THE ANGLICAN SCHOOL GOOGONG

2024 Annual Report

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Theme 1
A message from key school bodies

From the Principal and Acting Board Chair

The School Board met on eight occasions during 2024, 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.

In 2024, the School Board endorsed a two-year interim Strategic Plan, aiming to re-assess key learning philosophies as well as determine priorities for a school in its second decade of growth. The School community were surveyed using the AISNSW Perspectives Survey suite. Results were received late in 2024.

Our second cohort of Year 12 students concluded their HSC journey with great success. 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.

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 2024 with their attendance and appointments summarised in the table below. In 2024, 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
Bishop John Stead (Chair)	0	0	February 2023 – February 2026 Resigned 24th January 2024	
Mrs Ruth Bishop Acting Chair (Deputy Chair)	8	8	August 2022 – August 2025	
Mr Justin Steven	8	7	Feb 2022 – Feb 2025	June 2018 – Feb 2022
Mr Andrew Guile	8	8	Dec 2022 – Dec 2025	Dec 2019 – Dec 2022
Mr Trevor Ament	6	4	Dec 2023 – Dec 2026 Resigned September 2024	Dec 2020 – Dec 2023
Dr Jordan Breed	8	7	June 2023 – June 2026	
Rev Gaynor Elder	8	5	August 2023 – August 2026	
Mrs Olga Blasch	6	5	April 2024 – April 2027	
Rev Paul Cohen	4	4	August 2024 – August 2027	

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 2024 school year concluded with an enrolment of 437 (440 at Census) students from Kindergarten to Year 11, with two streams in Kindergarten to Year 10. The student body was comprised of 47% female students and 53% 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.

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 2024, 99% 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	453		432		414		441		449	
	SIM 459	ALL 404	SIM 453	ALL 416	SIM 435	ALL 401	SIM 464	ALL 409	SIM 449	ALL 404
Year 5	520		505		496		551		514	
	SIM 536	ALL 492	SIM 520	ALL 485	SIM 517	ALL 514	SIM 544	ALL 498	SIM 532	ALL 489
Year 7	582		554		556		561		551	
	SIM 577	ALL 535	SIM 574	ALL 540	SIM 568	ALL 540	SIM 580	ALL 537	SIM 580	ALL 540
Year 9	555		561		553		533		588	
	SIM 586	ALL 565	SIM 597	ALL 574	SIM 579	ALL 567	SIM 579	ALL 555	SIM 591	ALL 565

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

Theme 4
Senior Secondary outcomes (student achievement)

2024 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	43	41	2	4.9%	0	0	2	4.9%

Results for the Higher School Certificate

Our parents, teachers and students were delighted with the results of the 2024 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 (Design and Technology, Spanish Continuers and Mathematic Standard 2).

Subjects with multiple students in the top bands included English Advanced, Design & Technology, Maths Advanced, Maths Standard 2, Spanish Continuers, Child and Family Studies, PDHPE and Modern History

Band 5, E3 and 6 results:

Course	Band 6 *90 - 100*	Band 5 *80 - 89*
Design and Technology	1	2
Spanish Continuers	1	1
Mathematics Extension 2	1	0
English Advanced	0	2
Modern History	0	2
Legal Studies	0	1
Mathematics Advanced	0	4
Mathematics Standard 2	1	1
Music 1	0	1
Physics	0	1
Child and Family Studies	0	2
Personal Development Health and Physical Education	0	2
Economics	0	1
Biology	0	1
	E4 *45 - 50*	**E3** *35 - 44*
Mathematics Extension 1	0	1
English Extension 1	0	2

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:

Biotechnology	Australian National University
Music	Australian National University
Mathematical Science	Australian National University
International Relations	Australian National University
Psychology	Australian National University
Biomedical Science	University of Canberra
Primary Education	University of Canberra
Science	University of Canberra
Primary Education	University of Canberra
Early Childhood Education	University of Canberra
Industrial Design	University of Canberra
Psychology	University of Canberra

Architecture	University of Canberra
Economics/Finance	University of Wollongong
Education	Charles Sturt University
Nursing	University of Newcastle

Theme 5
Teacher professional learning, accreditation and qualifications

Professional Learning

In 2024 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. 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:

2024 Professional Development	
Professional Development Course	**Number of staff in attendance**
TES - Timetable training	1
Canberra First Aid - First Aid	46
MEA leave entitlements and application	55
PBIS Team Training Tier 2	32
PBIS Tier 3 Training	4
Preparing for the new 7-10 Science Syllabus	3
Teaching Society and Culture	1
Working towards Experienced Teacher accreditation	1
Inter CRU	1
AISNSW Wingara Education Conference	1
Enrolling Students on Visas	1
Teaching and Learning Planning day	1
IEU Representative training	1
Bell Shakespeare National Conference	1
Behaviour Management for beginner teachers	1
Synergetic: Managing the student life cycle	1
Teaching Reading	2
Health Movement Science Years 11 and 12	1
Working Safely at heights	1
Bronze Medallion	1
Congress of Spanish teachers	2
Legal Studies Association Conference	1
Teaching Business Studies	1
Child Protection and Mandatory Reporting obligations	58

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	39
Highly Accomplished or Experienced Teacher	4
Total number of teachers (as reported on *MySchool*)	47

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	47
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 2024, there were a total of 58 staff employed at The Anglican School Googong. This comprised 40 full-time and 7 part-time teaching staff and 5 full-time and 6 part-time support and operational staff.

Of the staff employed in 2024, 46 (approx. 79%) were female and 12 (approx. 21%) were male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2024	
Teaching staff	47
Full-time equivalent teaching staff	44.9
Non-teaching staff	11
Full-time equivalent non-teaching staff	10.3

Further details can be accessed at the My School site.

Theme 7
Student Attendance

Student Attendance

The School recorded the following attendance rates in 2024:

Year Level	Attendance Rate
Kindergarten	90.03%
Year 1	92.86%
Year 2	92.65%
Year 3	89.42%
Year 4	89.83%
Year 5	92.67%
Year 6	90.45%
Year 7	89.89%
Year 8	83.81%
Year 9	87.96%
Year 10	84.71%
Year 11	84.00%
Year 12	93.20%
Overall	**89.34%**

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
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.

School policies are revised systematically. Changes are also made in response to legislation and also school circumstances.

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.

The following Policies and Documents are also available as a 'full text version' accessible via the School's website at www.googongschool.nsw.edu.au/policies

Anti-bullying Policy
Discipline Policy
Child Protection Policy
Complaints Policy
Enrolment Policy
Stakeholder Complaints Procedures
Annual Reports

Theme 9
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. The introduction of greater student participation and regular guest segments alongside the development of traditional practices and routines provided greater structure to services in 2024.

Weekly Christian Inquiry lessons are timetabled for each year group and provide a vehicle to explore the Christian faith. The School is working with the newly appointed Rector of Christ Church in Queanbeyan and continues to engage with local outreach service 'Annies Place' to connect with vulnerable 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 2024 School staff considered the relevance of key educational philosophies, established when the school was founded in 2015. Feedback will inform future philosophies and practices in contemporary teaching and learning, and be incorporated in an upcoming Strategic Plan.

Holistic Care

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

Our Holistic Care program focuses on supporting students through the House system and our newly introduced daily 'Connect' classes. This structure has been further supported by the appointment of a new staff member filling the role of Connect Coordinator.

Classes have also been introduced including 'Learning to Learn' and 'Careers' to offer guidance and assistance in study skills, research skills, peer support, resilience, friendship, cyber safety and reporting bullying.

Governance, Management and Planning

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

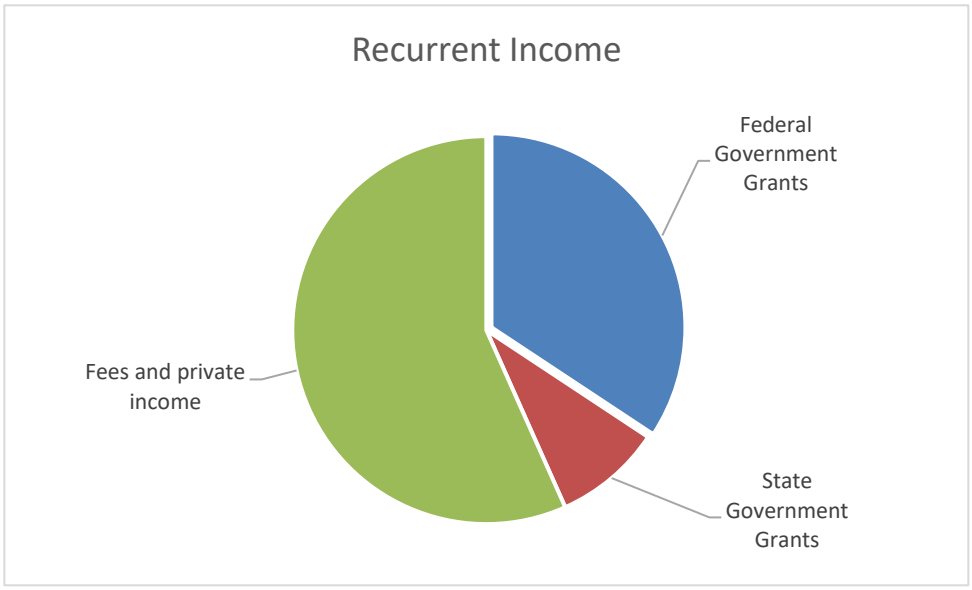
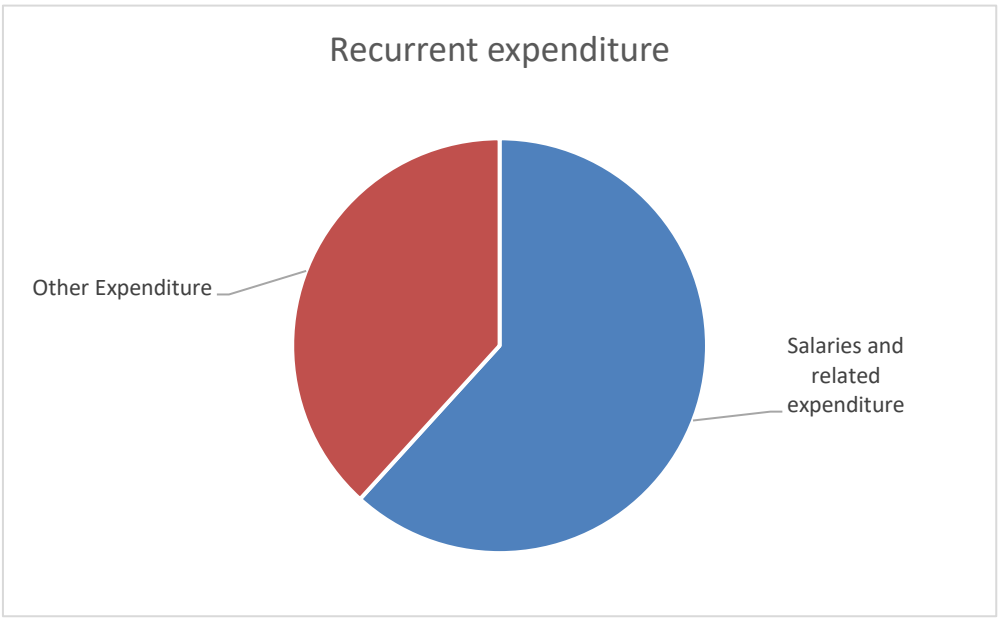
The School continues to review policies and plans to provide for sustained growth, compliance and quality education. In 2024, the School Board undertook stakeholder surveying in the domains of an interim 2024/25 Strategic Plan with the purpose of developing a ten year Strategic Plan for release in 2026.

Theme 10
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.

In late 2024 the School received formal feedback via the use of the AISNSW Perspectives survey tool. While results will be shared with the school community in 2025, both parents and students reported high levels of satisfaction across target areas of school environment, teaching and learning, student wellbeing, leadership and community.

Theme 11
Financial Summary Information

The School's operating income for 2024 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.