



# ROUSE HILL ANGLICAN COLLEGE

## ANNUAL REPORT 2020

*EDUCATIONAL AND FINANCIAL REPORTING*



# College Senior Executive (2020)

**Principal** – Mr Peter Fowler, BA DipEd, MEdAdmin, Grad Dip Careers Ed, MACE, MACEL, FIML

**Deputy Principal** – Mr David Lee, B Ed

**Head of Junior School** – Mrs Lucy Gregory, BA Teach, Post Grad Dip Spec Ed.

**Junior School Chaplain/Wellbeing Co-ordinator** – Mrs Robyn Gray, Dip Teach, Dip Bib & Mis

**Director of Curriculum** – Mr Hadley Johnston, BA Commerce, DipEd (from November)

**Director of Student Wellbeing (Senior School)** – Mr Brad Adams, B.DipEd

**Director of Teaching and Learning** – Mrs Jodie Bennett, BA(Hons), M Teach, M Ed (Gifted Ed), PTC

**Business Manager** – Mr Lindsay Spencer, B Sc, Grad Dip Counselling

## MESSAGE FROM THE ROUSE HILL ANGLICAN COLLEGE COUNCIL

The management of Rouse Hill Anglican College is overseen by the College Council which is appointed by the Board of The Anglican Schools Corporation. The Council meets on a monthly basis to discuss matters of College planning, policy and the oversight of finances. In 2020, much attention has been given to the ongoing development and growth of the College with the final planning and commencement of construction of L Block. The Council has also conducted additional meetings through the COVID remote learning period and approved additional support to maintain the College through this period. I am most grateful for the loyal support and prayerful devotion provided by each of the members of our College Council. The members of the College Council are as follows:

Mr Karl Winter (Chair)

Rev Graham Howells

Mr Geoffrey Keir

Dr Julie Mathews

Dr Catherine Morgan

Mrs Alison Wheldon

Mrs Jennifer Favelle (CEO Representative from The Anglican Schools Corporation)

Mr Karl Winter

**Chairman of College Council**

## MESSAGE FROM THE PRINCIPAL

2020 represented the nineteenth year of the operation of Rouse Hill Anglican College. At the beginning of the year, I shared with the College community the theme that the Executive team had chosen for 2020 which would be used throughout the year as a consistent message that would help to shape our intentions and culture. The theme for 2020 has been Digging Deep. When we were thinking about this theme, our focus was on learning and character building. Through this theme we wanted to challenge and remind our students to develop capacity as independent and engaged learners, while also encouraging them to push themselves when faced with disappointment, failure or challenges, so that they would see the benefit of resilience. We did not have in mind the potential of the year to come with a global pandemic declared half way through Term One, and the multitude of adjustments and challenges that we were to face. COVID has had a remarkable impact on the way in which we have provided ongoing learning and support for our College community.

In our personal lives, in our schooling and in our work, we have had no choice but to dig deep as we have had to change the way in which we manage just about every part of our lives. Our students have been required to adjust the way in which they undertake learning tasks, and overwhelmingly, they have managed this process extraordinarily well and developed as independent learners. They have also been very patient as there have been many changes to the activities and the regular events that many looked forward to as part of our annual College calendar – camps, excursions, carnivals and House Days to name a few.

During this year, this passage of scripture from the Old Testament book of Lamentations Chapter 3 from verse 22 has been of great comfort and reassurance:

*The steadfast love of the LORD never ceases; his mercies never come to an end; they are new every morning; great is your faithfulness.*

*"The LORD is my portion," says my soul, "therefore I will hope in him." The LORD is good to those who wait for him, to the soul who seeks him. It is good that one should wait quietly for the salvation of the LORD. It is good for a man that he bear the yoke in his youth.*

Despite the challenges of COVID, the College continues to be grateful to our student population for the many ways in which they have demonstrated compassion and care for people in need through a broad array of service programs in our local community and abroad.

The College has continued with building developments associated with our 20-year Master Plan. In 2020, construction work commenced on L Block which will bring together the Junior School within one precinct of the College grounds. Part of this project included additional parking areas and a traffic exit point to Cudgegong Road to the rear of our property. Stage One classes (Year One and Year Two) will be accommodated in this building which is to be completed during 2021.

I express my deep appreciation to our dedicated staff for their support, diligence and dedication to the College, to students and families throughout the past year.

Mr Peter Fowler

**Principal**

## MESSAGE FROM THE PARENTS AND FRIENDS ASSOCIATION

The activities of the P & F Association have been significantly impacted by COVID restrictions during 2020. While plans for a number of significant events were set in motion at the beginning of the year, these had to be put on hold. At the commencement of the year, at our Annual General Meeting, the following people were confirmed as members of the Executive Committee. The Executive Committee has met a number of times by Zoom, to be provided with updates from Mr Fowler and to make decisions with regard to potential upcoming events. We do look forward to some relaxation of restrictions in 2021 which will allow the Association to recommence some of our regular activities to support the efforts of the College and promote community and connection among our families.

Our Family Support program has continued to provide meals and support to families experiencing significant difficulty such as unexpected hospitalisations or extended major health issues. We are grateful for the support that this program receives through donated meals from our community.

Executive Committee:

Michael Sosa (President)	Sandy Chi	Kellie Lavelle
Kylie Taylor (Vice-President)	Angela Clark	Kylie Leach
Julie Minehan (Secretary)	Casey De Souza	Deborah Palmer
Julie Dean (Treasurer)	Kim Devine	Richard Palmer
Claire Hunter	Lee Petersen	Kathryn Kennedy
Sharon D'Agostino (Family Support)		Usha Vishram
Rebecca Reynolds (College Shop Consignment)		Julie Feilke
Sheridan Parkinson (Social Media/Publicity)		Matthew Perry

We are grateful to each of the members of the Executive Committee for their generous service to our College community. Thank you to Mr Peter Fowler, who gives up family time to attend all of the executive meetings, general meetings and all P&F events in support of the work that we do. Thank you also to all the parents and friends for your continued support.

Michael Sosa  
**P&F President**

## Contextual Information About The College

Established in 2002, Rouse Hill Anglican College is a Pre-Kindergarten to Year Twelve school located in the rapidly growing north-west sector of the Sydney metropolitan area. A Christian school in the Anglican tradition, the College provides a Christian Education program for all students. The values program is based on the Christian philosophy of the College and is addressed through a range of welfare and pastoral programs conducted through the years of schooling.

The College has an open enrolment policy, however, consideration will be given to the applicant's support for the ethos of the College, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the ethos of the College and comply with the College rules to maintain their enrolment. While the enrolment policy is non-selective, the College does offer academic scholarships for students for the secondary years of schooling. The College has a broad student population, reflecting the diversity of the local district and including students of a range of religious and ethnic backgrounds and of Aboriginal heritage.

The College provides a well rounded education and is proud of the achievement of students in a vast range of endeavours including academic performance, debating, public speaking, music, dance, sports, service to local and overseas organisations and leadership. There are extensive opportunities for involvement in a generous range of co-curricular activities. The College has also conducted a number of overseas service trips, working with a number of international aid organisations in Cambodia, Vietnam, Philippines and Hong Kong. The College expects to be able to recommence these programs when our national borders reopen.

The College boasts excellent and modern facilities to support the teaching and learning programs. Students concluding their studies at the College have been able to enter a range of quality tertiary institutions of their choice. The College is located in a peaceful setting, though with easy access to the transport hub of the Rouse Hill Town Centre and in walking distance of Tallawong Station on the Norwest Rail Link.

### SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

In 2020, Rouse Hill Anglican College participated in the following statewide or national tests or examinations. A number of students requested and received a ROSA (Record of Student Achievement).

National Assessment Program Literacy and Numeracy - Due to COVID, NAPLAN was not conducted in 2020.

NSW Higher School Certificate – Year Twelve

The College was pleased with the overall performance of students in the 2020 Higher School Certificate Examinations. A summary of achievement levels for the Higher School Certificate is provided below:

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
Ancient History	2020	13	84.62	83.61	15.38	16.39
	2019	11	90	83.79	10	16.21
	2018	6	83.32	84.04	16.66	14.92
Biology	2020	38	89.48	86.44	10.52	13.56
	2019	26	92.3	84.11	7.7	15.89
	2018	26	93.53	89.40	7.69	10.05

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
Business Studies	2020	33	84.85	82.08	15.51	17.92
	2019	32	96.88	82.92	3.12	17.08
	2018	31	93.53	86.60	6.45	13.36
Business Services (VET)	2020	4	100	72.83	0	27.17
Chemistry	2020	19	84.22	90.1	15.78	9.9
	2019	12	83.34	87.66	16.66	12.34
	2018	13	100	88.58	0	11.38
Community & Family Studies	2020	20	100	89.93	0	10.07
	2019	14	100	87.89	0	12.11
	2018	17	100	85.15	0	14.82
Dance	2020	0	-	-	-	-
	2019	5	100	96.4	0	3.6
	2018	0	-	-	-	-
Design & Technology	2020	4	100	97.74	0	2.26
	2019	0	-	-	-	-
	2018	3	100	96.40	0	3.58
Drama	2020	7	100	97.49	0	2.51
	2019	6	100	98.15	0	1.85
	2018	9	100	97.47	0	2.5
Economics	2020	19	78.95	90.99	21.05	9.01
	2019	8	100	92.26	0	7.74
	2018	11	100	92.01	0	7.95
English Standard	2020	61	93.45	88.72	6.55	11.28
	2019	46	95.66	87.25	4.34	12.75
	2018	19	78.94	84.41	21.05	15.55
English Advanced	2020	38	100	99.29	0	0.71
	2019	44	100	98.96	0	1.04
	2018	68	95.56	98.41	4.41	1.54

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
English Extension 1	2020	12	100	99.19	0	0.81
	2019	13	100	99.8	0	0.2
	2018	7	100	99.55	0	0.43
English Extension 2	2020	4	100	99.21	0	0.79
	2019	7	100	99.63	0	0.37
	2018	2	100	98.55	0	1.43
Entertainment Industry (VET)	2020	3	100	83.15	0	16.85
	2019	2	100	95.39	0	4.61
	2018	5	100	76.93	0	23.04
Food Technology	2020	8	100	82.3	0	17.7
	2019	9	100	88.4	0	11.6
	2018	9	100	84.17	0	15.79
Geography	2020	3	100	86.55	0	13.45
	2019	8	100	86.82	0	13.18
	2018	5	100	87.24	0	12.73
Industrial Technology (Timber)	2020	8	100	80.46	0	19.54
	2019	10	90	79.28	10	20.72
	2018	7	85.7	76.05	14.28	23.92
Information Processes & Technology	2020	6	83.34	71.57	16.66	28.43
	2019	7	100	84.74	0	15.26
	2018	9	88.88	86.14	11.11	13.82
Legal Studies	2020	10	100	88.14	0	11.86
	2019	19	94.74	83.23	5.26	16.77
	2018	17	94.10	84.76	5.88	15.21
Mathematics Standard	2020	57	87.72	74.94	12.28	25.06
	2019	53	100	82.89	0	17.11
	2018	47	89.34	79.12	10.63	20.84

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
Mathematics	2020	30	100	95.59	0	4.41
	2019	24	100	92.21	0	7.79
	2018	25	92	92.36	8	7.6
Mathematics Extension 1	2020	15	100	94.21	0	5.79
	2019	15	86.67	95.64	13.33	4.36
	2018	12	100	96.05	0	3.92
Mathematics Extension 2	2020	8	100	97.02	0	2.98
	2019	6	100	97.01	0	2.99
	2018	5	80	97.77	0	2.2
Modern History	2020	14	92.86	83.8	7.14	16.2
	2019	13	100	85.69	0	14.31
	2018	20	100	84.41	0	15.56
History Extension	2020	5	100	98.18	0	1.82
	2019	2	100	98.26	0	1.74
	2018	5	40	98.31	0	1.67
Music 1	2020	9	100	97.65	0	2.35
	2019	3	100	97.87	0	2.13
	2018	10	100	93.03	0	2.08
Music 2	2020	0	-	-	-	-
	2019	2	100	0	100	0
Music Extension	2020	0	-	-	-	-
	2019	2	100	0	100	0
Personal Development, Health & Physical Education	2020	28	92.86	84.95	7.14	15.05
	2019	41	100	87.8	0	12.2
	2018	34	97.04	85.49	2.94	14.48
Physics	2020	9	77.78	85.51	22.22	14.49
	2019	12	75.01	85.45	24.99	14.55
	2018	12	100	86.74	0	13.21



Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
Society and Culture	2020	6	100	93.88	0	6.12
	2019	3	100	93.61	0	6.39
	2018	5	100	92.95	0	7
Software Design & Development	2020	7	100	87.42	0	12.58
	2019	4	50	86.52	50	13.48
	2018	6	83.32	88.43	16.66	11.53
Studies of Religion I	2020	0	-	-	-	-
	2019	1	100	95.65	0	4.35
Studies of Religion II	2020	6	100	91.77	0	8.23
	2019	10	90	93.19	10	6.81
	2018	0	-	-	-	-
Textiles and Design	2020	2	100	95.87	0	4.13
	2019	-	-	-	-	-
	2018	4	100	94.63	0	5.33
Visual Arts	2020	11	100	97.8	0	2.2
	2019	7	100	97.67	0	2.33z
	2018	12	100	99.14	0	0.82
German Beginners	2020	6	100	93.27	0	6.73
Japanese Beginners	2020	0	-	-	-	-
	2019	1	100	80.45	0	19.55
Japanese Continuers	2020	0	-	-	-	-
	2019	3	66.66	96.13	33.33	3.87

## VOCATIONAL EDUCATION AND TRAINING

18% of Year Twelve students were enrolled in VET courses as part of their Year Twelve program in 2020. This included: -

- 12 students studying VET internally (Entertainment (3) and Business Services (9))
- 6 students studying VET externally =  $6/100 = 6\%$ . (Automotive, Construction, Retail and Human Services)

# Professional Learning, Teaching Standards and Workforce composition

## PROFESSIONAL LEARNING

The focus for Professional Development in 2020 has been the implementation of the Teaching and Learning Framework. Over previous years, the teaching staff have become familiar with the main components of the Framework. This year, the focus was understanding and fostering active student engagement in learning. Using an inquiry learning approach, teachers from across Pre-K to Year 12 developed Action plans to embed the selected elements into their classroom context.

Additional professional development for teaching staff included managing disagreements, preventing bullying and harassment, chemical safety and understanding copyright requirements. All College staff completed updates in CPR and Child Protection.

Teaching staff participate in regular school-based professional learning and collaboration, including a three day Annual Conference. In addition, as part of the Teachers Multi-Enterprise Agreement, staff attend the equivalent of at least three days of Professional Development activity during non-teaching time (weekends and non-term time). Following is a record of additional professional development activities undertaken by teaching staff throughout 2020:

Description/Type of Professional Learning Activity	No. of staff
Webinar Series: Unit Design - PDHPE.net (3 part series)	3
A webinar of useful tools and tricks for email time-management	1
Accessible online teaching - supporting learners with diverse needs	1
ACEL Global Leadership Conference 2020 - ACEL	1
ACHPER - Teaching Stage 6 PDHPE for the 1st time	1
Adobe Illustrator - Vector graphics and illustration	2
Agora - Anxious Minds Troubled Hearts	10
An Introduction to Teaching HSC Ancient History - HTA	1
AHISA DoS Online Conference	1
AHISA Wellbeing Directors	1
AIS Child Protection Investigator	1
AIS Masterclass - Teaching and Learning	8
AIS NSW Teacher Librarian Conference 2020	1
AIS RTO Management	4
AISNSW Science Extension Webinar	2
AISNSW Webinar for Dance/Drama/Vis Arts	1
Amplify the Impact: Striking the Right Note in Music Education - AIS	2
Anita Chin Mathematics - Learning Event	20
AntiDiscrimination Legislation	1
ASCA Literary Research Summit - Australian School Library Association	1

<b>Description/Type of Professional Learning Activity</b>	<b>No. of staff</b>
Becoming Accredited at Experienced Teacher through the Standard-based Path - AIS	1
Bigger Better Brains Facilitator Course - Muse Consulting	2
Business Management Program - AusSip Work Placement	2
CAA NSW & ACT - Annual Conference - Online	1
CAA NSW & ACT - Yearly Planning Meeting	1
Canvas Training	19
Careers Advisers Association NSW & ACT New Careers Advisers Conference	1
Visual Arts teaching workshop	8
Copyright for Education - Online Workshop	2
Creating your Experienced Teacher Digital Portfolio - AIS	1
Data Driven Evidence Based Teaching - High Impact Teachers	1
Deep Learning Capacity Building Forum	12
Disability Legislation Online Course - AIS	1
EBE NESA/ACARA Curriculum Review briefing - EBE	1
Edval 10 Training	2
Emotional Health in Schools - From Science to Practice	1
Engage students with iPads in Middle School Maths - TTA	1
ENTECH ROADSHOW	1
ETA Revision Strategies for the HSC	2
Exploring New Food Services	1
Extension History HSC Marking NESA	1
Foodservice Australia 2020	1
Graphic Novels as Text	1
Hooked on Society & Culture - Soc & Culture Assoc	1
HSC Mathematics Extension 2 - MANSW	4
HSC Music Aural - with APPS & DAWS - TTA	1
Human Responsibility amid Global Complexity: Is there a Christian approach to teach - Agora - Online	5
Improving Classroom Management - Coursera	1
Industry Update Day & Tertiary Update Day - CAA NSW & ACT	2
InitialLit 2 day PD - MultiLit	4

<b>Description/Type of Professional Learning Activity</b>	<b>No. of staff</b>
Introduction to Adobe Illustrator - TTA	1
Introduction to Dorrico	5
Introductory Photoshop Course - TTA	2
iPhone Photo Academy & iPhone Editing Academy	1
IPSHA NSW: Proficient Teacher Accreditation	1
LawSense - Law for School Counsellors	5
Maths Mystery Seminar	2
Meet the Markers of the New 2019 HSC Science Exams - STANSW	1
Meeting the individual needs of students - PALS Inc	1
Mentoring Colleagues to achieve better literacy outcomes in the primary classroom	1
Middle Leaders - AIS	3
Minecraft: Education Edition 1 - Getting Started	6
MultiLit - InitialLit Training	2
NAPLAN Online Training - NESAs	4
Navigating Informed Consent & Confidentiality & Making Adjustments for Covid-19 Impacts - LawSense	1
NCCD Term 2: Evidence & Moderation - AIS	1
NESA Information Session - Becoming a School-based provider	1
NSW Enhancing Child Protection Investigation Skills - AIS	1
PETAA Leading with Literacy, Reading to write	4
PreLit Training - MultiLit	2
Professional Development by external clinical psychologist	2
Professional Development re. complex mental health needs	3
Resilient Teaching - Anglican EdComm	1
Responding Together - Managing Wellbeing in times of change & uncertainty - Headspace	5
School Based Apprenticeships and Traineeships Webinar - AIS	1
School Compliance for ASQA - AIS	1
Seven steps Writing Workshop	2
Supervising Teachers Progressing to Proficient Teacher - AIS	2
Supervisors Day - NSW School of Languages	1
Teacher Wellbeing - Positive Difference/NESA	1

<b>Description/Type of Professional Learning Activity</b>	<b>No. of staff</b>
The Examination Interpreted for Teaching - ETA	1
The Mental Health & Wellbeing of Young People Not-for-Profit Online Hub - Generation Next	3
The Neuroscience of Learning and Leading	1
The Power of Play - Glenaeon	1
Unpacking the NESA K-10 Languages Syllabus - MLTA - Online	1
Updates to NSW Child Protection Legislation Webinar - AIS	1
VET Certificate IV Training and Assessment - ONLINE	3
VET Language, Literacy & Numeracy - AIS	4
VET RTO Hospitality Webinar - AIS	1
VET RTO Management System - AIS	1
What we now know about Stage 6 Standard - PD4Maths	1
Writing Life Skills Program - Languages Dept	2
Writing Yr 11 & 12 Japanese LS course	1

The average expenditure per full-time equivalent teacher on professional learning in 2020 was \$580.

## TEACHING STANDARDS

<b>CATEGORY</b>	<b>NUMBER OF TEACHERS</b>
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AIE-NOOSR) guidelines.	103
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AIE-NOOSR guidelines but lack formal teacher education qualifications.	1 - This staff member is undertaking study to achieve formal teacher education qualifications.

## WORKPLACE COMPOSITION

Number of Teaching Staff	104
Full-time Equivalent Teaching Staff	93
Staff other than teachers	45

# Student Attendance and Retention Rates

## 2020 ATTENDANCE DATA:

Year Level	Attendance Rate
Pre-K 2 Day Program	97.68%
Pre-K 3 Day Program	96.39%
Kindergarten	95.61%
Year 1	95.80%
Year 2	95.29%
Year 3	94.96%
Year 4	94.11%
Year 5	93.03%
Year 6	94.19%

Year Level	Attendance Rate
Year 7	93.00%
Year 8	91.56%
Year 9	90.34%
Year 10	88.06%
Year 11	90.26%
Year 12	91.34%
Whole College	92.78%

The retention rate from year Ten to Year Twelve in 2020 was 83.6%.

## STUDENT NON-ATTENDANCE MANAGEMENT

Teachers are required to mark their class rolls at the beginning of every day, and in Senior School at the beginning of every lesson.

An email is required for any late arrivals or early departures, ideally before the event. A phone call is not sufficient advice; when a parent calls, they are asked to forward an email verifying the absence.

When a parent presents at Student Reception to sign students in or out, they are required to sign a sign out slip.

Parents are required to email the College the morning of any absence with an explanation. That explanation is recorded in Edumate.

If a student is marked 'absent' without an explanation, an SMS is sent to the parents of that student at 10:30am.

At the end of each day a letter is emailed to the parents of any students absent who have not yet provided an explanation. A second letter is emailed to parents five days after an unexplained absence giving seven days in which to provide an explanation.

A report is automatically generated and sent to Year Advisors and Stage Co-ordinators if a student has a consecutive absence of three days or more and the absence is unexplained. The Year Advisor or class teacher would follow up any student listed in the report.

## POST SCHOOL DESTINATIONS

2020 was an unusual year for all students throughout the state as a result of COVID-19. That being said, our students maintained their focus through this period and it is a credit to our Year Twelve cohort of 2020 that their results were so strong and that our students were able to achieve results that gave them options for study at some prestigious tertiary institutions.

The majority of the students were generous in sharing their plans for the future and were hopeful about their future. Of those that did respond to the destination survey there were 65% of students that indicated that they were going to university. Macquarie University was the most popular destination for students with over a third choosing this University. The Australian Catholic University was next in popularity. This was a change from the previous year and may be the result of the new campus at Blacktown. Western Sydney University was the third most popular destination.

Regarding early entry Macquarie University was also the most popular choice with 24 students being awarded an early entry position through the Leaders and Achievers Program. School Recommendation Scheme was also represented strongly with 66 students applying for early entry consideration, through the University Admission Scheme portal, in 2020.

In addition to the 65% of students deciding to accept direct entry to university there were an additional 9.4% of students deciding to choose a TAFE tertiary pathway; and 2.9% at another training provider. Of the remaining destinations for students there were 9.4% in part time work and 3.6% in full-time work, with 4.3% employed in apprenticeships. The defence forces accepted 3.6% of our students in either direct or gap year programs. At the time of surveying students, there were only 1.4% of students who were unemployed. It should be noted that these statistics related to an early survey and students may have changed their situation in the interim period.

The Class of 2020 was an eclectic group as can be seen in the diverse array of careers that they have chosen to pursue. Some of the highest areas of destination for our students included: Commerce and Business; Arts and Education; Allied Health Sciences (including Nursing and Allied Health); and Sports Sciences and Sports Management. There was also quite a strong showing from Law related studies; Information Technology and other STEM careers including Security Studies; Cybersecurity; as well as the Arts including: music and live production. There were also 3-4 students each for Animal Studies; Social Sciences; Design; Childcare; and Media/Communications. Many students studying at University also selected Careers in Finance and Accounting, and there were a number of students who will return to study after a gap year.

The class of 2020 has distinguished themselves with their results. Their university destinations are significant and the teaching staff at the school should be well and truly proud of their achievements.

# Enrolment Policy

Rouse Hill Anglican College is a comprehensive co-educational K-12 school, established in 2002, providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. All applications for enrolment are processed in order of receipt and consideration will be given to the applicant's support for the ethos of the College, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain their enrolment.

## PROCEDURES

- All applications for enrolment are to be processed within the College's enrolment policy
- Each applicant is to attend an enrolment interview with parents where consideration is given to interview responses regarding their ability and willingness to support the College's ethos
- Consideration is given to any specific educational needs, which may require further investigation and determination of the ability of the College to cater to the needs of the student
- Inform the applicant of the outcome
- Continuing enrolment is subject to the student's adherence to and parental support of College rules (see enrolment application, enrolment acceptance form, pastoral care policies and behaviour management policies) and payment of all College fees.

***When considering enrolment for a student with specific educational needs at RHAC, the following is considered:***

In order to provide appropriate adjustment for a prospective enrolment, the College needs all the required information to make the best decision. This information includes, but is not limited to, reports from relevant professionals and therapists and meetings with any professionals currently working with the prospective student.

## STANDARDS FOR ENROLMENT - PART 4.2 DISABILITY STANDARDS FOR EDUCATION 2005

The College must take reasonable steps to ensure that the prospective student is able to seek admission to, or apply for enrolment in on the same basis as a prospective student without a disability.

The College will decide whether it is necessary to make an adjustment to ensure that the prospective student is able to seek admission. The following factors will be considered when determining reasonable adjustments:

- If it balances the interests of all parties affected
- The effect of the adjustment on the student
- Affect on anyone else (includes the College, staff and other students)
- The costs and benefits of making the adjustments
- An enrolment offer may be refused if, after investigation it is determined that
- unreasonable adjustments are required, or
- compliance would impose unjustifiable hardship on the College

## STUDENT PROFILE

In 2020, the College had a student population of 1445 of whom 771 were in the Senior (secondary) School. Girls represent 50.03% of the total student population. As the College has a comprehensive enrolment, the students come from a range of backgrounds and with a range of learning levels, including some with special needs. In addition there are eight students who are Aboriginal or Torres Strait Islanders.



## Policies for student welfare, discipline, reporting complaints & resolving grievances

*College Mission Statement: "Rouse Hill Anglican College: Christian, caring and dynamic: providing excellence in education, emphasising high academic standards and the development of individual potential."*

To ensure that all aspects of the College's mission for providing for a student's welfare are implemented, the following policies and procedures in relation to Student Welfare, Discipline and Reporting Complaints & Resolving Grievances were in place, revised or developed during 2020. In 2020, Complispace has been progressively implemented to accommodate policy updates.

Policy	Changes in 2020	Access to full text
Child Protection encompassing: <ul style="list-style-type: none"> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting &amp; investigating reportable conduct               <ul style="list-style-type: none"> <li>• Investigation processes</li> <li>• Documentation</li> </ul> </li> </ul>	Changes to Policy reflected in Child Protection Program within Complispace.	Policy and Child Protection program information available in Complispace.
Codes of Conduct encompassing: <ul style="list-style-type: none"> <li>• Staff Code of Conduct</li> <li>• Student Code of Conduct</li> <li>• Parent, Guardian and Volunteer Code of Conduct</li> </ul>	Annual review of Staff Code of Conduct Policy.	Staff Code of Conduct issued to staff and College Council via Staff Handbook. Student Code of Conduct in Student Handbook and available on request from College Office. Parent Code of Conduct available on College Website or from College Office.
WH&S / Security		Issued to staff in Staff Handbook & Evacuation/Lockdown plans placed in classrooms throughout College
Bullying		Bullying policy in Staff Handbook, Senior School Student Handbook and available from College Office on request
Homework & Assessment	Refinement of assessment penalties for late submission.	Professional Development of staff and issued in Staff Handbook and to students with assessment schedules. Available from College Office on request
Communication	Additional communications procedures implemented during remote learning period	Printed in Student Handbook, Parent Code of Conduct and Orientation Handbook
Complaints and Grievances	Whistleblower policy implemented	Available from College Office or from Sydney Anglican Schools Corporation

Policy	Changes in 2020	Access to full text
Working from Home Policy	Updated March, 2020	Available in Complispace and emailed to all staff
Pandemic Management Plan	Updated March, 2020 and revised October 2020	Available on Common Staff drive

## School-determined improvement targets

Area	Priorities	Achievements
Teaching and Learning	Teaching and Learning Framework	<p>The main emphasis of the ongoing implementation of the Teaching and Learning Framework was enhancing active student engagement in learning. This was the topic for whole staff professional learning activities, including the 2020 Staff Conference.</p> <p>To support teachers in utilising the Framework within their diverse class contexts, an inquiry approach has been adopted. Each term, teachers developed an action plan that identified a specific area of student learning that required improvement. They identified connections to the Teaching and Learning Framework and strategies to improve student outcomes.</p> <p>Teachers engaged in regular sharing of the progress of their Action Plans during Professional Learning Group and Staff Meetings.</p>
	Transition to Remote learning	<p>Teaching staff from Pre-K to Year 12 successfully navigated the rapid transition to remote learning during the Covid-19 lockdown period. In the Junior School, this involved utilising SeeSaw as a common platform for students to access learning material and to share evidence of learning with their teachers. Senior School classes used Canvas as a common platform across learning areas.</p> <p>Students were provided with consistent, quality learning routines and support for their social-emotional development by fostering regular interactions with their teachers and peers.</p> <p>Staff collaboration and agility were central to the success of the initial transition, ongoing monitoring of student learning and the subsequent revision and refinement of the approach to remote learning.</p>
	Continuation of a critical review process through the AIS School Improvement Service	<p>The College continued its involvement in the AISNSW School Improvement Initiative. Throughout 2020, regular meetings between the working party and the consultants focused on planning how the teaching staff could develop a deeper understanding of elements of the Framework and how</p>

Area	Priorities	Achievements
		<p>elements could be included within regular classroom practice.</p> <p>At the end of 2020, additional staff were added to the working party and the transition to a new AISNSW project commenced. This team participated in an intensive induction session to prepare for joining the Deep Learning Network in 2021, a NSW arm of an international effort to embed learning capacities within teaching and learning.</p>
	<p>Rich Learning Opportunities for students</p>	<p>While there were restrictions in place, visiting groups to the College such as Royal Life Saving Society, Burn Bright Leadership, Elevate Education</p> <p>Modified field trips and incursions for Junior School due to COVID-19 restrictions. Students also participated in Maths Olympiad.</p> <p>Provision of remote learning using the Seesaw platform. All KLAs covered weekly with a particular focus on English and Mathematics. Parents provided with recommended time frames for each subject area.</p> <p>Remote learning tasks differentiated for identified students requiring learning support or enrichment.</p> <p>Learning Support interventions continued via Zoom.</p> <p>Provision of HSC Study Days during holiday periods.</p> <p>Consolidation of Canvas online learning management system for priority use for Senior School students.</p>
	<p>Christian Worldview</p>	<p>Continued refinement of Christian Worldview statements and initiatives in Junior School and Senior School teaching programs.</p>
	<p>Outdoor Education</p>	<p>Modified School Camp Program for students from Year Four to Year Six and Year Eleven using external providers.</p> <p>Continued Year Three camp – day camp onsite – run by Crusaders.</p>
	<p>Student Reporting</p>	<p>Refinement of reports for Junior School to include syllabus strands for English and Mathematics and change the terminology of the 5 point achievement levels.</p> <p>Modified Semester One report to reflect COVID-19 remote learning implications. Provided application and grade for English and Mathematics and application only for all other KLAs.</p> <p>Parent/Teacher interviews conducted via phone/online due to COVID-19.</p>
<p><b>Student Achievement</b></p>	<p>Student Study Skills Programs Competition opportunities for students</p>	<p>Continued with after school Homework Club for Junior School (Years Three to Six) with Senior School students assisting as tutors.</p> <p>Successful participation in a number of competitions in areas of art, mathematics, writing, poetry, debating and geography.</p> <p>Expansion of subject based tutoring in Senior School.</p>

Area	Priorities	Achievements
<b>Student Welfare</b>	Student health	Continuation of Department of Health Vaccination program, including Human Papillomavirus (HPV) for boys as well as Hepatitis B, DPTH (diphtheria, tetanus, acellular pertussis) vaccination program. Teacher training in Senior First Aid, CPR and Anaphylaxis.
	Wellbeing	Senior School Wellbeing program delivered online during remote learning period. Continued counsellor support during remote learning for students at risk. Explicit wellbeing lessons in Junior School to support the transition back from remote learning. Visiting speakers to support wellbeing programs including NSW Police Service, Brent Sanders and Melissa McGuinness
	Peer Support Program	All Year Six and nominated Year Nine students trained as leaders for Peer Support Groups in Junior School and Year Seven.
	Positive Reinforcement System	Continued with the house points competition across College to build House spirit.
	Student Leadership development	Continuation of Year Five Leadership program, incorporating College Values. Leadership courses, Burn Bright Leadership training for Senior School (all Year Ten) leading up to Year Eleven Leadership program and appointment of Prefects and Captain positions. Continuation of Student Engagement Committee in Senior School. Three students selected for Max Potential Program. Prefects and Student Engagement Leaders attended Stand Tall and GRIP Leadership Conferences.
	New Student Orientation Program	Modified Orientation programs for Kindergarten and Year Seven due to COVID-19. Parent information session provided online. Meet the Teacher interviews arranged for anxious students and students with special needs. Junior School established new Grade Up Day procedures. In late Term Four, students were informed of their 2021 class and teacher. They spent an afternoon getting to know their new class and environment. New students to the College were invited to attend.
	Fundraising	Student-led initiatives including Compassion Sponsor Children, Sunshine Centre for Children – Phnom Penh, Tabitha Foundation (Cambodia), Samaritan's Purse and Operation Christmas Child, Anglicare, World's Greatest Shave, Relay for Life (remotely).

Area	Priorities	Achievements
	Service Learning	<p>Continuation of Service Learning program across Kindergarten to Year Twelve to provide a staged introduction of service learning activities for students across all grades. Enhancement of Service Days program for Years Seven, Eight, Nine and Ten to further raise the profile of service and highlight the diverse needs in our society and the ways in which students can respond.</p> <p>Continuation of Overseas Service Program with a trip to Cambodia, working with Samaritan's Purse (Operation Christmas Child), Sunshine Centre for Children and Tabitha Foundation where the team were involved in the construction of a number of homes for an isolated community.</p> <p>Stage One organised and ran Operation Christmas Child. Year Five raised money for Compassion through Christmas Gifts.</p> <p>Years Seven to Eleven raised money through a variety of lunchtime stalls for Compassion, Tabitha Foundation and Sunshine Centre.</p>
<b>Co-curricular Activities</b>	Enhancement of existing activities and establishment of new activities, reflecting growth of College.	<p>New activities introduced in 2020 included: Junior School Musical performance unable to go ahead due to COVID-19 restrictions. Big Band Bash, HSC Showcase and MADD Night modified to a video performance provided to parents online. Volleyball</p> <p>A full program of the co-curricular activities is available on Senior School Wiki and Junior School Wiki.</p>
<b>Vocational Education and Careers</b>	Vocational Education	Continued engagement with external providers for the provision of Vocational Education and Training courses in addition to the courses offered within the College.
	Careers	<p>Year Twelve attendance at regional careers market. Visiting universities, TAFE, Private Colleges and employer groups to College to assist senior school students with post-school options.</p> <p>Students in Years Ten and Twelve being provided interviews with parents and Careers Advisor to promote effective subject selection and access to information relating to career advancement, university entry, scholarship applications and other post school options.</p> <p>Further development of the careers program by exploring a range of aptitude test options for students to better assist with guidance.</p> <p>Year Ten Work Experience Program did not proceed due to COVID, however, some individual students were able to access programs. Year Ten Careers Testing to assist with subject selection process.</p>

Area	Priorities	Achievements
	Need for additional facilities to meet needs of growing school population.	Completion of upper parking area and road exit to Cudgegong Road. This has helped with traffic flow within College grounds and also on local streets. Construction of L Block commenced mid-2020 for occupation in late 2021. L Block sits adjacent to K Block. L Block will accommodate Stage One classes and will bring Junior School together in one precinct within the College grounds. A Junior School Canteen and playground area upgrades are included in this development.
Facilities and Resources	Enhancement & expansion of computer facilities and associated ICTs.	Additional Chromebooks acquired to support Junior School.

## Promoting Respect and Responsibility

The Core Values of Rouse Hill Anglican College are:

**R** – respect, responsibility

**H** – honesty/integrity

**A** – attitude, acceptance

**C** – care, commitment

These core values are emphasised through assemblies, year meetings and explicit class teaching. They are also incorporated as themes across different curriculum areas throughout the College. The values are also reinforced through the commitment to the needs of others through fundraising programs that are organised by students.

The student code of conduct also emphasises student responsibility and respect for teachers and peers. The code of conduct provides a positive framework for students in relation to expectations, but also provides clear consequences for students who fail to meet these expectations.

As a Christian School, Respect and Responsibility are concepts that are also taught in the context of Christian Education through the teachings of the Bible.

“Values Ribbons” are used by the Junior School to recognise students who have displayed nominated core values. These ribbons are awarded at weekly assemblies. The You Can Do It Program also operates as part of the-Wellbeing Program in Junior School.

In Senior School, the Vertical Group program has continued to focus on the College Core Values with student led activities, discussion groups and team building activities. Year Group activities have also provided opportunities for students to engage in various service projects.

In 2020, the College continued with the implementation of the RHAC Teaching and Learning Framework. The framework incorporates the College Core Values into the three Priorities, which focus on

- Teaching and Learning Dispositions
- Christian Character and Worldview
- Pastoral Care and Wellbeing

The framework provides opportunities for both explicit and implicit teaching of Respect and Responsibility.

## Parent, Student and Teacher Satisfaction

Rouse Hill Anglican College has a policy of open communication, with parents being able to make appointments with staff members on request to discuss matters relevant to their child at school. The College also has a Parents & Friends Association which provides a forum for parents to raise issues of concern for open discussion or further investigation.

The College conducts regular meetings with the Student Representative Council and Student Engagement Group to provide feedback to the College on the level of student satisfaction and requests for additional facilities or provision of additional co-curricular activities. Additionally, Student Leaders and Prefects in the Junior and Senior School have also provided an important communication channel for the student body in presenting any matters to the College Executive.

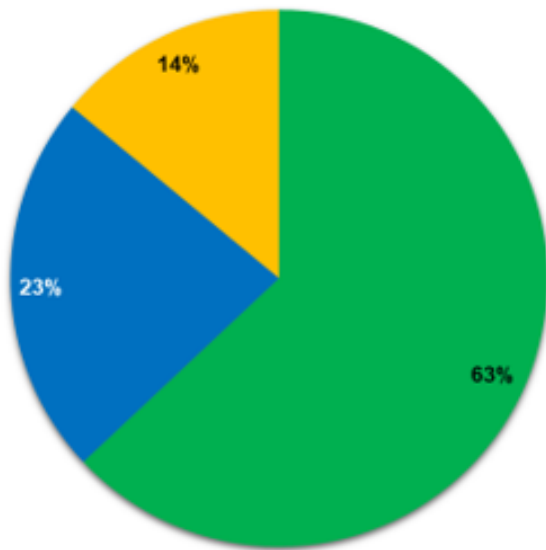
In 2020, extensive surveys were conducted with staff, students and parents in association with a five-yearly Anglican Schools Corporation review of the College. These results of these surveys have helped to inform the future strategic direction of the College.

The surveys indicated strong levels of satisfaction and support from parents, particularly around the areas of pastoral care, student well-being, Christian care and academic climate. Students in their surveys indicated high levels of connection with other students and with their teachers. They also reported favourably about the broad range of activities offered at the College and the opportunities that they have for leadership development and representation beyond school. Staff reported a strong alignment with the new Rouse Hill Anglican College Teaching and Learning Framework, with the professional learning opportunities and growing sense of connection with staff across the whole school.

A Review Team from the Anglican Schools Corporation visited the College during Term Three and were able to conduct further meetings with key staff and students to further inform their positive findings from the surveys. The Review has also made some key recommendations for the strategic direction of the College to support ongoing growth and development.

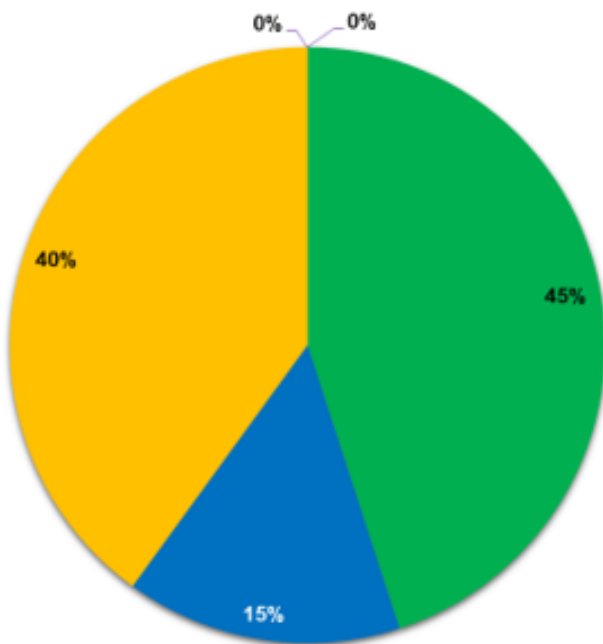
# Summary of 2020 Financial Information

## Expenditure



- Salaries, allowances & related expenses
- Non-salary expenses
- Capital Expenditure

## Income



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