



ROUSE HILL ANGLICAN COLLEGE

ANNUAL REPORT 2021

EDUCATIONAL AND FINANCIAL REPORTING



College Senior Executive (2021)

Principal – Mr Peter Fowler, BA DipEd, MEdAdmin, Grad Dip Careers Ed, MACE, MACEL, FIML (until July)

Deputy Principal – Mr David Lee, B Ed (until July) **Acting Principal** (from July to Dec)

Director of Teaching and Learning – Mrs Jodie Bennett, BA(Hons), M Teach, M Ed (Gifted Ed), PTC **Acting Deputy Principal** (from July to Dec)

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

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

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

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

Assistant Head of Junior School Learning and Logistics – Mrs Rachel Watt B.Ed

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 during College terms. We meet to discuss matters of College planning, policy and the oversight of finances.

In 2021, the continued impact of the COVID outbreak required the attention of Council to manage the College response in keeping staff and students as healthy and safe as possible in line with public health guidelines.

The College Council is also involved in guiding the development and growth of the College and Council spent time this year planning for the opening of L Block in early 2022.

During 2021 we farewelled the inaugural Principal Mr. Peter Fowler, supported the acting Principal Mr David Lee and finalised the appointment of our new Principal Mr. Brett Hartley who commenced at the College in January 2022.

I am most grateful for the valuable contributions, 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 Graeme Howells

Mr. Geoffrey Keir

Dr Julie Matthews

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

2021 represented the twentieth year of the operation of Rouse Hill Anglican College. At the beginning of the year, Mr Peter Fowler our Foundation Principal shared with the College community the theme that the Executive team had chosen for 2021 which would be used throughout the year as a consistent message that would help to shape our intentions and culture. The theme for 2021 was Diving Deeper in line with the College Teaching and Learning Framework. The intention was to continue to build on the work and theme of the previous year of Digging Deep.

During the year we said farewell to Mr Peter Fowler our Founding Principal. After 20 years of dedication and service to the College, Peter moved on to the position of CEO of The Anglican Schools Corporation. We wished him all the best and prayed for his leadership of the Corporation under God's guidance.

Due to the worsening of the Global pandemic the way we taught and learnt was once again changed. Our College was in a local area of concern and hence students and staff had to adjust to restrictions and regulations outline by the State Government. Remote learning and video conferencing became the means of Curriculum and content delivery. Many of the normal planned activities which we looked forward to had to be cancelled or postponed -camps, excursions, Photo Day to name a few.

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.

In 2021, construction work on L Block was completed. This brings building brings all Junior School together into 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 will be accommodated in this building which at the beginning of the 2022 College Year.

I am most grateful to all members of the College staff for their tireless devotion to their duties and to the students. The level of energy, professionalism and enthusiasm amongst staff has again been notable during 2021, particularly as they have made many significant adjustments to the delivery of their learning programs during this most challenging year.

Mr David Lee

Interim Principal

MESSAGE FROM THE PARENTS AND FRIENDS ASSOCIATION

The P&F exists to create connection, contribution and a sense of community for all members past and present of the College. All events and funds raised go to the direct benefit of the College community with an aim to provide funding for projects that provide broad benefits. We are incredibly thankful for the time and effort contributed by our Executive Committee and College Exec for showing up regularly, and continuing to persevere and think outside the box to find ways of engaging the community across the course of the year.

2021 was met as yet another challenging year with rolling COVID restrictions and a large part of the year having parents and guests restricted from college grounds. That said, the Committee still held regular monthly meetings and continued to plan events, many of which needed to be cancelled or postponed unfortunately. This meant limited opportunity to engage with parents on-site or off-site, which we appreciate creates some challenges for new families in particular to engage more broadly in college life.

We acknowledge our students for their resilience, patience and persistence in a very disrupted year, but also the teaching staff for showing up every day and supporting our children and finding new ways to keep them engaged. One memorable moment was arriving back to school on day 1 post lockdown to see balloons and teacher dress-ups to really brighten the mood.

While it was a relatively light fundraising year, we were able to provide some good contributions this year.

- Zooper Dooper Day across all years - and Coffee and Cake for all College Staff
- \$2,000 was donated to the Collegian of the Year, Olivia Tyson's chosen charity Anglican Aid's Year 13 Fiji COVID-19 Emergency Appeal
- A farewell gift on behalf of the college for Mr Fowler
- IT & AV Equipment to support virtual events ~\$15k
- A parent survey was completed in December to gauge feedback and align priorities of the P&F as we shape our calendar for the year ahead

Events we held throughout the year included:

- A Junior School disco which was a success whilst restrictions were lighter
- Personalised pavers for students were once again a big hit this year being laid at the end of 2021
- Mother's Day Stall was a success in Junior School while the Mother's Day Breakfast was sadly cancelled
- Father's Day stall went online for delivery whilst the Father's Day breakfast was also cancelled
- Fireworks Spectacular planned for September which was cancelled. Spring Fair will return in 2022

From a financial perspective, we closed the year with \$50.8K in the bank with various commitments for 2022, putting us in good shape to forward fund major components of the Spring Fair in advance of ticket sales and other income coming in.

The Committee and I look forward to the return of significant social and fundraising events in 2022 and encourage parents of the College to reach out and get involved in whatever way you can.

Matt Perry

P&F President RHAC

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 2021, 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- Year 3, 5, 7 and 9

National Assessment Program Literacy and Numeracy

In 2021, all students in Year Three, Year Five, Year Seven and Year Nine participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Performance in NAPLAN is documented on the [MySchool](http://www.myschool.edu.au) website. <http://www.myschool.edu.au>

Compare to Students with similar background All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	488	447	454	479	443
Year 5	525	511	542	520	522
Year 7	568	552	570	573	591
Year 9	594	568	588	583	610

NSW Higher School Certificate – Year Twelve

The College was pleased with the overall performance of students in the 2021 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	2021	2	100	77.71	0	22.29
	2020	13	84.62	83.61	15.38	16.39
	2019	11	90	83.79	10	16.21
Biology	2021	30	93.33	90.61	6.67	9.39
	2020	38	89.48	86.44	10.52	13.56
	2019	26	92.3	84.11	7.7	15.89
Business Studies	2021	36	81.57	85.96	19.43	14.04
	2020	33	84.85	82.08	15.51	17.92
	2019	32	96.88	82.92	3.12	17.08
Business Services (VET)	2021	1	100	71.8	0	28.2
	2020	4	100	72.83	0	27.17
Chemistry	2021	14	78.58	88.32	21.42	11.68
	2020	19	84.22	90.1	15.78	9.9
	2019	12	83.34	87.66	16.66	12.34
Community & Family Studies	2021	13	100	91.63	0	8.37
	2020	20	100	89.93	0	10.07
	2019	14	100	87.89	0	12.11
Dance	2021	4	100	97.91	0	2.09
	2020	0	-	-	-	-
	2019	5	100	96.4	0	3.6
Design & Technology	2021	9	100	96.76	0	3.24
	2020	4	100	97.74	0	2.26
	2019	0	-	-	-	-
Drama	2021	12	100	98.34	0	1.66
	2020	7	100	97.49	0	2.51
	2019	6	100	98.15	0	1.85
Economics	2021	4	100	94.12	0	5.88
	2020	19	78.95	90.99	21.05	9.01
	2019	8	100	92.26	0	7.74

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
English Studies	2021	2	50	21.43	50	78.57
English Standard	2021	64	89.07	90.03	10.93	9.97
	2020	61	93.45	88.72	6.55	11.28
	2019	46	95.66	87.25	4.34	12.75
English Advanced	2021	32	100	99.13	0	0.87
	2020	38	100	99.29	0	0.71
	2019	44	100	98.96	0	1.04
English Extension 1	2021	6	100	99.28	0	0.72
	2020	12	100	99.19	0	0.81
	2019	13	100	99.8	0	0.2
English Extension 2	2021	1	100	98.56	0	1.44
	2020	4	100	99.21	0	0.79
	2019	7	100	99.63	0	0.37
Entertainment Industry (VET)	2021	-	-	-	-	-
	2020	3	100	83.15	0	16.85
	2019	2	100	95.39	0	4.61
Food Technology	2021	16	81.25	84.29	18.75	15.09
	2020	8	100	82.3	0	17.7
	2019	9	100	88.4	0	11.6
Geography	2021	9	100	9.124	0	8.76
	2020	3	100	86.55	0	13.45
	2019	8	100	86.82	0	13.18
Industrial Technology (Timber)	2021	18	72.23	78.88	27.77	21.12
	2020	8	100	80.46	0	19.54
	2019	10	90	79.28	10	20.72
Information Processes & Technology	2021	4	50	79.63	50	20.37
	2020	6	83.34	71.57	16.66	28.43
	2019	7	100	84.74	0	15.26

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
Legal Studies	2021	6	50	85.41	50	14.59
	2020	10	100	88.14	0	11.86
	2019	19	94.74	83.23	5.26	16.77
Mathematics Standard	2021	71	71.84	77.9	28.16	22.1
	2020	57	87.72	74.94	12.28	25.06
	2019	53	100	82.89	0	17.11
Mathematics	2021	18	100	93.65	0	6.35
	2020	30	100	95.59	0	4.41
	2019	24	100	92.21	0	7.79
Mathematics Extension 1	2021	11	81.82	94.03	18.18	5.97
	2020	15	100	94.21	0	5.79
	2019	15	86.67	95.64	13.33	4.36
Mathematics Extension 2	2021	6	100	98.45	0	1.55
	2020	8	100	97.02	0	2.98
	2019	6	100	97.01	0	2.99
Modern History	2021	14	92.86	83.04	7.14	16.96
	2020	14	92.86	83.8	7.14	16.2
	2019	13	100	85.69	0	14.31
History Extension	2021	4	100	97.61	0	2.39
	2020	5	100	98.18	0	1.82
	2019	2	100	98.26	0	1.74
Music 1	2021	5	100	97.92	0	2.08
	2020	9	100	97.65	0	2.35
	2019	3	100	97.87	0	2.13
Music 2	2021	2	100	99.72	0	0.28
	2020	0	-	-	-	-
	2019	2	100	0	100	0
Music Extension	2021	1	100	99.74	0	0.26

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
	2020	0	-	-	-	-
	2019	2	100	0	100	0
Personal Development, Health & Physical Education	2021	37	99.19	85.73	10.81	14.27
	2020	28	92.86	84.95	7.14	15.05
	2019	41	100	87.8	0	12.2
Physics	2021	12	100	90.43	0	9.57
	2020	9	77.78	85.51	22.22	14.49
	2019	12	75.01	85.45	24.99	14.55
Society and Culture	2021	7	100	93.65	0	6.35
	2020	6	100	93.88	0	6.12
	2019	3	100	93.61	0	6.39
Software Design & Development	2021	8	62.5	88.32	37.5	11.68
	2020	7	100	87.42	0	12.58
	2019	4	50	86.52	50	13.48
Studies of Religion I	2021	0	-	-	-	-
	2020	0	-	-	-	-
	2019	1	100	95.65	0	4.35
Studies of Religion II	2021	9	100	90.4	0	9.6
	2020	6	100	91.77	0	8.23
	2019	10	90	93.19	10	6.81
Textiles and Design	2021	0	-	-	-	-
	2020	2	100	95.87	0	4.13
	2019	0	-	-	-	-
	2018	4	100	94.63	0	5.33
Visual Arts	2021	11	100	98.28	0	1.72
	2020	11	100	97.8	0	2.2
	2019	7	100	97.67	0	2.33
German Beginners	2021	0	-	-	-	-

Subject	Year	No..of candidates	% in Bands 3 – 6 *		% in Bands 1 - 2	
			College	State	College	State
	2020	6	100	93.27	0	6.73
Japanese Beginners	2021	6	66.66	76.61	33.33	23.39
	2020	0	-	-	-	-
	2019	1	100	80.45	0	19.55
Japanese Continuers	2021	0	-	-	-	-
	2020	0	-	-	-	-
	2019	3	66.66	96.13	33.33	3.87

VOCATIONAL EDUCATION AND TRAINING

12% of Year Twelve students were enrolled in VET courses as part of their Year Twelve program in 2021. This included: -

- 5 students studying VET internally - Business Services
- 8 students studying VET externally = $8/103 = 7\%$. (Human Services, IDT, Animal Studies, Hairdressing)

Professional Learning, Teaching Standards and Workforce composition

At the end of 2020, Rouse Hill Anglican College joined with other NSW independent schools, to become part of the international Designing for Deep Learning network. This partnership helped to enhance the on-going implementation of the College Teaching and Learning Framework. College-wide professional learning sessions throughout 2021 focused particularly on how teachers could design learning experiences within their classroom to foster the development of student learning character, including openness to new learning, increased resilience and perseverance and empathy towards others. The staff conference program in July provided an opportunity to consider how teachers could foster increased student reflection and metacognition by assessing their development in these areas.

Teaching staff also participated in professional learning to enhance understanding legislation relating to students with disabilities and how to develop, implement and evaluate effective modifications and adjustments that were responsive to the specific needs of students.

The College is committed to ensuring the staff maintain a current understanding of their best-practice in areas of wellbeing. They completed an uplifting professional learning session with Rocky Biasi, 'The Accidental Counsellor'. This helped to equip them to support both students and each other through challenging times. All staff also completed updates in anaphylaxis and child protection.

In addition to school-based professional learning, staff are encouraged to continue developing their professional knowledge and practice. 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 2021:

Description/Type of Professional Learning Activity	No. of staff
A Practical Approach to Social and Emotional Learning Webinar	1
Accredited Training in Specific Learning Difficulties and Neurodiversity - Teaching for Neurodiversity	4
Leading staff wellbeing	1
Australian Film School Certificate 4 - Assessment and Training	1
AIS NSW Music Conference	1
AIS NSW Teacher Librarian Conference 2021 - Turning a New Page	1
AIS Pathways and Partnership Forum 2021	2
AISNSW Governance Symposium	3
Annual VADEA Conference	1
Apprenticeship Engagement Forum	1
ASC Senior Leadership Conference	2
Aspiring Heads of Department: English	1
Attendance & School Refusal: Planning Collaboration and Support Masterclass	1
Becoming Accredited at Experienced Teacher through the Standards-based pathway	1
Best Practice of You Can Do it Education - Effective implementation in your classroom	1
Bigger Better Brains Facilitator Course	1
Brainstorming Science Club/Science Skills	6
Brent Saunders - Yr 9 incursion	1
Business Services Work Placement check in	1
CAA Annual Conference	1
Cert III Business Services upgrade training	1
Certificate III Business Services	1
Conflict Resolution - Anglican Edcomm	1
Cracking the Hard Class - High School Event	1
Creating an inclusive environment for Indigenous Students	1
Creative and Discursive Writing in English 7-12	1
Dealing in Sexual Assault between Students and Navigating Consent	1
Deep Learning Design Team session	6
Differentiation for all students	1
Differentiation for students with learning disability	1
Dive into Deep Learning	2

Economics Conference	4
EdComm Governor's Symposium	2
EDVAL 10 - ASC Training	1
Effort Tracking Presentation - Academic Profiler	8
Experienced Teacher Accreditation Pilot Program Training	2
Experienced Teacher Review of Evidence	1
Exploring the Potential of Partnerships - AIS Online	1
Exploring Year 11 CAFS	1
From Txt to Concept	2
Generation STEM	2
Helping ASD young people transition from primary to high school and other challenges	1
HICES Conference	7
HSC English: The Craft of Writing: Standard & Advanced - AIS	1
HSC Mathematics Extension 1 - MANSW	1
HSC Mathematics Extension 1 - MANSW	1
IEU Union Representatives Training Day	1
Introduction to Molecular Spectroscopy	1
Joint construction Informative	1
Joint construction Persuasive	1
Kicking Off! A strong start to the year for Stage 4 and 5 students	1
Leading from the Middle Program	6
Leading the Future of Learning	1
LSA Annual Conference	3
Masterclass, Research Conference into Learning Progressions	1
Mental Health First Aid Youth – Safer communities	1
MiniLit SAGE Bridging course	1
National Flagship Leadership program	1
Online HSC Design & Tech Stage 6 Success	2
Purposeful Partnership to Transform Learning Experiences	1
Reading Tutor Program PD e Learning	4
Research Conversations	3
Revision Strategies for the HSC	1

Science Heads of Department Day	1
Staff Power	1
STANSW Stage 6 Conference	3
STEM CPP Information Session	1
Strategic Approaches to IRP 0	1
Strategies to support learning difficulties webinar	2
Supporting Students with Working Memory Difficulties	1
TASC Leadership Conference	3
Teacher Assistants Online Course	2
Teaching Mathematics from a Christian Perspective	2
NESA Teacher Engagement Network	1
The Path to Peak Performance	1
The Science of Writing	1
VET Business Services Teacher Training Program	1
VET Language, Literacy and Numeracy	4
Woman in Leadership	6
Writing in Junior History	1

The average expenditure per full-time equivalent teacher on professional learning in 2021 was \$597.

TEACHING STANDARDS

CATEGORY	NUMBER OF TEACHERS
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	108
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	109
Full-time Equivalent Teaching Staff	98
Staff other than teachers	45

Student Attendance and Retention Rates

2021 Attendance Data:

Year Level	Attendance Rate
Pre-K 2 Day Program	97.68%
Pre-K 3 Day Program	96.06%
Kindergarten	96.32%
Year 1	96.25%
Year 2	96.23%
Year 3	95.78%
Year 4	95.43%
Year 5	94.92%
Year 6	94.22%

Year Level	Attendance Rate
Year 7	94.00%
Year 8	93.00%
Year 9	91.48%
Year 10	90.33%
Year 11	88.89%
Year 12	91.13%
Whole College	93.60%

The retention rate from Year Ten 2019 to Year Twelve in 2021 was 79.4%.

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

2021 was another 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 2021 that their results were as strong as they were and that our students were able to achieve results that gave them options for study at a variety of tertiary institutions.

The majority of the students were generous in sharing their plans and the 65 students that responded were hopeful about their future. Of those that did respond to the destination survey there were 66% of students that indicated that they were going to university. Macquarie University was the most popular destination for students with 21% of those surveyed choosing this University. UTS was next with 13% closely followed by The Australian Catholic University and WSU both at 12%. When one considers that all of these universities have early entry and three out of four provide a five-point adjustment factor advantage to our students, (UTS is the exception), the popularity of these destinations is not surprising.

Regarding early entry Macquarie University was also the most popular choice with 21 students being awarded an early entry position through the Leaders and Achievers Program. School Recommendation Scheme was also represented strongly with 32 students applying for early entry consideration, through the University Admission Scheme portal, in 2021. 10% of students surveyed applied for more than one early entry opportunity. Both ACU and WSU received early entry applications from 9% of our students.

In addition to the 66% of students deciding to accept direct entry to university there were an additional 8% of students deciding to choose a TAFE tertiary pathway; and 8% at another training provider. Of the remaining destinations for students there were 5% in work, with 5% employed in apprenticeships. The defence forces accepted 1% of our students in either direct or gap year programs with 8% suggesting 'other.'

The Class of 2021 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: Education 14%; Allied Health Sciences (including Nursing and Allied Health) 12%; and Sports Sciences and Sports Management 8% Trade Related Vocations; Information Technology and Law 5%. 'Other' was a strong category for the 2021 cohort - students in this category mentioned: Performing Arts; Double degrees and Bachelor of Arts; Early Childhood; gap year and undecided at point of survey. There were also 8% for Creative & the arts; 5% for Business; 5% Engineering; 3% who chose Science; Social Sciences 1%; Entertainment & Media 1%; Architecture 1%; Childcare; and Media/Communications 1%.

The class of 2021 has distinguished themselves with their resilience in the face of two years of disruption as a result of COVID-19. Their university destinations are diverse 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 2021, the College had a student population of 1513 of whom 798 were in the Senior (secondary) School. Girls represent 49.04% 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 ten 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 2021. In 2021, Complispace has been progressively implemented to accommodate policy updates.

Policy	Changes in 2021	Access to full text
Child Protection encompassing: <ul style="list-style-type: none"> Definitions & concepts Legislative requirements Preventative strategies Reporting & investigating reportable conduct <ul style="list-style-type: none"> Investigation processes Documentation 	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"> Staff Code of Conduct Student Code of Conduct Parent, Guardian and Volunteer Code of Conduct 	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		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		Available from College Office or from Sydney Anglican Schools Corporation
Working from Home Policy	Updated June 2021	Available in Complispace and emailed to all staff
Pandemic Management Plan	Revised June 2021	Available on Common Staff drive

School-determined improvement targets

Area	Priorities	Achievements
Teaching and Learning	Teaching and Learning Framework	To deepen the impact of the College Teaching and Learning Framework, Rouse Hill Anglican College joined the AISNSW Designing for Deep Learning Partnership. Staff across the College participated in shared professional learning to integrate teaching of C21st capabilities within regular classroom experiences. Intensive design teams in Junior and Senior School were also formed to work on innovative teaching programs that would support the development of collaboration and critical thinking within Mathematics and Science.
	Transition to Remote learning	The extended lockdown period in Term 3 and 4 of 2021 brought new challenges for ongoing student motivation and engagement to those experienced in the previous year. College staff worked collaboratively to understand the experience of students, to plan and implement adjustments to lesson design that were responsive to student needs. Staff from both the Academic and Welfare Executive contributed to the development of professional learning experiences that supported the ongoing development of teaching practice within a remote learning context.
	Continuation of a critical review process through the AIS School Improvement Service	The College continued its involvement in the AISNSW School Improvement Initiative. Throughout 2021, 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 elements could be included within regular classroom practice. 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.
	Rich Learning Opportunities for students	Many field trips and incursions for both Junior and Senior School had to be postponed or cancelled due to COVID-19 restrictions. 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. Remote learning tasks differentiated for identified students requiring learning support or enrichment. Learning Support interventions continued via Zoom. Provision of HSC Study Days during holiday periods. Consolidation of Canvas online learning management system for priority use for Senior School students.
	Christian Worldview	Continued refinement of Christian Worldview statements and initiatives in Junior School and Senior School teaching programs.
	Outdoor Education	Modified School Camp Program for students from Year Four to Year 10 and Year Eleven using external providers.
	Student Reporting	Modified Semester Two report to reflect COVID-19 remote learning implications. Provided application and grade for English and Mathematics and application only for all other KLAS.

Area	Priorities	Achievements
		Parent/Teacher interviews conducted via phone/online due to COVID-19.
Student Achievement	Student Study Skills Programs Competition opportunities for students	Successful participation in a number of competitions in areas of art, mathematics, writing, poetry, debating and geography. Expansion of subject based tutoring in Senior School.
Student Welfare	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.
	Peer Support Program	Nominated Year Nine students trained as leaders for Peer Support Groups in 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. Grade Up Day continued in Junior School. In late Term Four, students were informed of their 2022 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).
	Service Learning	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

Area	Priorities	Achievements
		<p>the profile of service and highlight the diverse needs in our society and the ways in which students can respond.</p> <p>Cancellation of Overseas Service Program with a trip to Cambodia, continued 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 rana modified Operation Christmas Child due to COVID restrictions and remote learning.</p> <p>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>
Co-curricular Activities	Enhancement of existing activities and establishment of new activities, reflecting growth of College.	<p>Due to COVID and remote learning most co-curricular activities did not proceed.</p> <p>A full program of the co-curricular activities is available on Senior School Wiki and Junior School Wiki.</p>
Vocational Education and Careers	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 attend some regional careers market. Face to face visits from universities, TAFE, Private Colleges and employer groups to College to assist senior school students with post-school options were limited and postponed.</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>
	Need for additional facilities to meet needs of growing school population.	<p>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.</p> <p>Construction of L Block commenced mid-2020 for and completed at the end of 2021 for occupation 2022. 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.</p>
Facilities and Resources	Enhancement & expansion of computer facilities and associated ICTs.	

Promoting Respect and Responsibility

The Core Values of Rouse Hill Anglican College are:

Character

Care

Courage

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 2021, 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.

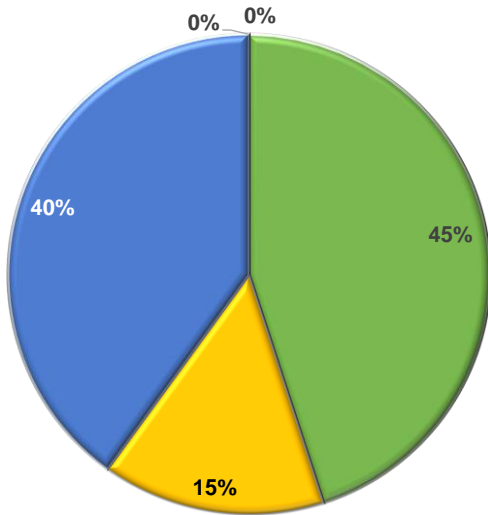
In 2020, extensive surveys were conducted with staff, students and parents in association with a five-yearly Anglican Schools Corporation review of the College. These results of these surveys have helped to inform the future strategic direction of the College.

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.

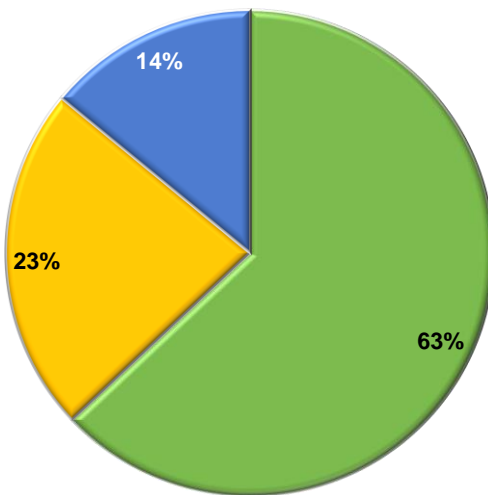
From the Review recommendations the College Senior Executive Team developed the new Strategic Plan which was submitted to the College for approval and ratification.

Income



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

Expenditure



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