The Anglican School Googong

2018 Annual Report

Know and discover Understand and dream Grow in faith

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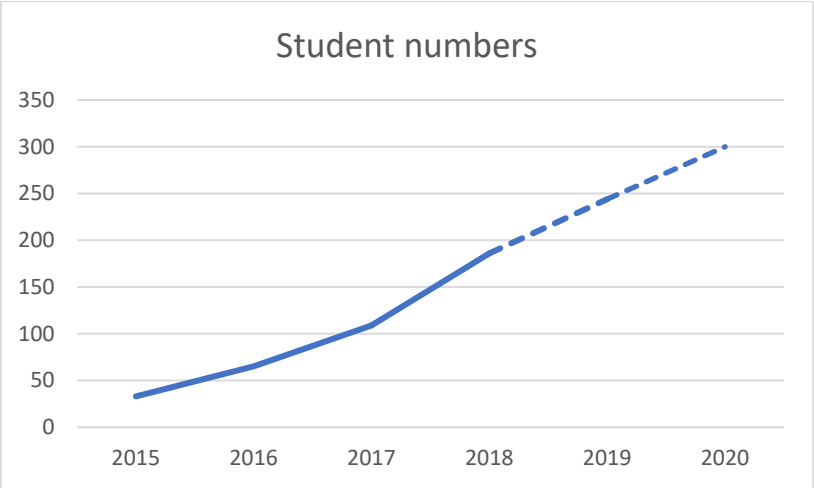
Note: The Anglican School Googong commenced in January 2015. In 2018, there were students from Kindergarten to Year 5 and Year 7. As a result, there is no report for each of the following areas:

- *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

The school's growth continues with our most notable milestone in 2018 being the first year of the Senior School. Enrolment trends are increasing exponentially, which will continue as the school grows into full size K to 12 School by 2023.



In May 2018 the school's first Senior School learning area was opened by NSW Deputy Premier John Barilaro and the Canberra Goulburn Anglican Diocesan Bishop Trevor Edwards. Many distinguished guests joined the school community for this notable occasion.

NESA Inspectors visited the school in August and the school was granted registration for Years 5 and 7 and initial registration for Year 6 and 8 in preparation for 2019.

In anticipation of the next building requirements for the ongoing growth of the student population and required facilities, the school commissioned a new architectural firm to review the school's masterplan. This required examination of enrolment projections, staffing growth and curriculum requirements to ascertain the needs of the next few building stages. A detailed submission was also prepared for consideration for the Future Infrastructure Education Fund, to assist with funding for the schools continued capital development.

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.

School Board

The School Board comprises:

(a) the Chair;

(b) the Deputy Chair;

(c) other persons appointed by Bishop in Council, on recommendation of Anglican Schools Commission

The School Board met on eight occasions during 2018 and has the following committees to assist with Board operations:

- Finance and Audit Committee
- Risk Committee
- Property and Development Committee

Board Member	Eligible Meetings	Meetings Attended	Term of Board Appointment	Previous Terms Served
Professor John Richards (Chair) *Until August 2018*	*6*	*6*	*Aug 2015 – Aug 2018*	-
Mr Andrew Herring (Chair) From August 2018	10	9	Aug 2016 – Aug 2019	From Jun 2013
Mr Neil James (Deputy Chair)	10	9	Aug 2016 – Feb 2019 Reappointed to Feb 2022	From 2011
Mr Stephen Hughes	10	8	Feb 2017 – Feb 2020	From Feb 2013
Rev Brett Morgan	10	8	Aug 2015 – Aug 2018 Reappointed to Aug 2021	-
Mr Anthony Troy	10	10	Dec 2016 – Feb 2020	From Feb 2013
Mrs Alison Hatcher	6	6	June 2018 – June 2021	
Mr Justin Steven	6	6	June 2018 – June 2021	

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. 2018 concluded with an enrolment of 186 (185 at the August census) students from Kindergarten to Year 5 and Year 7, with two streams in Kindergarten and Year 7 and a single stream class in each of the other year levels. This was comprised of 50% female students and 50% male students, one of whom identified as Indigenous.

As a new school, Googong is focused on ensuring that our students are well prepared for an ever-changing future landscape. An emphasis on 21st century skills including critical thinking, problem solving, making connections, being resourceful, working collaboratively and being resilient, together with a growth mindset and inquiry-based learning, students are empowered for a dynamic, robust future.

The introduction of the first cohort in the Senior School brought a change to the earlier dynamic of the school, now with two different buildings and staff teams. The focus on project-based learning underpinned the pedagogy in the Senior School, and students engaged in many projects which covered a range of curriculum outcomes and combined subject area assessments.

Students across the school engaged with authentic, experiential learning and in 2018 were particularly focused on reflective learning as they set, monitored and worked towards achieving their personal goals for their learning and life, with support and guidance from teachers. Students have engaged in a range of learning styles and experiences in context, to promote real life understanding and application for their learning.

Through the ongoing promotion of Guy Claxton's Learning Power framework, students have continued to develop their confidence in problem solving, learning to look at concepts from many different angles, becoming comfortable with challenge and grappling with ideas as they flourish in the learning environment.

Within our teaching programs in the Junior School, incorporating differentiated strategies into the classroom to meet the specific learning needs of students across the full range of abilities has been a particular focus in 2018. To assist in identifying student need, various ACER verbal, quantitative, and nonverbal test models were used (PAT and CogAT) for students across Kindergarten to Year Four. This data provided objective indications on student ability and provided opportunity for teachers to more effectively tailor their differentiation strategies in their lessons according to student need.

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

In 2018, Year 3 and the school's inaugural Years 5 and 7 students at The Anglican School Googong sat the National Assessment Program for Literacy and Numeracy (NAPLAN).

The results have provided teachers with insight into areas of literacy and numeracy where students would benefit from further explicit instruction to increase the level of mastery across the school. This will be a particular focus for the teaching and learning priorities in 2019.

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 schools with similar students (SIM) and all Australian schools (ALL).

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	**394**		**396**		**383**		**385**		**389**	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	479	434	438	407	459	418	484	432	447	408
Year 5	**553**		**480**		**519**		**514**		**499**	
	NSW	ALL	NSW	ALL	NSW	ALL	NSW	ALL	SIM	ALL
	548	509	494	465	534	502	547	504	532	494
Year 7	**583**		**553**		**566**		**573**		**573**	
	NSW	ALL	NSW	ALL	NSW	ALL	NSW	ALL	NSW	ALL
	581	542	546	505	579	545	587	544	594	548

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 and reviewed these again in Term Three. These goals reflect both school-based and personal goals as agreed with the Principal. Some professional goals directed professional learning opportunities, as well as other topical opportunities as they arose 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
Obligations in Identifying and Responding to Children at Risk	15
CPR	1
PESA Conference	4
Programming and Planning the new PDHPE Syllabus K-10	1
Becoming Accredited at Experienced Teacher NESA	1
Data Informed Practice	1
Foundation Level THRASS	1
Building Learning Power at Norwest Christian College	3
Writing the Future	2
Middle Schooling Certificate	1
AIS ACT Colloquium	4
Principal Induction Program	1
AIS ACT Curriculum Differentiation for Gifted and Talented Learners	1
AECD Survey Training	1
Using iPads in the Classroom	1
Drumbeat Training	1
Master of Public Health: Disease, security and biological weapons	1
Australian Literacy Educators Association Annual Conference	1
Primary English Teachers' Association Australian Conference	3
Chemical Safety Training	1
Cert IV in Visual Arts: Digital Art	1

Teaching staff met on a weekly basis to discuss programming, benchmarking and a range of other professional topics including:

- Building Learning Power
- Assessment and reporting
- Interpreting data
- Risk management
- Positive education

Professional Learning and Teacher Standards

Level of accreditation	Number of Teachers
Provisional	4
Proficient Teacher	11
Experienced Teacher	3
Total number of teachers (as reported on *MySchool*)	18

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	18
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

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

Theme 6: Workforce Composition

In 2018, there were a total of 23 staff employed at The Anglican School Googong. This comprised seven full-time and eleven part-time teaching staff and five part-time support and operational staff.

Of the staff employed in 2018, fourteen (93%) were female and one (7%) was male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2018	
Teaching staff	18
Full-time equivalent teaching staff	13.1
Non-teaching staff	5
Full-time equivalent non-teaching staff	3.1

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 2018:

Year Level	Attendance Rate
Kindergarten	92.78
Year 1	92.73
Year 2	94.21
Year 3	93.49
Year 4	94.52
Year 5	93.61
Year 7	91.92
Whole School	**93.32**

How the School manages non-attendance

In cases where there is a high level of absenteeism, parents are invited to meet with a member of the school executive to discuss issues related to absenteeism, particularly the expectation that students attend school every day and meet NESA course completion requirements regarding attendance, as well as exploring the factors contributing to the significant absences. Where appropriate, the school will work with the parents/guardians and the student to develop an Attendance Improvement Plan that responds to specific contributing factors.

Theme 8: Enrolment Policies

Admissions Policy

The Anglican School Googong has an open enrolment policy. Parents wishing to enrol their children are expected to support the Anglican foundations of the school and associated practices, such as Chapel services and Christian Inquiry lessons.

Enrolment offers are based on the chronological date of registration. 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
- 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 School's website under the enrolment tab or upon request from the School Office.

Theme 9: Other School Policies

All school 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. A number of revisions were made to policies across the school to cater for the growth in student and staff numbers, additional buildings on the school site and the introduction of our first year group in the Senior School, Year Seven.

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

Anti-bullying

The school policy provides processes for responding and managing allegations of harassment and bullying. The full text of the school's student welfare policy can be accessed by request from the Principal and My.GoogongSchool, the parent portal.

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.

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.

Theme 10: School determined priority areas for improvement

Christian Values

As a Christian education community in the Anglican tradition we will deepen our culture of supporting the growth of each person's faith.

The school has appointed a permanent Chaplain whose passion for the gospel and desire to encourage and walk alongside our students has deepened our culture of supporting the growth of each person. A regular Chapel service for the students was established within our school week. The strategic preaching program has also included engaging a range of speakers. Additionally, the school has embedded the structure of Christian Living lessons into the timetable and begun to engage with our wider Diocesan connections in order to further resource our programs and fulfil the school's mission and this focus area of the Strategic Plan. The local priest continues to have a strong presence in the school. She has provided invaluable support for the staff team who have been working on developing our Christian teaching programs, as well as participating in our weekly Chapel services and being a wonderful encouragement to staff and students.

Our Learning

The school aims to develop a locally, nationally and internationally recognised educational environment which is exciting and flexible, one which is at the forefront of learning.

Students have continued to engage with authentic, experiential learning and in 2018 have been particularly focused on reflective learning to set, monitor and achieve their personal goals for learning and life with support and guidance from teachers. Students have engaged in a range of learning styles and experiences in context.

Academic Care

Each student will take their part in a caring community of learners and where we support and nurture their well-being and resilience.

Through the ongoing promotion of the Learning Power framework, students have continued to develop their confidence in problem solving, learning to look at notions from many different angles, becoming comfortable with challenge and grappling with concepts as they flourish in the learning environment.

Community

The School will be part of a community that is proud to claim the School as its own.

The school continues to engage with many different agencies and groups in the community, including church groups, the local township, developers, the council, local members and other community groups. The school provides a meeting place for many different groups, which includes martial arts groups, yoga, church, dance and an environmental group.

Governance, Management and Planning

The School will maintain and develop the professionalism and effectiveness of the school's governance, leadership and management.

The School continues to review policies and plans to provide for sustained growth, compliance and quality education. The review of the school's masterplan was one of the most significant undertakings in 2018, underpinning direction in enrolment and curriculum growth, together with advancement of operational priorities for the fruition of the Strategic Plan, goals and financial modelling. The school was also assessed again by the NSW Educational Standards Authority for the ongoing registration of Years Five and Seven.

Facilities

The school will maintain and develop the fabric of physical assets and infrastructure that provides a built environment fully supporting the school's educational ethos.

The extension of the school's Stage Two building, to provide further learning spaces for the new year levels has been the most significant infrastructure development in 2018 on the school site. However, considerable time has been spent discussing and planning the next stages of construction to cater for the school's growth. The work on revising our Masterplan has been our most significant work in this area. These works will underpin the building project which will support our growth across the next five years.

Theme 11: Initiatives promoting respect and responsibility

The school recognises the importance of emotional wellbeing of students in an educational context and continues to strive to ensure a safe and supportive environment is provided. 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.

In 2018, with the introduction of Senior School, 'Crew' groups were implemented as a home group, where the staff for each group had particular responsibility for the students' wellbeing. Staff used the time in Crew to monitor academic care and wellbeing and discuss and promote respect and responsibility.

Additionally, in Senior School, students engaged in specific Social and Emotional Learning periods, which specifically targeted strategies for promoting self-worth and engagement. Students in Year Seven also engaged in a Peer Support program, which provided further encouragement, guidance, support and focus on wellbeing.

Students in Junior School were monitored by their class teachers. The Learning Support Team and the school counsellor also supported student wellbeing. Overall the school fosters a collaborative

approach to academic care and student wellbeing, ensuring there is good communication between staff, leadership, parents and support staff as we provide care for the students.

All lessons work to supporting the school's focus on student wellbeing. Through the Building Learning Power framework students remain focused on developing resilience, perseverance, grappling, flexibility in thinking and celebrating triumph in learning.

Theme 12: Parent, student and teacher satisfaction

The school values its partnership with the parents, and their views on the overall education provided for their children is important. Just as reflective practice is modelled as part of the learning and growing process for our students, the school also invites the parents to provide feedback to the school administration via the annual parent survey, which was distributed in Term Four.

The 2018 survey asked parents to comment on the following areas of the School's operations:

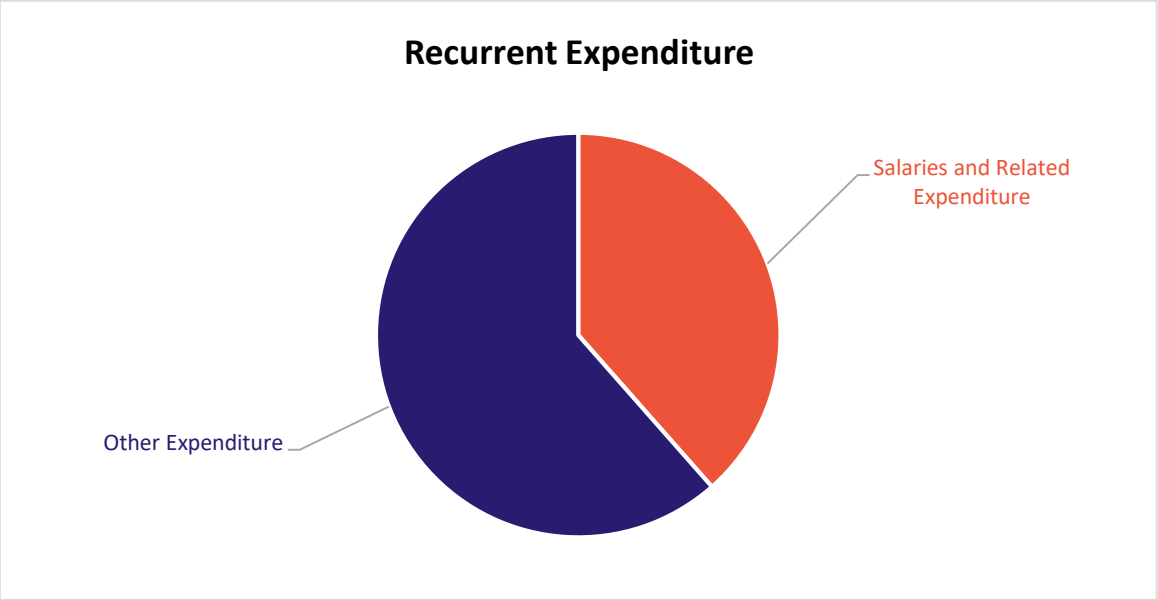
- the school's learning environment
- promotion of student growth
- understanding of individual student needs
- management of discipline concerns
- partnership between parents and the school
- knowledge and professionalism of the staff
- manner and timeliness in which the school addresses concerns
- quality and format of school reports
- the way parents are informed about their child's progress
- usefulness of parent teacher interviews, open classroom mornings and information events
- quality of communication regarding general school matters
- the value of our community events

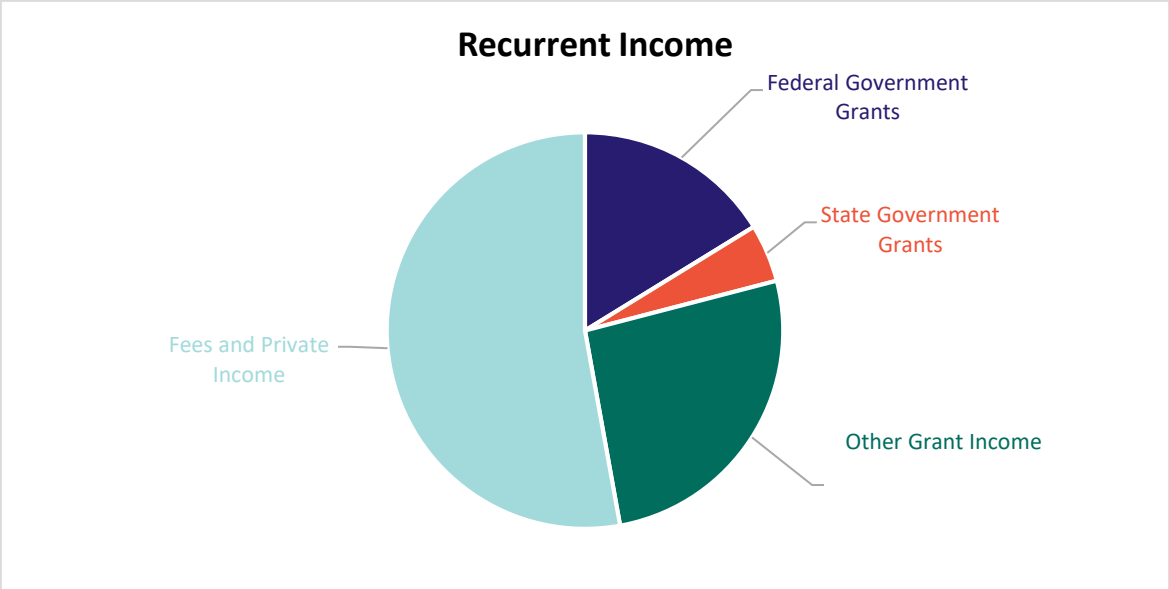
For all areas of the survey, 75% of parents or higher indicated that they either agreed or strongly agreed. Following specific feedback and comments, the school has undertaken to review the reporting structure for 2019 and develop the weekly information provided to parents.

Some parents made particular mention of aspects they appreciate about the school, including the children's enthusiasm for attending school, the level of support and communication they receive from the teaching staff, the way the school uses the outside environment as part of learning, the role of mindfulness practices in day to day school life, the vision for learning, the use of Guy Claxton's learning power framework, the encouragement of positive risk taking and growth mindset, the teachers modelling lifelong learning, the variety of learning and experiences, and the way in which students are individually challenged and nurtured to flourish in their own skills and talents.

Theme 13: Financial Summary

The school's operating income for 2018 was from school fees, recurrent funding from both state and federal government and capital grant income from the state government. 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 of the Diocese in underwriting the School's development, and that of the Anglican Investment Development Fund in managing the financing involved, are both acknowledged.





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