

Annual Public Report for Shore School

for year ended December 2012

Governance and Statement for the School Council

Shore School (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:

To equip students to participate in the wider community through a broad and well-rounded education of the highest standard:

- With a Christian perspective of the world in which they live
- As responsible citizens
- With academic achievements commensurate with their ability
- With a knowledge of themselves, how they should live and how to relate to others
- With a questioning mind and a continuing desire to learn

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.

Shore School 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 2012 was 1590.

K-2	144
Years 3-6	241
Secondary	1205
Boarders	192
FFPOS	8

There were 45 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 SES of the School is 131.

The enrolment policy is appended A.

Retention Rates 2012 and Student Absences 2012

A total of 196 boys enrolled in Year 7 2007. 204 sat for the HSC in 2012, an apparent retention rate of 100%. However, of the original cohort there were 176 still at the School in Year 12 in 2012 and so the real retention rate over six years is 89.8%. 204 boys were enrolled in Year 10 in 2010 and 196 of these sat the HSC in 2012. This retention rate is 96.1%.

Student absence is followed up by telephone/email and notes must be provided. Total absences from the school for 2012 are Year 12: 769; Year 11: 879; Year 10: 1,469; Year 9: 1,318; Year 8: 1,036; Year 7: 1,079; Year 6: 453; Year 5: 479; Year 4: 368; Year 3: 342; Year 2: 154; Year 1: 233; and Kindergarten: 251.

Student Performance in national and state-wide tests and examinations

In 2012, 204 students sat for the NSW Higher School Certificate in 35 courses. One student undertook his first year of Pathways and will qualify for an HSC in 2013, while three undertook their second year of Pathways and qualified for their ATAR in 2012. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 86% of these placed in Bands 5 and 6 (80-100 marks). Of the 83 candidates who sat for one or more extension courses, 100% achieved 25 marks or more out of 50, with 75% of them achieving in the highest band (40 marks or more). In general, student achievement was well above state level. This has been a consistent trend over the past two decades.

2012 HSC Examination Results

Shore achieved pleasing results in a broad range of subjects in the 2012 HSC examinations. We had eighteen boys gain Premier's Awards. This is the highest number of Premier's Awards the School has received. In 2012, we also gained more Band 6 results than in previous years.

In all courses with ten or more candidates our means were well above those of the state. Some of the highest were: English Extension 1 45.91/50, Maths Extension 2 91.67, English Advanced 88.88, Geography 88.71, Modern History 88.14, Business Studies 87.52, Ancient History 87.16, General Mathematics 86.96, French Continuers 86.74, Mathematics 86.60 and Drama 86.49.

Our strongest performing large-candidature subjects based on the percentage of Band 6 results included English Extension 1 (87.5%), Ancient History (52.4%), Business Studies (51.5%), Modern History (48.4%), English Advanced (47.5%), French Continuers (47.4%), Drama (47.4%), Geography (46.8%), General Mathematics (42.0%) and Mathematics Extension 1 (39.7%).

A number of subjects were more than one standard deviation above the state mean: Ancient History (1.20), Business Studies (1.08), Design and Technology (1.35), English Standard (1.31), English Advanced (1.10), English Extension 1 (1.02), Geography (1.15), Industrial Technology (1.29), General Mathematics (1.36), Music 1 (1.01) and PDHPE (1.03).

The School received 72 Merit Listings in English and 103 in Mathematics, the highest ever for Shore in English. Of particular note was the award of seven Band 6's in Standard English. There were a total of 420 Merit Listings (the highest number ever) and 562 Band 5

Results. According to the table presented in the Herald this ranked the School as 19th in the state. This table makes no distinction on the basis of enrolment selectivity for the schools listed.

HSC 2012
BOYS ACHIEVING IN TOP BAND (By Course)
 (% correct to 1 decimal place)

Course	Units	2010		2011		2012	
		School %	State %	School %	State %	School %	State %
Ancient History	2	23.3	11.1	23.5	10.2	52.4	7.2
Biology	2	24.2	7.4	20.5	7.9	20.0	6.3
Business Studies	2	47.2	9.6	32.6	7.1	51.5	8.4
Chemistry	2	28.1	10.2	35.1	11.0	18.8	13.1
Design & Technology	2	0	8.2	0	8.6	66.7	9.9
Drama	2	66.7	10.6	38.5	11.4	42.9	12.2
Economics	2	13.2	13.2	29.0	10.7	29.6	12.5
English (Standard)	2	0	0.2	1.0	0.2	6.8	0.5
English (Advanced)	2	18.3	14.0	36.9	13.3	47.5	12.6
ESL	2	0	3.7	0	5.7	0	3.1
English Extension 1	1	53.8	24.5	66.7	26.7	87.5	25.0
English Extension 2	1	20.0	28.1	66.7	23.4	66.7	21.9
Geography	2	28.6	8.8	22.2	8.3	46.8	8.4
Industrial Technology	2			18.2	10.9	80.0	8.5
IPT	2	35.0	9.7	33.3	10.0	16.7	8.6
General Mathematics	2	36.6	6.6	41.9	7.0	42.0	5.6
Mathematics	2	40.5	19.0	56.5	18.3	38.5	18.1
Mathematics Extension 1	2	37.3	37.0	41.5	35.9	39.7	35.5
Mathematics Extension 2	2	83.3	37.4	84.6	39.2	81.8	38.0
Modern History	2	24.1	8.1	21.9	10.0	48.4	11.6
History Extension	1	29.4	23.2	85.7	25.6	41.7	18.2
Music 1	2	60.0	40.0	37.5	15.2	46.7	13.8
Music 2	2	0	32.3	67	33.1	100.0	33.8
Music Extension	1	-	-	100.0	60.1	100.0	63.2
PDHPE	2	3.7	9.0	26.1	8.1	34.2	7.0
Physics	2	15.2	8.4	9.6	8.9	12.8	7.9
Senior Science	2	0	8.1	33.3	8.0	14.3	8.2
Studies of Religion I	1	0	13.9	33.3	12.2	25.0	11.5
Visual Arts	2	13.6	11.7	8.3	10.0	25.7	11.1
French Continuers	2	30.8	26.7	66.7	29.6	47.4	28.2
French Extension	1	20.0	60.0	50.0	43.6	0	43.6
German Continuers	2	50.0	23.7	0.0	18.4	33.3	22.7
German Extension	1	-	-	0.0	27.4	-	-
Japanese Continuers	2	0	20.9	0	24.4	25.0	19.9
Latin Continuers	2	100.0	54.0	50.0	46.5	100.0	48.6
Latin Extension	1	100.0	77.3	100.0	80.0	100.0	77.8

HSC 2012
BOYS ACHIEVING IN TOP 2 BANDS (By Course)
 (% correct to 1 decimal place)

Course	Units	2010		2011		2012	
		School %	State %	School %	State %	School %	State %
Ancient History	2	86.7	38.3	76.5	37.4	85.7	26.8
Biology	2	66.7	33.3	63.6	31.0	62.2	26.8
Business Studies	2	89.0	37.0	75.3	32.0	90.7	38.1
Chemistry	2	68.7	39.4	67.6	40.0	72.9	42.6
Design & Technology	2	61.1	34.1	28.6	38.3	100.0	39.7
Drama	2	100.0	39.7	92.3	43.4	85.7	43.9
Economics	2	89.5	41.1	83.9	43.5	90.7	47.2
English (Standard)	2	21.7	4.3	43.7	8.9	85.4	15.8
English (Advanced)	2	90.3	57.9	96.4	58.2	99.0	54.1
ESL	2	75.0	25.4	100.0	32.2	0	24.7
English Extension 1	1	100.0	85.6	100.0	84.0	100.0	87.1
English Extension 2	1	100.0	81.5	100.0	84.0	100.0	78.4
Geography	2	88.6	38.3	81.0	37.7	94.8	40.3
Industrial Technology	2			100.0	31.4	100.0	30.4
IPT	2	80.0	34.1	66.7	31.6	66.7	31.2
General Mathematics	2	81.7	26.1	73.3	24.3	85.2	22.1
Mathematics	2	70.3	48.0	96.8	51.2	85.4	52.5
Mathematics Extension 1	2	98.0	82.6	98.1	84.5	94.8	85.0
Mathematics Extension 2	2	100.0	90.0	100.0	91.7	100.0	88.4
Modern History	2	85.2	41.7	85.9	45.3	95.3	45.9
History Extension	1	82.4	71.0	100.0	74.2	100.0	66.0
Music 1	2	100.0	60.2	100.0	58.9	100.0	58.4
Music 2	2	100.0	82.3	100.0	83.9	100.0	85.0
Music Extension	1	-	-	100.0	98.7	100.0	99.1
PDHPE	2	68.5	38.4	76.1	34.2	81.6	32.9
Physics	2	71.7	39.1	57.7	36.2	59.6	34.1
Senior Science	2	85.7	39.6	50.0	38.7	100.0	40.3
Studies of Religion I	1	100.0	51.0	100.0	48.4	75.0	41.9
Visual Arts	2	63.6	50.6	62.5	47.9	88.6	54.0
French Continuers	2	61.5	59.7	83.3	63.8	89.5	64.6
French Extension	1	80.0	90.0	75.0	84.6	90.9	90.7
German Continuers	2	75.0	55.0	100.0	54.0	66.7	58.8
Japanese Continuers	2	20.0	48.1	50.0	53.4	50.0	46.7
Latin Continuers	2	100.0	80.7	100.0	79.4	100.0	92.7
Latin Extension	1	100.0	100.0	100.0	98.0	100.0	97.0

Literacy & Numeracy Assessments

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

Senior Secondary Outcomes

In 2012, 1.3% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	% of Students
2012	HSC	100%
2012	VET Certification	100%

Over 80% of students achieved tertiary entrance places.

NAPLAN Testing Results for Shore Preparatory School

The 2012 NAPLAN Literacy Test results can be summarised.

Year 3 Literacy	Reading	Writing	Spelling	Grammar and Punctuation
Mean Score				
Students NSW	426.9	425.0	428.1	434.5
Boys NSW	420.6	412.4	418.4	421.7
Shore	480.6	433.0	451.2	479.8

Percentage in Bands					
Band 6	State	26.4	15.9	30.1	33.7
	School	56.3	14.6	41.7	50.0
Band 5	State	23.8	41.3	20.2	22.0
	School	12.5	43.8	20.8	20.8
Band 4	State	20.6	22.3	25.4	19.0
	School	14.5	35.4	25.0	18.8
Band 3	State	15.6	13.8	13.4	12.7
	School	12.5	6.3	10.4	8.3
Band 2	State	10.1	5.0	7.5	7.4
	School	4.2	0	0	2.1
Band 1	State	3.5	1.7	3.4	5.1
	School	0	0	2.1	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, and Grammar and Punctuation. In Spelling, 98% of students met the national minimum standard.

Year 5 Literacy	Reading	Writing	Spelling	Grammar and Punctuation
Mean Score				
Students NSW	500.1	486.2	507.6	503.7
Boys NSW	493.0	472.6	498.7	493.6
Shore	555.9	504.3	533.6	555.4

Percentage in Bands					
Band 8	State	13.6	8.7	16.5	20.7
	School	37.5	4.2	18.1	40.3
Band 7	State	21.5	14.5	24.5	14.5
	School	23.6	23.6	41.7	18.1
Band 6	State	24.5	28.8	26.1	23.5
	School	19.4	45.8	18.1	22.2
Band 5	State	22.8	34.1	17.9	20.8
	School	6.9	19.4	12.5	11.1
Band 4	State	10.0	8.4	11.3	12.8
	School	5.6	2.8	8.3	5.6
Band 3	State	7.7	5.5	3.8	7.8
	School	6.9	4.2	1.4	2.8

In Year 5 overall, 93.1% of students met the national minimum standard (i.e. obtained results in Band 4 or above) in Reading, 95.8% in Writing, 98.6% in Spelling and 97.2% in Grammar and Punctuation.

The 2012 NAPLAN Numeracy Test results are summarised in the tables below.

Year 3 Numeracy	Number, Patterns, Algebra	Measurement, Data, Space and Geometry	Numeracy
Mean Score			
Students NSW	407.6	402.3	405.7
Boys NSW	411.6	405	409.3
Shore	459.9	450.5	459.0

Percentage in Bands				
Band 6	State	13.9	12.5	17.7
	School	27.1	22.9	37.5
Band 5	State	29.3	28.5	21.2
	School	35.4	52.1	31.3
Band 4	State	20.5	22.1	27.8
	School	27.1	6.3	18.8
Band 3	State	23.8	23.8	20.2
	School	10.4	18.8	12.5
Band 2	State	9.2	8.1	9.3
	School	0	0	0
Band 1	State	3.4	4.8	3.8
	School	0	0	0

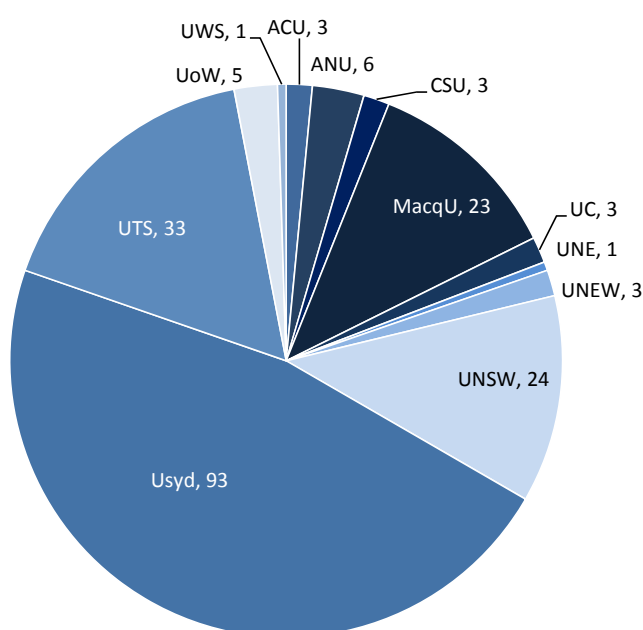
In Year 3 overall, 98% of students met the national minimum standard (i.e. obtained results in Band 2 or above) in Numeracy.

Year 5 Numeracy	Number, Patterns, Algebra	Measurement, Data, Space and Geometry	Numeracy
Mean Score			
Students NSW	500.0	497.3	498.8
Boys NSW	504.3	500.6	502.6
Shore	569.0	532.8	561.4

Percentage in Bands				
Band 8	State	16.9	13.9	15.8
	School	43.1	36.1	41.7
Band 7	State	14.0	15.4	15.4
	School	22.2	22.2	26.4
Band 6	State	26.3	26.8	28
	School	22.2	33.3	22.2
Band 5	State	25.1	28.2	23.9
	School	9.2	4.2	6.9
Band 4	State	9.7	11.2	11.8
	School	1.4	4.2	1.4
Band 3	State	6.9	4.4	5.2
	School	1.4	0	1.4

In Year 5 overall, 98.6% of students met the national minimum standard in Numeracy.

Post School Destinations for Students (numbers)



Targets for Improvement

The development of the Northbridge Project commenced in September 2012. This will provide full drainage for all fields connected to a water storage and recycling facility, a pavilion for Association Football and Tennis and the provision of nine tennis courts of competition standard.

After three years of careful preparation and planning the School's Project for the refurbishment of the historic house Graythwaite and improvement of the grounds was approved by the NSW Department of Planning and Infrastructure. The approval also contains requirements that will improve traffic flow at student drop off and pick up times.

The full implementation of the Instructional Rounds programme saw a large number of Shore staff engage in this as a professional development activity as well as over twenty schools from all sectors from around Australia sending visitors or observers to participate in this Project. A short film was made of this process by AHISA and may be viewed on the AHISA website.

The School engaged extra staffing in English to build on the success of its Shore Writing Programme by providing greater one on one consultation for students in drafting their work. At the end of 2012 the English results were the best in the School's history.

In 2012 the School implemented an All Sports Fellowship programme to assist in the development of its teaching staff as sports coaches.

Targets for Improvement – Preparatory School

In 2012, saw the adoption of the new National Quality Framework for Early Childhood and Education and Care Services. This impacted the Preparatory School Early Learning Centre and the After School Service. The Early Learning Centre and After School Care Service underwent extensive review processes to ensure compliance with the new regulations.

In 2012, the Preparatory School teaching staff underwent further training to improve the teaching of reading comprehension skills. The Guided Reading approach implemented in Kindergarten to Year 4 the previous year was extended to Years 5 and 6. The approach to benchmarking children's reading levels in Kindergarten, Year 1 and Year 2 was reviewed and new guidelines for teachers produced.

Wireless networking infrastructure was installed in the Kindergarten to Year 2 campus, in preparation for mobile computer implementation in 2013 and more laptops were purchased in Years 3 – 6 for use in the regular classrooms. This further enhanced student access to web-resources and software in the regular classroom.

The Preparatory School further increased the resources allocated to integrating children with special needs and the School's Learning Support programmes through the provision of more teachers' aides and a new part-time learning support teacher in the early years of schooling. The increased staffing across Kindergarten to Year 6 enabled new programmes to be implemented, including MiniLit in Kindergarten and Year 1, as well allowing the existing MultiLit programme in Years 3 – 6 to be offered in a more intensive format.

The Preparatory School Buddies programme which facilitates cross-age activities between the infants and primary years was reviewed and redesigned to create a more engaging experience for the children.

Teacher Qualifications, Professional Development and Absenteeism for 2012

Shore employed a total of 158 full time and part time teachers in 2012. Of these 156 were holders of recognised degrees with teaching qualifications, 2 held degrees with relevant teaching experience.

The School expended an average figure of \$1246 on each staff member's professional development. A table of Academic Staff Professional Development has been included as Appendix B.

Teacher absenteeism was 4.01%.

Staff turnover was 6.13%.

All new staff engage in a Mentoring Programme. 42 staff are qualified with Professional Competence accreditation and 1 staff member with Professional Accomplishment accreditation with the NSW Institute of Teachers and 2 staff members are accredited with Classroom/Professional Excellence with the NSW Independent Schools' Teacher Accreditation Authority. 9 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

1 PREPARATORY SCHOOL

Updates were made to the Emergency and Critical Incident Policies, Child Protection Policy, First Aid and Medication Policies.

The Preparatory School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programmes that develop a sense of self-worth and foster personal development

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required, penalties imposed vary appropriately, according to the nature of the issue and a student's prior behaviour.

Corporal punishment is not permitted under any circumstance.

All discipline policies are based on procedural fairness.

Policies for Complaints and Grievances Resolution

The School's policy for dealing with complaints and grievances includes 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.

2 SECONDARY SCHOOL

A number of important policies were updated in 2012, some as a matter of annual review and some with changes in policy detail as required by legislation.

Lock down Fire and Emergency Evacuation Procedures - for the Preparatory School at Northbridge - February 2012

Policy on Excursions/In-School Events - February 2012

Animals on Campus Policy - March 2012

Academic Integrity Policy - October 2012

Protected Disclosure Policy - October 2012

Staff Code of Conduct - October 2012

Student Medication Policy and Medical Centre - October 2012

Yard Duty Responsibilities – Senior School - October 2012

Academically at Risk Policy - November 2012

Disability Provisions - December 2012

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 T A Wright
Headmaster
Shore School
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. Houses 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 two 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 2013

- The introduction of a fourteenth day House; Gilmour House

Full Text of Policies available as follows:

Evacuation Policy:	Staff Handbook 6.2.6
Critical Incident Policy	Staff Handbook 2.2.5
Protocols and Guidelines for Trips and Excursions:	Staff Handbook 6.21 and 6.22
Boys' Code of Conduct	Compliance folder

These policies are also 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 boys has an opportunity to respond
- If the boys feels he has been unjustly treated he can appeal to the Deputy Headmaster
- Corporal punishment is not permitted under any circumstance

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

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."

Initiatives 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. Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice. 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.

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 is in its third year and is proving to be a valuable addition to the Pastoral Care programme at Shore. It 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 2-3 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.

The "language" of the programme is being used throughout the school by staff, student leaders and boys. When being disciplined or having their behaviour corrected, boys are often asked to reflect on the character strengths they have been taught, such as honesty, self-control or integrity.

The table below outlines the themes and content of the 'Building Good Men' programme.

Term	Theme	Year 7	Year 8	Year 9	Year 10
1	Character	Friendship: <ul style="list-style-type: none"> • Making friends • Bullying: Let's Fight it Together • Beating bullying 	Integrity: <ul style="list-style-type: none"> • What is integrity? • Are you a person of integrity? • Integrity in action • Defining integrity 	Courage: <ul style="list-style-type: none"> • What is courage? • Fear • Courage in action • Defining courage 	Honesty: <ul style="list-style-type: none"> • What is honesty? • Honesty and truth • Honesty in action • Defining honesty
2	Virtues and Strengths	Respect: <ul style="list-style-type: none"> • What is respect? • Respecting others • Treating people with respect • Respect discussion questions • Respect dilemmas 	Self Control: <ul style="list-style-type: none"> • What is self-control? • Self-control at school • Self-control at home • Self-control on the weekend 	Serving Others: <ul style="list-style-type: none"> • What is serving others? • Opportunities to serve • Serving others – what others are doing 	Resilience: <ul style="list-style-type: none"> • Self-assessment - via online survey • Optimism • What prevents us from being resilient? • The way forward
3	Leadership	Identifying Leadership: <ul style="list-style-type: none"> • Identifying leadership • Opportunities • Qualities 	Servant Leadership: <ul style="list-style-type: none"> • Servant Leadership • What makes a good leader? • Defining leadership styles 	Modelling Leadership: <ul style="list-style-type: none"> • Great world leaders • Devastating leadership • Knowing good from bad leadership 	Preparing for Leadership: <ul style="list-style-type: none"> • Leadership roles • Ethical dilemmas • Big wide world

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.

Service

Service is a very important characteristic of the SHORE community. It is neither a new feature nor a peripheral aim of the school. Rather it is foundational to the schools ethos. At SHORE we seek to 'Build Good Men'. Good men are called to love and serve those around them. In this way a service attitude is the opposite of a selfish mentality. We also believe that happiness in life is not a result of gaining more and more possessions for ourselves.

As a school community we seek to teach, to model and to encourage service. Like many things in life, service is as much 'caught' as 'taught'. That means whilst we will talk about service, we will also give examples of service and we will also give the students opportunity to learn to serve at many levels.

- Houses and Tutor Groups 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 2012 7 Year 11 students participated in a “M.A.D. (Make a Difference) Trip” and spent time at the end of the school year visiting a Pre School that Shore donates money to and assisting with the building of houses for the local community. In 2012, the trip will continue with a larger group of Year 11 boys in attendance as well as providing an alternative to the ‘Schoolies’ experience for Year 12 boys.
- 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 about 18 boys.

Shore, in partnership with Red Earth Connections, is planning a service trip for Year 11 Students to the Buru Homeland in the September – October holiday period in 2013. The trip will comprise 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.

- The Shore Cadet Unit (SCU) was established over 100 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 Cadets programme with opportunities for year 10, 11 and 12 boys to serve as Cadet Leaders.
- All boys in Year 10 and 11 are required to fulfil 40 hours per year of service activities. The activities include Bush Regeneration, Cadets, Community Aid, Library Service and a Sustainability Group

Measures of Satisfaction

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

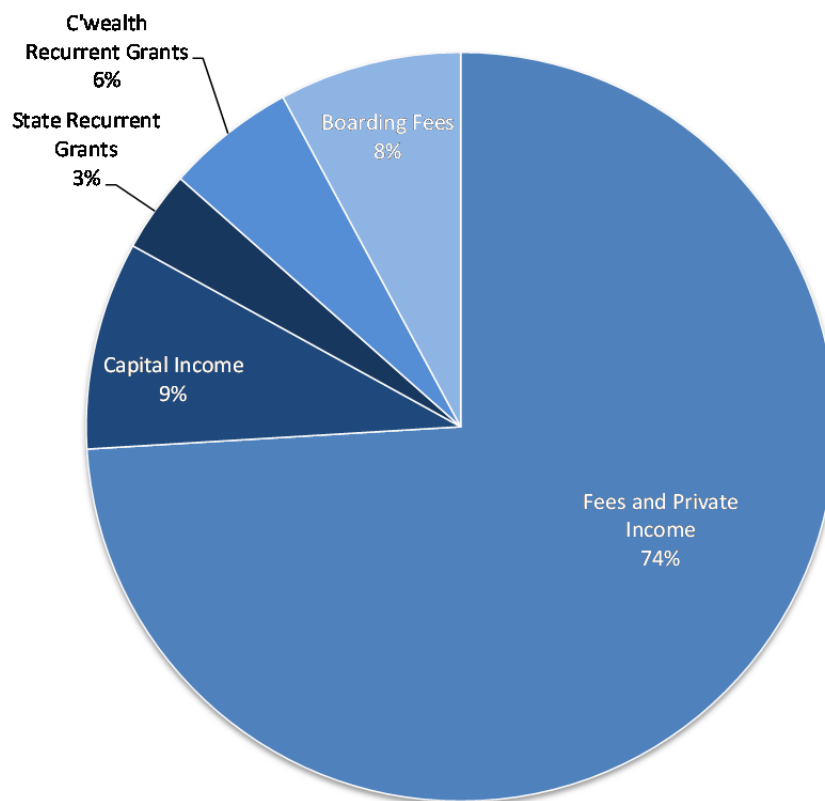
Parent feedback via letter, email and personal contact continues to identify and commend the positive difference the School is making for students

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.

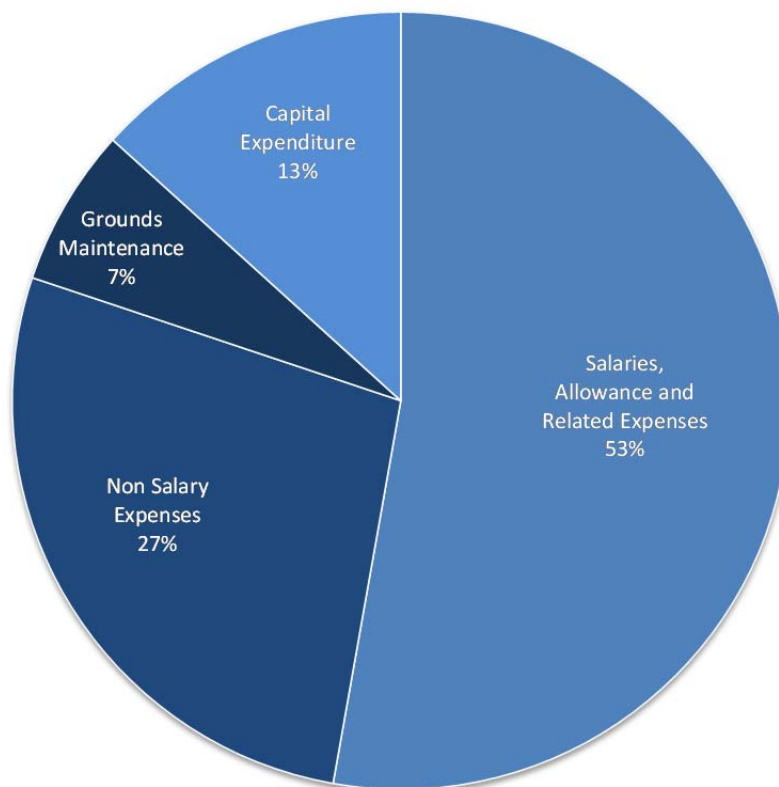
Staff are surveyed on their satisfaction with their work role as part of the EOWA reporting. The responses are positive for the vast majority of staff.

Financials

Recurrent / Capital Income 2012



Recurrent / Capital Expense 2012



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.

The present policy on enrolment gives preference to children and grandchildren of life members of the Shore Old Boys Union, and then to bookings in order of receipt of application. The School is diligent in following this, and there is no selective intake based on academic criteria, beyond a limited number of places being offered as a result of the annual scholarship examinations.

1 Statement of General Principle

The School reserves the right, subject to law, to determine 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 policies fairly and equitably as between applicants.

The School's enrolment policies 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.

As at June 2003, Council has determined that preference for enrolment will generally be given in accordance with the following principles.

2 Enrolment preference for children of Anglican clergy and teaching staff

- (a) Preference will be afforded to sons of teaching staff enrolling in the Senior School and the Preparatory School, North Sydney.
- (b) Preference will be afforded to children of teaching staff enrolling in the Early Learning Centre where commitment in writing is obtained from a parent/guardian to continual enrolment in classes K, 1, 2 and in the Preparatory School, North Sydney.
- (c) Discounted tuition fees for children of teaching staff will cease if the staff member ceases to be employed by the School.
- (d) Preference will be afforded to children of licensed Anglican clergy.

3 Enrolment preference for children or grandchildren of OBU 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).

4 Enrolment preference for children siblings

Preference will be afforded to the younger sibling of a child (elder sibling) where:

- (a) the elder sibling is already attending the School; or
- (b) an offer for a place for the elder sibling has been accepted and Enrolment Fee paid,

where application for enrolment of the younger sibling is received within 12 months of his/her date of birth.

5 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.

6 Enrolment preference for Weekly Boarders

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

- (a) 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
- (b) commitment in writing is received from the boy's parent/guardian to weekly boarding for their entire schooling.

7 Enrolment preference in order of 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.

8 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.

9 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 teaching staff (2 above);

Secondly Children/grandchildren of OBU 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 in order of receipt of application (7 above).

10 Withdrawals

Written notice of withdrawal of a child from the School must be given to the Registrar as follows:

- (a) for a child not in the Early Learning Centre – one full term's notice;
- (b) for a child in the Early Learning Centre – four months notice or, in respect of withdrawal at the end of an academic year, prior to 30 September in that year.

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.

11 Fees

The School may charge an enrolment fee or fees.

As at June 2003 Council has determined that enrolment fees will be payable upon:

- (a) application for enrolment (Application Fee);
- (b) acceptance of a place (Enrolment Fee); and
- (c) confirmation of attendance (Confirmation Fee).

All such fees are non refundable.

At an administratively convenient commencement date, the fees will be:

Application Fee	\$250
Enrolment Fee	\$1,000 (Girls - \$500)
Confirmation Fee	\$2,000 (Girls - \$500)

Appendix B : Academic Staff Professional Development

Date	Provider	Description of Professional Learning Activity	Staff Participating	Dept.
22 March	Learning Difficulties Coalition	Challenging Behaviours in Years 5 - 10	2	Academic Support
7 May	AIS	Making It Work - Implementing the Planning Process	1	Academic Support
7 & 10 May	Pearson Academy	Learning, Reading & Working Memory	2	Academic Support
24 August	Macquarie University	Theories, Assessment & treatment of Reading & Spelling	1	Academic Support
31 August	Pearson Psychology	Rethinking IQ tests: The Evaluation of Children with LD/ADHD/Autism/Gifted	2	Academic Support
1 September	AASE	Making learning accessible: Maximising the use of the iPad	1	Academic Support
9 November	Pearson Academy	Learning, Reading & Working Memory	2	Academic Support
11-13 July	AASE	Ethical Leadership for all Australian Assoc. of Special Education	1	Academic Support
14-15 July	Sony Foundation Australia	Sony Foundation Conference for Holiday Camps Program	1	Academic Support
17-19 Sept	ASEPA & WAESPAA	2012 Australasian Special Education Conference	1	Academic Support
4 June	Electroboard	Master Class with Stephen Heppell	1	Assistant to Headmaster
9 August	Anglican Schools Australia	Anglican Schools Australia Conference-Leaders 21	1	Assistant to Headmaster
30 Jun- 3 Jul	IBSC	Registration for IBSC Conference in US	1	Assistant to Headmaster
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Assistant to Headmaster
8 October	ABSA	Duty of Care Book One-Essential Knowledge for Boarding Staff	1	Boarding
28 October	ABSA	Duty of Care Workshop Book 1	4	Boarding
29 October	ABSA	Duty of Care Workshop Book 2	1	Boarding
16-18 Jan	IBSC	IBSC Trustees Meeting - San Francisco	1	Boarding
28 May- 1 June	NZBSA	One Destination - Many Roads Boarding Conference	2	Boarding
28-29 Oct	ABSA	Duty of Care Workshops 1 + 2	1	Boarding
30 Jun -3 Jul	IBSC	Registration for IBSC Conference in US	1	Boarding
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Boarding

9 March	Academic Attainment	2012 HSC Business Studies PD Day	1	Business Studies
14 June	Economic Literacy Centre	HSC Business Studies Conference Presenting	1	Business Studies
14 June	MESSTA	HSC Business Studies Student Lecture Day Presenting	1	Business Studies
20-October	AIS	Experienced Teacher Professional Support Session	1	Business Studies
4-5 October	EBE	Business Educators Australasia Biennial Conference	1	Business Studies
8-9 March	Academic Attainment	2012 HSC Business Studies PD Day-Presenting	1	Business Studies
17 February	UNSW	UNSW Careers Advisers Day	1	Careers
2 March	University of Sydney	University of Sydney Careers Advisers Day	1	Careers
8 March	Bond University	Bond University Careers Morning	1	Careers
22 March	UTS	UTS Careers Day	1	Careers
27 April	Macquarie University	Macquarie University Careers Day	1	Careers
23 May	Aust. Catholic University	ACU Careers Advisors Day	1	Careers
30 August	Hotel School	Southern Cross /Hospitality TUET University	1	Careers
20-22 Aug	Ministry, Training & Development	MD Conference 2012	1	Chaplain
22-23 Feb	Katoomba Christian Convention	Katoomba Men's Convention	2	Chaplain
30 Jun-3 Jul	IBSC	Registration for IBSC Conference in US	1	Chaplain
5 March	SASCA	Sydney Anglican Schools Chaplains Assoc. Dinner	3	Christian Studies
26 April	AIS	Making Thinking Visible	1	Christian Studies
10 May	AEQ	An Evening with Rev. Dr Grenville Kent	1	Christian Studies
18 May	Crusaders	Teachers and Chaplains PD Day	1	Christian Studies
26 May	New College UNSW	Education as Formation Conference	2	Christian Studies
18 July	Anglican Education Commission	An evening with Dr Darrell Bock	3	Christian Studies
11 Sept	AEC	The Integral Project - 4th Annual Dinner	1	Christian Studies
12 October	AIS	Leadership Coaching - Beyond Beginnings	2	Christian Studies
10-12 Aug	Anglican Schools Australia	Anglican Schools Australia Conference	1	Christian Studies
21-25 Jan	ICOT13	International Conference on Thinking	1	Christian Studies
2-3 March	Katoomba Christian Convention	Katoomba Christian Convention	2	Christian Studies

9-12 August	ASA	Anglican Schools Association Conference	1	Christian Studies
2 March	The Mind Space	Consultation	1	Counsellor
10 March	Minds & Hearts	Succeeding with Asperger's Syndrome	1	Counsellor
25 May	Silvereye Educational Pub.	A Practical Guide to Family Therapy	1	Counsellor
22 June	Centre for Emotional Health	Assessment & Treatment of Anxiety in children with Autism	1	Counsellor
24 October	APS	Self-harm: Understanding & Helping Young People who hurt themselves	1	Counsellor
18-21 March	Circle of Security International	Circle of Security	1	Counsellor
24-25 May	AIS	School Counsellors Conference	2	Counsellor
7-8 Nov	Good Grief	Good Grief Conference	1	Counsellor
18 July	Medilife	First Aid Fast Track	1	Director of Activities
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Director of Activities
21-22 Oct	Barker College	AHISA DOS Conference	1	Director of Studies
6-7 May	Blue Mountains Grammar	AHISA Directors of Studies Conference	1	Director of Studies
4 May	AIS	Drama Conference: Callaborate and Create	1	Drama
25 May	Drama NSW	Drama NSW State Conference	1	Drama
27 July	PLC Sydney	HSC Trial Examination - Marking	1	Drama
8-11 March	Drama Australia	Drama Australia National Conference	2	Drama
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Drama
2 March	Academic Attainment	2012 HSC Economics PD Day	1	Economics
8 March	ELC	ELC Economics Conference	1	Economics
9 March	ELC	ELC Economics Conference	1	Economics
15 March	ELC	The New Business Studies HSC Course	1	Economics
16 March	ELC	The New Business Studies HSC Course	1	Economics
18 April	ACEL	ACEL Emerging Leaders	1	Economics
15 June	WeSSSTA Inc	Business Studies Student Day Lectures Presenting	1	Economics
4 Sept	Mark Church	Cultures of Thinking Meeting with Mark Church	1	Economics
2 March	AIS	Texts in Time: Frankenstein/Blade Runner	1	English
13 March	AIS	A Critical Study of Text: Hamlet	2	English

23 March	AIS	Imaginative Writing in Ext. 1 English	1	English
29 March	TTA	Frankenstein and Blade Runner	1	English
11 May	AIS	AIS English Conference (presenting)	1	English
17 May	Sydney Writers' Festival	Carrie Tiffany at Sydney Writers Festival	1	English
15 June	AIS	Cocktail Conversations: What is Quality Literature?	1	English
20 July	AIS	Teaching Aboriginal & Asian Texts in English	1	English
25 July	AIS	Teaching Shakespeare in Years 7 - 10	1	English
31 July	TTA	Engaging Approaches to Poetry, Plays, Novels & Films	1	English
23 August	AIS	Ipadagogy	1	English
31 August	AIS	After the Bomb	1	English
12 Sept	AIS	Socratic circles: Rich discussion for critical thinking in English	1	English
5 October	AIS	Child Protection - Identifying & Responding to Risk of Harm	1	English
9 October	AIS	Building Teacher - Student Relationships	1	English
12 Nov	AIS	English Syllabus: Familiarisation 7-10 Classroom Teachers	2	English
21-25 Jan	ICOT13	International Conference on Thinking	1	English
3-4 October	AATE	English Teachers National Conference	1	English
9-12 July	IBSC	IBSC 19th Annual Global Conference	3	English
7 March	Critical Agendas	Effectively Embedding Feedback into the Learning & Teaching Process	1	Geography
22 March	Northern Beaches Christian School	Making It Mobile	1	Geography
15 May	AIS	Virtual Travel within Google Earth	1	Geography
5 June	AIS	Go Google	2	Geography
17 August	AIS	Using Interactive Whiteboards in Geography	1	Geography
30 October	CBD College	Senior First Aid Course	1	Geography
31 October	Knox Grammar School	Passion	1	Geography
10 Nov	Hawker Browlow	PLC's at Work Summit	1	Geography
29 February	Masada College	The 2nd Culture of Thinking in Schools Conference	1	Geography

29-30 Oct	AIS	ICT Integrators Conference	1	Geography
10-12 Aug	Anglican Schools Australia	Anglican Schools Australia Conference	1	Headmaster
30 Jun-3 Jul	IBSC	Registration for IBSC Conference in US	1	Headmaster
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Headmaster
29 February	Masada College	The 2nd Culture of Thinking in Schools Conference	1	History
3 March	Macquarie University	Ancient History Teachers' Conference	2	History
24 March	HTA	Stage 6 History Professional Development Day	2	History
28 March	AIS	Representations of History- an Australian story	1	History
15 May	AIS	Virtual Travel within Google Earth	1	History
1 Dec	HTA	"Head Start to Extension" HTA History Ext Day	2	History
17Feb-31 Mar	Cambridge University Press	Writing Workbooks: History for the Australian Curriculum	1	History
28-29 Oct	ABSA	Duty of Care Workshops 1 + 2	1	History
29-30 Sept	FFA	Goalkeeping Diploma	1	History
5-7 Sept	Aust. War Memorial	Australian War Memorial International Conference	4	History
1-4 April	AHISA	2012 AHISA Pastoral Care Conference	5	Housemasters
30 Jun-3 Jul	IBSC	Registration for IBSC Conference in US	1	Housemasters
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Housemasters
1 June	ACEVENTS	Technology in K-12 Education National Congress	1	ICT
16 July	Kings School	The Kings School Staff PD Day	1	ICT
6 Sept	AIS	lpadagogy	1	ICT
10-11 Aug	IWB	ICT Conference Presenting	1	ICT
13-15 Sept	IWB NET	Sixth National Leading Digital School Conference	1	ICT
4 May	AIS	Stage 6 Resource Development Formative Assessment	1	Languages
19 June	CLTA	Year 12 Latin Study Day	2	Languages
15-16 June	NSW Dept of Education & Communities	Japanese Teachers' Conference	1	Languages
26-27 March	AIS	The Language Teacher's Guide to the IWB Level 1	1	Languages

4-8 April	Maison de Ste Claire	HSC French Immersion Course for Continuers + Ext	1	Languages
5-7 August	CLTA	Classical Languages Teachers Conference	2	Languages
18 May	Sydney Writers' Festival	Debt in Venice/The Runaway General	1	Library
16-18 July	Plagiarismadvice.org	5th International Plagiarism Conference	1	Library
28 January	St John Ambulance	Senior First Aid Course	1	Maths
27 February	TTA	GeoGebra-Coordinate Geometry - Online course	1	Maths
27 February	The Mathematics Connection	Application for Calculus to the Physical World	1	Maths
16 March	TTA	Be Calm: Enabling Effective Teachers to Optimise Student Potential	1	Maths
11 May		Visit to Trinity Grammar Melbourne	1	Maths
8 June	PD4Maths	Mathematics General 1 + 2	2	Maths
13 June	TTA	iPad for Educators	2	Maths
18 June	TTA	Dynamic Geometry & Algebra with GeoGebra	1	Maths
16 July	TTA	Engaging Computer Tasks for Yrs 9 + 10 Maths-Online	1	Maths
17 July	TTA	Dynamic Geometry & Algebra with GeoGebra-Online	1	Maths
11 Sept	TTA	Coaching & Mentoring for Good Teaching, Successful Learning	1	Maths
17 Sept	TTA (online course)	GeoGebra: A Dynamic Approach to Yr9-10 Trigonometry	1	Maths
20 October	AIS	Experienced Teacher Professional Support Session	1	Maths
6 November	TTA	How the Brain Learns Mathematics	1	Maths
14-16 Sept	MANSW	MANSW Conference	3	Maths
18-19 Oct	PD4Maths	How to use ipads in mathematics lessons	1	Maths
8 February	ACER	Gerry White skype address to MOLTS	1	Mentor Learning & Teaching
29 February	Masada College	The 2nd Culture of Thinking in Schools Conference	1	Mentor Learning & Teaching
30 March	Dr Gary Stager	Gary Stager workshop	1	Mentor Learning & Teaching
26 April	AIS	Making Thinking Visible	1	Mentor Learning & Teaching

14 May	Kieran Egan	Professor Kieran Egan visit	1	Mentor Learning & Teaching
25 May	Growth Coaching International	Breakfast with Jim Knight	1	Mentor Learning & Teaching
4 June	Electroboard	Master Class with Stephen Heppell	1	Mentor Learning & Teaching
19 July	Macquarie ICT Innovations Centre	Learning in the 21st Century	1	Mentor Learning & Teaching
3 August	ATTSL	AITSL Meeting to discuss PD	1	Mentor Learning & Teaching
7 August	Encounters @ Shalom	North Shore Public Lecture with Dr Dan Porat- PM	1	Mentor Learning & Teaching
23 August	Anna Bennett	Anna Bennett Skype sessions with HODs	1	Mentor Learning & Teaching
4 Sept	Mark Church	Cultures of Thinking Meeting with Mark Church	1	Mentor Learning & Teaching
30 Sept	Flourish Wellbeing	Nonviolent Communication	1	Mentor Learning & Teaching
9 November	Hawker Browlow	PLC's at Work Summit	1	Mentor Learning & Teaching
1-5 October	ACEL	ACEL Annual Conference	1	Mentor Learning & Teaching
24-27 June	ISTE	ISTE 2012 Conference US \$	1	Mentor Learning & Teaching
26-28 Aug	ACER	Research Conference: School Improvement	1	Mentor Learning & Teaching
30 Jun-3 Jul	IBSC	Registration for IBSC Conference in US	1	Mentor Learning & Teaching
4-6 October	The University of Kansas	Instructional Coaching Level 1	2	Mentor Learning & Teaching
14-17 Jan	ACCET	ACCET Choral Summer School	1	Music
16-19 Jan	ACCET	Choral Conductors Summer School	1	Music
6-9 July	AUSTA	Strings in the 21st Century	1	Music
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Music
27 February	NSW Sport & Rec.	Duke of Ed: Award Admin Training-Online	1	PDHPE
9 March	TTA	Developing Executive Functionality Skills in Students	1	PDHPE

15 March	Electroboard Training Academy	Smartboard Training Day Course	3	PDHPE
16 March	NSW Sport & Rec.	Duke of Ed: Award Admin Training-Online	1	PDHPE
18 Sept	TTA	The 10 most effective classroom practices	1	PDHPE
12-15 March	Knox Grammar/Wild Aid First Aid	Remote Area First Aid	1	PDHPE
30-31 March	ACHPER	ACHPER Early Career Teachers Conference	1	PDHPE
22 February	RIDBC	Improving the Outcomes of Vision Impaired Students	1	Prep
2 March	AIS	Using Interactive Whiteboards Effectively in K-6	1	Prep
13 March	Autism Spectrum Australia	Intervention Approaches for Autism Spectrum Disorders	1	Prep
16 March	Healthed Pty Ltd	Kids in Cyberspace	1	Prep
17 March	AIS	Experienced Teacher Professional Support Session	1	Prep
20 March	Network of Community Activities	Child Protection - Accredited	1	Prep
21 March	ACER	Smarter Reading Assessment for Guided Reading	2	Prep
21 March	Learning Links	Raising Concerns with Families about their Child's Development	1	Prep
22 March	Learning Difficulties Coalition	Challenging Behaviours in Years 5 - 10	1	Prep
23 March	Down Syndrome NSW	Playing to their Strengths	1	Prep
26 March	AIS	Sculpturing Expressively with clay and other materials	1	Prep
26 March	Dynamic Learning Group	Creating an effective Reading Program	2	Prep
29 March	Medilife	Apply First Aid Fastrack	1	Prep
2 April	Semann & Slattery	The Australian National Quality Standard Conference	1	Prep
3 April	Childrens Book Council	Anticipate! Appreciate! Applaud!	1	Prep
23 April	Childrens Services Central	Mastering Self Assessment & Writing	1	Prep
23 April	Ants in the Apple	Follow up in Service - 40 participants	40	Prep
26 April	Medilife	Apply First Aid Fastrack	1	Prep
27 April	AIS	Maximising Student Engagement	1	Prep
27 April	Multilit	Multilit Word Attack Skills: Extension	2	Prep

27 April	STANSW	Early Career Teachers Course	1	Prep
27 April	AIS	Information Briefing: AEDI Data Collection 2012	1	Prep
1 May	CBCA (NSW)	The Maurice Saxby Lecture	1	Prep
16 May	AIS	Developing Thinking & Understanding in Science	1	Prep
18 May	Crusaders	Crusaders Teachers & Chaplains PD Day	3	Prep
18 May	Centre for Emotional Health	Bullying in Schools- Approaches to Intervention	1	Prep
24 May	Musica Viva	Musica Viva in Schools "Outta Africa"	1	Prep
1 June	STANSW	Early Career Teachers Course Part of 27/4 course	1	Prep
1 June	Education Events	Teaching Strategies & Behaviour Support Workshop	1	Prep
4 June	Lady Gowrie	Setting the Scene for Learning	1	Prep
6 June	PETAA	Using IWB's in Literacy Lessons	2	Prep
8 June	Bronwyn Sutton	Apps for Autism & Learning	1	Prep
12 June	Dynamic Learning Group	Making Maths Real Fun K - 2	2	Prep
27 July	STANSW	Early Career Teachers Course Part of 27/4 course	1	Prep
6 August	AIS	Painting as Alchemy	1	Prep
10 August	Ants in the Apple	PD Day for Prep Staff 3 - 6	24	Prep
10 August	Knox Grammar School	The Learning Revolution- Teaching Creatively: A Day with Phil Beadle	1	Prep
13 August	Abbotsleigh	Abbotsleigh Teacher Librarians Conference	1	Prep
15 August	Learning Links	Developing Resilience in Children	1	Prep
16 August	University of UNSW	Gerric Master classes in Gifted Education- K Rogers Class	1	Prep
20 August	AIS	Differentiated Instruction in Maths K-2	2	Prep
23 August	AIS	The Road Ahead with iPads	1	Prep
24 August	AIS(refunded)	Using Professional Standards to improve Teaching & Learning	1	Prep
27 August	ACER	Naplan Writing Certificate Licenses x 17	17	Prep
27 August	RIDBC	Improving the Outcomes for Students with Vision Impairment	1	Prep
4 Sept	Mark Church	Cultures of Thinking Meeting with Mark Church	1	Prep

11 Sept	AIS	Where do the stars go in the day? Scientific Inquiry	1	Prep
14 Sept	SPELD NSW	Standardised Assessments of Reading	2	Prep
6 October	University of UNSW	Gerric Master classes in Gifted Education- J Van Tassel-Baska's Class	1	Prep
8 October	PETAA	Full day customised workshop with Robyn Wild	37	Prep
12 October	Multilit	PreLit PD Workshop (Multilit)	2	Prep
22 October	TTA	New Literacies, The English National Curriculum-ONLINE COURSE	1	Prep
27 October	State Library	History Professional Learning Day at State Library	1	Prep
1 November	Multilit	Word Attack Skills - Extension Program	1	Prep
1 November	Network of Community Activities	Child Protection - Accredited	2	Prep
14 Nov	TTA	Keys to School Leadership	1	Prep
15 Nov	TTA	Engagement of students in Life Processes	1	Prep
21 Nov	TTA	Exploring Primary Drama	1	Prep
10-11 Aug	IWB Net	Ninth National Interactive Teaching and Learning Conference	2	Prep
18-19 Oct	3P Learning Conference	Victorian Conference on Love Learning by 3P	2	Prep
19 May-26 Aug	SPELD NSW(Saturdays & Sundays)	Certificate course for Teachers of Students with Specific Learning Difficulties	1	Prep
22-25 May	Spectronics	Inclusive Learning Technologies Conference 2012	3	Prep
23-26 Sept	IPSHA	IPSHA 2012 Biennial Conference	1	Prep
27-28 Aug	ACER	Research Conference: School Improvement	1	Prep
30 Jun-3 Jul	IBSC	Registration for IBSC Conference in US	1	Prep
6-7 March	Multilit	Minilit Workshop	2	Prep
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Prep
29 February	Masada College	The 2nd Culture of Thinking in Schools Conference	1	Science
12 March	STANSW	STANSW Physics Teachers Conference	2	Science
26 April	AIS	Making Thinking Visible	1	Science
27 April	AIS	Maximising Student Engagement	1	Science
30 April	AIS	Developing Higher Order Thinking	1	Science

4 May	STANSW	Chemistry Teachers Conference	2	Science
26 May	STANSW	Meet the Markers of 2011	2	Science
28 June	TTA	Database This! Databasing in the Science Classroom	1	Science
13 July	ASELL	Advancing Science by Enhancing Learning in the Laboratory	2	Science
6 Sept	ACMA	Cybersmart Outreach	1	Science
19 October	STANSW	Early Career Teachers Course Part of 27/4 course	1	Science
9-12 July	IBSC	IBSC 19th Annual Global Conference	1	Science
21 January	St John Ambulance	Senior First Aid Course	1	Sport
13-19 April	International Rugby Academy NZ	IRANZ Advanced Coaches' Course	2	Sport
Jan-Dec	Aust. Tennis Pro Coaches Assoc.	Tennis Coaches Association Membership	1	Sport
22 March	Northern Beaches Christian School	Making It Mobile	1	TAS
27 March	Growth Coaching International	Performance Conversations	2	TAS
15 April		Mentoring of TAS Dept at Trinity Grammar	1	TAS
1 June	TTA	Introduction to Adobe Illustrator	1	TAS
15 June	TTA	Engaging Students with Digital Resources	1	TAS
29-30 Oct	AIS	ICT Integration Conference (Organiser of conference)	1	TAS
23 March	Adobe	Adobe Photoshop	1	Visual Arts
19 June	TTA	Sustainable Energy: An Unbiased Review of Options	1	Visual Arts
14 August	TTA	Teaching drawing for years 7 - 10	1	Visual Arts
4 Sept	TTA	Teaching Painting for years 7 to 10	1	Visual Arts
6 October	Board of Studies	Visual Arts Practical Marking Development Day	1	Visual Arts
19 October	TTA	Solar Plate Etching-Printing in the Sun	1	Visual Arts
23 October	Nth Sydney Local Health District	Anxiety in Children & Young People	1	Visual Arts
13 Nov	TTA	The Printed Clay Surface	1	Visual Arts
26 Nov	TTA	Digital to Print - Photoshop Beyond Basics	1	Visual Arts
Department Reviews				
April, May	Fielding Consulting	Languages Department	8	
23-27 July	Richard Newton	Christian Studies Department	9	
August	John R Everett	TAS Department	9	

Professional Development Days

25 January	Shore Staff	'Teacher to Student Feedback – How can teachers provide our students with improved feedback? Staff chose one workshop from : Innovation Time, Project based Learning, Learning with the World, Becoming a writing Mentor, Game based learning, Global Connections and Visible Thinking, Blogging with classes	158	
27 January	Senior School Heads of Department	Departmental meetings – team building, review of Wednesday workshops, review of 2011, discussion on feedback, goal setting, looking at student work, assessing process, departmental administration	121	
	Senior School Housemasters	Housemasters and Tutors meeting	81	
	AIS and Prep Executive	AIS Child Protection Update and Stage meetings	37	
23 April	Mentor of Learning and Teaching	'Student to Student Feedback' – Creating a classroom culture; tips for quality peer feedback	121	
	Senior School Heads of Department	Department meetings	121	Senior School
	Senior School Housemasters	Housemasters and Tutors meeting	81	
	Lin Meeks	'Effective Teaching and Learning' workshops	37	Prep
21 June	Bob Bailey	Presentation 1: Connecting with Learning – Encouraging Learning Dispositions and Perseverance; Presentation 2: More Learning and Less Teaching – Classroom activities which encourage independent learning. Breakout Session 1: Reflection on the current learning climate in respect of presentation 1. Breakout Session 2: Developing independent learning activities specific to each subject.	158	
22 June	Bob Bailey	Presentation 3: Coaching in the classroom – leadership that empowers teachers and students to become independently aware of their own progress and	158	

		development. Breakout Session 3: Responses to the ideas raised		
8 October	Staff from Shore, Roseville College and St Andrew's Cathedral School	Combined Staff PD Day with the three schools. Departmental sessions on assessment, knowledge café and tuning protocol	121	Senior School
8 October	Robyn Wild	PD Day with Roseville College. Workshop with Robyn Wild from Primary English Teaching Association	37	Prep
University				
University of Newcastle		Master of Leadership and Management in Education	2	
Sydney Missionary and Bible College		Graduate Diploma in Divinity	1	
Charles Sturt University		Graduation Diploma in ICT in Education	1	
Wesley Institute		Graduate Certificate in Arts (Religious Education)	1	