

**EXCELLENCE**

**WISDOM**

**SERVICE**



# ANNUAL REPORT 2017

**ORAN PARK ANGLICAN COLLEGE**

*A school within The Anglican Schools Corporation*

*Established 2012*









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# EXECUTIVE REPORTS

## COLLEGE COUNCIL CHAIRMAN

Oran Park Anglican College was established by the Anglican Schools Corporation, a body established by the Diocese. The College has experienced strong enrolment growth since commencement, educating 488 (including Preparatory) students in 2017. As with all the rest of south west Sydney, the landscape changes monthly and the College facilities continue to expand to accommodate this growing population. This year the College opened its third permanent building which provided contemporary classrooms for our Senior students including specialist practical learning spaces for Science, Technology and Visual Arts. Work also commenced on the Multi-Purpose Hall, which was completed in February 2018, this will provide an indoor venue for sport, music and drama.

These developments are not for show. They are for the purpose of educating well the next generation of students. The work in classrooms, laboratories, libraries, in the playground and on the sports field, are where they will be challenged to grow in courage, curiosity, craftsmanship, collaboration and compassion. These core values will prepare our students well for their future.

Other highlights of the year have been the Oran Park Festival in May, the expansion of our outdoor education program to include a Year 10 City Mission, the introduction of a Student Representative Council in Senior School, along with Grandparents Day and our first off-site Cross-Country Carnival. Students have also had the opportunity to be part of a Drama Club and Inter-school Debating.

All of this creative programming requires effort and cooperation. Effort is led largely by the staff, along with enthusiastic cooperation from parents and families. The College is making a positive contribution to Oran Park and the wider community and building a good reputation.

This is our first year as a stand-alone College and all credit goes to our Principal, Mrs Naomi Wilkins and her two deputies, Mr Michael Newton and Mrs Katherine Kendon. They lead a willing, enthusiastic and able staff.

The Australian Education Regulation 2013 requires registered individual non-government schools to prepare an annual report for public disclosure. The College Council is pleased to provide this report according to the determinations of the Minister for Education and Training. The Annual Report for 2017 includes the following reporting areas:

- A message from key school bodies
- Contextual information about the College
- Student outcomes in standardised national literacy and numeracy testing
- Student performance in national and statewide tests and examinations
- Professional learning and teaching standards
- Workforce composition
- Student attendance, management of non-attendance and secondary retention
- Post-school destinations
- Enrolment policies and characteristics of the student body



- School policies
- School determined improvement targets
- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary financial information

The College Council has policies and procedures in place to ensure it is meeting and will continue to meet educational and financial reporting requirements in accordance with the legislation. We are pleased to provide this report to the NSW Education Standards Authority (NESA) and the community.

Dr Geoff Huard  
College Chairman

## MEMBERS OF COLLEGE COUNCIL

Mr Gary Angel

Dr Paul Arthur

Rev David Clarke

Mrs Isobel Lin

Mr Craig Moore

Mrs Julie Pearson

Dr Cynthia Spiers

Rev Jonathan Squire

Rev Stuart Starr

## EX OFFICIO

Mr Michael Newman      Representing The Anglican Schools Corporation

Mrs Naomi Wilkins      Principal

# COLLEGE PRINCIPAL

Oran Park Anglican College seeks to be a vibrant learning community where every member is valued, high standards of character, behaviour and relationships are set and Christ is honoured.

This was the College's first year as a separately registered school and it continued to have growing enrolments across Preparatory – Year 10. The College has established a reputation as a supportive environment for students and staff with high expectations for strong educational outcomes and modern facilities. Our Senior Studies Centre was opened and provides twelve contemporary general and specialist learning areas for secondary students. Construction also commenced on a multipurpose hall which will provide a large indoor venue in which the whole College can meet and promote student participation in performing arts and physical education activities.

The College provides a place where all students are valued and nurtured. Staff educate students academically, socially, physically and foster their Christian journey. The values taught are Christ-centred and our Christian beliefs and attitudes come through every day in all that we teach. Oran Park Anglican College aims to create experiences that inspire innovative thinking, inform the future, challenge students to look beyond their own existing boundaries and capture a vision.

The College has maintained good relationships with the Oran Park Town partners including the developers, council, retirement village and church, which enhances our standing within the community. We are seeking to make a difference in our community by being the 'light on the hill'. We have a dynamic and hardworking staff team who model and teach our values of 'courage, curiosity, craftsmanship, collaboration and compassion'.

We have much to celebrate and be thankful for in our sixth year, but our eyes are lifted to the horizon as we see how rapidly the population around us is growing and we long to see more children and their families become a part of this wonderful College community.

There will always be new challenges in contemporary education and we are committed to a process of continuous review and reflection of current practice to ensure improvement, innovation and effectiveness.

Naomi Wilkins  
Principal

# SCHOOL PROFILE

## CONTEXTUAL INFORMATION

### BACKGROUND INFORMATION

Oran Park Anglican College was established in 2012 by the Anglican Schools Corporation to provide quality, affordable education to Sydney's South-West. It is located in the geographic centre of the Camden Local Government Area in the Oran Park Town precinct. The College offers an innovative, academic curriculum for 490 students from Preparatory to Year 10. In 2017 the College's Socio Economic Status (SES) was 101.

The College vision is to be a vibrant learning community where every member is valued, high standards of character, behaviour and relationships are set and Christ is honoured. Our mission is to grow and nurture Excellence, Wisdom and Service. This is achieved through:

- a commitment to providing a positive and engaging learning community in a safe and supportive Christian environment
- provision of a continuous curriculum across the key learning areas, supporting a seamless transition across the junior, middle and senior years
- teaching programs based on individual needs at all levels
- an established student leadership program providing the opportunity for growth and development
- encouraging achievement in a wide range of settings both inside and outside the classroom
- staff providing positive role modelling and Christian values which aim to nurture the spirit and encourage the heart of our students.

At the heart of the culture of the College are five values. These values reflect our Christian beliefs and commitment to providing meaningful and personal learning experiences for every student: Courage, Curiosity, Craftsmanship, Collaboration and Compassion.

Our College facilities include contemporary learning spaces including specialist rooms for Science and Technology, attractive playgrounds, sporting fields, access to and interaction with technology to support learning.

Every student is introduced to the Christian faith through the teaching of the Bible and through the practical display of Christian character and care. The personal response to the Christian message from each student is respected and the College welcomes students from all backgrounds.

### GOVERNANCE

Oran Park Anglican College is a member of the Anglican Schools Corporation which supports Anglican education and ensures the College's strong financial performance. It is administered by the College Council which numbers amongst its members representatives from the Corporation, the Anglican Synod, and experienced members of the business community. The daily management of the College is the responsibility of the Principal, Mrs Naomi Wilkins.

# STUDENT OUTCOMES

## NAPLAN - LITERACY AND NUMERACY ASSESSMENTS

The 'My School' website shows the College NAPLAN results in detail and demonstrates comparative data with similar and local schools. The link below will take you to the 'My School' website to view Oran Park Anglican College results: <http://www.myschool.edu.au/>






## NAPLAN 2017: ORAN PARK ANGLICAN COLLEGE

### NATIONAL COMPARISON

The results below illustrate the College's performance against all Australian schools. Year 5 and 7 results are particularly pleasing with all assessment area results close to the Australian average.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	428	422	427	455	416
Year 5	489	471	505	483	484
Year 7	554	514	546	548	558
Year 9	561	525	569	547	576

Selected school's average when compared to schools with similar students is:

-  Substantially above
-  Above
-  Close to
-  Below
-  Substantially below



# ACADEMIC PERFORMANCE

## NAPLAN 2017

The National Plan for Literacy and Numeracy 2017 has been detailed below by grade.

### YEAR 3

Year 3	Band 1 % (AUS)	Band 2 % (AUS)	Band 3 % (AUS)	Band 4 % (AUS)	Band 5 % (AUS)	Band 6 % (AUS)
Reading	4 (3)	2 (7)	15 (14)	33 (22)	22 (23)	24 (28)
Writing	0 (3)	9 (5)	15 (16)	17 (30)	43 (30)	15 (15)
Spelling	0 (5)	13 (9)	17 (16)	17 (23)	22 (23)	30 (23)
Grammar & Punctuation	2 (4)	7 (7)	9 (13)	22 (20)	17 (22)	43 (34)
Numeracy	4 (3)	4 (9)	24 (20)	20 (27)	26 (23)	22 (17)

### YEAR 5

Year 5	Band 3 or below % (AUS)	Band 4 % (AUS)	Band 5 % (AUS)	Band 6 % (AUS)	Band 7 % (AUS)	Band 8 % (AUS)
Reading	3 (4)	11 (10)	26 (21)	39 (26)	13 (21)	8 (16)
Writing	3 (6)	10 (13)	46 (31)	36 (32)	5 (12)	0 (3)
Spelling	0 (4)	5 (10)	26 (21)	38 (29)	18 (23)	13 (12)
Grammar & Punctuation	3 (6)	23 (12)	23 (21)	31 (25)	8 (20)	13 (15)
Numeracy	5 (3)	10 (12)	31 (26)	33 (30)	15 (19)	5 (9)

### YEAR 7

Year 7	Band 4 or below % (AUS)	Band 5 % (AUS)	Band 6 % (AUS)	Band 7 % (AUS)	Band 8 % (AUS)	Band 9 or above % (AUS)
Reading	6 (3)	3 (9)	27 (22)	30 (34)	21 (20)	12 (11)
Writing	9 (10)	15 (18)	36 (30)	21 (24)	18 (12)	0 (4)
Spelling	6 (5)	9 (10)	21 (21)	33 (28)	21 (22)	9 (11)
Grammar & Punctuation	12 (6)	3 (13)	24 (24)	24 (27)	27 (19)	9 (10)
Numeracy	3 (3)	9 (11)	21 (23)	27 (28)	33 (20)	6 (13)

### YEAR 9

Year 9	Band 5 or below % (AUS)	Band 6 % (AUS)	Band 7 % (AUS)	Band 8 % (AUS)	Band 9 % (AUS)	Band 10 or above % (AUS)
Reading	7 (3)	32 (13)	18 (22)	29 (38)	11 (18)	4 (6)
Writing	25 (16)	25 (20)	25 (25)	18 (21)	7 (11)	0 (5)
Spelling	0 (8)	29 (14)	32 (27)	25 (28)	7 (16)	7 (7)
Grammar & Punctuation	21 (9)	11 (17)	32 (27)	25 (26)	11 (14)	0 (5)
Numeracy	0 (0)	21 (11)	43 (28)	21 (34)	11 (18)	4 (8)

# STUDENT POST SCHOOL DESTINATIONS

## RECORD OF SCHOOL ACHIEVEMENT - 2017

The College is registered to award ROSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2017, the NSW Education Standards Authority issued 4 Record of School Achievement credentials to students of the College.

# PROFESSIONAL LEARNING & TEACHER STANDARDS

## PROFESSIONAL LEARNING 2017

### JUNIOR SCHOOL

#### TEACHING AND LEARNING

Student Services Conference 2017  
CANVAS Training  
Christians in Teaching Conference  
Literacy Module 1 and Numeracy Module 1  
LNAP Module 3 and 4  
LNAP Online Module 4 - Literacy  
LNAP Online Module 4 - Numeracy  
LNAP Reading and the Literacy Block  
National Symposium on Inclusive Education  
NCCD Making Consistent Teacher Judgements  
Primary Conference 2017

#### WELLBEING

Pastoral Care Network Meeting  
Relationships - The heart of quality teaching  
Restorative Practices for Schools  
Teachers Matter – Student Wellbeing begins with Teacher Wellbeing  
Teaching Strategies & Behaviour Support



## SENIOR SCHOOL

CO-CURRICULAR
Adjudicators Course
Debating Adjudicators course
The Duke of Edinburgh's Award Training
TEACHING AND LEARNING
Annual Conference
Art History and Programming
Faculty Collaboration
New Curriculum
Quality Teaching
IIATE Technology Education Conference 2017
'Hands On' Technology, 'Hands On' STEM
Senior Sciences in Focus
Teaching Literacy through Drama
Revised Stage 6 Science Syllabuses
WELLBEING
Developing a quality pastoral care program
Peer Support Leader Training
Restorative Practices for Schools
OTHER
CPR, Asthma and Anaphylaxis
Senior First Aid
Secrets of the seed vault
NAPLAN Online
Work Safely at Heights
Chemical Safety in Schools - Basic Induction Module
Chemical Safety in Schools - Advanced Module
LEADERSHIP
School Improvement
Directors of Studies Conference
Senior Executive Program
Instructional Leadership Masterclass
Principals Induction Program

## PROFESSIONAL LEARNING COSTS

The total cost for Staff Professional Learning was \$33,329. In addition to this course and travel cost for Professional Development, costs were also incurred in providing relief teachers to cover those attending professional development.

# WORKFORCE COMPOSITION

## PROFILE OF TEACHING STAFF QUALIFICATIONS IN 2017

CATEGORY	NUMBER OF TEACHERS
(i) Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines	32
(ii) Teachers who have 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
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1st October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0
<b>TOTAL NUMBER OF TEACHERS</b>	<b>32</b>

## FULL TIME EQUIVALENT WORKFORCE

In 2017 the total full time equivalent teacher workforce was 30.8. The total full time equivalent ancillary workforce was 7. There are no indigenous staff at present.

# STUDENT ATTENDANCE & RETENTION RATES

## STUDENT ATTENDANCE

The average student attendance rate for Oran Park Anglican College was 94% which is consistent with previous years.

Unexplained absences are monitored and followed up on a regular basis by the Heads of Junior and Senior Schools. Rolls are marked electronically in our student information system (Edumate) and SMS messages and emailed letters are sent to parents requesting an explanation for the absence. The table below shows the student attendance percentage for Year 1-10 as is consistent in the government attendance reporting requirements.

### STUDENT ATTENDANCE PERCENTAGES:

YEAR	ATTENDANCE %
Year 1	93%
Year 2	96%
Year 3	95%
Year 4	95%
Year 5	94%
Year 6	94%
Year 7	95%
Year 8	92%
Year 9	92%
Year 10	92%
YEARS 1-10	94%

## RETENTION RATE

In 2017 Oran Park Anglican College was a P-10 school and had no Year 12 leavers.



# ENROLMENT POLICY & PROFILE

## ENROLMENT POLICY

### POLICY

The College is accountable to the Anglican Schools Corporation (ASC). Both ASC and the College have developed conditions of enrolment that the College is required to implement. The College is a co-educational Prep – Year 12 school open to children from any religious background providing an education underpinned by religious values outlined in the current College Prospectus and operating within the policies of the NSW Education Standards Authority. Parents are required to have received and read the College Prospectus and to understand that Christianity will be taught as the spiritual and moral basis of life and students will be encouraged to come to a personal faith in Jesus Christ. When parents sign Part D of the enrolment application form they are acknowledging and accepting the College culture and enrolment conditions as outlined on page 1 and 2 of the Sydney Anglican Schools Corporation – Conditions of Enrolment when they accept the offer of a place for their child in the College.

### PURPOSE

It is important that parents wishing to enrol their child at the College are aware of the culture of the College, its educational offerings, the terms on which a child is enrolled as a student and the responsibilities of parents of children enrolled before the parent makes a commitment and signs the enrolment contract. This should help avoid subsequent disputes and help in eliciting from the parents queries and concerns which may be relevant to the child's future schooling.

### OBJECTIVES

The objectives of the Student Enrolment Guidelines are to:

- Ensure procedures are implemented so that parents are aware of the College culture and its educational offerings.
- Ensure parents are aware of the conditions of the enrolment contract prior to making a commitment by signing Part D: Application, Declaration and Agreement.
- Ensure that there is a fair enrolment application process that complies with current legislation.
- Ensure parents are aware of their responsibilities having children enrolled at the College.
- Receive relevant and timely student information on enrolment.
- Utilise student data effectively in order to facilitate decision making processes.
- Reduce the risk of disputes and misunderstandings between parents and the College.

# STRATEGIES

## ENROLMENT PACKAGE

An enrolment package is provided to parents / carers making enquiries regarding student enrolment. The package includes: Application for Enrolment Form, Conditions of Enrolment, College Prospectus and Student Fee Schedule. The Conditions of Enrolment outline the student and parent obligations to the College if enrolment is successful.

## INTERVIEW WITH PRINCIPAL OR NOMINEE

An offer of a place at the College will only be made when a child and his/her parents/carers have been interviewed by the Principal or her nominee. The Principal has total discretion as to whether a place is offered.

## STUDENT DOCUMENTATION REQUIREMENTS

Prior to the interview, parents will be required to provide a copy of their child's birth certificate, evidence of the child's Australian citizenship, two passport-size recent photographs of the child, evidence that the child has been appropriately immunized, copies of relevant reports on the child's progress at pre-school (in the case of kindergarten) or school (in the case of all other students), NAPLAN results where applicable and disclose details of any educational or other support program/assistance that the child has received or is receiving at a previous school or pre-school. Originals of documents will need to be sighted at the time of interview.

The importance of informing prospective parents to disclose relevant learning information needs to be emphasised to ensure appropriate assessment of students and identification of learning needs. Failure to properly inform the College may lead to the pending enrolment being declined. Students with complex health needs will be required to submit an individual health care plan from their medical services provider. Individual health care plans will be required for: asthma; diabetes (type 1); epilepsy; anaphylaxis; any other condition requiring emergency management or specific health care procedures.

## ENROLMENT PROCESS

All applications will be processed within the College's enrolment policy. All supporting documents will be considered. The educational needs of each applicant will be assessed and where necessary consultation with parents, family and other relevant people will be conducted. Strategies to accommodate applicants will be identified and considered before a decision regarding enrolment is made. Relevant legislation will be identified, and appropriate procedures followed to comply. Applicants will be informed of the outcome.

## STUDENT AGE REQUIREMENTS

Children will not be offered a place in Kindergarten unless they will have reached the age of five years by 30 April in the Kindergarten year. Likewise, children will not be offered a place in Prep unless they will have reached the age of 4 years by 30 April in the Prep year. An exception is made for Gifted and Talented students if, after testing, the Principal feels early entry is feasible. The discretion for this lies entirely with the Principal.

## LETTER OF OFFER

Offers will be prioritised in accordance with the Conditions of Enrolment document (Item 7), and then in order of date of receipt of application. If, after the interview an offer is made, a letter of offer is sent to the parent / carer . A response to the offer is required within 14 days. If there is no place available at the time, a place is offered on the waiting list and when a vacancy becomes available a place is offered.

## PRIORITY PLACEMENT

Applications are considered in the following order of priority?

1. Siblings of children who are attending or who have attended the College will be given priority for placement only if the application for the child's enrolment has been received by 31 January two years prior to the year in which enrolment is desired. The offer of placement will then be contingent on there being a place available.
2. Children of Clergy
3. Children of ex-students
4. Children of Staff
5. Date of Application

## RELATED GUIDELINES

- The (Commonwealth) Privacy Act and Privacy Amendment (Private Sector) Act 2000
- Education Act 1990
- Anti-Discrimination Act 1977
- Carers Amendment to the Anti-Discrimination Act 2000
- Disabilities Discrimination Act 1992
- Disability Discrimination Amendment Act 2005 including Disabilities Standards for Education 2005
- Family Law Reform Act 1995
- Enrolment of Students Policy – Sydney Anglican Schools Corporation
- Anaphylaxis Guidelines for Schools 2006
- Diabetes Information for School 2007
- Asthma Action Plan 2007



## RELATED FORMS/REPORTS

- Anglican Schools Corporation - Application for Enrolment Form
- Anglican Schools Corporation - Conditions of Enrolment (Attached)
- OPAC Conditions of Enrolment
- Individual Care Plan Forms – Asthma; Anaphylaxis; Diabetes

## RELATED DOCUMENTS & WEBSITE REFERENCES

- Information for the Parents of Prospective Students  
Website: [www.opac.nsw.edu.au](http://www.opac.nsw.edu.au)
- Asthma Foundation NSW – Website: [www.asthmafoundation.org.au](http://www.asthmafoundation.org.au)
- Anaphylaxis Australia – Website: [www.allergyfacts.org.au](http://www.allergyfacts.org.au)
- Diabetes Australia – Website: [www.diabetesaustralia.com.au](http://www.diabetesaustralia.com.au)

## POLICY REVIEW

The Student Enrolment Policy is approved, reviewed, monitored and evaluated by the College Council every two years or as required.

## STUDENT POPULATION

The College had a total of 488 students enrolled in 2017, of which 40 were enrolled in Preparatory, 322 were in K- 6 and 126 were in Years 7 to 10. There were approximately equal numbers of boys and girls. Whilst the majority of students live within a six kilometre radius of the College, many come from further afield.

For further details see the 'My Schools' website.

# OTHER COLLEGE POLICIES

## POLICIES FOR STUDENT WELFARE

The College seeks to maintain a safe and supportive environment in which students and staff alike feel secure and in which the risk of harm to students is minimised. The College supports the physical, social, academic, spiritual and emotional development of students. Policies and programs for student welfare are designed to develop a sense of self-worth and personal growth.

Core policies were reviewed in 2017 and available for all staff on a central policy drive and Workplace Health and Safety documents on Complispace. Important policies for students are published in the College Diaries and in the Parent /Student Handbook. Copies of School Policies for parents are available from the College office.

### MAIN AREAS COVERED BY POLICY

#### **Child Care and Protection Policy**

- Safety and protection of all persons (especially children) according to the legislative requirements. Compliance with legislative requirements for employee, volunteer and contractor screening procedures
- Ensure employees, volunteers and contractors are aware of their role and responsibilities

#### **Workplace Health and Safety**

- Procedures for security of grounds and buildings
- Procedures to manage visitors to the College
- Procedures for the use of grounds and facilities
- Emergency procedures

#### **Supervision Policy**

- Duty of care
- Risk management
- Staff training

#### **Pastoral Care**

- Pastoral care support system
- Availability of and access to special services such as counselling
- Health care procedures
- Critical incident policy
- Managing bullying behaviour

#### **Safe & Supportive Environment**

- Affirming the right to feel safe at College
- Promoting care, respect and cooperation, and value diversity
- Nurturing a safe and supportive College environment
- Managing incidents of abuse, bullying and victimization

#### **Codes of Conduct Policy**

- Professional Code of Conduct for staff & volunteers
- Code of Behaviour and Associated Rules for students
- Behaviour Management Procedures
- Student Leadership Program and allocated roles and responsibilities

## **POLICIES FOR STUDENT DISCIPLINE**

The College requires all students to abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the age of the student, the nature of the breach of discipline and a student's prior behaviour. As we are a P-11 school, penalties applied are appropriate to the age of the student.

Corporal punishment is not permitted under any circumstances. The College never asks parents to impose corporal punishment on a child on its behalf. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion is based on procedural fairness.

## **POLICIES FOR REPORTING COMPLAINTS AND RESOLVING DIFFERENCES**

The College policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, staff and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College policies can be found in the 2017 College and Staff Handbooks, which are available to all families with students enrolled at the College and all College staff.



# COLLEGE DETERMINED IMPROVEMENT TARGETS

## ACHIEVEMENT OF PRIORITIES IN 2017

The College achieved the following targets in 2017:

- **Leadership** - Established new College executive – Principal and two Deputy Principals: Head of Junior School and Head of Senior School.
- **Teaching & Learning** – Developed and equipped instructional leaders to work alongside teachers to observe, demonstrate and improve their practice. Planning of Stage 6 curriculum offerings.
- **Student Welfare** – Implemented restorative practices and responsible classroom management as the framework for student welfare.
- **Staff Development** – As part of the Literacy and Numeracy Action Plan – Phase 2 (LNAP) grant funds were applied to the provision of time for instructional leaders and literacy and numeracy consultants to train Junior School teachers.
- **Community** – Another successful Oran Park Festival was hosted to engage with the community and showcase the College offerings.
- **Facilities** – Plans for Building 5 (Junior School classrooms and staff and student services) were finalised, funding/loans established and ready for construction.

## IMPROVEMENT TARGETS FOR 2018

The College staff, in conjunction with the College Council, has set the following improvement targets for 2018:

- **Leadership** – Develop Junior and Senior School coordinators as leaders of learning in their subject or stage area.
- **Teaching & Learning** - Continued improvement in direct and explicit instruction across P-11. Preparation and implementation of Stage 6 programs.
- **Student Welfare** – Increase staffing levels for Student Wellbeing staff. Embed restorative practices across the College. Further promote College values and growth mind set.
- **Staff Development** – Continue to develop and support staff through participation in LNAP.
- **Community** – Continue to engage with community partners to use College facilities for after hours sport programs.
- **Facility Development** – Further advancement of the College Master Plan including construction of Building 5 and developing plans for future landscape and playground works.

# INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

## JUNIOR

- **'Buddy Program'** - students participate in this interschool program that provides the opportunity for upper and middle Junior School students to assist lower Junior School students with their interpersonal skills.
- **Harmony Day** - students celebrate Harmony Day by each class representing a different country and researching its culture and preparing a presentation.
- **Grandparent's Day** - the largest number of visitors to the College in one day. Grandparents day purpose is to honour all the grandparents. Grandparents were invited to visit student classrooms and attend student performances.
- **'Peer Support Training'** - all Year 5 students participate in peer support training and then are able to put this training into practice with younger students.

## SENIOR

- **Duke of Edinburgh's Award Program** - The College has a group of students with considerable bush skill, fitness and determination to inspire others to achieve in this area of endeavour. The program involves students from Year 9 to Year 10 working with teachers in a graduated program to develop their self-reliance.
- **Peer Support Program** - The Peer Support Program includes training leaders to help students to settle in to Senior School and build relationships with younger students. This facilitates developing a sense of community within the College.
- **Charity Awareness** - Houses choose a charity and raise money for the community through various fund-raisers. Recipients of the money include Compassion, Samaritan's Purse and Love Mercy.

## WHOLE COLLEGE

- **'Toys n Tucker'** - Annually the College is involved in this welfare program that provides Christmas hampers for needy children in the Sydney / Wollongong area. The students at the College participated in the project by bringing in toys and tucker for Anglicare to place in the hampers.
- **Pastoral Care Program** - The Pastoral Care Program is designed to allow students to develop relationships with their teacher and with each other. Such relationships help to develop a feeling of belonging in students, which has been shown empirically to foster a greater resilience in students when confronted with the challenges of life.
- **Student Leadership Program** - The student leadership program provides opportunities to help students to develop lifelong skills. Student leadership develops a sense of belonging to a community, which is an important protective strategy in developing a resilient environment in schools.

# PARENT, STUDENT & TEACHER SATISFACTION

## PARENTS

During 2017, there were various opportunities for parents to provide feedback to teachers and the College executive through parent meetings, emails and informal conversations. Feedback from the College families continues to be positive and this is evident by the word of mouth referrals for new enrolments.

## STUDENTS

Informal feedback from students demonstrates that they felt valued as members of the College community and had opportunity to be involved in a range of activities during their College life.

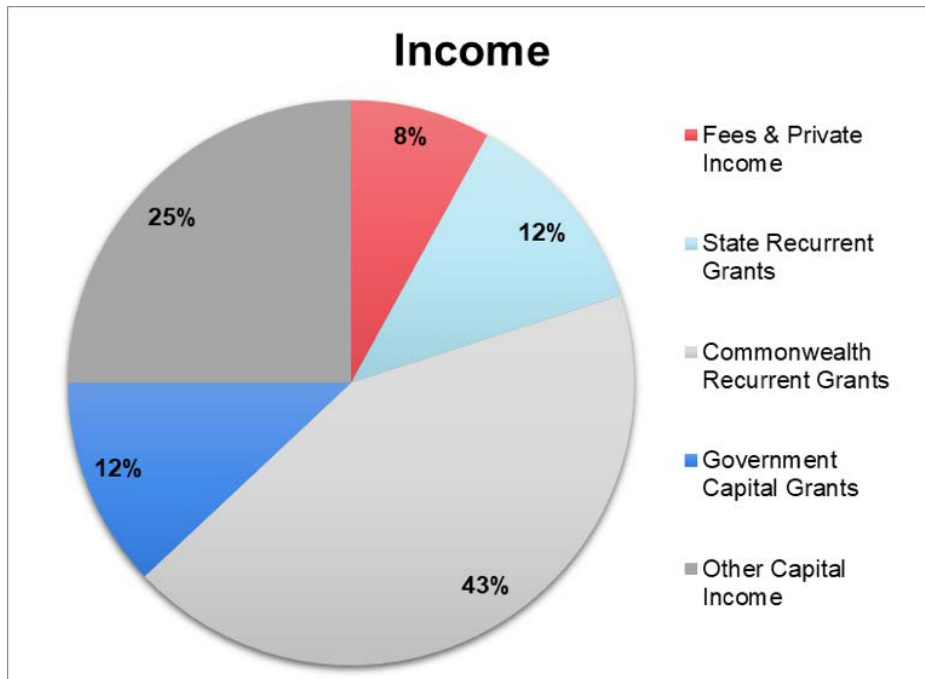
## STAFF

The staff at the College are dedicated to a common goal of providing quality educations in a Christian environment. There were feedback sessions held during 2017 with staff regarding what the College's student outcome should ultimately be and how each person plays a part in ensuring this is achieved. Staff acknowledged that they enjoyed the dynamic and growing culture within the College and perceive that there are future opportunities for career progression within the College and the wider Corporation.

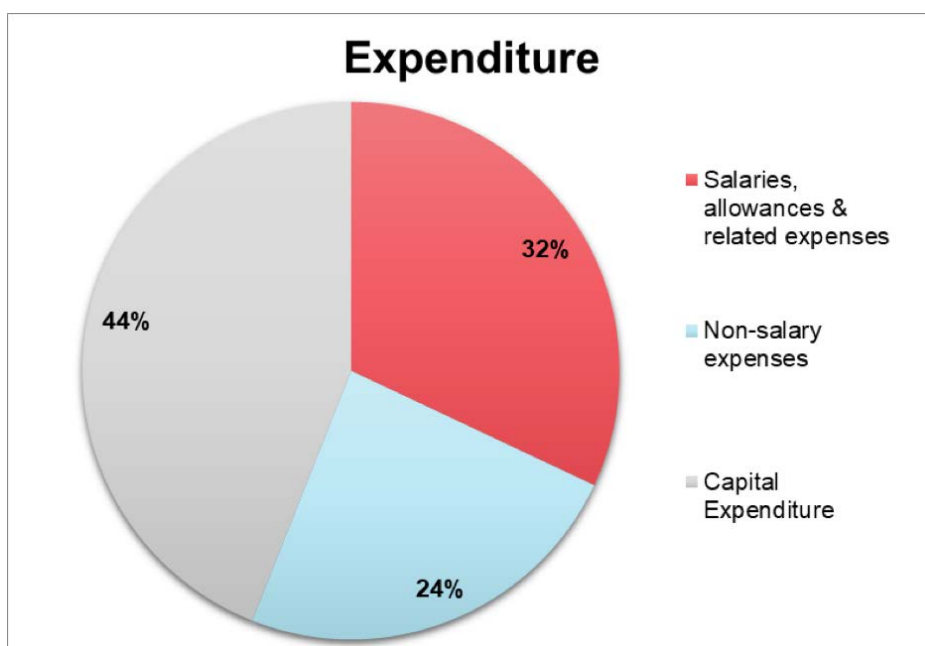
# SUMMARY FINANCIAL INFORMATION

Graph 1 below shows the recurrent/capital income and Graph 2 shows the recurrent/capital expenditure.

**GRAPH 1**



**GRAPH 2**











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