



ORAN PARK
ANGLICAN COLLEGE
OF GREATER WORTH THAN GOLD



LEPPINGTON
ANGLICAN COLLEGE
Life to the fullest

2023

Annual Report



ORAN PARK
ANGLICAN COLLEGE



of greater worth than gold.

Contents

Oran Park Anglican College

A Message From Key School Bodies	4	Student Attendance and Management of Non-Attendance	20
Chair Of College Council Principal College Captains		Student Attendance Process For Monitoring Attendance	
Contextual Information about the College	10	School Policies	22
About OPAC Governance Student Population		Achievements and Targets	23
Student Outcomes In Standardised National Literacy And Numeracy Testing	12	Achievement Of Priorities In 2023 Improvement Targets For 2024	
Naplan Results 2023		Initiatives Promoting Respect & Responsibility	24
Senior Student Outcomes	14	Parent, Student & Teacher Satisfaction	25
Higher School Certificate Comparison to Previous Years Record of School Achievement HSC Results 2023 Post School Destinations		Financial Information	27
Professional Learning and Teacher Standards	16	Income Expenses	
Workforce Composition Teacher Accreditation Professional Learning Costs Professional Learning Internal Training		Leppington Anglican College	28 - 48



Message from Key School Bodies

Chair of College Council

2023 saw the disruptions of COVID-19 clearly in the rear vision mirror and it was a joy to see the return of our vibrant learning community displayed through events like our first Colour Run, Grandparents Day, and Mother's and Father's Day Breakfasts alongside a showcase for the Performing Arts our 'Capturing Creativity' evening.

All of these provide an outstanding backdrop to the day-to-day investment that our teachers and support staff make in the education of our students. I'm grateful for our Principal, Naomi Wilkins' leadership and am delighted to see the way she continues to tirelessly inspire and guide our Senior Executive and staff teams as well as providing the vision for future growth in facilities as we seek to impact every member for Jesus.

The College has experienced strong enrolment growth since commencement, educating 1005 (including Preparatory) students in 2023. As with all the rest of southwest Sydney, the landscape changes monthly and the College facilities continue to expand to accommodate this growing population. This year saw the opening of our purpose-built administration building which reoriented the college frontage and establishes a welcoming environment as people enter the College.

Students continue to learn how our core values of courage, curiosity, craftsmanship, collaboration and compassion can shape them as life-long learners equipped with the learning habits and qualifications to thrive in the 21st century. We are blessed with faithful teaching staff who deliver quality, caring, Christian education – leading our children to discover their gifts and develop into robust young men and women, looking to positively impact the world.

We are blessed with faithful teaching staff who deliver quality, caring, Christian education



Members of the College Council

Dr Paul Arthur
Mrs Stacie Pakula
Mr Tony Pieris
Mrs Kerry Thomas
Rev. Gavin Oram
Since March 2023

EX Officio

Mrs Naomi Wilkins
Principal
Mr Jamie Dallimore
Representing the Sydney Anglican Schools Corporation

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 2023 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.



Rev. Stuart Starr
College Chairman



Message from Key School Bodies

Principal



Oran Park Anglican College has established a reputation as a supportive environment for students and staff with high expectations for strong educational outcomes and modern facilities.

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.

We have a dynamic and hardworking staff team who model and teach our values of 'courage, curiosity, craftsmanship, collaboration and compassion'. These values not only underlay the character we want our students to develop but also their learning habits as we teach them to be powerful life-long learners. Grounded in the principles of fostering excellence and nurturing lifelong learning, our Powerful Learners Framework is designed to empower our students to reach new heights of academic achievement and personal growth. Built on the principles of the learning powered approach, our framework aims to grow a community of agile learners by fostering quality teaching and a culture of excellence.

At the heart of the Powerful Learners Framework lies the recognition that learning is not just about acquiring knowledge but also about cultivating habits that enable success in all aspects of life and the belief that learning can be learned. Grounded in the research of Guy Claxton, this framework provides a roadmap for students to develop the skills, attitudes, and dispositions necessary to thrive in a rapidly changing world. The habits of powerful learners are routines of practice that work together to develop our five College values.



Learning is not just about acquiring knowledge but also about cultivating habits that enable success in all aspects of life.



Integral to our community is our commitment to student wellbeing, guided by the principles of Restorative Practice. We prioritise creating a safe, inclusive environment where each individual is supported in realising their full potential, recognising and managing their emotions and developing their capacity to grow and flourish in our Christ-centred community. Restorative practices teach students to be respectful learners with the ability to build, repair and maintain healthy relationships.

In 2023, our theme of 'Respecting Diversity' underscored our dedication to embracing the rich tapestry of cultures within our community. Through intentional initiatives and dialogue, we celebrated our differences and fostered a sense of belonging for all. We acknowledged Harmony Day and National Sorry Day and started a Diversity and Inclusion working party to consider further initiatives to promote intercultural cohesion.

As we look ahead, I extend my deepest gratitude to our dedicated staff, committed students, and supportive families for their unwavering contributions to our shared mission. Together, we continue to uphold the values of Oran Park Anglican College, making a meaningful impact on the lives of all who walk through our gates.



Mrs Naomi Wilkins
Principal



Message from Key School Bodies

College Captains



The Student Representative Council (SRC) plays a vital role in echoing the voices of the student body, addressing educational issues, and enhancing the College experience for students.

It has also provided opportunities for students across year levels to grow their leadership skills and demonstrate their servant hearts. The 2023 SRC comprised 25 students, each of whom are members of portfolios directed by a Year 12 student leader. Below are reports outlining the initiatives promoted by each portfolio team:

Diversity and Inclusion: The SRC's Diversity and Inclusion portfolio focuses on creating a welcoming and inclusive environment for all students. Through a variety of initiatives including fundraising events, awareness campaigns, and cultural exchanges, the SRC has worked tirelessly to promote diversity and create an inclusive environment for all students.



Academic Support: Recognising the importance of academic success, the Academic Support portfolio has implemented a range of initiatives aimed at assisting students in reaching their full potential. From lunchtime peer tutoring sessions to study groups and skill-building workshops, the SRC has provided invaluable support to students, enriching their learning experiences and fostering a supportive academic environment.

Student Wellbeing: The Student Wellbeing portfolio has been dedicated to promoting the physical and mental health of our students. Through wellness events, mental health campaigns, and kindness initiatives, the SRC has made significant contributions to the overall wellbeing of our student body, nurturing positive relationships and enhancing student experiences.



Christian Service: Embracing our Christian values, the Christian Service portfolio has focused on promoting spiritual growth and faith-based activities among students. Through involvement in Bible study groups (Cru, LIFE and SBS), mentoring groups (SHINE), chapel programs, and community service initiatives, the SRC has fostered a sense of community and provided opportunities for spiritual development, enriching the holistic experience of our students.

Right: College Student Leaders for 2023



Environment and Community Outreach: The Environment and Community Outreach portfolio has been committed to promoting sustainability and environmental consciousness within our College community. Through awareness campaigns and clean-up efforts, the SRC has inspired students to adopt eco-friendly practices and take responsibility for their environment, contributing to a greener and more environmentally responsible campus.

In addition, the SRC and House Captains attended the Sydney Secondary Youth Leadership Conference, where they gained valuable insights into effective leadership strategies and teamwork. This experience has empowered our SRC members to initiate innovative projects within their portfolios, demonstrating enhanced leadership qualities and a commitment to positive change within our College community.

The SRC continues to be an invaluable asset in promoting student engagement, wellbeing, and leadership in the College. We extend our heartfelt gratitude to all members of the SRC for their dedication and service to our College community in 2023.



Daniel Johns
College Captain



Kimberly Thorson
College Captain

We extend our heartfelt gratitude to all members of the SRC for their dedication and service to our College community in 2023.



Contextual Information about the College

About OPAC

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 students from Preparatory to Year 12. In 2023 the College's Direct Measure of Income (DMI) was 102.

The College vision is to be a vibrant learning community that impacts every member for Jesus, through life-changing, caring, quality Christian education. Our mission is to grow a strong and sustainable College community that nurtures Christ-shaped values of courage, curiosity, craftsmanship, collaboration and compassion. 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.



Courage



Curiosity



Craftsmanship



Collaboration



Compassion



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 administrated 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.

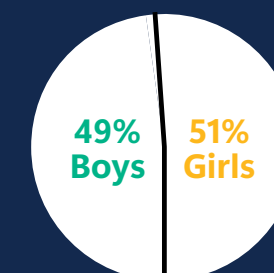


The
Anglican
Schools
Corporation

Student Population



1042 students enrolled in 2023



Majority live within 6km radius



40
Prep



573
Kindergarten to Year 6



429
Years 7 to 12



of students were of Aboriginal descent



of students come from homes with a 'language other than English' Background



Student Outcomes in National Literacy and Numeracy Testing

Naplan Results 2023

This table features the combined results from both Oran Park Anglican College and Leppington Anglican College.



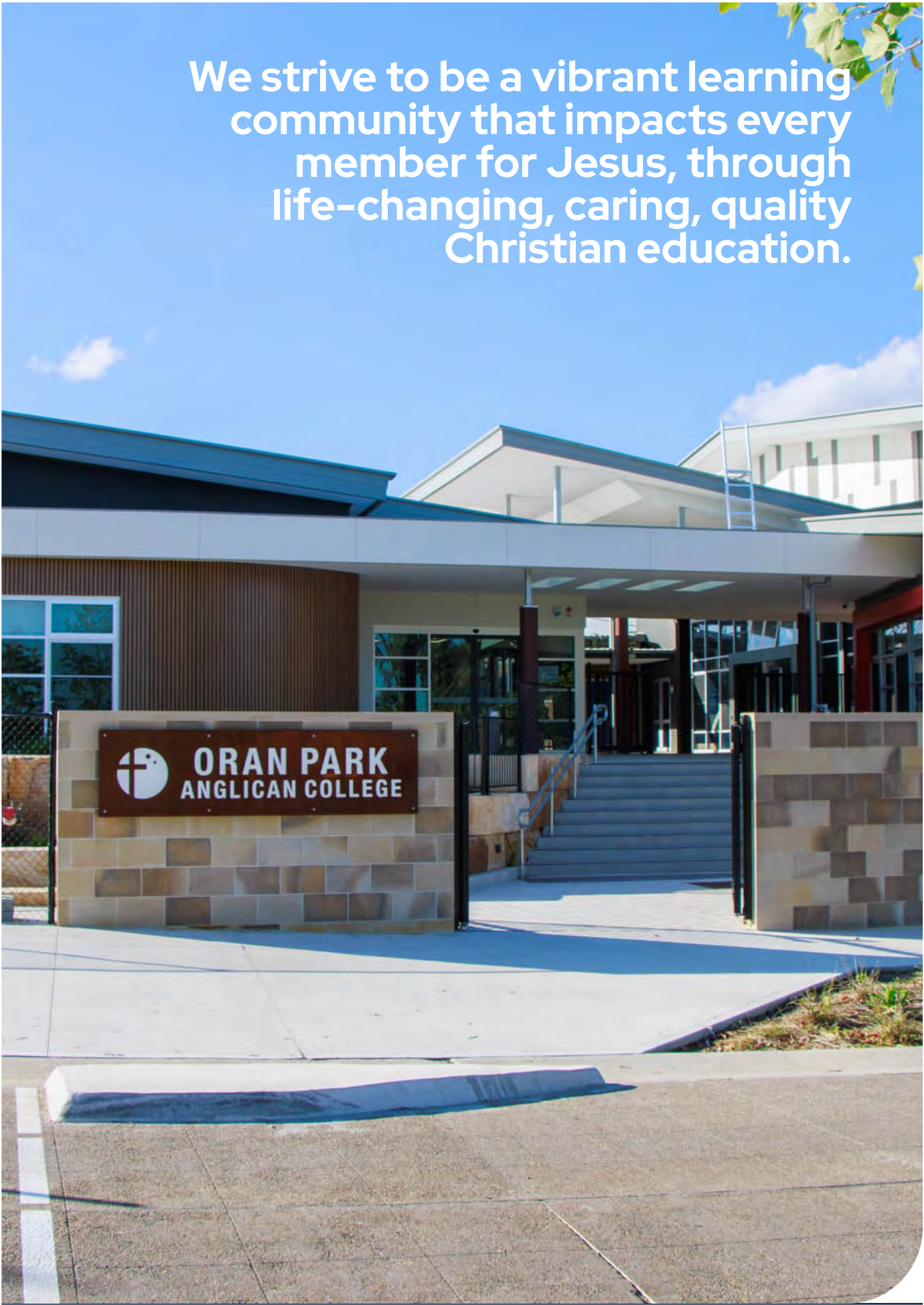
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	410	441	415	426	423
Year 5	492	588	500	507	497
Year 7	542	540	549	556	548
Year 9	582	586	586	581	575

- = Result is above average when compared to all Australian students
- = Result is close to the average when compared to all Australian students
- = Result is below average when compared to all Australian students

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/>

Our results in all year groups are close to or above the National Average in all domains. The data suggests that as a College there is strength in lifting the tail end of the cohort in numeracy, more so than in literacy. Also, we are better able to extend students in literacy than we are in numeracy. Overall, our internal assessments are identifying students who require intervention and extension. This is indicated by the small number of students flagged which the Diverse Learning Team were not aware of previously.

The table above shows the average result of the College students in each year group tested. The colour shading indicates a comparison between the College's performance and national averages.

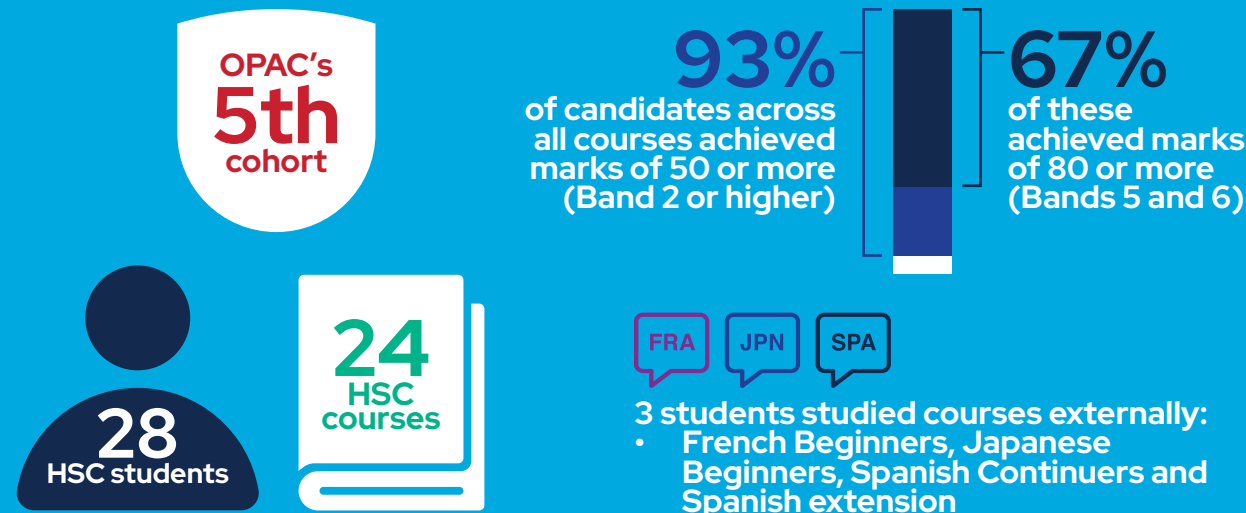


We strive to be a vibrant learning community that impacts every member for Jesus, through life-changing, caring, quality Christian education.



Senior Student Outcomes

Higher School Certificate



Comparison to Previous Years

	No. Students	No. Band 6	No. Band 5	No. Band 4
2023	28	10	78	51
2022	37	14	53	55
2021	30	7	35	60
2020	14	7	22	30
2019	15	1	27	37

Record of School Achievement

The College is registered to award ROSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2023, the NSW Education Standards Authority issued twelve (12) Record of School Achievement credentials to students of the College.



Class of 2023



HSC Results 2023

Subject	No. Students	Bands 4-6 (E3-E4) %	School vs State Variation
Biology	6	83	3.77
Business Studies	13	92	6.51
Chemistry	2	100	9.27
Community and Family Studies	6	100	4.81
Design & Technology	3	100	1.77
English Standard	19	95	6.77
English Advanced	9	100	4.49
Food Technology	9	89	2.92
Information Processes & Technology	7	100	11.12
Legal Studies	7	86	3.87
Mathematics Standard 2	22	77	3.06
Mathematics Advanced	6	100	8.36
Mathematics Extension 1	3	67	3.65-
Modern History	6	100	14.25
History Extension	1	100	6.91
Music 1	3	100	1.24
Personal Development, Health and Physical Education	14	86	5.42
Physics	5	100	0.39
Society and Culture	4	100	2.45
Visual Arts	3	100	1.18

Post School Destinations

In 2023, ten (10) students left the College at the conclusion of their Year 10 studies to enter the workforce or begin an apprenticeship. Two (2) students left during Year 12 to enter the workforce before completion of the Higher School Certificate.

96% of students were eligible for an ATAR and received offers for university study in 2023.



Workforce Composition



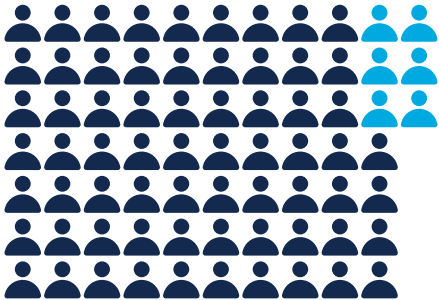
There are two staff members with Aboriginal or Torres Strait Islander ancestry at present.
FTE = Full-time Equivalent



Teacher Accreditation

In 2023, the College had 58 full time and 15 part time teaching staff. The illustration indicates the level of accreditation by NESA for these staff.

- = Conditional
- = Provisional
- = Proficient



Professional Learning Costs

The total cost for Staff Professional Learning was **\$102,718**. 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.



Professional Learning

All teaching staff undertook corporate professional development throughout the year on Child Safety, implementing our teaching and learning framework based on the Learning Powered Approach and our Learning Management System (Canvas). In addition, the following professional learning activities were undertaken by staff throughout 2023:

Description of Professional Learning Activity	No. staff participating
2023 Anglican Schools Australia Conference	1
2023 Australian Inclusive Schooling Conference	2
2023 Australians at War Masterclass	1
2023 HICES Biennial Conference	5
AHISA Mathematics Syllabus Review	1
AIS Wellbeing Conference	4
AISNSW Annual Briefing	1
AISNSW Sports Leadership Conference	1
AISNSW Student Services Conference	3
Aspiring Leadership Conference - TASC	2
Assessing Student Progress and Achievement	2
Authenticity in the HSC Society and Culture Classroom	1
Beginning Teacher Survival Guide	1
Behaviour and classroom management	1
Be You Seminar	1
Building Your Halt CV	1
Canvas CidiLabs Leadership Day	3
CCA Careers Advisors Career Development Education Showcase	1
ChemCERT Reaccreditation	1
Chemical Application Accreditation	1
CidiLabs Leadership Training Day	1
CidiLabs Training - TASC - Design Tools	5
Creating Successful Learning Environments for Students with ADHD	2
CRU Teachers' Conference	3
Curriculum Leaders Conference 2023	1
Distressed Behaviour in Children Online Workshop	2
Early Childhood Umbrella Group - Term 3 Meeting	1
Engaging K-6 Maths and STEAM based activities using Sphero	1
English 7-10 New Syllabus: Grammar in Context Online Learning Experience	1
Essentials of Emergency Nursing: a workshop for school nurses	1
Exploring the Inquiry Mindset	2
Executive Coaching (Cut Through Coaching)	9
Food Handler Certificate Course - Supervisor	1



Professional Learning

Description of Professional Learning Activity	No. staff participating
Food Handler Course	1
Geography Conference 2023: Geographies of the Future - Local to Global	1
Getting ahead with the Ancient History Core: The City of Rome	1
Gifted and Talented Umbrella Group - Term 2 Meeting	1
HICES Pastoral Care Network Meeting	1
Inclusive Leadership - Online Training	2
Independent Schools' Business Managers Forum	1
InitialLit PD Workshop	1
Inspiration in Teaching Business Studies	1
Introduction to 2024 Experienced Teacher Accreditation	1
Leading the Implementation of New English 3-6 Syllabus	3
Leading the Implementation of New Maths 3-6 Syllabus	3
Lessons from the Outside: The Future of Governance in Independent Schools	1
Managing Behaviour of Students Outside the Classroom	1
Managing Separated Families and Family Law Issues in Schools	1
Mathematics by Design	1
Mini COGE Course	3
Mura Mittagarr Cultural Awareness Program	79
National WHS General Construction Induction Training	1
NCCD Professional Development	1
NESA Workshop - Awarding Year 11 RoSA Grades	1
NESA Workshop - N-Determinations	1
NSW/ACT Educate Plus Chapter Summit 2023	1
Online Mental Health	1
Partnering Chaplaincy and Churches for a Better Reach	1
PDHPE Conference	1
Performance Excellence in the HSC - Music 1, Music 2 and Extension	1
Personal Executive Assistants	1
Planning and Programming for the new Computing Technology 9-10 Syllabus	1
Planning and Programming for the new Enterprise Computing 11-12 Syllabus	1
Planning and Programming for the new Maths Syllabus	1
Preparing for Implementation: Classical and Modern Languages 7-10	1
Preparing for Renewal of Registration /Accreditation in 2024	1
Program Safety Workshop	1
Requirements for Teacher Accreditation Procedures in schools	1
Risk Assessment and Management in Schools: Child Protection and Mental Health	2



Description of Professional Learning Activity	No. staff participating
Risk Management	1
Sentence Craft - Writing from the Sentence Up	1
STANSW Stage 6 Conference	1
Starting Your Aboriginal Education Learning Journey Be That Teacher Masterclass	3
Supporting students with Challenging Behaviour	26
Deputies / Curriculum Coordinators Umbrella Group Meeting	1
Talk for Writing: The Early Years Introductory Workshop - Foundation	1
Talking Maths - How to make Maths noisy!	1
Teaching Road Safety to K-6	1
Understanding Autism Spectrum Disorders - Teaching Strategies and Behaviour Support	1
Virtual Gifted in Education Symposium	3
White Card Training	1

Internal Training

Description of Professional Learning Activity	No. staff participating
CPR and Anaphylaxis Training (2023)	97
Child Safe Program (2023)	97
Privacy Program - Schools	99
OPAC WHS Yearly Training (2023)	99
Student Duty of Care (2023)	99
Work Health and Safety (2023)	99



Student Attendance and Management of Non-Attendance

Student Attendance

In 2023 the annual student attendance rate was 93%. This figure is higher than the attendance rate for the previous years and shows an improvement following the higher rates of absence during the COVID-19 pandemic.

Every student absence requires an explanatory note from a parent or guardian provided via email or the parent portal. In the event that parents wish to take their children out of school for a family holiday they are required to apply to the Principal at least four weeks prior.

	Overall
Kindergarten	95.6%
Year 1	94.8%
Year 2	94.5%
Year 3	94.6%
Year 4	94.6%
Year 5	94.4%
Year 6	94.2%
Year 7	91.2%
Year 8	89.4%
Year 9	90.1%
Year 10	89.4%
Year 11	87.7%
Year 12	92.0%
Total	92.5%

Experiences that inspire innovative thinking, inform the future, challenge students to look beyond their own existing boundaries and capture a vision.

Process for Monitoring Attendance

1. Rolls are marked online every lesson in the Senior School and by class teachers at the beginning of the day in the Junior School. Absences are recorded on the College's attendance database, Edumate.
2. Parents/Guardians are required to notify the College if their child will be absent, by contacting the office or by accessing the Parent Portal on Edumate. The Parent Portal is a convenient online system, where parents list the reason for their child's absence. Written notes explaining absences as well as emails to absences@opac.nsw.edu.au are also accepted.
3. Unexplained absences will be followed up electronically via automatically generated email to the parents via the Edumate Attendance system. This email will remind the parents to verify the absence via the Parent Portal. A reminder email will be sent automatically if the absence has not been verified by the 5th day. Where absences remain unexplained, the Student Receptionist will fortnightly print an Unexplained Absence report off Edumate, which will be reviewed, and parents contacted by the Head of Junior or Senior School or their delegate.
4. It is the responsibility of the College staff to notify parents and/or guardians if a student's attendance is unsatisfactory. Junior School class teachers and Senior School pastoral care teachers will be the initial contact. They will work with the student and the parents to improve the attendance of the student.
5. Students whose attendance continues to be a concern will be referred to the Heads of School for further follow up. This may take the form of a letter of concern to parents, parent interviews or report to the Youth Liaison Officer (NSW Police).
6. Parents will also be notified by the Head of Senior School in advance if the student's absences may compromise a student's progression, the grading of the Record of School Achievement or the award of a Higher School Certificate.
7. All students who arrive late to College must come to Parent Reception where their time of arrival will be recorded. Junior School parents must accompany students to reception to 'sign in'. Senior School parents are required to send a note of explanation, via the Student Diary, which will be recorded on Edumate in the Attendance record for the student. Late arrivals to the College may also be verified by parents via the Edumate Parent Portal. Any student who is late without a satisfactory reason will be subject to the College's discipline policy.
8. Students may not leave the College during the day unless they have parental permission. The students are to be signed out at reception via the Edumate Sign In/Out facility where the time and reason for the early departure are recorded.



Some year 6 leaders with Member for Badgerys Creek, Mrs Tanya Davies MP

School Policies

The following school policies are publicly available on the College website:

Conditions of Enrolment policy

Child Safe policy

Anti-Bullying policy

Student Discipline policy

Complaint Handling policy

College-Determined Improvement Targets

Achievements and Targets

Achievement of Priorities in 2023

The College achieved the following targets in 2023:

- **Teaching & Learning** – Using ‘Walkthrus’ (Sherrington and Caviglioli) as a framework to improve pedagogical practice in line with Habits of Powerful Learners. Investigate universal design for learning with pilot group of teachers. Preparing for Years 3-10 new curriculum in Literacy and Numeracy. Weekly professional learning and collaborative planning time allocated and timetabled, continual improvement of teacher practice through instructional coaching.
- **Student Wellbeing** – Child Safety Improvement plan developed to increase education and avenues for student voice to be heard on Child Safety and wellbeing matters. Continued to embed Bounce back! program into Junior School to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments. Introduced an Intergenerational learning program with pilot classes to engage with residents in local nursing home. Increased number of Student Wellbeing Advisors in Senior School from two to four.
- **Community** – Fortnightly Chapel for students with parents invited and regularly intending. Held parent teacher interviews, information sessions and Student led Conferences. Continued the Year 10 service learning program across three tiers – local, rural NSW and an international trip to Vietnam.
- **Facility Development** – Construction was completed on Building 7 a new Administration Building, providing much needed fit for purpose office and meeting spaces. The Canteen facilities were expanded and works commenced to repurpose the old Administration space into a multipurpose classroom for use by our Before and After School Care program and Diverse Learning faculty.

Improvement Targets for 2024

The College staff, in conjunction with the College Council, has set the following improvement targets for 2024:

- **Teaching & Learning** – Middle Leaders provided with professional coaching to raise academic outcomes through instructional leadership and the explicit embedding of the Building Learning Power framework. Using Learning Sprints cycles to promote improvement in pedagogical practice.
- **Student Wellbeing** – Undertake BeYou surveys to understand students feelings about their wellbeing, safety and provision of support at the College. Select staff to undertake the Youth Mental Health First Aid course. Development of Wellbeing Dashboard to provide support information on a Child-friendly platform.
- **Community** – Introduce a Multicultural Expo to provide opportunities for students to learn and reflect on our cultural diversity, foster curiosity and build understanding and empathy. Continue to build relationships with local community groups like Anglicare, Compassion and Turning Point to provide students with authentic experiences that challenge them to step outside their comfort zone and consider ways they can make a difference in their community through service.
- **Facility Development** – Completion of new Achievement Centre to house Before and After School Care program and Diverse Learning Faculty. Construction of Building 8 to provide new Senior School classrooms including Music specialist learning areas. Construction of outdoor amphitheater with roof to improve outdoor learning and recreational spaces in the Senior School playground.



Initiatives promoting

Respect and Responsibility

The College seeks to see all members of its community valued and has set high standards of behaviour, character and relationships. The core values of courage, curiosity, craftsmanship, collaboration and compassion are explicitly taught, modelled and monitored through the pastoral care and merit systems. Restorative practices provide the framework in which students learn to take responsibility for their actions, develop empathy and make better choices. This promotes a calm and settled learning environment where all students feel safe, valued and supported.

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. Year 5, 10 and 11 students participate in Peer Support training and are then able to put this into practice with younger students further developing a sense of community within the College.

Students from Year 9 have the opportunity to participate in the Duke of Edinburgh's International Award program. To earn an Award, each student must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment. Through this challenging program students learn to take responsibility for their goals and choices, become connected to and actively engaged with their local community and make a positive contribution to society.



The College also seeks to see students engaged in serving others in their school, local, national and global communities. Our Year 10 Service Learning program saw students choose to serve locally, in Temora (rural NSW) or Vietnam for a week where they used their skills to make a difference in the lives of disadvantaged and vulnerable people.

The College continues to be involved in many fundraising activities to support active social responsibility. In 2023, students were encouraged to not just raise funds but also focus on raising awareness of the issues facing disadvantaged people locally and globally. Through this they promoted action through a sense of responsibility.

Charities that were supported by the College in 2023 were:

- Anglicare Toys and Tucker
- Compassion
- Kids Cancer Project – Pirate Day
- Cancer Council – Word's Greatest Shave
- 40 hour famine



Parent, Student and Teacher Satisfaction

A comprehensive School Review survey was conducted in 2022 by the Anglican Schools Corporation (ASC) across parents, staff and students. Results from this survey identified significant strengths at the College in Christian focus, care of students, quality teaching and facilities and resources. Areas for focus were identified in raising academic standards, in general and particularly for academically capable students and retention and extension of students in stages 5 and 6. There was unanimous support across the school community by those who commented on the innovative canine wellbeing program and the sensory garden.

Parents

The Review data revealed that parents were satisfied in the professional skills of the school's teachers rating all areas surveyed as good to very good and above other ASC baselines.

A key to parental satisfaction is through the successful flow of information. Ensuring that our parents are kept well informed about the activities of the College is a priority. The College continued to use social media (Facebook and Instagram) in addition to a mobile App and our fortnightly newsletter as a means of communicating with our parents and community.

The Parents' and Friends' Association continued to provide parents with the opportunity to offer feedback and suggestions. Feedback from the College families continues to be positive and this is evident by the word of mouth referrals for new enrolments.





Students

Students rated the care and support given to individuals as fair to good in all areas which was similar to the ASC baselines. In dissected student data, Stage 3 and 4 students perceived they received good care whereas Stage 5 and 6 considered their care as fair. Overall, 22% thought student wellbeing was a strength of the school. Students rated encouragement for learning success as good overall and similar to ASC baselines.

The Senior School Student Representative Council also gave voice and advocacy to students to raise any concerns for areas of improvement. They acknowledged support from staff for student-led activities during Wellbeing Week, 40 hour Famine and Christmas celebrations.



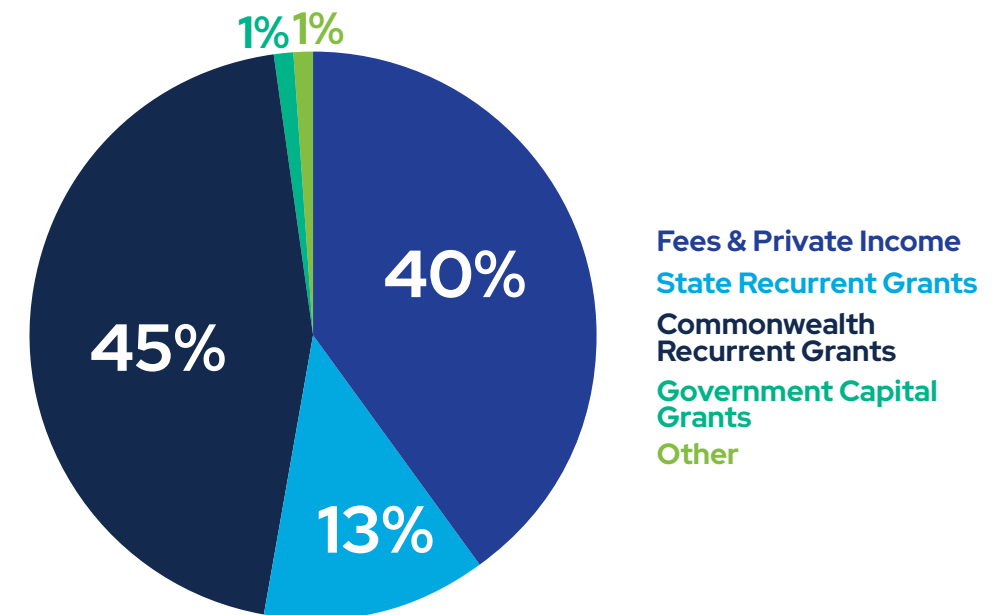
Staff

A comprehensive Staff Voice Survey was undertaken in 2023 to identify strengths and weaknesses in staff engagement and wellbeing. In the anonymous survey, staff reported high levels of job satisfaction and commitment to the College with 84% of survey respondents indicating they are engaged. The emotional wellness of staff at work and their ability to manage job stress was recorded at a moderate level with 66% of survey respondents indicating they feel well at work. Strengths perceived by staff were strong collegiality and commitment to our core purpose and values as well as the provision of good facilities and a priority on keeping high levels of health and safety. Concerns were raised over the level of consultation, workloads and management of student behaviour and learning needs.

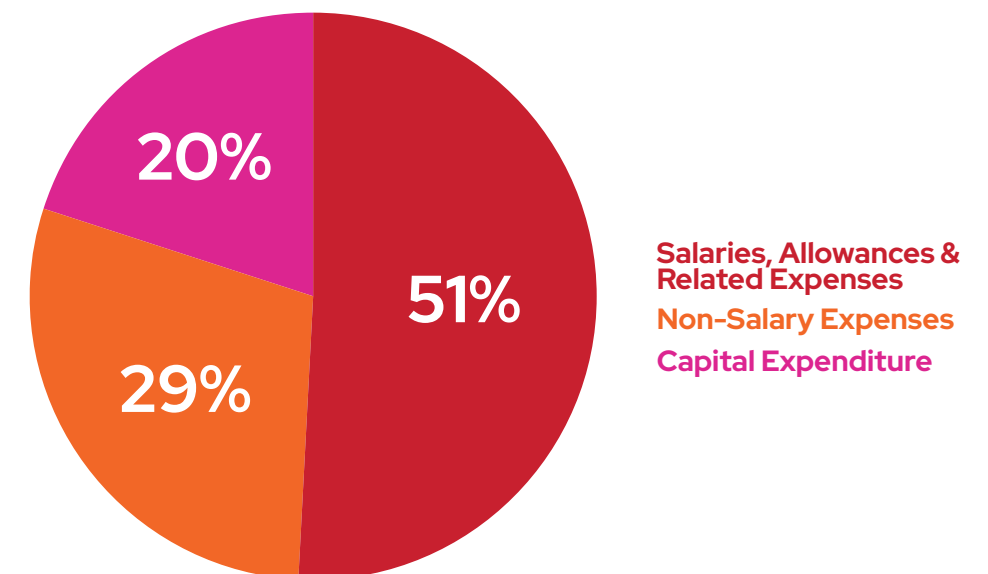


Financial Information

Income



Expenses





LEPPINGTON
ANGLICAN COLLEGE

In 2023, Leppington Anglican College was a campus of Oran Park Anglican College.

Contents

Leppington Anglican College

A Message From Key School Bodies	30	Achievements and Targets	43
Chair of College Council Principal		Achievement Of Priorities In 2023 Improvement Targets For 2024	
Contextual Information about the College	34	Initiatives Promoting Respect & Responsibility	44
About LAC Governance Student Population			
Student Outcomes In Standardised National Literacy And Numeracy Testing	36	Parent, Student & Teacher Satisfaction	45
Naplan Results 2023			
Professional Learning and Teacher Standards	37	Financial Information	47
Workforce Composition Teacher Accreditation Professional Learning Costs Professional Learning		Income Expenses	
Student Attendance and Management of Non-Attendance	40	Oran Park Anglican College	3 - 27
Student Attendance Process For Monitoring Attendance			
School Policies	42		

Life to the fullest



Message from Key School Bodies

Chair of College Council

The foundation year of Leppington Anglican College has seen it grow and flourish in line with our vision – to be a dynamic learning community, inspiring every member to find life to the fullest in Christ.

The College opened with 190 students from Pre-K to Year 7, and has seen significant sustained interest in future enrolments throughout the year. As the College continues to be established in the coming years, ongoing construction and growth will be required to cater for the projected rapid growth of the local population.

The College has been greatly blessed with a talented and dedicated team of Christian teachers and staff, working together under the outstanding leadership of Michael Newton, the Principal, to teach and model the fullness of life found in Christ, enabling every student to flourish, as they grow in their understanding of God and his world. Their tireless efforts have wonderfully served the students, parents, and wider community of the College in this foundation year.

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 College has been greatly blessed with a talented and dedicated team of Christian teachers and staff



Members of the College Council

Rev. Jonathan Squire
Mrs. Julie Pearson
Mrs. Sue Hewson
Mrs. Isobel Lin
Mr. Gary Angel
Mr. Oje Ativie
Mr. Chris Nobbs

EX Officio

Mr Michael Newton
Principal
Mr Michael Newman
Representing the Sydney Anglican
Schools Corporation

The Annual Report for 2023 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
- Professional learning and teaching standards
- Workforce composition
- Student attendance, management of non-attendance and secondary retention
- 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.



Rev. Jonathan Squire
Chair of Council



Message from Key School Bodies

Principal


Leppington Anglican College opened in February 2023 with 190 students from Pre-K to Year 7. By all measures, the College has exceeded expectations, and in a short time, established an outstanding reputation in the local community for a quality, caring, Christian education. Not only have we commenced with strong enrolments, but also a strong foundation team of educators and administration staff, which has helped cement the College's standing with foundation families and the wider school community.

One of the attractions to families and staff alike, is the very clear vision, mission and values we have established from the outset. The College vision is: 'To be a dynamic learning community, inspiring every member to find life to the fullest in Christ'. We aim to achieve this vision through our focus on the 3 pillars in our mission statement, which says:

Through quality, caring Christian education, we aim to prepare our students to serve with passion and purpose, in God's world. Encouraging excellence, building community, and cultivating hope for the future.

This has resonated strongly with our families, particularly the notion of building community. We have a rich diversity of cultures and faiths at the College, and for many first-generation migrant families, the College has become their new family.

Our College is distinctly Christian in all that we do and the broad set of values that we wish to cultivate and shape our students are also seen through the lens of a biblical worldview. In Christ we seek to grow in our students the character and dispositions that will enable our students to thrive in learning and life. Courage, Humility, Resourcefulness, Inquiry, Self-Discipline, and Teamwork. As staff, we also seek to model these values and character traits in the classroom and in our relationships with one another.

 **Encouraging excellence, building community, and cultivating hope for the future.**



Our teaching and learning framework incorporates 3 key elements. A 'Cultures of Thinking' pedagogical approach based on the work of Ron Ritchart, a Concept Based Inquiry Curriculum design model, which focuses on development of deep conceptual understanding through a balance of both explicit instruction and inquiry learning, and the growth of personal dispositions based on the Habits of Mind by Art Costa and Bena Callick.

Our College is flourishing, and has already established a host of cocurricular opportunities, student leadership and service programs and a range of competitive sporting events. We have a dedicated team of Christian staff that have enabled all of that to happen. In our first year, we have intentionally been able to create a strong, Christ-centred learning community and wonderfully positive culture amongst staff, students and families. As we look to the future and the projected rapid growth of our school, it is these elements that we will work together to build upon and strengthen in the coming years.



Mr Michael Newton
Principal



Contextual Information about the College

About LAC

Leppington Anglican College was established in 2023 by the Anglican Schools Corporation to provide quality, affordable education to Sydney’s South-West. It is located in the Camden Local Government Area in the heart of the southwest growth corridor. The College offers an innovative, academic curriculum for students from Pre-K to Year 7 and will grow to become a Pre-K to 12 Co-educational college within the next 5 years. In 2023 the College’s Direct Measure of Income (DMI) was 102.

The College vision is to be a dynamic learning community, inspiring every member to find life to the fullest in Christ. Our mission is to prepare our students to serve with passion and purpose, in God’s world. Encouraging excellence, building community, and cultivating hope for the future through a quality, caring Christian education.

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.
- A philosophy of teaching and learning which focuses on the growth and development of all students at every level.
- an established student leadership program providing the opportunity for service to the school and wider community.
- encouraging excellence and participation in a wide range of settings both inside and outside the classroom.
- Christian staff providing positive role modelling and gospel values which aim to cultivate genuine faith and encourage the heart of our students.

Central to the life and culture of the College are six values. These values are shaped by our Christian worldview and commitment to see all members of our community live meaningful and flourishing lives: Courage, Humility, Resourcefulness, Inquiry, Self-Discipline and Teamwork.

Our College facilities include contemporary learning spaces including specialist rooms for Science, Technology, Art and Music, along with attractive playgrounds, a multi-sport court, access to local sporting fields, and rich resources in literature and technology to support learning.

Every student is introduced to the Christian faith through the teaching of the Bible in class, chapel and through the practical display of Christian character and care by staff. The personal response to the Christian message from each student is respected and the College welcomes students from all faith, and from no faith background.



Governance

Leppington Anglican College is a member of the Anglican Schools Corporation which supports Anglican education and ensures the College’s strong financial performance. It is administrated 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.

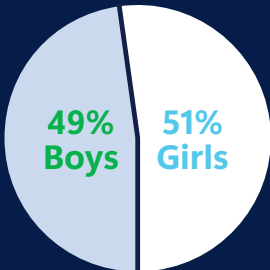


The Anglican Schools Corporation

Student Population



students enrolled in 2023



Majority live within 8km radius



43
Prep



116
Kindergarten to Year 6



30
Year 7



of students were of Aboriginal descent



of students come from homes with a 'language other than English' Background



Student outcomes in national literacy and numeracy testing

Naplan Results 2023

This table features the combined results from both Oran Park Anglican College and Leppington Anglican College.



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	410	441	415	426	423
Year 5	492	588	500	507	497
Year 7	542	540	549	556	548
Year 9	582	586	586	581	575

- = Result is above average when compared to all Australian students
- = Result is close to the average when compared to all Australian students
- = Result is below average when compared to all Australian students

The 'My School' website shows the College NAPLAN results in detail and demonstrates comparative data with similar and local schools. As the school has been established as a campus of Oran Park Anglican College, our results are consolidated with theirs, until we receive registration as our own College under NESA. The link below will take you to the 'My School' website to view Oran Park Anglican College results: <http://www.myschool.edu.au/>

Our results in all year groups are close to or above the National Average in all domains. The data suggests that as a College there is strength in lifting the tail end of the cohort in numeracy, more so than in literacy. Also, we are better able to extend students in literacy than we are in numeracy. Overall, our internal assessments are identifying students who require intervention and extension. This is indicated by the small number of students flagged which the Diverse Learning Team were not aware of previously.

The table above shows the average result of the College students in each year group tested. The colour shading indicates a comparison between the College's performance and national averages.

Professional Learning & Teacher Standards

Workforce Composition

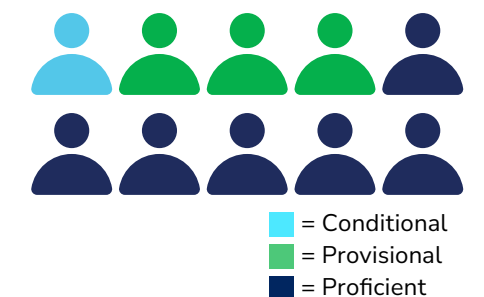


There are no staff members with Aboriginal or Torres Strait Islander ancestry at present.
FTE = Full-time Equivalent



Teacher Accreditation

In 2023, the College had 10 full time and 1 part time teaching staff. The following image indicates the level of accreditation by NESA for these staff.



Professional Learning Costs

The total cost for Staff Professional Learning was **\$24,055**. 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.



Professional Learning

All staff undertook corporate professional development throughout the year on Child Safety and WHS, and all teaching staff engaged in professional learning around Concept Based Inquiry Curriculum design. We also established a peer-coaching program enabling staff to improve their practice through goal setting, lesson observation, data collection and reflective feedback. In addition, the following professional learning activities were undertaken by staff throughout 2023:

Description of Professional Learning Activity	No. staff participating
AIS Flagship Leadership Program	1
AINSW Curriculum Leaders Conference	1
Child Safe Policy 2023 acknowledgement	53
Child Safe Program 2023	14
CIDILABS	1
Concept Based Inquiry Curriculum with Jennifer Chang-Wathall	11
Concept Based Inquiry Curriculum Institute Certification	1
CPR/Anaphylaxis	14
Cultures of Thinking in the Classroom	3
Fire Warden Safety Training	6
HICES Conference	3
Implementation of new English Syllabus (AIS)	1
Implementation of new Maths Syllabus (AIS)	2
Laser Cutting Training	1
Mini Lit Sage Workshop	1
NAPLAN Administrator Training	1
NESA New School Accreditation	1
On Guard Safety training	1
Outdoor Learning at NAC	1
Peer-Coaching for Improving Teacher Practice	11
Planning and Programming with the new 3-6 syllabus	1
Student Duty of Care 2023 (including general principles, student behaviour, student health, student welfare)	14
THRASS Foundation Level 1 Training	3
THRASS Foundation- Proficiency Level Training (Level 2)	1
Work, Health and Safety 2023	14
Universal Design for Learning	4



In our first year, we have intentionally been able to create a strong, Christ-centred learning community and wonderfully positive culture amongst staff, students and families.





Student attendance and management of non-attendance

Student Attendance

In 2023 the annual student attendance rate was 93%.

Every student absence requires an explanatory note from a parent or guardian provided via email or the parent portal. In the event that parents wish to take their children out of school for a family holiday they are required to apply to the Principal at least four weeks prior.

	Overall
Kindergarten	91.86%
Year 1	92.77%
Year 2	93.90%
Year 3	94.84%
Year 4	94.13%
Year 5	91.19%
Year 6	88.59%
Year 7	94.02%
Total	93%



**We are a dynamic learning community,
inspiring every member to find life to the
fullest in Christ.**

Process for Monitoring Attendance

1. Rolls are marked online every lesson in the Middle School (Years 5 to 7) and by class teachers (K-4) at the beginning of the day in the Junior School. Absences are recorded on the College's attendance database, Edumate.
2. Parents/Guardians are required to notify the College if their child will be absent, by contacting the office or by accessing the Parent Portal on Edumate. The Parent Portal is a convenient online system, where parents list the reason for their child's absence. Written notes explaining absences as well as emails to admin@lac.nsw.edu.au are also accepted.
3. Unexplained absences will be followed up electronically via automatically generated email to the parents via the Edumate Attendance system. This email will remind the parents to verify the absence via the Parent Portal. A reminder email will be sent automatically if the absence has not been verified by the 5th day. Where absences remain unexplained, the Student Receptionist will fortnightly print an Unexplained Absence report off Edumate, which will be reviewed, and parents contacted by the Head of Junior, Middle or Senior School or their delegate.
4. Student Receptionist will receive a report for any student absent three consecutive days without notice – this will be emailed to class teacher or PC teacher to follow up with parents and/or carer.
5. It is the responsibility of the College staff to notify parents and/or carer if a student's attendance is unsatisfactory. Junior School class teachers and Middle School pastoral care teachers will be the initial contact. They will work with the student and the parents to improve the attendance of the student.
6. Students whose attendance continues to be a concern will be referred to the Heads of School for further follow up. This may take the form of a letter of concern to parents, parent interviews or report to the Youth Liaison Officer (NSW Police).
7. Once the College reaches Stage 5 and 6, parents will also be notified by the Head of Senior School in advance if the student's absences may compromise a student's progression, the grading of the Record of School Achievement or the award of a Higher School Certificate.
8. All students who arrive late to College must come to Parent Reception where their time of arrival will be recorded. Parents of Junior School Students must accompany their child to reception to 'sign in'. Late arrivals to the College may also be verified by parents via the Edumate Parent Portal. Any student who is late without a satisfactory reason will be subject to the College's discipline policy.
9. Students may not leave the College during the day unless they have parental permission. The students are to be signed out by their parents and or carer at reception via the Edumate Sign In/Out facility where the time and reason for the early departure are recorded.



School Policies

The following school policies are publicly available on the College website:

Conditions of Enrolment policy

Child Safe policy

Anti-Bullying policy

Student Discipline policy

Complaint Handling policy



College Determined Improvement Targets

Achievements and Targets

Achievement of Priorities in 2023

The College achieved the following targets in 2023:

- **Teaching & Learning** – Foundation of Concept Based Inquiry Curriculum model, ongoing professional relationship established with Dr Jennifer Chang-Wathall. Weekly professional learning and collaborative planning time allocated and timetabled, peer-coaching program introduced for continual improvement of teacher practice.
- **Cocurricular Opportunities** – Established and expanded the cocurricular offerings across the College. Opportunities for students to be involved in one or more activities including Concert Band, Choir, Dance Ensembles, Chess Club, Debating, Art Club, K-2 Song and Dance.
- **Community Engagement** – Established an annual Community Open Day in March. Fortnightly Chapel for students with parents invited and regularly intending. Established parent teacher interviews, information sessions and Student led Conferences.
- **Facility Development** – Construction was completed on Stage 1 (Pre-K and JS Classrooms) and the Administration building in time for the opening of the College. By Term 2, specialist facilities for Science and Food Technology were completed. Completion of the COLA and multi-sport court surface. During Term 4, the construction of 8 new Modular classrooms to accommodate enrolment growth, ready for 2024. Facilities include specialist Technology and Design space, Music room and individual tuition spaces along with general learning areas.

Improvement Targets for 2024

The College staff, in conjunction with the College Council, has set the following improvement targets for 2023:

- **Teaching & Learning** – Expand the peer-coaching program to new staff, and across stages. Continue professional learning for staff on creating 'Cultures of Thinking', and the ongoing development of curriculum in the Concept Based Inquiry model.
- **Student Wellbeing** – Formal training of staff in restorative practices to establish cultural norms in conflict resolution.
- **Cocurricular Opportunities** – Continue expanding the cocurricular offerings as new staff bring personal interests to the College. Expand the sporting opportunities, and competitive pathways for students. Engage Years 3 to 6 in gala day competitions.
- **Facility Development** – Construction of a 2 story, 8 GLA Junior school building with breakout spaces, seminar rooms and project areas. Expansion of the playground with new play equipment and sensory landscaping for Junior School.



Initiatives promoting

Respect and Responsibility

The College seeks to see all members of its community valued and has set high standards of behaviour, character and relationships. The core values of courage, humility, resourcefulness, inquiry, self-discipline and teamwork are explicitly taught, modelled and interwoven throughout teaching and learning programs and the pastoral care and merit systems. Restorative practices provide the framework in which students learn to take responsibility for their actions, develop empathy and make better choices. This promotes a calm and settled learning environment where all students feel safe, valued and supported.



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. Our House System which operates across all stages in provides the opportunity for Middle and Junior School students to develop house spirit, form relationships beyond their peer group and support one another as part of a whole college community.



The College also seeks to see students engaged in serving others in their school, local, national and global communities. The College continues to be involved in many fundraising activities to support active social responsibility. In 2023, students were encouraged to not just raise funds but also focus on raising awareness of the issues facing disadvantaged people locally and globally. Teaching and learning programs incorporate a focus on Sustainable Development Goals, and our concept-based inquiry approach focused on Sustainability in Term 2 and Social Justice in Term 3, giving further opportunities for students to learn how they can make a difference in the wider community.

Charities that were supported by the College in 2023 were:

- Red Cross Türkiye-Syria Earthquake Appeal
- Anglicare Toys and Tucker
- Turning Point
- Compassion
- Cancer Council



Parent, Student and Teacher Satisfaction

In the foundation year of the College, comprehensive surveys were not yet introduced; however, informal surveys with students, anecdotal feedback from parents, and ongoing conversations and periodic reviews with staff indicate very high levels of satisfaction with the College.

Parents

Parents are overwhelmingly positive and indicate high levels of satisfaction in both the professional capacity and genuine care demonstrated by the College's teaching and administration staff. Numerous conversations, emails from parents and comments on social media support this view, and most importantly, the doubling of enrolments from our foundation year into 2024 indicates a significant amount of positive word of mouth advertising happening in our local community. This has also been evident at enrolment interviews and data collected through our enrolment management systems, where 'word of mouth' is identified as a key reason for families to choose our College.

There is a strong sense of community amongst our families and pride taken in being part of the school. High levels of support at community events by both parent volunteers and students supports this position. Another key to parental satisfaction is through the successful flow of information. Ensuring that our parents are kept well informed about the activities of the College is a priority. The College uses social media (Facebook and Instagram) very effectively in addition to a mobile App and our College newsletter as a means of communicating with our parents and community.





Students

Students at the College feel overwhelmingly positive about their school experience. Regular informal surveys are taken with Pastoral care groups, which indicate a feeling of support and safety in the student body. Issues are addressed swiftly and fairly and there is a positive and happy culture noticed by casual teachers and visitors to the school. We have high levels of student engagement in cocurricular programs, and very few students left the College (single digit figures) and all except one were for relocation or financial issues.

There are also very high levels of participation in sports and physical activities, very high attendance at our College Community Open Day which is outside school hours, and positive reviews on social media from our students. Student attendance was also excellent with an average across the school of 93%.



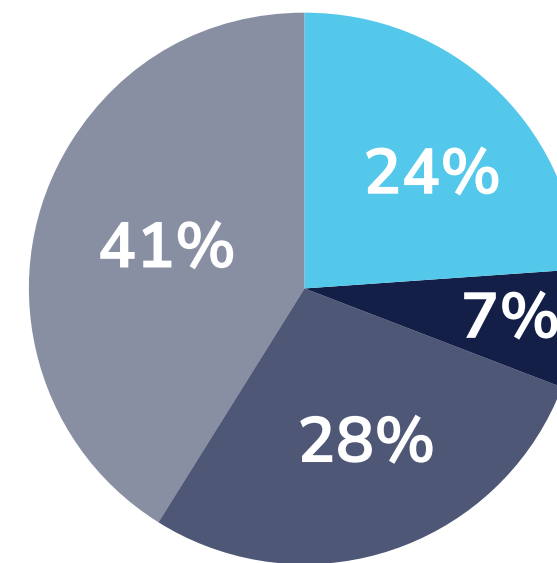
Staff

Staff are very happy and report very high levels of satisfaction with the College. There were no resignations between 2023 and 2024. Staff numbers more than doubled into 2024 and most of the new staff that submitted applications were recommended to join the team from current staff members. Staff report that they feel supported personally and professionally, and that there are structures in place that allow staff to collaborate effectively. Engagement with community activities and cocurricular involvement was also high, and staff attendance was excellent overall.

Financial Information

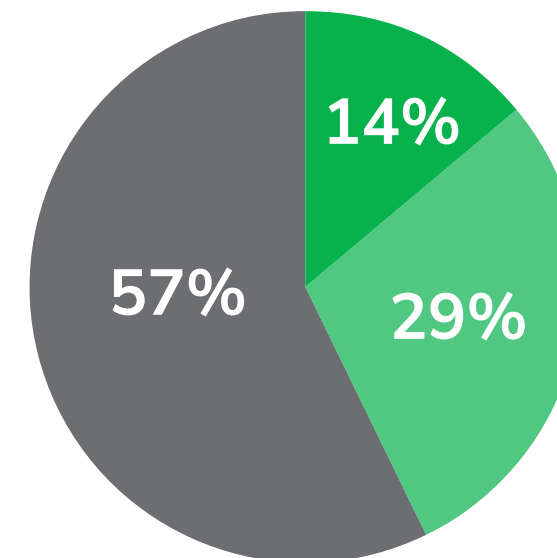
Income

0%



Fees & Private Income
State Recurrent Grants
Commonwealth Recurrent Grants
Government Capital Grants
Other

Expenses



Salaries, Allowances & Related Expenses
Non-Salary Expenses
Capital Expenditure

Start children off on the way they should go,
and even when they are old they will not turn from it.

Proverbs 22:6



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