



ANNUAL REPORT



2016

Know and discover

Understand and dream

Grow in faith

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Note: The Anglican School Googong commenced in January 2015. In 2016, there were students from kindergarten to year 3. As a result, there is no report for each of the following areas:

- *Records of School Achievement granted*
- *Results for the Higher School Certificate*

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- *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

The early years of a new school are marked by a number of key developments. Over the past 12 months we have been very much focussed on the next big stage of our school life—the commencement of senior school in 2018.



There have been several elements to our planning. First, of course, is planning for the type and style of teaching and learning to be provided in the senior school. Early in 2016

we engaged with our current and future parents to explore the options available. Most importantly we sought their input into the school they believe is required for their children to succeed beyond year 12.

In our senior school, we believe it is important for students to understand the importance and the skills associated with each of the curriculum areas whilst also being taught by specialist teachers. As clearly indicated by our parents we need an approach across each year level which provides an integrated approach across all subject areas. We will adopt a project-based learning approach. This dynamic classroom approach will provide students with the opportunity to actively explore real-world problems and challenges and acquire a deeper knowledge.

The other important part of commencing year 7 is of course accommodation. During 2016, we commissioned the design of our building to house the year 7 and 8 students. Construction of this will commence in 2017 and will provide: general learning areas; a science area; a maker space; and a textiles and hospitality facilities.



Another significant milestone for the school has been the establishment this year of our Family and Community Engagement (FaCE) group. FaCE is the mechanism by which parents and those in our wide community can interact with the school to provide a parental and community perspective on matters to do with the school, and the education and development of our students.

FROM THE PRINCIPAL AND CHAIR OF THE SCHOOL BOARD

The Board has begun the development of a new Strategic Plan for the school, recognising that the first version of its business plan is now over five years old. The new plan will guide the further development of the school and its educational philosophy over the coming five-year period.

With the continued growth of the school we now have eight teachers. The professionalism and capacity which each of these teachers has brought to their classes has been outstanding. As we continue to grow and shape the school it is the teaching staff who are creating a school which is at the forefront of education in our region.



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 eight occasions during 2016 and has the following committees to assist with Board operations:

- Executive and Remuneration
- Finance, 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)	8	8
Mr N. James (Deputy Chair)	8	7
Archdeacon E. Dyke	8	2
Mr A. Herring	8	7
Mr S. Hughes	8	7
Rev B. Morgan	8	8
Ms K. Schoo	8	8
Mr A. Troy	8	8

Our School



The Anglican School Googong opened in 2015 with kindergarten and a combined year 1/2 class comprising a total of 34 students. In 2016 we welcomed an additional 31 students to the school with a total school population of 65 from kindergarten to year 4. The school is integral to the mission of the Anglican Diocese of Canberra and Goulburn and reports to the Anglican Schools Commission of the Diocese.

Our school is a caring Christian educational community of excellence in the Anglican tradition, with authentic learning at its heart. It is a school where students know how to learn and where personal effort and achievement are valued and celebrated.

As a new school, in a new community, we have set our sights very clearly on preparing our students for a future that is quite different from that which we know now. Our vision is to equip students to develop as leaders for the 22nd century. We call this #School22. This underpins all that we do as a school in the 21st century to prepare our students for lifelong learning well beyond their formal education at Googong.

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
- Understand and dream
- Grow in faith

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 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

OUR SCHOOL

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.

STUDENT OUTCOMES

Student Outcomes

2016 saw students from The Anglican School Googong participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) for the first time. The student cohort consisted of just 12 students and so the sample size makes it very difficult to accurately compare our student’s performance with other schools. The results however do provide additional insight for our teachers as they use the NAPLAN results as one set of data which informs their teaching practice to support improved outcomes for each of our students.

The chart below displays average NAPLAN scores for each domain. The Anglican School Googong scores are displayed in blue. Also displayed are average scores for statistically similar socio-educational schools (SIM) and all Australian schools (ALL).

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	464		415		397		443		395	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	461	426	442	421	449	420	472	436	432	402

Further details about [interpreting NAPLAN results](#) are available online.

School Improvement

As we entered our second year of operation, the key areas for school improvement focussed on our teaching and learning. In particular, in the area of 'building learning power' and embedding this in the culture of the classroom and school as a whole. In addition to this we also wished to increase the engagement with our parents as we continue to grow the partnership which is being developed in our fledgling school.

TEACHING AND LEARNING



The focus of our work to improve our teaching and learning revolved around the work of Professor Guy Claxton and the four 'learning muscles' of resilience, reciprocity, reflectiveness and resourcefulness. Teachers were to develop these strands of learning as well as developing their knowledge and skills across all areas of the curriculum.

Priority in this area was to develop further the language of building learning power as a continuum from kindergarten to year 4. In

doing so teachers focussed on a clear set of statements which described the expected outcomes which they could observe in the students as learners.

Work was undertaken in a series of professional learning opportunities over the course of the year. During this time teachers worked in stage based groups and as a whole junior school staff to develop the statements to describe learning as defined in the building learning power strands. These statements were then used to report to parents and students about the areas where students were displaying these attributes in their learning. These statements were also developed and used to report to parents and students to identify the areas where students needed to develop their 'learning muscles' further.

The outcome of this work was used successfully in both the term 1 and term 3 school reports which focus on the student as learner.

PARENT PARTNERHSIPS

The other area for improvement in 2016 was in the area of increasing the level of engagement with our current and future parents. Consultation and engagement was focussed on two areas. Firstly, around the planning for the senior school with a particular focus on the senior secondary qualifications which were to be offered for year 11 and year 12 students. Then secondly, to establish a Family and Community Engagement (FaCE) Group which would be similar to a Parents and Friends Group.

SCHOOL IMPROVEMENT

In the first half of 2016 the school consulted with the current and future parents to seek their views on the senior school. This led to a greater level of engagement than had been the case and this provided a clear direction for the senior school being developed with tremendous support for the parent community.

Then in the latter half of the year a number of discussions were held with the parent and broader community to commence the establishment of the FaCE Group.

To facilitate the contribution of families and the wider community to the School's educational and missional goals, our primary formal mechanism for such engagement was to be established through our Family and Community Engagement (FaCE) group.

The purpose of this group includes:

- formally acknowledging the role that families play in the education of their children;
- providing a collaborative and readily accessible forum for families and the community to meet regularly with the school to discuss matters pertaining to the education of students;
- providing opportunities to engage with families and the community about the educational and missional goals of the school;
- promoting and supporting social contact among families;
- providing family and community perspectives to assist in decision-making by the School Board and the Principal; and
- fostering effective partnerships between families, students, staff, the wider community, the Parish and the Diocese.

Both of these initiatives proved highly successful in enhancing the engagement of the parents with the school as we continue to grow our school community.

OUR STAFF

Our Staff

In 2016, there were a total of 10 staff employed at The Anglican School Googong. This comprised 7 full and part-time teaching staff and 3 part-time support and operational staff.

Of the staff employed in 2016 9 (90%) were female and 1 (10%) was male.



TEACHING STAFF

Qualifications

The Anglican School Googong employed 7 teaching staff in 2016 of whom 3 were part-time. 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 NESA.

Professional Learning and Teacher Standards

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.

Over 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
- AIS Leadership Centre Courses
- AIS Emerging Leaders Program

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
- Christian education

STUDENT ATTENDANCE

Student Attendance

The School recorded the following attendance rates in 2016:

YEAR	ATTENDANCE RATE
Kindergarten	94.4%
Year 1	95.2%
Year 2	97.3%
Year 3	96.0%
Whole School	95.7%

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.

ADMISSIONS 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 in year 3 and above
- 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

For further details refer to the complete [Admissions Policy](#)

SCHOOL POLICIES

Characteristics of the student body

The student body at the time of the Government Census in August 2016 comprised a total of 65 students. This was comprised of 55% female students and 45% male students. The school had no indigenous students.

School Policies

All policies have been written in accordance with the requirements of the NSW Education Standards Authority and have been reviewed, rewritten and updated as necessary during the reporting period. Any changes to policies and procedures are indicated in each of the sections below.

A full set of policies and procedures for parents and students are available on [My.GoogongSchool](#) (the School's online portal) and on the School's website as required. Listed below are summaries and links to the policies which are key for parents and students.

Academic Care (Student Welfare)

The school seeks to provide a safe and supportive environment to support students in their personal and academic growth, enabling them to develop a range of strategies and skills which can be used in a flexible way so they can:

- enjoy and be engaged with learning
- confidently face challenges and struggles
- persevere and endure personally and academically
- build positive self-esteem and self-worth as learners.



The Academic Care procedures were reviewed in 2016. The revised policy includes additional detail to broaden the role of academic care in the school in supporting each student in the areas of well-being, learning and resilience. The full text is available online: [Academic Care Policy](#)

Anti-bullying

The school policy provides processes for responding and managing allegations of harassment and bullying.

No Changes were made in 2016. The full text is available online: [Harassment and Anti-bullying Policy](#)

SCHOOL POLICIES

Discipline

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.

The discipline procedures were reviewed in 2016. The policy implemented in 2016 includes revised processes for disciplinary action that are based on procedural fairness. The full text is available online: [Discipline Policy and Procedures](#).

Complaints and Grievances

The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.

No changes were made in 2016. The full text is available online: [Grievance Policy](#).

PROMOTION OF RESPECT AND RESPONSIBILITY

Promotion of Respect and Responsibility

ACADEMIC CARE

Academic 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 academic 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.

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:

PROMOTION OF RESPECT AND RESPONSIBILITY

- 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

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
- Academic Care
- Teaching and Learning
- Event and Activities

There were many comments about the wonderful, creative and challenging learning environment which has been established. The school has a great vision and philosophy which is clearly at the forefront of educational practice. This professional and progressive attitude towards learning is creating a culture of inquisitiveness where the individual student is being catered for with a broad range of teaching and learning strategies being used.

In teaching students how to be lifelong learners the variety of learning experiences such as offered in the classroom as well as excursions, sport, music and camps is great to see. And that this is all included in the school fees is a positive. The provision of a dynamic classroom and the physical learning environment was commented on by many parents as being a great asset to support the teaching and learning.

Parents would like some more information about assessment and reporting overall and in particular the types of assessment that is used and the level of performance required to attain particular grades. There was a concern expressed that the mandated grades don't necessarily assist students.

School reports this year have provided more detail which has been appreciated and the use of positive and constructive language is helpful to parents. There were also many comments that the information and activities being passed onto parents to assist their child at home was useful.

Several parents feel that the needs of individuals are not always being catered for. This is for students who need more learning support and those who would like to see the high performing students pushed harder. A range of comments were made about specific areas such as: the need to provide Indonesian and perhaps even more than one other language; less emphasis on play; more structured classrooms; a greater focus on maths, science and history.

There were also several comments of how the community is impressed with the professionalism shown by the school. This is evident in the way they engaged parents on the topic of Year 7 to 12 curriculum. This is

PARENT, TEACHER AND STUDENT SATISFACTION

also evident in how the teachers interact with parents and demonstrate a capacity to adapt learning for specific students in their classes.

A detailed summary of the comments was provided to our parent community with some useful insights provided for us to consider. The full report of the [Parent Survey](#) is available online.

In the Teacher Survey, the overwhelming view expressed was that we are going in the right direction towards building an educational environment that is responsive to the needs of the children, connected to the real world and preparing students for the world in which they'll live. With this being so clearly felt by a dedicated team of teachers, satisfaction in the school which is being developed is extremely high.

The constant balance of prescribed curriculum and engaging students through inquiry and building their learning power is a challenge for the teachers as a whole. There are many professional conversations taking place around these themes to ensure our vision is realised. One in which we see students know and discover, understand and dream and grow in faith.

Financial Summary

As we entered our second year of operation as this financial report reflects that new schools are debt-funded. The school's operating income for 2016 was from school fees and recurrent funding from both state and Australian governments. Operating costs throughout the year were met in the main through these income sources with funds from an overdraft facility used at times. 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 the continual building and 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	2016	2015
Cash and cash equivalents	\$1,044	\$1,239
Enrolment Acceptance Fees	\$5,077	\$10,468
Total Current Assets	\$6,121	\$11,707
NON-CURRENT ASSETS		
Property, Plant and Equipment	\$10,715,943	\$10,880,460
Total Non-Current Assets	\$10,715,943	\$10,880,460
Total Assets	\$10,722,064	\$10,892,176
CURRENT LIABILITIES		
Trade and other Payables	\$127,480	\$110,229
Interest Bearing Liabilities	\$597,989	\$594,358
Provisions	\$308	\$15,686
Total Current Liabilities	\$725,777	\$720,273
NON-CURRENT LIABILITIES		
Interest Bearing Liabilities	\$12,703,696	\$11,864,357
Provisions	\$9,796	\$2,323
Total Non-Current Liabilities	\$12,713,492	\$11,866,680
Total Liabilities	\$13,439,269	\$12,586,953
Deficiency in net assets	(\$2,717,205)	(\$1,694,777)
Equity		
Accumulated Losses	(\$2,717,205)	(\$1,694,777)
Total Equity	(\$2,717,205)	(\$1,694,777)

FINANCIAL SUMMARY

STATEMENT OF COMPREHENSIVE INCOME – AS AT 31 DECEMBER 2015

REVENUE		2015
Tuition Fees	\$484,527	\$240,119
Government Recurrent Funding	\$574,624	\$320,343
Other Income	\$164,937	\$99,967
Total Revenue	\$1,224,088	\$660,429
EXPENDITURE		
Salaries and Associated Costs	\$745,981	\$563,984
Teaching Materials and Expenses	\$48,940	\$19,187
Occupancy Costs	\$77,295	\$65,838
Office Expenses	\$116,869	\$139,699
Finance Costs	\$876,207	\$791,789
Depreciation	\$243,896	\$209,025
Other Expenditure	\$137,328	\$58,972
Total Expenditure	\$2,246,516	\$1,848,494
Operating Deficit for the Year	(\$1,022,428)	(\$1,188,065)
Other Comprehensive Income	-	-
Total Comprehensive Deficit for the year	(\$1,022,428)	(\$1,188,065)

CONTACTS

Contacts

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Bursar/Registrar

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