THE ANGLICAN SCHOOL GOOGONG

Annual Report 2017

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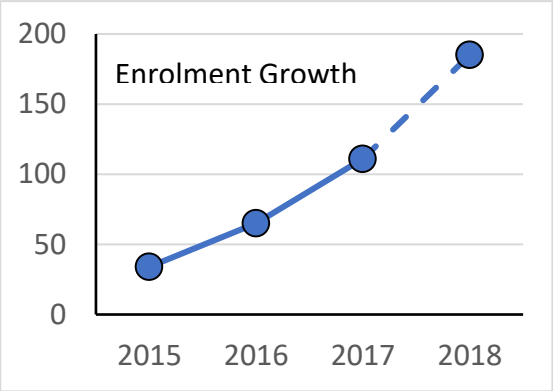
Note: The Anglican School Googong commenced in January 2015. In 2017, there were students from Kindergarten to Year 4. As a result, there is no report for each of the following areas:

- *Records of School Achievement granted*
- *Results for the Higher School Certificate*
- *Retention rates of Year 10 to Year 12 or post school destinations*

Theme 1: A message from key school bodies

From the Principal and Board Chair

With our third full year of enrolments we are now starting to look like a sizable school. As the accompanying chart shows, our enrolment trends are increasing rapidly, a pattern we expect to see continue as we consolidate the School as K to 12 over the next six years.



Most notably in our growth, is the construction of the second school building, completed in December. Local member and Deputy Premier John Barilaro turned the sod for the building at a ceremony on 8th May, at which the Acting Diocesan Bishop, Matt Brain, spoke and offered a blessing for this next stage in the school's history.

As we continue to plan for the future addition of year levels, NESA officials visited the school in May and advised subsequently that the school has been granted registration for Year 4 and initial registration for Year 5 and 7 in preparation for 2018.

In support of our future planning we have commissioned a new demographic model that will provide much better information on population trends and characteristics than has been available to us previously. We are building that information into a long-term model for the school that will guide our enrolment projections, capital planning and staffing growth.

With the completion of our new Strategic Plan we have commenced the process of implementing a series of annual operational plans that provide more focused and detailed objectives for the forthcoming 12-month period. The Principal has been working with the staff to build those operational documents around a series of priority areas.

With the growth of our student population, we also saw the addition of staff, including an Indonesian teacher. The school connected with the Australia-Indonesia BRIDGE Program, linking us with partner school, Rajawani Katolic School in Makassar, South Sulawesi. This connection will help us as we prepare our students to be global citizens.

Governance

The school operates under The Anglican Schools Googong Ordinance 2012, The Anglican School Googong Incorporation Ordinance 2012 and the Anglican Schools Ordinance of the Diocese of Canberra and Goulburn 2016. 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.

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 ten occasions during 2017 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)	10	9
Mr Neil James (Deputy Chair)	10	9
Archdeacon Elizabeth Dyke	10	5
Mr Andrew Herring	10	9
Mr Stephen Hughes	10	8
Rev Brett Morgan	10	8
Ms Katherine Schoo	10	8
Mr Anthony Troy	10	9

Farewell to our Foundation Principal

One of the most significant developments in 2017 was the changeover in our Principal. Ian Hewitt, who was our Foundation Principal, was recruited by Trinity Christian School in Wanniassa as their new Principal. Ian goes with our blessing and with our gratitude for having performed outstandingly during his time with us, not only in establishing the curriculum and looking after the many day-to-day and long-term responsibilities of a Principal, but also for recruiting an exceptional group of teachers. He is leaving the School in excellent shape for his successor, Merryn Clarksmith, who takes over on 1st January 2018.

Theme 2: Contextual Information about the school and characteristics of the student body

The Anglican School Googong opened in 2015 with Kindergarten and a combined Year 1/2 class comprising a total of 34 students. In 2017 we concluded the year with an enrolment of 111 (109 at the August census) students from Kindergarten to Year 4. This was comprised of 47% female students and 53% male students, none of whom identified as Indigenous.

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. 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.

Educational Context

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. The school aspires for our students to:

- 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 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 provides an exciting and attractive entity at the forefront of 21st Century learning.

When you walk into our 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 and more importantly a reflection of the real world. There are no desks in rows 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. 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.

Theme 3: Student outcomes in standardised national literacy and numeracy testing

In 2017, Year 3 was the first cohort from The Anglican School Googong to participate in the National Assessment Program for Literacy and Numeracy (NAPLAN). The group consisted of just 15 students. The small sample size makes it 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 table below displays average NAPLAN scores for each domain. The Anglican School Googong scores are displayed in blue. Also displayed are average scores for the state (NSW) and all schools in the region (REG).

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	415		409		388		455		421	
	NSW	REG	NSW	REG	NSW	REG	NSW	REG	NSW	REG
	436	464	421	442	426	449	444	474	416	441

Further details about interpreting NAPLAN results are available online.

Theme 5: Teacher professional learning, accreditation and qualifications

Accreditation

All teaching staff set their annual goals in consultation with the Principal during Term One. 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:

Courses Attended	Number of Staff
Mini Lit Training	1
THRASS Training - understanding the phonetic principles of English and their practical application	3
Powering Up Inquiry - strategies, resources and insights into the use of a quality, inquiry based approach to teaching	2
Governance Seminar	1
Data Informed Practice - analysing, interpreting and making effective use of student data	1
STEM Workshop	1
Maths Blended Learning	1
AISACT Colloquium	1
Pastoral Care Conference	1
QTMB Choral conducting workshop	1
Australian Primary Principals National Conference	1
Pasi Sahlberg Lecture: an insight into the Finnish Education system	1
Cued Articulation: practical ideas for promoting the development of listening skills and early sound awareness	1
Early Learning Foundations: Assessment and Reporting	1
Getting Started with Positive Education	1
Supporting Teachers through Accreditation	1
GERRIC Certificate of Gifted Education	1
First Aid Training	3

Teaching staff meet on a weekly basis with a broad range of topics explored and discussed as part of their collective development over the course of the year. The topics covered in 2017 included:

- Building Learning Power
- Assessment and reporting
- Managing risk in a school
- The power of Inquiry
- Positive education
- Staff strengths development
- Delivering quality Christian education programs

Professional Learning and Teacher Standards

Level of accreditation	Number of Teachers
Provisional	2
Proficient Teacher	11
Total number of teachers (as reported on *MySchool*)	13

Teacher Qualifications

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	13
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Two members of the teaching staff hold post-graduate qualifications.

Theme 6: Workforce Composition

In 2017, there were a total of 15 staff employed at The Anglican School Googong. This comprised nine full and four part-time teaching staff and two part-time support and operational staff.

Of the staff employed in 2017, fourteen (93%) were female and one (7%) was male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2017	
Teaching staff	13
Full-time equivalent teaching staff	10.1
Non-teaching staff	2
Full-time equivalent non-teaching staff	1.3

Further detail can be accessed from the MySchool site.

Theme 7: Student Attendance, retention rates *and post-school destinations in secondary schools*

Student Attendance

The School recorded the following attendance rates in 2017:

Year Level	Attendance Rate
Kindergarten	93%
Year 1	93%
Year 2	93%
Year 3	96%
Year 4	92%
Whole School	93.4%

How the School manages non-attendance

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

Theme 8: Enrolment Policies

Admissions Policy

The Anglican School Googong is non-selective. Parents wishing to enrol their children are expected to support the philosophy 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. 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

Further details are set out in the Admission's Policy located on the Parent Portal or upon request from the School Office.

Theme 9: Other School Policies

All policies have been written in accordance with the requirements of the NSW Education Standards Authority and have been reviewed and updated as necessary during the reporting period. No changes were made to the policies in 2017.

A full set of policies and procedures for parents and students are available in the Parent Portal or upon request from the School Office.

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
- increase resilience to face challenges
- persevere and endure personally and academically
- build positive self-esteem and self-worth as learners.

No changes were made in 2017. The full text is available online in the Parent Portal, or upon request from the School Office.

Anti-bullying

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

No changes were made in 2017. The full text is available online in the Parent Portal, or upon request from the School Office.

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.

No changes were made in 2017. The full text is available online in the Parent Portal, or upon request from the School Office.

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 2017. The full text is available online in the Parent Portal, or upon request from the School Office.

Theme 10: School determined priority areas for improvement

As we entered our third year of operation, the key areas for school improvement focused on our teaching and learning. In particular, in the area of 'building learning power' and the continual embedding of 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.

The Board of the School engaged with the staff and parents in the first part of the year to undertake the development of the School's strategic plan for 2017 - 2021. In this five-year plan, six core areas that are central to the smooth operation and success of our school were identified. They are:

- Christian Values
- Our Learning
- Academic Care
- Community
- Governance
- Facilities

Each of the Priority Areas of the Strategic Plan now has an Operational Plan which has been developed by the Principal and staff.

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, by focusing on a clear set of statements which described the expected outcomes which could be observed in student learning.

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 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, as well as identifying the areas where students needed to develop their 'learning muscles' further.

The outcome of this work was used successfully in both the Term One and Term Three school reports which focused on the student as a learner.

Parent Partnerships

The other area for improvement in 2017 was increasing the level of engagement with our current and future parents. Consultation and engagement was focused on the formal establishment of Family and Community Engagement (FaCE), which is similar to a Parents and Friends Group.

In the first half of 2017 the school consulted with the current and future parents to seek their views on a constitution for FaCE. This was finalised and approved by the School Board which has resulted in the first FaCE Executive being appointed.

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 mission and educational 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
- fostering effective partnerships between families, students, staff, the wider community, the Parish and the Diocese.

Already FaCE has proven highly successful in enhancing the collaboration and engagement of the families with the school as we continue to grow our school community. The two key areas of engagement this year with FaCE was in the development of the school's Strategic Plan and in the design and adoption of a new school uniform.

Theme 11: Initiatives promoting 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.

<u>Affirmation</u>

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 service

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

Theme 12: Parent, student and teacher 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. In addition, many parents and teachers commented on the tremendous sense of community which has continued to be built in the school. 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 the detail of our 'Building Learning Power' approach and how they can support their child in this.

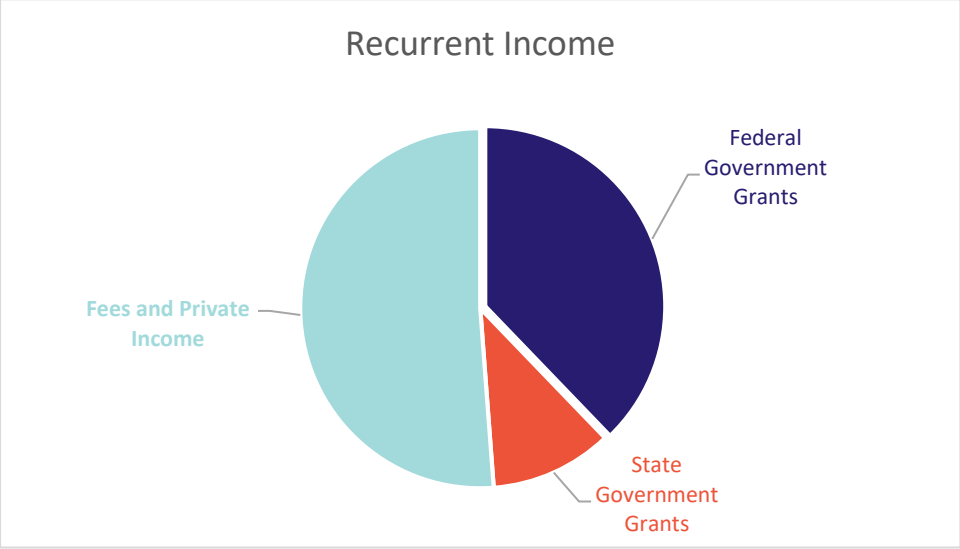
A detailed summary of the comments was provided to our parent community with some useful insights provided for us to consider. The full report of the parent survey was made available to parents through the Parent Portal.

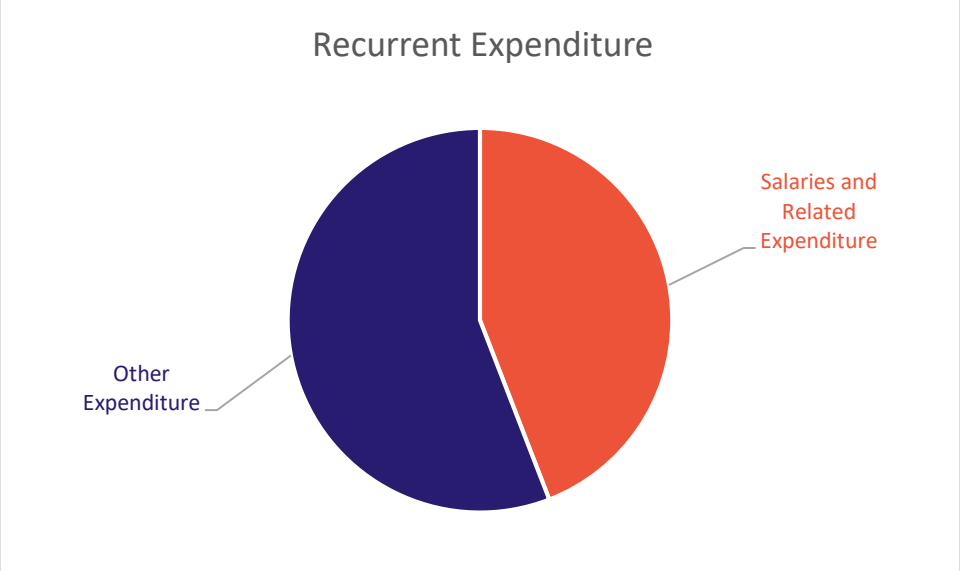
In the Teacher Survey, the overwhelming view expressed was that we are going in the right direction towards building an educational environment that is responsive to the needs of the children, connected to the real world and preparing students for the world in which they'll live. With this being so clearly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

Theme 13: Financial Summary

The school's operating income for 2017 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. 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 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.





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Know and Discover

Understand and Dream

Grow in Faith