THE ANGLICAN SCHOOL GOOGONG

2023 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 4
Theme 3: Student outcomes in standardised national literacy and numeracy testing 5
Theme 4: Senior secondary outcomes (student achievement) 6
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: Parent, student and teacher satisfaction 25
Theme 12: Financial summary information 26

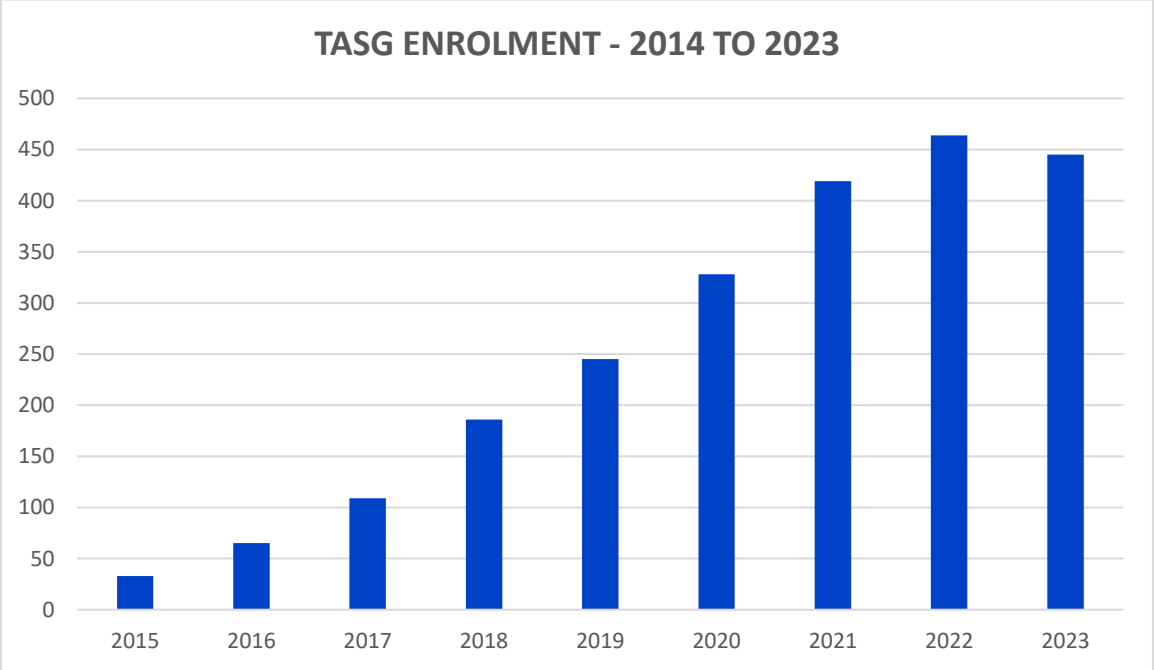
Theme 1
A message from key school bodies

From the Principal and Acting Board Chair

The School Board met on nine occasions during 2023, the 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 School commenced and completed its fifth capital works project in 2023, being the addition of a Senior School oval, a hard-court sports facility, as well as a new nature-based playground for the Junior School. As at the end of the 2023 school year, the full 5.2 hectare school site is fully utilised and developed.

Our first cohort of twenty-one Year 12 students concluded their HSC journey with distinction. The school offered, and continues to offer, a comprehensive range of HSC courses. Catering to the needs of all students, our school also supported students in their desire to pursue vocational qualifications and pathways. In 2023, four Senior students successfully entered traineeships and school-based apprenticeships in Building Construction, Beauty Therapy, Diesel Mechanics and Early Childhood Education.



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 nine occasions during 2023 with their attendance and appointments summarised in the table below. In 2023, the Board had the following committees to assist with Board operations:

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

Board Member	Eligible Meetings	Meetings Attended	Term of Board Appointment	Previous Terms Served
Rev Ian Marshall (Acting Chair June 2022 – January 2023)	6	4	Dec 2020 – Dec 2023 Resigned July 2023	
Bishop John Stead (Chair)	9	9	February 2023 – February 2026	
Mrs Ruth Bishop (Deputy Chair)	9	9	August 2022 – August 2025	
Mr Neil James	9	8	Aug 2016 – Feb 2019 Feb 2019 – Feb 2023 Feb 2023 – Jan 2024	From 2011
Mr Stephen Hughes	0	0	Feb 2017 – Feb 2023	From Feb 2013
Mr Justin Steven	9	8	June 2018 – Feb 2022 Feb 2022 – Feb 2025	
Mr Andrew Guile	9	9	Dec 2019 – Dec 2022 Dec 2022 – Dec 2025	
Mr Trevor Ament	9	9	Dec 2020 – Dec 2023 Dec 2023 – Dec 2026	
Dr Jordan Breed	3	3	June 2023 – June 2026	
Rev Gaynor Elder	3	2	August 2023 – August 2026	

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 2023 school year concluded with an enrolment of 445 (438 at Census) students from Kindergarten to Year 11, with two streams in Kindergarten to Year 10. The student body was comprised of 49% female students and 51% 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. 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 into 2023. At the beginning of 2023 the school appointed two Heads of Inclusive Learning, one in the Junior School and one in the Senior School, to lead staff development in differentiation and also coordinate Individual Learning Plans (ILPs). ILPs for students with specific needs were drawn up in consultation with students, parents and teachers.

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

Teaching and support staff continue to work to improve the literacy and numeracy competence of all our students. Research, training and development continues to be undertaken to refine the staff's collective explicit instruction competencies, especially as it applies to students with individual learning needs.

In 2023, 97% of students enrolled in Years 3, 5, 7 and 9 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	449		441		420		470		431	
	SIM 448	ALL 405	SIM 450	ALL 416	SIM 435	ALL 404	SIM 457	ALL 411	SIM 445	ALL 407
Year 5	489		469		484		497		497	
	SIM 514	ALL 496	SIM 501	ALL 483	SIM 504	ALL 489	SIM 518	ALL 499	SIM 511	ALL 488
Year 7	555		519		546		547		540	
	SIM 575	ALL 536	SIM 565	ALL 534	SIM 567	ALL 539	SIM 577	ALL 539	SIM 580	ALL 538
Year 9	589		574		580		568		606	
	SIM 601	ALL 567	SIM 599	ALL 567	SIM 592	ALL 568	SIM 597	ALL 557	SIM 609	ALL 568

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

Theme 4
Senior Secondary outcomes (student achievement)

2023 RoSA Nominations

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. 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.

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	41	41	2	4.8%	0	0	2	4.8%

Results for the Higher School Certificate

Our parents, teachers and students were delighted with the results from our first HSC cohort at The Anglican School Googong.

All twenty-one Year 12 students completed courses and Higher School Certificate examinations.

Our top scoring student achieved all results in Band 5, Band 6 and Band E3.

Three students achieved marks over 90 in 3 different subjects (Business Studies, Mathematics Advanced and Mathematics Standard 2).

Seventeen out of twenty-one students (81% of the 2023 cohort at TASG) achieved results over 80 in at least one subject.

All students in Business Studies achieved marks over 80.

All students in Music achieved marks over 80.

All students in Textiles & Design achieved marks over 80.

Band 5, E3 and 6 results:

Course	Band 6 *90 - 100*	Band 5 *80 - 89*
Biology	0	1
Business Studies	2	2
Chemistry	0	2
English Advanced	0	4
Legal Studies	0	1
Mathematics Advanced	1	1
Mathematics Standard 2	1	3
Music 1	0	2
Physics	0	2
Society and Culture	0	1
Textiles and Design	0	4
Visual Arts	0	3
	E4 ***45 - 50***	**E3** ***35 - 44***
Mathematics Extension 1	0	1

Three students with Band 6 results were named in the 2023 HSC Merit List.

Post School destinations

The Year 12 cohort also demonstrated outstanding personal and academic success in their post school destinations, obtaining entry to an impressive number of highly sought after university courses, including:

- Medical Science — Australian National University
- Engineering — Australian National University
- Mechatronic Engineering — University of Sydney
- Computing — Australian National University
- Marine Biology — University of Technology Sydney
- Programming — AIE Institute
- Exercise Science — University of Canberra
- Psychology — Australian National University
- Maths and Law — University of Wollongong
- Law — University of Canberra
- Law — Charles Sturt University
- Nursing — University of Wollongong
- Primary Education — University of Wollongong

Theme 5
Teacher professional learning, accreditation and qualifications

Professional Learning

In 2023 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, especially in the first year of delivery of the HSC. 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:

2023 Professional Development	
Professional Development Course	**Number of staff in attendance**
Anglican Schools Australian Conference	1
Advanced Mechanics for teachers	**1**
AISNSW Society and Culture Reframed	1
Bronze Medallion Accreditation	1
Canberra First Aid - First Aid	46
Chaplain's Day at Radford	2
Congress of Spanish Teachers professional learning	2
EBE Economic Update Conference	1
Emergency Medications Midazolam (Epilepsy)	1
First Time Teaching Stage 6 PDHPE - online	1
FirstAidPro - First aid course	1
HSC EES Teachers - Module 6; Hazards	1
HSR-NSW Health and Safety Representative Course	1
IEU Early Career Teachers Event	1
Incident Hazadard Maintenance Reporting	52
Intro to teaching Stage 6 Ancient History	1
ITE Technology Education	2
LSA Regional Student Lectures (HSC Revision)	1
MANSW Annual Conference (Day 2)	1
Micro-credential unit in Gifted Education: Key concepts and issues	1
Micro-credential unit in Gifted Education: Key Concepts and Issues	1
Museum of Aust Democracy - Exploring Inquiry Mindset	2
NESA Developing Quality Assessment Practices in Primary Classrooms K-6	16
NESA Making Adjustments for Students with a Disability	43
New syllabus programming and curriculum development	5
PBIS Team Training Tier 2	4
PBIS Tier 2 Training	4

Planning and Programming for languages	1
Robert Kaplinsky at USYD	1
Spanish Day at Radford	1
St John Ambulance - Remote First Aid (Duke of Ed)	1
Steve Howard Senior Mathematics	1
Tes - Timetable training	1
The Learning Network - Strive online course	1
Year 11 Physics Teachers: Experiments using online simulation	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 Behaviour (PBIS)
- Literacy
- Differentiation strategies
- Child protection

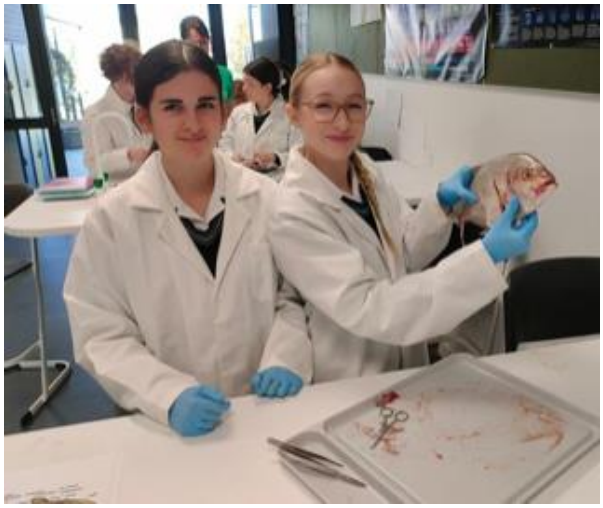
Teacher Accreditation

Level of accreditation	Number of Teachers
Provisional	4
Proficient Teacher	41
Total number of teachers (as reported on *MySchool*)	48

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	48
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

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



Theme 6
Workforce Composition

In 2023, there were a total of 59 staff employed at The Anglican School Googong. This comprised 42 full-time and 6 part-time teaching staff and 5 full-time and 5 part-time support and operational staff.

Of the staff employed in 2023, 51 (approx. 86%) were female and 8 (approx. 13%) were male. One staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2023	
Teaching staff	48
Full-time equivalent teaching staff	43
Non-teaching staff	10
Full-time equivalent non-teaching staff	7.4

Further details can be accessed at the My School site.

Theme 7
Student Attendance

Student Attendance

The School recorded the following attendance rates in 2023:

Year Level	Attendance Rate
Kindergarten	93.17%
Year 1	90.81%
Year 2	90.67%
Year 3	93.28%
Year 4	88.56%
Year 5	91.39%
Year 6	92.04%
Year 7	88.71%
Year 8	89.70%
Year 9	88.15%
Year 10	86.33%
Year 11	91.86%
Year 12	85.72%
Overall	**90.03%**

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 2022	The full text of the school's Child Protection Policy can be accessed on the School's website, by request from the Principal and is available on the School portal, Compass.
Complaints 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. Reviewed and updated 2022	The full text of the school's Complaints Policy and Investigations Policy can be accessed on the School's website, 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 on the School's website or 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. Reviewed and updated 2024	The full text of the school's Student Code of Conduct Policy can be accessed on the School's website, 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 2023 Chapel services continued to be 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 2023.

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. 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 2023 students were again 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.
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 2023 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. In 2023, the School Board convened in a Board planning weekend with the purpose of developing an updated Strategic Plan for release in 2024 .

Facilities

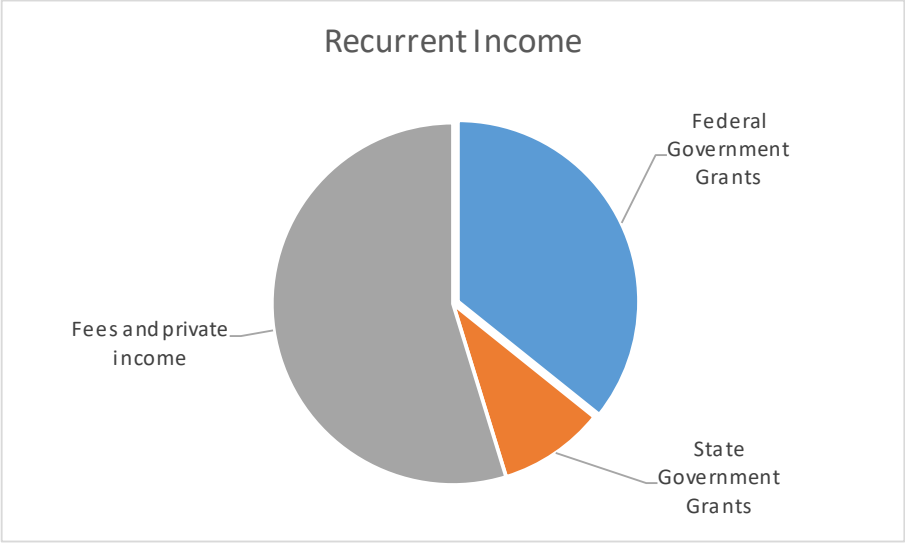
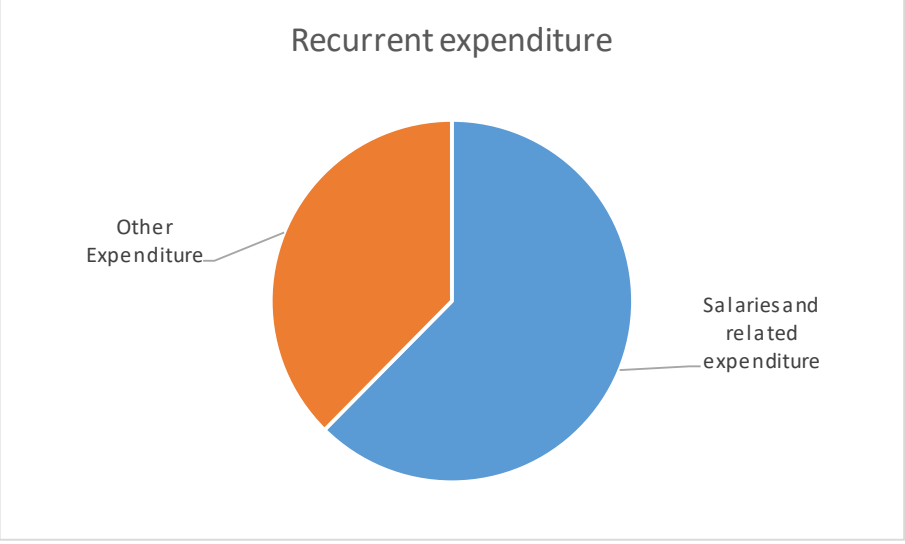
The school will maintain and develop the fabric of physical assets and infrastructure that provides a built environment fully supporting the school's educational ethos.

The school will continue to consider facilities to meet the growing needs of the student population.

Theme 11
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 continues to communicate 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 12
Financial Summary Information

The school's operating income for 2023 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.