



**ORAN PARK**  
**ANGLICAN COLLEGE**  
OF GREATER WORTH THAN GOLD



**LEPPINGTON**  
**ANGLICAN COLLEGE**  
*Life to the fullest*

# 2024

## Annual Report



ORAN PARK  
ANGLICAN COLLEGE



of greater worth than gold.

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## Message from Key School Bodies

# Chair of College Council

As we reflect on 2024, it is clear that Oran Park Anglican College continues to flourish as a vibrant learning community where students are nurtured academically, socially, and spiritually. This year was marked by joyful community engagement through events such as our Easter Hat Parade, Grandparents Day, Mother's and Father's Day Breakfasts and our inaugural Multicultural Expo. These occasions serve as a vivid reminder of the College's mission in action—offering life-changing, caring, quality Christian education that impacts every member for Jesus.

Under the faithful leadership of our Principal, Mrs Naomi Wilkins, the College has continued to thrive. Mrs Wilkins' vision and tireless commitment are evident in both the day-to-day culture of the college and the long-term strategic planning for future growth. She, alongside the Senior Executive and dedicated staff, continues to lead with wisdom and grace—shaping the College as a place where students are known, loved, and equipped to make a positive difference in the world.

In 2024, the College educated 1,137 students (including Preparatory), a strong indicator of the trust our growing community places in our educational offering. In response to this growth, construction was completed of our new Senior School Learning Centre, a state-of-the-art facility that enhances the academic experience for our senior students and supports innovative teaching and learning, particularly in the performing arts. This expansion reflects our commitment to providing excellent, future-focused facilities in line with our vision for continued growth.

Throughout the year, students have continued to grow in their understanding and application of our core values—courage, curiosity, craftsmanship, collaboration, and compassion. These values underpin the development of life-long learning habits and character formation that prepare students to thrive in an ever-changing world. We remain grateful for our passionate and skilled teaching and support staff, whose work shapes not only academic outcomes, but also the hearts and minds of our students.

**Shaping the College as a place where students are known, loved, and equipped to make a positive difference in the world.**



## Members of the College Council

Rev. Stuart Starr  
Dr Paul Arthur  
Mrs Stacie Pakula  
Mr Tony Pieris  
Mrs Kerry Thomas  
Rev. Gavin Oram

## EX Officio

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

The Australian Education Regulation 2023 requires registered non-government schools to prepare an annual report for public disclosure. The College Council is pleased to provide this 2024 Annual Report in accordance with the determinations of the NSW Minister for Education and Early Learning. This report includes:

- 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
- Workforce composition
- Student attendance, management of non-attendance and secondary retention
- Post-school destinations
- Enrolment policies and characteristics of the student body
- School policies
- Parent, student and teacher satisfaction
- Summary financial information

The College Council remains committed to sound governance and continues to implement robust policies and procedures to ensure compliance with educational and financial reporting requirements. We are pleased to present this report to the NSW Education Standards Authority (NESA) and to our wider community, as a reflection of another faithful year of growth, learning, and service.



*Rev. Stuart Starr*  
College Chairman





## Message from Key School Bodies

# Principal



Oran Park Anglican College continues to grow as a community that nurtures students and staff in an environment marked by care, high expectations, and a deep commitment to Christ-centred education. In 2024, we have further strengthened our reputation as a place where strong academic outcomes, student wellbeing, and character formation are interwoven into the daily life of the College.

Our vision is to deliver life-changing, caring, quality Christian education. We aim to provide experiences that inspire innovation, build resilience, encourage students to challenge themselves, and equip them to engage meaningfully with their world. Through every lesson, pastoral interaction, and co-curricular experience, we seek to foster not only intellectual growth but also spiritual development and personal integrity.

We are blessed with a dynamic and dedicated team of staff who embody and model our core College values of courage, curiosity, craftsmanship, collaboration, and compassion. These values are at the heart of our teaching and learning approach and are foundational to the kind of learners—and people—we are shaping. They guide the development of strong learning habits, a commitment to excellence, and a sense of service to others.

In 2024, our Powerful Learners Framework continued to drive a culture of deep learning across the College. Rooted in the research of Professor Guy Claxton and his learning-powered approach, the framework emphasises that learning is a skill that can be developed. It empowers students to become agile, self-aware learners, equipped for the complexities of the 21st century. Our approach cultivates learning habits that align closely with our values—developing students who are confident, reflective, and resilient.

Equally important to academic growth is our commitment to student wellbeing. Guided by Restorative Practices, we prioritise a safe and inclusive environment where students are supported in building healthy relationships, taking responsibility for their actions,



**We are blessed with a dynamic and dedicated team of staff who embody and model our core College values of courage, curiosity, craftsmanship, collaboration, and compassion.**



and growing through challenges. Our pastoral care programs are designed to support emotional regulation, conflict resolution, and social development within a Christ-centred framework.

Our 2024 College theme, “Courage: Embracing Challenges, Inspiring Change”, has resonated deeply throughout the year. It has encouraged students and staff alike to step outside their comfort zones, face difficulties with resilience, and lead with conviction. This theme has come to life through Chapel messages, leadership initiatives, classroom learning, and community outreach—reminding us all that true courage is not the absence of fear, but the decision to move forward in faith.

We continue to embrace the richness of diversity within our school community. Building on the foundations of previous years, we strengthened our Diversity and Inclusion Working Party and engaged in meaningful observances of Harmony Day, National Reconciliation Week, and R U OK? Day. These initiatives reflect our commitment to ensuring that every student feels seen, heard, and valued.

As we look to the future, I remain deeply thankful to our staff for their tireless commitment, our students for their enthusiasm and growth, and our families for their trust and support. Together, we are building a strong and vibrant College community—one where each individual is inspired to flourish, grounded in faith and equipped for life.



*Mrs Naomi Wilkins*  
Principal





## Message from Key School Bodies

# College Captains



In 2024, the Student Representative Council (SRC) continued to grow in purpose and impact, working collaboratively across five key portfolios—Houses, Community and Culture, Academic Support, Student Wellbeing, and Christian Service—to enrich student life and strengthen the culture of Oran Park Anglican College. Our SRC team comprised 5 Prefects and 20 dedicated student representatives who worked interdependently to lead initiatives that made a meaningful contribution to our school community.

As College Captains, we were honoured to guide and coordinate the work of these portfolios. Our role involved overseeing the planning and execution of student-led initiatives and empowering our peers to lead with courage and creativity. Each Prefect took leadership of a portfolio, with the aim of building a legacy of service and improvement that future SRC teams can carry forward into 2025 and beyond.

Below is a summary of the key initiatives and achievements from each portfolio:

### Houses

The Houses portfolio focused on enhancing House spirit and participation throughout the College. Fortnightly assemblies featured new House Challenges, promoting friendly competition and student involvement. The introduction of regular House Cup point updates helped maintain enthusiasm across the year. A highlight was the revamped novelty relay at the Athletics Carnival, which featured inclusive, fun activities allowing students of all abilities to contribute to their House's success.

### Community & Culture

This portfolio aimed to deepen student connection to the wider community and celebrate cultural diversity. A successful Christmas Food Drive collected over 500 items for Turning Point Camden, supporting local families in need. Another major achievement was Multicultural Day, which featured live entertainment and food trucks. This celebration allowed students to experience and appreciate the rich cultural backgrounds represented in our College community.



Right: College Student Leaders for 2024



### Academic Support

With a focus on fostering academic excellence and collaborative learning, this portfolio launched the Peer Tutoring Group. Year 12 students volunteered to assist younger peers with study strategies and subject-specific support. Currently, the team is running a book drive to expand our library collection. The donated books will support a new lunchtime Book Club, designed to encourage a love of reading and imaginative thinking among students.

### Student Wellbeing

This group played a key role in promoting emotional health and wellbeing. For R U OK? Day, they coordinated a Wellbeing Week, filled with activities that encouraged students to reflect on their mental health and support one another. Recognising the pressures of senior school, the team also began a weekly lunchtime initiative offering fun and relaxing activities to help students unwind and build stronger peer connections.

### Christian Service

The Christian Service portfolio strengthened faith-based engagement across the student body. Continuing College traditions, students participated in Bible readings and prayers during Chapel. They also introduced interactive games and revitalised student Bible Study groups to create a welcoming space for spiritual exploration. One standout initiative was writing weekly devotions for Pastoral Care classes, based on verses from our student diaries—helping peers reflect on God's word in everyday life.

We are proud of what the 2024 SRC has accomplished and are confident these initiatives will have a lasting impact. It has been a privilege to serve as College Captains this year, and we are incredibly grateful for the trust placed in us. As we prepare to pass the baton to future student leaders, we are excited to see how the SRC continues to grow, inspire, and make a difference in the life of our College.



*Campbell Harris*  
College Captain



*Gienna-Rose Khalil*  
College Captain





## 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 2024 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 Anglican Schools Corporation and the College Council which number 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.

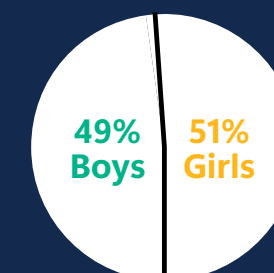


The  
Anglican  
Schools  
Corporation

## Student Population



**1143** students enrolled in 2024



Majority live within 6km radius



**40**  
Prep



**596**  
Kindergarten to Year 6



**507**  
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 2024

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



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	408	428	416	410	413
Year 5	492	505	494	511	496
Year 7	546	561	550	560	552
Year 9	586	596	579	579	585

- = 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.







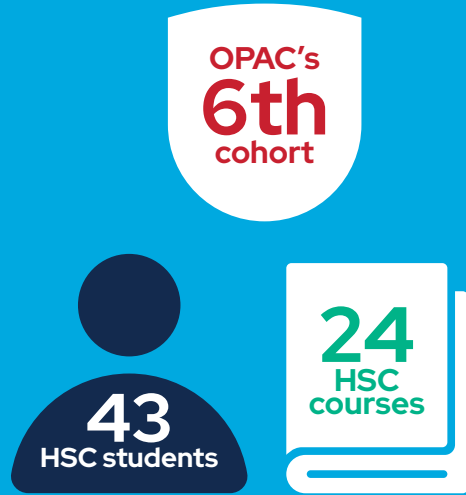
Senior Student Outcomes

# Higher School Certificate

This year, eight students achieved placement on the Distinguished Achievers List for scoring above 90 in at least one course—our highest number to date. The College achieved a success rate of 8.37% in 2024, an improvement from 6.10% in 2023 and our highest success rate to date.

In 2024, 98% of the cohort achieved results of 70% or higher in one or more subjects, matching the performance of the Class of 2023. Notably, there was a significant increase in the number of Band 5 results (82) and Band 6 results (19), alongside a decrease in the number of Band 1 results.

As the College continues to grow, 2024 has been a year of remarkable firsts: the first Band 6 achievements in Design and Technology, Chemistry, Physics, Mathematics Extension 1, and Mathematics Extension 2; the first Encore nomination; and the first HSC All-Rounder.



## Comparison to Previous Years

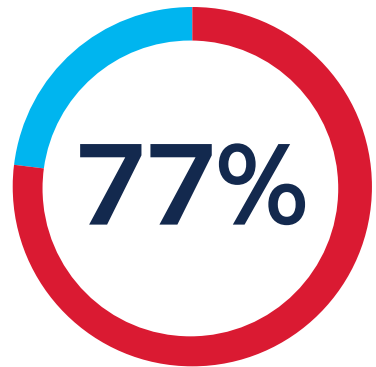
	No. Students	No. Band 6	No. Band 5	No. Band 4
2024	43	19	82	88
2023	28	10	78	51
2022	37	14	53	55
2021	30	7	35	60
2020	14	7	22	30

## Record of School Achievement

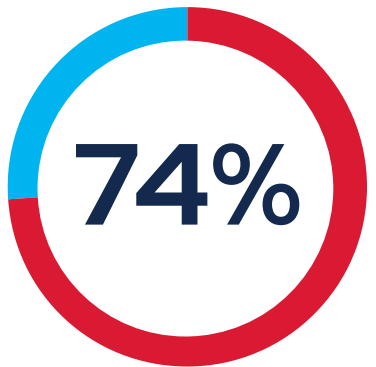
The College is registered to award ROSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2024, the NSW Education Standards Authority issued four (4) Record of School Achievement credentials to students of the College.



Class of 2024



**courses above state average**



**of the cohort ranked in the top 20% of the state in at least one subject**



**5 students achieved an ATAR over 90**

## A Year of Firsts



**First-ever HSC All-Rounder**



**Highest ATAR achieved at the College**



**Most ATARs over 90 in our history**





## HSC Results 2024

Subject	No. Students	Bands 4-6 (E3-E4) %	School vs State Variation
Ancient History	18	83	4.27
Biology	17	71	0.56
Business Studies	13	85	5.46
Chemistry	5	100	8.09
Community & Family Studies	7	100	6.43
Design & Technology	7	71	-3.59
English Advanced	12	100	3.45
English Extension 1	2	100	0.48
English Standard	31	94	4.94
Food Technology	5	100	7.7
History Extension	2	100	2.59
Industrial Technology	4	75	3.33
Legal Studies	6	100	4.62
Mathematics Standard 2	30	60	-1.56
Mathematics Advanced	6	100	1.86
Mathematics Extension 1	3	67	11.02
Mathematics Extension 2	1	100	-1.05
Modern History	15	100	5.42
Music 1	2	100	9.91
Personal Development, Health & Physical Education	16	63	-0.13
Physics	6	50	-2.52
Visual Arts	6	100	3.17

## Post School Destinations

In 2024 fifteen (16) students left the College at the conclusion of their Year 10 studies to enter the workforce or begin an apprenticeship. One (1) of these Year 10 leavers moved to a specialist sports academy to pursue his HSC pathway whilst training at an elite level. Eight (8) students left during Year 11 to enter the workforce or undertake a traineeship before completion of the Higher School Certificate.

100% of students were eligible for an ATAR and over 91% received offers for university study in 2025.

## Professional Learning & Teacher Standards

# Workforce Composition



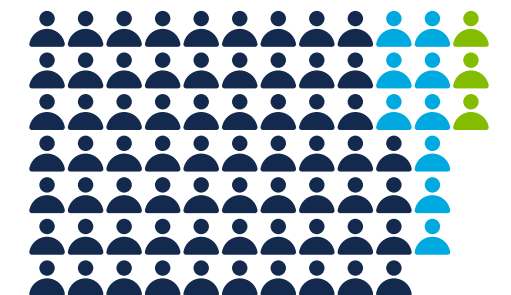
There is one staff member with Aboriginal or Torres Strait Islander ancestry at present.  
FTE = Full-time Equivalent



## Teacher Accreditation

In 2024, the College had 66 full time and 13 part time teaching staff. The following table indicates the level of accreditation by NESA for these staff.

■ = Conditional  
■ = Provisional  
■ = Proficient



Our Diverse Learning Team were finalists in the Teacher Aide of the Year Awards 2024







## Student Attendance and Management of Non-Attendance

# Student Attendance

In 2024, the annual student attendance rate was 93%, consistent with rates recorded in previous years.

There has been a noticeable increase in the number of students being withdrawn from school for family holidays. Anecdotal feedback suggests this trend is due to greater convenience and affordability for families when travelling outside of peak school holiday periods.

In accordance with College policy, all student absences must be explained by a parent or guardian via email or the parent portal. Families intending to take their children out of school for a holiday are required to submit an application to the Principal at least four weeks in advance for approval.

	Overall
Kindergarten	94.3%
Year 1	94.9%
Year 2	94.1%
Year 3	95.2%
Year 4	94.3%
Year 5	94.3%
Year 6	94.1%
Year 7	91.6%
Year 8	90.6%
Year 9	88.1%
Year 10	88.5%
Year 11	91.1%
Year 12	87.8%
<b>Total</b>	<b>92.6%</b>

**We prioritise a safe and inclusive environment where students are supported in building healthy relationships, taking responsibility for their actions, and growing through challenges.**

## 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](mailto: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.





Japan Study Tour 2024

## School Policies

The College seeks to maintain a safe and supportive environment which:

- minimises the risk of harm and ensures students and staff feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides policies and programs for student wellbeing which develop a sense of self-worth and personal growth

To ensure that all aspects of the College's mission for providing for a student's wellbeing are implemented the following policies are available on the College website:

**Conditions of Enrolment policy**

**Child Safe policy**

**Anti-Bullying policy**

**Student Discipline policy**

**Complaint Handling policy**



## Student, Staff and Parent Satisfaction

As part of our commitment to continual improvement and alignment with our strategic intentions—Growing in Christ, Growing as Learners, and Growing our Community—the College Council and Executive Team conducted satisfaction surveys of both staff and parents in August 2024. These insights inform future planning and ensure that the College continues to foster a flourishing, Christ-centred learning environment.

### Students

At Oran Park Anglican College, student wellbeing, learning, and voice remain central to our mission. In 2024, students were given meaningful opportunities to contribute to school life and decision-making, and their feedback was used to improve their experiences across the College.

Students were actively involved in shaping a safer, more supportive school through their participation in the Child Safety Self-Assessment. Their input guided improvements in our child protection practices. Similarly, student representatives contributed to the Diversity and Inclusion Working Group, helping to ensure our school is a place where every student feels welcomed, valued, and respected.

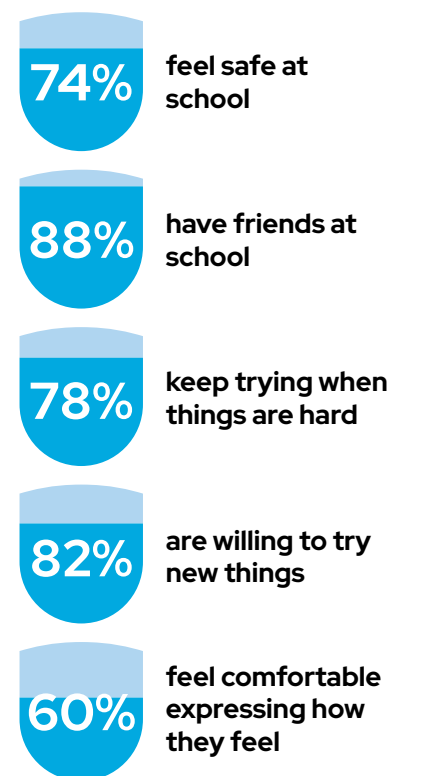
Student feedback was also gathered through the Junior School and Senior School Student Representative Councils (SRCs), providing regular input on school life. These groups worked with staff to share ideas and raise student concerns, strengthening relationships between students and College leadership.

Survey results from our 2024 wellbeing review showed encouraging signs of a positive student experience (right).

These results show that students feel safe, connected, and supported—both socially and emotionally.

Students also reported high levels of engagement with the College's Powerful Learners framework, which supports the development of learning habits and self-awareness. More than 90% of students in most year levels said they understand the language of the framework, and many said their understanding had improved since the previous year. Students also reported that teachers regularly use learning intentions and success criteria, helping them better understand what they're learning and how to improve. Many students are now able to reflect on their progress as novice, competent, or expert learners in key areas.

Overall, these results reflect a school environment where students are not only safe and cared for, but also actively involved in their learning and growth.



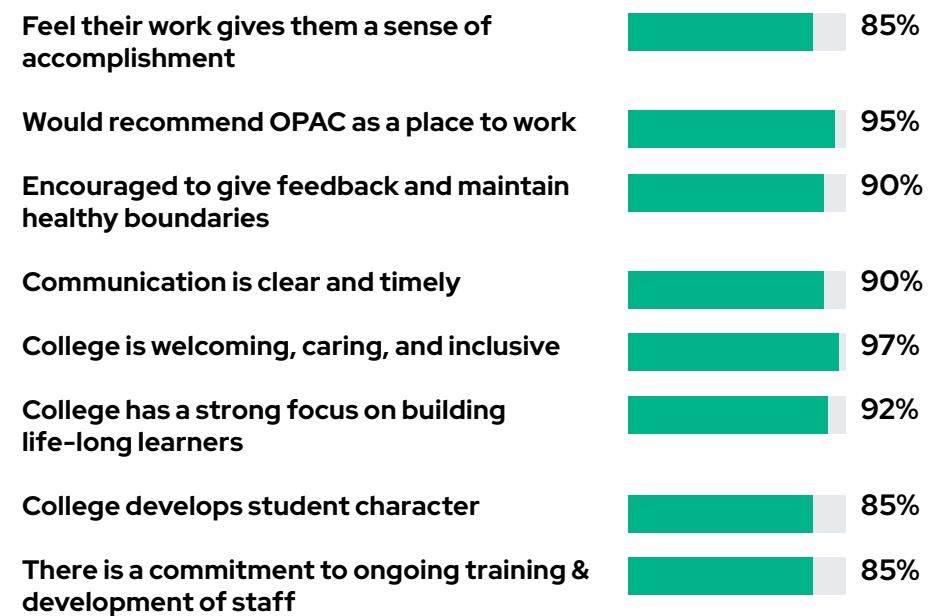




## Staff

Staff at Oran Park Anglican College report high levels of satisfaction, particularly in relation to the supportive and inclusive work environment, strong communication, opportunities for professional growth, and the College's clear focus on student character and lifelong learning.

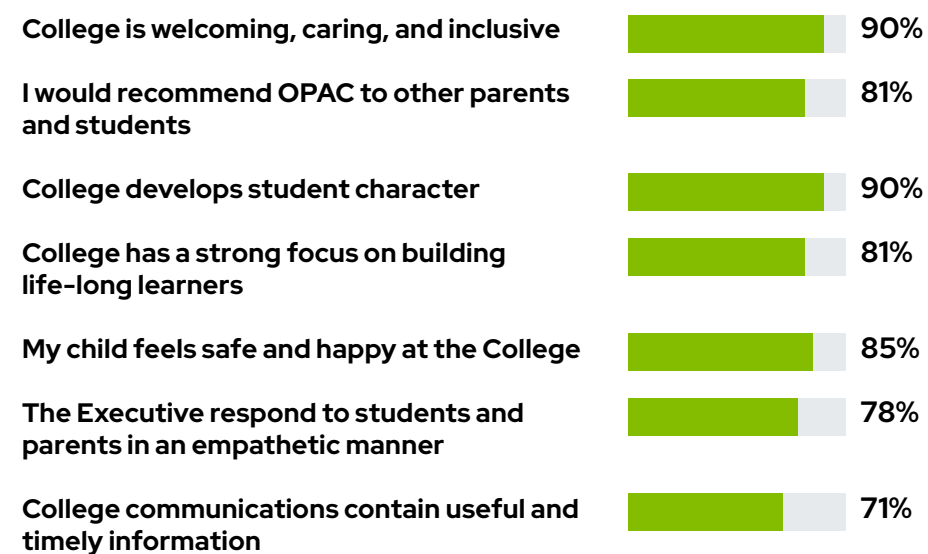
### Staff Agreement



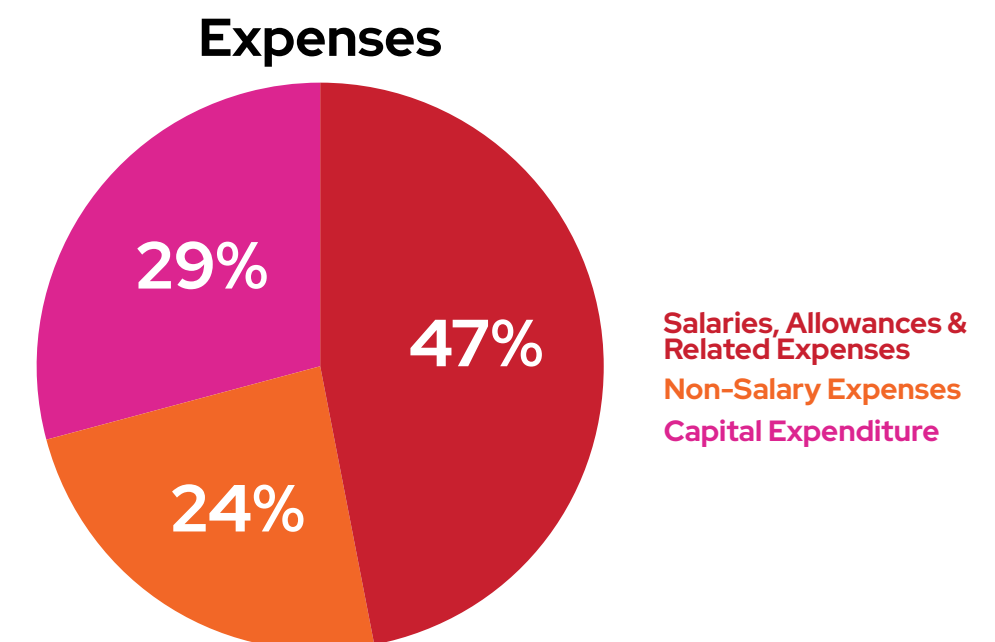
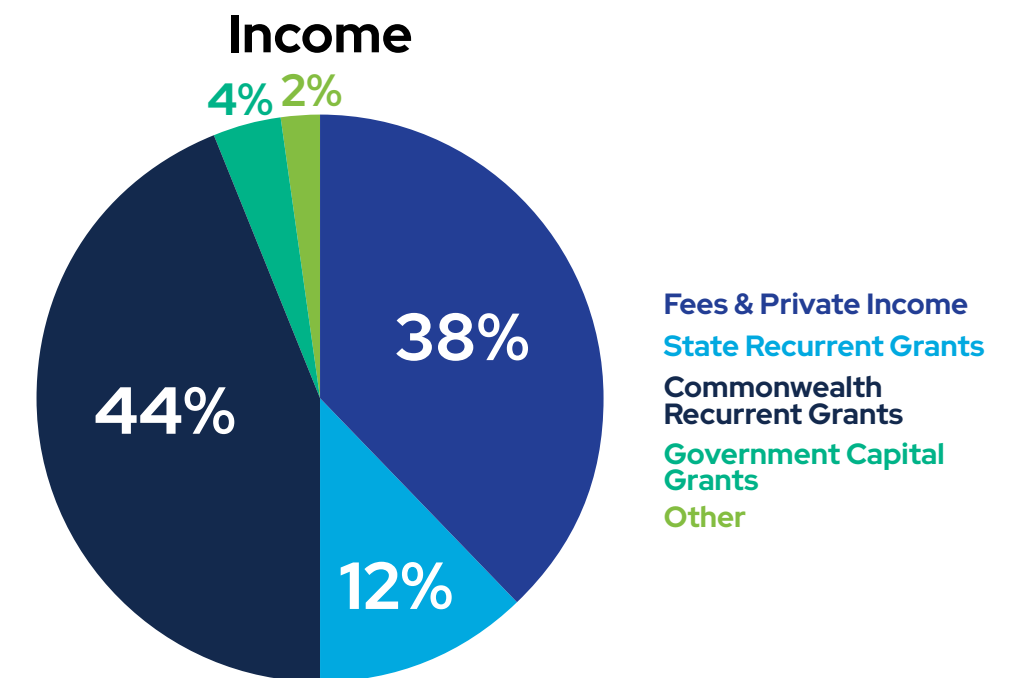
## Parents

Parents continue to express strong overall satisfaction with Oran Park Anglican College, highlighting the College's caring and inclusive environment, its focus on student character and lifelong learning, and the sense of safety and belonging their children experience.

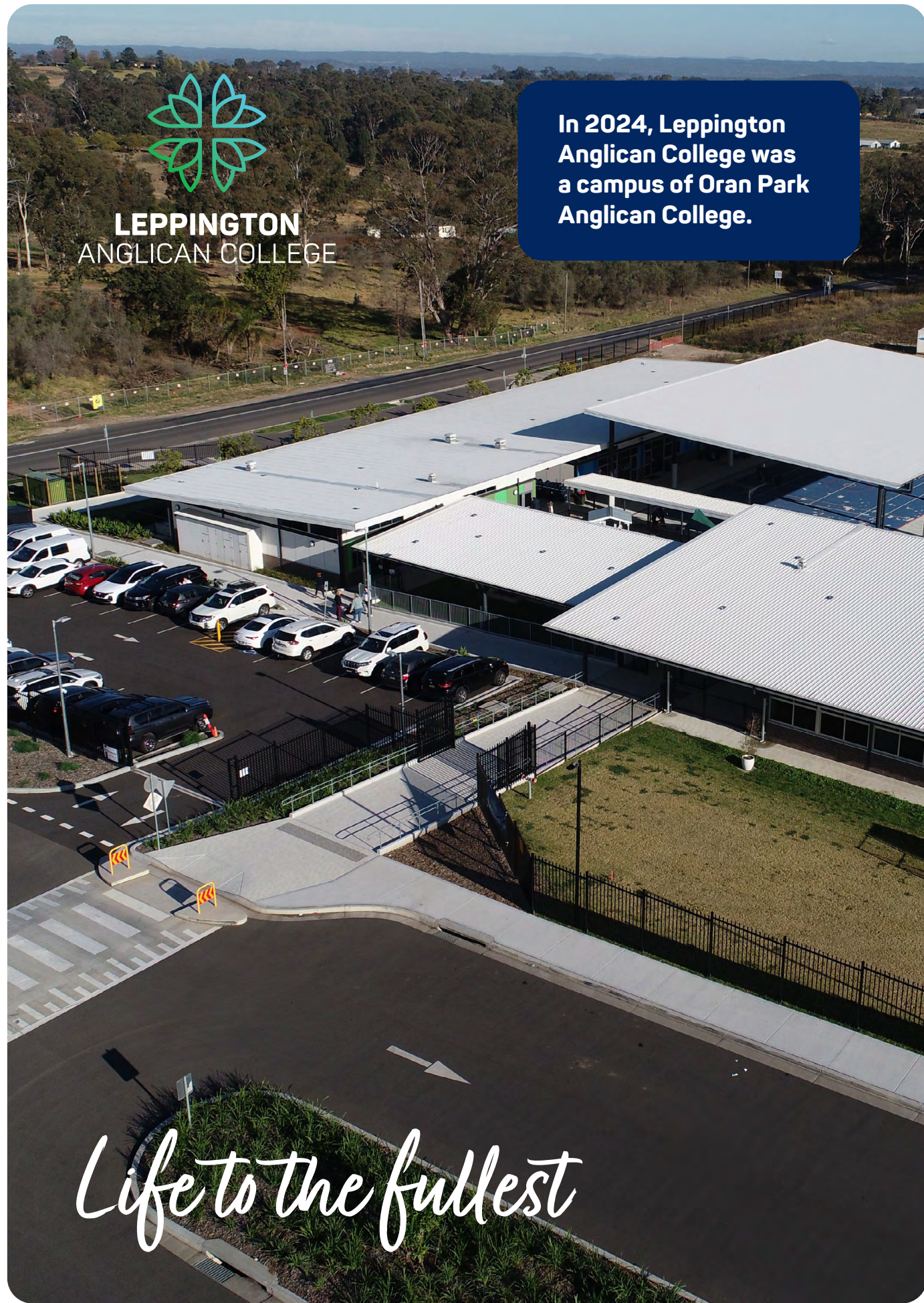
### Parent Agreement



## Financial Information







LEPPINGTON  
ANGLICAN COLLEGE

In 2024, Leppington  
Anglican College was  
a campus of Oran Park  
Anglican College.

Life to the fullest

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## Message from Key School Bodies


# Chair of College Council

2024 has seen Leppington Anglican College 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 in 2023 with 190 students from Pre-K to Year 7, and has seen significant growth with 381 students from Pre-K to Year 8 in 2024. 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 are wonderfully serving the students, parents, and wider community of the College.

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

## EX Officio

**Mr Michael Newton**  
Principal  
**Mrs Anne O’Gorman**  
Representing the Sydney Anglican Schools Corporation

The Annual Report for 2024 includes the following reporting areas:

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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 did we commence with strong enrolments, but also a strong team of educators and administration staff, which has helped cement the College's standing with families and the wider school community, evidence by the doubling of enrolments to 380 students Pre-K to Year 8 in 2024

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 continues to resonate 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.

 **We aim to prepare our students to serve with passion and purpose, in God's world.**



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 in 2024 we have exponentially grown our cocurricular and sporting opportunities, and student leadership and service programs. We have a dedicated team of Christian staff that have enabled all of that to happen. We have intentionally been able to maintain 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 8 and will grow to become a Pre-K to 12 Co-educational college by 2028. In 2024 the College's Capacity to Contribute (CTC) score 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 faiths, 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 Anglican Schools Corporation and the College Council which number 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.

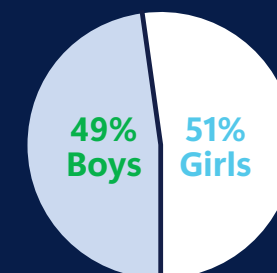


The  
Anglican  
Schools  
Corporation

## Student Population



students enrolled  
in 2024



Majority live  
within 8km  
radius



57  
Prep



249  
Kindergarten to Year 6



75  
Year 7 and Year 8



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 2024

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



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	408	428	416	410	413
Year 5	492	505	494	511	496
Year 7	546	561	550	560	552
Year 9	586	596	579	579	585

- = 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 2024, the College had 21 full time and 2 part time teaching staff. The following image indicates the level of accreditation by NESA for these staff.



- = Conditional
- = Provisional
- = Proficient







### Student attendance and management of non-attendance

## Student Attendance

In 2024 the annual student attendance rate was 94%.

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	94.47%
Year 1	95.22%
Year 2	95.28%
Year 3	95.74%
Year 4	96.99%
Year 5	92.95%
Year 6	93.04%
Year 7	93.79%
Year 8	91.11%
<b>Total</b>	<b>94.28%</b>



**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 8) 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](mailto: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**

## Parent, Student and Teacher Satisfaction

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 with most for relocation or financial issues.

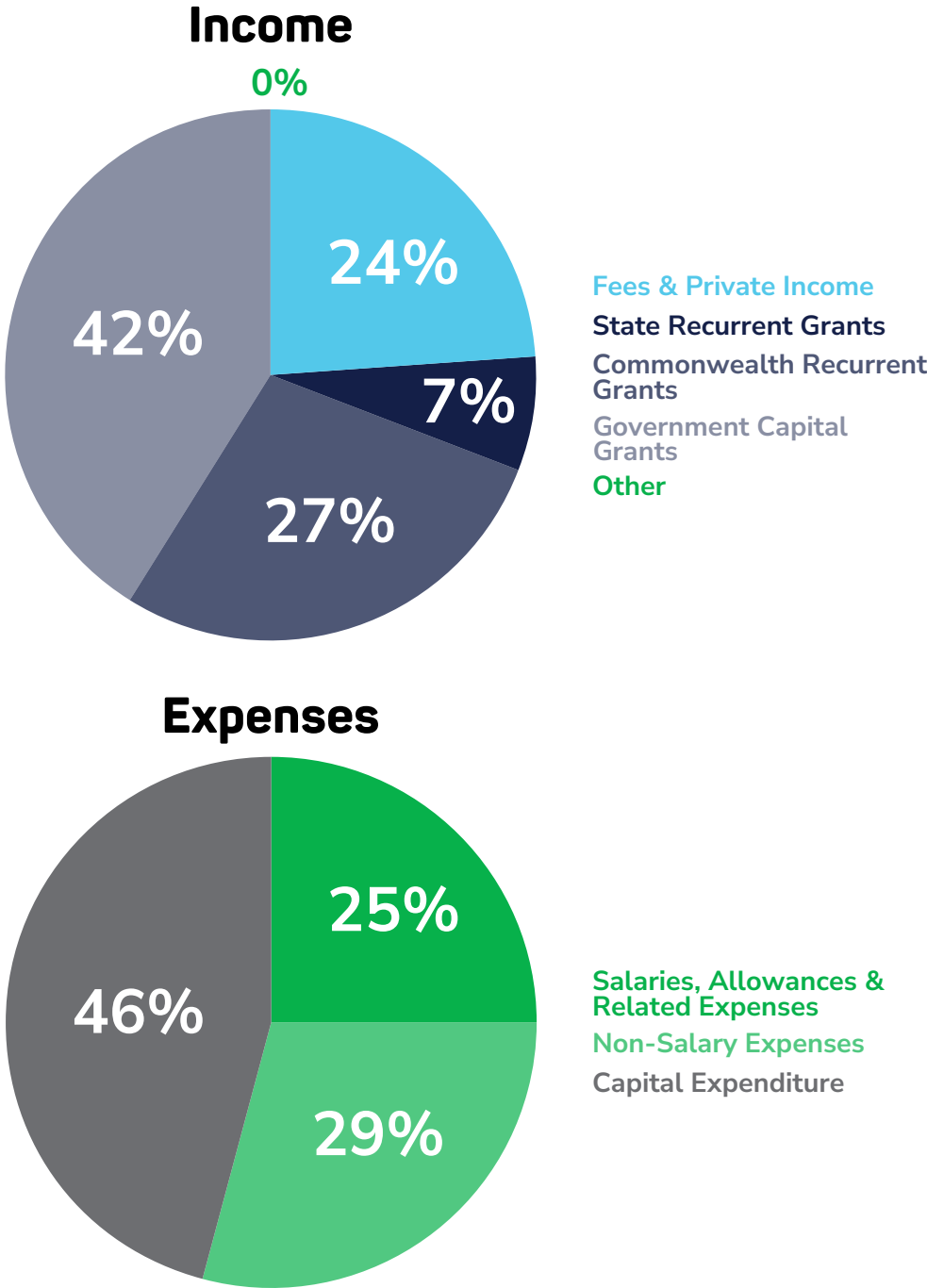
There are also very high levels of participation in sports and physical activities, very high attendance at our College Community Open Day which is outside school hours, and positive reviews on social media from our students. Student attendance was also excellent with an average across the school of 94%.

## Staff

Staff are very happy and report very high levels of satisfaction with the College. There were no resignations of permanent full-time staff, and only one retirement and one resignation of part time staff 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. Formal staff reviews 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





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

Proverbs 22:6



**ORAN PARK**  
**ANGLICAN COLLEGE**  
OF GREATER WORTH THAN GOLD

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*'Life to the fullest'*

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