



**BROUGHTON**  
ANGELICAN COLLEGE

# 2005 Annual School Report



## **COLLEGE PROFILE**

### **Mission Statement**

Broughton Anglican College aims to provide a disciplined, caring environment in which our students are given the opportunity to develop spiritually, morally, intellectually, physically, emotionally, and socially. We seek to develop in our students an understanding of the Gospel message of Jesus Christ and the importance of serving God. Our goal is to develop well-rounded young Christian people whose lives have purpose and direction, and who are prepared for the challenges they face in a changing and uncertain world.

### **College Profile**

Broughton Anglican College is an expanding co-educational Preparatory to Year 12 school with over 1200 students. It is a multi-campus facility located in a rural environment at Menangle Park, near Campbelltown.

The College is an activity of the St Peter's Anglican Church, Campbelltown, and aims to provide a quality education within the framework of a comprehensive school providing a caring and supportive discipline structure.

The College was established in 1986 as a Secondary School and following the purchase of adjoining land a Junior School was commenced in 1997.

The College has grown to a two stream 'Primary School' with a five stream 'Secondary School'. Recognising the need to ensure each student is cared for, the College has four distinct schools operating on the one campus. In 2006, the Junior School will be divided into two schools with the Early Childhood Campus catering for students from Prep to Year 2 and the Junior School for students from Year 3 to Year 6. The Middle School caters for students in Years 7 to 10 and the Senior School for students in Years 11 and 12. The Heads of the four schools within the College have the responsibility to develop distinctive learning environments catering for the needs of the students within their school.

As well as offering courses leading to the award of the School Certificate and Higher School Certificate, the College also offers Vocational Educational Training courses which allow students, if they desire, to undertake studies in Hospitality and Information Technology leading to the award of a nationally recognised certificate.

## COLLEGE GOALS FOR 2005

Area	Goals	Achievement
Curriculum	To implement new syllabi and programs in various areas of the College.	Development and implementation of teaching and learning programs based on the new syllabi developed by the Board of Studies.
Curriculum	To continue to develop strategies to support and assist staff in their goal of having their students achieve their best in academic performance.	<p>The introduction of a committee to examine strategies to encourage students to raise their standards and goals.</p> <p>The success of teams of students in external competitions – including being the regional winner of the Science and Technology section of the Tournament of Minds.</p>
Curriculum	To fully utilize the modern technologies and resources, that we have available within the College, and to integrate these in our teaching and learning program.	Evaluation of strategies to incorporate I.C.T. across the curriculum. This will continue to be an area of emphasis in 2006.
Curriculum	To widen the audience to whom we deliver our curriculum and programs beyond our present student body.	Continued the relationship with Sydney Missionary Bible College in offering a S.M.B.C. course each term
Pastoral Care	To increase connectedness and resilience in the student body through the defining of the Broughton Community through Pastoral Care groups and events.	<p>Our new Deputy Head, Pastoral Care has developed, with her team, a sequential Pastoral Care program and introduced Pastoral Care groups.</p> <p>The new Pastoral Care program will be implemented across the College in 2006.</p>
Pastoral Care	To encourage students to express their connection to the Broughton Community through increased school involvement and uniform	The encouragement of students to represent the College with pride through both formal and informal opportunities.

	standards.	The introduction of the College hat to educate students about sun safety.
Pastoral Care	To implement the National Safe School Framework within the College.	<p>The education of students of the principles of the National Safe Schools Framework.</p> <p>The development and implementation of the AGQTP “No Bullying at Broughton” programme.</p>
Pastoral Care	To improve contact between the school and parents in the implementation of our Safe Schools initiatives.	<p>Involving parents in discussion relating to the development and implementation of policies relating to our Safe Schools initiatives.</p> <p>The development and implementation of Parent Workshops relating to our “No Bullying at Broughton” program.</p> <p>A review of our “No Bullying at Broughton” protocols to include parental involvement at early stages of anti-bullying strategies for both the perpetrator and victim of bullying activities.</p>

## **STUDENT ACHIEVEMENT**

### **Higher School Certificate**

In 2005, 105 students sat for the Higher School Certificate in 34 courses. The College was pleased with the performance of the majority of students at all ability levels.

The students in this cohort achieved 32 mentions in the H.S.C. Merit list, with three students gaining University scholarships.

In total 99.4 % of results across all courses were 50 marks or more, with 94.1% of these results above 60. 30% of results placed students in a Band 5 or 6 (marks above 80). One student was first in N.S.W. in Textiles and Design and two students gained results which placed them in the top ten positions in Community and Family.

In 17 courses, the average Higher School Certificate result was above the state average. Mention should be made to the performance of students in Community and Family Studies (with an average result of 87.4% compared to the state average of 73.8%), Extension 2 English (with an average 10.4% above the state mean), Textiles and Design (8% above) and Extension History (9.8% above)

27 students studied Vocational Educational Training courses which gained them Australian Qualification Framework Certificates in addition to their Higher School Certificate.

### **School Certificate**

In 2005, 139 Year 10 students sat for the five School Certificate tests and the Trial Computing Skills Assessment examinations.

The cohort performed well, gaining results above the state average in all subjects.

Overall, 31% of results were 80 or more (compared to 29% of results in the state), 74% of results were above 70 marks (compared to 64% in the state), 96% of results were 60 marks or more (compared to 90% in the state).

The College had four Year 9 students, who are part of our acceleration program, sit for the Mathematics School Certificate examination. One of these students gained the top result in Mathematics for the College, with three of the four students gaining a Band 6 result and the other gaining a Band 5 in Mathematics. All four students have commenced

studying the Preliminary Extension 1 Mathematics course in 2006 whilst completing their School Certificate studies in other subjects.

The effectiveness of the Teaching and Learning Support program within the College is demonstrated in the results that only 4% of results were below 60, compared to a State average of 10%, and all students gained results above 50 in all subjects

An overview of subject performance and a comparison to the performance of the state candidature is shown below:

Test	<b>Broughton Band 5-6</b> Marks of 80 or more	<b>State Band 5-6</b> Mark of 80 or more	<b>Broughton Band 4-6</b> Marks of 70 or more	<b>State Band 4-6</b> Marks of 70 or more	<b>Broughton</b> Mark of 60 or more	<b>State</b> Mark of 60 or more
English- Literacy	33.8%	29.2%	79.9%	67.2%	97.9%	85.8%
Mathematics	30.1%	25.3%	66.4%	51.1%	88.8%	80.6%
Science	30.7%	31%	82%	68%	96.4%	91%
Australian History , Civics and Citizenship	31%	30.6%	68.8%	68%	94.4%	91%
Australian Geography , Civics and Citizenship	29%	26.9%	72.4%	59.7%	97.6%	90.8%

### **LANNA Results – Years 3, 5 and 7**

In 2005 students in Years 3, 5 and 7 participated in the Literacy and Numeracy National Assessment (LANNA) test developed by Australian College Educational Research. In all aspects and levels of testing the average for the students of the College was above or very close to the national average.

The outstanding performance of students in Years 3 and 5 reflected the success of our early intervention Reading and Numeracy programs that we have implemented in the Junior School.

The Reading result in Year 7 was pleasing, reflecting the success of the Core Teaching Program and the Year 7 Reading Program. As a result of the Numeracy result, the College made this an area of focus for 2005, becoming involved in the Learning in Numeracy Project in consultation with the Association of Independent Schools. The team evaluated the strengths and weaknesses in Mathematics of students struggling to reach benchmark and examined alternative teaching and learning strategies.

<b>2005 LANNA Test</b>	<b>Percentage of students above the national benchmark</b>		
	<b>Year 3</b>	<b>Year 5</b>	<b>Year 7</b>
Reading	100%	94%	99 %
Writing	100%	100%	91%
Numeracy	100%	99%	91%

## TEACHING STANDARDS

In 2005, there were 92 members of the teaching staff, 81 employed full time and 11 employed part-time.

The qualifications of the teaching staff are summarized in the table below:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	89
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	3
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

The three teachers employed in the second category all have relevant subject expertise and have experience in employment fields relating to their subject expertise. All are completed their Diploma of Education by the end of 2005.

In addition to the teaching staff, the College has employed two full time counsellors and a social worker, for three days a week, who make up the Counselling team.

The College has employed four part-time Youth Workers linked to local churches. These personnel play a major role in our Christian Outreach programs.

## STUDENT POPULATION

At the 2005 Census date the College had 1121 students enrolled in Kinder – Year 12. In addition there were 76 students enrolled in our Preparatory classes. The make up of our student population is shown below:

### Junior School

<b>Grade</b>	<b>Kindergarten</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Total</b>
<b>Boys</b>	35	24	23	27	34	32	39	214
<b>Girls</b>	26	29	21	13	18	27	22	156
<b>Total</b>	61	43	44	40	52	59	61	370

### Secondary School

<b>Year</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Boys</b>	70	64	65	66	59	55	379
<b>Girls</b>	71	65	71	73	39	50	369
<b>Total</b>	141	129	136	139	98	105	748

## Retention Rates

The figures below reflect the retention rates of students in Year 10 and Year 12.

<b>Years Compared</b>	<b>Year 10 total enrolment on census date</b>	<b>Year 12 total enrolment on census date</b>	<b>Year 10 enrolment at census date remaining in Year 12 on census date</b>	<b>Apparent retention rate</b>	<b>Actual retention rate</b>
2002/2004	124	93	85	75%	69%
2003/2005	140	105	99	75%	70%

The College has followed up students who left prior to the Higher School Certificate and is pleased to note that the majority of the students who have left did so to go to employment or to study at TAFE.

Students who completed the Higher School Certificate are either presently studying at university, at TAFE or through private providers or have entered the workforce.

Our Careers Team actively ensures students who seek to leave are guided into making appropriate choices and have training in portfolio development and interview techniques.

## POLICIES AND PROTOCOLS

Parents have access to policies and protocols of the College through the Parent Intranet and by being able to ask for, and be provided with, copies of the policies at any time

An overview of the aspects of mandatory policies and changes in 2005 are noted below.

	<b>Aspects encompassed within policy / protocols</b>	<b>Changes in 2005</b>
<b>Child Protection Policy</b>	<p>Protocols for referral to DOCS</p> <p>Child Protection Investigation Procedures</p> <p>Code of Conduct for Staff</p> <p>Child Protection</p>	<p>Teachers – New at Broughton Staff in-serviced in Child Protection as part of our induction programs</p> <p>Deputy Head, Curriculum and Deputy Head, Pastoral Care trained in Child Protection Investigation procedures.</p> <p>All staff required to read Code of Conduct Protocols. New staff at the College were inserviced on the Code of Conduct.</p> <p>Policies and protocols on Child Protection presently under review.</p>
<b>Complaints and Grievance Protocols</b>	<p>Grievances Protocols as determined by Campbelltown Anglican Schools Council</p>	<p>Protocols for dealing with staff grievances were approved.</p> <p>Protocols for parent grievances within the College were reviewed, drawn up and are awaiting approval.</p>
<b>Pastoral Care Policy</b>	<p>Pastoral Care Policy should be examined in conjunction with:</p> <p>Camping Protocols</p> <p>Student Management Policy</p> <p>Guidelines for Referral to Counsellors</p> <p>Anti- Bullying Support</p>	

	Document Suicide Prevention Guidelines	
<b>Security Protocols</b>	Critical Incident Protocols	Critical Incident Protocols were rewritten to reflect changes to College personnel.  Protocols for Evacuation reviewed  Protocols for Lockdown situations implemented
<b>Student Management Protocols</b>	Attendance Policy  Student Merit Guidelines  Student Leadership Guidelines  Student Discipline Guidelines  Student Lateness Guidelines	These polices are under review in 2006

## **Enrolment Policy**

Broughton Anglican College is a comprehensive Prep – Year 12 school providing an education which reflects the Mission Statement of Campbelltown Anglican Schools Council. The main enrolment entry points within the College are in Prep, Kindergarten and Year 7.

Students seeking enrolment at Broughton complete an Application for Admission form and are placed on the College's waiting list. All applications are considered according to their position on the waiting list. As positions become available interviews are organised in the following order of preference.

Application for enrolment of children of local clergy, children of St. Peter's Anglican Primary School, and children with brothers and sisters already enrolled at Broughton and St Peter's Anglican Primary School and members of staff are considered first in the enrolment process.

All other applications are considered in order of receipt. Factors such as involvement in churches, Anglican and non-Anglican, are considered in the enrolment process. It is

expected that all students enrolled in the College will be prepared to accept the Christian ethos of the College.

Information relating to conditions of enrolment and protocols are available on the College website.

### **Discipline Policies**

The College is committed to discipline policies aimed at educating students in appropriate behaviours and to assist them, where necessary, to modify their behaviour. The College is opposed to the use of corporal punishment as a means of disciplining students.

The discipline policies of the College, encourage staff to be proactive in managing behaviour through effective lesson planning and the development of teaching and learning strategies that reflect students' learning styles. Staff are encouraged to develop a repertoire of behaviour management strategies for use in their classrooms. They may seek support and advice from their supervisors, Heads of School or Deputies.

A program of discipline options involving classroom sanctions and detentions is available to staff. Students issued detentions are counselled by Heads of Department or Heads of School. Parents are informed when students are issued detentions through the diary system or through telephone contact. In case of continued behaviour problems, or matters involving unsafe behaviour, students may be suspended by from the College.

Parents have access to our discipline policies through the College intrant or by asking for a printed copy of policies through the College offices.

### **Grievances Policies**

The College is committed to the philosophy that education is a three way partnership between the staff, the students and their parents. Communication between the staff and parents is encouraged through the diary system, parent and teacher interviews, telephone conversations and interviews. Where appropriate case conferences are held to discuss the specific learning or behaviour needs of students.

Parents have the opportunity to raise concerns relating to the pastoral care or curriculum aspects of the College by speaking to the appropriate member of staff – class teacher, Year Patron, Head of Department, Head of School, Deputy Head or Headmaster. Should the grievance not be resolved at that level then parents may raise the issue with a member of staff at a higher level of responsibility.

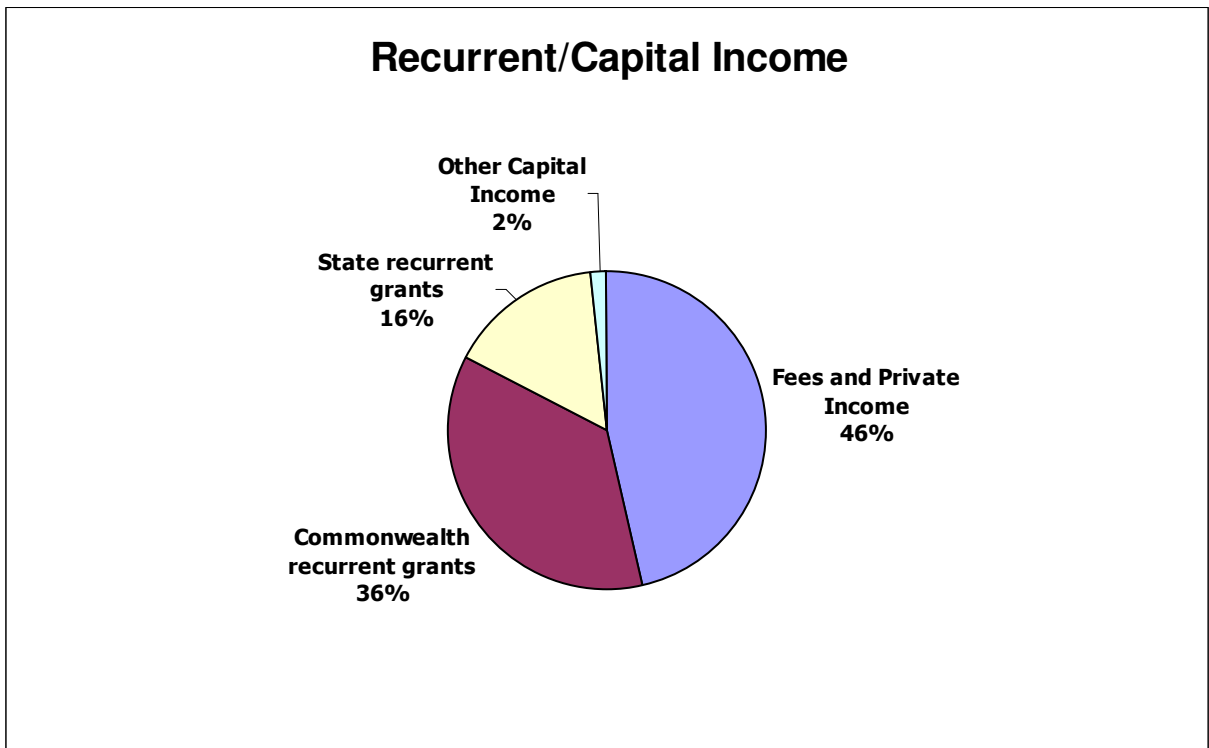
Should the matter not be resolved within the College, or it is a serious issue relating to the Headmaster, parents have the opportunity of raising the issue with the Chairman of the Campbelltown Anglican Schools Council or in writing to Schools Council.

## **FINANCIAL INFORMATION**

Campbelltown Anglican Schools Council is responsible for the administration of financial matters of the College. Financial administration of the College is the responsibility of the Business Manager and his staff, including a Bursar who is based at the College.

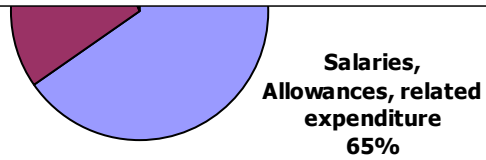
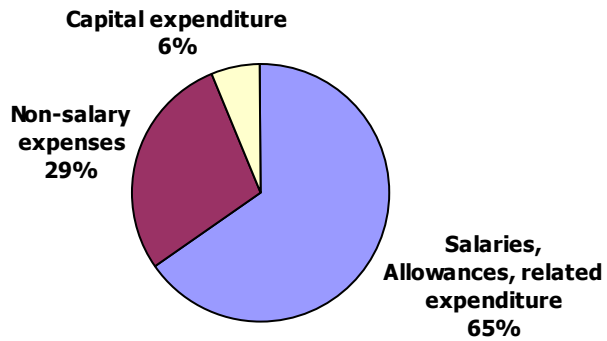
A summary of the financial organisation of the College is shown below.

### Recurrent / Capital / Income

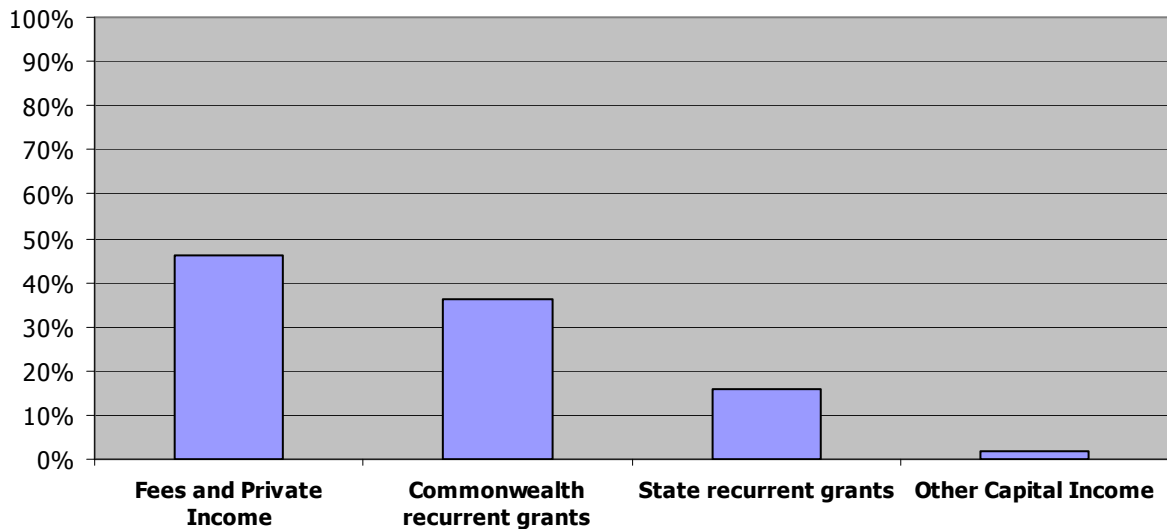


Recurrent / Capital Expenditure Data

### Recurrent/Capital Expenditure



### Recurrent / Capital Income represented by Column Chart



Recurrent / Capital Expenditure

