12 and is co-educational in K-2. The overall enrolment on the first day of the school year in 2015 was 1590.

K-2	140
Years 3-6	239
Secondary	1211
Boarders	209
FFPOS	5

There were 28 girls enrolled in K-2.

Day students are drawn mainly from the Lower North Shore, the North Shore line, Manly/Balgowlah and the Northern Beaches. Boarders are drawn from the outer city, country NSW and overseas. The ICSEA Score of the School in 2015 was 1185.

## Retention Rates 2015 and Student Absences 2015

A total of 200 boys enrolled in Year 7, 2010. 196 sat for the HSC in 2015, an apparent retention rate of 98%. However, of the original cohort, there were 180 still at the School in Year 12 in 2015 and so the real retention rate over six years is 92%. 203 boys were enrolled in Year 10 in 2013 and 192 of these sat the HSC in 2015. This retention rate is 94.5%.

Student absence is followed up by telephone/email and notes must be provided. Total absences from the school for 2015 are Year 12: 754; Year 11: 1,119; Year 10: 1,537; Year 9: 1,800; Year 8: 1,759; Year 7: 1,752; Year 6: 579; Year 5: 491; Year 4: 378; Year 3: 291; Year 2: 291; Year 1: 431 and Kindergarten: 263.

## Student Performance in National and State-wide tests and examinations

In 2015, 195 students sat for the NSW Higher School Certificate in 38 courses. In total, 99.9% of the candidature achieved a Band 3 result or higher across all courses, with 49% of the candidature achieving at least a Band 5 result across all courses. Of the 81 candidates who sat for one or more extension courses, 100% achieved 25 marks or more out of 50, with 20% of them achieving exclusively in the highest band (45 marks or more). In general, student achievement was well above state level. This has been a consistent trend over the past two decades.

## 2015 HSC Examination Results

Shore achieved pleasing results in a broad range of subjects in the 2015 HSC examinations. We had 11 boys gain Premier's Awards. This is the highest number of Premier's Awards the School has received. In 2015, we also gained the second highest count of both Band 6 and Band 5 results than in previous years.

Most subjects had candidature means well above those of the state.

Our strongest performing large-candidature subjects based on the percentage of Band 6 results included English Extension 1 (78.6%), English (Advanced) (54.8%), Mathematics (50.6%), Ancient History (41.7%), Visual Arts (41.7%), Drama (39.1%), Modern History (37.0%), Business Studies (35.9%) Mathematics Extension 1 (29.9%), Economics (28.9%) and Chemistry (25.0%).

Six subjects were more than one standard deviation above the State mean: Ancient History (1.15), Design and Technology (1.17), English (Advanced) (1.02), English (Standard) (1.12), Industrial Technology (1.44), Mathematics General 2 (1.06).

Merit Listings were achieved by over 50% of our candidates in English (Advanced), English Extension 1, English Extension 2, Industrial Technology, Mathematics, Music 2, Music Extension, French Continuers, Latin Continuers and Latin Extension. Of particular note was the award of 64 Band 6 results in English. We gained 1 Band 6 result in Standard English and ranked 6th in the state in Advanced English based on the number of Band 6 results awarded. In Mathematics, we gained 91 Band 6 results. There was a total of 332 Band 6 results and 529 Band 5 results. According to the table presented in the Sydney Morning Herald this ranked the School as 34th in the State. This table makes no distinction on the basis of enrolment selectivity for the schools listed.

## HSC 2015

### Boys achieving in Top Band (% correct to 1 decimal place)

Course	Units	2013		2104		2015	
		School %	State %	School %	State %	School %	State %
Ancient History	2	31.6	8.4	45.0	8.7	41.7	7.9
Biology	2	14.0	6.6	15.2	5.8	14.5	5.8
Business Studies	2	36.0	8.0	40.5	8.8	35.9	8.4
Chemistry	2	34.1	12.1	32.5	11.7	25.0	10.7
Design and Technology	2	50.0	8.3	50.0	10.9	25.0	11.6
Drama	2	41.2	13.8	18.2	13.2	39.1	14.4
Economics	2	40.9	12.4	36.8	10.9	28.9	11.4
English (Standard)	2	3.2	0.4	1.8	0.3	1.0	0.4
English (Advanced)	2	35.1	12.0	59.8	14.7	54.8	15.4
ESL	2	25.0	2.6	-	-	0.0	3.9
English Extension 1	1	80.0	24.7	94.1	30.5	78.6	34.5
English Extension 2	1	80.0	22.6	0.0	23.1	50.0	26.1
Geography	2	33.8	8.7	36.8	7.5	22.5	8.5
Industrial Technology	2	40.0	8.1	100.0	8.9	57.1	6.3
IPT	2	14.3	11.2	0	7.2	16.7	6.9
Mathematics General 2	2	41.2	5.9	37.0	5.5	28.9	5.6
Mathematics	2	54.2	18.4	50.7	21.7	50.6	19.6
Mathematics Extension 1	2	34.4	32.8	29.2	30.4	29.9	34.3
Mathematics Extension 2	2	76.9	34.0	44.4	31.5	28.6	36.0
Modern History	2	43.5	10.8	37.3	8.7	37.0	11.5
History Extension	1	42.9	22.1	42.9	22.3	33.3	22.0
Music 1	2	80.0	15.1	100.0	18.2	25.0	16.7
Music 2	2	28.6	36.3	40.0	34.0	80.0	36.6
Music Extension	1	100.0	70.5	100.0	74.8	100.0	56.4
PDHPE	2	5.9	5.4	23.1	8.4	20.4	8.7
Physics	2	24.4	9.2	19.1	8.5	4.9	8.4
Senior Science	2	7.7	9.2	8.3	7.7	0.0	7.5
Studies of Religion 1	1	28.6	11.6	55.6	12.1	27.3	12.6
Visual Arts	2	30.4	12.2	22.2	10.6	41.7	12.7
French Continuers	2	25.0	30.5	68.4	34.8	62.5	30.7
French Extension	1	50.0	53.4	20.0	40.0	40.0	36.1
German Continuers	2	-	25.3	0	29.6	20.0	22.7
German Extension	1	-	20.5	0	31.1	40.0	33.8
Japanese Continuers	2	25.0	13.5	0	17.1	0.0	18.9
Japanese Extension	1	-	-	0	29.3	-	-
Latin Continuers	2	20.0	41.0	33.3	43.5	57.1	51.8
Latin Extension	1	50.0	64.2	100.0	58.1	100.0	77.0

## HSC 2015

### Boys achieving in Top 2 Bands (% correct to 1 decimal place)

Course	Units	2013		2104		2015	
		School %	State %	School %	State %	School %	State %
Ancient History	2	78.9	34.4	85.0	32.8	83.3	32.6
Biology	2	72.1	32.9	60.9	28.2	63.6	28.0
Business Studies	2	77.0	34.9	81.0	37.0	83.5	35.9
Chemistry	2	84.1	41.6	82.5	46.0	63.6	41.1
Design and Technology	2	100.0	37.0	100.0	37.2	100.0	36.0
Drama	2	88.2	43.5	86.4	42.1	91.3	42.4
Economics	2	81.8	43.1	84.2	44.5	88.9	45.9
English (Standard)	2	50.5	6.8	47.8	8.2	43.6	8.3
English (Advanced)	2	98.9	53.0	98.9	59.3	97.8	57.8
ESL	2	100.0	23.1	-	-	100.0	25.9
English Extension 1	1	100.0	88.3	100.0	93.0	100.0	94.1
English Extension 2	1	100.0	77.9	100.0	77.4	100.0	82.4
Geography	2	92.3	39.8	96.5	43.6	87.3	41.3
Industrial Technology	2	80.0	29.8	100.0	28.3	100.0	26.5
IPT	2	50.0	36.6	44.4	28.4	83.3	32.0
Mathematics General 2	2	72.2	20.8	77.8	25.0	78.3	25.6
Mathematics	2	90.3	49.2	92.0	53.4	93.5	52.3
Mathematics Extension 1	2	96.7	83.5	98.5	84.4	100.0	84.1
Mathematics Extension 2	2	100.0	87.2	100.0	86.4	100.0	86.1
Modern History	2	88.7	47.2	83.1	42.3	71.7	43.7
History Extension	1	100.0	73.9	100.0	77.7	100.0	78.1
Music 1	2	100.0	58.9	100.0	59.6	100.0	61.8
Music 2	2	100.0	85.3	100.0	87.3	100.0	88.0
Music Extension	1	100.0	98.2	100.0	98.9	100.0	93.1
PDHPE	2	52.9	28.4	71.1	30.5	70.4	29.6
Physics	2	66.7	33.4	70.2	31.1	48.8	28.8
Senior Science	2	76.9	38.7	66.7	36.5	62.5	28.0
Studies of Religion 1	1	100.0	48.5	100.0	48.7	91.0	50.9
Visual Arts	2	95.6	51.4	94.4	48.6	91.7	53.4
French Continuers	2	66.7	66.9	100.0	65.7	75.0	66.3
French Extension	1	100.0	97.1	100.0	95.0	100.0	91.0
German Continuers	2	66.7	62.3	66.7	57.8	60.0	56.7
German Extension	1	100.0	89.7	100.0	96.7	100.0	97.1
Japanese Continuers	2	25.0	54.6	40.0	57.9	40.0	54.5
Japanese Extension	1	-	-	100.0	96.3	-	-
Latin Continuers	2	100.0	81.9	100.0	74.5	85.7	82.0
Latin Extension	1	100.0	97.2	100.0	97.1	100.0	96.9

## Records of School Achievement (RoSAs)

No Records of School Achievement were granted in Years 10 or 11 in 2015.

## Literacy and Numeracy Assessments

Performance on NAPLAN is documented on the My School website: <http://www.myschool.edu.au>

## Senior Secondary Outcomes

In 2015, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12 - 2015	
Qualification/Certificate	% of students
HSC	100%
VET Certification	N/A

97% of students achieved tertiary entrance places.

## NAPLAN Testing Results for Shore Preparatory School

The 2015 NAPLAN Literacy Test results are summarised in the tables below:

Year 3	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Mean Score</b>					
Students NSW	430.3	423.1	418.5	439.6	402.4
Boys NSW	421.5	411.4	411.6	428.4	406.6
<b>SHORE</b>	<b>494.8</b>	<b>457.7</b>	<b>456.5</b>	<b>484.6</b>	<b>457.5</b>

Percentage in Bands						
Band 6	State	30.5	15.9	27.1	32.1	18.8
	School	<b>62.5</b>	<b>29.2</b>	<b>39.6</b>	<b>52.1</b>	<b>43.8</b>
Band 5	State	19.5	38.5	20.1	20.4	19.3
	School	<b>6.5</b>	<b>52.1</b>	<b>33.3</b>	<b>20.8</b>	<b>20.8</b>
Band 4	State	21.0	23.0	20.8	23.6	23.8
	School	<b>22.9</b>	<b>12.5</b>	<b>12.5</b>	<b>20.8</b>	<b>18.8</b>
Band 3	State	19.0	16.4	18.4	12.6	21.1
	School	<b>6.3</b>	<b>6.3</b>	<b>14.6</b>	<b>2.1</b>	<b>10.4</b>
Band 2	State	5.7	4.3	9.6	7.3	12.6
	School	<b>2.1</b>	<b>0</b>	<b>0</b>	<b>2.1</b>	<b>6.3</b>
Band 1	State	4.3	1.8	4.0	4.1	4.4
	School	<b>0</b>	<b>0</b>	<b>0</b>	<b>2.1</b>	<b>0</b>

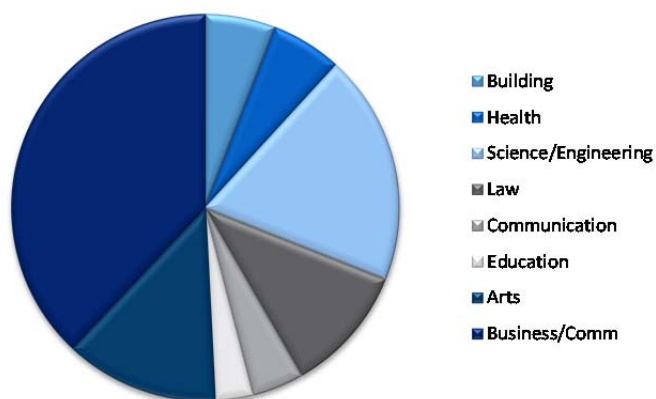
In Year 3 overall, 100% of Year 3 students met the national minimum standard (ie obtained results in Band 2 or above) in Reading, Writing, Spelling and Numeracy. In Grammar and Punctuation, 97.9% of students met the national minimum standard.

Year 5	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Mean Score</b>					
Students NSW	502	483.4	506.4	509.0	498.4
Boys NSW	497.2	471.6	500.1	500.4	503.2
<b>SHORE</b>	<b>568.6</b>	<b>503.1</b>	<b>531.5</b>	<b>564.8</b>	<b>555.2</b>

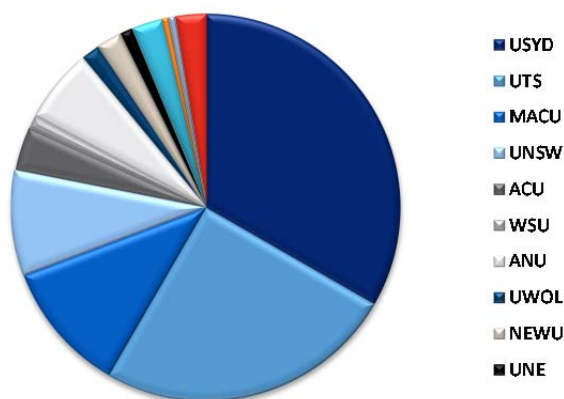
Percentage in Bands						
Band 6	State	17.5	6.2	12.9	18.1	14.1
	School	<b>40.8</b>	<b>4.3</b>	<b>15.5</b>	<b>40.8</b>	<b>31.0</b>
Band 5	State	20.5	15.2	27.0	20.6	16.6
	School	<b>29.6</b>	<b>22.9</b>	<b>36.6</b>	<b>29.6</b>	<b>29.6</b>
Band 4	State	21.8	31.5	25.2	21.5	25.6
	School	<b>18.3</b>	<b>50.0</b>	<b>29.6</b>	<b>16.9</b>	<b>25.4</b>
Band 3	State	20.7	32.6	20.0	22.5	25.3
	School	<b>8.5</b>	<b>15.7</b>	<b>16.9</b>	<b>7.0</b>	<b>12.7</b>
Band 2	State	15.0	8.7	10.4	10.7	15.3
	School	<b>2.8</b>	<b>5.7</b>	<b>0</b>	<b>5.6</b>	<b>1.4</b>
Band 1	State	4.6	5.8	4.5	6.6	3.0
	School	<b>0</b>	<b>1.4</b>	<b>1.4</b>	<b>0</b>	<b>0</b>

In Year 5 overall, 100% of students met the national minimum standard (ie obtained results in Band 4 or above) in Reading, Grammar and Punctuation and Numeracy. In Writing and Spelling, 98.6% of students met the national minimum standard.

### Post School Destinations for Students (course)



### Post School Destinations for Students (numbers)



### Targets for Improvement

The School team continued work on the development of plans for the Shore Physical Education Centre comprising 10 classrooms, Olympic pool, gymnasium and basketball space as well as training facilities. This large project will be submitted for DA approval in 2016.

The revised and refreshed Basketball Development Programme was fully rolled out in 2015 and plans begun to review the Rugby Programme in a similar manner were developed.

The School broadened its Senior Curriculum with the addition of Engineering Studies into Year 11, 2015. Increased levels of Academic Support K-12 were implemented with the assistance of the Foundation. A decision was made to decrease class size in Years 7 and 8 in mandatory History, Geography and associated subjects.

School Council made the decision in October 2015 to add community well-being as a strategic element of focus for the future.

## **Targets for Improvement – Preparatory School**

Preparatory School teachers investigated some pedagogical approaches that will continue to shape teaching at the School in the years ahead: two senior teachers travelled to Italy to learn more about Reggio Emilia philosophy and practices; the learning support lead teacher travelled to Harvard University to explore the Universal Design for Learning (UDL) framework; and a number of teachers continued to learn about the Cultures of Thinking approaches.

As part of the on-going process of curriculum development, Preparatory School teachers reviewed our approaches to assessment in writing tasks as well as developed teaching units for the new History Syllabus. In the area of student wellbeing, the Preparatory School partnered with Macquarie University in the implementation of the PAVE research project that targeted student anxiety and bullying. In the Performing Arts, a select group of Years 5 and 6 students had the opportunity to work with a world-renowned English theatre director and teacher, Jeremy James Taylor, in the performance entitled *The Ballad of Salomon Pavey*.

## **Teacher Qualifications, Professional Development and Absenteeism in 2015**

Shore employed a total of 172 full time and part time teachers in 2015. Of these 171 were holders of recognised degrees with teaching qualifications, one held a degree with relevant teaching experience.

The School expended an average figure of \$1,498 on each staff member's professional development. A table of Academic Staff Professional Development has been included as Appendix B.

Teacher absenteeism was 3.72%.

Staff turnover was 5.81%.

All new staff engaged in a Mentoring Programme. 13 staff were qualified with conditional/provisional accreditation. 60 staff were qualified with Professional Competence accreditation and one staff member with Professional Accomplishment accreditation with the NSW Institute of Teachers and two staff members are accredited with Classroom/Professional Excellence with the NSW Independent Schools' Teacher Accreditation Authority. 19 staff members have Experienced Teacher accreditation with the NSW Independent Schools' Teacher Accreditation Authority.

A collaborative peer coaching programme exists across the School. This requires teachers to observe each other in action and provide suggestions for improvement, as well as reinforcing what is being done well.

The School acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for developing professional exchange and mentoring relationships with other schools allows us to support teachers in their professional work and build teacher capacity across the independent sector in New South Wales.

## **Policies for Student Welfare and Grievance Procedures**

### **Policies for Complaints and Grievances Resolution**

The School's policy for dealing with complaints and grievances included processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

An appropriate outline of the expectations of staff and parents is included in the Communications section of the Parent Handbook.

A number of important policies were updated in 2015, some as a matter of annual review and some with changes in policy detail as required by legislation.

Rewards and Discipline Policy



Teacher's Agreement 2015-2018

Teaching Staff Dress and Department Policy

BOSTES Accreditation Fees Policy

Co-Curricular Payment Levels 2015-2018

Common Room Constitution

Games Policy (Senior School)

Child Protection Policy

Mobile Phones (Senior School)

Progress Meetings Guidelines

Sports Executive Constitution

ICT Acceptable Use Policy - Staff

ICT Acceptable Use Policy - Students

Pre-Service Teacher and Supervisor Policy

Privacy Policy

Lock down Fire & Emergency Evacuation Procedures Senior School

Pre-Service Teacher Application Form

New Years Eve Policy

Academic Integrity Policy

Academically at Risk

Assessment Tasks - Staff

Cultural Exchanges Policy

DEAR Policy

Disability Provisions

External Marking Policy

Homework and Backwork Policy - Staff Version

Homework and Backwork Policy - Student Version

HSC Extension Classes

Languages Exchange Policy

Policy on the Use of Videos and DVDs

Post Examinations Year 10

Post Examinations Year 11

Reporting to Parents Policies and Procedures

School Assessment Policy - Important

Student Draft Essays Policy

Student Handwriting

Study Periods Years 11 and 12

Turnitin Policy

Use of Laptops and WiFi Policy

Student Medication Policy and Medical Centre

Staff Travel Policy

### **Grievance Procedures**

In general, parents or boys wishing to raise a matter of concern should do so with the boy's Tutor or Housemaster. Many matters can be settled at this level. If this is insufficient, the options exist as below:

#### **Students**

If a boy feels a punishment is not justified or fair, he first should discuss the matter with the Master awarding the punishment. The Master should hear the boy out and clearly explain the reason for the punishment if it is still merited.

Should this meeting not satisfactorily resolve the complaint, the boy should see the Deputy Headmaster who will listen to the boy's concerns, consult with the Master involved and decide whether the punishment should be upheld, removed or reduced. The Deputy Headmaster will notify the boy of the outcome of the findings and the reason(s) for them.

The final arbiter in such disputes is the Headmaster.

Corporal punishment is not permitted under any circumstance.

All discipline policies are based on procedural fairness.

#### **Staff**

##### **Academic Grievance**

Grievances in this area should firstly be brought to the notice of the Director of Studies. Should the dispute not be resolved at this level, it should be referred to the Headmaster.

##### **Administrative Grievance**

Grievances in this area should, in the first instance, be referred to the Deputy Headmaster. **If** unresolved at this level, the Headmaster will be the final arbiter.

##### **Sexual harassment**

Matters in this area are to be referred to the Deputy Headmaster as covered by the *Affirmative Action and Sexual Harassment Policy*.

##### **Other**

Matters of concern may be addressed in writing to the Headmaster of the School:

Dr Timothy A Wright  
Headmaster  
Shore  
PO Box 1221  
North Sydney NSW 2059

#### **Student welfare**

Boys in the Senior School are in eighteen vertical House groups under the care of a Housemaster. Houses are divided into vertical Tutor Groups of about 18 boys under the care of a Tutor. Housemasters and Tutors monitor the well-being and progress of the boys in their care as well as building an inclusive and supportive culture within House and Tutor Group. In addition to this the boys benefit from mentoring by the older boys. House

and Tutor Groups engage in a variety of activities that include opportunities for leadership development, values development, life skills (social and emotional) and service learning activities, which contribute to their personal development.

Housemasters and Tutors are provided with regular professional development on issues to do with student welfare. Housemasters work closely with the three School Counsellors, Chaplains and Academic Support staff. The House structure provides many opportunities for boys to exercise leadership and care for younger boys. The Housemasters and Tutors maintain liaison with the parents of the boys in their care. This partnership is strengthened by annual House functions involving parents, boys and the Housemaster and Tutors of the House.

### **Changes in 2015**

Full text of policies are available on the School's portal Lampada.

### **Student Discipline**

The School has a detailed Discipline Policy and procedures based on Christian principles of care for the student – to allow poor behaviour to go unchecked would be a measure of our lack of care for the child.

The aims of the discipline are to:

- Act as an educative tool to teach children how to become self-disciplined
- Protect the rights of others
- Help the School function more efficiently

As a consequence the process of discipline is more important than the punishment. When a boy is disciplined:

- The reason his behaviour is inappropriate is explained
- The boy has an opportunity to respond
- If the boy feels he has been unjustly treated he can appeal to the Deputy Headmaster
- Corporal punishment is not permitted under any circumstance

Policies and Procedures part of 'Rewards and Discipline' in the Student Policies section of the Staff Handbook.

### **Initiatives promoting Respect and Responsibility**

At Shore, the provision of a strong pastoral care system is seen as an integral part of helping each boy to reach his full potential intellectually, emotionally and spiritually. The program is designed to assist the individual boy enrich his personal life, to prepare him for educational choice, and to offer guidance and counselling to help him come to terms with his own responsibilities in meeting the basis intellectual and social demands of adult life.

Shore is a Christian school and we seek to education our boys with a clear understanding of the principles and values of the Christian faith. A number of programmes and activities that the School employs are designed to promote respect and responsibility among its students.

### **Respect and Responsibility**

Respect is the basis of the School's Rules, as stated in the School Handbook.

'A boy should respect the School – its aims, traditions, its authority and its good name...He also must show respect for other people – for what they are as people, for their rights, their beliefs and their opinions, for their well-being and their safety. He must be respectful of those set in authority over him...He has to have respect for himself – as a person deserving and needing the respect of others, as a responsible and intelligent member of society'.

### **Tutor Group**

The vertical House structure consists of 14 Day Houses and 4 Boarding Houses, led by a Housemaster with four Tutors providing support. The House structure provides many opportunities for boys to exercise leadership and care for younger boys.

Housemasters and Tutors are provided with regular professional development in issues to do with student welfare and work closely with the School Counsellors, Chaplains and Academic Support staff. The Housemasters and Tutors maintain regular communication with the parents of the boys in their care. This partnership is strengthened by annual House functions involving parents, boys and the Housemaster and Tutors of the House.

The specific aims of the Tutor Group include developing:

- A sense of belonging to the group
- A sense of loyalty to the other members of the group
- A willingness to be interested in and value other members of the group
- A freedom to be themselves
- A readiness to encourage each other, in all aspects of life
- A shared responsibility for the group and a willingness to make a contribution
- A growing ability to lead and nurture others
- An awareness of the needs of others and a desire to serve
- The skills required for effective discussion and negotiation

### Building Good Men

The 'Building Good Men' programme challenges the boys to consider their character and the values that will guide them through life. Good character is not formed automatically: it is development over time through a sustained process of teaching, example, learning and practices. Boys in Years 7 to 10 meet in year groups with their House and are guided through the programme by Year 11 Leaders under the oversight of a Tutor. All Year 11 boys receive training in how to facilitate the programme and they work in small groups of 3-4 as they deliver the content to the younger boys in their House. This provides all boys with a significant leadership opportunity. Approximately four Tutor Groups sessions each term are allocated to the 'Building Good Men' programme. Some of the values covered in the programme include honesty, respect, gratitude, self-control and integrity. The programme is currently in its second edition having been reviewed and improved upon by a small group of student leaders.

As well as the 'Building Good Men' programme, all Year 11 boys at Shore are involved in a 3-day Retreat entitled *Step-Up*. The programme is designed to enable boys to engage and understand more about themselves, build skills of resilience, discernment and decision making based on sound ethics, values and morals. One of the hopes is to validate emotions and develop a vocabulary which is a vital component of meaningful relationships.

### Community Engagement

Community engagement is an important and foundational aspect of the School's ethos and it constitutes a vital component of the School Aims. At Shore, we seek to 'Build Good Men'. Good men that are both called and challenged to be responsible citizens with an attitude and a willingness to serve others. In this, a servant-hearted attitude is the opposite of a selfish mentality, which is often promoted in various guises in modern society. Engaging with communities is one way Shore promotes a Christian understanding of the world in which we live. It is through this engagement however, that we can live and express Christ-like virtues of humility, perseverance, courage and a love of others.

As a school community, we seek to teach, to model and to encourage service. As with many things in life, service is a much 'caught' as 'taught'. This means that whilst we will talk about serving others, we will also provide examples of service and we will also give the students opportunity to learn to serve on many levels. A focus in 2016 has been to refocus our Community Engagement activities from 'transactional' activities towards 'transformational' activities. Some of these activities include:

- In 2016, 8 Houses have aligned themselves with transformational Community Engagement activities. It is hoped that students from these Houses (from Years 7 to 12) will not only raise funds for the activity with

which they are aligned, but also begin building long lasting relationships with the communities they are seeking to serve.

- Houses and Tutor Groups continue to engage in a variety of service learning activities which contribute to their personal development. These include 'Rough Edges', Daffodil Day, Balmoral Burn, Red Shield Appeal, World Vision child sponsorship, Anglicare Christmas Appeal, Legacy and links with underprivileged schools overseas. These links and opportunities are further enhanced with an option for Year 11 students to participate in a week long day camp continuing to help those organisations and the people they serve.
- Year 10 Fisher Road and Broderick Gillawarna visits – since 2006, Year 10 boys have travelled one day a week for five weeks during term time to assist at schools for students with intellectual disabilities. Boys have found this to be a most inspirational and educative way of discovering more about themselves and the community in which they live.
- Shore supports the work of International Care Ministries (ICM) in the Philippines. In 2015, 16 Year 11 students participated in a 'MAD Trip' (Make a Difference) and spent time at the end of a long school year visiting a pre-school that Shore donates money to and assisted with the building of houses for the local community. In 2016, the project continues with another 16 students committed to service the ultra-poor in the Bacolod Region.
- Each year Shore sends a group of boys to the Yarrabah Aboriginal Community, approximately one hour out of Cairns in Far North Queensland. Yarrabah is the largest Aboriginal Community in Australia. Each year it is a great privilege for our boys to be invited in to see first-hand the beauty, richness and complexity of this community. Our hosts at Yarrabah are the local Anglican Church. Because we sleep and eat in the church hall, there is only space on this camp for a maximum of 20 boys.
- In 2015, Shore in partnership with Red Earth Connections, held a service trip for Year 11 Students to the Buru Homeland during the September-October holiday period. The trip comprised of working on a sustainable project for the local community, spending time with the indigenous elders to learn about their culture and interacting with the families and especially the children of Wujal Wujal. In 2016, 26 students will make the journey back to Buru homeland to continue to build strong relationships made with the community.
- The Shore Cadet Unit was established over 106 years ago and covers a wide range of activities providing service to the School and its community. All Year 9 boys are involved in the Cadet programme with opportunities for Year 10, 11 and 12 boys to serve as Cadet Leaders.
- All boys in Year 10 and 11 who do not continue with cadets are required to fulfil 40 hours of service activities. These include Bush Regeneration, Community Aid, Library Service and Sustainability.

## Measures of Satisfaction

Staff participating in the professional development and review programme surveyed classes annually. Measures of satisfaction were high.

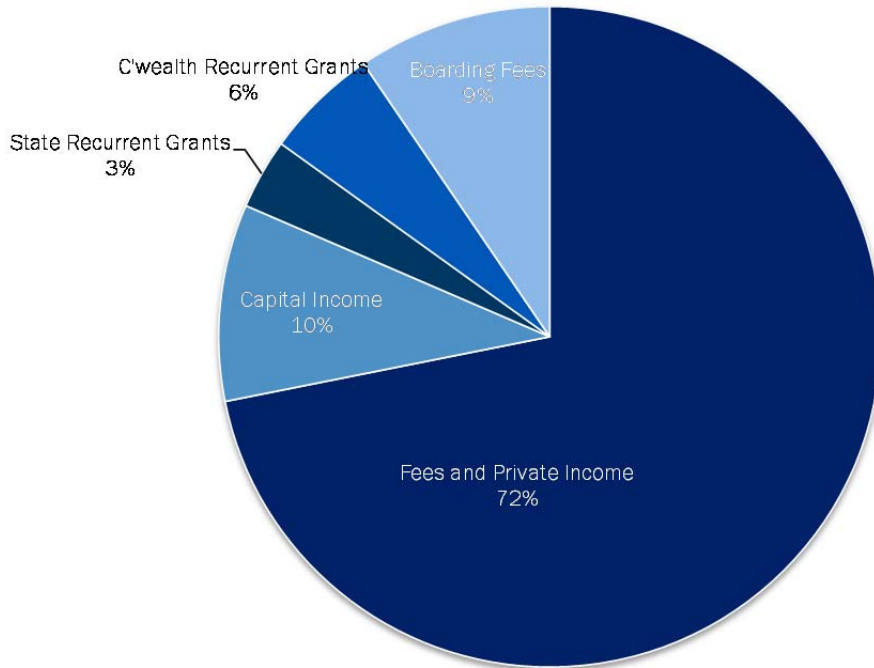
Parent feedback via letter, email and personal contact continues to identify and commend the positive difference the School is making for students.

Exiting students in Year 12 meet informally with the Headmaster to discuss their experience of the School and its strengths and weaknesses. The vast majority of responses identify the experience as very positive and helpfully formative.

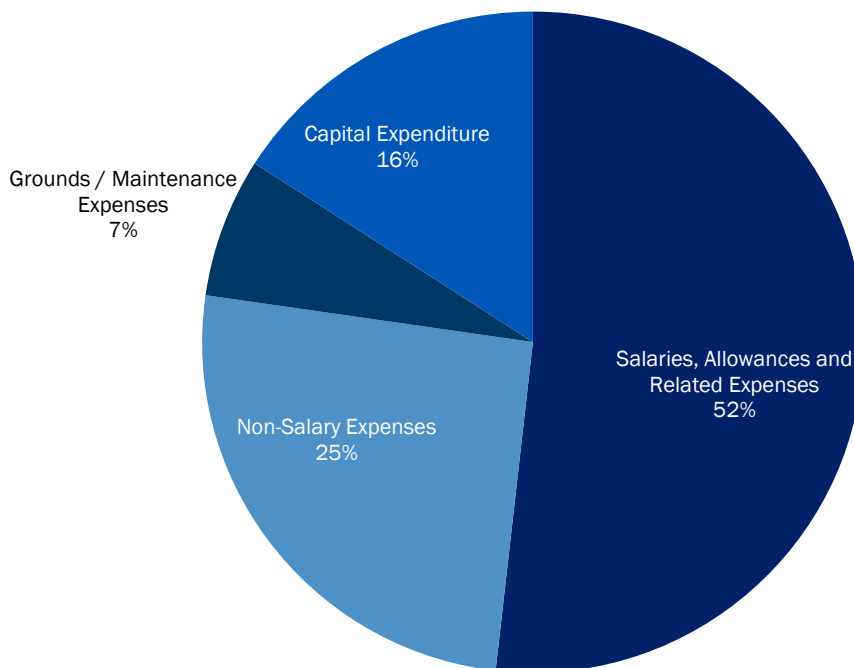
There are numerous formal and informal opportunities provided by Shore Association meetings, social functions, games and parent teacher meetings where parents have the opportunity to meet and speak to members of the School Executive.

## Financials

### Recurrent/Capital Income 2015



### Recurrent/Capital Expense 2015



# Appendix A: Enrolment Policy

## Policy on Enrolments

The Headmaster is responsible for enrolments at the School and for maintaining a satisfactory level of enrolments. The clerical function of enrolling students is delegated to the Registrar.

Applications for enrolment are accepted from birth. The present policy on enrolment gives preference to children and grandchildren of life members of the Shore Old Boys Union, children of Shore staff and of licensed Anglican clergy. Preference is then given to bookings in order of age of the child at the date of receipt of application. The School is diligent in following this. Entry to the School from 3 year old ELC to Year 7 is non selective, whether based on academic, sporting, religious or other criteria, beyond a limited number of places being offered as a result of the annual academic and music scholarship examinations. Entry to the School for students entering non intake years in the Senior School (Year 8 to Year 11) will be based on a review of current school reports and interview with Senior Staff.

## Statement of General Principle

The School reserves the right, subject to law, to determine enrolment policies and processes generally, to change such policies and processes from time to time without notice and to grant or withhold entry to any applicant or class of applicants in its discretion. The School will seek to administer its enrolment policy fairly and equitably as between applicants.

The School's enrolment policy will be administered by the Headmaster (and through him by the Registrar). The Headmaster may consult with the Chairman of Council with respect to the exercise of any discretion vested in him by this policy.

Council has determined that preference for enrolment from the waiting list will generally be given in accordance with the following principles.

## Enrolment preference for children of Anglican clergy and Shore staff

- Preference will be afforded to sons of Shore staff enrolling in the Senior School and the Preparatory School, North Sydney.
- Preference will be afforded to children of Shore staff enrolling in the Early Learning Centre.
- Tuition fees for Years 7 - 12 for children of Shore staff will be discounted as determined by the Headmaster. Such discounted fees will cease if the staff member ceases to be employed by the School.
- Preference will be afforded to children of licensed Anglican clergy.
- Tuition fees for children of licensed Anglican clergy may be discounted, within such range (if any) as Council prescribes, as determined by the Headmaster having regard to individual circumstances. For these purposes the Headmaster may seek financial and other records or information to assess family means

## Enrolment preference for children or grandchildren of OBU Life Members

Preference will be afforded to children or grandchildren of Life Members of the Shore Old Boys Union where application is received within 12 months of the child's date of birth. Preference will also be afforded to children of deceased Old Boys (not being Life Members of the Shore Old Boys Union).

## Enrolment preference for children siblings

Preference will be afforded where possible to the sibling of boys/girls who are current students in Kindergarten to Year 12.

## Enrolment preference for boys enrolled as Full Boarders

Enrolment preference will be afforded to boys enrolling as full boarders (dependent upon availability of positions) provided commitment in writing is received from the boy's parent/guardian to full boarding for their entire schooling.

## Enrolment preference for Weekly Boarders

Enrolment preference will be afforded to weekly boarders (dependent upon availability of positions) provided:

- application is received within three years of the boy's date of birth and a commitment in writing is obtained from the boy's parent/guardian to at least two years weekly boarding; or
- commitment in writing is received from the boy's parent/guardian to weekly boarding for their entire schooling; or
- in relation to a day boy transferring to a weekly boarder, commitment in writing is received from the boy's parent/guardian to weekly boarding for a whole calendar year.

## Enrolment preference in order of age at receipt of application

Enrolment preference will be afforded to children in order of age (a younger child taking priority) at the date of receipt of the application for enrolment by the School.

## Enrolment for students whose first language is not English

It is a requirement of Application for Enrolment for Full Fee Paying Overseas Students whose first language is not English that a certificate of English fluency from the Australian Education Assessment Service ([www.aeas.com.au](http://www.aeas.com.au)) accompany their application. This certificate must display a minimum result of Stanine 7 in all areas assessed. The certificate displaying the required results must accompany the Application for Enrolment before an interview can be arranged. Place offers are reliant on this interview. Boys entering Year 7 will sit a placement test prior to their commencement in order to assess which class to place them in.

## Early Learning Centre

Enrolment preference will be afforded to children enrolling in the Early Learning Centre at the WA Purves Centre where a commitment in writing is obtained from a parent/guardian that the child will be enrolled in, and continue in, classes K,1 and 2 and thereafter.

## Priority between Applicants

Priority for enrolment will be afforded, as between classes of applicants, generally in the following order:

- **Firstly** Children of Anglican clergy and Shore staff (2 above);
- **Secondly** Children/grandchildren of OBU Life members (3 above);
- **Thirdly** Siblings (4 above);
- **Fourthly** Boys enrolled as boarders (5 above)

NB these applicants may be afforded higher priority where boarding house vacancies exist;

- **Fifthly** Boys enrolled as weekly boarders (6 above)

NB these applicants may be afforded higher priority where boarding house vacancies exist;

- **Sixthly** Others based on the age of the child at the date of receipt of application (7 above).

## Withdrawals

One term's written notice of withdrawal of a child from the School must be given to the Registrar. Failure to give such notice will result in the levying of a full fee instalment at the rate payable for the next instalment which would have otherwise fallen due in respect of the child's enrolment.

## Holding Places

Where a request for withdrawal is made under clause 11 on the basis that the student's place be held pending return after a specified period the School may impose a fee (Holding Fee) in such amount as the Headmaster may



determine, which is not more than the tuition (and boarding if relevant) fee which would otherwise be payable over the period if the student had not been withdrawn.

## Fees

The School may charge an enrolment fee or fees. Council has determined that enrolment fees will be payable upon:

- Application for enrolment (Application Fee);
- Acceptance of a place (Enrolment Fee); and
- Confirmation of attendance (Confirmation Fee)

All such fees are non refundable.

From 1 January 2013, the fees are:

Application Fee	\$400
Enrolment Fee	\$1,000 (Girls - \$500)
Confirmation Fee	\$2,000 (Girls - \$500)

## Discretion

Discretion is vested in the Headmaster to apply and administer the School's enrolment policies in a fair and equitable manner, both as between applicants and as between current and future parents and to ensure the application of an enrolment principle or policy in a particular circumstance does not have unintended, unfair or inequitable consequences. Enrolment preference will always be addressed within the constraints of existing confirmed places.

## Conditions of Enrolment

A place will only be offered to a child whose parents/guardians agree to abide by, sign and return to the Registrar, the Conditions of Enrolment (or other contractual document) without amendment.

## Appendix B: Academic Staff – Professional Development

Senior School Academic Staff Professional Development				
Date	Provider	Description of Professional Learning Activity	Staff Participating	Department
Jan-Dec	PALS	Membership: Professional Assoc for Learning	1	Academic
12-Jan	ATPCA	Australian Tennis Professional Coaches	1	Sport
19-22 Jan	AC CET	Choral Conductors Summer School	1	Music
21 Jan-10 Apr	Oxford University	Archaeology of the Bible Lands -Pounds	1	History
22-Jan	A Healthy View	Michele Hedge (Guest Speaker) PD Day	160	Presenter
28 Jan-17 Apr	Oxford University	The First World War in Perspective -Pounds	1	History
11-Feb	Masada College	Critical + Creative Thinking	2	Science
13-Feb	CLTA Inc.	Latin Teachers' Association Meeting	1	Languages
13-Feb	Sydney Symphony Orch.	Meet The Music 2 Seminar	1	Music
15-Feb	Wide World Program	Visible Thinking Course-Harvard Graduate School-Online Course	3	Academic Support
16-18 Feb	Pearson	Cogmed Coach Accreditation via Webinar	1	Academic
16-18 Feb	Pearson	Cogmed Coach Accreditation via Webinar	1	Academic
20-Feb	Usyd	University Careers Advisers Day	1	Careers
23-Feb	PALS	Membership for Professional Assoc. for Learning	1	Academic
23-Feb	ACEL	Empowering Others to Lead	1	Learning &
24-Feb	Bond University	University Careers Advisers Seminar	1	Careers
25-Feb	Parramatta Marist High	Build Your Own Project	3	Science
26-Feb	Masada College	Critical + Creative Thinking-2nd session	2	Science
27-Feb	UNSW	University Careers Advisers Day	1	Careers
27-Feb	Academic Attainment	Economics PD Day	1	Economics
27-Feb	NSW Dep of Ed & Communities	HSC Japanese Extension Workshop	1	Languages
27-Feb	UNSW	BESST 2015	1	Science
21+28 Feb	FNSW	Game Training Certificate	1	Sport
2 Mar - 26 Jun	Science Teachers Assoc.	Creating Effective Teaching Strategies: Online	1	Science
5-Mar	Economic Literacy Centre	Economics PD Day	1	Economics
6-Mar	Academic Attainment	HSC Business Studies PD Day (Presenter)	2	Business
6-Mar	Economic Literacy Centre	Economics PD Day	1	Economics
6-Mar	Music Ednet	Daytime 2015-A Day of Technology in Music Ed.	1	Music
8-Mar	Australian Rugby Union Ltd	Rugby Foundation Course ( Coach & Referee)	1	Sport
9-Mar	Mt Scopus College	Mt Scopus College PD Day	1	Economics
9-Mar	TTA	Coaching Skills to promote the Wellbeing of Students	1	Maths
7-9 Mar	ISCAST	COSEC	1	Science
11-Mar	NAFT	NSW Assoc. of French Language Teachers	1	Languages
11-Mar	Masada College	Critical + Creative Thinking-3rd session	2	Science
11-12 Mar	Future Schools Expo	Future Schools Conference	2	Christian
14-Mar	School Library Assoc	NSW State Library Day-Let's Make It Happen	1	Library
13-15 Mar	SLS BSW	Surf Life Saving State Championships	1	Sport
17-Mar	AIS	presenting at AIS History Conference	1	History
18-Mar	TTA	Using InDesign in the classroom	1	Visual Art
19-Mar	Economic Literacy Centre	Business Studies PD Day	1	Business
19-Mar	UTS	University Careers Advisers Day	1	Careers
20-Mar	Erudio Education	Drama for Narratives and Playbuilding	1	Drama
17-20 Mar	AWM	AWM Conference -Gallipoli 1915	3	History

20-Mar	AIS	Teacher Librarians Leading Project Based Learning in Schools	1	Library
20-Mar	TTA	Introduction to Adobe illustrator	1	Visual Art
20-21 Mar	Crowne Plaza Terrigal	Heads of Department Retreat	21	HOD
23-Mar	HTA NSW	HTA Early Career History Teaching	1	History
24-Mar	Derivan Pty Ltd	Interpreting the Australian Landscape	1	Visual Art
25-Mar	Anglican Education Commission	History Convention	2	History
25-Mar	St. Aloysius	Stage 6 Performance Marking	1	Music
25-27 Mar	Anglican Future Conference	Anglican Future Conference	1	Christian
27-Mar	Australian Psychological Soc.	APS Psychology in Schools Convenor Meeting	1	Counsellor
30-Mar	TTA	The Flipped Maths Classroom	1	Maths
31-Mar	Human Connections	The Accidental Counsellor Training	3	Academic
2 Apr - 9 Oct	AIS On-line course	Differentiated Learning in Languages: General	1	Languages
8-Apr	University of Sydney	University of Sydney Secondary Mathematics	1	Maths
7-9 Apr	INTASE	Future Schools + Masterclass	1	Learning &
10-Apr	Oxford University	Elizabeth 1	1	History
9-13 Apr	SLS Australia	Australian SLS Championships	1	Sport
16-Apr	Deakin University Australia	International Symposium 'Exploring the Legacy of the ANZACS	2	Assist. To Head
24-Apr	St Andrews Cathedral School	Voices for Life (RSCM)	1	Music
29 Apr-10 Jul	Oxford University	Exploring Roman Britain - Online Course	1	History
29-Apr	Social Skills Training Institute	Secret Agent Society Computer Game Workshop	1	Counsellor
30-Apr	AIS	Using the ESL Scales with EAL Learners K-10	1	Languages
3-May	SEAL	Level 1 Community Athletics Coach Program	1	Sport
6-May	AEC	Biblical Studies PD Day	2	Christian
7-May	TTA	Developing Voices: Successful Creative Writing	1	English
7-8 May	ACEL	Disability Reform Summit 2015	1	Academic
8-May	Macqu	University Careers Advisers Day	1	Careers
9-May	STANSW	Physics Teachers' Conference	1	Science
11-May	ARU	Level 2 Coaching Course 18+25 May+1+ 15 Jun	3	Sport
13-May	Constructing Modern Knowledge	Sylvia Martinez webinar	1	Learning &
15-May	EBE	EBE Annual Conference	1	Economics
15-May	AIS	The AIS Languages Conference	1	Languages
15-May	NSW Sport & Recreation	Duke of Edinburgh's Award Administration	1	Sport
15-May	AIS	AIS Visual Arts Conference: The Art of Practice	1	Visual Art
17-18 May	Cranbrook School	AHISA Directors of Studies Conference	1	DoS
19-May	AIS	W.H. Auden Webinar	3	English
19-May	AIS	Flipped Classroom	1	Geography
19-May	Abbotsleigh	Master Class: Exploring strategies in teaching	1	Visual Art
20-May	AIS	Creating Your Experienced Teacher Digital	1	Library
20-May	UNSW	UNSW HSID Teacher Workshop	1	TAS
21-May	ACU	ACU Careers Advisers Day	1	Careers
20-21 May	Growth Coaching International	Introduction to Leadership Coaching	1	D of A
22-May	Australian Rugby Union Ltd	Performance Coach Workshop	2	PDHPE
23-May	Erudio Education	HSC Essays and Dramatic Practice	1	Drama
23-May	Science Teachers Assoc.	Meet the Markers	1	Science
24-May	Sydney Writers Festival	Evie Wyld: All the Birds, Singing	1	English
25-26 May	CEFPI	CEFPI National Conference	2	Assist. To Head
27-May	Arrilla-Indigenous Consultants & Services	Indigenous Cultural Awareness & Competency	1	Christian Studies
27-May	TTA	Auden (Mod C)	2	English
27-28 May	Hawker Brownlow	2015 Annual Conference	2	English
28-May	AIS	Everything Google: More than just a Search	1	Geography

29-May	AIS	AIS English Conference-Presenter	3	English
29-May	BOSTES	Working with BOSTES K-10 Syllabus-National Curriculum	1	Geography
29-May	Ancient History Seminars	Historiography	1	History
29-May	BOSTES	Teaching and Learning, Technology & Libraries	1	Library
1-2 Jun	Growth Coaching International	Coaching in Education Conference	1	PDHPE
3-Jun	Yalari	Yalari's 10th Anniversary Dinner	3	Boarding
4-Jun	Medilife	Provide First Aid	1	Cadets
2-4 Jun	Edutech	Edutech 2015	3	Geography
4-Jun	Knox Grammar School	Focus on Teaching: Jim Knight	1	Science
5-Jun	UTS	Masters of TESOL - Study Day	1	English
5-Jun	Int. Center Leadership in Ed	Digital Leadership Presentation by Eric Sheninger	1	Presenter
10-Jun	AIS	Great Ides for Languages: It's not all about the technology	1	Languages
12-Jun	ETA	HSC: Students Modules Day 2015 UTS	2	English
12-Jun	Science Teachers Assoc.	Chemistry Teachers Conference	2	Science
12-Jun	TTA	Illustrator Intermediate	1	TAS
13-Jun	ASME	ASME - Professional Development Composition Day	1	Music
14-Jun	ANCA	Choral Conducting Workshop	1	Music
14-Jun	Sydney University	Adobe Photoshop Lightroom	1	Visual Art
18-Jun	Ross Greene workshop	Ross Greene workshop	1	Housemaster
18-19 Jun	Ross Greene workshop	Ross Greene workshop	9	Counsellor
19-20 Jun	Sony Foundation	Sony Camp Conference	1	Academic
21-27 Jun	Harvard Graduate School	The Art of Leadership - Harvard GSE	3	Assist. To Head
28-Jun	ISTE	ISTE Conference - Philadelphia	1	Learning &
4-5 Jul	SLS NSW	High Performance Officials Program	1	Sport
3-6 Jul	Australian Strings Assoc.	AUSTA National String Conference	1	Music
5-10 Jul	IBSC	IBSC International Annual Conference	4	TAS
7-11 Jul	IBSC	IBSC International Annual Conference + partner	1	Prep
16-Jul	Queenwood School for Girls	HSC External Marking at Queenwood	1	Music
21-Jul	Anglican Education Commission	Measuring the Impact of the Christian Ethos	1	Christian
24-25 Jul	HTA NSW	HTA Conference	2	History
27-Jul	AIS	AIS Geography Conference	3	Geography
17-27 Jul	Flight Centre	Flights to Bulgaria re Linguistics Group Tour	1	Languages
29-Jul	Masada College(also 13/8,27/8)	Building Capability for Critical + Creative Thinking	3	Science
30-31 Jul	Critical Agendas	Teaching and Supporting Students with Special Needs	2	Academic Support
4-Aug	AIS	Area of Study: Discovery	1	English
5-Aug	SASMA	SASMA Archbishops Day	4	Christian
5-6 Aug	Growth Coaching International	Coaching Accreditation Programme	2	Economics
8-Aug	Anglican Schools Australia	Anglican Schools Conference	1	Chaplain
6-8 Aug	Anglican Schools Australia	Anglican Schools Conference	1	Chaplain
7-8 Aug	Yalari	Yalari Partner Schools Workshop	1	Christian
13-Aug	Abbotsleigh-Bronwyn Foxall	2015 Abbotsleigh Teacher-Librarians Conference	2	Library
14 Aug	The University of Sydney	Teaching in Practice: Informal Mentor of pre-service teachers	1	Maths
13-14 Aug	FIBA	FIBA Oceania Global Coaches Clinic	2	Sport
18-Aug	AIS	More Great Discoveries: HSC English (ESL) Area	1	English
21-Aug	Pearson	Working Memory Conference	1	Academic
21-Aug	AIS	Creating Safer Independent Schools	5	Housemaster
20-21 Aug	IWBNET	Leading a Digital School	1	ICT Integrator

27-28 Aug	WAESPAA	WAESPAA Conference	1	Academic
28-Aug	AIS	HODS of Mathematics Conference Day	1	Maths
28-29 Aug	Knox Grammar	Practising Positive Education	1	Science
8-Sep	NSW Health	Staying Connected When Emotions Run High	1	Counsellor
8-Sep	The Right Question Institute	Webinar for Professional Learning Forum	1	Learning &
8-Sep	TTA	Teaching Digital Citizenship using Social Media	1	TAS
15-Sep	UNSW	Presenting at Workshop on Music, Mind & Emotion	1	Music
15-Sep	Derivan Pty Ltd	Mono-Printing	1	Visual Art
21-Sep	ATESOL	2015 HSC English ESL Revision Day	1	English
24-25 Sep	ACE	ACE National Conference	1	Learning &
29 Sep-2 Oct	HTAV	HTAA Conference	1	History
2-Oct	Medilife	First Aid course	45	First Aid
6-Oct	AIS	What is Working Well in Wellbeing?	1	History
9-Oct	ACE	ACE Awards Dinner and Wyndham Oration	4	Learning &
14-15 Oct	AIS	The AIS ICT Integration Conference	1	Geography
16-Oct	AIS	Beyond Thinking Routines	1	Geography
16-Oct	CLTA Inc.	Intro.to changes to Cont. & Ext. Latin Exams for 2016 course	1	Languages
16-Oct	UNSW	Recent Development in Biology & Medicine	1	Science
18-19 Oct	Shellharbour Anglican College	AHISA DOS Conference	1	DoS
20-Oct	AIS	AIS Research Symposium	2	Headmaster
22-Oct	AIS	1984 and Metropolis	1	English
29-Oct	NAFT	NAFT 2015 Conference	1	Languages
30-Oct	TTA	Pastoral Care: Brains, Creativity & Emotions	1	Housemaster
30-Oct	ATSE	STELR Project Workshop	2	Science
2-Nov	University of Sydney	STEM Teachers' Conference	3	Maths
4-5 Nov	Growth Coaching International	Coaching Accreditation Programme	3	Economics
10-Nov	TTA	Developing Voices - Creative Writing	1	English
11-Nov	Medilife	First Aid Fastrack	1	Counsellor
11-Nov	TTA	Preparing to Teach 2 Unit Mathematics HSC	3	Maths
17-Nov	AIS	Experienced teacher Action Research Pathway Pilot Project	3	Accreditation
18-Nov	Silvia Tolisano	Webinar Presenter to Professional Learning	1	Learning &
18-Nov	TTA	Strategies for Developing BOW Stage 6 Visual Art	1	Visual Art
20-Nov	TTA	Core Leadership Skills in Emotional Intelligence+Positive Psychology	1	Maths
22-23 Nov	ABSA	Duty of Care Residential Course	6	Boarding
25-27 Nov	Propsych	Beyond the Looking Glass:The Search for Best	1	Counsellor
1-Dec	Medilife	First Aid Fastrack	1	First Aid

### Preparatory School Academic Staff Professional Development

7-Jan	Dalcroze	Dalcroze Australia Summer Course 2015	1	K,1,2
23-Jan	Andrell Education	Big Write & VCOP	30	Prep K to 6
Feb	Harvard Graduate School of Education	Making Thinking Visible: Building Understanding through Creative Thinking (on-line course)	5	Yrs 3 to 6
26-Feb	Pearson	MindBrain Education - Learning to Learn	1	Yrs 3 to 6
2-Mar	PETAA	language as a tool for imagination & creativity	1	Yrs 3 to 6
6-Mar	IPSHA	IPSHA Deputies Umbrella Group Meeting	1	K,1,2
10-Mar	Softlink	Oliver v5 - Webinar	1	Yrs 3 to 6
12-Mar	Dynamic Learning Group	Creating an effective reading program	1	K,1,2
14-Mar	St Aidan's Anglican Girls School	Aspiring Women Leaders Conference confidence	1	Yrs 3 to 6

16-Mar	MultiLit	MiniLit	1	Yrs 3 to 6
18-Mar	AIS Sydney	Supporting teachers through accreditation - experienced teacher	1	Yrs 3 to 6
31-Mar	Museum of Contemp. Art	Bungawarra Aboriginal & Torres Strait Islander Practice	1	Yrs 3 to 6
14-Apr	Childrens Book Council	Anticipate Appreciate Applaud 2015 short list	1	K,1,2
5-May	Opera House	Teaching Aboriginal Perspectives 2015	1	Yrs 3 to 6
13-May	AIS Sydney	K-2 Science & Technology: Under the	1	Yrs 3 to 6
15-May	AIS Sydney	Organising sound, improvising & composing in Primary School Music	1	K,1,2
20-May	AIS Sydney	Creating your Experienced Teacher Digital	1	K,1,2
22-May	AIS Sydney	Len's School: A focus on your photographic	1	K,1,2
22-May	AIS Sydney	Boosting Creative Thinking in the classroom with Music K-6	1	K,1,2
22-May	IPSHA	IPSHA 2015 Country Weekend	1	Yrs 3 to 6
27-May	AIS Sydney	Creating your Experienced Teacher Digital	1	Yrs 3 to 6
2-Jun	AIS Sydney	Positive behaviour interventions and supports	1	Yrs 3 to 6
11-Jun	Wise Solutions	Positive Schools - Mental Health & Well being Conference	1	K,1,2
15-Jun	McGraw-Hill Education	Direct Instruction Training	1	Yrs 3 to 6
18 -19 Jun	Ross Greenwood	Managing Challenging Behaviours in Children and Adolescents: Advanced Training in Collaborative & Proactive solutions	8	Prep K to 6
13-Jul	AIS Sydney	History Syllabus Programming & Planning	21	Prep K to 6
4-Aug	AIS Sydney	21st Century Skills: Critical and Creative thinking	2	K,1,2
10-Aug	AIS Sydney	Middle Leaders Parts 1 & 2	1	Yrs 3 to 6
13-Aug	Abbotsleigh	Abbotsleigh Teacher Librarians' Conference - Visible Libraries	1	K,1,2
16-Aug	Bialik College	5th Cultures of Thinking Conference	1	Yrs 3 to 6
20-Aug	IWBNet	Leading a Digital School Conference	2	K,1,2
20-Aug	IWBNet	Leading a Digital School Conference	1	Yrs 3 to 6
31-Aug	AIS Sydney	Deconstructing an IP for better outcomes for students	1	Yrs 3 to 6
31-Aug	Spectrum Speech	Social Thinking Masterclass Zooming in on social thinking	1	K,1,2
31-Aug	AIS Sydney	Early Childhood Leadership Programme - Learning, Leading, Growing	1	ELC
10-Sep	AIS Sydney	Wingaroo: Thinking about Dance as a text with Banfarra	1	Yrs 3 to 6
13-Oct	MultiLit	Minlit - Shore PO	1	K,1,2
14-Oct	AIS Sydney	Integration Conference 2015 - Will IT Blend?	2	Yrs 3 to 6
19-Oct	MultiLit	Spell-it	2	Yrs 3 to 6
8-Dec	Aspire	ABA online Training	3	K,1,2

### Department Reviews

31-Oct	PK Brock & JV Manuel	English
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### University

The University of Newcastle	Master of Leadership & Management in Education	1
Moore Theological College	Master of Arts in Theology	1
University of New South Wales	Master of Education (Gifted Education)	1
University of Sydney	Master of English Studies	1
Sydney Mission and Bible College	Graduate Diploma of Divinity	1