



BROUGHTON
ANGLICAN COLLEGE

2012

Annual School Report



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Report of the Chair of Campbelltown Anglican Schools Council

2012 was a great year for Broughton Anglican College.

Our vision is that Broughton Anglican College will provide the children of the Macarthur Region with an inspiring, nurturing and dynamic learning environment, in which they can engage with a strong academic curriculum that is underpinned by Christian faith. It is this three part dynamic that makes Broughton Anglican College an educational leader in the region.

Our commitment to building and developing the learning environment at Broughton over many years has led to great and growing opportunities for our students. Specifically, in 2012, we have seen technology play a greater part in the education of our students. Our "state of the art" IRC is a place where students are able to access the world of thought and imagination. Our BYOD platform was built and tested and will be ready for use in 2013. These are exciting days to be a student. However, they are dangerous days to be educators.

We live in a world run by technology and the application of technology to education is very exciting. It expands students' minds and their understanding and perception of the world. Most students have devices in their pocket that place them in touch with every corner of the globe in an instant. They can discover anything at any time. Here then lies the danger in our century's pursuit of technology. As Bill Gates wrote a few years back

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important."

Broughton continues to pursue cutting edge educational processes. But more importantly, Broughton continues to pursue well trained, thoughtful, excellent teachers and staff. All the technology in the world cannot replace the crucial need for students to learn about the global community with teachers, parents and peers. If we lose sight of this important work, we have lost sight of education.

With this in mind and our commitment to keeping Jesus at the centre of our school, Broughton Anglican College continues to produce students who are growing into adulthood with confidence in the goodness of God and an ability to live in and work in our world thoughtfully and collaboratively.

I am very thankful for the ongoing leadership of Don O'Connor who leads an Executive Team who are respected and loved by the whole school community. I am also very thankful to each member of the Schools Council and the Schools Council staff for their hard work in the last twelve months.

Your prayers for the College are appreciated and please be assured of our support of all our families as we grow and develop tomorrow's leaders.

Nigel Fortescue

Chairman

Report from the Headmaster

“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Matthew 5:14–16

Throughout 2012, Broughton continued to show why it is recognised as a leading provider of a quality education in the Macarthur region. The year was marked by many highlights as students developed and showcased their gifts and talents in the academic and co-curricular areas.

Students, in all Years, can take pride in their academic performance, results and the growth which they have achieved in 2012 and for the contribution they made to the College community. As I read the End of Year Reports, I was impressed with the results, achievement grades, academic growth and effort grades of a huge majority of students across all Years.

Students can also be proud of their contribution to the reputation of the College in the co-curricular areas. The talent of students in the Creative and Performing Arts were showcased in Band and Choral Eisteddfods and Performances, the Junior School Musical ‘Splash’, the first full Senior School Drama ‘Our Town’, various Music Spectaculars and other College and Community Performances. The profile of the College in Sport was heightened through success at the Athletics, Swimming and Cross Country Carnivals, with Broughton winning eight of the Independent Primary School Sporting Organisation (IPSSO) Competitions and performing to a high standard in the Macarthur Independent Schools Association (MISA) Competitions. The performance of the College in Debating and Public Speaking was outstanding with teams making semi-finals in the HICES Debating Competition and students winning various Youth of the Year Competitions.

The College continues to be a ‘light’ in the Macarthur region as a school of excellence. We believe this has been achieved through God’s blessings and provisions and we will continue to develop in achievement and reputation due to our commitment to Christ. At Broughton, we will continue to work towards being seen as a leading ‘light’ in Christian education, within and beyond our region. We will continue to give our students opportunities to grow and develop in their Christian walk by sharing the Gospel with students, parents and the wider community. We believe that the message of Christ should not be hidden – it should be shown to the world.

At Broughton, we continue to encourage students to consider how they can use their gifts and talents to serve others and how they can share the Gospel. I would like to commend our Christian students and staff for the way in which they took up this challenge in 2012. The success of our Student Led Term Services, the growth in the numbers at our Christian Fellowship Groups (KBF, SUPA, RAGE), the increase in the numbers of students participating in lunch time Bible Studies and the success of the many student developed outreach activities during the 2012 Broughton Mission Week are all examples of how God is working in this place.

“Sing to the Lord, all the earth: proclaim his salvation day after day. Declare his glory among the nations, his marvellous deeds among all peoples. For great is the Lord and most worthy of praise: he is to be feared above all gods.”

1 Chronicles 16:23-25

In 2013, the College is seeking to take the message of salvation through Christ beyond our boundaries and we are looking at developing links with organisations in the local community, in the rural areas of Australia and internationally. We are examining opportunities to develop community service programs in the Menangle and Campbelltown areas and we will be continuing and looking for ways to expand opportunities for missions in rural communities. We will be further strengthening our relationship with Saint Too Canaan Christian School, the African Aids Foundation and groups such as World Vision. We have established a link with Insebenzwenhle School in South Africa, which will further develop this in 2013.

2012 was a year in which God has truly blessed the College and, throughout 2013 and beyond, we will seek greater opportunities to share the message that there is truly 'Life through Christ'.

Don O'Connor BA, Dip Ed, M Ed (Admin), MACE, MACEL
Headmaster

Report from the President of the Parents and Friends Association

During 2012, the Parents and Friends Association worked tirelessly to ensure that the students and their families felt part of the Broughton Community. We had many helpers who have represented the parent body and worked closely with the College staff and students to create memorable events throughout 2012.

Some of our major events and fundraising activities during 2012 included:

- Year 7 Meet and Greet
- Working Bees
- Mother's Day Breakfast
- Mother's and Fathers' Day Stalls
- Student Banking
- Spring Fair
- Prep-Kinder Father's Day Morning
- Christmas Event
- The Broughton Debutante Ball
- P & F Meetings with Guest Speakers informing parents on various topics
- Junior School Christmas Cards and Calendars.

Some of the funds raised during 2012 were used to assist the College in purchasing audiovisual equipment for presentations in the Sports Centre and the College Hall, an awning to allow for the Junior School students to be protected from the weather in the afternoon assembly area, Mathematics resources for the Junior School, sporting equipment and sport uniforms.

Although fundraising is an important part of the role of the P & F, we also worked closely with the College and Student Leadership Teams, to help build our community and encourage parents and friends to become involved a large part of their children's lives at school. The P & F also supported the College at key events such as Orientation Days, School Musicals, Parent/Teacher interviews and the Christmas Celebration.

We would like to express our gratitude to all of the parents, extended family and friends, teachers and students who helped the P & F throughout the year. We thank each of you for playing a special part in our College and in the children's lives. It is only with the help of so many people that we are able to make our vast number of events such a success.

Lisa Sims

P & F President 2012

Broughton Anglican College is an independent co-educational Preparatory to Year 12 School located in a rural environment at Menangle Park in the Macarthur region of South Western Sydney.

The 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. The College is the under the auspices of the Campbelltown Anglican Schools Council, which is an activity of St Peter's Anglican Church, Campbelltown. 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. The College, therefore, aims to provide a quality education within a caring and supportive discipline structure. This is achieved through the provision of a comprehensive education based on sound Christian principles.

Broughton has a reputation for the delivery of quality academic and pastoral care programs supported by a wide variety of co-curricular opportunities including Christian fellowship, debating, public speaking, band and vocal ensembles, outdoor education and sport. 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 to gain a Certificate 2 in the Australian Qualification Industry Framework. The College has developed innovative programs to assist students in the transition between the various stages of their education and best practice programs in Vocational Education and Training.

The College has been blessed with excellent facilities and technology which enhances the teaching and learning program. It has designated Junior School and Senior School campuses but also gives students access to the facilities of a Prep - Year 12 Information Resource Centre designed to cater for the needs of students in all stages and levels of their learning. Senior students have a designated Senior block and access to best practice Hospitality teaching, if undertaking this subject in their curriculum pattern. Students in the Junior School enjoy the opportunities they are given to have access to specialist Science, Technology and Visual Arts rooms. In 2010, the College opened the new R.A. Webb Sports Centre, named after our Foundation Head. The Centre has widened opportunities for sporting activities and for practical PE lessons in this new facility.

Further information on the College can be found on www.broughton.nsw.edu.au

STUDENT PERFORMANCE IN NATIONAL LITERACY AND STATE-WIDE TESTS AND EXAMINATIONS

1. NATIONAL LITERACY AND NUMERACY ASSESSMENTS

Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing was introduced by the Federal Government in 2008 so that parents would have an indication of how their child is performing nationally in these important areas of education, in relation to students at the same stage of schooling across Australia.

a) Middle School

The continued strength of our Education Program in the Middle School is shown through data comparing averages in all subject areas over the three years of NAPLAN testing. Students in both Year 7 and 9 (2012) were congratulated for achieving above the State average in all areas and for the high percentage of students who achieved the upper bands for their level of assessment.

Year 7 (2012)

The results in Year 7 continued to be pleasing with the College achieving results above the State and National averages in all areas of testing. The continued achievement of these results over a number of years reflects the success of the College's 7-Success Teaching Program. This program assists students in the transition into secondary schooling, enabling the development of learning practices which lead to success in secondary education.

Year 7 - Mean Results							
Year	Students		Reading	Writing	Spelling	Grammar	Numeracy
2012	90	Broughton	560.9	535.8	571.6	563.6	560.5
		State	546.7	521.1	555.4	552.7	545.6
2011	84	Broughton	572.9	545.9	554.9	557.9	567
		State	544.2	527.8	547	538.4	550.9
2010	80	Broughton	571	543	566	575	564
		State	548.6	532.9	555.4	539.4	550.2
2009	99	Broughton	558.7	555.3	571.4	573	574.1
		State	546.3	531.6	551.3	543	550.7
2008	99	Broughton	557.9	546.4	572.2	556.3	570.2
		State	542.5	535.3	550.1	536.6	551.3

Table – Mean results in Year 7 NAPLAN Testing (2008 – 2012)

Year 7 - Students achieving benchmark						
Year		Reading	Writing	Spelling	Grammar	Numeracy
2012	Broughton	100%	95.3%	100%	98.8%	95.3%
	State	94.8%	92.2%	96.2%	96.6%	95.5%
2011	Broughton	100%	100%	97%	100%	100%
	State	97%	93%	95%	93%	96%
2010	Broughton	97%	96%	96%	96%	100%
	State	96.4%	94.6%	95.4%	93.2%	96.2%
2009	Broughton	97%	97%	99%	97%	98%
	State	95%	94%	94%	93%	96%
2008	Broughton	99%	100%	100%	99%	99%
	National	95%	93%	94%	93%	97%

Table – Percentage of students achieving results about the National benchmark of competency Year 7 (2008 – 2012)

Year 9 (2012)

The results for students in Year 9 were pleasing and, in most areas of assessment, show the areas of strengths of this cohort. The performance of the cohort within the school and across the State in the area of Persuasive Writing was surprising. Whilst the College's results were above the State means and percentages above benchmark, the English Faculty has reflected on this result and given further time to this area.

The performance of the group in comparison to the State means indicates the quality of the Teaching Program in the Middle School (Years 7 - 9). Given the comprehensive nature of our student intake, the high percentage of students achieving results above National benchmarks reflects the commitment and hard work of our Teaching and Learning Development Team. Similarly, the high percentage of students who gained results in the top bands for the various assessments, reflect the College's commitment to extend our students.

Year 9 - Mean Results							
Year	Students		Reading	Writing	Spelling	Grammar	Numeracy
2012	75	Broughton	608.2	585.5	602.2	603.8	623.2
		State	579.5	557.5	586.5	578.8	594.8
2011	83	Broughton	613.6	613.8	605.7	602.6	616
		State	584.4	564.7	589.4	576.5	592.3
2010	77	Broughton	607	599	600	612	617
		State	578.1	566.0	587.2	583.0	591.4

Table – Mean results in Year 9 NAPLAN Testing (2008 – 2012)

The College is pleased with the numbers of Year 9 students being above benchmark in all areas of assessment except Persuasive Writing.

Students achieving benchmark						
Year		Reading	Writing	Spelling	Grammar	Numeracy
2012	Broughton	96%	88%	97.35	97.3%	100%
	State	92.9%	80.7%	91.8%	92.2%	96.1%
2011	Broughton	99%	98%	96.5	99%	99%
	State	94%	84%	94%	90%	95%
2010	Broughton	100%	97%	97%	100%	100%
	State	92.5%	88.9%	92.4%	92.8%	94.5%
2009	Broughton	97%	91%	96%	96%	99%
	State	94%	98%	91%	92%	96%
2008	Broughton	100%	97%	97%	94%	99%
	National	94%	88%	91%	91%	95%

Table – Percentage of students achieving results about the National benchmark of competency Year 9 (2008 – 2012)

b) Junior School

The results for Years 3 and 5 (2012) reflect the work undertaken by our class teachers and the Teaching and Learning Development Team in developing the skills in students that are required to reach the National benchmarks.

Year 3 (2012)

The continued pleasing results of students in Year 3 in Reading reflect the emphasis that has been placed on the explicit teaching of reading in the Infants Section of the Junior School. The College is pleased with the results, with the cohort exceeding the State averages in all areas of assessment.

The results of the Year 3 students in the areas of Reading and Writing were pleasing as we introduced a new Reading and Comprehension Program in 2012.

Year 3 - Mean Results							
Year	Students		Reading	Writing	Spelling	Grammar	Numeracy
2012	60	Broughton	441.3	446.7	448.4	458.3	417.7
		State	426.9	425	428.1	434.5	405.7
2011	57	Broughton	441	462.1	450	450.6	437.5
		State	423.7	429.2	420.8	430.7	406.6
2010	45	Broughton	437	421	430	420	410
		State	421.7	429	413.7	423.7	401.1
2009	53	Broughton	443.1	420.7	433.1	447.7	429.7
		State	423.8	423.4	424	426.8	406
2008	52	Broughton	410.5	423.1	419.8	403.7	409.2
		State	412.3	427.6	419.2	417.2	408.9

Table – Mean results in Year 3 NAPLAN Testing (2008 – 2012)

The College was pleased to see that there were no students from Year 3 who achieved results below benchmark in any areas of assessment. This result reflects the work undertaken by Teaching and Learning Support staff to ensure that students have a strong foundation in Literacy and Numeracy in Early Stage 1 and Stage 1 and the impact of the new Reading and Literacy Programs that have been introduced in the Junior School.

Students achieving benchmark						
Year		Reading	Writing	Spelling	Grammar	Numeracy
2012	Broughton	100%	100%	100%	100%	100%
	State	97%	98%	97%	95%	96%
2011	Broughton	100%	100%	100%	100%	100%
	State	96%	98%	96%	95%	97%
2010	Broughton	98%	100%	100%	91%	100%
	State	97%	98%	95.5%	95.3%	96.7%
2009	Broughton	100%	100%	98%	100%	100%
	State	97%	98%	94%	94%	96%
2008	Broughton	98%	98%	100%	92%	98%
	National	94%	97%	97%	94%	97%

**Table – Percentage of students achieving results about the National benchmark of competency
Year 3 (2008 – 2012)**

Year 5 (2012)

The MySchools website detailed the pleasing level of 'Value Added' for students in Year 5 as compared to their performance in the 2010 Year 3 NAPLAN assessment.

The comparison of the College's means as compared to the State means was pleasing with the College's results being above the State means in all areas of assessment.

The College continues to evaluate the NAPLAN results to determine the areas which could use an increased focus or improvement.

Year 5 - Mean Results							
Year	Students		Reading	Writing	Spelling	Grammar	Numeracy
2012	36	Broughton	526.7	510.5	545	527.5	519.4
		State	500.1	486.2	507.6	503.7	498.8
2011	47	Broughton	513.9	496.8	491.5	507.9	502
		State	496	492.7	498.3	509	500.6
2010	47	Broughton	484	485	488	489	482
		State	496.3	494.4	502.7	512.6	498.7
2009	43	Broughton	517.5	484.3	506.2	516.9	507.9
		State	503.1	491.4	503	507.9	502.8
2008	46	Broughton	496.9	494.8	506.6	511.9	476.8
		State	494.7	495.4	499.4	504.9	487.8

Table – Mean results in Year 5 NAPLAN Testing (2008 – 2012)

The College was pleased to note that the percentage of students in Year 5 who were above benchmark was greater than the State percentages in all areas of assessment. We were particularly pleased to note the improvement in the percentage of students meeting benchmark in Grammar when you compare the performance of this cohort in Year 5 (2012) and Year 3 (2010). This improvement shows the effectiveness of the programs the College put in place after evaluating the 2010 results.

Students achieving benchmark						
Year		Reading	Writing	Spelling	Grammar	Numeracy
2012	Broughton	100%	100%	100%	97.1%	100%
	State	92.3%	94.55	96.2%	92.2%	94.8%
2011	Broughton	98%	100%	98%	98%	100%
	State	93%	95%	95%	94%	96%
2010	Broughton	94%	96%	96%	94%	98%
	State	94.5%	96.4%	95.6%	95.3%	96.1%
2009	Broughton	93%	93%	100%	93%	100%
	State	93%	95%	94%	94%	96%
2008	Broughton	98%	99%	98%	100%	91%
	National	92%	94%	93%	94%	95%

**Table – Percentage of students achieving results about the National benchmark of competency
Year 5 (2008 – 2012)**

RECORD OF SCHOOL ACHIEVEMENT

2012 saw significant changes to credentialing of students completing Year 10 with no School Certificate external testing. The introduction of the Record of School Achievement (RoSA) has allowed the College to focus on our on-going assessment program.

In 2012, the Record of School Achievement was available for students in Year 10 who were not continuing into Year 11. The College had two students who did not continue to Year 11 at any school and were eligible for the Record of School Achievement. Neither student chose to sit for the optional assessment.

HIGHER SCHOOL CERTIFICATE RESULTS

In 2012, 81 students sat for the Higher School Certificate in 30 courses. The College had students sitting for Extension 1 and Extension 2 courses in English and Mathematics and Extension History. Two students were accelerants in Advanced English and Extension 1 English, 1 student was an accelerant in Extension 2 Mathematics and another student was an accelerant in German.

The College was satisfied with the performance of the majority of students at all ability levels. 24 students from the College made the Higher School Certificate Merit List with a total of 38 mentions across 13 subjects.

In total, 98.4% of results across all courses were 50 marks or more, with 91% of these results above 60. 37% of results placed students in a Band 5 or 6 (marks above 80).

The table below indicates the performance of our Higher School Certificate cohort in a selection of subjects examined and gives an indication of the results gained in comparison to results awarded across the State.

Subject	Year	Students	Bands 4-6		Bands 3-6	
			Marks above 70		Marks above 60	
			Broughton	State	Broughton	State
Ancient History	2012	16	50%	54%	81%	76%
	2011	24	58%	65%	91%	85%
	2010	22	59%	64%	72%	84%
Biology	2012	15	73%	63%	100%	90%
	2011	25	56%	61%	96%	87%
	2010	23	61%	64%	78%	90%
Business Studies	2012	34	56%	67%	85%	88%
	2011	34	62%	65%	100%	87%
	2010	23	38%	68%	94%	90%

Subject	Year	Students	Bands 4-6		Bands 3-6	
			Marks above 70		Marks above 60	
			Broughton	State	Broughton	State
Chemistry	2012	18	39%	71%	89%	90%
	2011	18	56%	72%	78%	90%
	2010	19	79%	71%	100%	89%
Community and Family Studies	2012	12	100%	83%	100%	90%
	2010	7	85%	64%	100%	89%
Design and Technology	2012	11	82%	78%	91%	93%
	2011	10	90%	77%	100%	94%
Drama	2012	6	100%	83%	100%	93%
	2011	8	75%	82%	100%	97%
	2010	9	100%	78%	100%	97%
Economics	2012	12	67%	87%	58%	72%
Engineering Studies	2012	6	100%	93%	83%	74%
	2011	8	50%	72%	88%	92%
	2010	8	75%	76%	88%	91%
English – Advanced	2012	65	97%	99%	85%	89%
	2011	55	78%	88%	97%	98%
	2010	33	95%	93%	98%	98%
English – Standard	2012	15	60%	78%	20%	51%
	2011	17	53%	38%	76%	72%
	2010	41	43%	35%	83%	72%
German	2012	3	0%	80%	100%	97%
Hospitality	2012	6	100%	81%	100%	61%
	2011	16	94%	67%	10%	87%
	2010	12	61%	67%	91%	83%
Industrial Technology	2012	7	86%	85%	57%	62%
Information Processes and Technology	2012	7	71%	80%	57%	61%
Legal Studies	2012	14	79%	87%	64%	69%
	2011	6	67%	68%	100%	88%
	2010	12	77%	63%	85%	83%
Mathematics – General	2012	48	83%	80%	65%	51%
	2011	44	66%	50%	86%	80%
	2010	42	57%	60%	91%	80%
Mathematics	2012	22	77%	79%	95%	91%
	2011	24	71%	78%	87%	90%
	2010	23	52%	75%	96%	89%

Subject	Year	Students	Bands 4-6		Bands 3-6	
			Marks above 70		Marks above 60	
			Broughton	State	Broughton	State
Modern History	2012	20	75%	74%	85%	89%
	2011	12	66%	74%	91%	90%
	2010	13	69%	77%	855	91%
Music – 1	2012	6	100%	90%	100%	98%
	2011	5	100%	87%	100%	97%
	2010	5	100%	88%	100%	91%
PDHPE	2012	10	90%	63%	90%	85%
	2011	17	77%	68%	95%	90%
	2010	17	71%	70%	95%	93%
Physics	2012	17	53%	67%	88%	90%
	2011	17	59%	70%	100%	91%
	2010	17	52%	71%	94%	92%
Textiles and Design	2012	8	100%	78%	100%	94%
	2011	4	100%	70%	100%	87%
Visual Arts	2012	12	92%	89%	100%	89%
	2011	6	100%	86%	100%	97%
	2010	9	100%	86%	100%	97%

The number of students achieving each band in Extension subjects is shown in below.

Subject	Total number of candidates	Band E1	Band E2	Band E3	Band E4 >90%
English Extension 1	14	10	0	10	4
English Extension 2	6	0	2	4	0
Mathematics Extension 1	8	1	3	3	1
Mathematics Extension 2	4	0	0	2	2
History Extension	4	0	1	3	0

SENIOR SECONDARY OUTCOMES

In 2012, all Year 12 students achieved the award of the Higher School Certificate and 11 students studied Vocational Educational Training Courses, which gained them a Statement of Attainment towards Australian Qualification Framework Certificates in addition to their Higher School Certificate.

Five students received a Statement of Attainment towards a Certificate 2 in Hospitality, 1 student gained a Certificate 2 in Retail, 2 in Information Technology, 2 in Tourism and 1 in Construction.

1 student undertook a School Based Traineeship in Retail in conjunction with McDonalds and 2 students undertook a School Based Apprenticeship – 1 in Beauty Therapy and 1 in Construction.

Year 12	Number of students eligible	Qualification/Credential	Number of students who received the Award/Credential
2012	78	Higher School Certificate	78
	11	Statement of Attainment towards Certificate 2 or Certificate 2	11
2011	74	Higher School Certificate	74
	17	Statement of Attainment towards Certificate 2	17
	1	Australian Qualification Certificate 2	1
2010	74	Higher School Certificate	74
	29	Australian Qualification Certificate 2	29

In 2011 changes to the syllabus for Hospitality meant that the requirements for gaining Australian Qualification Certificate 2 had changed. An extra 30 hours of work placement was required. Whilst most of the competencies required to gain a Certificate 2 had been achieved, students in Year 12 elected not to do the extra work placement required because of time constraints.

PROFESSIONAL LEARNING AND TEACHING STANDARDS

In 2012, there were 66 members of the teaching staff, 53 employed full time and 13 part-time.

Teaching Qualifications

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

Category	Number of Full Time Teachers	Number of Part Time Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines	52	13
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	1	0
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	0	0

One member of staff has completed two post graduate degrees and is presently completing her Masters of Teaching. She had experience teaching before being employed at the College and is supervised by her Head of School whilst completing her post graduate qualification.

Professional Learning

In 2012, Schools Council generously funded 11 days in which the whole staff was involved in Professional Development activities.

Professional Development activities included work with the Anglican Education Commission on teaching with a Christian perspective, Customer Care – a Professional Approach to Dealing with Current and Prospective Families, updating technology skills, a Boys Education Workshop, CPR Training, a Cyber Smart Program, First Aid and a 'What If' Program (discussing social issues), Accreditation. Staff also attended a Retreat Day with our colleagues from St. Peters Anglican Primary School.

All staff also attended one hour and a half of Professional Development at Staff Meetings twice per term, which covered Autism Spectrum Disorder, a 4 module Cyber Bullying Course, an update on the use of EpiPen's, Technology Workshops, Asthma Friendly School Training and WH&S Risk Assessment Training.

Schools Council also provided, within the College budget, funding for an average of two days for each member of the teaching staff to access Professional Development Training from external providers. An overview of attendance is shown in the table below. The total cost spent on these Professional Development activities, totalled \$31,792. In addition to the cost, the College employed casuals for 20 days to cover staff attending Professional Development (approximate cost \$7,400). Based on these figures, the College paid an average of \$600 per staff member for Professional Development (course plus casuals) plus paying 11 days of wages per staff member for the Staff Development Days.

Professional Learning Activities, such as in-services and conferences include:

Areas of In-service Learning Activities	Number of Teaching Days
Accreditation	6
Careers	8
Chaplain	2
Christian Worldview	5
Community Development	4
Compliance Courses	11
Faculty Specific Courses	27
Library	8
Pastoral Care	5
Principal/Deputy Principal Conferences/Meetings	17
Sport/Co-curricular	13
Technology	2
Special Needs	12

WORKFORCE COMPOSITION

In 2012, the College employed a total of 74 full time and 47 part time staff. The College is committed to employing Christian staff members who are active members of their church. This ensures that the staff support the Christian ethos and mission of the College.

The table below shows the composition of the 2012 workforce of the College.

	Males		Females	
	Full Time	Part Time	Full Time	Part Time
Teaching Staff	25	1	32	13
Support and Operational staff	6	2	10	7
Cleaning Staff	0	3	0	13
College Shop/Canteen OSHC			1	8

N.B. No member of staff identifies as being of aboriginal descent.
Teaching staff includes the Preparatory staff.

STUDENT ATTENDANCE AND RETENTION RATES IN THE SECONDARY SCHOOL

Student Attendance

94% of students attended school on average each school day in 2012. This figure was consistent across the Junior School and the Secondary School.

This remains the same as for 2011.

The Attendance for each year is shown on the table below rounded to the nearest percentage point:

Year Level	Attendance Rate
Kindergarten	94%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	96%
Year 5	94%
Year 6	93%
Year 7	95%
Year 8	93%
Year 9	95%
Year 10	93%
Year 11	92%
Year 12	95%

Student attendance rates are consistent with similar data relating to 2011. Some of the reasons for slightly lower attendance rates in some Years of the College are that more of our students are taking extended trips overseas and others have had absences due to personal family circumstances.

Management of Non-Attendance

The College continues to have routines in place to follow up students' absences through requiring a note from a parent/guardian. If a note, explaining an absence, has not been received after the student returns to school, a letter is sent home to parents asking them to explain the absence. Regular follow up is undertaken until the absence has been explained.

The Class Teachers (Junior School) and House Tutors (Senior School) are asked to examine attendance records and report any concerns or patterns of non-attendance to their relevant supervisor for investigation and follow-up.

Details relating to Policies and Procedures on Student Attendance are available to staff through the Policy Section on the College intranet.

RETENTION OF YEAR 10 TO YEAR 12

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

Years Compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2006/2008	135	96	92	71%	69%
2007/2009	116	87	81	75%	70%
2008/2010	108	74	72	69%	67%
2009/2011	97	74	68	76%	70%
2010 / 2012	99	78	77	78%	77%

The retention rate for the 2010 School Certificate cohort who sat for the 2012 HSC cohort slightly increased compared to the 2009/2011 cohort. This was not unexpected but is not a significant enough increase to allow long term trends to be determined.

In 2009, the NSW State Government passed legislation to change the years of compulsory schooling. As of 2010, all NSW students must complete Year 10. After Year 10 and until the age of 17 years, students must be in school or approved education or training or in full-time, paid employment or in a combination of these. This explains a higher retention level over the past two years.

During Year 10, our Careers Adviser seeks to ensure that these students are prepared for future careers through the Work Experience Program and assistance is given in completing application forms, interview training etc. Our Careers Adviser works closely with the South Western Sydney TAFE and local group training authorities.

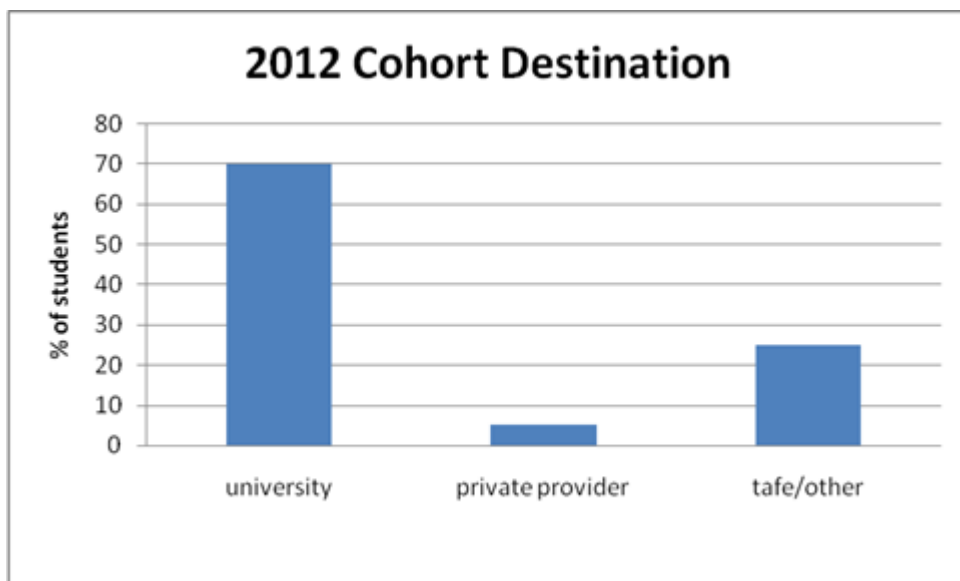
POST SCHOOL DESTINATIONS

Our Careers Program is designed to ensure that students who seek to leave the College are guided into making appropriate choices and have training in portfolio development, interview techniques, resume writing and employment applications.

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 Adviser gathered data on first round and late offers in February 2013 and surveyed Year 12(2013) students in March 2013. From these sources, the following data on post school destinations has determined that 65% of students were offered University places and 35% were offered full time TAFE, went to work or went to a Private provider.



ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY**2012 Census Numbers**

Year	Female	Male	Total
Preparatory	22	32	54
Kindergarten	21	32	53
Year 1	41	28	69
Year 2	23	24	47
Year 3	31	29	60
Year 4	29	29	60
Year 5	19	17	36
Year 6	27	21	48
Year 7	35	55	90
Year 8	37	44	81
Year 9	39	36	75
Year 10	43	42	85
Year 11	34	40	74
Year 12	37	41	78
Total	438	470	908

Enrolment Policies

Broughton Anglican College aims to offer families in the Macarthur region an opportunity to have their children educated in a disciplined, caring environment in which students are given the opportunity to develop spiritually, morally, intellectually, physically, emotionally and socially.

The College aims to use the expertise of staff and resources available to meet the specific learning and welfare needs of all students enrolled. We aim to ensure that parents are able to make an informed decision relating to enrolment, being aware of the needs of their children and the degree to which the College can meet these needs with the resources available.

Factors determining enrolment relate to whether the student:

- a) is presently enrolled at Broughton or St. Peter's Anglican Primary School
- b) is a child of local clergy or members of staff
- c) has a sibling already enrolled at Broughton or St. Peter's Anglican Primary School
- d) has parents who were past students of Broughton Anglican College
- e) has parents actively involved in Anglican parishes
- f) has parents involved in other Christian churches
- g) has parents who are prepared to accept the Christian ethos of the College.

A member of the Headmaster's Executive will interview parents and the student to give further information that parents may require to make an informed choice relating to the enrolment and collect further information which will allow him/her to prepare a recommendation to the Headmaster. The Headmaster, Heads of School or other appropriate staff, may be involved in the interview to allow the parents to discuss specific needs of the student and programs available to assist the College in the development of an appropriate education plan for the student.

Positions will be offered to a student, if available, at the discretion of the Headmaster provided the student's behaviour, as indicated on the school reports, is satisfactory and the College can adequately meet his/her educational needs.

The full Enrolment Policy of the College is attached to this report as Attachment 1.

SCHOOL POLICIES

Pastoral Care

Pastoral Care at Broughton reflects the partnership between students, their families and the College staff. It integrates the academic, social, emotional and spiritual dimensions so that an environment of care pervades the entire College community.

Pastoral Care encompasses three important elements: emotional support, behaviour management and structured curriculum time, to encourage the social and spiritual development of each child in our care.

Pastoral Care is central to the ethos of Broughton Anglican College as it seeks to actively support the fulfillment of the College's mission. Central to that is our Christ-centred vision of Pastoral Care: one that is built on the principles of Scripture, mutual respect, self-discipline, promotion of self-awareness and self-esteem, tolerance and understanding and a knowledge that real life can only be found through Christ.

At Broughton, Pastoral Care will be delivered in a Christian environment to provide the opportunity and encouragement for students to realise their God-given potential. Students are encouraged to show concern for the welfare of others and behave in ways that do not infringe upon the care and requirements of others.

As Pastoral Care is concerned with the needs of each individual child, each should have access to at least one staff member who will care and respond in a positive way. Whilst all staff at Broughton have a responsibility for the Pastoral Care of students, the Pastoral Care Teams have a special responsibility for assisting the relevant Head of School.

In 2012, the Secondary School Pastoral Care Team was restructured as the College moves towards a change in the division in the Secondary School, which is reflective of the changing educational landscape. The College introduced a Senior School Pastoral Care Structure with staff responsible for students in Years 7-9 and others focussing on students in Years 10-12. The Pastoral Care Team was expanded to consist of the Head of the Senior School, Dean of Students (Years 7-9), Dean of Students (Years 10-12), two Assistant Deans of Students (Years 7-9) and two Assistant Deans of Students (Years 10-12).

In the Junior School, Pastoral Care primarily falls under the responsibility of the classroom teacher. The Assistant Heads of School and the Head of School support the teacher by dealing with students who need additional support. The Junior School Chaplain is also available to meet with students.

Each fortnight, the Junior School Management Team meets with the Head of Teaching and Learning Development and the Educational Psychologist to discuss students in regards to both academic and pastoral needs. We also run programs such as Better Buddies to equip students to care for each other.

In the Senior School, we have a Senior School Special Needs Committee which focused on the emotional and academic needs of students each fortnight. This committee consists of the Head of the Senior School, the Deans of Students, the Head of Teaching and Learning Development, the Head of Gifted Education and the Educational Psychologist.

The College has continued developing improved opportunities for students to have a voice through an increased awareness of Student Representative Councils – Junior School, Years 7-9 and Years 10-12.

Discipline

The College incorporates its Discipline Policy within our Student Management Policy. The College is committed to develop in students an understanding of appropriate behaviour 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 Policy of the College encourages staff to be proactive in managing behaviour through effective lesson planning, the development of teaching and learning strategies that reflect students' learning styles and the use of positive reinforcement strategies. 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 Faculties, Deans of Students, the Assistant Heads of the Junior School or the Heads of School.

In the Junior School, the College introduced a focus on Respect. Although the teachers were able to manage the behavior of students in their classroom as stated above, we wanted to improve behavior in other areas such as Chapel, Assemblies and the playground. The word respect was introduced in the context of the Biblical principle of loving your neighbour as yourself. We felt that the word was simple for students to apply in all the school settings. Children were able to receive tokens that then linked into their Class Behavior Chart making it consistent across the school. Language such as *'You have shown respect in Assembly by listening at all times and showing appreciation of others'* or *'You have remembered to show respect in the playground by taking care of others and looking after equipment and grounds'*.

A program of discipline options involving classroom sanctions and detentions is available to staff. Students may be assisted and advised by Heads of Faculties, the Assistant Heads of the Junior School, the Heads of School or the Educational Psychologist. Students can be referred to the Educational Psychologist by staff or parents and also have the option to self-refer.

As we continue to work in partnership, we request from staff that parents are informed of positive or negative behaviours through the College Communication Handbook, telephone contact and parent interviews. In the case of continued behavioural problems, or matters involving unsafe behaviour, students may be suspended from the College.

Parents have access to our Discipline Policies through the College Intranet or by asking for a printed copy of policies through the College Offices. There is also an overview of the Discipline Policy in the Student Handbook.

Reporting Complaints and Grievances

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 College Communication Handbook, parent and teacher interviews, telephone conversations and interviews. Where appropriate, case conferences for students who present with special needs, are held. These involve the appropriate staff, which may include the classroom teacher, Specialist Support staff, the Deans of Students (Senior School), the Assistant Heads of the Junior School, the Heads of School or the Headmaster.

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, the Deans of Students or the Head of Faculty (Senior School), the Assistants Heads of the Junior School, the Heads of School or the Headmaster.

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.

This procedure is outlined in the College Handbook.

Policy Area Aspects encompassed within Policy and Protocols	Changes in 2011	Access to Full Text
Protocols for referral to Community Services	No change. Staff were in-serviced on this policy.	Parent's Intranet and copies available on request
Child Protection Investigation Procedures	Policy reflects protocols as determined by the Association of Independent School. Staff were in-serviced on this policy.	Available on Staff Intranet
Code of Conduct for Staff	No change	
Grievance Protocols	Policy was reviewed at a College level and at a Schools Council level to reflect the restructured Headmaster's Executive and Senior School Pastoral Care Structure. Staff were in-serviced on this policy. Parents were informed of the changes in writing, at the Parent Information Evenings and in the College Newsletter	Parent's Intranet, copies available on request and in College Handbook

Policy Area Aspects encompassed within Policy and Protocols		Changes in 2011	Access to Full Text
Pastoral Care This policy should be examined in conjunction with:	Camping Protocols	The Senior School College Camping Program was reviewed as per normal practice. The Junior School Camping Program was reviewed.	Copies available on request.
	Student Management Policy	No change.	
	Guidelines for Referral to Counselors	No change.	
	Suicide Prevention Guidelines	No change.	
	Anti-Bullying Support Document	Policy was reviewed. No changes were made to the policy.	
Security	Emergency and Critical Incident Protocols	School Protocols were reassessed to be reflective of the restructuring of the Headmaster's Executive and the Senior School Pastoral Care Structure. Staff were in-serviced on this policy.	Copies available on request

Policy Area Aspects encompassed within Policy and Protocols		Changes in 2011	Access to Full Text
Student Management	Attendance Policy	Minor changes have been made to reflect the structure of the College.	Copies available on request.
	Student Leadership Guidelines	Minor changes have been made to reflect the structure of the College.	Copies available on request.
	Student Recognition and Awards	Junior School Awards System was developed and implemented.	Available in College Communication Handbook.
	Student Discipline Protocols	Protocols were reviewed to reflect changes in structure.	Available in College Communication Handbook.
	Communication Protocols	Policy developed to ensure formal and informal communication between the College and parents.	Available on the College Intranet.

SCHOOL DETERMINED IMPROVEMENT TARGETS

College Goals for 2013

In 2010, the College formed a Planning Committee with the brief to develop, implement and evaluate an Action Plans for 2011-2013. Throughout 2011 to 2012, the Planning Committee met regularly to evaluate the progress made in the various areas for improvement detailed in our Action Plan.

After consultation with various sectors within the College community, the areas of priority for 2011 were determined and progress towards achieving these goals were assessed at the completion of 2011.

2011 GOALS – EVALAUTION			
	Goal	Strategies Implemented	Suggestions for 2012
1	Ensure the College continues to develop a reputation of having a strong Christian focus, a focus on academic excellence and offers a wide range of educational and co-curricular opportunities.	<p>Involvement with AEC</p> <p>Presenting at AEC Events</p> <p>Integration of Christian Perspectives into programs</p> <p>Live Wire introduced into Stages 3 and up</p> <p>Introduction of modified and extension section of lessons within program proforma</p> <p>Focus on improving NAPLAN results in Year 2,4,6 in Terms 3 and 4 and Terms 1 and 2 in Year 3,5</p> <p>Ideas of introducing a Maths Program that provided a continuum across the stages</p> <p>Maintained opportunities for debating, Da Vinci, Active After School Sport, School Musical, musical groups, special assemblies and concerts to demonstrate student talent, Christian groups maintained</p>	<p>More development of the Maths Program</p> <p>Addressing other KLA's so there is more consistency across the school</p> <p>Using the skills of Secondary students to provide mentorship for Junior students, example of academic role models</p> <p>Continuing working with AEC and developing programs to share with other schools.</p> <p>Look at cocurricular opportunities for infants students aside from KBF, Active After School Sport and choir</p> <p>Training teachers to expect high standards from their students relating to student ability and not always grade expectations</p>

2011 GOALS – EVALAUTION			
	Goal	Strategies Implemented	Suggestions for 2012
2	Seek that all we do and plan reflects and focuses on the Christian mission of the College.	The Youth Leaders Breakfast for the Year 6 kids Promotion of Rage, KBF and Cru Club Year 10 Mission to remote town	Involve St Peters church staff in more College events to promote connection to St Peters Mission Week Service to the local community in some form, connection with the Retirement Village, students making connections with cross generations Visiting elderly in need Outreaching to community by providing support in their time of needs Connecting with Anglicare
3	Develop strategies and programs which reflect the College vision of Christian service and mission within the College, the Macarthur region and nationally	See above Invited Senior Citizens to come and watch the musical rehearsals	
4	Give thanks and praise and celebrate 25 years of Christian Education at Broughton, for the blessing and guidance of God and for all that He has provided.	Special Celebration Service Quilt Cookbook Special 25 th Anniversary Dinner	

2011 GOALS – EVALAUTION			
	Goal	Strategies Implemented	Suggestions for 2012
5	Strengthen the partnership between the College, St Peter's Anglican Church and St. Peter's Anglican Primary School to enhance outreach opportunities for families in the Macarthur region	Year 4 Gala day Year 5 St Peters invited to watch the rehearsal Stage 1 visited St Peters Church as part of their Workers in the Community Taste of Year 7 Day	Taste of Year 7 Day
6	Further develop links between the College and the Anglican Education Commission and working with them to develop programs which have our Christian mission embedded in them	AEC resources used in relation to Goal 1. Staff have had professional development. Used the Commission for students to undertake a gap year	We need to remain engaged in the AEC
7	Develop skills in staff in the differentiation of the curriculum to meet the individual learning needs of students	Have had PD days on differentiation. It is part of every senior school program and register	Develop a culture of peer sharing
8	Increase teacher expertise and efficiency in the use of the new technologies through professional development activities and access to team teaching	PD has been done	Would like an interactive whiteboard in a public area so that they can play and learn Needs continual training Need a policy where we limit the range of support of technologies so we can become expert at it

2011 GOALS – EVALAUTION			
	Goal	Strategies Implemented	Suggestions for 2012
9	Review Reporting of Student Achievement to Parents to ensure the College is providing feedback to parents on student achievement of learning outcomes and to assist them to support and advise their children.	JS and SS changed last year A style guide summary was created	Ongoing. We want these by every computer
10	Evaluate and develop a Student Mentoring Program to enhance the interaction and relationship between students e.g. Peer Support, Junior School Buddying Program, Peer Mediation	Peer support for Year 7 and Year 11 Peer Mediation – larger number of students trained Growth of Choral Group and RAGE leading to mentoring D of E – encouraged to do community service with the College community Year 10 student leaders working with JS leaders	Scholarship students mentoring students who find certain subjects difficult e.g. Maths
11	Engage the College community in the 2011 Musical	Musical Musical Parent Group	

2011 GOALS – EVALAUTION			
	Goal	Strategies Implemented	Suggestions for 2012
12	Develop strategies to enhance a culture of professional and performance reflection and development within the staff	Professional reflection reports submission accountability PD meetings incorporated into meeting cycle Formalise the protocols of reporting from PD courses attended Review of New and Beginning Teacher Programs and support mechanisms for Competence Accreditation Centralise PD course advertising Idea of PPR raised in profile Required great commitment and action by most parties	Incorporate 5 minuted spot in Staff Meetings Implementation of additional measures to support New and Beginning Teachers and Accreditation Applicants Schools Council appraisal of Head – the concept of the process of BAC is reflected in the process adopted by BACPPR system has improved HOF conversations with faculty members relating to PPR – HOSS discussing PPR and goals with HOFS
13	Develop a program of staff appraisal to recognise the excellence of staff work and to plan professional and career development	Routinely recognise staff efforts via Headmaster’s letter and Peer Recognition Peer Recognition Program Acknowledgement of work and achievements through the weekly Staff News Individual and group recognition by morning teas Increased rate of applications for external teaching awards	Incorporation of teaching standards in the wording of Headmaster letters Increasingly adopt the terminology and promotion of teaching standards in professional practices, policies and protocols of the College

2011 GOALS – EVALAUTION			
	Goal	Strategies Implemented	Suggestions for 2012
14	Continue to develop strategies which increase the sense of community and belonging for members of the Broughton family – present, past and future	25 Years Celebration Dusty Boots Grandparents Days, Mother's/Father's Day events Prefect events inclusive of parents – Trivia Night The expansion of the role of the CDO Expansion of use of parent emails College tours on regular basis Year 5 – Mother and Daughter; Father and Son events Support the Giles Family - Trivia Night	Establish and support alumni organisation Alumni events Increase family events for high school. Spring Fair Continuation of Prefect Events – BAC Factor Reintroduction of evening Term Services in the Senior School JS House Games Junior School Musical Our Town

College Goals for 2012

After consultation with various sectors within the College community, the following areas of focus determined the areas of priority for 2012 to be:

Area of Focus	2012 Goals
Spiritual Development	<p>Continue to develop a reputation for the College of having a strong Christian focus, a focus on academic excellence and offering a wide range of educational and co-curricular opportunities.</p> <p>Further develop strategies and programs which reflect the College vision of Christian service and mission within the College, the Macarthur region and nationally.</p> <p>Further develop links between the College and the Anglican Education Commission working with them to develop programs which have our Christian mission embedded in them.</p> <p>Establish and develop a link between the College and Insebenzwenhle School in South Africa.</p>
Curriculum	<p>Develop and implement new teaching and learning programs which meet the requirements determined by the Board of Studies National Curriculum in NSW with the commencement of introduction in 2014 Federal Government's National Curriculum.</p> <p>Develop guidelines to ensure that our teaching and learning program meets the requirements of the NSW Board of Studies for the 2014 Accreditation and Registration of the College.</p> <p>Review assessment and reporting in the Senior School to reflect the introduction of the Record of School Achievement.</p> <p>Continue to investigate possibilities of developing the College as a deliverer of courses to other members of the College and Macarthur community. e.g. Post Graduate Courses delivered by AEC, PTC Courses, Parenting Courses and ESL Courses.</p>

Area of Focus	2012 Goals
Pastoral Care Students	<p>Review opportunities for student leadership in the Junior School.</p> <p>Develop a Student Mentoring Program to enhance the interaction and relationship between students e.g. Peer Support, Junior School Buddying Program and Peer Mediation.</p>
Student Activities	<p>Expand opportunities for students to engage in sporting activities.</p> <p>Engage the College community in the 2012 Junior School Musical.</p> <p>Produce a Senior School Play to expand the experiences and opportunities for students in the area of performance.</p>
Staffing	<p>Develop a program of staff appraisal to recognise the excellence of staff work and to plan professional and career development.</p>
Professional Development – Career Planning	<p>Develop skills in staff in the differentiation of the curriculum to meet the individual learning needs of students.</p> <p>Increase teacher expertise and efficiency in the use of the new technologies through professional development activities and access to team teaching.</p>
Developing a sense of community	<p>Strengthen the partnership between the College, St Peter’s Anglican Church and St Peter’s Anglican Primary School to enhance opportunities for outreach for families in the Macarthur region.</p> <p>Develop strategies and a timeframe to establish the Broughton Alumni.</p> <p>Continue to develop strategies which increase the sense of community and belonging for members of the Broughton family – present, past and future</p>

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College's Mission Statement helps us to focus on the development and understanding of the Gospel message of Jesus Christ and the importance of serving God. Our aim is for each student to recognise that they are an integral and valued part of the school community, with parents and staff working together to provide pastoral care and support that develops self-esteem, mutual respect and responsibility.

At Broughton Anglican College, all students from Prep to Year 12 have the right to:

- enjoy a safe school environment
- be treated with courtesy and respect
- understand school rules and the consequences of breaking them
- expect that personal and school property is secure and treated with respect
- learn to the best of their ability in an inclusive school setting
- participate in a school community which promotes Christian values.

We believe that students have the right to be safe, to feel safe to learn and to be treated with respect. This is to be achieved through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network and the proper guidance of behaviour and discipline.

Each student has been created by God with individual gifts, talents and personalities. Students at Broughton deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2012, the following initiatives were undertaken to promote respect and responsibility within the Broughton community. These include:

- Integrating a focus on respect into the behavioral management system of the Junior School
- Pastoral Care Framework (delivered through House Tutor Classes)
- Peer Mediation
- Peer Support Training
- Peer Support – Years 7 and 11
- Prefect Council
- Student Reward and Recognition System
- Student Representative Councils
- Student organised Charity Fund Raising e.g. Red Shield Appeal, 40 Hour Famine, African Aids Foundation, Anglicare, Bible Society
- Student Leadership Programs
- Student Leadership Retreat and Day
- Hosting students from Saint Too Canaan Christian School in Hong Kong

- Senior Student Driver Awareness – U Turn the Wheel, NRMA Road Trauma Forum
- Clean Up Australia Day
- The introduction of opportunities for students in Year 10 to be involved in Community Service Projects e.g. Dusty Boots
- Mother/Daughter and Father/Son evenings
- Proactive Parenting Evenings
- Christian Fellowship Groups – Kids Bible Fun (K-2), Crusaders Club (5-6), Revolve around God Everyday (Years 7-12)
- Working Bees
- Senior School mentoring Junior School Prefects on a leadership day
- Cyber Bullying student workshops with Police Liaison Officer 7-12
- Cyber Bullying parent events with Police Liaison Officer Years 5-12
- The Junior School started to increase awareness and fundraise for our link school in South Africa 'Insebenzwenhle'.
- The SLATE group set up a vegetable garden and fruit tree orchard which they maintain on a weekly basis
- Participation in the 24 hour Fight Against Cancer walk at Macarthur

During 2012, the Junior School introduced an initiative which focusses on 'Respect' and 'Responsibility'. These values are discussed in class, highlighted in assemblies and chapels and raised in newsletters. Signs are placed around the College encouraging students to be aware of the focus on these values and a program of 'Respect and Responsibilities Tokens and Awards' was introduced.

In the Senior School, students are encouraged to be aware of our philosophy of 'Servant Leadership' and how this underpins our leadership structure. The College encourages all students to care for and serve each other. Leadership training is undertaken in Years 10 -12 using an external provider, Rising Generations, which also encourages a servant attitude to others.

Within the Senior School, the College has developed a house point and awards system in which students are awarded points for achievement and participation in sporting, cocurricular, academic, leadership and service activities thus supporting the College emphasis on respect and responsibility.

PARENT, STUDENT AND TEACHER SATISFACTION

Parent and Student Satisfaction

The College values opportunities for communication with parents. We operate an effective Handbook System, as a form of written communication to inform parents of positive achievements and areas of concern. Parents are able to discuss a student's performance through telephone conversations, Parent and Teacher Evenings, interviews with staff etc.

The Parents and Friends Association meet twice every school term. Each meeting may have a presentation from either the Pastoral Care or Curriculum areas of the College. The Headmaster and/or a member of the Headmaster's Executive attends each meeting, reporting on events and plans of the College and giving parents an opportunity to ask questions and raise concerns. The P & F have nominated Liaison Officers who are available to raise concerns with the President of the P and F and the Heads of School.

Teacher Satisfaction

Staff have the opportunity to discuss their level of satisfaction or dissatisfaction within the workplace through open access to Heads of Faculties, the Heads of School or the Headmaster. Opportunities are available to discuss events and issues through informal and formal means, including Faculty, Staff and Management Meetings.

Other indicators of a pleasing level of teacher satisfaction would include the high level of staff retention, the excellent attendance level of staff and the willingness of staff to be involved in many extra curricula areas within the College.

Evaluating Excellence in Independent Schools

In 2012, the College participated in the Evaluating Excellence in Independent Schools Project undertaken by the Association of Independent Schools.

The process of Evaluating Excellence in Independent Schools allows for feedback on the perceived strengths of the College and possible areas for further development to be gained through surveys and focus groups from groups in the school community.

The process allowed the College to consider:

- What does our school do well?
- What would we like to see our school achieving in 2 or 3 years?
- What student outcomes are we aiming to achieve?
- How do we know there is student engagement?
- How well do we support students to make good progress?
- What factors caused us to achieve or not achieve value added student outcomes?
- What can we do in the future to continue to improve?

EEIS Findings

The findings from the EEIS project are detailed below:

Areas of strength of the College

- The Academic Achievement of Students
- College Leadership
 - 85% of staff feel supported and encouraged by their leaders and supervisors
 - 100% of staff endorse the vision, mission and values of the College.
 - 84% of staff feel valued by their leaders
 - 78% recognise the leadership of Broughton as effective
- Staff Relationships
 - 87% of staff experience collegial relations with their colleagues
 - 92% of staff feel respected and valued by their colleagues
- Pastoral Care
 - 96% of students believe Broughton College provides a caring and nurturing environment
 - 90% of parents believe the school has strong care and well-being processes
- Staff Collaboration & Innovation
 - 80% of staff have been encouraged to take on new challenges
 - 86% of staff regularly collaborate with colleagues and share good practice
- Student & Staff Relationships
 - 100% of students recognise staff as caring and supportive
 - 96% of students know their teachers as friendly and caring
 - 92% of parents know their child is treated fairly and well supported by the school.

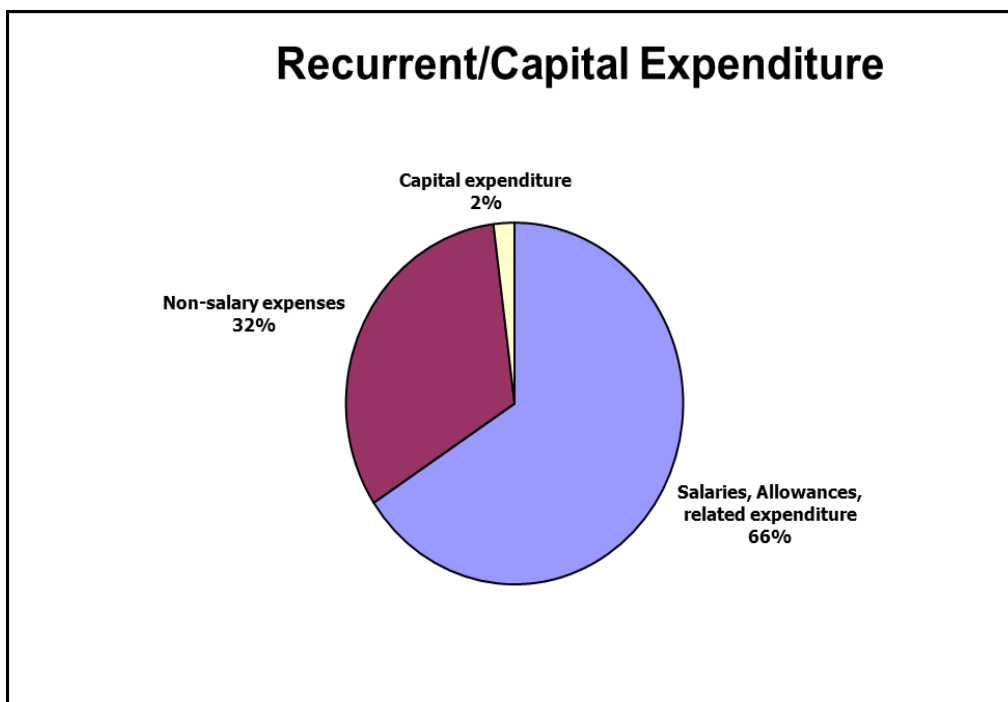
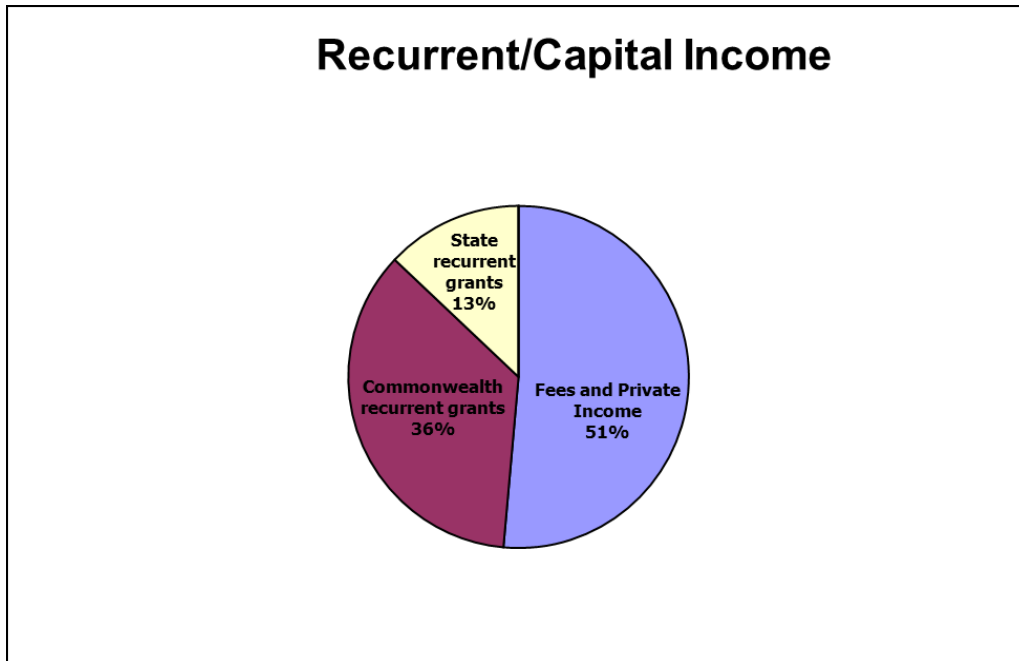
Areas for further development

- The Recording, Storage and Analysis of Student Data
- The Engagement of Parents in the Life of the College
- The development of a Learning Community to assist in the Development and Implementation of the Curriculum
- Meeting the Learning Needs of All Students
- Further programs for Care and Wellbeing of Students need to be developed
- Communication – develop further means of communication within the College community.

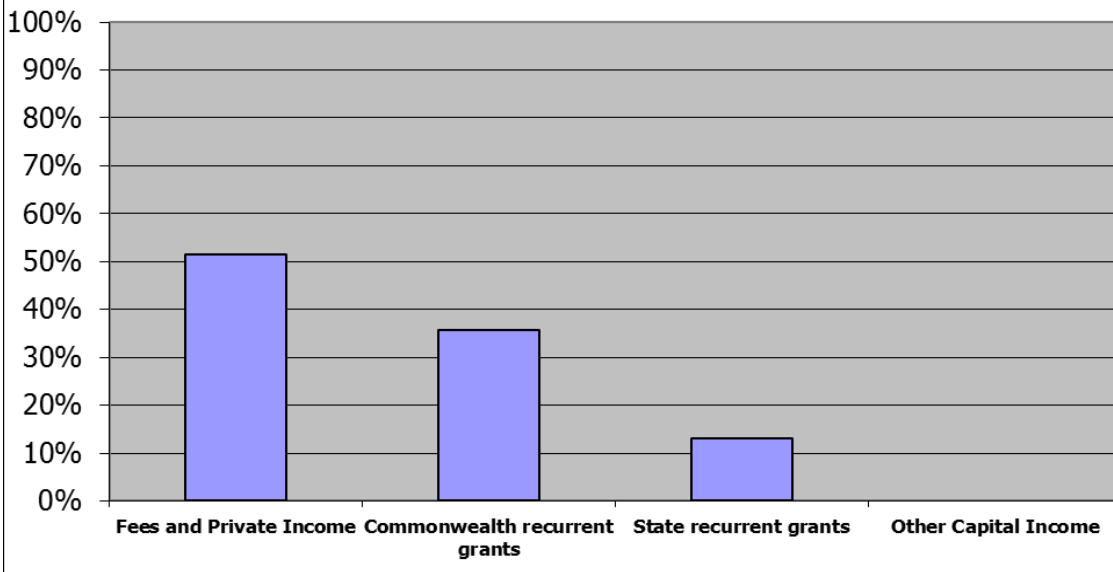
SUMMARY OF FINANCIAL INFORMATION

The graphs below have been prepared by the College's Executive Officer for this report.

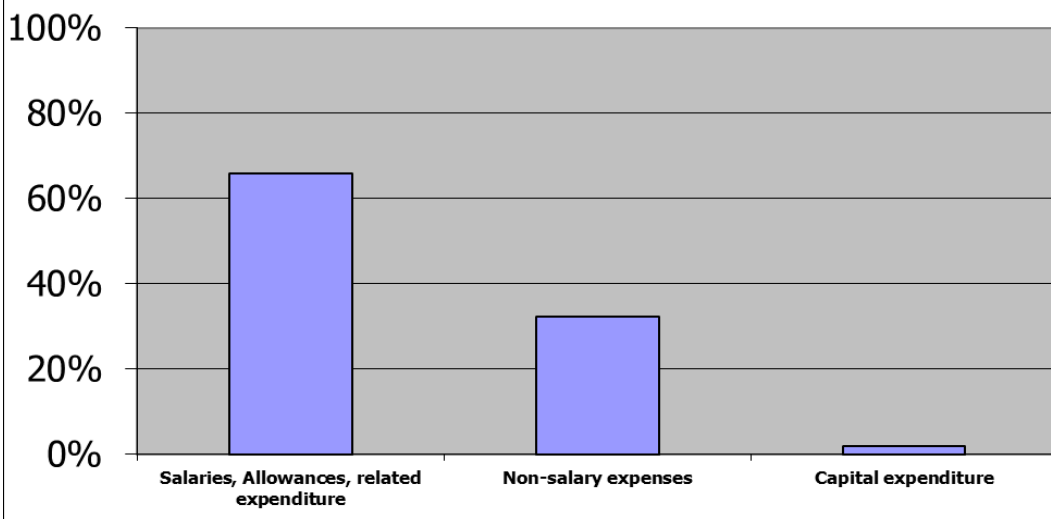
Further information relating to financial details of the College is available on the MySchool website.



Recurrent / Capital Income represented by Column Chart



Recurrent/Capital Expenditure represented by column chart





BROUGHTON
ANGLICAN COLLEGE

STATEMENT ON ENROLMENT GUIDELINES AND PROTOCOLS

VERSION	5
WRITTEN	September 2008
LAST REVIEWED	June 2011
REVIEW DATE	June 2013

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1. Rationale

Broughton Anglican College aims to offer families in the Macarthur region and surrounding districts an opportunity to have their children educated in a disciplined, caring environment in which students are given the opportunity to develop spiritually, morally, intellectually, physically, emotionally and socially.

2. Policy Statement

The enrolment procedures and protocols of Broughton Anglican College reflect both the Christian ethos and culture of the College as an essential part of community building and compliance with the relevant legislation.

The College in undertaking its Christian worldview seeks to show proper respect to all people by working towards transparency and openness in the enrolment procedure. This is particularly important in relation to the integrated Christian worldview that is expressed in all aspects of the College's teaching and learning as well as social and cultural development.

All aspects of the enrolment policy are designed to reflect the biblical principles upon which the Sydney Anglican Diocese is based. These include but are not limited to maintaining the integrity of the individual throughout the enrolment process, by showing proper respect (1 Peter 2:17), speaking the truth in love (Ephesians 4:15) and being proactive to support those who approach the College from an area of disadvantage (James 1:26-27).

3. Definitions

Acceptance Fee: This fee is paid by parents with students moving from Year 6 into Year 7 from either

Broughton Anglican College or St Peter's Anglican Primary School. This fee will be deducted from the first term's fees if the student commences at the College. The fee is non-refundable for anyone who does not commence at the College.

Application Fee: This non-refundable fee is payable at the time of application for enrolment.

Conditions of Enrolment: This list of conditions is set by the Campbelltown Anglican Schools Council and must be agreed upon by the family of a prospective student before being accepted as a student of the College.

Enrolment: Process by which a child is accepted to be a student of the College.

Enrolment Fee: This fee is a non-refundable fee set by the Campbelltown Anglican Schools Council which must be paid **upon the acceptance of** an offer of enrolment for students entering from Preparatory onwards.

Offer of Enrolment: A letter sent from the Headmaster to the parents of the prospective student offering a position in the College.

Prospective Student: Someone who has approached the College about seeking enrolment.

Prospective Student/Student with Disabilities: A child with a physical or psychological condition that may require additional provisions for attendance in the classroom.

4. Procedures and Protocols

4.1. Applications for enrolment

a. Applications for prospective students to the College

- i. Parents interested in enrolling their child (children) at the College are required to complete an *Application for Enrolment* form, returning the form to the Enrolment Centre, along with the *Application for Enrolment* fee.
- ii. A child must be 4 years of age on or before the 30 April in the year they commence Preparatory.
- iii. A child must be 5 years of age on or before the 30 April in the year they commence Kindergarten. Where there is a request for variation the College shall assess the child's school readiness.

Submissions for enrolment should be accompanied by certified copies of the following documents:

- the student's birth certificate (the original certificate needs to be sighted by the College staff)
- the last 2 school reports for students entering Years 1 – 12
- the NAPLAN results, School Certificate , Preliminary Certificate and evidence of completion of *All your own work* where appropriate
- citizenship or visa documentation where applicable.
- immunisation certificates or letter stating non vaccination
- any applicable legal papers or court orders
- any educational, developmental or medical assessment reports which will assist the College to plan for the student's educational program

A completed Interstate Student Data Transfer Note or permission to obtain the information relating to this, for students transferring from schools in another state

Applications for enrolments cannot be processed without the required documents.

iv. Factors determining enrolment relate to whether the prospective student:

- is a child of local clergy or members of staff
- is a student currently attending Preparatory
- has a sibling already enrolled at Broughton Anglican College or St Peter's Anglican Primary School
- are children of Parishioners of St Peters Anglican Church
- has parents actively involved in other Anglican parishes
- has parents involved in other Christian churches
- has (one or more) parents who were past students of Broughton Anglican College
- others

v. A senior member of College staff will interview parents and the prospective student to give further information that parents may require to make an informed choice relating to the enrolment. Further information which will allow for the preparation of a recommendation to the Headmaster may also be obtained. Appropriate specialist staff may be invited to participate in the interview to allow the parents to discuss the specific needs of the student and the appropriate programs that are available in the College.

iv. After consideration of the information obtained through the application and interview process relating to curriculum, welfare and learning support matters should be discussed with appropriate personnel to determine the availability of resources to enable the College meet the specific needs of the student.

- v. The Registrar or delegate will collate information gained through the enrolment process and make a recommendation relating to the enrolment to the Headmaster or Heads of School in relation to the Enrolment Application. The Headmaster retains the right to determine whether an Offer of Enrolment is to be made.
- vi. Where the Headmaster offers a position into the College an *Offer of Enrolment* will be made in writing and accompanied with an *Acceptance of Enrolment* form which the parents are to complete. The *Offer of Enrolment* letter should outline starting dates etc. and the *Acceptance of Enrolment* form will outline any special conditions for enrolment. Parents are advised to read Section 9 [Conditions of Enrolment] carefully, before signing the *Acceptance of Enrolment* form.
- vii. Parents have 14 days, as per the Conditions of Enrolment, to accept the position by completing the Acceptance of Enrolment form, provide the appropriate paperwork as requested and pay the Enrolment Fee.
- viii. Parents are to return the completed *Acceptance of Enrolment* form with the *Enrolment Fee* by the nominated date. Parents accepting the offer of enrolment for students commencing during term time should return the *Acceptance of Enrolment* form with the *Enrolment Fee* before the student commences at the College.
- ix. If a student is not offered enrolment the parents will be informed in writing.
- a. **Progression from within Broughton's Junior School or from St Peter's Anglican Primary School into the College's Senior School**
 - i. Progression from Year 6 to Year 7

The following criteria will apply to students already enrolled in Year 6 in the Junior School at Broughton Anglican College and Year 6 at St Peter's Anglican Primary School and wishing to progress to the Senior School at Broughton Anglican College.

- The Headmaster of St Peter's and the Head of the Junior School at Broughton have recommended that a student's behaviour has been of a satisfactory standard.
- The Headmaster of Broughton is satisfied that the College can meet the educational needs of the student and that the student will not disrupt the education of others.
- School fees have been promptly paid or satisfactory alternative arrangements made.
- Parents have been supportive of the schools by attending official school functions.

Students progressing from Year 6 to Year 7 will be required to pay an Acceptance Fee as part of the transition to Senior School

- ii. Students currently enrolled in Preparatory at Broughton Anglican College are expected to continue on into Kindergarten. If withdrawing, the protocols for withdrawal are followed.

b. Application of Prospective Student with Additional Needs

- i. The College will process the application of the prospective student following the same protocols as those for any prospective student.
- ii. The Head of School will convene an individual planning process about the prospective student's additional needs, consulting with the parents and other appropriate services and professionals, to determine the necessary adjustments. Those adjustments are either declared reasonable or to be ones that would impose an unjustifiable hardship on the College, the prospective student or students of the College. This process may be conducted with the involvement of the Head of Teaching and Learning Development, the Gifted and Talented Coordinators and the Association of Independent Schools.
- iii. Parents of the prospective student are expected to provide relevant information about the student's additional needs and how it affects the student, and about the issues regarding which the College consults with them, in a timely way.
- iv. Documentation is kept regarding the people involved and the issues discussed in a format which allows objective notes on possible adjustments, agreed actions and a timeframe. This format can be used on an on-going basis to document the individual planning process and will be a protection for the College in the case of a complaint.
- v. The Headmaster will be informed if it is believed that the application may be declined.
- vi. The process the College will use to manage the ongoing issues which might require further adjustments will be discussed with the family, including the possibility of a collaborative team involving the College, the family and relevant experts to deliver mutually agreed outcomes.

2. Protocols for withdrawal of a student

- i. Notice of intention of withdrawal is required in writing. One term's notice is required. In lieu of one term's notice a term's fees will be payable.
- ii. Corporate Services Office is notified of the withdrawal of student.
- iii. A letter acknowledging the receipt of the intention of withdrawal and an *Exit Form* is sent from the Registrar.
- iv. Yellow/Purple forms generated from which the Headmaster sends a letter acknowledging the withdrawal of the student.
- v. Students are issued with a *Leavers Sheet* which students are required to complete, indicating that all resources on loan from the College are returned.
- vi. Upon completion at the College, the student's information is recorded on the Enrolment Ledger, Admissions Register and Denbigh. The student's file is archived appropriately.

5. Responsibilities

Registrar

- To ensure that the protocols are followed accordingly
- To ensure all documentation regarding prospective students is collated
- To organise interviews with the Head of School or delegate
- To ensure that the Enrolment Ledger is up to date

Heads of School

- To interview (or delegate interviewer) each prospective student
- To convene individual planning process for students with disabilities or deemed to be gifted and talented
- To make recommendation of enrolment to the Headmaster
- To ensure student is placed into appropriate class/es

Headmaster

- To make Offer of Enrolment to prospective student based on recommendation of the Head of School, if deemed that the College can cater for the needs of the prospective student without unjustifiable hardship to the College
- To provide letter of welcome to the new student upon commencement at the College

6. Evaluation and Review

These protocols will be reviewed as per schedule of College protocol reviews.

Appendix 1. Flow Chart for Enrolment Procedure



Appendix 2. Conditions of Enrolment

These conditions may be modified at any time at the discretion of Schools Council. Any changes will be notified to parents through normal communication channels.

a. Acceptance of Enrolment Offer and Enrolment Fee

- i. Completing and signing the Application for Enrolment form signifies your acceptance to the conditions relating to payment of fees and charges and to any other condition or rule which may be implemented by the Campbelltown Anglican Schools Council, or its appointed representatives, to ensure the orderly conduct of the College.
- ii. The offer of a place at the College is subject to attendance at a satisfactory interview with at least one parent or guardian and the intending student with either the Headmaster or a senior member of staff and photocopies of all relevant documentation provided. The College may seek further information regarding the prospective student's development and experience from other sources before an offer of enrolment is given.
- iii. In accepting the offer of enrolment a parent or guardian is acknowledging that the College may seek any additional information regarding the student from the school they are currently attending.
- iv. Acceptance of the offer of enrolment is done through returning the offer signed by the parent or guardian and through the payment of the enrolment fee.
- v. Students entering Year 7 from either Broughton Anglican College Junior School or St Peters Anglican Primary School are required to pay an Acceptance Fee which is credited to their first term's fees. This fee is not refundable if the student does not commence at the College.
- vi. The enrolment fee covers the administrative cost involved in enrolling the prospective student, and is not refundable. It is also not refundable in the event that the student is withdrawn prior to their first day of attendance at the College.
- vii. If the signed acceptance of offer of enrolment, together with the enrolment fee, is not received within 14 days of the offer being made, the offer may be withdrawn.

b. General Conditions of Enrolment

- viii. The Headmaster, in consultation with Schools Council, determines the courses offered and the teaching practices used at the College. The elective subjects available to students in the Senior School are also at the discretion of the Headmaster. The courses and programs offered at the College may be amended at the discretion of the Headmaster.

- ix. A student must attend the College throughout the school year, which is divided into four terms. Absences from school must be explained by the parent or guardian through a note on the day a student returns to school. A request by a parent or guardian for leave of absence must be made in writing well in advance and addressed to the relevant Head of School. Such leave will only be granted for medical or special reasons.
- x. Students are required to participate in devotions, Christian Studies, chapel services, sporting activities and other official functions as determined by the Headmaster. Absences from such activities must be explained in writing by a parent or guardian.
- xi. Students **and** their parents are expected to attend all evening Term Services, Information Nights, Parent and Teacher interviews, Presentation Evenings and other official evenings and events as determined by the Headmaster.
- xii. All students are expected to wear the official school uniform, as directed by the Headmaster, and conduct themselves in a manner consistent with the ethos of the College.
- xiii. Students are responsible for their personal belongings and the College will not be liable for any loss of these belongings.
- i. Parents/guardians agree to support the Headmaster, or his delegate, in disciplinary actions undertaken by the College which are deemed as appropriate strategies to modify student behaviour. These actions may include:
 - withdrawal of privileges
 - detentions at lunchtime or after normal College hours where due notice has been given to parents
 - suspension
- xiv. If a student needs urgent medical or hospital treatment of any nature and the College is unable to contact the parent or guardian after making reasonable efforts the parent or guardian authorises the College to give authority for such treatments. The parent or guardian indemnifies the College, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.
- xv. Parents have the responsibility to inform the College of any changes relating to the details of the student. The College should be advised of any changes to residential address, mailing address, telephone numbers, medical details, custody arrangements and emergency contact details.
- ii. Exclusion from the College
 - Continual disobedience or serious breaches of discipline may result in a student being suspended from school. Suspension may occur in situations where a student's gross misconduct or continual disobedience is affecting the care and well being of other students and staff and/or obstructing the teaching and learning environment, or is a harmful, dangerous example to other students.
 - If the Headmaster, or any person deputising for the Headmaster, considers a student is guilty of a serious breach of rules or has otherwise engaged in conduct which is

prejudicial to the College or its students or staff the Headmaster, or his delegate, may exclude the students permanently or temporarily from the College.

- If the Headmaster believes that a mutually beneficial relationship of trust and cooperation between a parent or guardian and the College has broken down to the extent that it adversely impacts on that relationship the Headmaster, in consultation with the Chairman of Schools Council, may require the parent to remove the child from the College.

No refund of fees will apply in any of these cases.

c. Fees

- i. Schools Council reviews tuition and other fees towards the end of each year and fees for the ensuing year are determined and communicated to parents at that time.
- ii. All fees are due and payable on the first day of each term or on the first day of attendance if a student commences after the first day of the term. An overdue account charge may be added to the amount of any fees and other charges not paid within 30 days of the date of invoice/statement.
- iii. Where fees are still outstanding at the end of the term and satisfactory arrangements for payment of such fees have not been made the student may not be accepted back into the College in the following term.
- iv. Absence from the College during the whole or any part of the term does not remove the obligation to pay the term's fees.
- v. The College fees are divided into three categories:
 - Tuition fees
 - Service fee – includes textbooks, additional activities, charges, subject and excursion fees and charges, camp fees and charges, and sports fees and charges
 - Capital Works Fund – to help meet the cost of future building programs
- vi. In the event of a student being withdrawn from the College at any time, the College requires notice of at least one term in lieu of a term's fees. In lieu of a terms notice, one term's fees will be payable.