THE ANGLICAN SCHOOL GOOGONG

2021 Annual Report

Contents

Theme 1: A message from key school bodies 2
Theme 2: Contextual information about the school and characteristics of the student body 5
Theme 3: Student outcomes in standardised national literacy and numeracy testing 6
Theme 4: Senior secondary outcomes (student achievement) 7
Theme 5: Teacher professional learning, accreditation and qualifications 8
Theme 6: Workforce composition 11
Theme 7: Student attendance 12
Theme 8: Enrolment policy 13
Theme 9: Other school policies 21
Theme 10: School determined priority areas for improvement 23
Theme 11: Initiatives promoting respect and responsibility 25
Theme 12: Parent, student and teacher satisfaction 26
Theme 13: Summary financial information 27

Note: The Anglican School Googong commenced in January 2015. In 2021, there were students from Kindergarten to Year Ten. As a result, there is no report for each of the following areas:

- *Results for the Higher School Certificate*
- *Post school destinations*

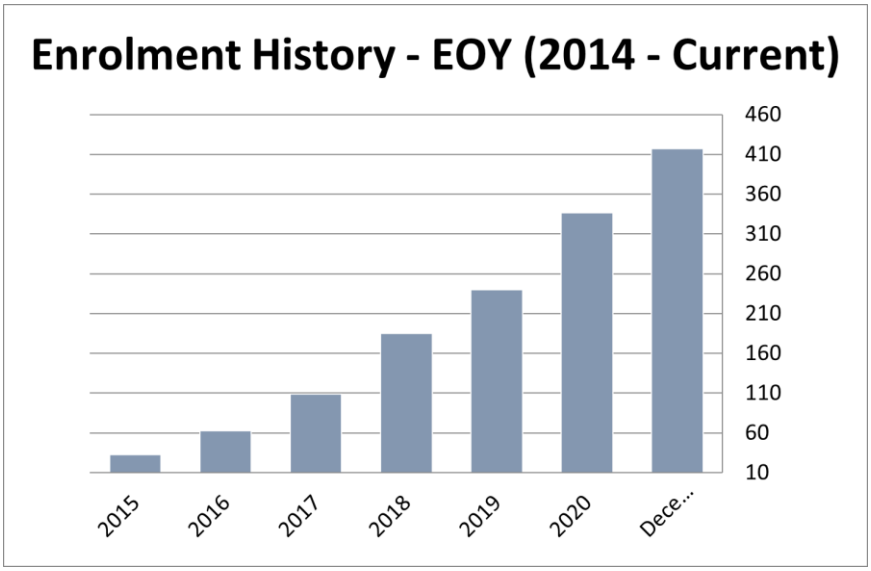
Theme 1
A message from key school bodies

From the Principal and Board Chair

The School Board met on eight occasions during 2021, 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.

COVID-19 continued to put pressure on day to day operations of the school with staff and student absenteeism, restrictions to activities and the vaccination mandates. School camps were held at the beginning of the year, and it was wonderful to be able to hold many of the usual sporting events with COVID-19 safe plans in place.

The School continued the registration process through NESA for Stage 6 in 2021. The Anglican School Googong opened the Science and Technology Hub (Budawang) in the Senior School early in 2021 in preparation for the introduction of senior years.



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 eight occasions during 2021 with their attendance and appointments summarised in the table below. In 2021, the Board had the following committees to assist with Board operations:

- Finance and Audit Committee
- Risk and Governance Committee
- Property and Development Committee
- Education and Wellbeing Committee

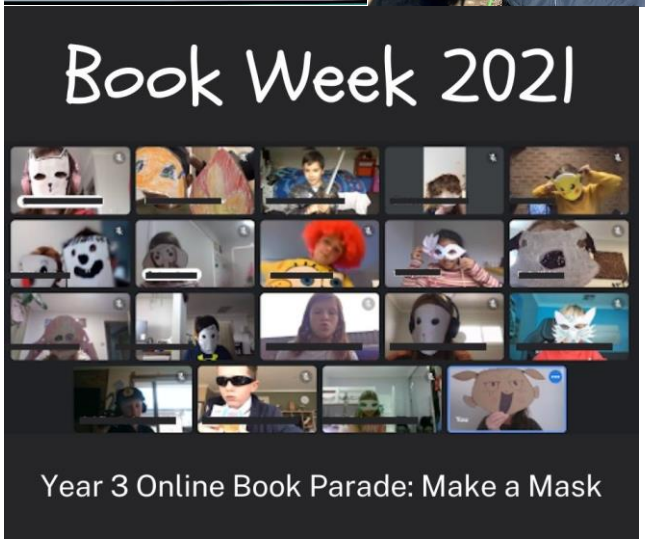
Board Member	Eligible Meetings	Meetings Attended	Term of Board Appointment	Previous Terms Served
Mr Andrew Herring (Chair)	7	7	Aug 2016 – Aug 2019 Reappointed in Aug 2018 (as Chair) to Aug 2021 Reappointed in Aug 2021 (as Chair) to Aug 2024 Resigned from Board Dec 2021	From Jun 2013
Mr Neil James (Deputy Chair)	8	8	Aug 2016 – Feb 2019 Reappointed to Feb 2022	From 2011
Mr Stephen Hughes	8	8	Feb 2017 – Feb 2023	From Feb 2013
Mr Anthony Troy	1	1	Dec 2016 – Feb 2021	From Feb 2013
Mr Justin Steven	8	6	June 2018 – Feb 2022	
Mrs Joanne Garrison	8	7	March 2019 – March 2022	
Mr Andrew Guile	8	8	Dec 2019 – Dec 2022	
Rev Ian Marshall	8	7	Dec 2020 – Dec 2023	
Mr Trevor Ament	8	8	Dec 2020 – Dec 2023	
Mrs Sarah Dunbar	6	6	April 2021 – April 2024	

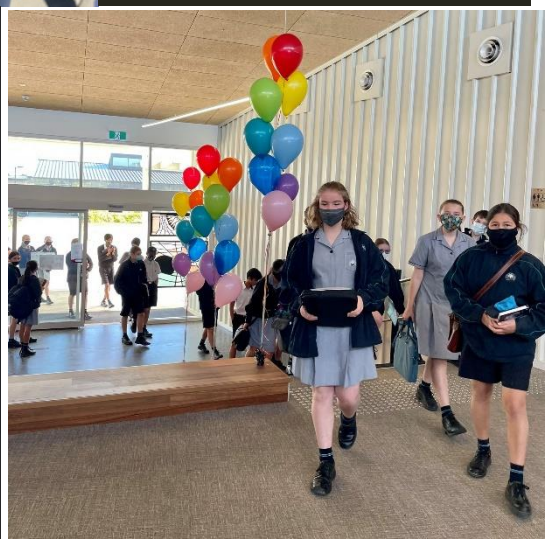
Farewell to our Principal

One of the most significant developments in 2021 alongside the ongoing imposts of the COVID-19 pandemic was the changeover in our Principal. In May, Ms Merryn Clarksmith, our second Principal, resigned. We thank her for her dedication and service over the last four years. She displayed a deep passion for our school and compassion for our students and staff. Merryn had a great love for the school and our community, and we wish her well in her next endeavours.

Accordingly, Ms Gillian Hetherington, Head of Senior School, was appointed as Acting Principal in the immediate term. Drawing on the strength of our Anglican Diocese School network, Mr Ross Kennedy, Director of Technology, Development and Strategic Direction at The Riverina Anglican College (TRAC), Wagga Wagga was seconded to the School to support Gillian as the Acting Head of Senior School.

Mr Colin May, a highly regarded educator and experienced Principal of more than four decades, joined the school for the commencement of Term 3. We wish to take this opportunity to express our genuine, heartfelt thanks for the leadership provided by Merryn, Gillian, Ross and Colin and the ongoing effort and commitment of all staff who work tirelessly for the benefit of our students.





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 2021 school year concluded with an enrolment of 417 (419 at Census) students from Kindergarten to Year 10, with three streams in Year 8, two streams in Kindergarten- Year 2, Year 7, Year 9, and Year 10 and a single stream class in each of the other year levels plus one Year 4/5 class. The student body was comprised of 50% female students and 50% male students. Two students 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 participating in a range of experiences in context, to promote real life understanding and application for their learning. In 2021, the practical application of some of those 21st century skills were needed due to the ongoing effect of COVID-19, in particular, resilience skills, flexibility and 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 2021. 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.

Theme 3
Student outcomes in standardised national literacy and numeracy testing

2021 saw the return of NAPLAN assessments after COVID-19 forced their cancellation in 2020. The targeted work undertaken by teaching staff to improve the literacy and numeracy competence of the students is demonstrated in the 2021 results. These results affirm that the research, training and development undertaken to refine the staff's collective explicit instruction competencies to increase the mastery in literacy and numeracy across the school has had an impact.

In 2021, 94% of students enrolled in Years 3, 5 and 7 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 green. Also displayed are average scores for the schools with similar students (SIM) and all Australian schools (ALL).

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	476		423		435		480		419	
	SIM 472	ALL 438	SIM 443	ALL 425	SIM 443	ALL 421	SIM 465	ALL 433	SIM 428	ALL 404
Year 5	535		486		517		545		512	
	SIM 542	ALL 511	SIM 503	ALL 480	SIM 527	ALL 504	SIM 535	ALL 503	SIM 523	ALL 495
Year 7	554		524		556		534		553	
	SIM 566	ALL 542	SIM 544	ALL 522	SIM 568	ALL 548	SIM 560	ALL 533	SIM 576	ALL 550
Year 9	592		570		600		587		607	
	SIM 599	ALL 577	SIM 573	ALL 551	SIM 599	ALL 580	SIM 595	ALL 573	SIM 607	ALL 588

Further details about interpreting NAPLAN results are available online, visit My School.

Theme 4
Senior secondary outcomes (student achievement)

A RoSA is a credential issued from the NSW Education Standards Authority (NESA) for students who leave school after completing Year 10 (Stage 5), but before meeting the requirements of the Higher School Certificate. The Anglican School Googong welcomed Year 10 students for the first time in 2021. Students withdrawing from Year 10 may only be nominated for a RoSA once they have completed Year 10 (Stage 5).

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

Students who remain at school to complete their HSC will not receive a RoSA.

2021 RoSA Nominations

Academic Year	Total No. of Enrolled Students (Beginning of Academic Year)	Total No. of Enrolled Students (Close of Academic Year)	Total No. of Withdrawn Students	% of Withdrawn Students	No. of Withdrawn Students – Other Schools	% of Students to Other Schools	No. of Withdrawn Students – nominated for RoSA	% of RoSA Nominations
10	33	31	3	9	3	100	0	n/a

In 2021 a number of students were nominated for a RoSA. The School saw three students from Year 10 leave during 2021 due to family relocations to Queensland and the United States so did not require RoSA nominations. One student joined the school in Year 10 half way through 2021.

Theme 5
Teacher professional learning, accreditation and qualifications

Professional Learning

COVID-19 necessitated many changes to the ways schools' function and staff were able to undertake a variety of professional development courses and take advantage of the increased number of courses available online. In 2021 there was a continued focus on differentiation strategies and extending staff understanding of the requirements of children with learning difficulties.

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:

2021 Professional Development	Number of Staff
CPR	12
First Aid	28
AHISA 2021 Leading, Learning and Caring Conference	1
AISACT Leadership Breakfast	0
Crusaders Meeting - Christian Inquiry - Canberra Girls Grammar	2
Concept Based - PL International (May - online course)	2
DSM Meeting - Term One Meeting	1
Maximising Growth for Diverse Learners Program - AISACT	4
Child Studies - ACHPER NSW (Online - March)	1
Accounts Receivable (Debtors) - Synergetic (via Zoom)	1
Kodaly music method NSW back to school	3
AISNSW -Creating safer independent schools 4.4.2, 7.1.3 and 7.2.3	41
AITSL 6.2.2 - Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	41

AITSL 6.3.2 - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	41
Diabetes Training	15
AISACT Teaching & behavioural strategies for autism spectrum	1
AISNSW Focus on stage 6	1
GTA NSW & ACT annual conference	1
AIS - Evidence into Action	1
AATE - sharing secrets	1
Regional Teachers Mentorship	1
NSW AIS - effective approaches to Alcohol and other drug education	2
AIS NSW Wellbeing meets PDHPE Curriculum and Respectful relationships (2 webinars)	1
Trauma Informed Education - AISACT	3
University of Canberra - career advisors day	1
Thriving as Gifted	2
Supervising Teachers Progression	1
UNSW - Ignite the spark 2021 - Developing Talent	1
Synergetic - Roll over of Years	1
ACHPER - Teaching CAFS for the first time	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

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

Teacher Accreditation

Level of accreditation	Number of Teachers
Provisional	3
Proficient Teacher	34
Total number of teachers (as reported on *MySchool*)	37

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	37
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

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

Theme 6
Workforce Composition

In 2021, there were a total of 45 staff employed at The Anglican School Googong. This comprised 25 full-time and 12 part- time teaching staff and 4 full-time and 4 part-time support and operational staff.

Of the staff employed in 2021, 36 (80%) were female and 9 (20%) were male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2021	
Teaching staff	37
Full-time equivalent teaching staff	32
Non-teaching staff	8
Full-time equivalent non-teaching staff	6.3

Further details can be accessed at the My School site.

Theme 7
Student Attendance

Student Attendance

The School recorded the following attendance rates in 2021:

Year Level	Attendance Rate
Kindergarten	94.84%
Year 1	95.04%
Year 2	94.24%
Year 3	94.08%
Year 4	94.89%
Year 5	95.18%
Year 6	94.12%
Year 7	95.61%
Year 8	92.35%
Year 9	91.24%
Year 10	92.40
Overall	**94%**

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 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 or member of the Executive 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.

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. Once a family has chosen The Anglican School Googong for their child, the admissions process begins and follows the procedures outlined below.

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

The Admissions Process

Step 1: Explore the School

All families are invited to explore the School by visiting the School for an open day or tour, viewing the website and following the School on social media.

Step 2: Enrolment Application

Families should register formally with the School by lodging an online Enrolment Application as early as possible, noting that most offers are made to applicants in order of application date. Please note that an Enrolment Application can only be accepted once a child has been born. Applicants will be placed on the Enrolment List for their requested year of entry in the order in which the School receives their Enrolment Application Form and full payment of the non-refundable Enrolment Application Fee.
The information collected at this point includes:

- Date of application
- Child's First Name
- Child's Last Name
- Gender
- Religion
- Date of Birth
- Citizenship
- Year Level
- Commencement Year
- Parent's First Name
- Parent's Last Name
- Address
- Suburb
- Post Code
- Phone/Mobile
- Relationship to student
- Email

The electronic application automatically transfers the information into the Synergetic, the school's database and remains for at least seven years beyond the duration of the child's schooling years. The front end and back end servers are hosted offsite by the Anglican Diocesan Services and both servers run a product called shadow protect, which operates an image protector. The data is backed up multiple times during the day, and then overnight the back-up data is exported and migrated to an offsite disaster recovery server.

An Enrolment Application does not guarantee the offer of a place but means that the School will seek to contact families in the year prior to their desired year of entry to initiate the next stage of the admissions process. In the instance of an application for a student with physical disabilities the School may seek to contact the family 18 months prior to their desired year of entry to facilitate planning for this application.

Unregistered families seeking to apply immediately prior to entry must still complete an Enrolment Application.

Please note that families can only be contacted using the details provided and whilst the School will seek an update of this information annually, it is the responsibility of families to inform the School of any changes in contact details after registration. The School cannot keep places on the Enrolment List or Waiting Lists if the School is not informed of changes to contact details or if correspondence from the School is unanswered.

Step 3: Application

In the year prior to the registered entry year, the School will seek to contact families to confirm their continued desire to apply for a place and to provide information about the application process, open days and any other relevant events.

Families wishing to continue with their application are asked to return:

- a copy of the prospective student's birth certificate
- a copy of the prospective student's immunisation record from Centrelink
- copies of the prospective student's last two school reports if the student is already in education
- copies of all NAPLAN test reports for prospective students who are already in Year 3 or above at an Australian school
- copies of any medical, psychological, learning support or other reports that may be relevant to the student's educational and other needs.
- a certified copy of the Visa for families who have permanent resident status

On receipt of this information, the information is entered and documents are uploaded to the School's database. Following the receipt of the information, the School will invite applicants for interview and assessment. Please note that if families are unable to supply the required information by the date requested, the application may be delayed or declined.

If incorrect information is supplied an application may be declined or an offer may be withdrawn. Families are requested to let the School know if they no longer wish to apply for a place so that the School does not continue to contact them and so that other families on the Enrolment List can be contacted.

Step 4: Assessment and Interview

The School offers a broad curriculum, focusing at all levels on personal effort. Therefore, through interviews, assessment and analysis of previous reports and NAPLAN results, the School will make an on-balance judgment as to suitability for enrolment.

Applicants for entry to all year levels attend, with their parents, an interview with the Principal or a senior member of the School staff. They may also undertake some aptitude testing. Applicants for entry will be assessed as far as possible in Term One of the year prior to entry.

Step 5: Offers, Acceptance and Wait-listing

If the offer of a place is made, parents will be informed in writing and asked to return a signed Offer and Acceptance Form, which entails acceptance of the School's formal terms and conditions of enrolment, along with the non- refundable Enrolment Fee. Offers not accepted by the specified date may be passed to other applicants.

If the School cannot make an offer because places are no longer available, applicants will automatically be placed on the Waiting List in case spaces become available. Applicants who are waitlisted will be given preference over new applicants until the start of the year for which they applied, after which time it will be assumed that they have taken a place at an alternative School and will not thereafter be contacted unless the parents have indicated otherwise.

Applicants who do not gain a place may request (with no additional registration fee) for their application to be moved to an alternative year, in which case they will be contacted at the appropriate time along with other applicants for that year. Unfortunately, the School is not able to give a running indication of each applicant's place on the Waiting List.

Step 6: Information and Induction Prior to Starting at the School

Once a child's offer of a place has been accepted, the School will contact the family notifying them of the relevant orientation program, parent information sessions, uniform information, stationery requirements and co-curricular activities. The following year's Fee Schedule is usually released in late November and payment options are forwarded to families at this time.

Additional Information for Applicants

Students with Special Support Needs

The School recognises that all students bring skills, talents and diversity of character to its community and welcomes applications from students with a wide range of learning support needs. In so doing, the School seeks to follow the guidelines of the Disability Standards for Education (2005).

The School seeks to work with parents of students with specific learning support needs to determine the students' capacity to access the School's academic and co-curricular program on a comparable basis as other students. It will seek to adjust its policies, practices and facilities as may reasonably be necessary to ensure that students with a disability are treated on the same basis as other students, provided that such adjustment is reasonable and does not impose any unjustifiable hardship on the School. This reinforces the philosophy of the School to be as inclusive as possible.

The School has specialist Learning Support staff who seek to provide appropriate assistance and opportunities to students with specific learning needs. These staff work with students, teachers, parents and counsellors to develop individualised learning plans where necessary and to provide tailored support in areas like organisation and study skills both in and outside of class.

The Learning Support staff and processes provide guidance and support for students to access the curriculum and flourish with a relatively high degree of independence in a mainstream educational environment.

As is the case for all enrolling students, it is a condition of enrolment that the parents of a child with a disability shall make the School fully aware of the disability at the time that the application for enrolment is made. Failure to do so may lead to a withdrawal of a place at the School. Families shall be asked to provide permission for enquiries to be made, in line with relevant privacy provisions, of the student's previous school which will allow the School to assess the child's needs properly.

The School may, during the admission process, be made aware by the parents, or form an independent opinion, that an applicant's disability may require a modification to the School's policies, practices or its facilities. In such circumstances the following process will be instigated.

1. The Principal, shall convene a Committee with the Head of Junior or Senior School and the Learning Support staff, to consider the application and to implement the individual planning process in conjunction with the student (where relevant), parents and other professionals supporting the student
2. Where it is deemed possible, an offer is made and adjustments planned. During their time at the School, students with disabilities and their families are encouraged to discuss any concerns with academic care staff, the learning support staff or the Head of Junior or Senior School.

General Conditions of Enrolment

On accepting the offer of a place at the School, families are required to sign and return a copy of the Offer Acceptance Form which includes the School's formal Conditions of Enrolment, which the School reserves the right to alter at any time. In general terms, it is assumed that students admitted to the School will progress from year to year throughout the School, but progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

The School reserves the right to discontinue enrolment at any time for reasons, including the following:

- poor conduct constituting serious breach of the School discipline policy
- unwillingness to uphold School policies
- misrepresentation at application, for example, in regard to age or specific learning needs

- substantial lack of effort or change in effort or attitude towards learning
- non-payment or slow payment of fees; and
- breakdown of relations between the School and the family.

Willingness to uphold the School's Core Policies

All students and families must be willing to uphold the School's policies in regard to discipline, attendance, uniform, personal grooming, approach to learning and commitment to co-curricular activity; they must also be willing to respect the School's Anglican foundation and attend all Christian education classes, all School Chapel services and any other School events that include a religious dimension, regardless of their own faith and cultural background.

Students are required to play sport (Year 3 and above) and to participate in School carnivals, house activities and School camps in accordance with the School's Co-curricular Program. Adjustments to these requirements which may be necessary for students with a disability will be made at the time of enrolment. Offers cannot be made to students and families who are unable to uphold these School requirements and enrolment will be discontinued for any who, after accepting an offer, demonstrate an unwillingness to uphold these School requirements.

Academic Progression and Continuation

Progression from any year to the next is subject to students demonstrating a clear record of consistent effort, good conduct, co-curricular commitment and academic progress. Where the School has concerns about a student's ability to progress successfully to the next stage of schooling it would meet with the student's parents. If applicable it would implement the individual planning process before making an on-balance decision regarding progress to the next stage of education or consideration of alternative educational options.

Payment of Fees

Fees may be paid in a number of ways including by fortnightly direct debit and must be paid in accordance with the fee schedule published each year. Parents experiencing difficulty in fee payment should contact the Principal as soon as possible. Enrolment may be discontinued if fees remain unpaid for more than one term without written consent from the School. In such cases, the School may initiate debt recovery. All parties who sign the School's Offer and Acceptance Form are liable for fees and debts to the School. The School also recognises its responsibility to be reasonable in applying penalties.

Intention to Discontinue or Change of Enrolment Status

To discontinue enrolment, parents are required to write to the Principal and give one full term's notice. Families intending to discontinue enrolment are asked to give notice as early as possible to allow applications by other students to proceed. A term's fees will be charged in lieu of notice if less than one term's written notice is given to the Principal. The School does recognise that extenuating circumstances (for instance, unexpected Defence postings) may sometimes arise which prevent the required period of notice being given and it will take this into account when making any determination of penalty payments.

In addition to giving a term's notice, parents withdrawing their children are asked to inform the School of their children's intended new school to assist the School in complying with regulatory and transfer requirements.

When the withdrawing family do not provide advice to the school regarding the destination of the student of mandatory school age, the Enrolments Officer informs the Principal within a week of the student's departure. The Principal uses the advice template to provide email advice to attendance@det.nsw.edu.au within two weeks of being informed of a student's departure with an unknown destination. A copy of the form is saved to the student's file.

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 2021	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.

A Chapel service for students is a fixture on the weekly timetable and during 2021 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 2021. 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 2021 and provided invaluable support and encouragement to students and staff. The school is working with local clergy to engage with more members of the wider the community.

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 2021 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, COVID-19 continued to disrupt school routines and staff and students alike had to use 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.

The school made the decision throughout 2021 to introduce double streams across Kindergarten to Year 6 from 2022. These changes were supported by staff and parents and the school will continue to monitor student numbers, class sizes and ensure facilities meet the needs of all teaching and learning.

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. When possible, the school also provided a meeting place for many different groups including church groups throughout 2021 with COVID-19 safe practices in place. Within the school, community building activities include whole school activities, co-curricular activities and some peer support.

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 2021 for Year 10 and applied for preliminary registration for Stage 6 to be run for the first time in 2022. Our first Year 12 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.

The Anglican School Googong opened the Science and Technology Hub (Budawang) in the Senior School early in 2021 in preparation for the introduction of senior years. The "Hub" provides 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. The school will continue to add facilities to meet the growing needs of the student population.

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 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.

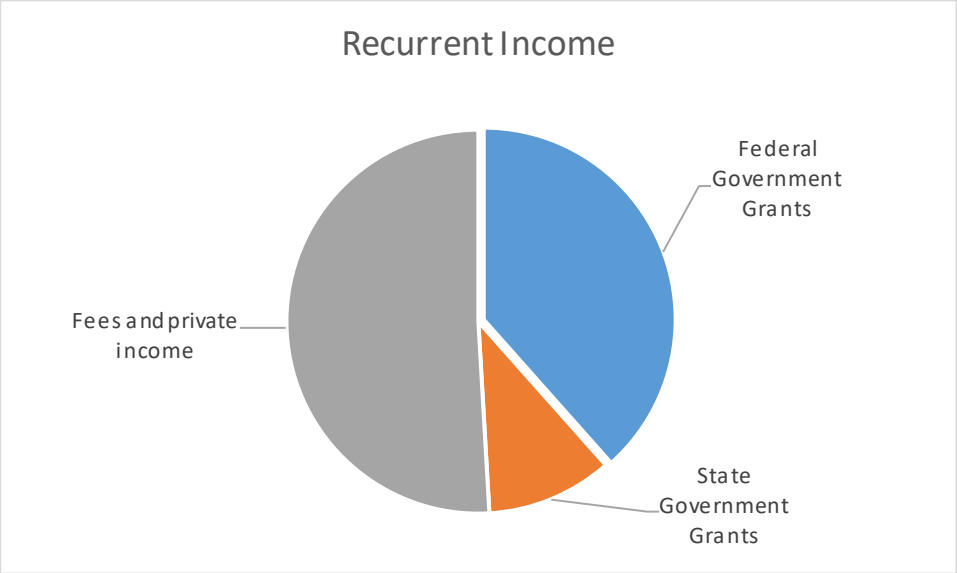
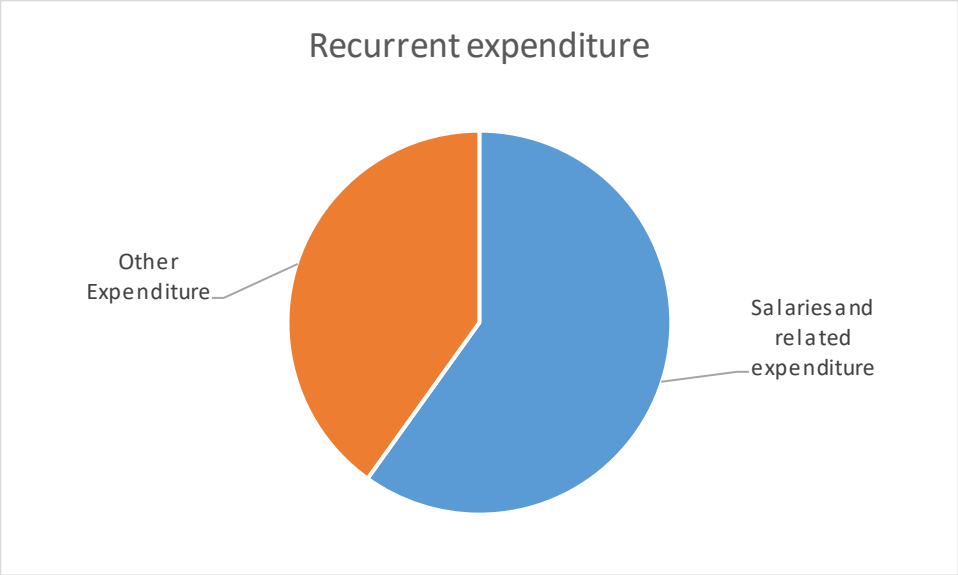
Through the Building Learning Power framework embedded in the school's pedagogy students remain focused on developing resilience, perseverance, grappling, flexibility in thinking and celebrate triumph in learning.

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 anytime to school administration. Parents, staff and students are encouraged to contact the Principal at any time either by email, phone or through an arranged meeting allowing for informal consultation to be continuous.

The School P&C meets once per term and meetings are made open at times for all parents to attend. During 2021, the Principal and the Chair met with parents for a Q & A session and gained valuable feedback from parents during this forum.

Throughout 2021 opportunities for greater consultation and engagement with the school community were limited due to COVID-19 restrictions. The school communicates with parents and the wider school community on a weekly basis through a Newsletter. These Newsletters include upcoming events, photos and editorials on past events, classroom snapshots and overall provide valuable information to allow families to remain connected with their child's learning at TASG.

Theme 13
Financial Summary

The school's operating income for 2021 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.