



St Peter's Anglican College Annual Report

2021

D McPartland
Principal

H Walsh
Business Manager

Under the NSW Education Act a registered non government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school. St Peter's Anglican College complies with this obligation by posting this Annual Report on the school's website. It is located at www.stpetersbroulee.nsw.edu.au. The website also contains a full list of existing school policies covering student welfare policies, discipline policies, complaints and grievances resolution policies. Additional information as evidence of compliance with the Education Act is included in this Annual Report.

Background

St Peter's Anglican College is a Prep to Year 12 co-educational day school on the Far South Coast of New South Wales.

In 2021 the College had students in all classes from Prep to Year 12 for the thirteenth year.

St Peter's Anglican College is an independent school with a talented school Board. The school is one of eight Anglican schools within the Canberra-Goulburn Diocese.

The College opened in 2003 with two permanent buildings and one temporary administration building.

2021 saw the College again focus on recovering from the impacts of the 2019 New Year's Eve Bushfire and COVID:

- A new 'Bush School' initiative for Year 3
- A new classroom block in the Senior School
- Improvements to gardens, hang out spaces and ovals
- A new 'Ninja' playground for the Junior School



Aims of the College

The aims of St Peter's Anglican College are specified in section 3.1 of the *Diocesan Schools Ordinance 1998*, and in the *Ethos Statement for Anglican Schools'* prepared by the Diocesan Schools Council of the Anglican Diocese of Canberra and Goulburn.

The *Ethos Statement* defines the aims of the College as:

1. *To provide a co-ordinated and integrated approach to education so that Christian spirituality, values and belief are encouraged throughout life.*
2. *To provide excellent education, offering a broad curriculum and a wide range of extracurricular activities.*
3. *To provide an opportunity for children and their families to relate to the Christian faith, recognising that many would not have had contact with traditional parish life; and to develop a significant worship community which demonstrates Christian compassion in caring for others and which builds and maintains close links with one or more local parish churches.*
4. *To prepare students within a disciplines school community to be broadly educated, responsible, confident, empathetic and compassionate contributors to the well-being of society.*

Educational Philosophy

St Peter's Anglican College provides families of the Eurobodalla Shire with an independent, Anglican, low fee and co-educational school.

The emphasis is on quality and students are given an excellent education that is relevant for the present whilst preparing them to become successful, contributing members of their community for the future.

The College seeks to enhance each student's full potential by developing the knowledge, skills, attitudes and spiritual awareness they need to understand themselves, their relationship with others in the context of Christian values and the world at large. In 2015 the College updated the following Vision and Values Statements:

St Peter's Visions and Values

The St Peter's community is focused on achieving **one's best, continuous improvement and teamwork**. This is achieved by forging **authentic relationships** built on **trust, respect and integrity**.

Our staff constantly model and reinforce the importance of **preparation, effort, honest self-reflection** and meaningful **feedback**. The College has three key touchstones: **Faith, Courage and Excellence**.

The College Community believes **FAITH**:

- is expressed through our actions, words, thoughts and relations with Christ and others;
- reinforces the importance of Pastoral Care and Anglican virtues such as compassion, giving, sharing and gratitude;
- establishes a nurturing community built on trust, acceptance and forgiveness; and
- results from a greater understanding of self and the world around them.

The College Community believes **COURAGE**:

- develops resilience, determination and accountability;
- allows individuals to set and reach personal goals despite hardship and adversity;
- is required to establish socially just communities; and
- promotes doing your best, without fear of failure.

The College Community believes **EXCELLENCE**:

- results from high expectations, motivation and endeavour;
- is an individual journey where one continuously aspires to do one's best;
- involves the delivery of quality learning practices within collaborative and supportive staff and student relationships; and
- is achieved by learners who are curious, creative and critical thinkers.

The Curriculum

The College is registered and accredited with the New South Wales Education Standards Authority. It offers a comprehensive educational programme in the full range of Key Learning Areas from Kindergarten to Year 12.

The College provides an imaginative, purposeful and enjoyable learning environment, where student's individual needs and abilities are encouraged and nurtured.

The College was inspected, registered and accredited by NESA in May 2018.

Message from the Chairman of the College Board

2021 has been a year of growth and development for St. Peter's Anglican College, Broulee. Under the strong leadership of the Principal, Mr Darren McPartland, the College has seen very significant growth in enrolments, outstanding academic results, and completion of new facilities. A new Design and Technology building has provided wider opportunities in vocational subjects, allowing the College to provide for students with a wide range of skills and abilities. The new bush school precinct has amplified student learning about sustainability.

The College has continued to offer students valuable learning opportunities and pastoral support in a community with a strong Christian ethos in the Anglican tradition.

St Peter's Anglican College staff used creative strategies to ensure that educational offerings were sustained through the COVID-19 pandemic, and that pastoral care continued even during the periods when students needed to learn at home. The Year 12 results for both years of the COVID pandemic demonstrated the effectiveness of the school's educational and pastoral provision for students.

Staff at St Peter's continue to help students develop in academic, spiritual, artistic, practical and sporting domains. Collegiality is nurtured, along with leadership skills and community service. Every student has a valuable role to play in the College, sharing their unique gifts and skills. Students have been challenged to take responsibility for their own decisions and their consequences. St Peter's Anglican College provides a challenging curriculum in a safe and supportive learning environment. Enrolments have been increasing as the local community has recognised the benefits of being part of the St Peter's community.

The Board is compliant with NESAs requirements for Board members of independent schools.

I commend this report as an outline of the College's development in a range of areas, which reinforces confidence in the work of St Peter's Anglican College.

Dr Jill Ireland
Board Chair

Educational Report for 2021

1 School performance in state-wide tests and examinations

1.1 Higher School Certificate

St Peter's Anglican College had its fourteenth set of results in the Higher School Certificate.

	2016	2017	2018	2019	2020	2021
Number of Candidates	36	38	35	26	30	46

Course levels studied over the fourteen years of offering HSC

	2016	2017	2018	2019	2020	2021
Two Unit	20	21	23	26	26	26
One Unit	0	2	4	4	4	4

Of interest here is the College continuing to offer both extension courses in both English and Mathematics, as well as increasing our overall subject offerings. These changes continue to make St Peter's the premier choice for Eurobodalla schooling.

Trends in enrolment numbers in courses studied for the HSC

COURSES	2016	2017	2018	2019	2020	2021
Ancient History	8	9	0	0	0	0
Biology	17	16	17	13	14	13
Business Studies	13	19	15	10	11	13
Chemistry	12	8	13	6	9	7
Design and Technology	8	9	11	5	7	10
Earth & Environmental Science	0	0	0	0	0	6
English Standard	18	18	17	11	17	14
English Advanced	18	18	17	12	11	29
English Extension 1	6	5	1	2	5	2
English Extension 2	0	0	0	2	3	1
Food Technology	7	11	12	3	5	5
French Continuers	2	2	1	2	2	2
Geography	2	0	6	0	6	5
Information Processes and Technology	8	6	6	0	0	0

Japanese Continuers	1	0	0	1	2	0
Legal Studies	0	9	0	0	1	11
Mathematics Standard 2	22	20	15	7	17	25
Mathematics Advanced	8	13	10	13	6	13
Mathematics Extension 1	5	5	3	3	3	3
Mathematics Extension 2	0	0	3	2	2	2
Modern History	6	7	3	3	3	13
Music 1	4	1	3	4	5	9
PDHPE	12	8	6	8	10	10
Physics	8	6	6	5	5	5
Retail Services Examination	0	0	0	0	0	1
Studies of Religion	0	0	0	2	2	0
Textiles	0	1	3	0	0	0
Visual Arts	3	5	6	7	4	10

Comment

At the end of 2021 the College produced the following HSC results:

- Band 6s (including E4) - 16
- Band 5s (including E3) - 81

HSC Trends

Considering the candidature size, St Peter's continues to offer a comparatively high selection of courses. Many students performed well above personal expectations and achieved beyond their expectations.

St Peter's will continue to monitor individual subject trends in future reports to ensure accountability of all courses in relation to like schools and state performance.

All students received their Higher School Certificate.

1.2 Literacy and Numeracy Assessments (NAPLAN) Years 3, 5, 7 & 9

In 2021 Year 3, 5, 7 and 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN) test.

Year 3 - Percentages in Bands

Bands 1-3

Bands 4-6

Component	SPAC %	State %	SPAC %	State %
(Due to anomalies, % does not always equate to 100)	For lower bands, school % less than state is better		For higher bands, school % higher than state is better	
Reading	12	23.2	88	76.8
Writing	8	15.2	88	80.2
Spelling	8	24.1	92	66.7
Grammar & Punctuation	16	21.2	84	65.8
Numeracy	28	31	72	63.1

Year 5 - Percentages in Bands

Bands 3-5

Bands 6-8

Component	SPAC %	State %	SPAC %	State %
(Due to anomalies, % does not always equate to 100)	For lower bands, school % less than state is better		For higher bands, school % higher than state is better	
Reading	29.4	29.1	70.6	67.3
Writing	49.9	39.8	44.1	57.1
Spelling	50.0	29.2	49.9	67.0
Grammar & Punctuation	35.23	33.4	64.7	60.6
Numeracy	41.1	36.7	58.8	59.9

Year 7 - Percentages in Bands

Bands 4-6

Bands 7-9

Component	SPAC %	State %	SPAC %	State %
(Due to anomalies, % does not always equate to 100)	For lower bands, school % less than state is better		For higher bands, school % higher than state is better	
Reading	44	40.8	56	56.8
Writing	54	46.2	44	49.1
Spelling	50	30.9	50	66.7
Grammar & Punctuation	54	44	44	49.8
Numeracy	46.9	36.1	53	59.5

Year 9 - Percentages in Bands

Bands 5-7

Bands 8-10

Component	SPAC %	State %	SPAC %	State %
(Due to anomalies, % does not always equate to 100)	For lower bands, school % less than state is better		For higher bands, school % higher than state is better	
Reading	45.1	46.8	54.9	51.4
Writing	51.8	53.0	44.3	41.8
Spelling	47.1	42.3	52.9	56
Grammar & Punctuation	29.5	46.4	70.6	50.7
Numeracy	48	44.7	51.9	55.1

The College is registered and accredited by the New South Wales Board of Studies for the maximum period for Stages 1-6.

All teachers are suitably qualified and have had a number of in-service opportunities to develop their teaching skills during 2020.

Teachers to cease employment: One

2.1 Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia	49
Teachers who have qualifications from a higher educational institution within Australia but who lack formal teaching qualifications	1

Staff	Females	Males
Junior School	11	6
Senior School	20	13
Teacher Aides	9	2
Support Staff	8	3
Counsellor	1	0

2.2 Professional Development

Teachers at St Peter's have continued to improve their professional knowledge and skills through:

- Enrolment in postgraduate courses
- Participating in in-house workshops delivered by visiting speakers/consultants/researches

Areas of professional development have included:

First Aid/CPR Training
Technology Mandatory Conferences on Agriculture and Materials
Experiments for new Physics
Crooked Science: New Physics
NCCD Moderation and Support
Keats Bright Star - English
Diving in Depth Studies
Revised Stage 6 Science Syllabus online module
Teach Money Smart
Teacher Essentials
Effective use of Interactive Whiteboard
Understanding the Cognitive Teenage Brain – whole school
Extension English: Worlds of Upheaval

Creating Engaging STEM Thinking Classrooms
Level 2 – Advanced Type 1 in Schools

Workforce Composition

The College employed 50 teaching staff of whom 11 were part-time. Eleven Learning Support Assistants were also employed across both Junior and Senior. The gender break up was 34% male and 66% female. There were three administrative staff, five support staff, two grounds and maintenance staff, part-time bus driver and a Chaplain/Counsellor.

All teaching staff are at Proficient level with two staff members working through the process.

3 Student Attendance Rates

The rate of attendance for all students is:

	2016	2017	2018	2019	2020	2021
All students	90.08%	92.10%	88.59%	86.71%	91.83%	89.19%

3.1 Attendance

The College has a computer data base (Synergetic) which records attendances electronically.

All homeroom teachers mark the roll electronically in homeroom periods each morning. These are entered on the data base through the Administration Office.

Absence is to be noted through a note to the teacher upon the return of the child to school.

Applications for Leave are made in writing to the Principal and are approved if circumstances are such that no other opportunity is available to complete the request.

Continual absence/trends of absence are noted by Homeroom teachers or the Administration Office and require contact with the home. This includes lateness.

Late arrival/early departure require students to report to the main Office to sign in/out. Notes from home are expected prior to students leaving the College grounds.

Year	Attendance Rate
K	93.13%
1	91.08%
2	94.40%
3	94.79%
4	90.97%
5	92.00%
6	90.83%
7	86.56%
8	90.48%
9	87.50%
10	82.00%
11	85.70%

12	80.05%
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3.2 Enrolment Process

In 2021 the College was in its nineteenth year. All students were able to be accepted. The College is open to all students and their family group who are made well aware of the ethos and foundation of the College.

3.2.1 Class Structures

The College has the Junior School (Primary) and Senior School (Secondary).

The Junior School includes Prep to Year 6.

The Senior School includes Year 7 to Year 12.

Entry into the College follows application and a personal interview. Entry can be into any grade/class.

3.3 Senior Secondary Outcomes

Vocational/Trade Training

	2016	2017	2018	2019	2020	2021
Students	8	0	3	1	1	2

HSC Equivalent

	2016	2017	2018	2019	2020	2021
Students	100%	100%	100%	100%	100%	100%

In 2021, 100% of our students who attempted the HSC received a Higher School Certificate.

3.4 Post School Destinations

St Peter's presented 46 candidates for the 2021 Higher School Certificate. This was the thirteenth cohort for the College.

Breakdown of Post School Destinations

COURSES	2021
University	60
Employment	32
Gap year before Uni	8

Student Performance in the HSC

COURSE	2021 Candidature	% in Bands 5,6 or E3, 4 at SPAC	% in Bands 5,6 or E3, 4 in NSW
Biology	13	77%	31%
Business Studies	13	54%	36%
Chemistry	7	29%	40%
Design & Technology	10	70%	55%
Earth & Environmental Science	6	67%	29%
English Advanced	29	52%	69%
English Standard	14	14%	16%
Food Technology	5	60%	37%
French Continuers	3	67%	63%
Geography	5	80%	45%
Legal Studies	11	37%	42%
Mathematics Advanced	13	31%	50%
Mathematics Standard 2	25	16%	25%
Modern History	13	54%	28%
Music 1	9	89%	65%
PDHPE	10	10%	31%
Physics	5	60%	41%
Retail Services Examination	1	0%	8%
Visual Arts	10	100%	63%

4 Actual Retention Rates in Secondary School

The retention rates for Year 10 to Year 12 show that

Year 10 (2014) - 45	Year 11 (2015) - 36	Year 12 (2016) - 36
Year 10 (2015) - 49	Year 11 (2016) - 40	Year 12 (2017) - 38
Year 10 (2016) - 40	Year 11 (2017) - 37	Year 12 (2018) - 35
Year 10 (2017) - 27	Year 11 (2018) - 27	Year 12 (2019) - 26
Year 10 (2018) - 38	Year 11 (2019) - 35	Year 12 (2020) - 30
Year 10 (2019) - 50	Year 11 (2020) - 45	Year 12 (2021) - 46
Year 10 (2020) - 35	Year 11 (2021) - 37	Year 12 (2022) - 36

4.1 Characteristics of Student Body

The College is a co-educational school. The breakdown of students across the College show a good balance.

Students	2016	2017	2018	2019	2020	2021
Male	198	191	196	206	223	292
Female	182	175	167	180	193	271

Junior School

Students	2016	2017	2018	2019	2020	2021
Male	79	82	79	92	102	137
Female	78	65	67	73	78	118

Senior School

Students	2016	2017	2018	2019	2020	2021
Male	119	109	117	114	121	155
Female	104	110	100	107	115	153

4.1.1

The College draws its students from a wide area. The College is located halfway between Batemans Bay and Moruya in the seaside village of Broulee. Transport to the College for most students is by bus or private car. Some walk or ride bikes.

Students travel from Narooma in the South to Durras in the North. Some are from rural areas out from the townships and villages of the area.

The community is diverse in its employment but the area does have higher than average unemployment.

Many parents work outside of the area daily. The distance and bus services have had an impact upon the co-curricular programme. As a result most co-curricular occurs during the school day (lunchtimes etc) or immediately after the school day.

4.1.2 Nature of the Student Population

The majority of the students are Caucasian. 2.5% of students recognise their Aboriginal heritage.

The College was founded as an Anglican School by the Canberra Goulburn Diocese. There is an expectation that students will accept the Ethos Statement at the time of enrolment. All students are accepting of this and participate in College events as required.

5 Policies

Enrolment Policy

The enrolment policy for the College is set by The St Peter's Anglican College Ordinance (2000) and Diocesan Schools Ordinance (1998). Included in the Goals and Principles for the operation of diocesan schools is the statement that "Diocesan Schools...will aim to provide a high quality, integrated educational experience from a variety of backgrounds...(and) to cater for students with a wide range of abilities." In addition "the Diocesan schools...will be accessible schools with a fee structure affordable by the average family; and have enrolment policies which are non discriminatory, encourage parents to have sympathy and support the educational philosophy and ethos of the school; give consideration to students with special needs; and provide for exceptional circumstances".

The enrolment practice at the school is in keeping with the policy. All student enrolments are treated without influence of religion, race or creed. Exceptional circumstances are considered on an individual basis.

St Peter's Anglican College maintains a register of enrolments in the school's administration system (Synergetic). This includes the following information for each student:

- name, age and address;
- the name and contact telephone number of parent(s)/guardian(s);
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination;
- for children older than six (6) years, previous school or pre-enrolment situation; and
- where the destination of a student below seventeen (17) years of age is unknown, evidence that a NSW Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that my assist officer to locate the student, and any known work health and safety risks associated with contacting the parents or student.

Refer to Appendix 1 for further information re Enrolment Policy

Student Welfare Policies

Rationale:

- The College promotes a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

Aims:

- The College is a positive environment in which all teachers assume responsibility for student welfare, striving to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviour and problem solving skills.
- The staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support. Procedures related to this policy are contained in the staff handbook, which is available on the website.

Anti-Bullying Policy

Bullying is totally against the mission and purpose of St Peter's Anglican College, and is absolutely committed to providing an educational environment in which staff and students feel valued and secure. To achieve this end, the College seeks to create a school culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying;
- Does not tolerate, condone or trivialise bullying behaviours;

- Is aware of what constitutes bullying behaviour;
- Provides support to the victims of bullying; and
- Deals firmly with bullies so that they modify their behaviour.

A copy of the College's Anti-Bullying Policy can be found on our website www.stpetersbroulee.nsw.edu.au

Behaviour and Discipline Policies

The purpose of the Behaviour policy is to enhance the development of positive relationships between students, staff, parents and members of the College community to:

- Develop self discipline
- Raise self esteem
- Increase learning opportunities

Guidelines

All aspects of this behaviour policy are to be communicated clearly to all members of the College community.

All individuals are to be valued and treated with respect.

The responsibilities and rights of students, staff and parents are to be honoured consistently.

The physical and emotional environment for learning and teaching will be safe, secure and appropriate for the stage of development of the students.

The College policies and procedures must at all times be fair, logical and applied consistently.

Rights and Responsibilities

All students, staff and parents have a responsibility to ensure that the rights of all are honoured.

This responsibility includes:

- Treating all people respectfully
- Being safe in all situations
- Taking pride in personal and collective appearance
- Learning carefully
- Solving problems thoughtfully

The rights of each individual involved at St Peter's are such that:

Students have a right to learn in a friendly, safe and supportive school.

Staff has a right to teach in a school which is supported by the College community.

Parents have a right to know that their children learn in a friendly, safe and supportive college.

Discipline within the College is under the oversight of the Principal. Teachers are encouraged to deal with classroom discipline matters of a minor nature and only refer more serious or repeated behaviours.

The line of discipline is as follows: Classroom teacher = Coordinator = Director of Wellbeing = Principal

Procedures related to this policy are contained in the staff handbook.

Complaints and Grievances Resolution Policies

The Complaints and Grievances policy of the College includes processes for raising and responding to matters of concern identified by students, parents and staff. The principles of procedural fairness are applied appropriately in all matters related to complaints and grievances.

Initiatives Promoting Respect and Responsibility

The College has the following celebrations:

- Opening Assembly featuring a smoking ceremony;
- NAIDOC Week celebrations; and
- ANZAC Day.

Weekly assembly and chapel that examines numerous themes:

- Bullying;
- Positive relations;
- International awareness; and
- Technology use and misuse.

There are also special programmes used to highlight particular areas:

- RYDA;
- Love Bites (Relationship course for Year 10).

The strong House system and homeroom organisation (overseen by Stage Level Co-ordinators) is an important part of the pastoral system.

The College sets high standards of behaviour and has a strong focus on positive staff-student and staff-parent relationships. The role modelling of positive staff behaviour is significant here.

6 School Determined Improvement Targets 2021

Goals for 2021	Outcome
Complete Master Plan for the College	Completed. Minimum adjustment taking place.
Develop co-curricular partnerships in the community	Maintaining connections in the community.
Develop a new pastoral system	The House system has been developed and instigated for the start of 2022.
Improve all IT services and equipment	Forced by the bushfires.
Develop a specialized Bush School for Year 3	Developed and implemented.
Examine deep learning in the Junior School	All Junior School staff have completed the PD and are implementing into the classroom.
Further increase enrolments across the school	Evident in numbers.
Maintain excellence in HSC and NAPLAN results	Continuing to maintain.
Begin and complete a number of building projects	Trade and Technology Centre is complete as well as Bush School.

7 School Determined Improvement Targets 2022

Goals for 2022	Outcome
Improve attendance after the impact of COVID and bushfires	
Implementation of Pastoral System	
Refine staff development and important structures	
Continue building program and facilities	
Further increase enrolments towards the Masterplan figure of 850 students	
Add extra VET programs to the timetable	
Add extra choices to the Year 9/10 subject options	
Develop a strong after school activity program for K-6 in the Junior School	

8 Principal's Comments

The recovery of the school continued in 2021. Enrolments continued a very positive trend. The growth in numbers was close to 25%.

This required new facilities in both the Junior and Senior Schools. In the Junior School a new 'off grid' classroom building was built for Year 3. Consisting of two classrooms, kitchen, bathrooms and a large verandah. It is positioned on the northern edge of the block next to bushland areas. The building is a solar passive design and also includes solar panels and tesla power wall batteries. Classrooms have a climate control management system to alert to when outside conditions are perfect or when co2 levels are high. Extra sliding doors on each wall facilitate cross ventilation.

The Year 3 program is known as Bush School where students use the natural environment to help stimulate learning.

In the Senior School we added three learning areas, an office and also refurbished two Science labs.

Further planning has gone into accelerating the Master Plan and improving facilities:

1. VET Hub
2. Gymnasium
3. Performing Arts
4. Staff Facilities
5. Science Extension

COVID

The Term 3 lockdown went particularly well. Our 2-1-2 system again served the students and staff needs. Here we received many positive comments from across the community.

The 2-1-2 system works as follows:

- 2 days on with three periods per day.
- 1 day catch up and recovery (No online lessons. This is a break for students, staff and parents).
- 2 days on with three periods per day.

Considerable work was also done to help staff with the uncertainty of COVID, work conditions and mandates.

Darren McPartland
Principal

Appendix 1

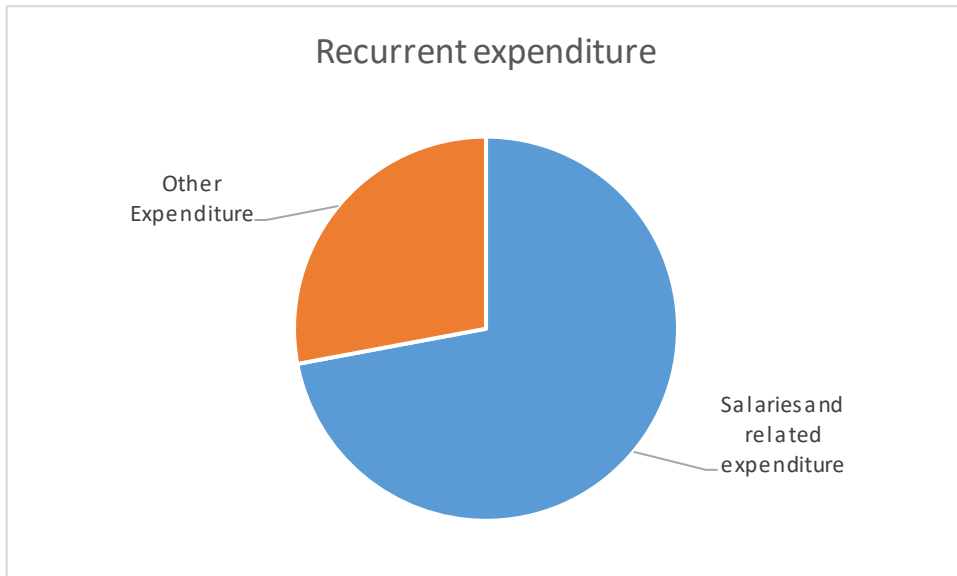
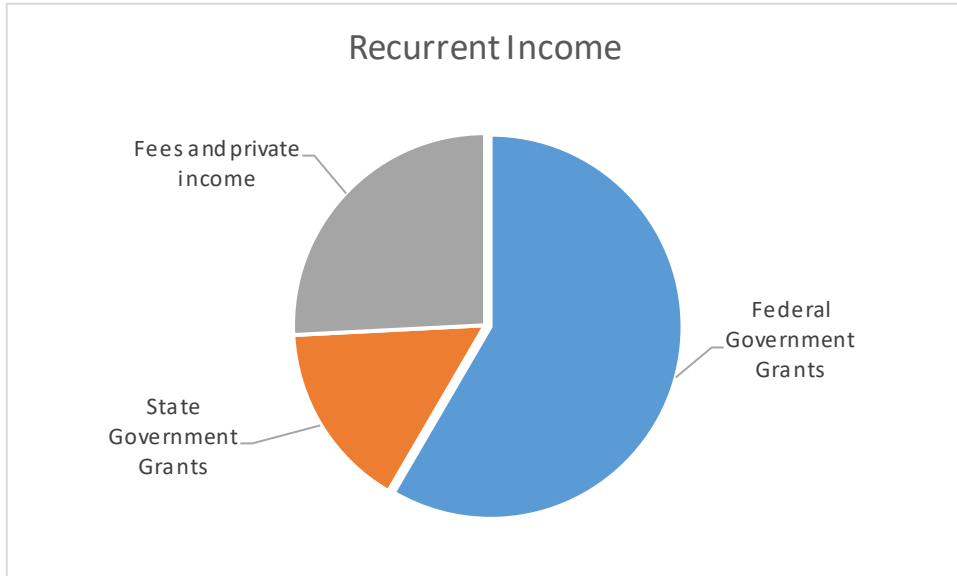
Enrolment Policy

Enrolment at St Peter's Anglican College is subject to the following terms and conditions:

1. Upon receipt of a completed form, interviews with parents or guardians will be arranged.
2. Acceptance of students for enrolment at the College will be solely at the discretion of the Principal.
3. A student's enrolment will be effective from the date on which he/she commences at the College. All benefits, services, responsibilities and conditions of the College to be effective from that date.
4. Any health or educational difficulties must be declared. The three most recent school reports and relevant records should be included with the application. All documents will be treated confidentially.
5. Children starting Kindergarten should be four years and nine months of age from January 1st of the year of enrolment.
6. A birth certificate and proof of immunisation should accompany the enrolment application form.
7. Parents will agree to allow the student to participate in the College's religious studies including devotions.
8. Parents undertake to provide the student will all necessary equipment of a personal nature, that may be required to enable the student to benefit from the education offered.
9. Parents undertake to provide the student with the correct uniform approved by the College, and to ensure that the student is always sent to the College neatly and appropriately dressed in the required uniform.
10. Parents undertake to support the College in requiring the completion of set homework as part of courses of study provided by the College.
11. Parents agree to pay all College fees and levies as they become due.
12. Parents accept the right of the College to employ such discipline as it deems wise for the student in accordance with the College's Discipline Policy and agree to uphold in every way possible the College's authority and right to administer such appropriate discipline in accordance with the policies of the College.
13. Payment will be made of a bond when enrolment is offered by the College. Payment of the bond is deemed to be acceptance of the offer of a place, and is a condition of a place being confirmed. The bond, or part thereof, will be refunded when the student leaves the College, as long as the fees are in order. Should any balance remain unpaid the bond will be used to cover outstanding fees and charges attributable to the student, or associated with the withdrawal of a student if the conditions of withdrawal are not met. While there shall be no additional bonds paid for siblings attending the College, the refund of the original bond will be delayed until the last sibling in the family leaves the College.
14. Should a student be withdrawn from the College, a full term's notice of withdrawal in writing to the Finance Office shall be provided to the College, or the payment of a full term's fee in lieu of notice will be charged.

15. The student is expected to attend the College throughout the period for which he or she is enrolled. Absences from the College for the whole or part of a term for medical or special reasons, does not by itself justify a remission of fees, in whole or part. The College may refund all or part of the fees in exceptional circumstances, as determined on a case by case basis by the Principal. Any future absence of a student must be requested in writing to the Principal. Other absences such as sickness must be notified promptly to the College Office.
16. The College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the College's rules and regulations.

● FINANCIAL RESULTS



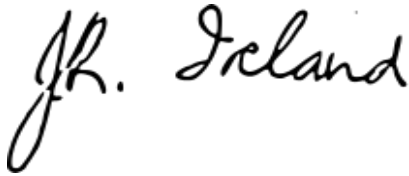
2021 Audit

The 2021 audit conducted by Ernst and Young Chartered Accountants resulted in an unmodified audit report, which is attached to this report. A summary of results is shown below, and the College's full Financial Statements are available from the College's Business Manager, Ms Heather Walsh.

• LIQUIDITY STATEMENT

In accordance with requirements of the Finance and Annual Report Ordinance 2003 the Board advises that it is of the opinion that:

1. At the date of the report, there are reasonable grounds to believe the College will be able to pay its debts as and when they fall due;
2. Adequate provisions have been made, including provisions for employee entitlements;
3. Trade creditors are paid in accordance with normal terms of payment;
4. All dealings in relation to the College's building and library funds are consistent with the trusts on which the moneys are held;
5. No payments have been made to a member, other than in the capacity of an employee of the College;
6. A satisfactory system of internal control is maintained;
7. Appropriate types and levels of insurance cover are held; and
8. No matters have arisen since the end of the financial year that will have a significant effect on the College.



Dr Jill Ireland
Chair of the Board



Deputy Chair and Treasurer of the Board