



Annual Report 2022

Sydney Church of England Grammar School



SHORE

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Reporting Area 1

A Message from Key School Bodies





“We are proud to have launched the Digital Learning Device Programme and introduced a new era of digital learning to Shore.”

Chair's Report

Mr Bay Warburton

Chair, Shore School Council

As we come to the end of another year, it is my pleasure to share with you the highlights of 2022 in this Annual Report. As always, we have been both challenged and blessed as a School, although this year presented more than its fair share of challenges as we continued through the third year of the COVID-19 pandemic and experienced a change of leadership for the School.

On this note, during this period, we farewelled with thanks Dr Timothy Petterson as Headmaster and welcomed Dr John Collier as the ninth Headmaster of Shore.

We are delighted that Dr Collier has agreed to stay with the School until 2025, bringing his deep experience and expertise to lead the School and to develop and deliver the School's Strategic Direction. He has already made a positive and significant impact on the School community, and we look forward to working with him in the years ahead.

After the deep disruptions of the COVID-19 pandemic, the School has now returned to normality, conducting sports, music and drama performances and other co-curricular activities, including some unique to Shore, such as 'American Tea'. It has been wonderful to see students participating in these events and to welcome the community back into the School. Once again, it is the resilience of the student body and the wider community that has been on display and been key to such a strong return to normal Shore life.

In 2022, we are proud to have launched the Digital Learning Device Programme and introduced a new era of digital learning to Shore. This programme will provide students across all campuses with the latest technology and resources to enhance their learning experiences. The programme has been highly successful in its first months, and we are excited to see how it benefits our students in the years to come.

I would like to take this opportunity, on behalf of Council, to especially thank all our teachers, support staff and the Executive Leadership Team for their hard work and dedication

in this challenging year of pandemic and transition. As always, they have gone above and beyond to ensure that our students received the best possible education in a safe, supportive environment informed by our Christian values. I know that their tireless efforts have been greatly appreciated by students and parents alike.

Each year we farewell some wonderful staff members, and in 2022, I especially want to acknowledge and thank our former Director of Boarding (his last role of many!), Mr David Anderson. Mr Anderson's contribution to the School for over 40 years as a leader, educator, trusted advisor and mentor to colleagues, parents and students has been invaluable. His farewell was truly memorable and befitted his contribution to the School.

Once again, I would like to acknowledge my Council colleagues, who, throughout the year, gave so freely of their time, wisdom, and energy in service of the School and its aims. I also want to acknowledge our outstanding community partners who work tirelessly to support the School: the Shore Parents' Association, the Old Boys' Union and the Shore Foundation.

It is through your contributions and involvement that we can continue to enhance the excellent standards of education and pastoral care for which Shore is known.

And finally, I would like to congratulate all our students on another successful year. The students are the reason that we all do what we do at the School and, despite the challenges of the year, they have shown remarkable resilience and adaptability and we are very proud of their achievements from the Early Learning Centre at Northbridge all the way to Year 12 at our North Sydney campus.

Overall, in a year of challenge and change, we have seen our School respond wonderfully, and I commend this Annual Report to our incredible School community who have, as we emerge from the COVID-19 pandemic, embraced once again all that Shore has to offer.



“I have found a very strong school with a superbly dedicated teaching and support staff and a very strong school culture.”

Headmaster's Report

Dr John Collier
Headmaster

2022 has been a turbulent year for Shore in which, nonetheless, our students have thrived. There has been a change of Headmaster in the middle of the year, which saw me summonsed from the more ethereal world of an education academic to resume my long march as a Headmaster for a 32nd year, when I had thought my time in schools had come to an end. It was also a year in which the School emerged more fully from the pall of COVID-19 lockdowns into dynamic and usually joyous activity.

With the experience of having been Principal or Headmaster now of five schools, I have applied the prism of longevity in the role to examine Shore. I have found a very strong school with a superbly dedicated teaching and support staff and a very strong school culture. The boys manifest a winsome and unique combination of confidence and respect. At the upper ends of the Senior School, most are mature for their age. In our Northbridge Early Learning Centre (ELC) and Kindergarten to Year 2 (K-2) campuses, the excitement in learning and loveliness of our young girls and boys is immediately obvious.

Despite of the sense of disturbance in the replacement of a Headmaster, our academic results have surged forward. The overrated media league tables of HSC results of last year place Shore in a very advantageous position. Of greater substance are the destination surveys of our students, which reveal very attractive pathways for nearly all into university courses of preference. Less tangible, but no less important, is the quality of the young men Shore has graduated as emerging adults and citizens of the future.

Shore has surged in other ways as well. After a less auspicious beginning, our First XV Rugby team were equal 2nd in the GPS Rugby competition. This is worth highlighting, given the enormous crowd support for both home and away games from students, parents, staff and Old Boys. Other sports also proved competitive. In the Performing Arts domain, many splendid musical and dramatic performances were experienced as a culmination of enormous effort and commitment of students and staff. Our Year 12 Drama students achieved an extraordinary 32 nominations for OnSTAGE, the showcase of the best dramatic performances in NSW for the 2022 HSC.

In addition to the staff, significant groups provide extensive support within our School community. Chief amongst these have been the Shore Parents' Association (SPA), the Old Boys' Union (OBU) and the Shore Foundation. It has been a pleasure to work with these groups as we chart Shore's present and future.

Originally asked to come to Shore as Interim Headmaster for up to 12 months, the School Council has subsequently decided to appoint me substantively as Headmaster until the end of 2025. This has enabled me to be heavily involved with Council and representatives of other entities within our Shore community in the crafting of our new Strategic Directions document which will navigate the immediate future and beyond for Shore. The Strategic Directions document is high level and aspirational and will be accompanied by annual Management Plans which specify objectives for that particular year, together with key performance indicators (KPIs), delegations and time frames.

My wife and I have been very grateful for the enormous welcome we have received from all parts of the Shore community and count it a privilege and an honour to be connected in such a way with this wonderful school and its delightful people.



“To all those who stepped up, took on a challenge and worked hard towards their goals, you are the reason Shore had a successful 2022.”

Senior Prefect's Report

Henry Oxenham
Senior Prefect 2022

2022 was a remarkable year for the School, in all senses of the word. The year began in a concerningly familiar fashion, with COVID-19 restrictions continuing to affect students and teachers alike, as mask-wearing and physical distancing measures remained in place. The School community continued to push on, focusing on academic pursuits in the classroom, co-curricular activities and sporting endeavours.

Shore's creative arts have long remained an integral part of the School, and were adversely affected by COVID-19. However, this year, the Senior School musical, in the form of *The Music Man*, was a welcome return following a COVID-19 induced hiatus and delivered on all promises as a spectacular performance. Our HSC Soiree was performed in Term 2 and, combined with the Spring Concert in Term 3, displayed Shore's strong musical talent throughout the entirety of the School. In addition, our HSC students achieved:

- 11 OnSTAGE individual nominations
- 21 OnSTAGE group nominations
- 3 ARTEXPRESS nominations.

Shore has long prided itself on the ability of its sports teams, and this year was no different. Our Cricket and Basketball teams both finished 4th in eight team competitions, competing for top position throughout the season. Our Rowing team delivered podium finishes in each Head of the River race, with the Second IV, First IV and Second VIII winning their respective races. Our First VIII placed 3rd in the nation at the Nationals in April. In the winter, our Football teams competed strongly, with our Seconds finishing 2nd and our Firsts finishing 7th in a tough competition season. Shore Rugby continued its upward trend, with our Thirds finishing 4th in an eight team competition, our Seconds finishing 4th, and our Firsts finishing 2nd in what proved to be a strong season for Rugby. Our senior

Cross Country team finished at the top of the competition in 2022, marking a well-deserved success achieved through hard work.

In Cadets, the unit continued to thrive and grow, with 604 cadets enrolled in the unit in 2021-22 as the number of Wenona students within the unit continued to rise. The Annual Field Exercise (AFX) occurred at the end of Term 1, proving to be a rousing success, while the Annual Cadet Parade occurred during Term 2 and marked a successful end to the cadet year.

Within the classroom, our students continued to further their education and excel. With HSC results available, our top highlights from the academic year include:

- 16 students on the All-Rounders list
- 6 state rankings
- A median ATAR of 90.35
- 10 students achieving 99 or above.

This year did not come without adversity, of course. The beginning of Term 3 saw a change of Headmaster, as we farewelled Dr Petterson and welcomed Dr Collier. I would like to take a moment to thank Dr Petterson for his tenure as Headmaster, as his energetic presence and commitment to involving himself in the community was evident throughout his time at the School. I would also like to thank Dr Collier for responding to Council's call to become Headmaster, providing strong guidance and engrossing himself in the School so efficiently within his first Term.

2022 provided some strong highs and some challenging lows. As a student body, we were able to adapt to challenges thrown at us, and that was a testament to the brilliant young men of Shore. To all those who stepped up, took on a challenge and worked hard towards their goals, you are the reason Shore had a successful 2022.

Thank you.



Foundation Report

Ms Danielle Avery
President, Shore Foundation

The Shore Foundation's role is to assist the School to achieve its vision to be the leading comprehensive school in Australia. It was established as a Public Company in 1976 and is one of the oldest school Foundations in Australia. The Foundation's affairs are managed in accordance with its Constitution by a Board of Directors and is led by Mr David Mason-Jones, Executive Director. The Shore Foundation is a registered charity with the Australian Charities and Not-for-Profit Commission (ACNC).

In 2022, the Shore community continued their generous support of the Foundation through Parent Voluntary Donations, Annual Giving, Prize Donations, General Donations and also Gifts in Wills.

Foundation initiatives are supported by four Trusts – the Educational Trust, Scholarships Trust, Museum Trust and Building Trust. In 2022, the Foundation, through the generosity of donors, granted the School almost \$3 million toward the following initiatives:

1

The R A I Grant Physical Education Centre

The R A I Grant Centre is now complete and the students are benefiting from the new facility. In 2022, the Foundation began raising funds for future capital needs of the School.

2

Scholarships and Bursaries

A total of 75 boys received either full or partial assistance. The growth in support has been mainly due to providing more means-tested bursaries for country Boarders and First Nations boys.

3

Educational Initiatives and Programmes

The Foundation funded a range of strategically important initiatives such as the new Head of Careers role (full-time), the new mentor of Shore's First Nations boys (part-time), career development for several teaching staff, as well as assistance for service-based activities such as the Sony Camp.



SHORE
Foundation

Board of Directors

The Shore Foundation Board is comprised of the following people: Ms Danielle Avery (Foundation President), Mr Nigel Virgo (Honorary Treasurer), Mr Drew Hall, Mr Patrick Joyce, Mr James Plowman, Mrs Melissa Widner and Ms Michele Huey (elected in 2022).



Old Boys' Union Report

Mr Stephen Woodhill

President, Old Boys' Union

The Old Boys' Union (OBU) was founded in 1894 in order 'to provide fellowship, camaraderie, and support to members during their lives.' For those new to the OBU, we support Old Boys in all manner of ways throughout their lives; for example, we offer counsel on career and life issues, we fund scholarships, organise reunions and events, and we look for ways to support the School and wider Shore community.

The focus for 2022 was reconnecting with Old Boys and improving communications. Over twenty-five reunions were held for Year Groups, regional gatherings, as well as the annual United Kingdom/European Union reunion in London, United Kingdom. Many Old Boys attended Old Boys' Day at Northbridge and the inaugural Old Boys' Cocktail Party was held in September.

At the beginning of the school year, the traditional 'Old Boys' Welcome to Year 7' saw the boys receive supporters' caps to present to their parents/guardians; a way the Old Boys' Union welcomes families to the School. The supporters' caps ensure new parents to the School can feel included at events.

At the end of the year, the Year 12 students were welcomed as new members of the OBU and presented with their OBU ties at the annual Leavers Lunch.

We focused our communication on distributing regular, informative news; event emails; an e-newsletter; and we made greater use of the OBU Facebook page as a main communication channel.

The OBU Committee developed a proposal for a dedicated space within the School to acknowledge the ongoing contributions Old Boys make to the School and the Foundation.

The Committee is committed to looking for opportunities to further engage members and offer ways in which Old Boys can stay in touch with the School and their cohort, seek counsel and assistance when needed and provide the opportunity to give back to Shore and the students should they wish.

The OBU again thanks the Council for its support and the Headmaster for offering such positive engagement. We would particularly like to acknowledge the hardworking Alumni Community Manager, Ms Maria Black, and the School's Community Chaplain, Rev. Dr Nick Foord ('80). Rev. Foord's commitment to the wellbeing of Old Boys and the School community continues to go far beyond his brief.





“Bringing our communities together.”

Shore Parents' Association Report

Ms Christine Bowen

Chair, Shore Parents' Association

The Shore Parents' Association, or SPA as it is affectionally known, is the parent body of the School, which all parents become members of when their children commence at Shore.

The SPA was formed over 85 years ago to unite in a common loyalty those who were interested in the welfare and development of the School. Today, our primary aim is community engagement - building a strong community spirit among the Shore parents.

While our activities have evolved over the years, many - such as the Icebreaker, the American Tea, the Second Hand Book exchange, Mothers' and Fathers' Day stalls, and the Shore Protectors library book covering service - continue.

The SPA's Year Representatives and Boarder Representatives provide a valuable link to parents, keeping them informed and organising social functions during the year. Through various events, the SPA also raises funds, which help to fund equipment across the four campuses and contribute to scholarships and bursaries.

In 2022 the Shore Community Came Back Together

After a quiet couple of years, 2022 was a great opportunity for the Shore Parents' Association to return to its core focus. Over the 12 months, the SPA supported over 50 functions and events, across all Year Groups.

We were once again able to host one of the highlights each year, the annual Icebreaker welcome cocktail party, with the Shore Foundation. The night is a great opportunity for the broader parent group to meet and mingle.

The Year 7 Welcome Family BBQ was held at Northbridge with Shore staff and coaches organising games and activities for the boys and their siblings while their parents were able to meet other Year parents.

Our Mothers' Day and Fathers' Day stalls were run again at North Sydney and Northbridge, providing an opportunity for the boys and girls to purchase a range of quality gifts.

2022 marked the long-awaited return of the American Tea - after three years. Enjoyed by parents and students alike; a little wet weather didn't deter the enthusiasm. The numerous food stalls were a big hit, as were activities like the jumping castles, rowing challenges and plate-throwing contests. There was a fantastic community feel, and it was great to see the students enjoying themselves, even if many returned to class a little muddy!

The canteens are an integral service for our sporting community run by the SPA and parent volunteers. We recently extended the facilities. The Northbridge canteen, which has served quality food to boys, parents, and visitors for many years during the winter season, is now open all seasons, and we opened a new North Sydney canteen for the summer sports season.

Other regular activities run by the SPA include: The Shore Protectors, a group who assist the library in covering books - over 500 in 2022 - giving our librarians additional hours to spend with students; the Second Hand Book Stall allows re-use of textbooks; Prayer Group gatherings held twice a Term; and the Citystart programme matching new Boarders with city families to help ease their transition to Shore and boarding school.

Parent Volunteering is Essential

The Shore Parents' Association activities are largely successful due to the incredible support and enthusiasm of many parents who generously give their time to volunteer and support our social and fundraising activities. This involvement helps to build a strong School community.

Reporting Area 2

School Context





About Our School

As one of Australia's leading schools, Shore delivers unequalled opportunities to every student through a truly comprehensive education, equipping each boy and girl with the character and skills necessary to excel in life and service.

An Anglican day and boarding school, Shore has provided life-changing learning since 1889. The School's rich heritage and traditions form a firm foundation of continuity and a sense of belonging within our community. In 2003, Shore welcomed girls to its purpose-built Northbridge Campus, which includes an Early Learning Centre (ELC) and a Kindergarten to Year 2 facility. From Years 3 to 6, boys attend the Preparatory School Campus in North Sydney, typically moving through to the adjoining Senior School Campus for Years 7 to 12.

Shore was established to be 'a school of the highest type', providing excellence in education and character formation. Underpinned by Christian practices and principles, we believe that all people are created in the image of God, with infinite worth and capability. This drives our commitment to deliver unrivalled teaching and learning, so that each student can pursue academic excellence, fulfil their God-given potential and grow in physical, spiritual and social wellbeing.

The School offers a holistic education that strives for excellence in academic, cultural and sporting pursuits. Students are encouraged to be self-directed, inquisitive and reflective learners who model humility, perseverance and courage, whether it be in the rehearsal room, at the lectern, on the stage, or in the field as members of the Shore Cadet Unit.

Our state-of-the-art amenities and facilities enable each student to achieve their personal best. These include exceptional rowing facilities at Gladesville, our Northbridge sporting complex with one of Sydney's finest ovals, our 500-seat performance theatre and the R A I Grant Centre at North Sydney, which incorporates flexible learning spaces, an indoor 50-metre pool and a multi-purpose sports complex.

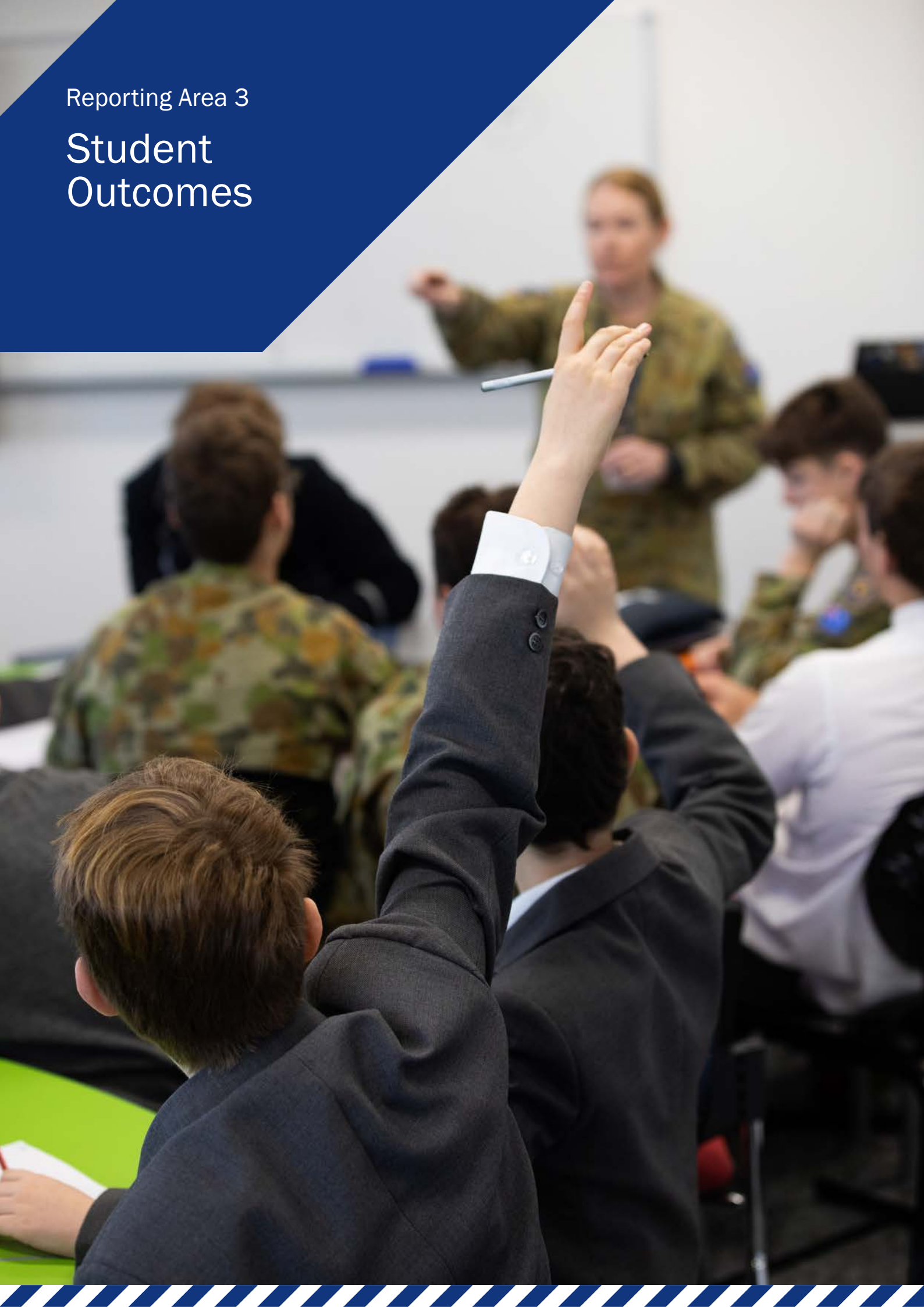
Our School motto, Vitai Lampada Tradunt: 'They hand on the Torch of Life', reflects the value we place on character formation in the context of community. We challenge our students to uncover their unique God-given skills to be contributing members of society. We are very proud of our many Old Boys who serve the wider community in all walks of life with great dedication. A genuine partnership between the School and home enables each student to unlock their talents and confidently prepare for life beyond the School gates.

For further information, please visit the *MySchool* website: myschool.edu.au/school/43878



Reporting Area 3

Student Outcomes



Student Outcomes in Standardised National Literacy and Numeracy Testing



The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian Schools in 2008.

Each year, all students in Years 3, 5, 7 and 9 are assessed in May using national tests in Reading, Writing and Language Conventions (Spelling, Grammar and Punctuation), and Numeracy. Shore students perform strongly in these assessments, achieving well above state and national benchmarks. In 2022, the summary performance of the School, when compared with national averages on the *MySchool* website, was as follows.

The light blue colouring signifies a performance above national averages, with darker blue indicating a performance significantly above. The School results in NAPLAN 2022 demonstrated pleasing growth since the last NAPLAN testing in 2021. The strongest growth was recorded in Reading and Grammar.

The full NAPLAN performance of the School can be viewed through the *MySchool* website, via the following link: myschool.edu.au/school/43878/naplan/results

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	515	487	487	525	481
Year 5	570	547	566	548	559
Year 7	601	566	594	588	638
Year 9	636	617	616	635	653

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

Record of School Attainment (RoSA)

The NSW Education Standards Authority (NESA) issues a Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA may be issued to students in Years 10, 11 and 12 and represents a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. In 2022, Shore had one student awarded a RoSA.

Senior Secondary Outcomes and Higher School Certificate Examination Results

Shore achieved pleasing results in a broad range of subjects in the 2022 HSC examinations. We had the honour of having 16 boys from the Class of 2022 listed in the Sydney Morning Herald as All Round Achievers.

These boys achieved a Band 6 result (a mark of 90 or more) in ten or more units of their HSC studies. The School received six state rankings in the following subjects: Business Studies, Chemistry, Mathematics Extension 2, German Extension and Geography. Merit Listings were achieved by 50% or more of our candidates in Drama, Economics, Mathematics Extension 2, Music 1, Music 2, French Continuers and Latin Continuers. We also had two subjects that were one standard deviation or more above the state examination mean: Drama and PDHPE. In 2022, 215 of our 217 Year 12 students sat for the HSC with two boys undertaking Pathways.

Subject Performance

We had a number of outstanding performances by individual subjects. The table below details the percentage of boys that achieved an HSC result in the top two bands for large candidature subjects. For all subjects with five or more boys, we were well above state average.

ATAR Results

As a comprehensive school, we are extremely proud of the ATAR results achieved by the boys. Shore achieved a median ATAR of 90.35 which was an outstanding result. We had ten students receive an ATAR of 99 and above, placing them in the top 1% of the state. 74% of our cohort achieved an ATAR over 80, placing them in the top 20% of the state.

Subject	Candidates	School %	State %	Difference
Modern History	39	84.6	34.4	50.2
Studies of Religion 1	16	87.5	40.9	46.6
Economics	28	92.9	49.4	43.5
Business Studies	126	77.8	34.9	42.9
Mathematics Standard 2	102	70.6	29.0	41.6
Drama	27	100	58.5	41.5
Design and Technology	13	84.6	47.1	37.5
Physics	46	78.3	41.4	36.9
Industrial Technology	14	57.1	21.9	35.2
Mathematics Advanced	98	81.6	49.0	32.6
English Advanced	99	99.0	67.2	31.8



Reporting Area 4

Student Attendance, Retention and Post-School Destinations

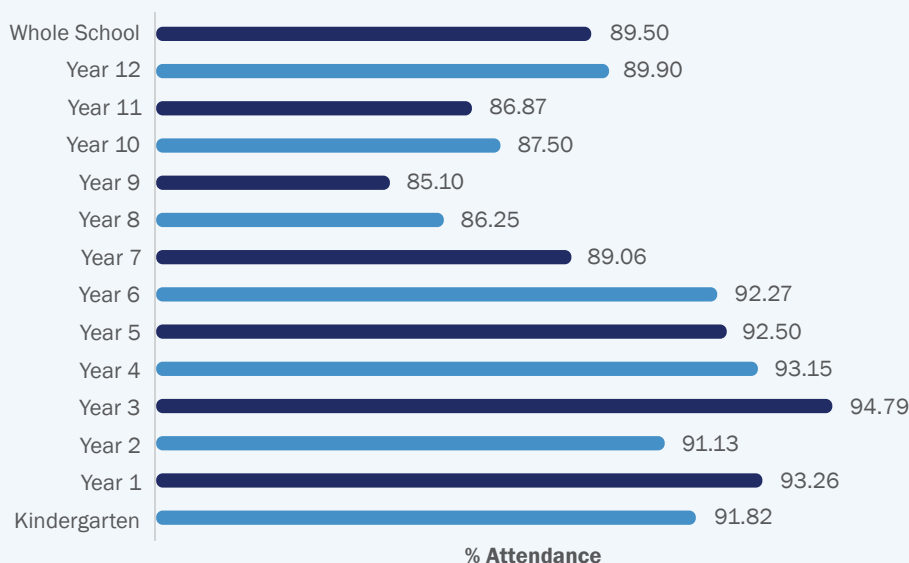


Student Attendance

In 2022, 89.50% of students attended school on average each school day. This was a small decrease from the daily attendance in 2021 and can be attributed to the effects of COVID-19 still circulating in early 2022. Daily absences peaked in March, with absence rates of between 5% and 10% for most Year Groups.

Student attendance at the School during 2022 is summarised below:

2022 Attendance Overview



Management of Non-Attendance

Preparatory School

In the Preparatory School, class teachers take roll call between 8.25am and 8.55am. These returns (paper copy or electronic) are collated by either the Northbridge or North Sydney Preparatory School Office. If a parent/guardian has not phoned or emailed the office informing the School of the student's absence giving reasons, an administration assistant phones the parent/guardian to ascertain why the student is absent. The administration assistants enter the absences onto the School database, noting any excursion or other variations to routine. For all absences, parents/guardians must notify the School by 8.45am. Students who have unexplained absences are brought to the attention of the Deputy Head of the Preparatory School for North Sydney students, or the Head of Northbridge Campus for Kindergarten to Year 2 students. The Executive Assistant to the Head of the Preparatory School or the Executive Assistant to the Head of Northbridge Campus then contacts parents/guardians. If the explanation is considered unsatisfactory by the Head of Northbridge Campus or the Deputy Head, North Sydney, the absence will be recorded as unexplained/unjustified, and the student's parents/guardians will be advised of that outcome. Parents/guardians are wholly responsible for the supervision of their child during any absence from School. Extended periods of absence are managed by the pastoral care staff, including the Head of the Preparatory School, Head of Northbridge Campus, Deputy Head and Counselling team.

Leave from any Preparatory School obligation (including school days, sports, performances and other official school activities) needs to be requested in advance. Application for leave for more than one day should be made to the Head of the Preparatory School, in writing, at least ten days prior to the requested leave. Requests for leave for part of the day may be directed to the Deputy Head or Head of Northbridge Campus.

Senior School

In the Senior School, electronic attendance records for each student are maintained on the School's database (Synergetic). Roll calls are conducted by classroom teachers during each period of a normal school day and during other activities such as excursions or school events. Students who have been marked absent where no notification has been received are followed up by the Sergeant Major. The Sergeant Major will contact the parent/guardian by phone or email to ascertain the reason for the student's absence.

Students arriving late for school must report directly to the Sergeant Major's office to sign in with their electronic Shore Student ID Card. Where a late arrival is known in advance, an email or written note from a parent/guardian should be sent to the Sergeant Major explaining the lateness. When signing in late, students are required to explain the reason for their lateness. When a student is late twice in one week, the Sergeant Major contacts the student's Housemaster so that pastoral follow-up can be taken, which may include contacting parents/guardians.

Where a student is sick, an explanatory email or written note from a parent/guardian is required to be provided to the Sergeant Major by 9.00am on the day of absence. If the absence is greater than five days, the email or written note must be accompanied by a Medical Certificate. The Sergeant Major contacts a student's Housemaster if a student is absent for more than three consecutive days. The Housemaster then makes contact with the parents/guardians as required. In the case of Boarders, the School Nurse communicates with the student's Housemaster and the Sergeant Major. The Sergeant Major also contacts the Student's Housemaster if it is believed that there is a pastoral concern related to the reason for absence: for example, a hospital admission.

Unexplained/Unjustified Absence

If no explanation has been provided by the parent/guardian either before or within seven days after the absence, or if the explanation is considered unsatisfactory by the Deputy Head Operations, the time the student has been absent from school will be recorded as Unexplained/Unjustified, and the student's parents/guardians will be advised of that outcome.

Parents/guardians are wholly responsible for the supervision of their son during any absence from School.





Truancy

Fractional truancy is where a student absents himself without permission from any part of the school day, whether formal classes, or other activities such as Chapel, Tutor Groups, Assembly or House Meetings.

Where students are identified as fractionally truanting, or truanting from a whole school day, the following action is taken:

Fractional Truancy: When a student is marked absent from school for an activity, class or part of the school day without permission, this is recorded as fractional truancy on the student's attendance record, and the unexplained absence is referred to the Housemaster for further action.

Truancy for a whole day or more: When a student is marked absent from school for a whole day or more without permission, this is recorded as truancy on the student's attendance record, and the unexplained absence is referred to the Housemaster and the Deputy Head Operations for further action.

Unsatisfactory Attendance or Repeated Absence

In most cases of repeated or ongoing absence, the circumstances will be well known to the School and will be in the hands of the Housemaster, Deputy Head Operations and School Counselling team. Examples might include significant physical or mental health issues, or 'school refusal'. Such absences are recorded in the School database and records of meetings and correspondence with parents/guardians are maintained by the School staff involved. Where the School believes there has been inadequate explanation for any extended absence by a student, the School is obliged to inform the NSW Department of Education. The School may also make a mandatory report to the NSW Department of Communities and Justice if the School believes that the student is at risk.

Any student returning to School after an extended absence will have an agreed 'return to school' plan that will be the result of meetings between relevant school staff and the parent/guardian and, in some cases, relevant counselling or medical professionals.

Retention Rates

A total of 203 boys were enrolled in Year 7, 2017. 217 boys completed Year 12 in 2022, an apparent retention rate of approximately 106.8%. However, of the original 2017 cohort, 188 graduated from the School in 2022; therefore, the actual retention rate over the six years was 92.6%.

With respect to the same HSC cohort, there were 219 boys enrolled in Year 10 2020, of which 214 sat the HSC in 2022. The retention rate from Year 10 to Year 12 was, therefore, 98%, a 1% decrease from the previous year.

Post-School Destinations

NSW/ACT Post School Destinations

The Class of 2022 were successful in gaining university offers across a range of courses and universities.

With the growing number of early entry applications directly to universities, it is difficult to gain accurate data from UAC, as it is bypassed as the main administration portal. Universities offering early entry include ANU, Macquarie University, UTS, UNE, University of Wollongong, University of Canberra and Western Sydney.

While early entry schemes were very popular, with a total of 227 offers made to students (some students receiving multiple offers), it was pleasing that this did not appear to detrimentally affect academic results as feared by some educators and, in fact, may have contributed to enhancing them. It became important to promote the academic journey of Years 11 and 12 as the foundation to prepare for tertiary study rather than just a tool to gain entry into university.

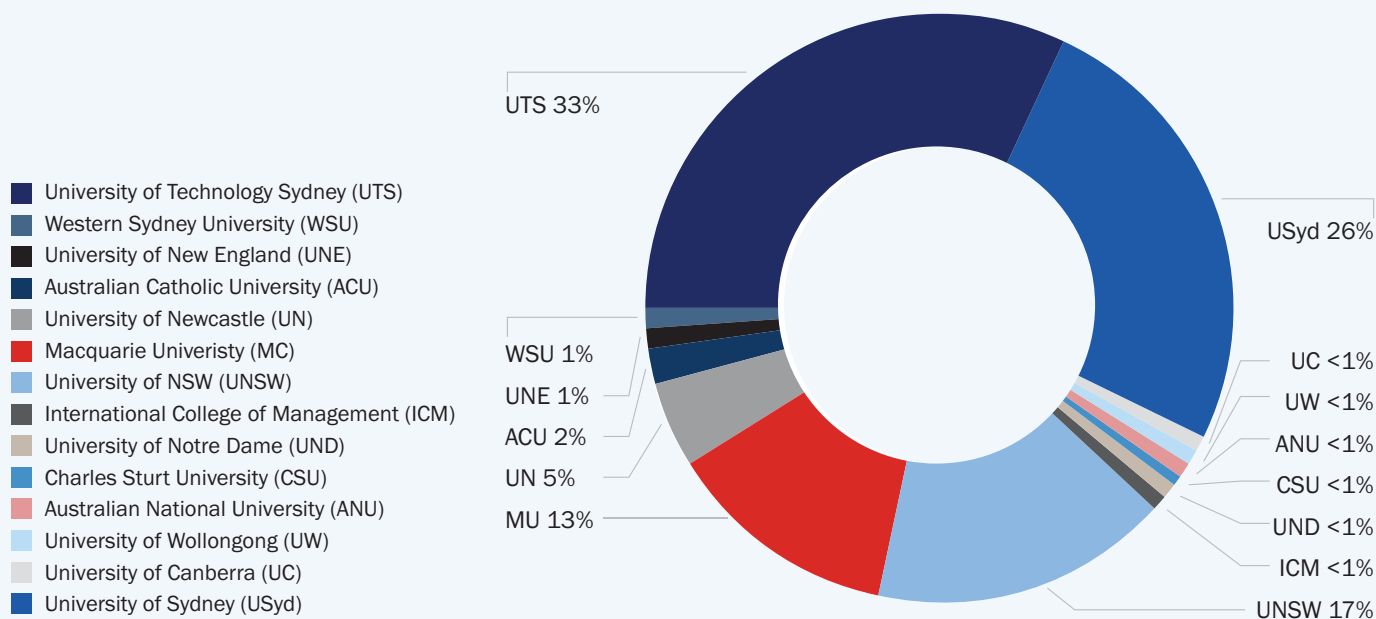
Last year, UAC launched the Schools Insights Dashboard and schools now have access to student data which includes preferences, offers in each offer round by institution and course, Educational Access Scheme (EAS) and Schools Recommendation Scheme (SRS) applications. It also provides historical data back to 2019. Below is a summary.

Total Applications/Offers through UAC:

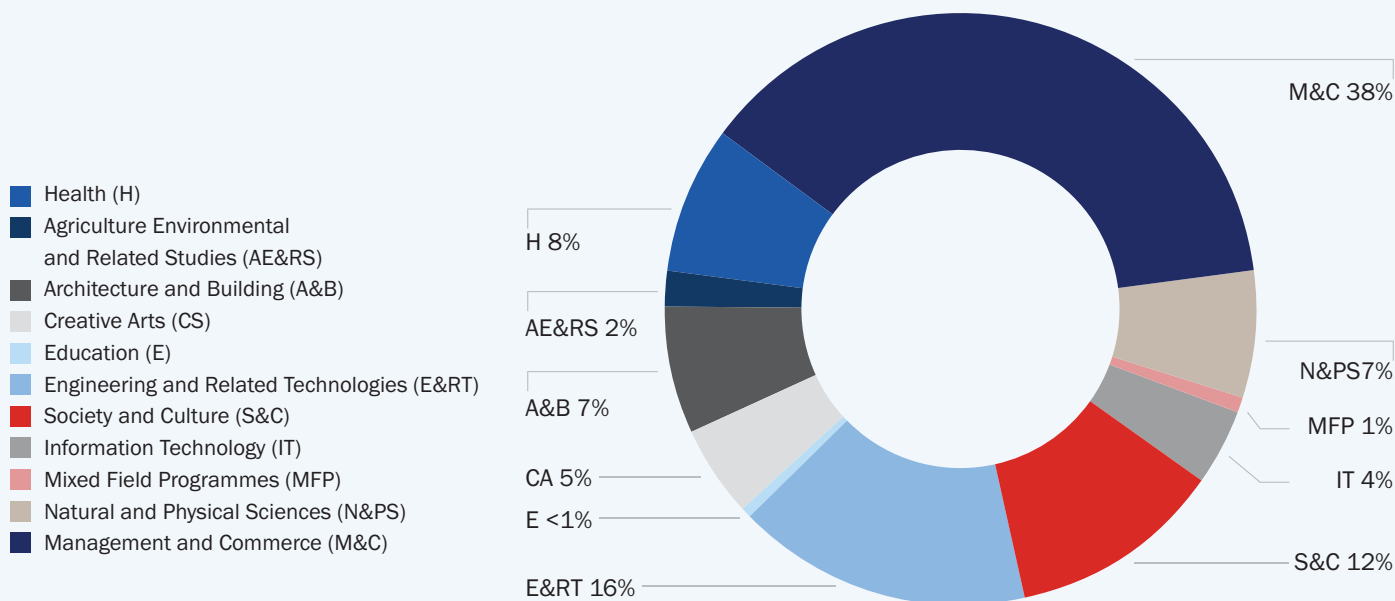
Year	Student Applications	Institution Offers
2022	202	197
2021	200	188
2020	206	200
2019	179	174



SHORE HSC 2022 University Offers by Institution



SHORE HSC 2022 University Offers by Field of Study



Reporting Area 5

Shore's Workforce



Staff Professional Learning and Teacher Standards



The School managed to remain highly competitive in what was a very tight labour market during 2022.

We successfully hired over 100 teaching, support and administration staff and 174 new casual staff throughout 2022. Our differentiating factor continues to be led by reputational credibility, a supportive and innovative learning environment, competitive salaries and workplace flexibility where appropriate. Shore's Mentoring Programme is an added value for prospective teaching staff drawn to collaborative professionalism and a supportive learning environment. New graduates played an important role in filling positions, and we aim to support and help them grow their teaching practice. With the success of this programme, we undertook a broad review of our Professional Learning Programme. In partnership with the University of NSW, we assessed the quality of teaching on student learning outcomes to support teaching practice. The team has been trialling our evidence-based Shore Teacher Expertise Programme (STEP) throughout 2022 with the aim of rolling it out in 2023. Support and administration staff have been assisted by an induction programme and defined professional development activities.

In 2022, we started the process of updating our Shore Staff Code of Conduct to reflect updates from relevant agencies such as NSW Department of Communities and Justice and the Office of the Children's Guardian. This policy is intended to be provided to staff to ensure a clear understanding of duties and obligations under the National Principles for Child Safe Organisations and the key items of child protection legislation in NSW.

Two Staff Professional Development Days were held at the commencement of Term 1 and one at the start of each other Term. John Tzantzaris oversaw the programmes for these days. At the beginning of Term 1, staff were briefed on Child Safeguarding and the roll-out and logistics of digital devices by the Head of Digital Learning, Mrs Amanda Pfeffer. Term 2, the Head of Digital Learning, Mrs Amanda Pfeffer, outlined expectations around the use of OneNote and there was specific preparation time and skill-up sessions on MS Teams and OneNote for all staff. In Term 3, Ms Megan Townes, Microsoft Education Industry Specialist, presented a keynote to teachers titled 'Teaching and Learning for the One-to-One Classroom' providing practical strategies for teachers to use in the classroom, exploring how they can manage those devices

to ensure students remain focused, on-task and learning. The Term 3 Staff Professional Development Day also saw the return of TeachMeets. These are meetings where teachers share good practice, practical ideas and personal insights into teaching. The basic idea is hearing stories about learning from teachers. One of the more popular presentations was from a long-standing History teacher and former Housemaster, Mr Richard Stobo on the topic *Always giving a boy an out. A few thoughts about teaching boys*. The Head of Educational Services, Mrs Deb Oates, led the Term 4 Staff Day on the best practice in supporting learning and behaviour. Mr Andrew Balzer, Microsoft Digital Transformation Specialist, was the guest speaker and spoke on 'supporting an inclusive classroom with technology'.

The whole School Staff Conference, coordinated by the Deputy Head, Pastoral Care, Mrs Rowena Dudgeon, on student wellbeing was held at the conclusion of Term 2. The conference included presentations and workshops on *What's really going on for young men*, from Hunter Johnson and Matt Defina from *Man Cave* and Professor Donna Cross, who explored 'how and why whole-school approaches to social and emotional wellbeing can make differences to all kids'.

The Deputy Head, Academic, Mr Matt Leeds and the Head of Teaching and Learning, Mr John Tzantzaris established a working party to design a programme to support teacher excellence, providing opportunities for growth and development. The Shore Teaching Expertise Programme (STEP) will afford teachers the opportunity to participate in professional learning opportunities that allow for self-paced and self-directed learning as well as targeted team-based and school-wide learning. UNSW joined as an academic partner on this journey in the hope that they provide invaluable data in reviewing the success of the programme.

Staff were encouraged to attend a variety of professional development conferences around the country, including the Head of Digital Learning, Mrs Amanda Pfeffer and three members of her team, who attended the EDUTECH conference in Melbourne for two days. Four Middle Leaders attended the NSW Curriculum Leadership Conference on the Central Coast, while staff also attended the annual Mathematical Association of NSW (MANSW) conference in Tweed Heads. The staff attending these conferences provided updates at School Professional Development Days and at the departmental and whole School level.

One Monday morning each term from 8.00am to 9.10am Senior School staff engaged in various professional learning activities that afforded them the opportunity to improve and upskill their teaching practice and to provide vital further departmental time. This also included a presentation by Mr Travis Smith, Microsoft Australia K-12 Industry Lead, on the topic of *Inking Your Thinking: The Power of the Pen*. This presentation formed part of the School's preparation for the digital roll-out, focusing on one-to-one learning with a stylus device and the research behind the benefits of this as a learning tool.

At the start of Term 3, the Head of Department team attended a professional learning weekend retreat with a focus on the future of educational leadership and centralising the learner in the education system. The Deputy Head Academic, Mr Matt Leeds and the Head of Teaching and Learning, Mr John Tzantzaris led the future planning sessions with the Head of Department team. They were joined by the CEO of The Learning Future, and global educational specialist, Mr Louka Parry, who guided the Head of Department team on how to better empower students to develop the key human capabilities and dispositions that matter most now and into the future.

All teachers in their first year at the School take part in the Shore Mentoring Programme, regardless of a teacher's experience in the profession. Mentors in the programme have already proved themselves to be accomplished teachers at Shore. For over 30 years, this programme has proved to be valuable to younger and older staff alike in developing and encouraging good teaching practice. Many of the Mentors have also had their own teaching practice changed and moulded by observations of teachers new to Shore. This year we were invited to form an academic partnership with UNSW and the University of Southern Queensland (USQ), which involved assessing how teachers in the beginning of their careers are required to respond to societal change, meet the needs of diverse and changing learners and take on new approaches to pedagogy. COVID-19 has made conspicuous teachers' need to be able to recalibrate their ways of working as times demand they be adaptive to rapidly evolving and sometimes unpredictable education futures and possibilities. This partnership aims to develop and implement an innovative future-focused mentoring model that will address issues of professional complexity. Our two Mentors, Ms Penelope Horsley and Mr Seth Fitisemanu, worked on this project with Ms Romy Clugston and Ms Zoe Doutreband (both in their second year of teaching). Ms Clugston and Ms Doutreband completed their final teaching practicums with our Department of English.

After a hiatus due to COVID-19, the International Boys School Coalition (IBSC) was held at St Mark's School of Texas, Dallas where the theme was *The Path to Manhood*. A number of Senior Staff attended including the Deputy Head, Operations, Dr Andrew Mansfield and the Head of Northbridge Campus, Ms Natasha Mitchell. There were also a number of staff who completed IBSC online courses such as: *The Tech Solution: Creating Healthy Habits for Boys Growing Up in a Digital World*; *Single-Gender Education: A Course for Teachers New to Boys' Schools*; *Preparing Boys for the Future*; *Responsible Sexual Citizenship: The Challenges Facing Boys*; *Boys and Belonging: Diversity, Equity, Inclusion and Positive Masculinity*.

HSC marking is essential professional development and 18 staff participated this year. Mrs Nicole Mansfield (Head of History) and Mr Seth Fitisemanu (2IC English) were both selected as Senior Markers for the HSC.

The Student Think Tank met at various times throughout the year, where student leaders were provided with the opportunities for student voice in academic and pastoral care matters. There were open and frank discussions, with issues and concerns raised, many of which were then followed up with attendance at Head of Department meetings and access to the School's Executive Leadership Team.

The School continued to provide financial support to staff in the Senior School to study for additional tertiary-level qualifications. Staff are involved in many programmes, including Masters of Education from a variety of educational institutions.

Although professional development was limited due to COVID-19 (which had a lasting impact on the School and the community) in the past two years, coming out of it has produced a great opportunity for learning and teaching.

The Preparatory School staff completed professional development on the new English and Mathematics Syllabi for implementation in 2023. All K-6 staff were upskilled in First Aid, including asthma and anaphylaxis training, CPR and Epilepsy. Many staff also accessed a range of professional development courses run by the Association of Independent Schools (AIS). Preparatory School staff used Simon Breakspear's 'Teaching Sprints' to upskill in pedagogical matters. The participants then shared their reflections and learning with the entire staff.



Teacher Accreditation and Teaching Standards/Qualifications

Teacher Accreditation for 2022

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	5
Proficient	175
Highly Accomplished	1
Lead Teacher	1
Total	187

Teacher Standards/Qualifications

187 teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.



Workforce Composition

Classification	FTE	Number of Staff
Support Staff	99	117
Teaching Staff	175	187

Support Staff include staff from the following areas: Administration, Athletic Performance, Boarding, Director of Business' Office, Chaplaincy, Clothing Shop, Community Engagement, Compliance, Departmental Aides, Educational Services, Shore Foundation, Facilities, Finance, ICT, Medical Centre, Registrar's Office and Theatre Operations.

Shore does not collect data on the origin of birth of employees.



Reporting Area 6

School Policies



Enrolment Policy

Shore is an independent Anglican school. The Early Learning Centre (ELC) and Years K to 2 are co-educational. The School offers single-sex education for boys in Years 3 to 12, with boarding for students in Years 7 to 12. The overall aim of the School, as determined by the School Council and consistent with its foundation charter, is to equip students to participate in the wider community through a broad and well-rounded education of the highest standard.

Statement of General Principle

The Council 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 between applicants.

Administration and Application of This Policy

Responsibilities

The Headmaster is responsible for enrolment at the School and for maintaining a satisfactory level of enrolments. The policy will be applied subject to the Statement of General Principle and any discretion vested in the Headmaster by this policy.

The Registrar is responsible for the clerical function of enrolling students. Information about enrolment processes, procedures and fees is available from the Registrar.

Discretion

The Headmaster may, at his discretion, apply and administer the School's Enrolment Policy, as between applicants and ensure the application of an enrolment principle or policy in a particular instance does not have unintended or unfair consequences. The Headmaster may consult with the Chair of Council concerning the exercise of any discretion vested in him by this policy.

Enrolment Process

The normal enrolment process progresses in three phases:

- 1 Application:**
Parents/guardians apply and pay the Application Fee. Applications are received from birth. The child is placed on the waitlist for an Intake Year.
- 2 Enrolment:**
The School offers an enrolment in an Intake Year. Parents/guardians accept the enrolment offer and pay the Enrolment Fee.
- 3 Confirmation:**
The School asks parents/guardians to confirm their intention to proceed with their child's enrolment about two years before the start of the Intake Year and pay the Confirmation Fee.

The School may offer places at any time in accordance with this policy – see section headed '*Late Enrolment Offers and Casual Vacancies*'.

Applications and Place Offers

Applications for enrolment are accepted from birth. Preference for enrolment is given to children and grandchildren of Life Members of the Shore Old Boys' Union, children of Shore staff and of licensed Anglican clergy and siblings of current students. Once these preferences have been observed, the remaining places are offered based on the age of the child on the date of the application. Enrolment at Shore is non-selective, meaning that it is not based on academic, sporting, religious or other performance criteria.

Place offers are made annually in the formal Intake Years which are:

- 1 Early Learning Centre (for children who will be three before starting),
- 2 Kindergarten (for children who will be five by 10 May in their Kindergarten year),
- 3 Preparatory School Years 3, 5, and
- 4 Senior School Year 7.

A limited number of places are offered in Year 7 as a result of scholarship and bursary programmes. These places are outside of the enrolment preferences.

Enrolment Preference

Council has determined that preference for enrolment from the waitlist will generally be given in accordance with the following principles:

- 1 Enrolment preference for children or grandchildren of Life Members of the Old boys' Union**
Preference will be afforded to children or grandchildren of Life Members (or deceased Life Members) of the Shore Old Boys' Union, where an application is received within 12 months of the child's date of birth.
- 2 Enrolment preference for children of Shore staff and licensed Anglican clergy**
- 3 Enrolment preference for siblings**
- 4 Enrolment preference for Full Boarders**
Enrolment preference will be afforded to boys enrolling as Full Boarders provided a commitment in writing is received from the boy's parent/guardian to Full Boarding for his entire schooling.
- 5 Enrolment preference for Weekly Boarders**
Enrolment preference will be afforded to boys enrolling as Weekly Boarders provided an application is received within three years of the boy's date of birth and a commitment in writing is received from the boy's parent/guardian to weekly boarding for two or more years.
- 6 Early Learning Centre**
Enrolment preference will be afforded to children enrolling in the Early Learning Centre provided a commitment in

writing is received from a parent/guardian that the child will be enrolled in, and continue in, Years K, 1 and 2 (girls) and thereafter (boys).

7 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.

Late Enrolment Offers for Intake Years and Casual Vacancies

If an enrolment vacancy occurs at short notice, as a result of a confirmed place not being taken up for an Intake Year, or

as a result of a casual vacancy, an enrolment place will be offered after reference to the waitlist, a review of relevant documentation and an interview with the Headmaster or his delegate. The goal of this process is to ensure that the School is best prepared to meet the individual needs of the potential student both in terms of physical facilities and staff support.

These Late and Casual Vacancy enrolments, and the basis on which they have been made, will be reported to the Chair of Council.

The Conditions of Enrolment and links to enrolment documentation are accessible on the Shore website: shore.nsw.edu.au/enrolment/general-information.

Characteristics of the Student Body

Shore welcomes girls and boys in Kindergarten, Year 1 and Year 2. It is a school for boys from Year 3 to Year 12. From Year 7, the School accepts the enrolment of Full and Weekly Boarders and overseas students.

The overall enrolment on the first day of the school year in 2022 was 1,667. The ICSEA score of the School in 2022 was 1,173.

The majority of day students are drawn from the Lower North Shore, suburbs along the North Shore rail line, Manly/Balgowlah and the Northern Beaches. Weekly Boarders are drawn from the suburbs around Shore and the Southern Highlands. Full Boarders are drawn from rural and regional NSW and overseas, including Hong Kong, China, Singapore, the United Kingdom and United States of America.





Other School Policies

Preparatory School

The Preparatory School reviewed and updated all policies and procedures relating to providing a safe and supportive environment for the students. In line with the whole school briefing on Child Protection, the policy relating to the Preparatory School was reviewed and discussed at each campus, noting appropriate procedures for staff dealing with the different ages of the students on each campus.

The Preparatory School approaches to student welfare policy areas—such as anti-bullying and discipline—also fall within the whole school policy framework. These approaches are outlined in the Preparatory School Parent Handbook, available on the School's portal, Lampada. Text of whole school policies can also be found on Lampada.

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents or students. These processes incorporate, as appropriate, principles of procedural fairness. In the Preparatory School, parents or students wishing to raise a matter of concern do so with the student's class teacher, the Head of Northbridge Campus or the Deputy Head of the Preparatory School, North Sydney. 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 Head of Northbridge Campus, the Deputy Head of the Preparatory School, North Sydney or Head of the Preparatory School. The final arbiter in all disputes is the Headmaster.

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

Senior School

The Senior School continues to operate using a policy framework that meets legislative requirements while also meeting the needs of students, staff and the broader School

community. As required, in-service training/education of staff and students is undertaken to ensure that new policies, or changes to existing ones, are fully understood and put into action where necessary.

A full staff briefing on Child Protection legislative updates was held in January as part of the School's Professional Development programme.

The School continued in 2022 to update key policies, procedures and guidelines, including:

- A review of the Child Safeguarding Policy commenced to fully implement the Child Safe Standards.
- The Induction programme for new Council members.
- Internal guidelines for assessment on interstate and international trips.
- A review of the Privacy Policy.
- The Staff Code of Conduct.

In addition, Cyber Security and Workplace Health and Safety (WHS) practices were key risk areas that received significant attention during the year.

Shore's Anti-Bullying Policy for students outlines the School's opposition to all forms of bullying. It clearly articulates the School's approach to protecting and seeking justice for victims, assisting perpetrators in understanding their impact and how to work with young people to change their behaviours. The policy outlines the process for students and staff in identifying and reporting bullying.

The Senior School manages complaints and grievances in a similar manner to the Preparatory School. In the Senior School, parents or students are encouraged to raise their concerns with a teacher, the relevant Housemaster or a Deputy Head. If they cannot be resolved at this level, the matter can be escalated to the Headmaster. Staff are encouraged to raise grievances with their Head of Department, Manager, a member of the Executive Leadership Team or the Headmaster.

Reporting Area 7

School-Determined Improvement Targets





Strategic Aims and Objectives

In Term 3, 2022 the Executive Leadership Team commenced a process to develop a new three-year Strategic Direction for the School. Over a series of meetings, the first drafts of the plan were created, facilitating subsequent deep engagement with stakeholders in 2023. Notwithstanding the commencement of the development of a new plan, the Strategic Aims and Objectives outlined in the 2018 Strategic Plan continued to provide a focal point in 2022.

Shore's dynamic tradition is founded on an authentic and transformative Christian faith, with emphases on engaged rigour in academic work, relational service to others, growth in character, personal best in sports and co-curricular 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 experiences 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.



Critical Success Factors

Within the 2018 Strategic Plan, there are nine Critical Success Factors which articulate the strategic priorities of the School:

1. Character, Service and Leadership: Providing programmes and opportunities to develop the character strength of our students.
2. Growth in Pedagogy: Seeking to be abreast of the best developments in teaching to aid student growth in learning.
3. High-Quality Communication: Keeping the Shore community informed in a comprehensive and timely manner.
4. Retaining and Attracting High-Quality Staff: Effective teaching underpins student progress.
5. Amenities and Facilities: Maintaining and creating space and infrastructure for high-quality learning.
6. School as Citizen of Local and Educational Community: Shore's expertise and facilities are used to serve those outside its immediate community.
7. Global Connection and Perspective: We live, work and learn in an interconnected world, and the School will actively build such an awareness.
8. High-Quality Co-Curricular Programmes: We learn in all facets of the Shore programme, and the quality of and lessons from these activities are integral to our human flourishing.
9. Wellbeing and Community: Our School provides a sense of belonging to students, staff, parents and Old Boys. The School will nurture its members to strengthen its community.

Progress in the Critical Success areas of the School in 2022 is summarised in the table below:

Critical Success Factor	Goal	Achievements in 2022
Character, Service and Leadership	Providing programmes and opportunities to develop the character strength of our students.	Continued focus on service learning via fundraising and volunteering programmes. New Head of Service Learning appointed developing programmes in partnership with Executive staff that are age and stage appropriate and reflect the School's ethos. Commenced the development of a more comprehensive policy across K-12 that will engage students in more authentic service learning opportunities and integrate character education and values that are a focus for our approach to pastoral care in House Groups. Enhanced the leadership approach for students to include more clear and explicit links to service and character education.
Growth in Pedagogy	Seeking to be abreast of the best developments in teaching to aid student growth in learning.	Began work on the Shore Teaching Expertise Programme (STEP) which seeks to continue to build capacity and expertise in our teaching staff. Continued the high level of professional development of all teaching staff to aid growth in student learning.
High Quality Communication	Keeping the Shore community informed in a comprehensive and timely manner.	The newly formed Community Engagement team provided support on a wide variety of activities across the School. This ranged from the organisation of specific School events to the sharing of news on the staff and parent portal 'Lampada,' working with Student Editors on the weekly School newsletter, and helping our many Old Boys connect or reconnect via the Old Boys' Union, and their associated events, channels and activities. The team also kept our community informed through milestone publications such as the bi-annual Shore Reports and website updates. In October, the Department launched Shore's official Instagram and Facebook pages. We also partnered with other Departments and parent groups across the School to support respective projects with internal and external communications, including launching the Digital Learning Device Programme. Any media enquiries were channelled through and managed by the Director, Community Engagement.
Retaining and Attracting High Quality Staff	Ensuring we have the teaching and support team we need to underpin student progress.	Shore hired 104 fixed-term positions to support teaching and learning and administration functions and 174 casual staff. Human Resources (HR) implemented an end-to-end recruitment process which included important child safeguarding questions. All shortlisted fixed-term and permanent candidates are phone screened, interviewed, reference checked and have a final interview with the Headmaster. Our Professional Development (PD) enabled staff to meet key objectives around pedagogy, mentoring and collaboration, child safeguarding, and use of effective technology in the classroom.

Critical Success Factor	Goal	Achievements in 2022
Amenities and Facilities	Maintaining and creating space and infrastructure for high-quality learning.	Over the 2021/22 summer the first significant renovation of the Smith Auditorium occurred. In addition, a new Educational Services space was created and the School House boarding facilities were upgraded. A programme of upgrading audio-visual classrooms was commenced, with ten rooms upgraded.
School as Citizen of Local and Educational Community	Using Shore's expertise and facilities to serve those outside our immediate community.	<p>Following COVID-19 restrictions, children from the Shore Preparatory School Northbridge Campus recommenced visits to local aged care facilities to establish relationships with the residents. Year 6 students participated in a Service Learning Project which involved them volunteering for service in their local neighbourhood or community and reflecting upon their experiences.</p> <p>Senior School students were provided with opportunities to engage in service learning within their local communities.</p> <p>Shore's facilities continued to be accessed by external groups for sports training, functions, performances and other special events.</p> <p>Shore staff continue to lead and contribute to the organisational community, sharing their experience and research at conferences and through professional journals.</p>
Global Connection and Perspective	Actively building awareness of the interconnected world in which we live, work and learn.	<p>Planning to support the recommencement of international tours and excursions was undertaken.</p> <p>Global engagement was incorporated into teaching programmes in a number of Key Learning Areas. Harmony Week was commemorated at the School, with activities being incorporated into teaching and learning as well as pastoral care activities.</p> <p>Global perspectives are incorporated in co-curricular activities, including through participation in Model United Nation Assemblies.</p>
High-Quality Co-Curricular Programmes	Providing high-quality learning opportunities for students across all facets of the Shore programme that are integral to our human flourishing.	The new position of Deputy Head, Co-Curricular was appointed to lead the overall strategy for co-curricular engagement. Following COVID-19 disruptions, 2022 saw the return of a full suite of opportunities for students. A continued focus on enhancing the quality of coaching has improved the offering for students. Research was also conducted into a more efficient communication platform (Clipboard) for phased implementation in 2023.
Wellbeing and Community	Nurturing all members of the School community in order to strengthen belonging, identity and wellbeing.	<p>Enhanced opportunities for students and the wider School community to engage with external experts in wellbeing.</p> <p>Expanded the Counselling team to provide greater support to all students.</p>



Reporting Area 8

Initiatives Promoting Respect and Responsibility



Initiatives Promoting Respect and Responsibility

At its foundation in 1889, Shore was envisioned as a Christian school and has always interpreted this vision to mean more than a commitment for students to attend Chapel and understand the traditions of the Church. Rather, Shore seeks to equip each student with an understanding of the Gospel so that they may live as responsible citizens who seek to serve the wider community and exhibit Christian character.

Today, our strong history and traditions continue to shape the School by providing a sense of belonging and community. Central to the School's objectives is the character formation and wellbeing of every student. Through the promotion and development of in-service learning initiatives and character programmes, we seek to build resilience, humility, perseverance, respect and a heart to serve others. Being part of something greater than self and seeking the wellbeing of others, helps foster a sense of responsibility, purpose and meaning for each student.

From the Early Learning Centre through to Year 12, the Chapel and Christian Studies programmes provide solid foundations for students to seek 'other-centredness' and a strong sense of their responsibility to respect and care for those around them. Students are taught how to respond to unacceptable behaviour, such as bullying, and complementary service learning and character education initiatives, including our Building Good Men programme and Cadets, provide opportunities for students to participate in practical activities and experiences which encourage an attitude of service and respect for others.

Shore has a comprehensive House system which is central to the development of a holistic care model for students. The Tutor programme, operating within the House system, shapes the social and emotional learning capabilities of students, with a sharp focus on self and social awareness, the development of responsibility through leadership and mentoring and seeks to offer graduated levels of student responsibility from Years 7 to 12.

Preparatory School

In the Preparatory School, the explicit teaching of character virtues has, in recent years, become an important expression of the Christian mission of the School, particularly in Years 3 to 6. Four character virtues are explored each year as part of the Building Good Men programme. In 2022, honesty, self-control, service to others and humility were the focus, both in Christian Studies lessons, as well as through discussions in assemblies and, via the homework diary, conversations at home. In Years 3 to 6 Tutor Groups, the boys focus on their strengths and positive character traits. These Tutor Groups are run across the

School, with approximately 15 boys from all four Year Groups meeting together once per week.

Similarly, in Kindergarten, Year 1 and Year 2, assemblies continued to focus on character strengths that were explored through children's literature. This, combined with social-emotional literacy and Christian education, aids in a positive culture within the School. It is hoped that by making these positive character virtues or strengths visible, children will begin to make connections between their behaviour and the type of people they wish to become.

Senior School

The care of young people is at the heart of every good school. Shore's pastoral care structures are strong and enduring and focus on the holistic care of boys. There is a focus on the development of boys in the five domains of wellbeing: Physical, Social, Emotional, Cognitive and Spiritual.

At Shore we recognise that each boy is different and is entitled to individual care and attention, and we are committed to providing a safe environment where all can thrive.

The wellbeing of our students is grounded in our Christian foundations and is embedded in a whole school approach to care. We recognise that wellbeing is not a stand-alone programme, but is threaded through the life of the School, in the academic and co-curricular space, in School policies, practice and procedure, as well as through the spiritual life of the School and in service.



Pastoral Care

The vertical House structure is intentionally designed to provide support for every boy under the careful guidance of a Housemaster and four Tutors. The House and Tutor Groups are communities where a boy feels a sense of belonging and commitment to a group, which supports him and provides him with mentors and adults he can relate to and look up to. Effective pastoral care happens in the context of relationships, connection and belonging.

Building Good Men For Life

Building Good Men is a character education programme, which promotes the importance of virtue and character, based upon the School's Christian values. We aim to build and strengthen character within our boys, influencing how they think and act, especially when faced with challenging situations that will confront them as they move through their adolescent years and into manhood. Year 11 boys deliver the programme which provides them with meaningful leadership and mentoring opportunities.

Senior School Initiatives

Sony Camp

Year 11 boys work with students from Pymble Ladies College supporting children with disabilities. This four day residential camp provides boys with the opportunity to serve in a range of roles, including as companions, media or operations support staff.

Year 7 Orientation and Year 11 Step Up

Early in the first term, the Year 7 Orientation Camp provides the boys with time away from school to be together and build a sense of community. They spend time in House and peer

groups to complete team-building exercises and outdoor activities. This is guided by experienced Shore teachers and supported by camp outdoor educators. All boys participate in the orientation to Shore session, and this involves important information about how the School runs and the important events and traditions.

Linked closely to Building Good Men is the Year 11 Step Up retreat. This camp is designed to enable boys to engage with and understand more about themselves; to build skills of resilience, discernment and decision-making based on sound ethics, values and morals. Step Up camp is two nights and three days of challenging activities for the boys to complete. They make their way to camp with leaders and outdoor educators, hear from Old Boys and read letters from parents and carers. It is a camp that focuses on character building and leadership and builds social and emotional capacities that will help them navigate their final year of schooling.

Cadets

All Year 9 students participate in the Shore Cadet Unit, which comprises students from both Shore and Wenona. Boys participate in end-of-year and promotional camps. These are challenging camps and focus on important field skills, team-building, leadership and character education. Students have the opportunity to continue their time in the Shore Cadet Unit for an additional two years in which they can serve the Shore Cadet Unit in leadership roles or participate in advanced training.

Service Learning – Broderick-Gillawarna

As part of Shore's Community Service Programme, all Year 10 students spend two days periodically throughout the year helping in a School for Special Purposes (SSP). The SSPs are run by the Department of Education and cater for children with a wide range of disabilities. The children we work with

are of primary age or early secondary school age. Since 2006, Shore students have been assisting at Broderick-Gillawarna School at Revesby, NSW. The students have been involved in a wide range of activities and have found the experience to be challenging yet rewarding, giving them, in most cases, a very different perspective on life.

Wellbeing Programme - External Speakers

Engaging with external experts is a key part of our approach to student wellbeing, and these experts support us to promote respect and encourage responsibility among our School community. They help us to build important social and emotional skills and prepare our boys to face challenges and issues that can affect their wellbeing and academic success. We engage with external expert speakers to conduct student seminars and talks that address topics such as consent education, cyber safety and digital wellbeing, respectful and healthy relationships, mental health literacy, drug and alcohol awareness, and the importance of a healthy lifestyle. These speakers bring their expertise and experiences to our School, helping the boys to gain a deeper understanding of these

important issues and help us to build young men of good character.

We select speakers to best support our students for each age and stage of their development and provide resources and activities in our tutorial sessions to support these speakers' key messages, and to debrief on the important elements of each seminar. This helps us to achieve a greater impact and build the desired knowledge, attitudes, and behaviours. We also gather feedback from the boys, teachers, and our parents to partner with, and educate our School community.

We regularly review the logistical and financial considerations involved in engaging with external speakers and the best practices for ensuring a successful and meaningful experience for all involved. Ultimately, we use external expert speakers to support our holistic approach to education for the boys at Shore and to keep them safe and well.

The table below outlines the key details about the speakers we hosted at Shore in 2022.

Term	Year	Topic and Provider
1	10	Respectful Relationships, Consent Education – Your Choicez
1	7	E-safety – Ysafe
1	10	Mental Health - Goodfellas
2	10	E-safety – Ysafe
2	11	Consent Education and Mental Health – Your Choicez, Matthew Johnstone
2	8	E-safety – Ysafe
2	9	E-safety – Ysafe
2	12	E-safety – Ysafe
2	11	E-safety – Ysafe
3	9	Consent Education – Brent Sanders
3	10	Party Safe - Red Frogs
4	12	Schoolies Safety - Red Frogs
4	11	Grit and Resilience – Jonny Shannon

Respectful Relationships and Making Sensible Choices Seminars

These seminars are run each year and are delivered by Your Choicez (Dave and Kate Kobler) and Brent Sanders. They examine critical issues such as peer pressure, decision-making, self-discipline, consent and the law, respect and motivation. The boys are challenged to take responsibility for themselves and their actions and to consider the decisions and choices that they make. Our Year 11 students participate in the Your Choicez seminar in partnership with two independent girls' schools.

Year 10 Wellbeing Week

A wellbeing week for Year 10 students was carried out in Term 4 2022. A series of service learning and wellbeing activities occurred over five days and was designed to provide boys with the skills and knowledge required to take ownership for their own wellbeing while also considering the needs of others. The experiences provided boys with some simple and practical skills and helped to build empathy and compassion for those less fortunate and give them opportunities to put character into action through good works in our community.



Co-Curricular and Service

All boys commence co-curricular activities from Year 9, however, many of these were either adjusted or interrupted in 2021 by COVID-19. Activities include:

Art Extension	Library Service	Refereeing — Football
Automotive Club	Media and Production Group	Refereeing — Rugby
Basketball Service	Mock Parliament	Robotics, Engineering and Programming
Bush Regeneration	Mock Trial	Rugby Service
Chess Club	Model United Nations	School Musical
Choir	Music Ensembles	Shore Cadet Unit
Debating	Peer Tutoring	Stage Crew
Drama Club	Photography	Surf Life Saving Service
Duke of Edinburgh's Award	Plays	TheatreSports
Fine Woodworking	Public Speaking	Virtual Reality
Football Service	Refereeing — Basketball	Water Polo Service

Every house engages in a service activity and raises funds to support many organisations and charities. House service activities include:

Anglicare	Eat Up Org	Rough Edges
Balmoral Burn	Giant Steps	Run2Cure
Balmoral Swim for Cancer	Harmony Week	RU OK Day
Breast Cancer Network	International Care Ministries	Smith Family
Clean Up Australia Day	Legacy	The World's Greatest Shave
Daffodil Day	Red Shield Appeal	World Vision sponsor child

Year 11 boys participate in Service Week activities during Term 4. During this week boys assist on Year 7 Camp, in leadership roles in the Cadet Unit as well as serving several organisations including:

Broderick Gillawarna School	Rough Edges	St Patrick's School - Blacktown
Dune Care (Northern Beaches Council)	Salvation Army	The Big Issue
Our Big Kitchen	St Joseph's Nursing and Retirement Village	



Reporting Area 9

Parent, Student and Teacher Satisfaction



Parent Satisfaction

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 Parents' Association meetings,

social functions, sports and parent-teacher meetings where parents have the opportunity to meet and speak to members of the School Executive.

Student Satisfaction

No student surveys were conducted in 2022, however, it is intended that these will be in place for 2023. Data is gathered from departing Year 12 students on their journey through Shore. The vast majority of responses identify the experience as very positive and helpfully formative.

Teaching staff will also be encouraged to conduct surveys each Semester with students to determine their level of satisfaction with subjects and teaching methods.

All students are required to participate in compulsory sports up to and including Year 11. However, their active participation in Year 12 and other voluntary co-curricular programmes, such as Music, Drama, Cadets etc, highlights their satisfaction and enjoyment of these programmes.

Teacher Satisfaction

Shore enjoys a loyalty of service from its staff. Consequently, turnover each year is quite low. Once again, we intend to

provide staff with an opportunity to participate in a survey in 2023, to garner their collective voice.

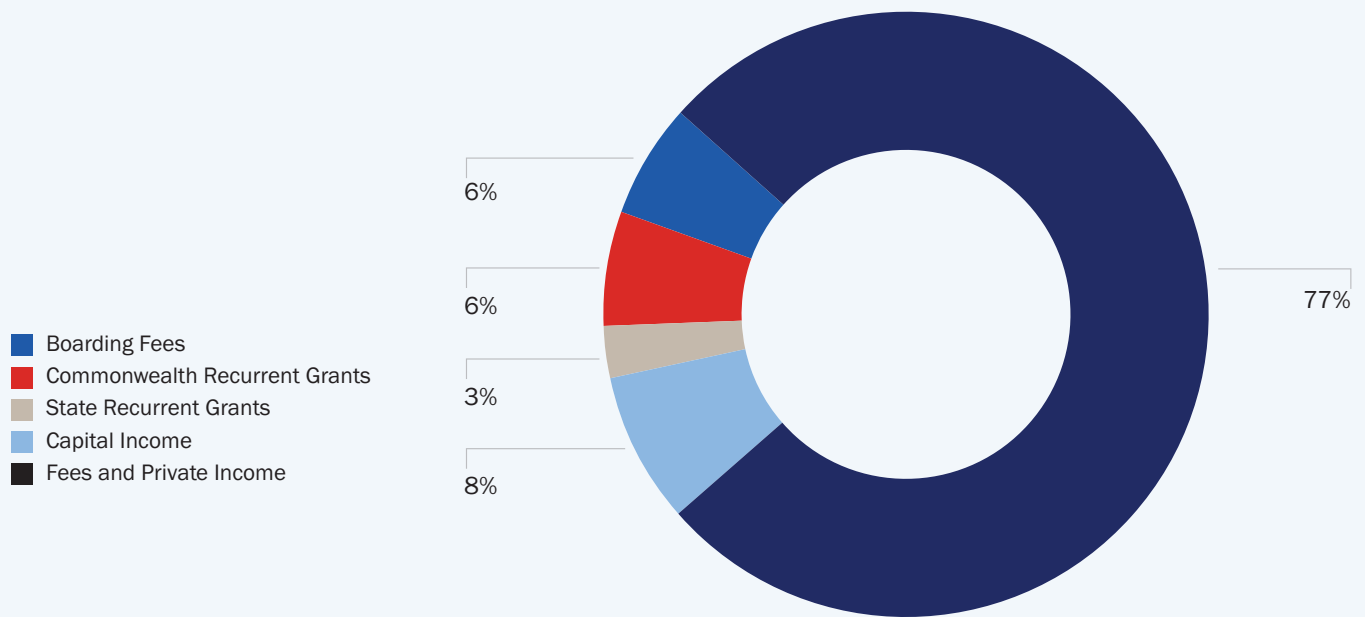


Reporting Area 10

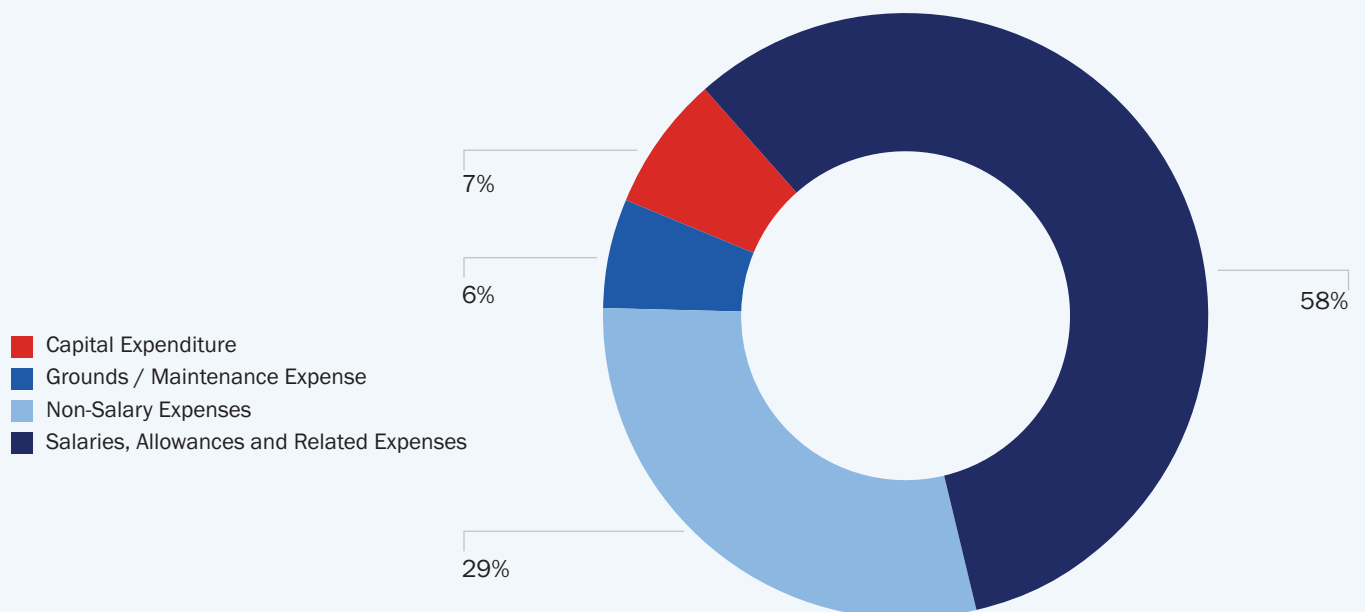
Summary Financial Information



Recurrent / Capital Income 2022



Recurrent / Capital Expenditure 2022





SHORE

Sydney Church of England Grammar School