



ANNUAL REPORT



2015

Know and discover

Understand and dream

Grow in faith

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Note: The Anglican School Googong commenced on 28 January 2015 with students from Kindergarten to Year 2. As a result there is no report for each of the following areas:

- *Student outcomes for standardised national literacy and numeracy testing*
- *Records of School Achievement granted*
- *Results for the Higher School Certificate*
- *Retention rates of Year 10 to Year 12 or post school destinations*

FROM THE PRINCIPAL AND CHAIR OF THE SCHOOL BOARD

From the Principal and Chair of the School Board

Thursday 10 December 2015 witnessed a significant event in the life of our School. On that day our first student cohort—our pioneers—completed their first year of schooling with us. A special ceremony was held to mark the importance of this group of 34 students who were so central to the establishment of the School. The Mayor of Queanbeyan attended and spoke, and gave the children certificates to mark their special status.



The day was, in effect, the first real milestone for the School, representing the culmination of the planning and construction of a new school by the School Board with the support of the Anglican Diocese of Canberra and Goulburn. But of course it was just the first step. During 2015 the Board spent considerable time working on plans for the next stage of the School's building program in order to accommodate the first senior school intake in 2018, and to complete space for the junior school.

We are in the very fortunate position of being a new school in a new township. Consequently, our relationship with the local community is important, both in terms of mutual planning and in relation to our co-curricular activities, many of which use the facilities of the community. Our children regularly engage with community events, such as community carol singing and the annual kite festival.



Googong continues to develop at a rapid pace, with approximately 1000 new residents moving in annually, rising to an anticipated total population of 16,000 by 2027. Access to Googong demographic and planning data helps us to plan our enrolment growth and facilities. It is pleasing that our enrolments are currently on target.

Although we are at an early stage in the School's development, the Board and its committees have been giving consideration to a range of long-term matters of importance. In addition to our building program, these have included determination of the year 12 qualification that the School will offer—something parents of our year 7 cohort in 2018 will need to know.

FROM THE PRINCIPAL AND CHAIR OF THE SCHOOL BOARD

Our staff have worked incredibly hard this year both to establish the School and its programs, and to care for the well-being and education of the wonderful children entrusted to us. Although still growing, our School has many of the administrative demands of schools that are much larger and have more staff. As a result our teachers and support staff, have put in many more hours than would normally be expected of them. They have our gratitude for a job so well done under demanding circumstances.

It goes without saying that being part of a new, Christian school is exciting and satisfying. Along with our staff and Board members we are grateful for this opportunity and look forward to the coming years as we see our School move to maturity.



Ian Hewitt
PRINCIPAL

Professor John Richards
BOARD CHAIR

GOVERNANCE

Governance

The School operates under The Anglican Schools Googong Ordinance 2012, The Anglican School Googong Incorporation Ordinance 2012 and the Diocesan Schools Ordinance 2015.

The formal Diocesan agencies with which the school works are Bishop-in-Council (and its Ministry Executive) and the Anglican Investment Development Fund.

The School Board met on eleven occasions during 2015 and has the following committees to assist with Board operations:

- Executive and Remuneration
- Finance Committee
- Risk and Governance Committee
- Education, Ministry and Mission Committee
- Property and Development Committee

SCHOOL BOARD

Name	Meetings Eligible to Attend	Meetings Attended
Professor John Richards (Chair) (appointed August 2015)	4	4
Mr N. James (Deputy Chair)	11	10
Archdeacon E. Dyke	11	9
Mr A. Herring	11	10
Mr S. Hughes	11	10
Rev B. Morgan (appointed August 2015)	4	4
Ms K. Schoo	11	9
Mr A. Troy	11	11
Archdeacon J. Barnes (Chair) (resigned April 2015)	4	3
Ms S. Morison (resigned July 2015)	7	7

Our School

The Anglican School Googong welcomed its first 33 students on 28 January 2015. This was made up of two classes, one Kindergarten class and a composite Year 1/Year 2 class. The School was officially opened on 17 February 2015 by the Bishop of Canberra-Goulburn with over 200 people in attendance for this celebration along with our Early Learning Centre colleagues and students.



The School is the first school in Googong – a new township being developed to the south of Queanbeyan. It will eventually have 1100 students from ELC (Pre-School) to Year 12. It is a co-educational, open entry Diocesan school of the Anglican Diocese of Canberra Goulburn. We had classes from ELC (Pre-School conducted by Anglicare) to Year 2 in 2015. The plan is to offer Year 3 in 2016, Year 4 in 2017, Year 5 in 2018 and Year 6 in 2019. The Senior School (Years 7-12) will commence with Year 7 in 2018, rolling out a year at a time thereafter.

Of the 33 students enrolled in the School there were 18 girls and 15 boys. No students identified as being indigenous and no students identified as having a language background other than English. Our students came from Googong, Jerrabomberra, Queanbeyan, Bungendore and Burra.

OUR EDUCATIONAL COMMUNITY

The Anglican School at Googong is a caring Christian educational community of excellence where authentic learning is at the heart of the school – where students know how to learn and where personal effort and achievement is valued and celebrated. This is a school where the students will:

- Know and discover – to find and explore the wonder in the world around them
- Understand and dream – to dare to make a difference for themselves, their community and their planet
- Grow in faith – to use God's gifts to be the best they can be

A rich and invigorating learning environment for learners of all ages has been created. This is built on strong relationships between staff and students and is based upon a shared trust and love of learning. The School has many design features that provide an exciting and attractive entity at the forefront of 21st century learning.

When walking into the school the first thing you'll notice, after the tepee, is the large open learning spaces, the purpose-built furniture, the easy flow between rooms and best of all the way the children are interacting with each other and their surroundings. The learning spaces have been intentionally designed for the children to make the most of their learning opportunities. They are flexible, open, modern, practical and

OUR SCHOOL

more importantly a reflection of the real world. There are no desks in rows, chalk boards on walls or teachers standing in front of classes. The teachers play an active role as guides, mentors and experts working with the children. At The Anglican School Googong, the children discover for themselves and make meaning of the world around them every single day.

THE ENVIRONMENT

The classroom building has been designed to be a free flowing space where the furniture is portable, allowing it to be manipulated into caves and corners, platforms or stages to emulate the learning that is occurring. There are outdoor learning areas where children can create, watch or participate in hands-on activities regardless of the weather. The Kitchen Garden opens up a vast array of opportunities for learning and innovation, inviting the very youngest of our children through to the oldest to be thinking scientifically and mathematically. There are windows everywhere, looking out to the world so the children get a sense that they are part of something bigger than just their school, they are global citizens.



EMPOWERED LEARNERS

As the children make meaning for themselves they will begin to understand how they learn and through this they will become more confident learners. Through wide reading, purposeful play, self-discovery, connections with community members, trips to places of interest, and the relationships with teachers we are creating a sense of purpose for our learning. It is not isolated, rather integrated and relevant. In addition to this the children learn in real time and will interact with the latest technology and have access to view and create on digital platforms.

The Anglican School Googong is a place where children know and discover, understand and dream and grow in faith.

School Improvement

As a new school 2015 was about building our Christian educational community of excellence. For our staff and parents this was an exciting time as we saw our first students embrace all that 'Googong learning' could offer.

A key area of work undertaken during 2015 focussed on developing each student as a learner using Guy Claxton's 'building learning power' to underpin this work. The focus of this revolves around the four 'learning muscles' of resilience, reciprocity, reflectiveness and resourcefulness. Teachers developed these strands of learning as well as developing their knowledge and skills across all areas of the curriculum



An inquiry based approach to learning has been embedded in the school allowing students and teachers to explore the world around them and to ensure that our learning allows us to focus on our core aspirations where our students know and discover, understand and dream and grow in faith.

The partnership with our parents was another important aspect of our first year with: assessment and reporting evenings; parent-teacher learning conversations; school reports; community events such as family picnics and the assistance of parents in the School all key to our first year's success.

Student achievement and acknowledgement is a vital part of supporting the students in their learning. Throughout the year students were recognised for specific areas of achievement and success through the School's merit certificates. The culmination of celebrating and rewarding the students saw the awarding of the inaugural student awards at the conclusion of the year. These awards recognised areas which aligned with our aspirations for the students were award as follows:

- Douglas Mawson Award for knowledge and exploration
- Connor McLeod Award for Great Ideas
- Elizabeth Kenny Award for Christian character and service
- Richard Tognetti Award for the Performing Arts
- Shane Gould Award for sporting achievement

OUR STAFF

Our Staff

In 2015 there were a total of 7 staff employed at The Anglican School Googong. This comprised 5 full and part-time teaching staff and 2 part-time support and operational staff.

Of the staff employed in 2015 6 (86%) were female and 1 (14%) was male.

TEACHING STAFF

Qualifications

The Anglican School Googong employed 5 teaching staff in 2015 of whom 3 were part-time. Of those, all had teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

Two of the teaching staff have post-graduate qualifications and all teachers are accredited with BOSTES.



Professional Learning and Teacher Standards

Since the School's beginnings in January, we have begun the establishment of a professional learning community by providing and supporting a range of professional learning opportunities as well as fostering collaborative learning amongst colleagues.

All teaching staff set their annual goals in consultation with the Principal during Term 1. These goals reflect both School-based and personal goals as agreed with the Principal. These goals are then used by staff as their focus for professional learning throughout the year.

Throughout the course of the year staff attended a range of professional learning opportunities outside the School, which included:

- Collection and Reporting of Data for Students with a Disability
- Literacy and Numeracy Workshops
- Managing Challenging Behaviours
- Australian Literacy Educators National Conference
- Anglican Schools Australia National Conference
- AIS Leadership Centre Courses

OUR STAFF

Teaching staff meet on a weekly basis with a broad range of topics explored and discussed over the course of the year. These included:

- Building Learning Power
- Assessment and Reporting
- Managing Risk in a School
- The Power of Inquiry
- Staff Strengths Development



STUDENT ATTENDANCE

Student Attendance

The School recorded the following attendance rates in 2015:

YEAR	ATTENDANCE RATE
Kindergarten	94.8%
Year 1	95.1%
Year 2	95%

How the School manages non-attendance

Owing to our student and family culture, the School has very little problem with student non-attendance. Occasionally, issues arise that are related to health, mental health or family issues. If a matter arises, in what is a small school, this is followed up by the class teacher and/or the Principal.

ENROLMENT POLICY

The Anglican School Googong is a non-selective school. Parents wishing to enrol their children at the school are expected to support the philosophy of the school and the ways in which this shapes the school. Parents are expected to support the ethos and practices of an Anglican school, such as chapel services and religious and spiritual education.

Enrolment offers are based on the chronological date of registration and by gender. The Anglican School Googong seeks to offer an equal number of places to boys and girls and aims to maintain this gender balance throughout the school where possible. Where possible, The Anglican School Googong gives priority to students transferring from other Anglican Schools, siblings and children of staff.

Before a formal offer of enrolment is made all families meet with the Principal for an enrolment interview, after which any formal offers of enrolment are made. In accepting an enrolment parents acknowledge that:

- They are responsible for the payment of school fees
- Their child will attend Chapel and Christian Living classes
- Their child will participate in the school's co-curricular program as required
- Their child will participate in school events such as sport carnivals and school camps as required
- Their child will wear the appropriate school uniform
- They will support the school's student welfare and discipline policy

Characteristics of the student body

The student body at the time of the Government Census in August 2015 comprised a total of 33 students. This was comprised of 53% female students and 47% male students. The school had no indigenous students

School Policies

All policies have been written in accordance with the requirements of the Board of Studies, Teaching and Educational Standards NSW and have been reviewed, rewritten and updated as necessary during the reporting period.

The policies for parents and students are available on My.GoogongSchool (the School's online portal) and on the School's website as required.

The School operates under The Anglican School Googong Ordinance from the Anglican Diocese of Canberra and Goulburn and has a number of major School policies which include:

- Governance Policy
- Grievance Policy
- Privacy Policy and Standard Collection Notice
- Discrimination, Harassment and Bullying Policy
- Staff Code of Conduct
- Student Code of Conduct
- Staff Acceptable Use of Technology Policy
- Student Acceptable Use of Technology Policy
- Child Protection Policy
- Student Harassment and Bullying Policy
- Student Attendance
- Sun Protection Policy
- Emergency, Critical Incident, Evacuation and Lockdown Policies
- Risk Management Policy
- WHS and Incident Reporting Policies
- First Aid Policy
- Administration of Medication, Management of Fever, Anaphylaxis, Asthma, Medical Conditions and Communicable Diseases Policies

PROMOTION OF RESPECT AND RESPONSIBILITY

Promotion of Respect and Responsibility

PASTORAL CARE

Pastoral care is a key feature of The Anglican School Googong, extending across all facets of education and involving all teaching staff and support staff.

Our pastoral care is founded on the principles of grace, mercy, justice, kindness and humility and through this the ultimate goal is to maintain healthy relationships amongst all in the School community. This incorporates both nurture and discipline in helping students progress from a strongly teacher guided experience to students taking responsibility for their own learning and behaviour.

We work closely with students to enable them to develop positive, constructive behaviours which go beyond mere compliance.



Aims

- To work in partnership with parents
- To foster mentoring relationships between students
-
- To enable students to experience increasing personal responsibility as they progress through the school
- To enable students to grow up from childhood to adulthood

Goals

To foster a community where:

- Students will achieve their full God given potential
- Personal acceptance is paramount
- Relationships are based on love, acceptance and servant leadership
- Proper authority is established in action and is respected
- There is order and organisation enabling effective teaching and learning
- Students grow to become responsible, respectful and reliable young people
- Response to student behaviour is appropriate and consistent, and where consequences are just, progressive and predictable.

PROMOTION OF RESPECT AND RESPONSIBILITY

To enable students to grow to become responsible, respectful and reliable young people, it is imperative that effective nurture and discipline embrace affirmation, example and correction in the context of a relationship of love and care.

Affirmation

Effective nurture and discipline are achieved when staff and students affirm positive behaviours and achievements, by:

- Private and public recognition
- Encouragement
- Fostering God given abilities
- Providing opportunity for the development of student leadership and an attitude of servanthood.

Example

Effective nurture and discipline are achieved through example:

- Staff modelling positive relationships and interactions with all
- Staff guiding, mentoring and directing students
- Students leading, mentoring, supporting and partnering other students
- Parents work in partnership with the school.



Correction

Effective nurture and discipline are achieved when correction is used in balance with affirmation and example. Consequences for inappropriate behaviours include:

- Appropriate communication
- Positive counselling from staff
- Mentoring within the classroom
- Guidance from a teacher
- Implementation of Behaviour Management Strategies, including various consequences

PARENT, TEACHER AND STUDENT SATISFACTION

Parent, Teacher and Student satisfaction

As a School we value the partnership we have our parents and their views on the overall education we provide for their children is important to us.

In the later part of the year we surveyed parents about their perception of the school. This survey asked parents to comment on the following areas of the School's operations by stating the areas in which the School was doing well and areas in which they believed there were areas for improvement:

- Communication
- Interaction
- Pastoral Care
- Teaching and Learning
- Facilities and Services

A detailed summary of the comments was provided to our parent community with some useful insights provided for us to consider. Towards the end of the year we also provided a detailed outline of the types of events and activities which we would run in 2016 as way of showing the parents how we were addressing the concerns they raised in the survey.

The overall response from parents was very positive and as many parents stated, that to have a school of this calibre after just ten months of operation was a testament to the dedication and professional capacity of the staff.



Our students are very proud of their school and it was with a sense of pride and immense satisfaction that all received their 'Pioneer Awards' at the end of the year. This award was given in recognition of each student's effort in being one of our first students.

In the first year of any School's operation, the expectations on all staff are enormous. The staff team was extremely dedicated throughout the year and most certainly deserve the

recognition given to them by the whole School community. The collegiality and teamwork were a testament to their professional capacity and one which clearly demonstrated a high level of satisfaction in all areas of their work.

Financial Summary

2015 was an historic year with the school's first stage of capital works completed, the commencement of the first students on 28 January and the school's official opening by the Bishop of Canberra-Goulburn on 17 February.

This financial report reflects that new schools are debt-funded. The school's operating income for 2015 was from school fees and recurrent funding from both state and Australian governments. Expenditure on building costs for the first part of the year, and staffing and operating costs throughout the year, had to be met by loans and funds from an overdraft facility. While this was always to be the case, the support and understanding of the Diocese in underwriting the School's development, and that of the Anglican Investment Development Fund in managing the financing involved, are both deeply appreciated.

Although it will be several years before the school's income covers its operating costs, and a longer period before the capital costs can be fully repaid, The Anglican School Googong now has sound physical, spiritual and educational foundations for establishing a Canberra-Goulburn diocesan school of excellence for the long term.

FINANCIAL SUMMARY

STATEMENT OF FINANCIAL POSITION – AS AT 31 DECEMBER 2015

CURRENT ASSETS	2015	2014
Enrolment Registration Fees	\$1,239	-
Enrolment Acceptance Fees	\$10,468	\$620,617
Total Current Assets	\$11,707	\$620,617
NON-CURRENT ASSETS		
Property, Plant and Equipment	\$10,880,460	\$9,257,326
Total Non-Current Assets	\$10,880,460	\$9,257,326
Total Assets	\$10,892,176	\$9,877,943
CURRENT LIABILITIES		
Trade and other Payables	\$110,229	\$90,515
Interest Bearing Liabilities	\$594,358	\$192,065
Provisions	\$15,686	(\$1,287)
Total Current Liabilities	\$720,273	\$281,293
NON-CURRENT LIABILITIES		
Interest Bearing Liabilities	\$11,864,357	\$10,102,822
Provisions	\$2,323	-
Total Non-Current Liabilities	\$11,866,680	\$10,102,822
Total Liabilities	\$12,586,953	\$10,384,115
Deficiency in net assets	(\$1,694,777)	(\$506,172)
Equity		
Capital	-	-
Accumulated Losses	(\$1,694,777)	(\$506,172)
Total Equity	(\$1,694,777)	(\$506,172)

FINANCIAL SUMMARY

STATEMENT OF COMPREHENSIVE INCOME – AS AT 31 DECEMBER 2015

REVENUE	2015	2014
Tuition Fees	\$240,119	\$30,045
Government Recurrent Funding	\$320,343	-
Other Income	\$99,967	\$27
Total Revenue	\$660,429	\$30,072
EXPENDITURE		
Salaries and Associated Costs	\$563,984	\$180,788
Teaching Materials and Expenses	\$19,187	-
Occupancy Costs	\$65,838	\$69,703
Office Expenses	\$139,699	\$98,420
Finance Costs	\$791,789	\$15,701
Depreciation	\$209,025	\$3,370
Other Expenditure	\$58,972	-
Total Expenditure	\$1,848,494	\$367,982
Operating Deficit for the Year	(\$1,188,065)	(\$337,910)
Other Comprehensive Income	-	-
Total Comprehensive Deficit for the year	(\$1,188,065)	(\$337,910)

CONTACTS

Contacts

Principal
Junior School Teaching and Learning Coordinator
Bursar/Registrar

Mr Ian Hewitt
Ms Claire Dalziel
Mrs Lisa Marro

THE ANGLICAN SCHOOL GOOGONG

136 Gorman Drive

GOOGONG NSW 2620

Tel: +61 2 6154 9400

Email: admin@tasg.nsw.edu.au

Web: GoogongSchool.nsw.edu.au



The Anglican School Googong community on 28 January 2015 – Day 1 of the school