THE ANGLICAN SCHOOL GOOGONG

2019 Annual Report

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Note: The Anglican School Googong commenced in January 2015. In 2019, there were students from Kindergarten to Year Eight. 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*

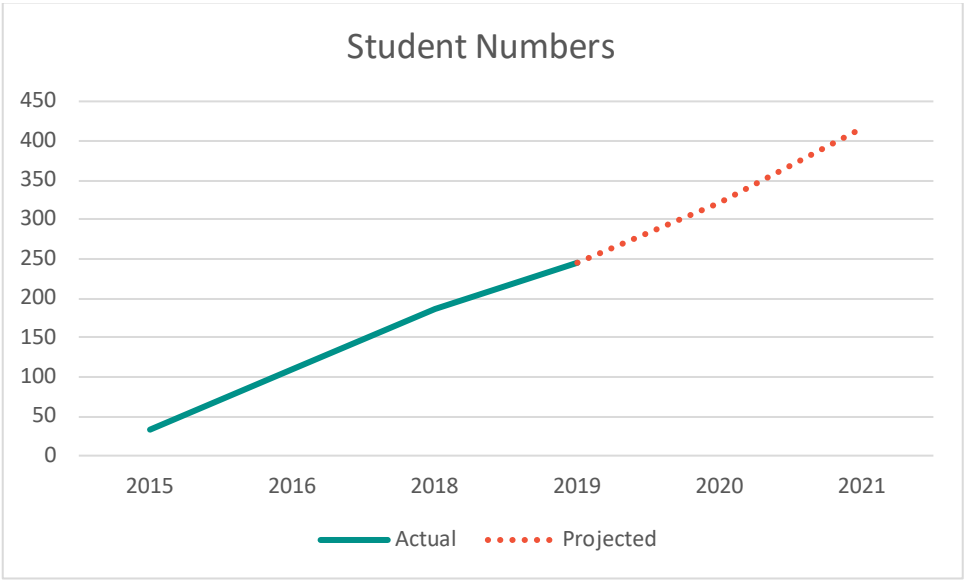
Theme 1: A message from key school bodies

From the Principal and Board Chair

The School Board met on nine occasions during 2019, continuing to oversee the fulfilment of the School's Strategic Plan. The ongoing work of the Board, its sub-committees, the Diocese and its agencies is acknowledged and appreciated for the support provided for the ongoing development of the school.

The Anglican School Googong has continued in its growth phase throughout 2019. Funding through the Future Infrastructure Fund allowed the school to finalise planning for the Science and Technology Hub which will transform the school's Senior School facilities and cater for the ongoing growth of the school. To cater to the immediate growth of enrolments, the Board organised to purchase six modular classrooms, which were installed on the site in preparation for 2020.

Of particular highlight in 2019 was the work of the School's parent group (FaCE), who were particularly active throughout the year, hosting annual Mothers and Fathers' Day breakfasts as well as numerous fundraising events including election day barbecues and the very popular annual Trivia Night. This hard work and dedication from our parent body has continued to support the acquisition of more library books, shade sails for the playground, outdoor tables and resources for the gardening club.



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 nine occasions during 2019 with their attendance and appointments summarised in the table below. The Board has the following committees to assist with Board operations:

- Finance and Audit Committee
- Risk Committee
- Property and Development Committee
- Project Control Group

Board Member	Eligible Meetings	Meetings Attended	Term of Board Appointment	Previous Terms Served
Mr Andrew Herring (Chair)	9	9	Aug 2016 – Aug 2019 Reappointed in Aug 2018 (as Chair) to August 2021	From Jun 2013
Mr Neil James (Deputy Chair)	9	8	Aug 2016 – Feb 2019 Reappointed to Feb 2022	From 2011
Mr Stephen Hughes	9	9	Feb 2017 – Feb 2020	From Feb 2013
Rev Dr Brett Morgan	7	6	Reappointed to Aug 2021 Resigned Oct 2019	From Aug 2015
Mr Anthony Troy	9	8	Dec 2016 – Feb 2020	From Feb 2013
Mrs Alison Hatcher	7	7	June 2018 – June 2021 Resigned Oct 2019	
Mr Justin Steven	9	8	June 2018 – June 2021	
Mrs Joanne Garrison	9	7	March 2019 – March 2022	
Mr Andrew Guile	1	1	Dec 2019 – Dec 2022	

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

The Anglican School Googong is the first school in Googong – the township being developed to the south of Queanbeyan. It is co-educational, open entry and a school of the Anglican Dioceses of Canberra Goulburn. The school opened in 2015 with Kindergarten and a combined Year One/Two class comprising a total of 34 students. 2019 concluded with an enrolment of 241 (245 at the August census) students from Kindergarten to Year Eight, with two streams in Kindergarten and Year Eight and a single stream class in each of the other year levels. The student body was comprised of 49% female students and 51% male students, two of whom identified as Indigenous.

The School is focused on ensuring that the learning which takes place in the school positions our students well 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 approach, students are empowered for a dynamic, robust future. The School's pedagogy is underpinned by Prof Guy Claxton's, 'Learning Power' principles.

Students across the school engaged with authentic, experiential learning engaging in a range of experiences in context, to promote real life understanding and application for their learning. In 2019 Senior School students were particularly focused on reflective learning as they set, monitored and worked towards achieving their personal learning related goals, with support and guidance from teachers.

Through the ongoing development of the Learning Power framework across the school, students have continued to focus on developing 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.

Incorporating differentiated strategies into the classroom to meet the specific learning needs of students across the full range of abilities has been a continued focus in Junior School in 2019. To assist in identifying student ability, various ACER verbal, quantitative, and nonverbal test models were used (PAT and CogAT) for students across Kindergarten to Year Four. This data provided objective benchmarks and provided opportunity for teachers to more effectively tailor their differentiation strategies in their lessons according to student need.

The growth in our student population in 2019 also saw more enrolments from Defence families, enabling the school to apply for funding for a Defence School Mentor in the school. This additional support and focus on our Defence community within the broader school community has been important in supporting the frequent postings and changes which characterise this community.

The School Community was most excited about the introduction of School Houses in 2019. A competition in late 2018 was held to determine the theme for the House names. The idea of naming

the Houses after rivers was suggested by a student in the Class of 2023 who prefaced her suggestion with the notion that *"Rivers are constantly flowing and carving new pathways as we strive to do through our educational journey. Rivers are fast flowing and very active, like sport. Rivers provide nourishment to our dry land like teachers do to our brains so we can know and discover ways to build our school as an archive of fun and learning. 'Whoever believes in me, as Scripture has said, rivers of living water will flow from within them.' John 7:38. This means that water, found in rivers, is the key to life, but God is the key to eternal life."*

The Houses are named:

Bredbo after the Bredbo River runs from the western side of the Great Dividing Range before joining the Murrumbidgee River near the town of Bredbo. The word Bredbo is considered to be from the language of the traditional custodians of the land surrounding the river, the Ngarigo people. Bredbo means "joining of waters". The house colour of yellow is synonymous with gold found along the Bredbo River in the early 1900s.

Clyde was the name of a Scottish river given by Lieutenant Robert Johnston. It was originally named by the traditional custodians of the land, the Yuin people. The river drains water from the eastern slopes of the Budawang Range, and reaches the Tasman Sea at Batemans Bay. The house colour is green, reminiscent of the colour of a deep river.

Molonglo is the river which flows through Ngunnawal and Ngambri country and its name is thought to mean the sound of thunder. The house's red colour signifies bright and bold lightening. Beginning on the western slopes of the Great Dividing Range, it travels through Queanbeyan and Canberra, fills Lake Burley Griffin and then joins the Murrumbidgee River.

Snowy originating on the slopes of Mount Kosciuszko travelling south through the traditional lands of the Ngarigo and the Kurnai before flowing into Bass Strait. The mighty Snowy fills Lake Jindabyne and its water powers the Snowy Hydro Electric scheme. The river is an icon of Australia thanks to this, and perhaps more importantly, because of Banjo Patterson's epic poem The Man From Snowy River. The colour blue is associated with snow and alpine regions and is an apt colour for this house.

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

The targeted work the teachers have undertaken to improve the literacy and numeracy competence of the students is demonstrated in the 2019 results. These results affirm that the research, training and development undertaken to refine the staff's collective explicit instruction to increase the level of mastery in literacy and numeracy across the school has had a definite impact.

In 2019, 99% of students enrolled in Years Three, Five and Seven at The Anglican School Googong sat the National Assessment Program for Literacy and Numeracy (NAPLAN).

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		Numeracy	
Year 3	444		447		417		461		416	
	SIM 453	ALL 432	SIM 441	ALL 423	SIM 433	ALL 419	SIM 465	ALL 440	SIM 427	ALL 408
Year 5	506		465		493		481		482	
	SIM 523	ALL 506	SIM 486	ALL 474	SIM 513	ALL 501	SIM 520	ALL 499	SIM 511	ALL 496
Year 7	559		507		566		544		561	
	SIM 561	ALL 546	SIM 523	ALL 513	SIM 561	ALL 546	SIM 558	ALL 542	SIM 570	ALL 554

Further details about interpreting NAPLAN results are available online.

Theme 5: Teacher professional learning, accreditation and qualifications

Professional Learning

In 2019 the School's collective professional learning focus centred around extending staff expertise in the Learning Power framework, developing explicit teaching strategies to underpin our literacy instruction and expanding understanding on the Reggio Emilia approach. Individual staff also sought out other professional learning opportunities to support individual goals or to provide greater support to students with particular needs.

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

2019 Professional Development	Number of Staff
AHISA Limited - Leading & Caring Conference	1
AISACT - Developing and Implementing Effective ILPs	21
AISACT - Impactful Change through Instructional Coaching	1
AISACT - Positive Behaviour Support Plans	18
AISACT - Reading is Thinking	1
AISACT - Staff Wellbeing Initiative	1
AISNSW - Governance Workshop	8
AISNSW - Not for Profit Guidelines for Non-Government Schools Workshop	1
AISNSW - The AIS Annual Briefings 2019	1
AISNSW - The AIS Governance Symposium 2019	3
Tomorrow's Environment for Learning	3
ALEA Professional Learning	1
ASD, ADHD, ODD: Personalised Learning and Support at TASG	19
Association of Independent Schools ACT - 2019 Colloquium	1
Association of Independent Schools ACT - Leadership Breakfast Series	5
Behaviour and Emotion Management with Children and Adolescents with ASD	1
Australian Science Teachers Association - STEM X Academy	1
Beyond Blue - Be You in Practice	1
Building Learning Power Staff Sprint Development - Part One	11
Building Learning Power Staff Sprint Development - Part Three	7
Building Learning Power Staff Sprint Development - Part Two	7

Canberra First Aid - Apply First Aid	13
Computer Directions Aust Pty Ltd - Synergetic - The student Lifecycle	1
Disability Legislation and the Nationality Consistent Collection of Data	22
Education and Training Directorate - Senior Practioner Seminar Series	1
Edval Timetables Pty Ltd - Daily Organisation	2
Edval Timetables Pty Ltd - Timetable construction training	2
Edval Timetables Pty Ltd – Software training	2
Emotional Management of Children and Teens with ASD	2
English Teachers Association NSW Annual Conference - Passion to Practise	1
Building Learning Power - Trinity Christian School	1
Unpacking the Idea of Project Work – Kincoppal Rose Bay	1
The Accidental Counsellor	1
NAPLAN Online School Readiness Test	2
Strategies and Planning for NCCD at TASG	19
Penny Koukoulas – Photography Workshop	1
Reggio Emilia Workshop – Image of the Child	8
Reggio Emilia Workshop - Environment as the 3rd Educator	5
Building Learning Character Conference – St Luke's Grammar School	18
TechNOW Design Teacher Conference	1
Obligations in Identifying and Responding to Children and Young People at Risk	29
The Association of Independent Schools NSW - Teacher Digital Portfolio 2019	1
The Literacy Place - Supporting students to edit their writing	1
Visual Arts and Design Educators' Association 2019 Annual Conference	1
Soldier On - Defence Community Organisation	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
- Bench marking student achievement
- Risk management
- Planning and programming
- Inquiry

Teacher Accreditation

Level of accreditation	Number of Teachers
Provisional	3
Proficient Teacher	12
Experienced Teacher	7
Total number of teachers (as reported on *MySchool*)	22

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	22
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 2019, there were a total of 28 staff employed at The Anglican School Googong. This comprised 15 full-time and seven part-time teaching staff and six part-time support and operational staff.

Of the staff employed in 2019, twenty-four (86%) were female and four (14%) were male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2019	
Teaching staff	22
Full-time equivalent teaching staff	15
Non-teaching staff	6
Full-time equivalent non-teaching staff	4.1

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's recorded attendance rates in 2019 are outlined below. Overall, ninety-three per cent of students attended school on average each school day in 2019. This was similar to the daily attendance in 2018.

Year Level	Attendance Rate
Kindergarten	94%
Year 1	91%
Year 2	94%
Year 3	95%
Year 4	91%
Year 5	93%
Year 6	92%
Year 7	90%
Year 8	93%
Overall	**93%**

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. As a co-educational school, 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, Defence families, 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 Inquiry lessons
- Their child will participate in the school's co-curricular program
- Their child will participate in all school events such as sport carnivals and school camps
- Their child will wear the appropriate school uniform
- They will support the school's policies and procedures including the student welfare and discipline policy, responsible use of technology and parent code of conduct

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.

TASG Admissions Policy

Overview

The Anglican School Googong (the School) is a co-educational, open entry Diocesan school of the Anglican Diocese of Canberra and Goulburn that welcomes applications from students of all backgrounds, cultures and faiths.

The admissions policy enables prospective students and their families to understand the philosophy, ethos, academic and co-curricular aspects of the School and articulates the process for enrolment and admission to the School.

The School's admissions procedures are streamlined and comprehensive, providing for easy exchange of information.

Policy

The Anglican School Googong welcomes applications from students of all backgrounds, cultures and faiths. The School aims to be an inclusive, diverse and talented community, educating students with a broad range of interests, abilities and aspirations.

The admissions policy reflects the School's core values and places emphasis on providing opportunities for all students within Googong and the broader Queanbeyan/Canberra region.

The main points of entry to the school are:

Year Group	Age Requirements
Kindergarten	Must turn 5 on or before 30th April in year of entry *(Note: for children wishing to enter Kindergarten who are born from May to July the School will assess a child's readiness for Kindergarten at the enrolment interview)*
Year 7	Must turn 12 on or before 31 July in year of entry
Year 11	Must turn 16 on or before 31 July in year of entry

Applications for entry to all year groups are welcome and applicants will be invited for interview as places become available.

The School will make offers to applicants, subject to interviews and assessment, in the following order until all places in each year group are full:

- Siblings of current students by registration date
- Other applicants by registration date

Notwithstanding the principles outlined above, at the discretion of the Principal, places in any year group may be reserved for and offers given to, for example:

- Children of permanent staff of the School
- Children of practising ministers of the Anglican Diocese of Canberra and Goulburn
- Former students returning to the district and new arrivals to the district

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 and the expanding school site.

Student Welfare Policy

Incorporating the major policies relating to students and how particular issues and situations will be managed by the School. The Student Welfare Policy outlines the standards of behaviour expected of all students of the School. It outlines the expectations of the School in relation to how students will relate to each other and to other members of the School community.

In 2019 the policy was revised to articulate more clearly how student attendance issues are followed up, as an integral part of student welfare.

Anti-bullying

Forming part of the Student Code of Conduct, the school anti-bullying policy provides processes for responding and managing allegations of harassment and bullying. The full text of the school's student welfare policy – Student Code of Conduct – is located for parents and students currently enrolled on the School portal, Compass. A copy of the policy can also be requested by contacting the school.

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.

Accessing School Policies

The full text of all school policies can be provided on request, by contacting Principal@tasg.nsw.edu.au The Admissions, Child Protection, Grievance, Privacy, Discipline, Student Code of Conduct and Visitor policies are publicly available on the school's website and parents of students currently enrolled can access policies on Compass, the school's parent portal.

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's permanent part time Chaplain is supported by the local Anglican Priest whose collective passion for the gospel and desire to encourage and walk alongside our students and staff has deepened our culture of supporting the growth of each person. A regular Chapel service for the students continues 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 resources in order to further develop our programs and fulfil the school's mission and this focus area of the Strategic Plan. The school is deeply appreciative of the strong presence of the local clergy 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. In 2019 the focus has been on developing the student's reflective learning skills as they have sought to set, monitor and achieve personal goals for learning and life, with support and guidance from teachers. Junior School has prioritised explicit instruction in the area of Literacy development, working closely with AISNSW consultants and engaging in professional learning and new resources to support the work in this area. Students across the school have been challenged to adopt a growth mindset and focus on developing resilience and longevity in their approach to learning.

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 across the school, students have continued to develop their confidence in problem solving, learning to look at concepts and ideas 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, the Queanbeyan-Palerang Regional Council, local office-bearers and other community groups. The school provides a meeting place for many different groups, which includes martial arts groups, yoga and church.

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 school completed its NESA registration in 2019 for Years Six and Eight and applied for preliminary registration for Year Nine to be run for the first time in 2020. Further work and discussion was undertaken with regard to the School's Stage Six program.

In May all members of the Board and the School's Senior Leadership Team attended a Board Weekend, where time was spent reviewing the school's governance, with a session facilitated by the AISNSW. Several members of the Board also attended the AISNSW's Governance Symposium.

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.

Considerable time has been spent discussing and planning the next stages of development to cater for the school's growth with construction occurring for the 'Hub' in 2020. The Science and Technology Hub will house three Science Laboratories, four Technology spaces, eight general learning rooms, two collaborative zones, a central meeting area and a café. This building will provide for Senior School classes and make more classrooms available in other buildings for the Junior School to grow into a double stream. In late 2019 a six-classroom modular building was installed to cater for the immediate growth in enrolments. These planned works and the modular building 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.

The daily vertically streamed Narragunnawali groups, are designed as the students' home base. The Narragunnawali teachers foster connection, support, care and collaboration through this daily meeting time, and ultimately focus on the wellbeing of each of their group members.

Additionally, in Senior School, students engaged in specific Pastoral and Academic Care lessons, which specifically targeted strategies for promoting self-worth, kindness, engagement, growth mindset, cyber responsibility, time management, mindfulness and academic skills. Students in Year Seven and Eight also engaged in a Peer Support program, which provided further encouragement, guidance, support and focus on social, spiritual and mental wellbeing.

Students in Junior School were monitored by their class teachers, with each class beginning the day with a time of coming together, checking in and ensuring that students who struggle with the transition between home and school each morning were well supported. The Learning Support Team and 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.

Through the Building Learning Power framework embedded in the school's pedagogy students remain focused on developing resilience, perseverance, grappling, flexibility in thinking and celebrate triumph in learning.

Theme 12: Parent, student and teacher satisfaction

The school values its partnership with parents, and their views on the education provided for their children. Just as reflective practice is modelled as part of the learning and growing process for our students, the school also invites parents to provide feedback to the school administration via the annual parent survey, which was distributed in Term Four, 2019. Due different nature of Junior and Senior School, the two parent communities were surveyed separately. Along with the parent survey, all staff were invited to complete a staff satisfaction survey.

The surveys asked parents and staff to comment on the following areas:

- the School's teaching and learning environment
- reporting in the School
- communication to parents
- the parent and community interaction
- social and academic care with a focus on student wellbeing
- the School's Principal and staff
- plus any general feedback that they wish to provide.

Senior School

For Senior School, the overarching results, in relation to the teaching and learning environment, show that over 85% of parents agree or strongly agree that that the school values academic rigour, provides a stimulating learning environment and that the school has a clear understanding of their child's needs.

"The school supports my children, meets them where they're at, is focused on their learning and growth and engages our community well."

"The quality of the teaching staff is outstanding. There is excellent support for our child who is inspired to try her best, tackle challenges and take risks with her learning. overall it appears to us that there is variety in teaching styles to suit a range of learning styles which we are grateful for."

"the learning opportunities and ways the teachers facilitate learning for the students. The teaching staff have been instrumental in creating a wonderful school which our child enjoys and values."

In regards to reporting, the feedback indicated that while parents were happy with the format and quality of their child's school reports, they wanted to see further development in this area and as such will be a key priority for 2020. Regarding communication, 75% and above of parents, agree or strongly agree that they feel well informed on what is happening at the school and that they feel that their concerns are heard in regards to their child's wellbeing, 80% of parents agree or strongly agree that the school promotes the wellbeing of their child and are happy with the level of support provided to their child. This will continue to be an important focus for the school into 2020, to ensure that the focus on student wellbeing remains central when the school grows.

Junior School

The positive responses in Junior School follow those of Senior School, with 70% of parents or higher, indicated that they agreed or strongly agreed to all questions. However, feedback indicated that the format and information provided in the school reports needed further refinement. Securing new software for 2020 will help the school to achieve these changes.

"Reports do not reflect the effort a child is putting into their work. Not all students will be good in all areas however if they are trying their best and putting in the effort, this should be recognised."

Over 85% of parents agree or strongly agree, that in regards to the teaching and learning environment in Junior School, that the School has a clear understanding of their child's needs, has a stimulating learning environment and that the School values academic rigour and challenge and provides quality teaching.

"High standards, high expectations, spectacular learning environment, sound pedagogical foundation."

"For a growing school there are many opportunities provided for learning which is great. Our child comes home energised by their learning and willing to share it with us."

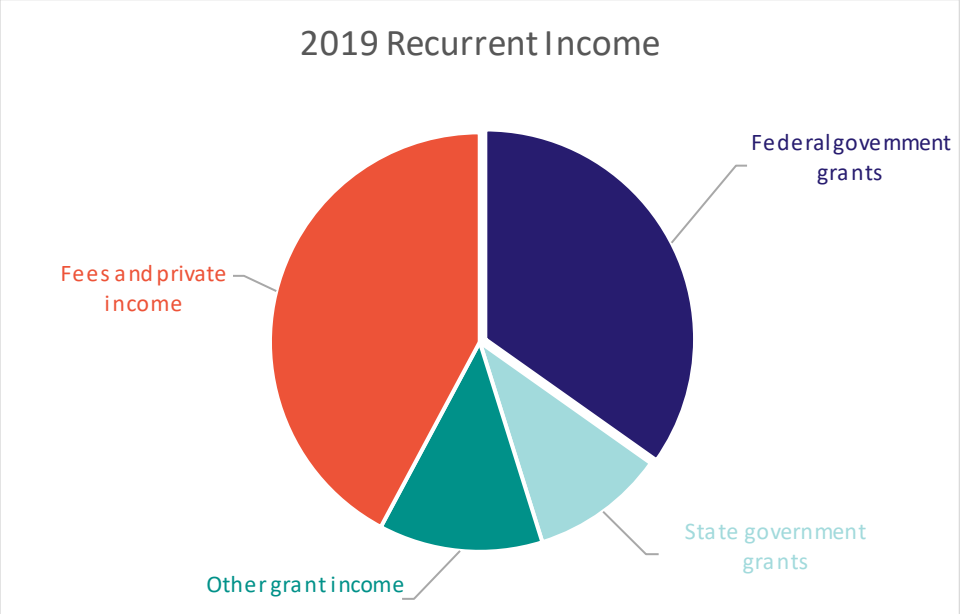
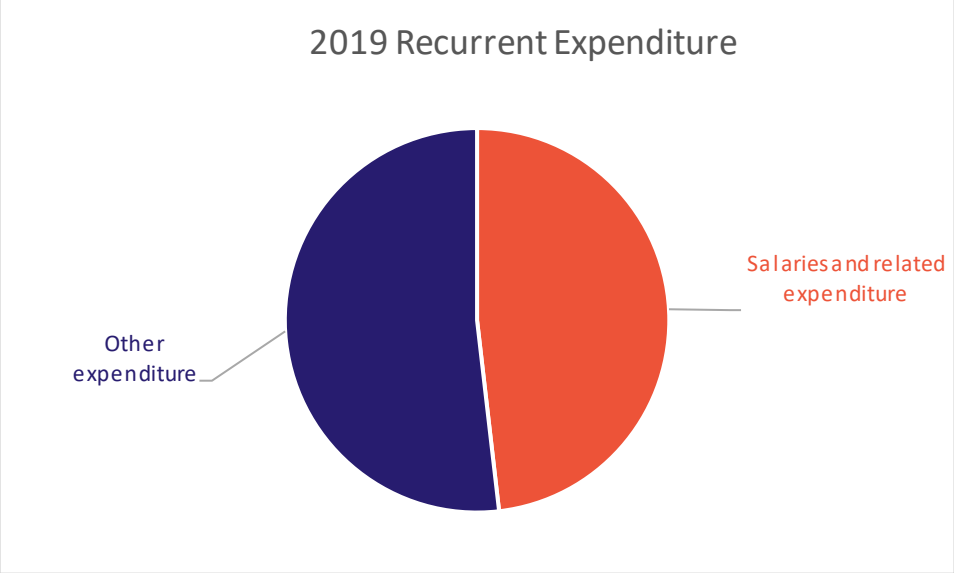
"Some great programs and improvements have been implemented this year, with tangible results. Thank you."

In regards to communication, over 85% of parents also agree or strongly agree that they are well informed and that their questions and concerns are heard.

Both Senior School and Junior School feedback relating to the parent, community and school interaction was extremely positive, with all results indicating that 80% of parents agree or strongly agree that the School takes concerns raised by parents seriously, the school values parent contribution and that the P&C is a valuable part of the school fabric.

"The interactions I have had with the teachers has always been positive, open and helpful."

"The school has a fantastic community feel."

Theme 13: Financial Summary

The school's operating income for 2019 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. 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 ongoing support of the Anglican Diocese of Canberra-Goulburn in underwriting the School's development, and that of the Anglican Investment Development Fund in managing the financing involved, are both acknowledged.