THE ANGLICAN SCHOOL GOOGONG

2020 Annual Report

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Note: The Anglican School Googong commenced in January 2015. In 2020, there were students from Kindergarten to Year Nine. 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*

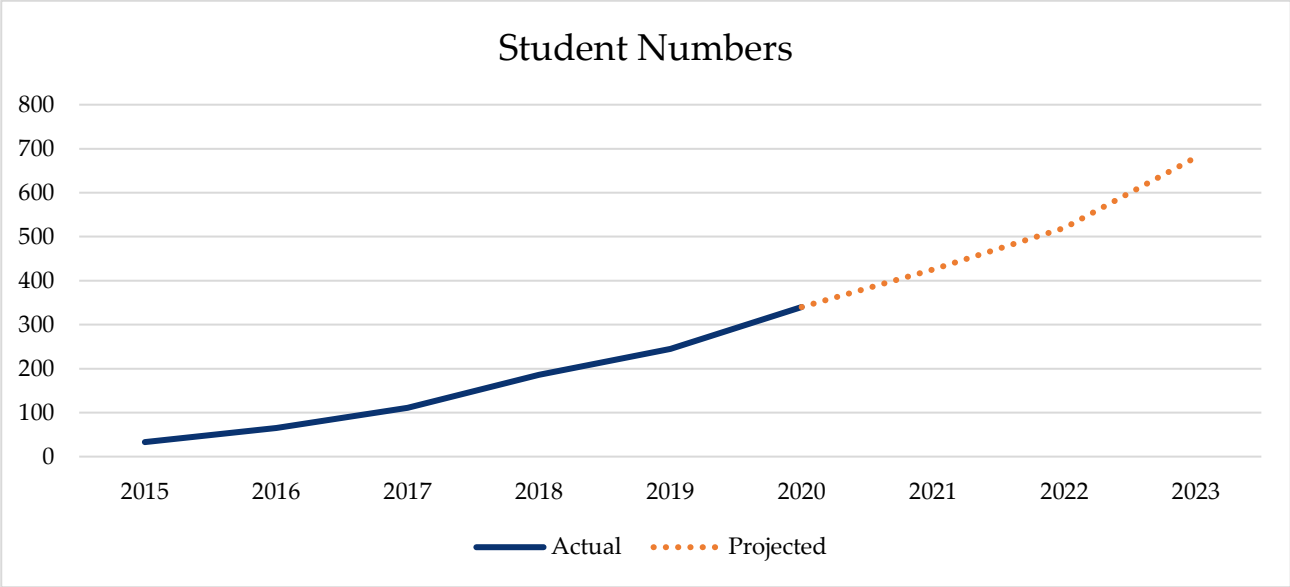
Theme 1
A message from key school bodies

From the Principal and Board Chair

The School Board met on ten occasions during 2020, 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 2020. Funding through the Future Education Infrastructure Fund allowed the school to undertake building of the Science and Technology Hub (Budawang) which will transform the facilities available to Senior School from the beginning of the 2021 school year and provide a total of 15 new learning spaces.

The School's parent group was renamed from Family and Community Engagement (FaCE) to Parents and Citizens (P&C), however, fundraising was limited due to COVID as schools around Australia faced new challenges during 2020 due to the many COVID restrictions in place.



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 the Anglican Schools Commission, 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 ten occasions during 2020 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 and Governance 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)	10	10	Aug 2016 – Aug 2019 Reappointed in Aug 2018 (as Chair) to August 2021	From Jun 2013
Mr Neil James (Deputy Chair)	10	10	Aug 2016 – Feb 2019 Reappointed to Feb 2022	From 2011
Mr Stephen Hughes	10	10	Feb 2017 – Feb 2020	From Feb 2013
Mr Anthony Troy	10	10	Dec 2016 – Feb 2020	From Feb 2013
Mr Justin Steven	10	8	June 2018 – June 2021	
Mrs Joanne Garrison	10	8	March 2019 – March 2022	
Mr Andrew Guile	10	10	Dec 2019 – Dec 2022	

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. The 2020 school year concluded with an enrolment of 342 (328 at the August census) students from Kindergarten to Year Nine, with three streams in Year Seven, two streams in Kindergarten, Year One and Year Nine and a single stream class in each of the other year levels. The student body was comprised of 53% female students and 47% male students, two of whom identified as Indigenous.

The School is focused on ensuring that the learning which takes place in the school prepares our students well for life beyond their school years and the rapidly changing work and study landscapes. 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, prepares and empowers students for a dynamic, robust future. The School's pedagogy is underpinned by Professor 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 2020, the practical application of some of those 21st century skills was needed during remote learning, particularly resilience and flexibility and also the need to develop independence and problem solving skills. Senior School students again focused on setting learning goals and reflecting on their work, continuing to develop and utilise these skills under the guidance of their teachers during the year.

Incorporating differentiation into classroom teaching and learning so that the individual learning needs of students are met continued to be a focus in 2020. Utilisation of data obtained from ACER testing informed teaching practice and Individual Learning Plans (ILPs). ILPs for students with specific needs were drawn up in consultation with students, parents, teachers and learning support staff.

The School continues to host a large number of defence families and our Defence School Mentor helped provide support. The defence community faces unique circumstances due to the nature of defence work including frequent postings and they are often placed in locations where extended family support networks are unavailable. A number of family functions were held outside of school hours to promote connection amongst the community. During the school day a number of co-curricular groups ran to connect and support students in different age groups.

During 2020 the school joined the Southern Anglican Schools Sporting Association (SASSA), providing a sporting pathway for students across a wide range of sporting endeavours. Students successful at school level may then compete at SASSA with further opportunities provided by AICES (Association of Independent Co-Educational Schools) and CIS (Combined Independent Schools. Restrictions due to COVID meant that many sporting fixtures were not held during 2020, however, many students were able to represent The Anglican School Googong at the SASSA Swimming Carnival.

Theme 3
Student outcomes in standardised national literacy and numeracy testing

NAPLAN assessments were cancelled during 2020 due to COVID-19. The most recent information available for NAPLAN is from 2019 which is available on My School http://www.myschool.edu.au

Further details about interpreting NAPLAN results are available online.

Theme 5
Teacher professional learning, accreditation and qualifications

Professional Learning

Despite the disruption to face-to-face learning brought about by COVID-19, the School's staff were able to undertake a variety of professional development courses and take advantage of the increased number of courses that became available online. In 2020 there was a focus on differentiation strategies and extending staff understanding of the requirements of children with a disability.

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:

2020 Professional Development	Number of Staff
Introduction to Compass LMS	32
AIS NSW Obligations in Identifying and Responding to Children and Young People at Risk	All staff
CPR	18
Australian Literacy Educators Program	1
Reggio Emilia Australia – The One Hundred Languages of Children	6
Kodaly NSW – NSW Back to School Day Feb	2
Crusaders CRU ACT Training Event	1
Soldier On – Defence Community Organisation	1
Identity and Mission of Anglican Schools – Radford College	3
AIS NSW Supervising Teachers Progressing to Proficient Teacher	1
Principal Wellbeing Program	1
Let The Children Play Program	1
AIS NSW - Breakfast Briefing for Human Resources Professionals	2
AIS NSW – Child Protection – Crossing Professional Boundaries Briefing	1
Soldier On – Defence Community Organisation (June)	1
Students With a Disability – Sue Larkey – How to support a child with autism (online)	18

Mathematical Mindset – Jo Boaler (online)	5
Growth Mindset (online)	16
Synergetic – The Student Life Cycle	1
Synergetic – Reports	1
Teacher Training Australia – Dyscalculia: The Dyslexia of Maths	1
Effective Assessment in PDHPE (7 - 10)	2
First Aid	19
UNSW Mini-COGE Advanced: More Curriculum Differentiation	1
Soldier On – Defence Community (Term Four)	1
Kodaly NSW – November 2020	2
Working with Children who have Experienced Trauma	18
Defence Service	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
- Literacy
- Cross-curricular projects
- Differentiation strategies

There was additional professional development conducted in house to prepare teaching staff for the requirements of remote learning.

Teacher Accreditation

Level of accreditation	Number of Teachers
Provisional	8
Proficient Teacher	21
Total number of teachers (as reported on *MySchool*)	29

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	29
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

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

Theme 6
Workforce Composition

In 2020, there were a total of 37 staff employed at The Anglican School Googong. This comprised 21 full-time and eight part-time teaching staff and five full-time and three part-time support and operational staff.

Of the staff employed in 2020, thirty one (84%) were female and six (16%) were male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2020	
Teaching staff	29
Full-time equivalent teaching staff	25
Non-teaching staff	8
Full-time equivalent non-teaching staff	6

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 2020:

Year Level	Attendance Rate
Kindergarten	91%
Year 1	93%
Year 2	91%
Year 3	95%
Year 4	94%
Year 5	91%
Year 6	94%
Year 7	90%
Year 8	90%
Year 9	90%
Overall	**92%**

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. Families may also participate in a school tour with the Principal or another member of the Executive. 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.

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.

A full set of policies and procedures for parents and students are available in the Parent Documentation section on the School portal, Compass, or upon request from the School Office.

Summary of Policy	Access to full text
Child Protection Policy The Policy responds to the mandatory reporting requirements under the NSW Children and Young Persons (Care and Protection) Act 1998 and provides direction to all School staff in dealing with matters relating to child abuse and neglect. This policy also details the working with children checks under the requirements of the NSW Child Protection (Working with Children) Act 2012 and the requirements for staff and others associated with the School. Finally, this policy deals with the Children's Guardian Act 2019 ("Children's Guardian Act") and the Crimes Act 1990 ("Crimes Act") and the reporting requirements under this act as it relates to staff. Reviewed and updated 2020 - Legislation updated - Inclusion of infographics	The full text of the school's Child Protection Policy can be accessed by request from the Principal and is available on the School portal, Compass.
Complaints and Grievances This Policy provides a process for members of the School community including staff, students, contractors, parents, volunteers and external stakeholders, who feel that they have grounds for grievance, to seek resolution of these issues. It ensures that such claims are dealt with in a fair, transparent and consistent manner.	The full text of the school's Complaints Handling Procedure and Grievance Policy can be accessed by request from the Principal and is available on the School portal, Compass.
Parent Code of Conduct This Policy has been developed so that parents and those with parental responsibilities are aware of and meet the School's expectations regarding their interaction with the School, its teachers, other parents and students. The code is designed to uphold positive and productive relationships within the School community.	The full text of the school's Parent Code of Conduct Policy can be accessed by request from the Principal and is available on the School portal, Compass.

Privacy Policy This Policy outlines the School's approach to using and managing personal information in its possession. The School is bound by the National Privacy Principles contained in the Privacy Act and implements policies and systems to ensure the safe keeping of personal information. This Policy provides direction to staff as to how to use personal information and the limitations in sharing this information.	The full text of the school's Privacy Policy can be accessed by request from the Principal and is available on the School portal, Compass.
Student Acceptable Use of Technology Policy To provide guidelines for the appropriate use of technology by students.	The full text of the school's Student Acceptable Use of Technology Policy can be accessed by request from the Principal and is available on the School portal, Compass.
Student Code of Conduct The aim of this code is to outline 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.	The full text of the school's Student Code of Conduct Policy can be accessed by request from the Principal and is available on the School portal, Compass.

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 Chapel service for students is a fixture on the weekly timetable and during 2020 Chapel services were further separated to cater for different age groupings and the growth in student numbers. The introduction of greater student participation and regular guest segments alongside the development of traditional practices and routines provided greater structure to services in 2020. During our remote learning period Chapel services continued to be held via online platforms and in the latter half of the year Chapel services switched to an online format with students attending in class groups as services were broadcast to classrooms by the Chapel team.

Weekly Christian Inquiry lessons are timetabled for each year group and provide a vehicle to explore the Christian faith. Input and resources provided by the Diocese has assisted in further development of Christian Inquiry teaching and learning this year. Involvement from the local clergy continued into 2020 and provided invaluable support and encouragement to students and staff.

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.

During 2020 students were particularly asked to draw on the Learning Power dispositions that are implicitly and explicitly taught in the course of teaching, and further explored in pastoral and academic care lessons. This year of changed circumstances and disruption to school routine necessitated staff and students alike to set in train strategies to adapt. In particular, the dispositions of perseverance (keeping going in the face of difficulties), capitalising (drawing on the full range of resources available), independence (managing own learning) revising (monitoring the situation and changing plans if required) and meta-learning (knowing yourself as a learner) were important.

Teachers prepared lessons that involved explicit teaching of skills to underpin and prepare students for guided inquiry and cross-curricular learning. There was a continued focus on developing literacy skills following on from the professional learning in literacy instruction undertaken during the previous year. Students were also guided to set specific learning goals and undertake reflective practice on their efforts and achievement.

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.

The Academic Care program focuses on the dispositions students need to learn. The Learning Power framework is taught and utilised across the school. In addition, in pastoral and academic care lessons, students explore age relevant programs to understand issues they may face and to provide them with strategies to navigate a variety of situations for coping with these issues. Some of the topics explored in pastoral and academic care lessons include study skills, research skills, peer support, sleep hygiene, stress management, Learning Power, resilience, friendship, cyber safety and bullying.

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, the defence community and other community groups. The school also provides a meeting place for many different groups, which includes martial arts groups, yoga and church. Within the school, community building activities include whole school activities, co-curricular activities, peer support and the Student Representative Council.

Governance, Management and Planning

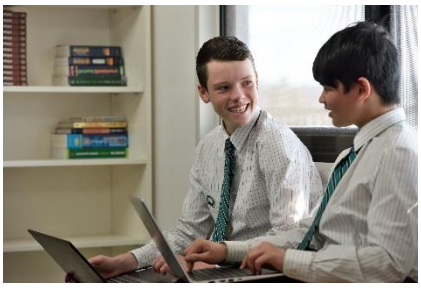
The School will maintain and develop the professionalism and effectiveness of the school's governance, leadership and management.

The school continues to review policies and plans to provide for sustained growth, compliance and quality education. The school has completed its NESA registration in 2020 for Year Nine and applied for preliminary registration for Year Ten to be run for the first time in 2021. A decision on the Stage Six program of study was finalised and our first Year Twelve cohort in 2023 will undertake the Higher School Certificate, beginning their Stage Six studies in 2022.

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.

Building of a Science and Technology Hub began during the year and works will be completed to allow occupancy from the beginning of the 2021 school year. The "Hub" will provide Senior School learning spaces, providing eight general purpose learning spaces, three Science labs, two break out collaborative spaces, a central zone, an amphitheatre, a café and one room each for Food, Metal, Wood and Textiles Technology. As Senior School move into the Hub, a number of Junior School classes will be able to move into the Yumalundi building as our double stream moves up through the year groups.



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 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 Nine undertook Peer Support training in the latter half of the year and worked with the 2021 Year Seven students during their orientation day in preparation for their Peer Support leadership in 2021.

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 support staff 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, 2020. 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
- the School's Principal and staff
- plus any general feedback that they wish to provide.

Teaching and Learning Environment

Parents were asked questions about whether the School had a clear understanding of their child's learning needs, if the School provided a stimulating learning environment, if the School provided academic rigour and challenge and if the School provided quality teaching and learning.

Senior School

Overall, 96% of respondents agreed or disagreed with these questions.

Junior School

Overall, 99% of respondents agreed or disagreed with these questions.

Reporting

Parents were asked questions about whether they felt informed of their child's progress, if they were happy with the quality of information provided on their child's reports and for Senior School, if they valued the presence of their child at Learning Conversations held between parents and teachers.

Senior School

Overall, 84% of respondents agreed or strongly agreed with these questions.

From the survey results a 2021 focus area identified is to provide greater information to parents regarding their child's progress.

Junior School

Overall, 79% of respondents agreed or strongly agreed with these questions.

From the survey results a 2021 focus area identified is to provide greater information to parents regarding their child's progress.

Communication

Parents were asked about the quality and frequency of the Weekly Update, how well informed they were about school matters and whether their concerns were heard.

Senior School

Overall, 96% of respondents agreed or strongly agreed with these questions.

Junior School

Overall, 92% of respondents agreed or strongly agreed with these questions.

Parent and Community Interaction

Parents were asked for their views on how the School valued parent contribution, whether concerns raised by parents were taken seriously and if they considered the P&C as a valuable part of the school fabric.

Senior School

Overall, 90% of respondents agreed or strongly agreed with these questions.

Junior School

Overall, 95% of respondents agreed or strongly agreed with these questions.

Social and Academic Care

Parents were asked for their views on whether the School promotes the wellbeing of their child, if they were happy with support their child receives, if discipline problems were well managed, if they saw value in home learning activities, if they considered co-curricular opportunities as a valuable part of the school program and if the School provided a diverse scope of co-curricular activities.

Senior School

Overall, 90% of respondents agreed or strongly agreed with these questions.

From the survey results a 2021 focus area identified is to provide greater information to parents regarding home learning (homework).

Junior School

Overall, 95% of respondents agreed or strongly agreed with these questions.

From the survey results a 2021 focus area identified is to provide greater information to parents regarding home learning (homework).

The School's Principal and Staff

Parents were asked to provide their views on whether the Principal has a strong educational vision for the School. if they considered the Principal was approachable and willing to engage with parents and if the Principal leads the School well.

Senior School

Overall, 98% of respondents agreed or strongly agreed with these questions.

Junior School

Overall, 96% of respondents agreed or strongly agreed with these questions.

Parents were asked to provide their views on whether the staff provided stimulating learning opportunities, if they considered the staff professional and knowledgeable and if the staff had high expectations for their child.

Senior School

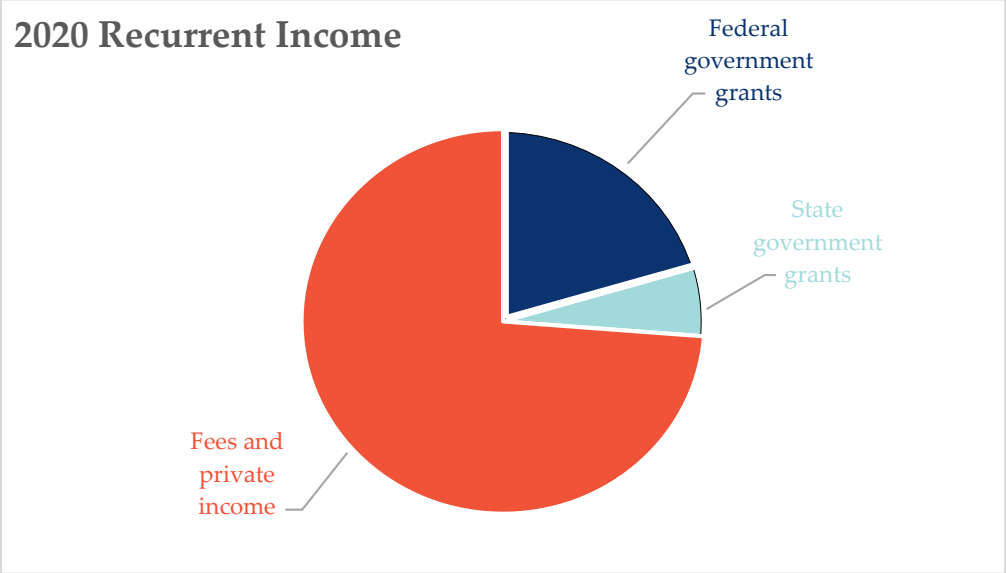
Overall, 94% of respondents agreed or strongly agreed with these questions.

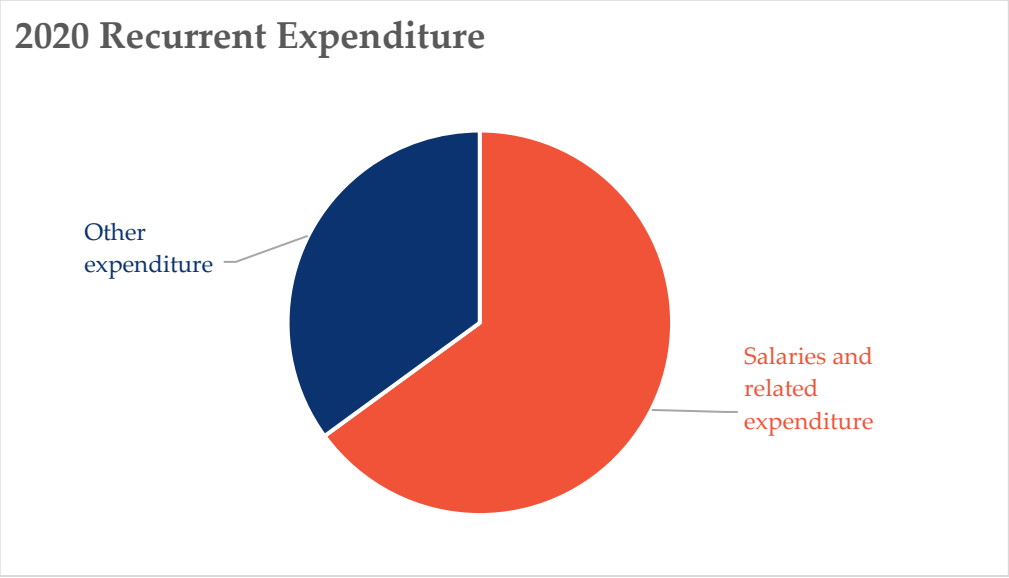
Junior School

Overall, 98% of respondents agreed or strongly agreed with these questions.

Theme 13
Financial Summary

The school's operating income for 2020 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 through these income sources. 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.





Dream Discover Grow