



SHORE

Annual Public Report

Shore 2016



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 who retired from his role at the end of 2016. 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.

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 2016 was 1613. We had 78 children in the ELC.

K-2	143
Years 3-6	241
Secondary	1229
Boarders	207
FFPOS	6

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 2016 was 1182.

Retention Rates 2016 and Student Absences 2016

A total of 205 boys were enrolled in Year 7, 2011. 210 boys sat for the HSC in 2016, an apparent retention rate of 102%. However, of the original cohort, there were 190 still at the School in Year 12 in 2016 and so the actual retention rate over

the six years was 90.5%. 211 boys were enrolled in Year 10 in 2014 and 207 of these sat the HSC in 2016. The retention rate from Year 10 to Year 12 was therefore 98.1%, a 3.6 percent increase from the previous year.

Student attendance at the school for 2016 is summarised below:

Year Level	Attendance Rate %
Kindergarten	94.5
Year 1	94.97
Year 2	95.11
Year 3	95.77
Year 4	94.53

Year Level	Attendance Rate %
Year 5	95.42
Year 6	93.57
Year 7	94.7
Year 8	93.68
Year 9	92.49

Year Level	Attendance Rate %
Year 10	94.1
Year 11	94.77
Year 12	97.1
Whole School	94.94

Almost ninety-five percent of students attended school on average each school day in 2016. This was similar to the daily attendance in 2015.

Student absence is followed up by telephone/email and notes must be provided.

Student Performance in National and State-wide tests and examinations

In 2016, 208 students sat for the NSW Higher School Certificate in 35 courses. In total, 99.7% of the candidature achieved a Band 3 result or higher across all courses, with 81.5% of the candidature achieving at least a Band 5 result across all courses. Of 108 enrolments in extension courses, 100% achieved 25 marks or more out of 50, with 45.4% 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.

2016 HSC Examination Results

Shore achieved pleasing results in a broad range of subjects in the 2016 HSC examinations. We had 26 boys gain Premier's Awards. This is the highest number of Premier's Awards the School has received to date. In 2016, 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 French Continuers (85.7%), English Extension 1 (64.3%), Drama (63.6%), English (Advanced) (59.6%), Mathematics Extension 2 (58.3%), Modern History (51.9%), Ancient History (50.0%), Economics (48.0%), Industrial Technology (44.4%), Mathematics (40.5%), Business Studies (36.4%), Mathematics General 2 (33.6%), Biology (33.3%) and Visual Arts (33.3%).

Eight subjects with 5 or more candidates were more than one standard deviation above the state mean: Ancient History (1.28), Biology (1.08), Business Studies (1.02), Drama (1.19), English Standard (1.22), Industrial Technology (1.21), Mathematics General 2 (1.07) and Music 1 (1.1).

Merit Listings were achieved by 50% or more of our candidates in Ancient History, Drama, English (Advanced), English Extension 1, Mathematics Extension 2, Modern History, History Extension, Music 1, Music 2, Music Extension and French Continuers. Of particular note was the award of 82 Band 6 results in English. We gained 17 Band 6 results in Standard English and ranked 6th in the state for our combined Advanced English and English Extension results based on the number of Band 6 results awarded. In Mathematics, we gained 99 Band 6 results. There was a total of 403 Band 6 results and 541 Band 5 results. According to the table presented in the SMH this ranked the School as 26th in the state. This table makes no distinction on the basis of enrolment selectivity for the schools listed.

HSC 2016
**Boys achieving in Top Band (by course)
(% correct to 1 decimal place)**

Course	Units	2014		2015		2016	
		School %	State%	School %	State%	School %	State%
Ancient History	2	45.0	8.7	41.7	7.9	50.0	8.2
Biology	2	15.2	5.8	14.5	5.8	33.3	8.7
Business Studies	2	40.5	8.8	35.9	8.4	36.4	8.8
Chemistry	2	32.5	11.7	25.0	10.7	7.1	9.7
Design & Technology	2	50.0	10.9	25.0	11.6	0	12.5
Drama	2	18.2	13.2	39.1	14.4	63.6	14.3
Economics	2	36.8	10.9	28.9	11.4	48.0	13.9
Engineering Studies	2	-	-	-	-	25.0	10.9
English (Standard)	2	1.8	0.3	1.0	0.4	15.3	0.9
English (Advanced)	2	59.8	14.7	54.8	15.4	59.6	15.4
ESL	2	-	-	0	3.9	0.0	4.6
English Extension 1	1	94.1	30.5	78.6	34.5	64.3	35.3
English Extension 2	1	0	23.1	50.0	26.1	0	18.1
Geography	2	36.8	7.5	22.5	8.5	28.4	8.4
Industrial Technology	2	100.0	8.9	57.1	6.3	44.4	7.2
IPT	2	0	7.2	16.7	6.9	0.0	6.9
Mathematics General 2	2	37.0	5.5	28.9	5.6	33.6	5.3
Mathematics	2	50.7	21.7	50.6	19.6	40.5	23.1
Mathematics Extension 1	2	29.2	30.4	29.9	34.3	39.0	33.0
Mathematics Extension 2	2	44.4	31.5	28.6	36.0	58.3	32.0
Modern History	2	37.3	8.7	37.0	11.5	51.9	9.3
History Extension	1	42.9	22.3	33.3	22.0	75.0	21.5
Music 1	2	100.0	18.2	25.0	16.7	85.7	18.4
Music 2	2	40.0	34.0	80.0	36.6	50.0	34.4
Music Extension	1	100.0	74.8	100.0	56.4	100.0	51.9
PDHPE	2	23.1	8.4	20.4	8.7	20.3	11.1
Physics	2	19.1	8.5	4.9	8.4	15.0	8.3
Senior Science	2	8.3	7.7	0	7.5	21.1	6.3
Studies of Religion 1	1	55.6	12.1	27.3	12.6	26.3	13.5
Visual Arts	2	22.2	10.6	41.7	12.7	33.3	14.1
French Continuers	2	68.4	34.8	62.5	30.7	85.7	29.8
French Extension	1	20.0	40.0	40.0	36.1	10.0	39.0
German Continuers	2	0	29.6	20.0	22.7	25.0	22.9
German Extension	1	0	31.1	40.0	33.8	-	-
Japanese Continuers	2	0	17.1	0	18.9	0	23.2
Japanese Extension	1	0	29.3	-	-	-	-
Latin Continuers	2	33.3	43.5	57.1	51.8	25.0	48.8
Latin Extension	1	100.0	58.1	100.0	77.0	-	-

HSC 2016							
Boys achieving in top 2 bands (by course) (% correct to 1 decimal place)							
Course	Units	2014		2015		2016	
		School %	State %	School %	State %	School %	State %
Ancient History	2	85.0	32.8	83.3	32.6	100.0	30.7
Biology	2	60.9	28.2	63.6	28.0	91.7	35.1
Business Studies	2	81.0	37.0	83.5	35.9	83.1	34.3
Chemistry	2	82.5	46.0	63.6	41.1	76.2	40.9
Design & Technology	2	100.0	37.2	100.0	36.0	60.0	40.8
Drama	2	86.4	42.1	91.3	42.4	81.8	42.6
Economics	2	84.2	44.5	88.9	45.9	97.6	45.2
Engineering Studies	2	-	-	-	-	100.0	38.1
English (Standard)	2	47.8	8.2	43.6	8.3	66.7	13.4
English (Advanced)	2	98.9	59.3	97.8	57.8	98.9	61.9
ESL	2	-	-	100.0	25.9	25.0	27.0
English Extension 1	1	100.0	93.0	100.0	94.1	100.0	94.9
English Extension 2	1	100.0	77.4	100.0	82.4	100.0	79.4
Geography	2	96.5	43.6	87.3	41.3	81.8	40.9
Industrial Technology	2	100.0	28.3	100.0	26.5	100.0	25.8
IPT	2	44.4	28.4	83.3	32.0	45.5	27.7
Mathematics Gen 2	2	77.8	25.0	78.3	25.6	77.3	25.6
Mathematics	2	92.0	53.4	93.5	52.3	92.4	52.5
Mathematics Ext 1	2	98.5	84.4	100.0	84.1	98.3	79.4
Mathematics Ext 2	2	100.0	86.4	100.0	86.1	100.0	85.3
Modern History	2	83.1	42.3	71.7	43.7	75.0	40.8
History Extension	1	100.0	77.7	100.0	78.1	100.0	80.6
Music 1	2	100.0	59.6	100.0	61.8	100.0	62.7
Music 2	2	100.0	87.3	100.0	88.0	100.0	89.5
Music Extension	1	100.0	98.9	100.0	93.1	100.0	93.6
PDHPE	2	71.1	30.5	70.4	29.6	72.9	34.4
Physics	2	70.2	31.1	48.8	28.8	50.0	29.9
Senior Science	2	66.7	36.5	62.5	28.0	52.6	28.6
Studies of Religion 1	1	100.0	48.7	91.0	50.9	89.5	49.9
Visual Arts	2	94.4	48.6	91.7	53.4	95.8	54.4
French Continuers	2	100.0	65.7	75.0	66.3	100.0	65.3
French Extension	1	100.0	95.0	100.0	91.0	100.0	88.8
German Continuers	2	66.7	57.8	60.0	56.7	25.0	54.2
German Extension	1	100.0	96.7	100.0	97.1	-	-
Japanese Continuers	2	40.0	57.9	40.0	54.5	0.0	56.5
Japanese Extension	1	100.0	96.3	-	-	-	-
Latin Continuers	2	100.0	74.5	85.7	82.0	100.0	80.5
Latin Extension	1	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 2016.

Literacy and Numeracy Assessments

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

Senior Secondary Outcomes

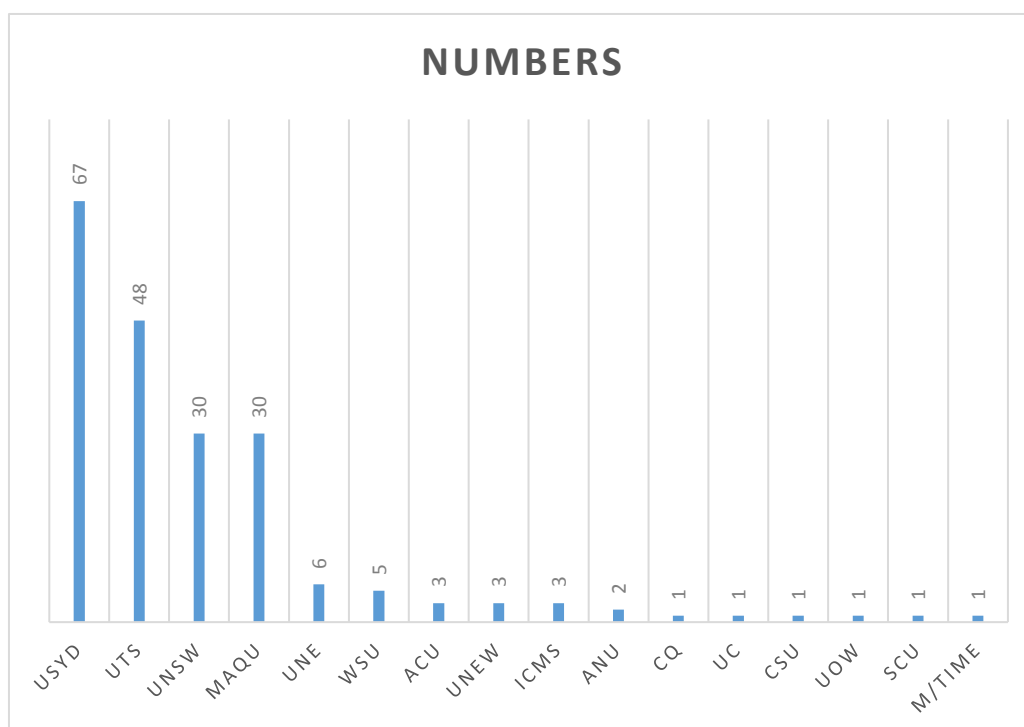
In 2016, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

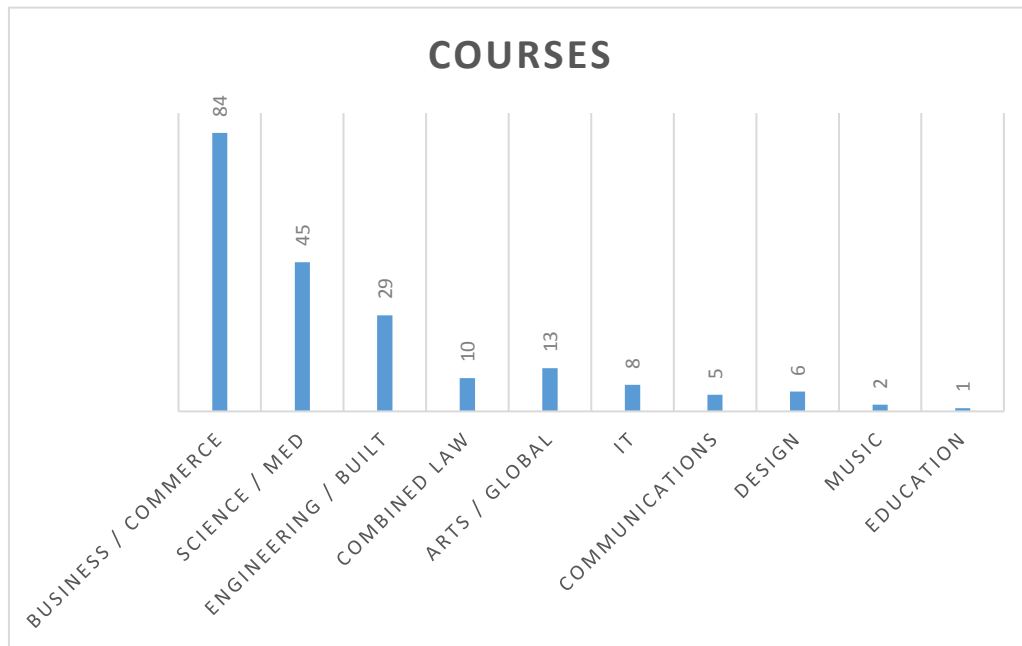
Year 12	Qualification/Certificate	% of Students
2016	HSC	100%
2016	VET Certification	N/A

100% of students achieved tertiary entrance places.

Post School Destinations for Students



Post School Destinations for Students



NAPLAN Testing Results for Shore Preparatory School

The 2016 NAPLAN Literacy Test results are summarised in the tables below:

Year 3	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Mean Score					
Students NSW	429.0	424.1	429.8	441.5	406.7
Boys NSW	419.7	412.8	423.7	431.3	412.3
SHORE	511.2	465.8	489.7	519.6	519.6

Percentage in Bands						
Band 6	State	28.6	16.6	27.4	34.6	19.7
	School	66.0	36.2	59.6	66.0	63.0
Band 5	State	23.7	37.5	27.0	18.3	19.0
	School	23.6	53.2	21.3	19.1	19.6
Band 4	State	19.0	26.7	21.7	19.0	22.3
	School	6.4	6.4	12.8	6.4	10.9
Band 3	State	17.1	13.1	11.5	20.2	24.5
	School	2.1	4.3	4.3	8.5	4.3
Band 2	State	8.9	4.8	9.2	4.8	11.4
	School	2.1	0	2.1	0	2.2
Band 1	State	3.1	1.2	3.1	3.0	3.1
	School	0	0	0	0	0

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, Grammar and Punctuation and Numeracy.

Year 5	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Mean Score					
Students NSW	502.9	477.6	501.0	512.2	499.4
Boys NSW	496.0	465.4	493.3	502.3	503.9
SHORE	556.0	510.8	533.9	566.5	569.8

Percentage in Bands						
Band 8	State	15.4	5.2	15.5	20.9	15.5
	School	28.8	7.5	19.1	39.7	41.8
Band 7	State	23.2	13.5	17.7	19.9	15.0
	School	25.8	25.4	30.9	23.5	19.4
Band 6	State	23.7	31.3	30.4	23.4	26.6
	School	36.4	41.8	35.3	26.5	26.9
Band 5	State	18.8	33.7	21.8	20.4	25.8
	School	7.6	22.4	14.7	7.4	10.4
Band 4	State	12.9	11.1	9.2	11.4	12.9
	School	1.5	3.0	0	2.9	0
Band 3	State	6.0	5.3	5.4	4.0	4.3
	School	0	0	0	0	1.5

In Year 5 overall, 98.5% of students met the national minimum standard (ie obtained results in Band 4 or above) in Reading, Writing, Spelling, Grammar and Punctuation. In Numeracy, 97.1% of students met the national minimum standard.

Targets for Improvement – Preparatory School

Shore Preparatory School has seen that one of the keys to driving classroom innovation is the professional learning of teachers. At the School, teachers are supported to pursue their own learning goals and are encouraged to innovate in the classroom to bring their learning into practice. Teachers also work in teams to learn from one another and share expertise, as well as venture out of the School to learn from other schools or attend courses. In recent years, the School has offered teaching staff the opportunity to attend courses or visit schools overseas through the offering of James Innovation Fellowships. Over the past few years, a number of Preparatory School staff have taken advantage of this opportunity to improve their practices. On the back of experiences in 2015, two teachers implemented a co-teaching arrangement where planning and assessments were built around the Universal Design for Learning framework. STEM initiatives were also explored through in-class and after school activities in the areas of coding and robotics.

As part of the on-going process of curriculum development, Preparatory School teachers developed teaching units for the new Geography Syllabus. In the area of student wellbeing, the Preparatory School continued with its partnership with Macquarie University in the implementation of the PAVe research project that targeted student anxiety and bullying.

Another exciting area of programme development has been the continued partnership with Harvard University's Research Schools International. In 2016, the collaboration has enabled a connection to be established with a school in Brazil, with students in Years 5 and 6 exchanging information about their lives as part of their own study of global connections. In Science, Year 4 students also collaborated with Ecole Stonewall Centennial School in Manitoba, Canada to participate in "Ship the Chip", an activity where students designed a packaging solution to safely transport just one potato chip across the world. Projects such as these are not only a lot of fun, but also are important in building global understanding and awareness amongst the students.

Targets for Improvement – Senior School

The appointment of Mr Stuart Ryan as Director of Pastoral Care at the beginning of 2016 was instrumental in accelerating the development of wellbeing initiatives in the School. Mr Ryan consulted widely and planned for programmes to be staged in professional learning and implementation 2016-2019.

Professional learning opportunities were targeted once more with an emphasis on staff choice and quality student learning. The school hosted a Project Zero Conference in March 2016 attended by educators not only from this school but from a range of schools across the State. Professional learning also focused upon the staff conference in June 2016. The school initiated a programme of further recognition of its professional learning opportunities as an accredited provider with BOSTES (now NESAs). The school's emphasis on professional learning is key to its philosophy of improvement and it seeks to refine the standard each year.

The school continued its planning and fundraising for the Shore Physical Education Centre. If planning approvals are gained construction is expected to begin in early 2018.

Policies for Student Welfare and Grievance Procedures – Preparatory School

Preparatory School Student Welfare Initiatives

Digital innovation, social media, the internet, the prevalence of pornography and increased time pressures on working families have all created issues that primary schools are having to deal with. In 2016, Shore Preparatory School updated Personal Development and Health programmes to respond to the challenges facing children, as well as offered talks and courses to assist parents. In the classroom, teaching units targeting good digital behaviour, anxiety prevention, anti-bullying behaviours and positive mindfulness practices have continued to be developed and implemented in recent years. In 2016, the School also increased the provision of a dedicated Preparatory School counsellor from three to five days per week.

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.

In general, parents or students wishing to raise a matter of concern do so with the student's class teacher, or one of the Deputy Heads of the Preparatory School. Many matters can generally be settled at this level. If this is insufficient, the matter can be raised with the Head of the Preparatory School. Matters of staff grievance are raised with the Deputy Head of the Preparatory School, or Head of the Preparatory School.

The final arbiter in all disputes is the Headmaster.

Corporal punishment is not permitted under any circumstance.

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

Policies for Student Welfare and Grievance Procedures – Senior School

Policies for Complaints and Grievances Resolution

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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 2016, some as a matter of annual review and some with changes in policy detail as required by legislation.

Academic Integrity Policy
Academically at Risk
Assessment Tasks - Staff
Care of Students with Emotional Needs in the Medical Centre
CCTV Procedures
CCTV Policy
Centenary Car Park Conditions of Use
Child Protection Policy
Critical Incident Plan
Cultural Exchanges Policy
DEAR Policy
Defibrillator Locations - All Campuses
Disability Provisions
Emergency Plan North Sydney Senior School
Emergency Plan North Sydney Prep 3-6
Emergency Plan N/Bridge K-2 & ELC
Emergency Procedures Summary North Sydney Senior School
Emergency Procedures Summary North Sydney Prep 3-6
Emergency Procedures Summary N/Bridge K-2 & ELC
External Marking Policy
Guest Wireless Access Instructions
Homework and Backwork Policy - Staff Version
Homework and Backwork Policy - Student Version
HSC Extension Classes
ICT Acceptable Use Policy - Students
Languages Exchange Policy
Long Service Leave Approval Guidelines
Managing Suicidal and Self-Harming Students - Guidelines
Off Season Training and Sports Exemption Policy
Policy on the Use of Videos and DVDs
Post Examinations Yr 10
Post Examinations Yr 11
Reporting to Parents Policies and Procedures
School Assessment Policy - Important
Staff Further Study and Funding Application Form
Staff Travel Policy
Student Draft Essays Policy
Student Handwriting
Student Medication Policy & Medical Centre
Study Periods Years 11 & 12
Travel Diary Form
Turnitin Policy
Use of Laptops and WiFi 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 2016

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.

Teacher Qualifications, Professional Development and Absenteeism in 2016

Shore employed a total of 172 full time and part time teachers in 2016. Of these 171 were holders of recognised degrees with teaching qualifications, and 1 held a degree with relevant teaching experience.

The School expended an average figure of \$1117 on each staff member's professional development. A table of Academic Staff Professional Development has been included as Appendix B.

Teacher absenteeism was 4.17%.

Staff turnover was 11.6%.

All new staff engaged in a Mentoring Programme. 7 staff were qualified with conditional/provisional accreditation with the NSW Education Standards Authority. 68 staff were qualified with Proficient accreditation with the NSW Education Standards Authority. 2 staff members are accredited with Classroom/Professional Excellence with the NSW Independent Schools' Teacher Accreditation Authority. 22 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.

Initiative Promoting Respect & 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 basic intellectual and social demands of adult life.

Shore is a Christian school and we seek to educate 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.

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 a 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 developed over time through a sustained process of teaching, example, learning and practice. Boys in Years 7 to 10 meet in year groups within 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 Group 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.

Wellbeing

Wellbeing at Shore is regarded as a sustained state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences and contributing to the wellbeing of others.

Shore values and promotes wellbeing as it is at the core of what we wish to achieve. It involves the wider Shore community including students, staff, parents and old boys.

At Shore we believe that faith, character, virtue and the moral dimension of life is central to human flourishing and that human beings make more sense of life in community than they do as individuals.

Our School provides a sense of belonging to students, staff, parents and old boys. The School will nurture its members to strengthen its community.

Wellbeing has become a strategic focus at Shore in 2017 with a strong focus on staff wellbeing providing professional development, guidance and support around personal wellbeing. A program is being developed which encourages staff to consider the different elements of wellbeing and provides them with the knowledge and opportunities to help them

to improve their own health and performance. In 2018 the program will be extended to students and families as we look to care for the wellbeing of the entire school community

Community Engagement

Community Engagement is an important and foundational aspect of the Schools 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 as 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.

- Houses have aligned themselves with transformational Community Engagement activities. It is hoped that students from these Houses (from Year 7- 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. Every year approximately 20 students and 3 staff members spend time at the end of a long school year visiting a Pre-School that SHORE donates money to and assisting with the building of houses for the local community. Shore continues to be committed to serving the ultra-poor in the Bacolod region.
- Each year Shore sends of 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.
- Shore partners with Red Earth Connections and hold a service trip for Year 11 Students to the Buru Homeland during the September – October holiday period. The trip comprises 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. 26 students make the journey back to the Buru homeland to continue the 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 per 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.

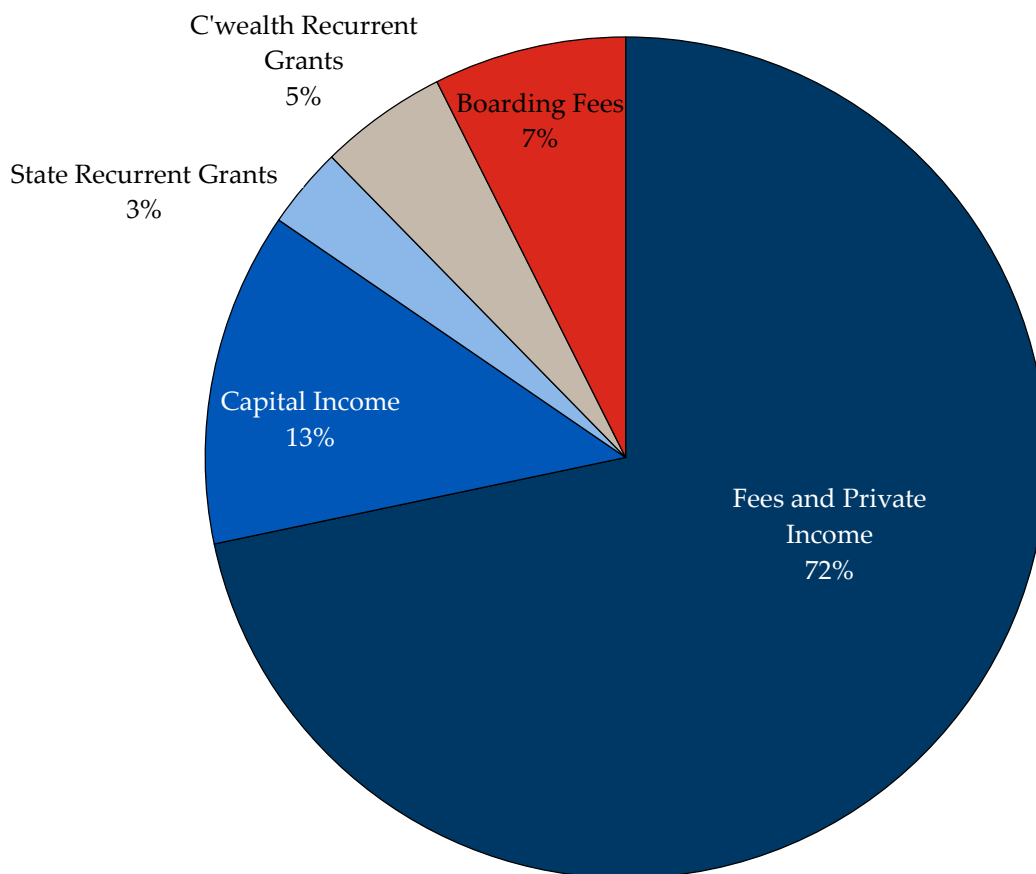
Parent feedback via letter, email and personal contact continues to identify and commend the positive difference the School is making for students.

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.

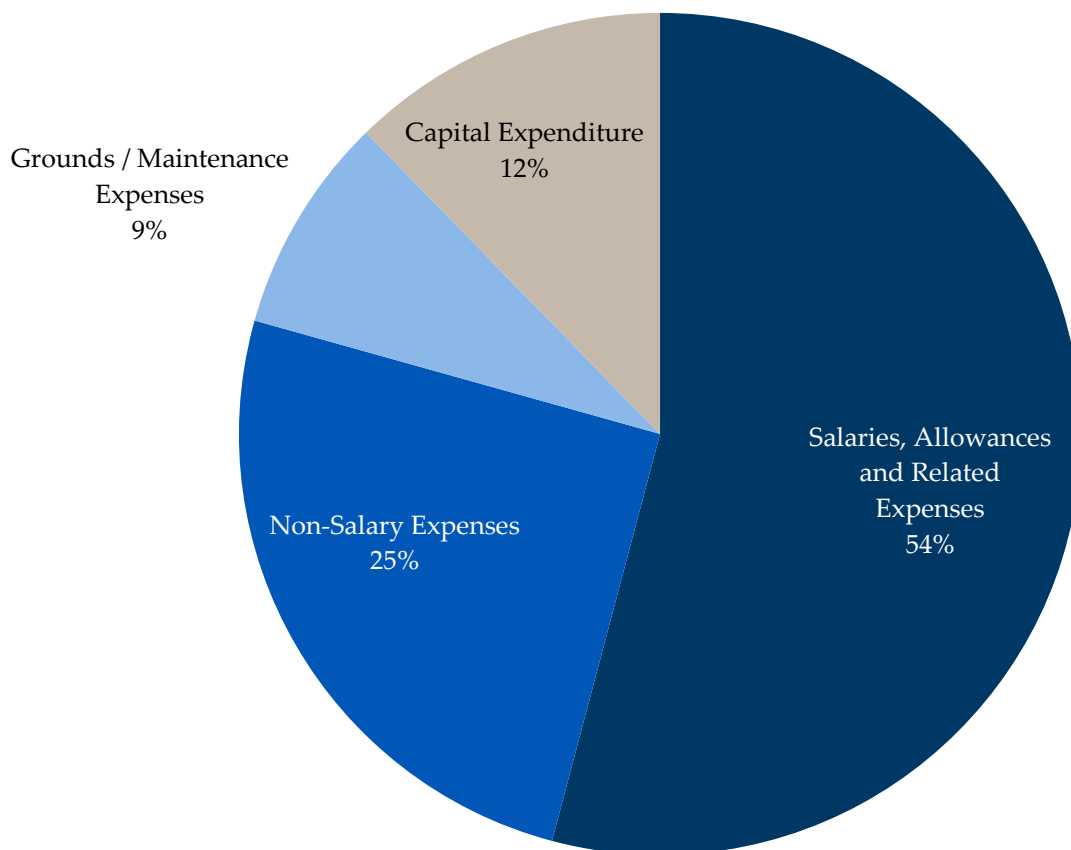
Financials

Recurrent/Capital Income 2016



<i>Recurrent / Capital Income 2016</i>		
Fees and Private Income	\$ 45,844,605	72%
Capital Income	\$ 8,217,544	13%
State Recurrent Grants	\$ 1,994,492	3%
C'wealth Recurrent Grants	\$ 3,145,499	5%
Boarding Fees	\$ 4,736,564	7%
	\$ 63,938,706	

Recurrent/Capital Expense 2016



<i>Recurrent / Capital Expenditure 2016</i>		
Salaries, Allowances and Related Expenses	\$ 36,089,448	54%
Non-Salary Expenses	\$ 16,807,066	25%
Grounds / Maintenance Expenses	\$ 5,569,432	8%
Capital Expenditure	\$ 8,204,433	12%
	\$ 66,670,379	

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) 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 Course	Number of staff	Department
2-Mar	AIS	12 Tactics of Effective Numeracy Instruction	1	Academic Support
4-Mar	SPELD NSW	Understanding Learning Difficulties(G/L1750.001)	1	Academic Support
4-Mar	Fabric.com.au	Teaching Social Skills to Others - Clement Wong	1	Academic Support
18-Jul	Herroch Educational Events	Enhancing the Learning & Support for Young People	2	Academic Support
25-Jul	CHERI	Back on Track - HSC and Beyond	1	Academic Support
5-Aug	Sydney Opera House	Engaging Students with Disability	1	Academic Support
16 Mar	Down Syndrome NSW	Mathematics for Young Learners	1	Academic Support
16 Mar	Down Syndrome NSW	Financial Literacy	1	Academic Support
3 May	ATESOL	Successful Team Teaching	1	Academic Support
18 May	AIS	NCCD Refresher Workshop	1	Academic Support
1-2 Sep	AIS	Aboriginal & Torres Strait Islander Conference	2	Academic Support
17-18 Mar	Down Syndrome NSW	2016 Education Conference	2	Academic Support
26-27 Aug	Educhange	Educhange Conference	1	Academic Support
26-27 Sep	ACE	ACE National Conference	1	Academic Support
8-9 Apr	Sony Foundation	Sony Camp Conference	1	Academic Support
Online	AIS	Personalised Learning Process for Aboriginal Students	2	Academic Support
18-19 May	Indigenous Psych. Services	Cultural Competency for Supervisors of Aboriginal People	1	Boarding
21-22 Nov	ABSA	Duty of Care Workshops	1	Boarding
31 May - 3 Jun	NZBSA	Guiding Future Leaders	1	Boarding
16-Feb	Bond University	University Careers Advisers Day	1	Careers
19-Feb	Sydney University	University Careers Advisers Day	1	Careers
26-Feb	UNSW	University Careers Advisers Day	1	Careers
10-Mar	UTS	University Careers Advisers Day	1	Careers
29-Jul	University of Wollongong	University of Wollongong Careers Day	1	Careers
31 Mar	ACU	University Careers Advisers Day	1	Careers
6 May	Macquarie University	Macquarie Uni Careers Day	1	Careers
21-Jul	Anglican Education Commission	Measuring the Impact of the Christian Ethos	2	Christian Studies

8-Mar	SASMA	SASMA Annual Dinner	5	Christian Studies
7-Sep	SASMA	Annual Archbishops Day	5	Christian Studies
20-Oct	Edcomm	The Integral Dinner 2016 6 pm	3	Christian Studies
14-Nov	Macquarie University	Macquarie University Study of Religions Conference	1	Christian Studies
15-Nov	Edcomm	Biblical Studies PD Day - PM Event	1	Christian Studies
15-Nov	Domestic Violence NSW	Sex Ed By Porn	1	Christian Studies
29 Apr	EdComm	Royale Ormsby Martin Lecture	4	Christian Studies
13 May	Crusaders	Crusader: Teachers & Chaplains PD Day	1	Christian Studies
10-13 Aug	ASA	ASA Conference - Rivers in the Desert	1	Christian Studies
12-13 Aug	ASA	ASA Conference - Rivers in the Desert	1	Christian Studies
20-Jun	Macquarie University	Understanding & Treating Anxiety Disorders In Adolescents	1	Counsellor
9-Feb	Porn Harms Kids.org.au	Symposium: Pornography and harms to Children & Young people	2	Counsellor
9-Feb	Porn Harms Kids.org.au	Symposium: Pornography and harms to Children & Young people	1	Counsellor
23-Jun	Griffith University	Screening Tool for Assessing Risk of Suicide (STARS)Workshop	3	Counsellor
21-Oct	Clinical Supervision Services	Clinical Supervision for School Counsellors	1	Counsellor
3 May	Ben Count	Shore School DBT Supervision	4	Counsellor
13-16 Sep	Aust. Psychological Society	Australian Psychological Society Congress	1	Counsellor
26-27 May	AIS	AIS School Counsellors Conference	1	Counsellor
6-7 Jun	APS	Introductory Schema Workshop	1	Counsellor
22-23 Nov	Dr Tracy Westerman	Mental Health Assessment of Aboriginal Clients	1	Counsellor
5-Mar	Belvoir St Theatre	Teaching Costume Design	1	Drama
4-Aug	Aust. Theatre for Young People	Workshop: Mastering the Mask	1	Drama
18-Oct	Labspace Apple & Adobe	Adobe Photoshop 2 day essentials course	1	Drama
25-Oct	NSW DET -The Arts Unit	Devising Theatre Complicite	1	Drama
18 Mar	AIS	The AIS Drama Conference-High Five for Stage 5	1	Drama
15 Jun	St John's College Dubbo	Leading Professional Learning at St John's College Dubbo	1	Drama
26-Feb	Academic Attainment	2016 HSC Economics PD Day	1	Economics
3-Mar	ELC	Economic Teachers Conference	1	Economics
4-Mar	ELC	Economic Teachers Conference	1	Economics
11-Mar	Academic Attainment	2016 HSC Business Studies PD Day	1	Economics
5-Aug	Eco and Business Educators	Teaching the HSC Course (Year 12) in Bus Stud for 1st time	1	Economics
17 Mar	ELC	Business Studies Teachers Conference	1	Economics
9-Sep	St John Ambulance	Provide First Aid course	1	Economics
18-Nov	Ed Lawry	Economics department dinner	1	Economics

17 Jun	AIS	Economic Essentials-Exploring Pedagogical Practice	1	Economics
17 Jun	EBE	2016 Economics Update	1	Economics
19-20 May	Loreto Normanhurst	Loreto Normanhurst Connected Learners	1	Economics
19-20 May	Loreto Normanhurst	Loreto Normanhurst Connected Learners	1	Economics
29-30 Sep	Business Educators Aust.	BEA Conference-Thinking, Teaching, Doing Business	2	Economics
26-Feb	Bell Shakespeare	Hamlet	1	English
3-Aug	Simon Brooks Education	Thinking for Learning also 23 August	1	English
12-Aug	Rosebank College	PBL Exhibition Rosebank College	1	English
23-Aug	Simon Brooks Education	Thinking for Learning also 3 August	1	English
16-Sep	AIS	Thinking of a Leadership Role (also on 14/11)	1	English
30-Sep	Cognitive Edge Pte Ltd	A New Theory of Change:Masterclass with Dave Snowden	1	English
19-Oct	AIS	1984 and Metropolis	1	English
14-Nov	AIS	Thinking of a Leadership Role (also on 16/9)	1	English
23-Nov	AIS	National Emerging Leaders Program	1	English
30-Nov	AIS	National Emerging Leaders Program	1	English
1-Dec	AIS (Online course)	Obligations in Identifying & Responding to Children	1	English
2 May	Pearson Academy	Introducing the New WISC-V	1	English
19 May	Masada College (2 + 16 June)	Building Capability for Critical & Creative Thinking	1	English
27 May	AIS	Creating Your Experienced Teacher Digital Portfolio	1	English
16 Jun	Masada College (19/5 + 2 June)	Building Capability for Critical & Creative Thinking	1	English
17-18 Aug	Growth Coaching International	Coaching Accreditation (& 9-10 November)	1	English
17-18 May	Hawker Brownlow	Hawker Brownlow Sydney	1	English
3-4 Mar	Future Schools	Future Schools Expo - Future Leaders	1	English
8-9 Sep	AIS	Women in Leadership	1	English
9-10 Nov	Growth Coaching International	Coaching Accreditation (& 17-18 August)	1	English
7-Oct	Medilife	First Aid and CPR course	45	First Aid
5-Dec	St John	St John's NSW - First Aid Recertification	1	First Aid
1-Aug	AIS	AIS Geography Conference	3	Geography
29-Aug	AIS	Your Classroom in the Cloud	1	Geography
23-Nov	AIS	National Emerging Leaders Program	1	Geography
30-Nov	AIS	National Emerging Leaders Program	1	Geography
17 May	AIS	NSW Syllabus for the Australian Curriculum Geo. 7-10	3	Geography
24 May	AIS	The Flipped Classroom	1	Geography
27-28 Oct	AIS	The AIS Digital Technologies Conference	2	Geography
23-Jul	HTANSW	Pompeii & Herculaneum	2	History
8-Aug	AIS	Familiarisation: NSW Syllabus for the Aust Curriculum	1	History
11-Aug	AIS	Planning and Programming-Online course	1	History
29-Aug	AIS	Your Classroom in the Cloud	1	History
9-Sep	AIS Online course	Personalised Learning Processes for Aboriginal students	1	History
14-Oct	Australian National Museum	Delivering a public lecture at Aust. National Museum	1	History
3-Nov	TTA	Educational Neuroscience:The Language of Learning	1	History

15 Mar	AIS	AIS History Conference	3	History
13 May	ANU	The Conservative Roots of Radicalism	1	History
6 Jun	AIS	History Extension: Embedding Historiographical Understanding	1	History
11 Jan-31 Dec	AIS	Planning & Programming Years 7 - 10	1	History
14-15 Oct	ACSA	ACSA National Curriculum Symposium	1	History
19-20 Sep	David Price	Introduction to Project Based Learning	1	History
19-20 Sep	David Price	Introduction to Project Based Learning	1	History
20-21 July	AWM	AWM Conference - The Cost of Attrition	3	History
28-30 Sep	HTANSW	HTA History National Conference	1	History
4-5 Feb	Australian War Memorial	New Directions in War and History: Debating Military History	1	History
24-Jun	Flight Centre	Flight to Vancouver Canada for IBSC Conference	1	IBSC
26-29 Jun	IBSC	IBSC Conference 2016	1	IBSC
26-29 Jun	IBSC	IBSC Conference 2016	1	IBSC
26-29 Jun	IBSC(T Wright & R Morrison G/L 1750.002)	IBSC Conference 2016	1	IBSC
27-Jul	AIS	BYOD/T in the Languages Classroom: Embedding ICT Effectively	1	Languages
26-Aug	AIS	Creative Approaches to Assessment in Languages	1	Languages
12-Oct	AIS	Effective Programming K-10 Chinese, French, German, Japanese	1	Languages
21 Mar	AIS	Enhancing Relationships in Schools	1	Languages
22 Mar	AIS	iPads for Languages	1	Languages
4 Apr	AIS	Language Bites: A Focus on Speaking Skills	1	Languages
17 May	Hawker Brownlow	Hawker Brownlow Sydney	1	Languages
26-27 Aug	Educhange	Educhange Conference	1	Languages
29 Aug - 20 Oct	Alliance Francaise	C1 - C2 Dalf Preparation	1	Languages
21-Jan	Flight Centre	Flights for PD Presenter in January	1	Learning & Teaching
21-Jan	Crooked Science	Presenter at Staff PD Day	1	Learning & Teaching
1-Mar	Price Waterhouse Coopers	PWC: Creating Australia's Future Innovators	1	Learning & Teaching
1-Mar	Price Waterhouse Coopers	PWC: Creating Australia's Future Innovators	1	Learning & Teaching
4-Mar	ACE	ACE Fellows Dinner	1	Learning & Teaching
4-Mar	ACE	ACE Fellows Dinner	1	Learning & Teaching
4-Mar	ACE	ACE Fellows Dinner	1	Learning & Teaching
4-Mar	ACE	ACE Fellows Dinner	1	Learning & Teaching
4-Mar	ACE	ACE Fellows Dinner	1	Learning & Teaching
2 Jun	Masada College (19/5 + 16/2)	Building Capability for Critical & Creative Thinking	1	Learning & Teaching
2 Jun	Masada College (19/5 + 16/2)	Building Capability for Critical & Creative Thinking	1	Learning & Teaching
2-3 Jun	ACEL	Symposium for Coaching & Positive Psych in Education	1	Learning & Teaching

7-8 Jun	Education Nation	Education Nation from Commbox	1	Learning & Teaching
23-24 Jun	Silvia Tolisano	Presenter at Staff Conference	1	Learning & Teaching
14 Sep+3 Nov	AIS	ELEVATE:agile design for high potential learners	1	Learning & Teaching
14 Sep+3 Nov	AIS	ELEVATE:agile design for high potential learners	1	Learning & Teaching
14 Sep+3 Nov	AIS	ELEVATE:agile design for high potential learners	1	Learning & Teaching
17-18 May	Growth Coaching International	Coaching Accreditation (& 26-27 Jul)	1	Learning & Teaching
17-18 May	Growth Coaching International	Coaching Accreditation (& 26-27 Jul)	1	Learning & Teaching
30 May	Jake Plaskett	Presenter at Innovation Forum	1	Learning & Teaching
26-27 Jul	Growth Coaching International	Coaching Accreditation (& 17-18 May)	1	Learning & Teaching
26-27 Jul	Growth Coaching International	Coaching Accreditation (& 17-18 May)	1	Learning & Teaching
22-Aug	Dr Elliot Gann	Today's Future Sound	60	Learning & Teaching
18-Feb	Research RSD Works	Research Skill Development Workshop	1	Library
21-Jun	AIS	Beyond Thinking Routines: Considering Opportunities for Thinking in the Classroom	1	Library
16-Aug	Hotel RL Washington	Reimbursement re accommodation re Project Zero	1	Library
30-Aug	AIS	Teacher Librarian Network Meeting	1	Library
8-Sep	Knox Grammar School	Infiniti Library Management Solutions Presentation	1	Library
21-Oct	AIS	Student Voice and Choice: Blending Learning in the Library	1	Library
21 Mar	Ebsco Information Services	Training on Ebsco databases - Ascham School	1	Library
13 May	AIS	AIS Teacher Librarian Conference-Charting New Horizons	1	Library
25 May	AIS	Creating Your Experienced Teacher Digital Portfolio	1	Library
25-27 Aug	IWB (Presenting)	Leading a Digital School Conference	1	Library
7-9 Oct	CASIE USA	Project Zero Perspectives:Learning Together, Leading Together	1	Library
3-Aug	Simon Brooks Education	Thinking for Learning also 23 August	1	Maths
23-Aug	Simon Brooks Education	Thinking for Learning also 3 August	1	Maths
26-Aug	AIS	HoD's of Mathematics Conference Evening at Shore	1	Maths
17-Oct	AIS	Understanding Self as Leader	1	Maths
11-Nov	TTA	Becoming accredited at Highly Accomplished or Lead with BOSTES	1	Maths
16-Nov	TTA	Preparing to teach Ext. 1 Mathematics	1	Maths
18-Nov	TTA	The Big Questions in Ext 1 Mathematics	1	Maths
2 May	BOSTES/NSW Institute of Teachers	Prelim. Assessment for Highly Accomplished Teacher Application	1	Maths
16 May	TTA	Head of Department Online	1	Maths
1 Jun	TTA	Learning using the history of Mathematics	1	Maths
24-25 Nov	MANSW	DELTA Conference-Maths Conference 2016	1	Maths
3-4 Mar	Future Schools	Future Schools Expo - Future Leaders	1	Maths

19-Feb	Sydney Symphony Orchestra	Meet the Music Seminars	1	Music
25-Feb	Sydney Symphony Orchestra	Meet the Music 1	5	Music
26-Feb	Sydney Symphony Orchestra	Meet the Music Seminars	1	Music
2-Mar	Sydney Symphony Orchestra	Meet the Music 2	1	Music
25-Jul	Melbourne Symphony Orchestra	Instrumental Conducting Workshop with Benjamin Northey	1	Music
8-Aug	Hunters Hill High School	Music 1 HSC Trial Marking	1	Music
10-Aug	Oxford Falls Grammar School	HSC Trial Music Marking	1	Music
17-Aug	Sydney Symphony Orchestra	Meet the Music 2	4	Music
19-Aug	Generation Next	The Mental Health & Wellbeing of Young People	1	Music
8-Oct	Adlib Music	Finding the rhythm in music and how to motivate students	1	Music
28-Oct	Positive People Solutions	Dealing with School Parents....	1	Music
23-Nov	AIS	National Emerging Leaders Program	1	Music
30-Nov	AIS	National Emerging Leaders Program	1	Music
4 May	Sydney Symphony Orchestra	Meet the Music 2	3	Music
14 Jun	Hunters Hill High School	Yr 12 Music 1, 2, Ext Perform Assess.	1	Music
16 Jun	Sydney Symphony Orchestra	Meet the Music 1	1	Music
21-22 Mar	Hilltop Rd Public School	PBL with David Price	1	Music
23-26 Sep	ABODA	Australian Band and Orchestra Conference 2016	1	Music
18 Mar	AIS	What is Working Well in Wellbeing? Online Module	1	Pastoral Care
18-19 May	Indigenous Psych. Services	Cultural Competency for Supervisors of Aboriginal People	1	Pastoral Care
21-22 Mar	Hilltop Rd Public School	PBL with David Price	1	Pastoral Care
25-27 Aug	AHISA	AHISA Conference	1	Pastoral Care
4-May	AIS	Middle Leaders (also 29 Feb + 1 Mar)	1	Pastoral Care
25-Jul	AIS	Middle Leaders (also 26 + 27 May)	1	Pastoral Care
19-Aug	Generation Next	Mental Health & Wellbeing of Young People	2	Pastoral Care
25-Oct	Melinda Tankard Reist	Speaker at Year 11 Respect Day	1	Pastoral Care
28-Oct	Positive People Solutions	Dealing with School Parents....	1	Pastoral Care
7-Nov	Qld University	RAP - A Facilitator Training Day	2	Pastoral Care
29-Nov	AIS	Middle Leaders (also 13-14 Oct)	1	Pastoral Care
22 Mar	Teachers Guild of NSW	Nurturing Development, Resilience & Wellbeing in Young People	1	Pastoral Care
3 Jun	AIS	AIS Student Wellbeing	1	Pastoral Care
3 Jun	AIS	AIS Student Wellbeing	1	Pastoral Care
3 Jun	AIS	AIS Student Wellbeing	1	Pastoral Care
3 Jun	AIS	AIS Student Wellbeing	1	Pastoral Care
3 Jun	TTA	Becoming accredited at Highly Accomplished or Lead with BOSTES	1	Pastoral Care
11-12 May	AIS	Driving Climate Change for Pastoral Care & Student Wellbeing	1	Pastoral Care
11-12 May	AIS	Driving Climate Change for Pastoral Care & Student Wellbeing	1	Pastoral Care
13-14 Oct	AIS	Middle Leaders (+ 29 Nov)	1	Pastoral Care

22-23 Nov	Indigenous Psych. Services	Mental Health Assessment of Aboriginal Clients	1	Pastoral Care
24 Jun-3 Jul	Hamilton Boys HS	Visit to School in New Zealand	2	Pastoral Care
26+27 May	AIS	Middle Leaders (also 25 July)	1	Pastoral Care
29 Feb- 1 Mar	AIS	Middle Leaders (also 4 May)	1	Pastoral Care
4-Nov	DARTA	DARTA: Alcohol and Other Drugs	3	PDHPE
30 Mar	ARU	ARU Referee Workshop	1	PDHPE
11-Feb	Masada College(25/2 + 10/3)	Building Capability for Critical & Creative Thinking	1	Science
25-Feb	Masada College(11/2 + 10/3)	Building Capability for Critical & Creative Thinking	1	Science
10-Mar	Masada College (11/2 + 25/2)	Building Capability for Critical & Creative Thinking	1	Science
1 Apr	STANSW	STANSW Chemistry Conference	1	Science
29-30 Apr	AEC	Christians in Teaching Conference 2016	1	Science
10 May	RACI	Accurate Quantitative Analysis-Titration in Chemistry	1	Science
18 May	AIS	Creating Your Experienced Teacher Digital Portfolio	1	Science
19 May	Masada College (2 + 16 June)	Building Capability for Critical & Creative Thinking	1	Science
21 May	STANSW	STANSW Meet the Markers 2016	3	Science
2 Jun	EdComm	Avoiding the extremes in teaching from a biblical perspective	1	Science
10 Jun	TTA	Developing Executive Functioning Skills in Students	1	Science
16 Jun	Masada College(19/5 + 2 June)	Building Capability for Critical & Creative Thinking	1	Science
23-Aug	STANSW	Training Session for Scientific Investigation & Working Mathematically	1	Science
1-Sep	Alaress	Schoolbox Meetup 2016	1	Science
2-3 Sept	STANSW	Judging of the Scientific Investigation & Working Mathematically	1	Science
13-Sep	Shore	A Christian View - Half day PD Course	2	Science
27-28 Sep	ACE	ACE National Conference	1	Science
27-Oct	ACE	Making a Difference	1	Science
11-Nov	BOSTES	The University of Sydney Science Teachers Workshop	1	Science
14-Nov	STANSW	STANSW Leadership in Science (K-12) Course	1	Science
2-Mar	Australian Rugby Union	ARU Referee Workshop	1	Sport
11-13 Mar	SLS NSW	NSW SLS (6 am - 3 pm)	1	Sport
3 May	Basketball Australia	High Performance Coach Conference	1	Sport
3-4 May	Basketball Australia	High Performance Coach Conference	1	Sport
16-Oct	Basketball NSW	Club Coach Course	1	Sport
16-Oct	Basketball NSW	Club Coach Course	1	Sport
16-Oct	Basketball NSW	Club Coach Course	1	Sport
16-Oct	Basketball NSW	Club Coach Course	1	Sport
6-Nov	Sports Technology Group	Level 2 Advanced Athletics Coach Part A	1	Sport
4-Mar	ISRA	Studies of Religion in Focus Conference	1	Studies of Religion
11-12 Oct	ISRA	Studies of Religion In-Service Islam	1	Studies of Religion

6 Apr	ISTAA	2016 Experienced Teacher Action Research	1	TAS
26 Apr	Trinity Grammar School	Unity, Virtual Reality & Mobile Gaming Course	2	TAS
6 May	Trinity Grammar School	Unity, Virtual Reality & Mobile Gaming Course	2	TAS
29 Jul	ISTAA	2016 Experienced Teacher Action Research	1	TAS
2015-2016	Wheeler Custome Lutherie	Tuition for making a guitar	1	TAS
2-3 Apr	IIATE	Hands on Technology:Coding, Electronics & the Arduino	3	TAS
25-27 Aug	IWB (Presenting)	Leading a Digital School Conference	1	TAS
27-28 Apr	Social Leadership Australia	Adaptive Leadership	1	TAS
27-28 Oct	AIS	The AIS Digital Technologies Conference	1	TAS
16 Mar	AIS	Supporting Teachers Through Accreditation-Experienced Teacher	1	Teacher Accreditation
6 Apr	ISTAA	2016 Experienced Teacher Action Research	1	Teacher Accreditation
5 May	AIS	Experienced Teacher Action Research Support Session	1	Teacher Accreditation
5 May	AIS	Experienced Teacher Action Research Support Session	1	Teacher Accreditation
5 May	AIS	Experienced Teacher Action Research Support Session	1	Teacher Accreditation
25 May	ISTAA	2016 Experienced Teacher Action Research	1	Teacher Accreditation
25 May	ISTAA	2016 Experienced Teacher Action Research	1	Teacher Accreditation
29 Jul	ISTAA	2016 Experienced Teacher Action Research	1	Teacher Accreditation
18 Aug	ISTAA	2016 Experienced Teacher Action Research	1	Teacher Accreditation
26 Aug	ISTAA	2016 Experienced Teacher Action Research	1	Teacher Accreditation
24-Oct	BOSTES	Information session for highly accomplished & Lead Teacher candidates	1	Teacher Accreditation
26-Oct	AIS	Education Research Symposium	1	Teacher Accreditation
26-Oct	AIS	Education Research Symposium	1	Teacher Accreditation
26-Oct	AIS	Education Research Symposium	1	Teacher Accreditation
3 Nov+14 Sep	AIS	ELEVATE:agile design for high potential learners	1	Teacher Accreditation
3 Nov+14 Sep	AIS	ELEVATE:agile design for high potential learners	1	Teacher Accreditation
3 Nov+14 Sep	AIS	ELEVATE:agile design for high potential learners	1	Teacher Accreditation
9-Sep	TTA	Introduction to Adobe Illustrator	1	Visual Arts
27 May	Articulate Visual Communications	Deus Ex Photos Photomedia Conference	1	Visual Arts
17 Oct-10 Nov	Richard Steiner	Workshop at Richard Steiner Studio Japan	1	Visual Arts
		Total	435	

EXECUTIVE STAFF				
18-20 Feb	Pearson	21st Century Learning Conference(Costs-Pearson)	1	Learning & Teaching
5-6 Mar	CASIE	Project Zero Melbourne	1	Learning & Teaching
22-Apr	Synergetic	Synergetic Roadshow - Pastoral Care	1	Dir.Pastoral Care
21 May	STANSW	STANSW Meet the Markers 2016	1	Science
23-24 May	Growth Coaching Intern.	Solutions Focus Masterclass	1	Learning & Teaching
8-Jun	ACSA	Bursting the Bubble - Webinar	1	Learning & Teaching
10-Jun	Museum of Contemporary Art	Creativity in Education	1	Learning & Teaching
15-Jun	Sydney Jewish Museum	Divisions and Derisions	1	Learning & Teaching
26-29 Jun	IBSC	IBSC Conference 2016	3	IBSC
20-21 July	AWM	AWM Conference - The Cost of Attrition	1	Deputy Headmaster
28-29 July	Growth Coaching Intern.	Coaching Accreditation Programme	1	Sportsmaster
28-29 July	Growth Coaching Intern.	Coaching Accreditation Programme	1	Director of Activities
1-2 Aug	AIS	Senior Executives (also 6-7 October)	1	Dir.Pastoral Care
1-2 Aug	AIS	Senior Executives (also 6-7 October)	1	Director of Activities
5-Aug	ACE	Wyndham Awards Dinner	1	Learning & Teaching
15-16 Aug	AIS	Heads of Sport Conference-Taking it to the Next Level	1	Sportsmaster
25-27 Aug	AHISA	AHISA Conference	1	Deputy Headmaster
25-27 Aug	AHISA	AHISA Conference	1	Dir.Pastoral Care
25-27 Aug	AHISA	AHISA Conference	1	Dir. of Boarding
8-9 Sep	Assoc. of Boys' Schools of NZ	Senior Leadership in Boys' Schools	1	Dir.Pastoral Care
14 Sep+3 Nov	AIS	ELEVATE:agile design for high potential learners	1	Learning & Teaching
27-Sep	ACE	ACE National Conference	1	Learning & Teaching
6-7 Oct	AIS	Senior Executives (also 1-2 August)	1	Dir.Pastoral Care
20-21 Oct	Growth Coaching Intern.	Coaching Accreditation Programme	1	Sportsmaster
20-21 Oct	Growth Coaching Intern.	Coaching Accreditation Programme	1	Director of Activities
26-Oct	AIS	Education Research Symposium	1	Teacher Accreditation
27-Oct	ACE	Making a Difference	1	Learning & Teaching
3 Nov+14 Sep	AIS	ELEVATE:agile design for high potential learners	1	Learning & Teaching

16-Nov	Synergetic	Synergetic NSW Roadshow-Introduction to Sports Manager	1	Director of Activities
16-Nov	Synergetic	Synergetic NSW Roadshow-Introduction to Sports Manager	1	Sportsmaster
		Total	33	

UNIVERSITY				
	Macquarie University	Masters of Education in Advanced Practises & Masters in Education Leadership	1	
	The University of Newcastle	Masters of Education	1	
	University of NSW	Educational Leadership	1	
	University of Sydney	Master of English Studies	1	
	University of Western Sydney	Master of Education (Leadership)	1	
	Charles Sturt University	Masters Degree in Information Communication and Technology in Education	1	
		Total	6	

DEPARTMENT REVIEWS				
16-Feb	PK Brock & JV Manuel	English Department Review- Jacqueline Manuel		
17-Oct	Mary Carter	Music Department Review		

2016 PREPARATORY K TO 6 ACADEMIC STAFF PROFESSIONAL DEVELOPMENT				
Date from	Provider	Description of course - 2016	No of staff	Dept
22-Jan	MultiLit	MacqLit	6	K,1,2
8-Feb	Cast Professional Learning	A Framework for Addressing Learner Variability: Theory & Practice - (Online course)	11	Yrs 3 to 6
17-Feb	RIDBC Renwick Centre	Improving outcomes for Students with Hearing Loss	2	K,1,2
17-Feb	MultiLit	Spell-It	1	Yrs 3 to 6
24-Feb	RIDBC Renwick Centre	Vision Loss - Improving the Outcomes of Students with Vision Loss in Mainstream Schools	1	Yrs 3 to 6
26-Feb	Office of Ombudsman NSW	16 Years of Reportable Conduct - What have we learnt and where are we heading?"	1	K to 6
2-Mar	AIS	12 Tactics of Effective Numeracy Instruction	1	K,1,2
3-Mar	NSW DET	2016 Choreographic Workshop	1	Yrs 3 to 6
3-Mar	EduTech International	National Schools Expo & Conf - Class Tech	3	Yrs 3 to 6
3-Mar	Sydney Symphony	Stage 1-4 Concerts Workshop	1	K,1,2
11-Mar	Music EdNet	A day of Technology in Music Education	1	Yrs 3 to 6
13-Mar	Project Zero, CASIE & Harvard Grad. School	Project Zero Perspectives	10	K to 6
16-Mar	Dynamic Learning Group	Teaching Boys in the 21st Century	1	K,1,2
17-Mar	IPSHA	IPSHA Deputies & Curriculum Co-ordinators meeting	3	Yrs 3 to 6
17-Mar	AIS	Making Every Moment Count - Mindfulness in Education	5	K,1,2

18-Mar	AIS	An Opportunity to Collaborate in Curriculum - Dance Stages 4-6	1	K,1,2
24-Mar	Premium Health	PEG Training	8	Yrs 3 to 6
25-Apr	Harvard	Making the Case & Planning for Global Education	1	Yrs 3 to 6
29-Apr	EdComm	Teaching for Humanity	1	Yrs 3 to 6
1-May	Epilepsy Action Australia	Epilepsy Essentials	17	K12
3-May	Peter Webster	Asthma & Anaphylaxis Training	12	K12
4-May	Dynamic Learning Group	Powering up Inquiry Learning in your classroom	1	K,1,2
9-May	IPSHA	Debating Workshop - Adjudication	1	Yrs 3 to 6
11-May	Eventbrite / Windsor & Newton	Know your Materials - Watercolour	1	Yrs 3 to 6
13-May	Crusaders	Teachers & Chaplains Development Day	1	K,1,2
16-May	Harvard	Visible Thinking: Building Understanding through critical & creative thinking (Online Course)	6	K,1,2
17-May	History Teachers Association	Teaching History K-6	8	Yrs 3 to 6
18-May	ECTARC	Infection Control in an Education & Care Setting	1	Yrs 3 to 6
20-May	CBCA	Children's Book Council of Australia Annual Conference	1	K,1,2
21-May	Children's Book Council	CBCA 12th Biennial National Conference	1	Yrs 3 to 6
24-May	MacICT	We-Do Robotics LEGO	1	K,1,2
30-May	EduTech International	EduTECH International Congress & Expo	1	Yrs 3 to 6
7-Jun	Children's Hospital Westmead	ProACTIVE Facilitator Training	1	K to 6
14-Jun	EdComm	Women as Leaders - Servant hearted leadership in practice	1	K,1,2
27-Jun	University of Sydney	Successful Learning Conference 2016	3	K,1,2
20-Jul	MultiLit	Minilit Workshop	1	K,1,2
27-Jul	MultiLit	MacqLit	2	K,1,2
28-Jul	AIS	Art in the Primary Classroom	1	K,1,2
28-Jul	Peter Webster	Asthma & Anaphylaxis Training	20	Yrs 3 to 6
11-Aug	BOSTES	BOSTES Potential Provider Information Session	1	Yrs 3 to 6
15-Aug	AIS	Taking it to the next level - AIS Heads of Sport Conference 2016	1	K to 6
17-Aug	Human Connections	The Accidental Counsellor Training - A Solution focused approach	2	K,1,2
18-Aug	Int Board on Books for Young People	IBBY 35th International Congress	1	Yrs 3 to 6
19-Aug	AIS	Winhanga-rra: Storytelling with Bangarra	1	Yrs 3 to 6
25-Aug	IWBNET Pty ltd	Leading a Digital School Conference	2 (Exec PD)	K-6
7-Sep	AIS	Working Mathematically unpacked for K-2	1	K,1,2
3-Oct	Harvard Graduate School of Education	Ensuring Success for All: Tools and practices for inclusive schools (Online Course)	1	Yrs 3 to 6
11-Oct	National Art School	Oil Painting from Life	1	Yrs 3 to 6
27-Oct	AIS	Digital Technologies Conference 2016 & STEM Symposium 2016	1	Yrs 3 to 6
31-Oct	ICTE NSW	ICTENSW Term 4 Workshop	1	Yrs 3 to 6
7-Nov	Australian Psychological Society	The future of Child and Adolescent Mental Health	1	Yrs 3 to 6

16-Nov	Selective Mutism Clinic	Pre-Schoolers with Selective Mutism: Transitioning to School	1	Yrs 3 to 6
17-Nov	Pearson Academy	Learning & Teaching Conference 2016 Educating the Whole Child	2	Yrs 3 to 6
	Harvard Graduate School	UDL (Online Course)	1	K,1,2
		Total	156	

ALL ACADEMIC STAFF PROFESSIONAL DEVELOPMENT DAYS				
21-Jan	Senior & Prep School	Unconference - Debra Bateman, Simon Crook, 22 groups of teachers	160	K to 12
22-Jan	Shore Preparatory School	Effective Teacher Collaboration	35	K to 6
22-Jan	Senior School	HSC report, Departmental Time, Pastoral Care, Housemaster/Tutor Time	125	7-Dec
23-Jun	Shore Staff Conference: Syliva Rosenthal Tolisano		170	K to 12
24-Jun	Shore Staff Conference: Syliva Rosenthal Tolisano		170	K to 12
18-Jul	AIS - Shore Preparatory School Academic Staff PD Day	Geography Syllabus - Planning Units of Work	25	K to 6