

THE RIVERINA ANGLICAN COLLEGE



# Annual Report 2016

Educational and Financial Reporting

# Contents

<b>1. Messages from key School bodies</b>	<b>3</b>
1.1 Report from the Chair of the College Board	3
1.2 Report from the Principal	4
<b>2. Contextual information about the College</b>	<b>5</b>
<b>3. Performance in national and state-wide tests and examinations</b>	<b>6</b>
3.1 Student outcomes in standardised national literacy & numeracy testing	6
<b>4. Senior secondary outcomes</b>	<b>7</b>
4.1 For full details see <a href="http://www.myschool.edu.au">www.myschool.edu.au</a>	7
4.2 Higher School Certificate	7
<b>5. Teacher qualifications and professional learning</b>	<b>8</b>
5.1 Teaching standards and qualifications	8
5.2 Professional learning activities	8
<b>6. Workforce composition</b>	<b>13</b>
<b>7. Student attendance</b>	<b>13</b>
7.1 Student attendance	13
7.2 Management of non-attendance	13
7.3 Post school destinations	14
<b>8. Enrolment policy</b>	<b>15</b>
8.1 Enrolment Procedures	15
8.2 Student Population	15
<b>9. College determined priority areas for improvement</b>	<b>16</b>
<b>10. Initiatives promoting respect and responsibility</b>	<b>18</b>
<b>11. Parent, student and teacher satisfaction</b>	<b>19</b>
<b>12. Summary financial information</b>	<b>20</b>

# 1. Messages from key School bodies

## 1.1 Report from the Chair of the College Board

The Riverina Anglican College is founded on Anglican traditions and Christian values which are maintained and reaffirmed within the College environment today. The College seeks to provide students with superior academic and co-curricular programs, delivered by highly qualified and professional staff in an outstanding learning environment, within a charter of quality pastoral care.

The 2016 year was a time of immense change for The Riverina Anglican College as we farewelled our founding Principal, Dr Ian Grant. Dr Grant's retirement marked 18 years of outstanding service and leadership of the College. The College Board appointed new Principal Mr Paul Humble, who previously held the position of Deputy Head: Head of Senior School at Blue Mountains Grammar School. Under Paul's leadership and guidance, The Blue Mountains Grammar School enjoyed strong growth in enrolments, improved academic results and became a centre for excellence in the field of student wellbeing.

At The Riverina Anglican College, we provide a caring, holistic education, equipping individuals with personal excellence and Christian integrity. There is a strong focus on academic excellence. A wide range of academic subjects are offered at all levels so that each student has the opportunity, within the educational requirements of NESAs, to choose the subjects they wish to study. Students' academic results are tracked longitudinally to monitor their performance and to assist teachers in formulating development strategies.

Through a diverse and broad range of extra and co-curricular activities, students find an excellent balance to their studies, whilst further developing their natural gifts. We strive to instil in our students an awareness of the communities to which they belong, both local and international, encouraging their contribution, service and example in these communities. We are constantly adapting to the ever changing world circumstances in so many areas of life to prepare our students to meet the challenges of living in our society today.

At The Riverina Anglican College we encourage every student to be themselves, at their best. During the course of 2016, the School Board met regularly. Numerous documents including Board operational and communication policies and terms of reference for committees relating to the governance of the School were reviewed and updated. New financial benchmarks were mapped out to continue to ensure the on-going financial viability of the College. Work began on a new school website and new strategic plan.

The Riverina Anglican College Board continues to foster and support an outstanding learning climate that places The Riverina Anglican College at the forefront of educational provision in Australia.

Mr Andrew Bowcher  
Chair of the College Board

# Messages from key School bodies

## 1.2 Report from the Principal

### *Beyond the Curriculum*

#### The Riverina Anglican College Band & Orchestra

Some exciting changes occurred in our music department with the appointment of Ms Clare Brassil as our Director of Music Performance. The College also purchased new musical instruments to assist in the promotion and formation of the Band and Orchestra. The band has performed at many school and community events including the Wagga Wagga Eisteddfod and an inaugural trip to Sydney to perform in the prestigious Sydney Band Festival, achieving a Bronze award for their outstanding performance.

#### Outdoor Education Program/Duke of Edinburgh Scheme

This area of education is attracting more students every year. Field trips included travel to the Bungonia Conservation Area, Murramarang National Park and the Murray River.

The Duke of Edinburgh's Award promotes leadership in action, self-confidence and the opportunity to connect with the community. The program enables students to improve abilities and acquire new skills while experiencing new challenges.

The Kokoda Challenge is an expedition to inspire and challenge students walking the Kokoda Trail. It gives students an insight into other worlds and how they can make a difference to the local communities along the Trail.

#### Agriculture

This area of education is also developing and in 2016 the agriculture students took 18 of our stud Poll Dorset sheep to the annual Holbrook Sheep and Wool Fair. Many ribbons were won including Champion across several categories and Reserve Grand Champion Ewe in the breed specific show. The College won the Award for 'most successful exhibitor'.

#### Welfare

Many welfare activities are held throughout the year and for each Year group. Events included the PUP (Pal Up) Program, Rock and Water Program, Wellbeing Days and the Secondary School Leadership Program.

#### Community

Our students attend many community events and are often called upon to participate. Some of the events included Kurrajong Race Day, Daffodil Day, ANZAC and Remembrance Day, Blood Bank donations, Walk with Me (Northcott).

Our College community is encouraged to participate in fundraising by reaching out to those in need through support of programs such as the ANGLICARE Toys 'n Tucker Appeal.

Our annual College Cake Auction is a most anticipated tradition where students conjure up imaginative mouth-watering cakes to be auctioned off to the highest bidder.

A unique fundraiser involving the dedication and participation of students, parents and staff. This yearly event has an impressive reputation amongst the students and this year raised \$6733.45 for several charities.

Mr Paul Humble  
PRINCIPAL

## 2. Contextual information about the College

The Riverina Anglican College is established by Ordinance as a co-educational secondary school offering affordable Christian education emphasising a culture of academic excellence partnered with comprehensive student well-being, sport and co-curricular programs.

Our College is dedicated to equip its students in becoming people of discernment; placing value upon Christian faith, integrity and excellence in all of life and in serving in the world as confident, competent and compassionate adults.

The College seeks, through day-to-day teaching of Christian Studies classes, ISCF opportunities and religious services, to meet the Mission Statement of the Diocese.

The Riverina Anglican College has established programs to encourage the students to challenge their skills and talents so they become better prepared to make a difference in their learning and service to their community.

The Riverina Anglican College has a varied curricular and co-curricular program and every week our school Newsletter overflows with news on student achievements from academic results to sporting events and community involvement.

## 3. Performance in national and state-wide tests & examinations

### 3.1 Student outcomes in standardised national literacy & numeracy testing

In 2016, students from Years 7 and 9 participated in national Numeracy and Literacy Assessments known as NAPLAN. NAPLAN assesses individual student performance in the areas of numeracy and literacy.

In reporting the NAPLAN results, students are placed in skill bands which represent student performance against nationwide criteria. The College is informed of the percentages of its students in each band along with the corresponding state percentages. This report provides a useful comparison of the College's performance against other students in the State.

The table below is a summary of the results from 2016.

- A Year 7 student may receive a result within Bands 4 – 9 (with Band 9 being the highest)
- A Year 9 student may receive a result within Bands 5 – 10 (with Band 10 being the highest)

2016 Tests	Year 7		Year 9	
	Bands 5-9	Bands 4-5	Bands 6-10	Bands 5-6
Reading	College: 94% State: 80%	College: 6% State: 20%	College: 88% State: 78%	College: 12% State: 22%
Writing	College: 85% State: 73%	College: 15% State: 27%	College: 79% State: 61%	College: 21% State: 39%
Spelling	College: 90% State: 83%	College: 10% State: 17%	College: 87% State: 79%	College: 13% State: 21%
Grammar	College: 90% State: 77%	College: 10% State: 23%	College: 86% State: 73%	College: 14% State: 27%
Numeracy	College: 96% State: 84%	College: 4% State: 16%	College: 91% State: 81%	College: 9% State: 19%
Data, Measurement, Space & Geometry	College: 94% State: 85%	College: 6% State: 15%	College: 90% State: 80%	College: 10% State: 20%
Number, Patterns & Algebra	College: 96% State: 83%	College: 4% State: 17%	College: 92% State: 83%	College: 8% State: 17%

## 4. Senior secondary outcomes

4.1 For full details see [www.myschool.edu.au](http://www.myschool.edu.au)

### 4.2 Higher School Certificate

In 2016, 86 students at The Riverina Anglican College attained the Higher School Certificate. The College offered 31 courses. Additionally, a variety of Vocational Education and Training (VET) courses were also offered

Band 6 is the highest Band awarded for a course, this Band indicates a mark of 90 or above. Band 5 is the second highest Band and indicates a mark of 80-89.

Course	Number of Students	Performance Band Achievement by Percent			
		Bands 3-6		Bands 1-2	
		College	Statewide	College	Statewide
Agriculture	12	100	83	0	17
Ancient History	8	87	83	13	17
Biology	28	100	90	0	10
Business Studies	34	88	87	12	13
Chemistry	27	96	94	4	6
Construction Examination	7	100	97	0	3
Design and Technology	3	100	96	0	4
Drama	6	100	98	0	2
Economics	17	94	94	6	6
English (Advanced)	22	100	99	0	1
English (Standard)	64	91	87	9	13
Food Technology	5	100	83	0	17
French Continuers	5	100	90	0	10
Geography	7	86	90	14	10
Industrial Technology	11	100	78	0	22
Legal Studies	9	100	89	0	11
Mathematics	19	95	92	5	8
Mathematics General 2	60	82	76	18	24
Modern History	8	100	87	0	13
Music 1	5	100	98	0	2
Personal Development, Health and Physical Education	36	97	84	3	16
Physics	18	78	88	22	12
Senior Science	21	100	92	0	8
Software Design and Development	10	100	93	0	7
Studies of Religion I	5	100	95	0	5
Visual Arts	5	100	98	0	2

## 5. Teacher qualifications and professional learning

### 5.1 Teaching standards and qualifications

The table below records the number of teachers responsible for delivering the curriculum according to the following categories.

Category	Number of Teachers
Teachers who have education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	54
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

### 5.2 Professional learning activities

Attendance at professional learning and development courses by staff from the Riverina Anglican College is encouraged and supported. The type of programs accessed depends on the needs of teachers, students and the College.

The College has identified eight key areas within Professional Development. These areas include: Welfare, Literacy, Numeracy, Content/Programming, Teaching Methodologies, IT, Leadership and Assessment. Throughout the year staff attended a variety of professional learning opportunities within these recognised areas.

Area	Description of Professional Learning Activity	Number of participating staff
<b>Content/ Programming</b>	<b>Wagga Wagga Careers Advisers Association Network Meeting</b> - Professional development activities, sharing of resources and networking opportunities. Job Jump workshop, Agvision, Jobs Careers and Training Expo. Relevance - staying current in today's labour and training market.	1
	<b>White rabbit Gallery – Curators Talk</b> by Louise Guest – Director of Education and Research: Content for Stage 6 HSC Visual Arts Course.	1
	<b>Chaplains' Conference:</b> Pedagogies for teaching religious studies addressed with one TRAC staff member presenting a summary of Debra Dean Murphy and Fred P. Edie's pedagogy.	3

<b>Content/ Programming</b>	<b>Career Tools Workshop:</b> Information workshop to explain Careers Tools resource – a resource aimed at enhancing communication with parents and students and providing the tools to enhance individual counseling through simple technology.	1
	<b>Pompeii and Herculaneum HSC Study Day:</b> 4 seminars providing detailed information on Pompeii, the compulsory topic for HSC Ancient History.	1
	<b>AIS NSW Speeches - A Critical Study:</b> Course targeting Module B – HSC Advanced English. Ideas for unfolding/integrating the techniques into the delivery of the course content	1
	<b>2016 Career Development Association of Australia National Conference:</b> to provide information, advice and debate about some of the key challenges facing Australia in its future skill needs. The theme of Science, Technology, Engineering and Mathematics (STEM) was addressed with respect to the many occupations this involves.	1
	<b>Young History Teacher's Day:</b> Annual PD course hosted by History Teachers Association of NSW for regional areas. Content improvement and a greater understanding of the syllabus was addressed.	1
	<b>RIVSSTA Geography Planning Day:</b> National curriculum planning day to enhance knowledge and understanding of the national curriculum and its implementation and programming.	2
	<b>Food and Fibres Futures (Careers which will shape the 21<sup>st</sup> Century):</b> Course to address the issue of the increased global demand for food which is expected to double in the next 35 years. With much innovation and change this demand for resources can be met.	1
	<b>GTA Regional Conference:</b> Implementing the new NSW Geography K-10 Syllabus.	21
	<b>ACHER Stage 6 Conference:</b> Conference targeting experienced teachers and was designed to enhance knowledge and understanding of Stage 6 PDHPE content and teaching methodologies.	1
	<b>Photography Workshop:</b> Workshop run by two regional photographers (Ashleigh McDonald and Madeline McGuigan) focusing on photography that portrays emotions. This will enhance the teaching of Year 9 and 10 Photography students.	1
<b>ACHER Stage 6 Community and Family Studies – Improving Student performance:</b> Sessions designed to look at the marking process, mastering multiple choice questions, providing quality feedback and understanding quality responses for the course that has been newly introduced to TRAC for 2017 Year 11 study	1	

<b>Content/ Programming</b>	<b>Outdoor Recreation Industry Council (ORIC) Conference</b>	3
	<b>Carnet de vacances: vers de nouvelles decouvertes!:</b> Course for French teachers focusing on teaching strategies for Stages 4 and 5	1
	<b>UNSW Museum of Human Diseases:</b> UNSW researchers and academics covered key curriculum topics and links to the new 'Investigating science' curriculum. Resources for use in the classroom and for programming the new curriculum were obtained.	1
<b>Teaching Methodologies</b>	<b>VET Advisory Group Meeting:</b> Biannual meeting with TRAC's Work placement provider (Compact). Guest speakers and other employer organisations provided updates and course information. A valuable networking opportunity.	1
	<b>Habits of Highly Effective Teachers:</b> An interactive and practical workshop providing classroom strategies to enhance teaching and respond to challenging situations. Behavioral strategies explored to reinforce positive behaviour in students, a positive classroom culture and develop students' social and emotional intelligence.	2
	<b>Across the Curriculum Grammar- ETA:</b> An online course on grammar with resources, ideas and activities for the classroom. In four sessions teachers were guided from understanding parts of speech and punctuation to the application of this language in sentences relevant to their subject areas with the aim to improve student literacy.	5
	<b>Improving Student Engagement in Middle Years:</b> To explore findings from current research on student engagement with mathematics and to investigate a framework for engagement. This will enhance student learning experience by aiming to make mathematics relevant, fun and exciting.	2
	<b>Dan Haesler Mindset Workshop:</b> A Whole day workshop exploring Mindset. The theory of fixed mindsets and growth mindsets was introduced. Staff were given strategies on how we can address our mindset in order to challenge expectations and improve our ability to recognise potential and learning in every one of our students. Strategies focusing on the synergy between mindset, effective feedback and pedagogy were also explored.	53
	<b>University of Sydney: Physics Workshops:</b> Workshops on core Physics modules, lectures from research physicists and discussions on upcoming syllabus changes were experienced which will enhance teaching of HSC Physics course in 2017	1
	<b>Motivating, Engaging and managing Students Effectively:</b> Course to improve student's motivation and engagement through simple strategies.	1

<b>Teaching Methodologies</b>	<b>Teaching English Grammar and Vocabulary:</b> Workshop to teach and assess English sentence grammar and vocabulary effectively, enjoyably and creatively to improve learning and results as students become confident writers.	1
<b>Leadership</b>	<b>Duke of Edinburgh Award Network meeting:</b> Guest speaker role at the event outlining the TRAC Outdoor Education Program.	1
	<b>Aspirant Head Roadshow:</b> Course for senior staff considering a career as a Principal	1
	<b>Chaplains/CHS Coordinators Day:</b> Networking of Chaplains to promote sense of belonging to Anglican schools and coordination of the role of classroom teachers in our schools.	1
	<b>Riverina Science Leadership Conference:</b> Global Harmonising Safety Data System, networking and pedagogy in the Science classroom (inclusive classroom activities, experimentation demonstrations and general business).	1
	<b>Association Of School Business Administrators (ASBA) NSW:</b> PD Day and AGM.	1
	<b>Australian Canoeing Qualification Registration:</b> To provide Environmental and Outdoor Science and Duke of Edinburgh Award student instruction.	1
	<b>Head Of Department -TTA:</b> A course to enable participants to reflect on their current leadership and build a range of strategies to implement in the future.	1
	<b>Association of Heads of Independent Schools of Australia (AHISA):</b> NSW/ACT Branch Meeting attended by TRAC Principal.	1
	<b>Association of Heads of Independent Schools of Australia (AHISA):</b> Academic Conference attended by TRAC Deputy Principal.	1
	<b>AIS NSW WHS Consultation Course:</b> Attendance at the course to assist in ensuring the College remains a safe environment and bring a greater awareness to the risks involved in programs delivered off campus.	1
	<b>Community Coach Accreditation Course – Level 1:</b> Cricket coaching course to enhance student coaching at TRAC	1
	<b>Lesson Observation and Feedback:</b> workshop to aid Head of Department to give positive and constructive feedback.	1
<b>Assessment</b>	<b>NSW Association of French teachers (NAFT):</b> Collaboration in the writing of a Trial French HSC Examination paper for Beginners, Continuers and Extension.	1
	<b>HSC English Marking:</b> Professional Development	1

<b>Assessment</b>	<b>Ignite the Spark: Learning Differentiation:</b> Opportunity to discuss the enrichment program in place at Barker College – how it is implemented, monitored and assessed. The testing used to identify students was also addressed.	1
	<b>Write a Better Test: Extended response Tasks:</b> TTA course focusing on improving student writing in Science using SOLO taxonomy to differentiate student responses to questions.	2
<b>Welfare</b>	<b>University of Newcastle ‘Rock and Water’ Student Welfare Course:</b> Staff training to deliver Rock and Water Welfare program. The program aims to apply a physical/social approach to assist students in their development to adulthood by increasing their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition.	4
	<b>Child Protection Inspector Update:</b> Information passed on to all staff at Staff Professional Development Day at the beginning of 2017 year.	1
	<b>CPR:</b> Cardiopulmonary Resuscitation Course	48
	<b>Mountain Bike Coach Course:</b> to enable this activity to be run during Activities Week.	1
	<b>Accidental Counselor Workshop:</b> Workshop to provide professional insight and practical skills to give greater confidence in handling difficult situations with respect, wisdom, boundaries and grace.	4
	<b>Global Rites of Passage Leadership Training:</b> Course designed to provide training on creating a ROP for boys (and girls) to transition from children to adults.	1
	<b>Labcon 2016:</b> Workshops delivering information regarding the introduction of the Global Harmonising System (GHS) for 2017.	1
<b>IT</b>	<b>Riverina Teachers/Librarians Conference</b>	1
	<b>EMS 360 Staff Training:</b> EMS 360 is a software solution for managing school administrative processes - Reviews and Appraisals, Professional Learning, 360 Degree Reviews and Excursions	52
	<b>PAX – Games Convention:</b> exploration of aspects of ‘gamification’ in school and classroom.	1
	<b>CAD using Fusion 360:</b> Training course for Fusion 360 online software. A software system for all technology subjects on all devices regardless of operating system.	3
	<b>ICTENSW Summit:</b> Workshop supporting technology teachers in relation to NSW Technology Curriculum.	1

## 6. Workforce Composition

### Staff Composition

#### Teaching Staff:

The College employs 24 male and 18 female full time teaching staff.  
There is 1 male and 13 female part time teaching staff.

The teacher to student ratio is 12.36.

#### Support, Administration and Ancillary Staff:

The College employs 7 male and 4 female full time support staff.  
There are 2 male and 9 female part time support staff.

We do not have any staff who are indigenous.

#### Teacher Attendance and Retention Rates

The average teacher attendance rate was calculated using the formula:

$$(z-a/t)/z \times 100$$

where  $z$  = number of days teaching staff are expected to attend

$a$  = number of days of non-attendance

$t$  = number of teaching staff

The average teacher attendance was 96.4%.

The proportion of teachers retained from the reporting year was 100%.

## 7. Student attendance

### 7.1 Student attendance

The average student attendance rate for 2016 was calculated to be 92.61% of students present each day.

### 7.2 Management of non-attendance

Attendance rolls are marked by the Homeroom teacher each morning and each teacher marks their class roll for each lesson during the day.

Parents are notified by SMS daily of unexplained student absences and in writing on a regular basis if no explanation has been received.

If students are absent, a note from their parent/guardian must be provided to the school explaining the reason for the absence.

Unexplained absences are followed up by the Deputy Principal- Welfare with the assistance of the Year Patrons.

Student attendance is also reported on students' Academic Reports each semester.

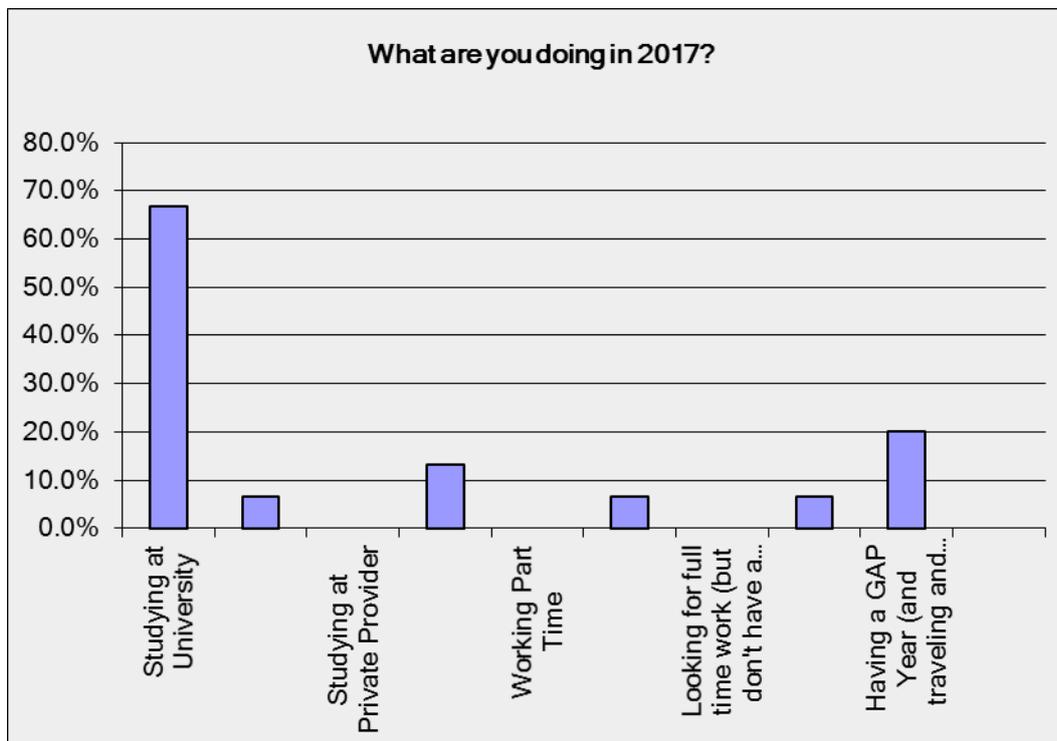
All policies and procedures for Attendance are available in the Staff Handbook and on the School website.

## 7.3 Post school destinations

### 2016 HSC Students Destination Report

It is not compulsory for students to report their final decisions on post-secondary school, and we are not informed of each of our students' final decisions regarding tertiary education, TAFE careers, travel, GAP years or their entry directly into the workforce.

A strong representation of our students do elect to stay in contact via survey and email as well as personal contact with staff. We have been able to establish that after completing the Higher School Certificate in 2016, almost 68% of the cohort gained first round offers to Australian Universities. The next highest representation of 27% were students electing to take a Gap Year option with over 85% having deferred a University Course Offer to do so.



Answer Options	Response Percent
Studying at University	66.7%
Studying at TAFE	6.7%
Studying at Private Provider	0.0%
Full time Employment	13.3%
Working Part Time	0.0%
Working locally and then hope to travel	6.7%
Looking for full time work (but don't have a job yet)	0.0%
Having a GAP Year (and working full time)	6.7%
Having a GAP Year (and traveling and work part time)	20.0%
Other (please be specific)	0.0%

## 8. Enrolment Policy

### 8.1 Enrolment Procedures

The enrolment policy for the College is set by The Riverina Anglican College Ordinance (1998) and Diocesan Schools Ordinance (1998). Included in the Goals and Principles for the operation of Diocesan schools is the statement that “Diocesan Schools will aim to provide a high quality, integrated educational experience from a variety of backgrounds and to cater for students with a wide range of abilities.” In addition, “the Diocesan schools will be accessible schools with a fee structure affordable by the average family; and have enrolment policies which are non-discriminatory, encourage parents to have sympathy and support the educational philosophy and ethos of the school; give consideration to students with special needs; and provide for exceptional circumstances.

The enrolment practice at the school is fully in keeping with the policy. The Board has kept fees below CPI increases. Students are offered places after interview. All student enrolments are treated without influence of religion, race or creed. A welfare committee recommended reduction of fees in individual cases of special need.

### 8.2 Student Population

The College has classes from Years 7 to 12 and in 2016 had an intake of 632 students from over thirty-six State and Independent Primary and Central schools.

In Years 7 to 10, there were 242 females and 237 male students.  
In Years 11 and 12, there were 78 females and 75 male students.

The Riverina Anglican College has an open enrolments policy; this is reflected in our student population which is culturally diverse with sixty-six of our students being born overseas and forty-eight students from a non-English speaking background.

Our students have a broad range of abilities and learning styles including those with special learning needs. The Riverina Anglican College recognises that all students have gifts and talents and deserve to have their specific learning needs met.

## 9. College determined priority areas for improvement

The College has determined 6 areas as priorities for improvement;

### 1. Teaching & Learning

Pursue academic excellence and build capacity through the application of evolving skills and competencies.

- 1.1 Provide a safe and supportive learning environment.
- 1.2 Ensure that learning goals are clear and focused.
- 1.3 Build capacity in students through deep learning strategies.
- 1.4 Ensure that contemporary literacies are fully integrated into the teaching and learning program.

### 2. Co-curricular Programs

Experience a broad education involving the arts, outdoor education, sport and leisure activities.

- 2.1 Provide a balanced mix of activities across all aspects of the College.
- 2.2 Encourage wider participation and involvement in the program through student recognition and publicity.
- 2.3 Widen the definition and scope of Outdoor Education to encompass all Year Levels within the College.
- 2.4 Establish a program for high performing musicians with access to tertiary pathways both nationally and internationally.

### 3. Character

Develop resilience, managing behaviours mindfully and respectfully.

- 3.1 Provide age-specific pastoral care programs which promote and enhance student wellbeing
- 3.2 Teach and model effective metacognition skills and appropriate mindsets.
- 3.3 Provide further leadership and service opportunities to students across the College.

### 4. Citizenship

Be active and informed, committed to democratic values, equity and justice.

- 4.1 Emphasise global perspective in the taught and untaught curriculum across the College.
- 4.2 Expose students to diverse values and worldviews.
- 4.3 Promote the interest in human and environmental sustainability.

## 5. Creativity

Be innovative, exploring novel ideas and solutions to problems.

- 5.1 Promote the teaching of STEM across all areas of the College.
- 5.2 Enable students to access a vertical curriculum to develop their individual strengths and interests.
- 5.3 Create partnerships with Universities across NSW and other outside agencies to strengthen and diversify post-school pathways and prepare students for the world of work.

## 6. Faith

Experience the Christian Faith through study, worship and service to others.

- 6.1 Review the scope and content of the Christian Studies program.
- 6.2 Establish stronger links with all Schools within the Canberra/Goulburn Diocese.
- 6.3 Further enhance outreach opportunities for students to engage with the community – locally, nationally and internationally.
- 6.4 Establish a Church and Youth Group on the College Grounds in partnership with St John's Wagga Wagga.

## 10. Initiatives promoting respect & responsibility

The College understands the importance of educating its students in all areas including promoting an understanding of respect and responsibility among all its students.

Activities and programs to achieve this include:

1. Electing School Captains, Vice Captains and House Captains from its Year 12 group. These students are role models to the other students and are responsible for working with the Year Co-ordinators, Deputy Principals and Principal in the promotion of the College.
2. Promotion of community causes through sponsoring specific programs at the request of individual students.
3. Involvement in the Duke of Edinburgh Award Scheme. This award promotes independent responsibilities, encourages a sense of adventure, the need for teamwork and care for the environment.
4. Opportunities in TRAC Idol: A yearly event showcasing the musical and performance talents of the College. This develops a respect for all students and the gifts they possess.
5. Involvement in the Pal Up Program (PUP) for Year 7 is a mentoring programme which aids new Year 7 students in adjusting to High School life while enabling senior students to gain new skills as mentors.
6. The introduction of specific Year 7 Rock and Water Program and Year 8 Welfare day. These specially assigned programs and days give students tools to use in various social situations and explore the need to respect others.
7. A visit by staff from Junee Correctional Institution involved all Year 10 students being presented with information on making good decisions and being a responsible member of our community.
8. Encouraging Community Service in the higher levels of our Welfare Level System by requiring students to organise community service to maintain their level. This aims at challenging students who have attained the highest level on the College Welfare System and highlights the need for those who have gifts to share them with others.
9. The offer of a Community Service Award. Awards go to students in recognition of work done in the community.
10. Public recognition of student's academic, sporting, cultural and community achievements through assemblies and newsletters. This highlights the promotion of respect for all no matter what their talents.

## 11. Parent, student and teacher satisfaction

The College is accessible to all stakeholders in the College community, with numerous opportunities for parents, students and teachers to express their satisfaction or concerns. The College Board initiated a Review of School Operations in 2016 where each stakeholder had an opportunity for input. The review Committee was comprised of external educational experts with extensive experience in school evaluation.

Students, Staff and parents were invited to contribute to the Review and contacted on a random basis for input. The Review found high levels of satisfaction from all stakeholders. The chief areas of concern identified by the Review among the parent body included improvements in the car park and opportunities for parental involvement. The teaching staff were clearly identified as supportive of the vision statement of the College but were aware that generational change would occur. The students felt that their relationship with the staff was based on trust and reliability. Some staff and students felt the individual lesson times could be extended.

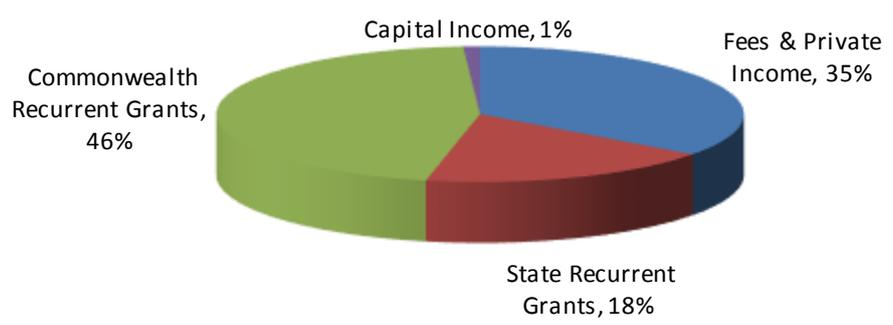
A New Parents welcome was held in 2016 to provide opportunities for contact. Large numbers of parents continue to be involved in Year based briefings and Parent and Teacher evenings.

Regular meetings of the Executive, Faculty Heads, Year Patrons and full staff meetings provide opportunities for input from staff in the operational and policy direction of the College. Staff morale and sense of purpose measured through their involvement in co-curricular activities is very positive. Our staff retention rate is extremely high which is also a good measure of staff satisfaction

Students have opportunities to express their satisfaction and concerns through opportunities in either the House or Year based contacts. The School Captains and Vice Captains also organise forums.

## 13. Summary of financial information

### Income 2016



### Expenditure 2016

