2025 Annual Report

Dream Discover Grow

Contents

Theme 1 - Context....3
A message from key school bodies....3
Characteristics of the student body....5
Theme 2 – Outcomes and results....7
Student results in NAP annual assessments....7
Senior Secondary Outcomes....7
Post-school results....8
Theme 3 – Staffing: Workforce composition, including Aboriginal and Torres Strait Islander composition....9
Theme 4 – Attendance: Student attendance and how non-attendance is managed by the school....12
Theme 5 – School policies....13
Theme 6 – Stakeholder satisfaction: Parent, student and teacher satisfaction with the school....14
Theme 7 – Financial Information....15

Theme 1 - Context

A message from key school bodies

From the Principal and Acting Board Chair

The School Board met on eight occasions during 2025. The Board, its sub-committees, the Diocese and its agencies continued to provide valuable guidance and support for the ongoing development of the School, and their commitment and contributions are gratefully acknowledged.

Throughout 2025, the School continued to implement the priorities identified in the interim Strategic Plan. Building on feedback gathered through the AISNSW Perspectives Survey conducted in the previous year, the School refined its strategic direction, with a continued focus on strengthening teaching and learning, enhancing student wellbeing, and supporting the needs of a growing school community.

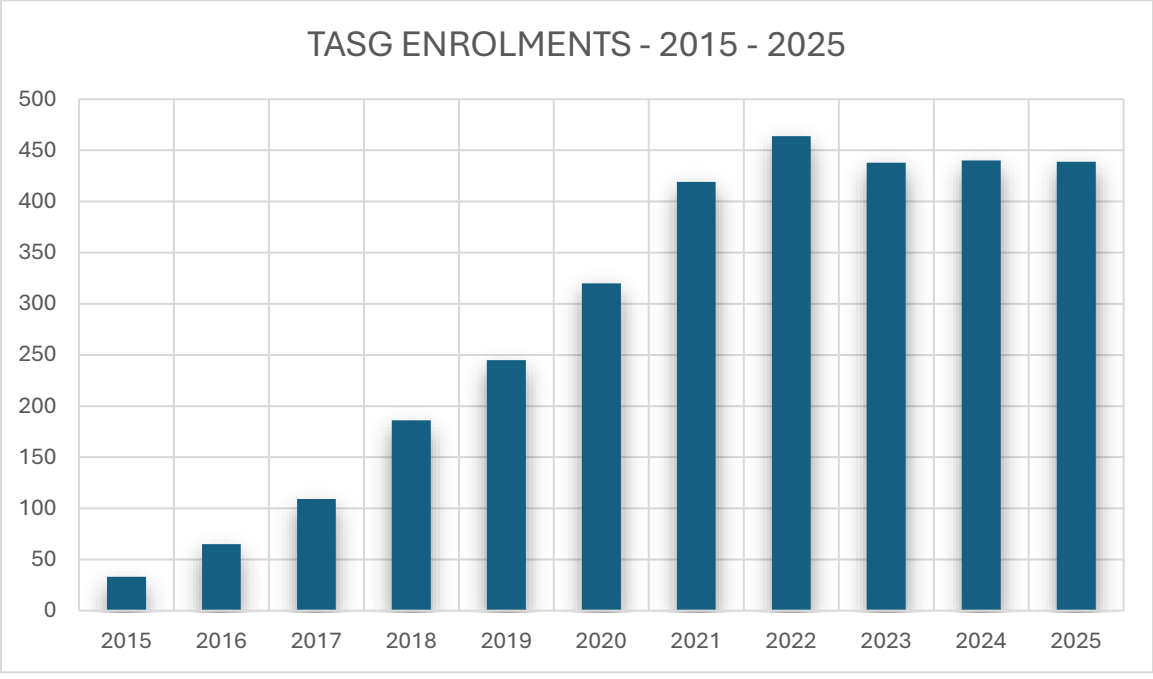
A significant milestone was achieved in 2025, with the School completing its NESA registration review as a full Kindergarten to Year 12 provision, resulting in accreditation through to 2030. While the School had previously been registered in stages as additional year levels were introduced, this was the first occasion on which the complete K–12 continuum was reviewed and approved in a single process, confirming the maturity and cohesion of the School's educational offering.

Our third cohort of Year 12 students successfully completed the HSC, continuing the strong academic and personal achievements established in previous years. The School maintained a broad and diverse range of HSC course offerings while also providing students with opportunities to pursue vocational education and training pathways aligned with their individual aspirations and post-school goals.

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 2025 with their attendance and appointments summarised in the table below. In 2025, 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	

Characteristics of the student body

The Anglican School Googong is an educational community of excellence where authentic inquiry learning is at the heart of the school. We value the period of childhood and believe that children are competent and capable learners. Our education is structured around the notion of the importance of the explicit teaching of skills and learning dispositions to enable our students to become independent learners and thinkers. At the Anglican School Googong students are encouraged to know and discover- to find and explore the wonder in the world around them, understand and dream – to dare to make a difference for themselves, their community and their planet, and grow in faith – to use God's gifts to be the best they can be.

The Anglican School Googong commenced operation in 2015 with 34 students across Kindergarten and a combined Year 1/2 class. By the conclusion of the 2025 school year, the School had grown to an enrolment of 439 students (455 at the August Census), catering for students from Kindergarten to Year 12. In the Junior School, cohorts comprised two classes in Kindergarten and Year 6, with one class in Years 1–5. In the Senior School, cohorts comprised two classes in Years 7 to Year 10, with the student population comprising 53% female students and 47% male students. 5 students identified as Aboriginal and/or Torres Strait Islander.

The School remains committed to providing a contemporary education that equips students with the knowledge, skills and dispositions required to thrive in an evolving world. Through an emphasis on critical and creative thinking, collaboration, problem-solving, resilience and self-reflection, students are encouraged to become confident, capable and adaptable learners. These approaches continue to be informed by Professor Guy Claxton's *Learning Power* framework, which underpins the School's approach to teaching and learning.

In 2025, The Resilience Project was introduced as a key K–12 wellbeing initiative, strengthening the School's existing Connect program through a structured focus on gratitude, empathy and mindfulness. This initiative supported a consistent approach to wellbeing education across all year levels and informed ongoing pastoral care and student engagement practices.

Throughout the year, students participated in a broad range of authentic and experiential learning opportunities designed to strengthen connections between classroom learning and real-world contexts. Senior School students continued to develop their capacity for goal setting, self-assessment and reflection, supported by staff in fostering increasing independence and ownership of their learning.

House initiatives continued to play an important role in fostering student belonging, engagement and school spirit, providing structured opportunities for participation, leadership and healthy competition across year levels. In addition, Community Days were a highlight of the 2025 school year, bringing together students, staff and families to celebrate learning, strengthen community connections and reinforce the School's culture of engagement and belonging.

Periodic Table of Elements

Theme 2 – Outcomes and results

Student results in NAP annual assessments

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 2025, 98% 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	447		424		433		441		436	
	SIM 448	ALL 402	SIM 446	ALL 414	SIM 442	ALL 405	SIM 460	ALL 408	SIM 444	ALL 405
Year 5	528		476		492		535		527	
	SIM 536	ALL 492	SIM 510	ALL 480	SIM 512	ALL 487	SIM 548	ALL 497	SIM 540	ALL 492
Year 7	539		549		537		546		536	
	SIM 565	ALL 538	SIM 566	ALL 538	SIM 560	ALL 542	SIM 569	ALL 539	SIM 575	ALL 545
Year 9	583		574		570		576		582	
	SIM 606	ALL 568	SIM 613	ALL 575	SIM 594	ALL 569	SIM 607	ALL 559	SIM 620	ALL 573

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

Senior Secondary Outcomes

Results for the Higher School Certificate

All Year 12 students completed their courses and Higher School Certificate examinations and were awarded the Higher School Certificate. The cohort demonstrated strong academic achievement, with the highest-performing student attaining results predominantly in Band 5 and Band 6 across their courses.

Students achieved results in the top bands across a range of subjects, including English Advanced, Design and Technology, Mathematics Advanced, Mathematics Standard 2, Spanish Continuers, Spanish Extension, Community and Family Studies, Biology and Science Extension.

In 2025, all students in Years 10–12 who left the School either completed Year 12 or transferred to equivalent schooling; accordingly, no students were awarded a Record of School Achievement (RoSA).

Band 5, E3 and 6 results:

Course	**Band 6** ***90 - 100***	**Band 5** ***80 - 89***
Design and Technology	0	5
Spanish Continuers	0	1
English Advanced	0	1
Mathematics Advanced	0	1
Mathematics Standard 2	0	1
Community and Family Studies	1	1
Biology	0	1
	E4 ***45 - 50***	**E3** ***35 - 44***
Spanish Extension	0	1
Science Extension	0	1

Post-school results

Post School destinations

The Year 12 cohort achieved excellent post-school outcomes, with students securing entry into a diverse range of tertiary courses across multiple disciplines. These included studies in science, health, education, business, the arts, technology, mathematics, international relations, architecture and design. Graduates received offers from a number of respected universities, reflecting both the breadth of their aspirations and the strength of their academic preparation. A number of students elected to go onto apprenticeships or traineeships, although the majority of the graduating students went on to university courses. These outcomes demonstrate the School's commitment to supporting students in pursuing pathways aligned with their individual interests, strengths and future goals.

Theme 3 – Staffing: Workforce composition, including Aboriginal and Torres Strait Islander composition

Professional Learning

In 2025 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:

2025 Professional Development	
Professional Development Course	**Number of staff in attendance**
Canberra First Aid - First Aid	33
MEA leave entitlements and application	55
Designing Water Filters	1
The Accidental Counsellor Training Course	1
Strengthening Positive Online Behavior	1
ALEA/AATE National Conference	1
Wood Chix Stage 5	1
PD4 Maths – New Stage 6 Curriculum Standard and Advances	1
The New Stage 6 Advanced English Course	2
The New Stage 6 Standard English Course	2
Crooked Science Chemistry – Modules 1- 8	1
Online Meet Manager Workshop for Teachers	1
NCCO: Train the Trainer	1
Behaviour Management for beginner teachers	1
History Students Research Seminar	1
AI Conference	3
SASSA Network Meetings	1
STANSW Conference	1
K-10 Conference: Igniting Scientific Skills	1
Congress of Spanish teachers	2
Child Protection and Mandatory Reporting obligations	55

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
Conditional	1
Provisional	2
Proficient Teacher	36
Highly Accomplished or Experienced Teacher	2
Total number of teachers (as reported on *MySchool*)	41

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	41
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.

Workforce Composition

In 2025, there were a total of 51 staff employed at The Anglican School Googong. This comprised 40 full-time and 7 part-time teaching staff and 5 full-time and 5 part-time support and operational staff.

Of the staff employed in 2025, 36 (approx. 71%) were female and 15 (approx. 29%) were male. No staff identified as Aboriginal and/or Torres Strait Islander.

School Staff 2025	
Teaching staff	41
Full-time equivalent teaching staff	40.5
Non-teaching staff	10
Full-time equivalent non-teaching staff	9.2

Further details can be accessed at the My School site.

Theme 4 – Attendance: Student attendance and how non-attendance is managed by the school

Student Attendance

The School recorded the following attendance rates in 2025:

Year Level	Attendance Rate
Kindergarten	93.07%
Year 1	88.21%
Year 2	92.46%
Year 3	90.96%
Year 4	92.65%
Year 5	91.38%
Year 6	90.15%
Year 7	90.85%
Year 8	89.43%
Year 9	87.35%
Year 10	76.79%
Year 11	90.50%
Year 12	89.65%
Overall	**89.50%**

How the School Manages Non-Attendance

Where a student's attendance becomes a concern due to significant absenteeism, generally below 90% in the first instance, the school engages with parents/carers through a meeting with a member of the school executive. These discussions reinforce the importance of regular school attendance, outline the attendance requirements associated with NESA course completion, and identify any factors that may be affecting the student's attendance. Where required, the school works in partnership with the student and their parents/carers to develop an Attendance Improvement Plan that provides targeted strategies and supports to improve attendance outcomes.

Theme 5 – 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

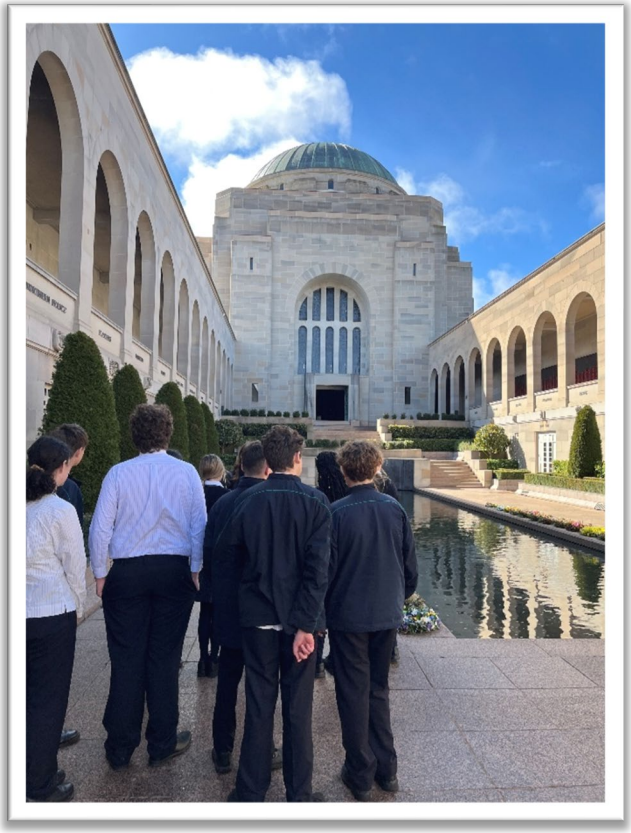
Theme 6 – Stakeholder satisfaction: Parent, student and teacher satisfaction with the school

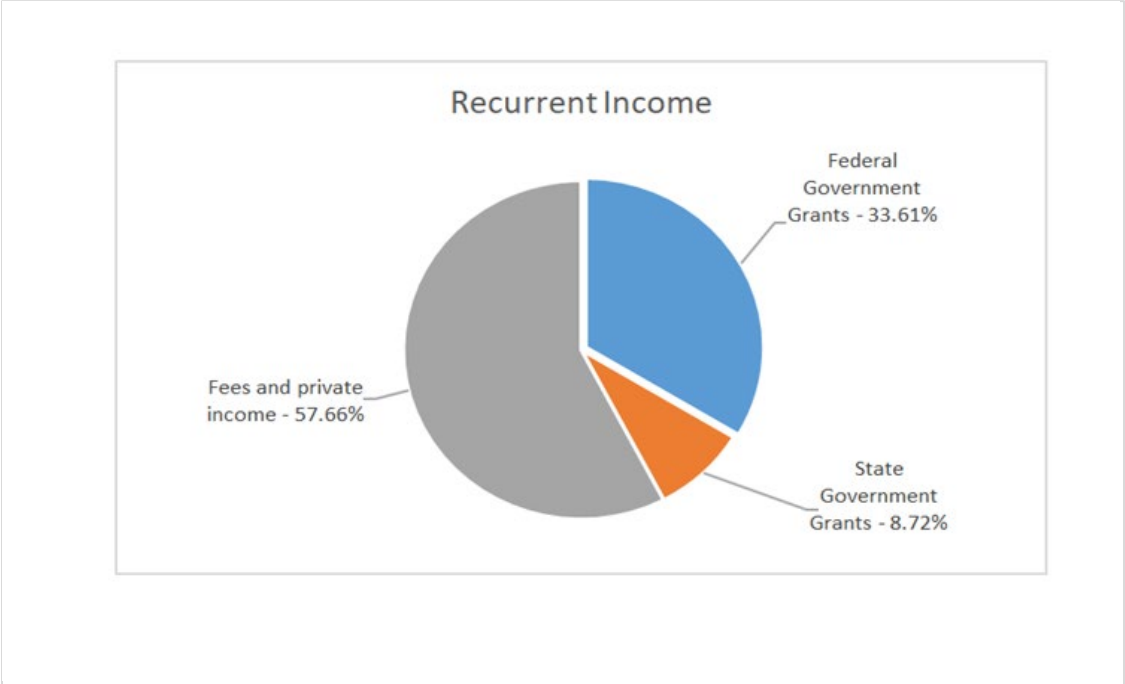
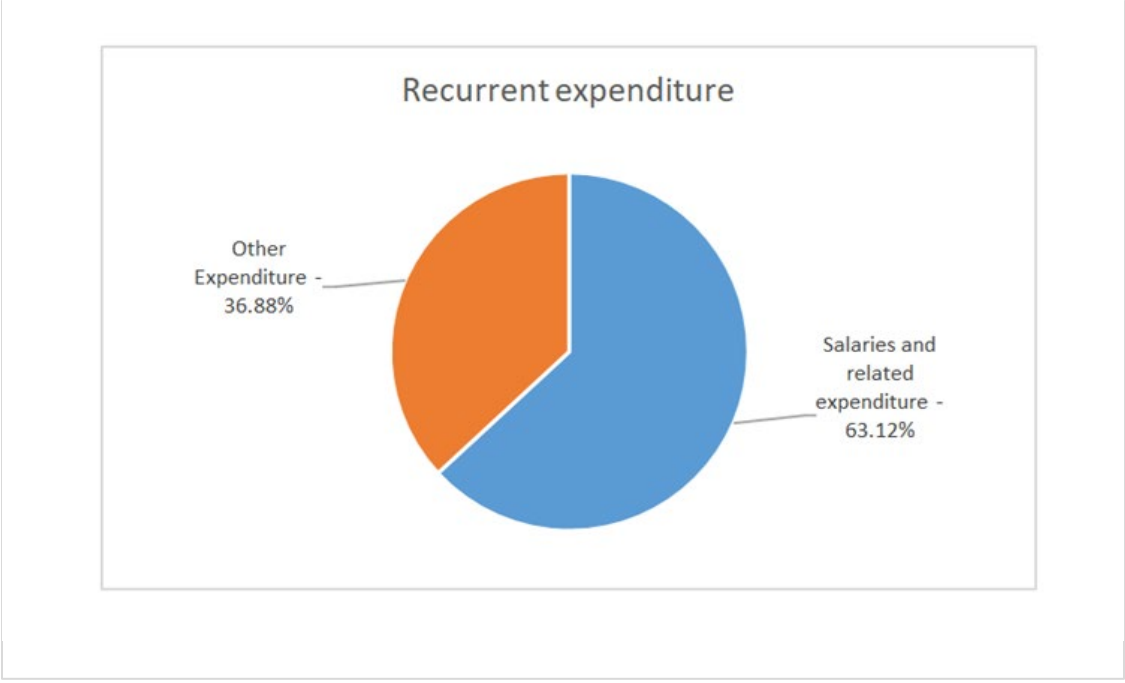
The School values the ongoing feedback of parents, carers, students, staff and Board members as part of its commitment to continuous improvement. Regular communication is maintained through weekly newsletters and ongoing informal engagement with families, students and staff.

In late 2024, the School participated in the AISNSW Perspectives Survey involving parents, students, staff and Board members. Results were received in early 2025 and informed Executive-level strategic planning, supporting ongoing refinement of priorities across teaching and learning, student wellbeing, leadership and community engagement.

In 2025, staff completed a targeted survey in Term 4 focusing on professional learning and career development needs. Findings were used to inform the planning of professional learning and to strengthen support for early career teachers.

In 2025, the School introduced The Resilience Project, including the administration of the Resilient Youth Survey. Data collected was used to inform initiatives supporting student engagement, wellbeing and school climate. Feedback across surveys indicated continued positive levels of satisfaction among parents, students, staff and Board members across key areas of school life.



Theme 7 – Financial Information

The School's operating income for 2025 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.