



BROUGHTON ANGLICAN COLLEGE

CELEBRATING 25 YEARS OF CHRISTIAN EDUCATION

2011

Annual School Report



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Reporting Area 1

MESSAGE FROM KEY SCHOOL BODIES

Report of the Chair of Campbelltown Anglican Schools Council

2011 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 education 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. The Ron Webb Sports Centre has been a welcome addition to our infrastructure, expanding the opportunities for sporting, recreational and cultural learning. In our classrooms, students are engaged with the latest in pedagogical technology and kinetic resources. In our Science classes, children are able to engage with the world around them in exciting and mind-bending ways.

Broughton continues to provide a strong academic program that is led by a team of experienced and enthusiastic teachers. Throughout the year, there are many opportunities for professional development of our staff and these are translated into shared knowledge through good teamwork. The focus on these times is always improving the learning for the students. We continue to offer excellent academic and co-curricular programs to students so that they may grow into rounded and grounded individuals. I am very thankful for the ongoing leadership of Don O'Connor. He is caring, empowering and focussed and leads an Executive Team who are respected and loved by the whole College community.

Most importantly, our learning environment and academic program are underpinned by our commitment to keeping Jesus at the centre of our school. Jesus' ethics and teachings stand at the core of the College and are taught in Chapel and in the classroom. This makes an enormous positive difference to the lives of the students and the ethos of the College as a whole.

Broughton Anglican College continues to produce students who take up leadership positions in their careers and who carry a confidence with them through their adolescence and into adulthood that stems from their confidence in the goodness of God.

I am very thankful to each member of the Campbelltown Anglican Schools Council and the Council staff for their hard work in the last twelve months. A special thanks to David Busutel, who chaired the Council meetings in 2011.

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

Nigel Fortescue

Chairman

Report from the Headmaster

For I am not ashamed of the gospel, because it is the power of God that brings salvation to everyone who believes: first to the Jew, then to the Gentile. For in the gospel the righteousness of God is revealed - a righteousness that is by faith from first to last, just as it is written: "The righteous will live by faith." Romans 1: 16 - 17 New International Version



During 2011, Broughton celebrated "25 Years of Christian Education", giving thanks for the way that God has provided for the College since its establishment in 1986. It was a year in which we reflected on the steps of faith of those who founded the College and of the commitment and dedication of those who have worked towards the College becoming the leading provider of Christian education it is today.

The year provided the College community an opportunity to reflect on whether we have remained true to our Vision Statement and to the values and beliefs which underpin all we do. Throughout the year, we were reminded of how God had provided us with the facilities and resources to enable us to do His work over the past 25 years and that He will watch over and bless the College as we move into the next stage of our history.

Throughout the year the College held a number of events to celebrate this important milestone and we wish to thank all involved in the planning and coordination of these events. Highlights included the 25 Anniversary Dinner, which gave us an opportunity to acknowledge and reminisce with and about the people who played an important part in the foundation and development of the College and a Service of Thanksgiving, in which the College community gave thanks to God for all the He has, and will continue to, provide. The year ended with Presentation events, attended by the Most Rev Dr Peter Jensen, Federal and State Members of Parliament and over one thousand members of the College community. During these events, a quilt which marks our 25th Anniversary, was designed and made by a group of parents, staff, students and ex-staff. The quilt shows various aspects of the College including our foundation, our buildings and facilities, the contribution of our staff and parents, our academic and co-curricular program and the success and achievements of our students.

In 2011, the College continued to provide a supportive learning environment, underpinned by the Christian faith. We continued to focus on a strong academic curriculum which meets the individual learning needs of our students and on developing our community into Christ focused lifelong learners, who lead a lifestyle that honours God and serves others.

During 2011, the College continued to be blessed with the support, prayers and good governance of our members of Schools Council, chaired by Reverend Nigel Fortescue. At a professional and personal level, I have valued opportunities to discuss matters and seek the prayerful guidance of Reverend Fortescue during our regular meetings and the support and encouragement I have been given by the members of Schools Council. The College has also been blessed with the expertise, commitment and work undertaken by Mr Gavin Senescall (Executive Officer – Campbelltown Anglican Schools Council) and his team at the Corporate Office.

Students are commended for their academic performance throughout 2011. The School Certificate and Higher School Certificate results reflected the commitment of students to their studies and the dedication of the teaching staff. The College is committed to the concept of continuous improvement as we evaluate all aspects of our operation to continue to develop programs and strategies which will encourage students to achieve maximum educational outcomes in all cohorts from Preparatory to Year 12.

The College is blessed by a caring and committed staff, committed to the Christian ethos of the College and who seek to provide quality education and other opportunities for students. We are committed to continue to develop the staff in aspects of teaching and learning. In 2011, we continued our focus on training staff in the differentiation of the curriculum, the use of the new technologies and guided enquiry. I thank the staff for all that they achieved in 2011, for the commitment they have to Christian education, for their willingness to share their faith and for the many times they go beyond what is expected from teaching, support and operational staff. I would particularly like to acknowledge Mrs Carol Kennedy, for the excellent manner in which she has undertaken her new role as Head of the Senior School (Years 7-12), Mrs Adrianna Blockley for the outstanding job she did as the Acting Head of the Junior School and Mr Tom Reeve, on his retirement as Property Manager, for giving 25 years of faithful service to the College.

Students within the College continue to have opportunities to experience a wide range of co-curricular activities. In 2011, these opportunities for students to compete in sport at a local and regional level, to be involved in our Christian Fellowship Groups and Student Led Bible Studies, to participate in the Duke of Edinburgh Scheme, Debating, Public Speaking, Chess Competitions, Tournament of the Minds and the Da Vinci Challenge.

The College continues to develop its reputation in the performance and choral areas. Highlights for 2011 included placing in various Eisteddfods by our band and choral groups, including first place in the Wollongong Eisteddfod by our Senior Choir and the presentation of our musical 'Oliver'.

The College continues be blessed by a supportive and active parent body, who work in close partnership with staff for the benefit of students and other members of our school community. I would like to acknowledge the work undertaken of our Parents and Friends Association, led by Mrs Lisa Simms and for their commitment to the organisation of College community events, which included a Mothers' Day Breakfast and a Fathers' Day Blokes Brekkie. At each of these events, the P and F provided in excess of 300 breakfasts. Funds raised by the P and F in 2010 - 2011 were donated to the College to assist in developing our new Out of School Hours Care Centre, to construct a large awning to provide shades and shelter for our Junior School students and to allow us to undertake other work in the Junior School.

As I mentioned at the commencement of my report, 2011 was a year of celebration of 25 years of Christian Education provided by Broughton. It was also the year which started the second quarter of a century of Broughton and I very confident that God will continue to watch over us and guide us as we continue to undertake His work in the Macarthur region.

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

Report from the President of the Parents and Friends Association

Over the past year, the Parents and Friends Association have worked endlessly to ensure that the students and their families feel part of the Broughton Community. We have had many helpers who have represented the parent body and worked closely with the College staff and students to create memorable events throughout 2011. It has been a fantastic and busy year.

Some of our major events and fundraising activities during 2011 included:

- Trivia Night Fundraiser
- Junior School Disco
- Snow Cone Day at Junior School Cross Country
- Mother's and Father's Day Stalls
- Mother's Day and Father's Day Breakfasts
- Student Calendar and Christmas Cards
- Kindergarten Commemorative Tea Towels
- Sausage Sizzles
- Broughton Family Cookbook
- Student Banking
- The Broughton Spring Debutante Ball
- P & F Meetings with guest speakers informing parents on various topics.

Some of the funds raised during the 2011 were used to assist the College to purchase the shade awning on the side of the Function Centre, which assists in providing shelter from the sun and rain as the Junior School students and their parents wait for afternoon pick up. Other funds have been used to assist in the setting up of the new Out of School Hours Centre, by providing seating, games, outdoor activity items such as sports and art and craft equipment. Coat racks have also been purchased for the Centre and all Junior School classrooms so that children can hang their blazers up each day.

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 in the large part of the life that their children spend 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

CONTEXTUAL INFORMATION OF THE COLLEGE

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 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 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 Secondary School campuses but also gives students access to the facilities of 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 a 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.

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

1. NATIONAL LITETRACY 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 (2011) were congratulated in 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 (2011)

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 |
| 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 – 2011)

| Year 7 - Students achieving benchmark | | | | | | |
|---------------------------------------|-----------|---------|---------|----------|---------|----------|
| Year | | Reading | Writing | Spelling | Grammar | Numeracy |
| 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 – 2011)

Year 9 (2011)

The results for students in Year 9 were pleasing showing the level of ability of this cohort. 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 |
| 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 |
| 2009 | 105 | Broughton | 601.6 | 590.1 | 598.2 | 600 | 607.0 |
| | | State | 586.1 | 566.2 | 586.4 | 577.9 | 598.5 |
| 2008 | 103 | Broughton | 610.3 | 583.6 | 601.3 | 604.1 | 616.7 |
| | | State | 583.1 | 569.4 | 586.6 | 576.1 | 591.4 |

Table – Mean results in Year 9 NAPLAN Testing (2008 – 2011)

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

| Students achieving benchmark | | | | | | |
|------------------------------|-----------|---------|---------|----------|---------|----------|
| Year | | Reading | Writing | Spelling | Grammar | Numeracy |
| 2011 | Broughton | 99% | 98% | 96% | 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 – 2011)

b) Junior School

The results for Years 3 and 5 (2011) 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 (2011)

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 in all areas of assessment 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 are pleasing as we introduced a new Reading and Comprehension Program in 2011, The College will be reviewing the achievement of students in these areas as we evaluate the new program.

| Year 3 - Mean Results | | | | | | | |
|-----------------------|----------|-----------|---------|---------|----------|---------|----------|
| Year | Students | | Reading | Writing | Spelling | Grammar | Numeracy |
| 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 – 2011)

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.

| Students achieving benchmark | | | | | | |
|------------------------------|-----------|---------|---------|----------|---------|----------|
| Year | | Reading | Writing | Spelling | Grammar | Numeracy |
| 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 – 2011)**

Year 5 (2011)

The MySchools website detailed the pleasing level of 'Value Added' for students in Year 5 as compared to their performance in the 2009 Year 3 NAPLAN assessment. Whilst the comparison of the College's means as compared to the State means indicates the need for continued work with students who are struggling, it is pleasing to see that students are achieving satisfactory gains in academic achievements.

Since the release of the NAPLAN data, the Junior School staff and the Teaching and Learning Development Team have undertaken an extensive analysis of results at an individual and cohort level, reviewed Teaching and Learning Programs and have developed strategies to work towards addressing areas of weakness of individual students, particularly in the areas of Writing and Spelling. The College has also evaluated the Mathematics Program being implemented in the Junior School leading to the introduction of the Stepping Stones Program in 2012.

| Year 5 - Mean Results | | | | | | | |
|-----------------------|----------|-----------|---------|---------|----------|---------|----------|
| Year | Students | | Reading | Writing | Spelling | Grammar | Numeracy |
| 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 – 2011)

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.

| Students achieving benchmark | | | | | | |
|------------------------------|-----------|---------|---------|----------|---------|----------|
| Year | | Reading | Writing | Spelling | Grammar | Numeracy |
| 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 – 2011)**

SCHOOL CERTIFICATE RESULTS

In 2011, 81 Year 10 students sat for the six School Certificate tests, which included the Computing Skills Assessment Examination.

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

| 2010 - School Certificate Means | | | | | | |
|---------------------------------|---------|-------|---------|---------|-----------|-----------|
| | English | Maths | Science | History | Geography | Computing |
| Broughton | 80.54 | 75.91 | 80.01 | 77.08 | 74.87 | 85.73 |
| State | 77.34 | 70.88 | 75.44 | 72.42 | 72.15 | 79.20 |

2011 School Certificate Means - Broughton and State

Overall, 42% of results were 80 or more (compared to 28% of results in the State), 80% of results were above 70 marks (compared to 63% in the State), 97% of results were above 60 marks or more (compared to 86% in the State). The results of the cohort in the Computer Skills Assessment Examination reflected the success of the College in integrating Information and Communication Technology skills in the curriculum, with all students being deemed as being Competent in Computing Skills, 73% of whom were deemed as being Highly Competent (compared to 53% of the State).

Students sitting for the School Certificate continue to achieve a greater percentage of results in the higher bands compared to the State expectations. These results reflect the quality of teaching and learning occurring in the College and the commitment of staff to ensure they extend students and meet individual learning needs to the best of their ability.

| Test | | Band 5-6 Marks of 80 or more | | Band 4-6 Marks of 70 or more | | Band 3-6 Marks of 60 or more | |
|--|------|---------------------------------|-------|---------------------------------|-------|---------------------------------|-------|
| | | Broughton | State | Broughton | State | Broughton | State |
| English-Literacy | 2011 | 53% | 34% | 97% | 84% | 100% | 93% |
| | 2010 | 41% | 37% | 86% | 82% | 99% | 97% |
| | 2009 | 53% | 40% | 94% | 82% | 96% | 94% |
| | 2008 | 39% | 39% | 89% | 78% | 99% | 98% |
| Mathematics | 2011 | 39% | 26% | 67% | 48% | 91% | 75% |
| | 2010 | 28% | 28% | 63% | 54% | 95% | 85% |
| | 2009 | 34% | 24% | 69% | 49% | 96% | 80% |
| | 2008 | 23% | 25% | 53% | 49% | 90% | 70% |
| Science | 2011 | 54% | 34% | 89% | 69% | 100% | 92% |
| | 2010 | 60% | 47% | 85% | 75% | 96% | 95% |
| | 2009 | 49% | 36% | 86% | 71% | 99% | 91% |
| | 2008 | 34% | 32% | 72% | 65% | 96% | 86% |
| Australian History, Civics and Citizenship | 2011 | 38% | 27% | 79% | 57% | 97% | 86% |
| | 2010 | 13% | 19% | 60% | 53% | 84% | 81% |
| | 2009 | 14% | 22% | 66% | 59% | 97% | 87% |
| | 2008 | 19% | 23% | 52% | 51% | 94% | 83% |
| Australian Geography, Civics and Citizenship | 2011 | 28% | 25% | 71% | 57% | 96% | 84% |
| | 2010 | 30% | 27% | 71% | 61% | 90% | 87% |
| | 2009 | 31% | 29% | 68% | 68% | 97% | 86% |
| | 2008 | 26% | 28% | 68% | 66% | 98% | 89% |

**Students' band achievement in the School Certificate (2008-2011)
Comparison of Broughton and state performance**

3. HIGHER SCHOOL CERTIFICATE RESULTS

In 2011, 74 students sat for the Higher School Certificate in 28 courses. The College had students sitting for Extension 1 and Extension 2 courses in English and Mathematics and Extension History.

The College was satisfied with the performance of the majority of students at all ability levels. Broughton gained 17 mentions in the Higher School Certificate Merit List across 11 subjects. In total, 99.2% of results across all courses were 50 marks or more, with 91% of these results above 60. 28% of results placed students in a Band 5 or 6 (marks above 80).

The success of the College's Acceleration Program is reflected in the achievement of a Band 6 in Mathematics and Band E4 in Extension 1 Mathematics by a student in Year 10 and the achievement of a Band 5 result in Chemistry by another Year 10 student.

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 | 2011 | 24 | 58% | 65% | 91% | 85% |
| | 2010 | 22 | 59% | 64% | 72% | 84% |
| | 2009 | 22 | 63% | 62% | 85% | 85% |
| | 2008 | 29 | 55% | 62% | 83% | 81% |
| Biology | 2011 | 25 | 56% | 61% | 96% | 87% |
| | 2010 | 23 | 61% | 64% | 78% | 90% |
| | 2009 | 22 | 59% | 63% | 85% | 85% |
| | 2008 | 26 | 77% | 65% | 88% | 89% |
| Business Studies | 2011 | 34 | 62% | 65% | 100% | 87% |
| | 2010 | 23 | 38% | 68% | 94% | 90% |
| | 2009 | 20 | 66% | 70% | 95% | 89% |
| | 2008 | 26 | 69% | 61% | 92% | 86% |
| Chemistry | 2011 | 18 | 56% | 72% | 78% | 90% |
| | 2010 | 19 | 79% | 71% | 100% | 89% |
| | 2009 | 30 | 66% | 70% | 96% | 89% |
| | 2008 | 13 | 69% | 70% | 100% | 88% |

| | | | | | | |
|-----------------------|------|----|------|-----|------|-----|
| Design and Technology | 2011 | 10 | 90% | 77% | 100% | 94% |
| Drama | 2011 | 8 | 75% | 82% | 100% | 97% |
| | 2010 | 9 | 100% | 78% | 100% | 97% |
| | 2009 | 14 | 86% | 82% | 100% | 97% |
| | 2008 | 10 | 50% | 84% | 100% | 98% |
| Engineering Studies | 2011 | 8 | 50% | 72% | 88% | 92% |
| | 2010 | 8 | 75% | 76% | 88% | 91% |
| | 2009 | 7 | 100% | 75% | 100% | 94% |
| | 2008 | 7 | 86% | 66% | 100% | 90% |
| English – Advanced | 2011 | 55 | 78% | 88% | 97% | 98% |
| | 2010 | 33 | 95% | 93% | 98% | 98% |
| | 2009 | 61 | 84% | 89% | 100% | 99% |
| | 2008 | 58 | 91% | 89% | 100% | 99% |
| English – Standard | 2011 | 17 | 53% | 38% | 76% | 72% |
| | 2010 | 41 | 43% | 35% | 83% | 72% |
| | 2009 | 25 | 20% | 36% | 80% | 77% |
| | 2008 | 37 | 35% | 38% | 92% | 79% |
| Food Technology | 2011 | 12 | 67% | 61% | 83% | 87% |
| | 2010 | 6 | 83% | 57% | 100% | 80% |
| Hospitality | 2011 | 16 | 94% | 67% | 10% | 87% |
| | 2010 | 12 | 61% | 67% | 91% | 83% |
| | 2009 | 14 | 93% | 65% | 100% | 84% |
| | 2008 | 20 | 90% | 61% | 100% | 82% |
| Legal Studies | 2011 | 6 | 67% | 68% | 100% | 88% |
| | 2010 | 12 | 77% | 63% | 85% | 83% |
| | 2009 | 10 | 80% | 67% | 100% | 87% |
| | 2008 | 14 | 71% | 72% | 100% | 91% |
| Mathematics – General | 2011 | 44 | 66% | 50% | 86% | 80% |
| | 2010 | 42 | 57% | 60% | 91% | 80% |
| | 2009 | 61 | 62% | 54% | 89% | 81% |
| | 2008 | 66 | 52% | 56% | 85% | 82% |
| Mathematics | 2011 | 24 | 71% | 78% | 87% | 90% |
| | 2010 | 23 | 52% | 75% | 96% | 89% |
| | 2009 | 22 | 73% | 71% | 86% | 89% |
| | 2008 | 24 | 83% | 72% | 96% | 88% |

| | | | | | | |
|---------------------|------|----|------|-----|------|-----|
| Modern History | 2011 | 12 | 66% | 74% | 91% | 90% |
| | 2010 | 13 | 69% | 77% | 85% | 91% |
| | 2009 | 13 | 63% | 78% | 92% | 93% |
| | 2008 | 16 | 94% | 76% | 100% | 91% |
| Music – 1 | 2011 | 5 | 100% | 87% | 100% | 97% |
| | 2010 | 5 | 100% | 88% | 100% | 91% |
| | 2009 | 10 | 80% | 88% | 90% | 98% |
| | 2008 | 20 | 85% | 85% | 100% | 97% |
| PDHPE | 2011 | 17 | 77% | 68% | 95% | 90% |
| | 2010 | 17 | 71% | 70% | 95% | 93% |
| | 2009 | 17 | 71% | 60% | 88% | 89% |
| | 2008 | 21 | 48% | 64% | 81% | 86% |
| Physics | 2011 | 17 | 59% | 70% | 100% | 91% |
| | 2010 | 17 | 52% | 71% | 94% | 92% |
| | 2009 | 18 | 72% | 69% | 89% | 88% |
| | 2008 | 21 | 57% | 66% | 90% | 89% |
| Software and Design | 2011 | 5 | 40% | 55% | 60% | 84% |
| | 2010 | 10 | 60% | 60% | 80% | 86% |
| | 2009 | 6 | 100% | 62% | 100% | 89% |
| Textiles and Design | 2011 | 4 | 100% | 70% | 100% | 87% |
| Visual Arts | 2011 | 6 | 100% | 86% | 100% | 97% |
| | 2010 | 9 | 100% | 86% | 100% | 97% |
| | 2009 | 8 | 88% | 90% | 100% | 99% |
| | 2008 | 11 | 91% | 91% | 100% | 99% |

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 | 4 | 1 | - | 2 | 1 |
| English Extension 2 | 2 | - | - | 2 | - |
| Mathematics Extension 1 | 9 | - | 5 | 3 | 1 |
| Mathematics Extension 2 | 2 | - | - | 2 | - |
| History Extension | 6 | - | 5 | 1 | - |

SENIOR SECONDARY OUTCOMES

In 2011, all Year 12 students achieved the award of the Higher School Certificate and 18 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.

16 students received a Statement of Attainment towards a Certificate 2 in Hospitality, 1 student gained a Certificate 2 in Retail and 1 student is continuing towards Certificate 2 in Tourism & Events at TAFE.

| Year 12 | Number of students eligible | Qualification/Credential | Number of students who received the Award/Credential |
|---------|-----------------------------|---|--|
| 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 |

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 2011, 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 as 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 |
| Teachers Standards & Qualifications Teachers who have achieved 'Professional Competency' with the NSW Institute of Teachers | 20 | 5 |

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 being supervised by her Head of Faculty whilst completing her post graduate qualification.

Professional Learning

In 2011, Schools Council generously funded nine days in which the whole staff were involved in Professional Development activities.

Professional Development activities included Staff Resiliency, work with Anglican Education Corporation in implementing Christian Perspectives into the Curriculum, Public Relations/working with our community, Positive Partners (autism) and updating technology skills. 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 Learning how to Deliver a Devotion, Eat It, Work It, Move It (a program covering health initiatives for both staff and students), looking at resources in the Information Resource Centre and Technology, Completing Accreditation, Boys Education and an OH & S Audit.

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 \$39,934. In addition to the cost, the College employed casuals for 38 days to cover staff attending Professional Development (approximate cost \$15,200). Based on these figures, the College paid an average of \$605 per staff member for Professional Development (course plus casuals) plus paying nine 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 |
|---|--------------------------------|
| Boys Education | 2 |
| Careers | 5 |
| Chaplain | 28 |
| Compliance Courses | 11 |
| Faculty Specific Courses | 57 |
| Gifted Education | 4 |
| Library | 10 |
| NAPLAN | 1 |
| Pastoral Care | 8 |
| Principal/Deputy Principal Conferences/Meetings | 10 |
| Sport/Co curricular | 22 |
| Technology | 5 |
| Special Needs | 15 |

Reporting Area 6

WORKFORCE COMPOSITION

In 2011, the College employed a total of 70 full time and 41 part time staff. The College is committed to employing Christian staff members who are active members of their church. This ensures that our staff support the Christian ethos and mission of the College.

The table below shows the composition of the 2011 workforce of the College based on the 2011 Census figures.

| | Males | | Females | |
|-------------------------------|-----------|-----------|-----------|-----------|
| | Full Time | Part Time | Full Time | Part Time |
| Teaching Staff | 26 | | 27 | 13 |
| Support and Operational staff | 5 | 2 | 11 | 3 |
| Cleaning Staff | 0 | 3 | 0 | 15 |
| College Shop/Canteen | | | 1 | 5 |

N.B. No member of staff identifies as being of aboriginal descent.

STUDENT ATTENDANCE AND RETENTION RATES IN THE SECONDARY SCHOOL

i) Student Attendance

94% of students attended school on average each school day in 2011. This figure was consistent across the Junior School and the Secondary School.

This remains the same as for 2010.

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 | 94% |
| Year 3 | 94% |
| Year 4 | 94% |
| Year 5 | 94% |
| Year 6 | 92% |
| Year 7 | 95% |
| Year 8 | 94% |
| Year 9 | 93% |
| Year 10 | 92% |
| Year 11 | 93% |
| Year 12 | 96% |

Student attendance rates are consistent with the performance in 2010. Some of the reasons for slightly lower attendance rates in some Years of the College are due to a number of reasons, such as more of our students are taking extended trips overseas. Some students have lengthy absences due to personal family circumstances.

ii) 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 (Secondary) 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.

iii) 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 |
|-----------------------|---|---|--|--------------------------------|------------------------------|
| 2002/2004 | 124 | 93 | 85 | 75% | 69% |
| 2003/2005 | 140 | 105 | 99 | 75% | 70% |
| 2004/2006 | 126 | 92 | 90 | 73% | 71% |
| 2005/2007 | 138 | 80 | 80 | 58% | 58% |
| 2006/2008 | 135 | 96 | 92 | 71% | 69% |
| 2007/2009 | 116 | 87 | 81 | 75% | 70% |
| 2008/2010 | 108 | 74 | 72 | 69% | 67% |
| 2009/2011 | 81 | 74 | 68 | 91% | 84% |

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. The change to the school leaving age is reflected in the significant increases in the retention rate for the 2011 HSC cohort.

During Year 10, our Careers Adviser seeks to ensure that these students are prepared to consider options through Seminar Programs and our Work Experience Program and assistance is given in completing application forms, interview training etc.

All students who left at the end of the 2010 School Certificate went either to work or other schools.

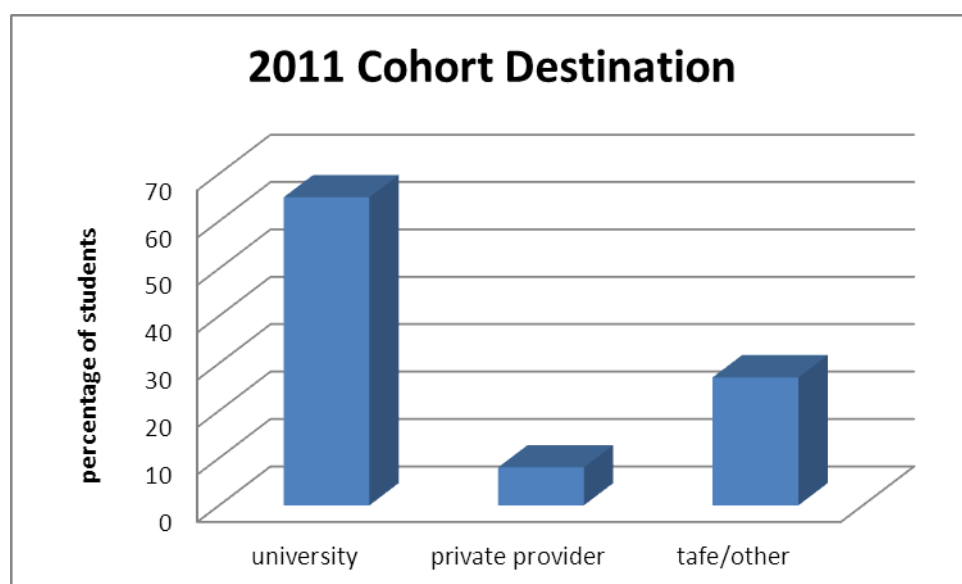
POST SCHOOL DESTINATIONS

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 technique, 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 2012 and surveyed Year 12/2012 students in March 2012. 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

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 to collect further information which will allow him/her to prepare a recommendation to the Headmaster. The Headmaster, Heads of School or other appropriate staff, will 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.

2011 Census Numbers

| Year | Female | Male | Total |
|--------------|---------------|-------------|--------------|
| Preparatory | 24 | 29 | 53 |
| Kindergarten | 44 | 29 | 73 |
| Year 1 | 21 | 23 | 44 |
| Year 2 | 32 | 30 | 62 |
| Year 3 | 30 | 27 | 57 |
| Year 4 | 19 | 21 | 40 |
| Year 5 | 25 | 22 | 47 |
| Year 6 | 21 | 21 | 42 |
| Year 7 | 39 | 45 | 84 |
| Year 8 | 40 | 38 | 78 |
| Year 9 | 40 | 43 | 83 |
| Year 10 | 37 | 44 | 81 |
| Year 11 | 37 | 43 | 80 |
| Year 12 | 37 | 37 | 74 |
| Total | 446 | 452 | 898 |

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 2011, the Secondary School Pastoral 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).

The College re-established Special Needs Meetings which focussed on the emotional and academic needs of students. In the Senior School, the Special Needs 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 Junior School Special Needs Committee consists of the Head of the Junior School, the two Assistant Heads of the Junior School, the Director of Early Learning, the Head of Teaching and Learning Development, the Head of Gifted Education and the Educational Psychologist.

The College has focused on 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.

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.

Parents are informed of positive or negative behaviours through the College Communication Handbook, telephone contact and parent interviews. In 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 (Secondary), 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 |
|--|--|--|--|
| Child Protection | Protocols for referral to Community Services | No change. Staff were in-serviced on this policy. | Parent's Intranet and copies available on request Available on Staff Intranet |
| | Child Protection Investigation Procedures | Policy reflects protocols as determined by the Association of Independent School. Staff were in-serviced on this policy. | |
| | Code of Conduct for Staff | No change | |
| Complaints and Grievances | Grievances 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 | Parent's Intranet, copies available on request and in College Handbook |

| | | | |
|---|---|---|--|
| | | the changes in writing, at the parent information evenings and in the College newsletter | |
| Pastoral Care | Camping Protocols | The Senior School College Camping Program was reviewed and changes made to eliminate repetition. | Copies available on request |
| Pastoral Care | | The Junior School Camping Program was reviewed. | |
| This policy should be examined in conjunction with: | 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 | Bullying Statement in College Handbook |
| 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 |

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|---------------------------|--------------------------------|---|---|
| Student Management | Attendance Policy | Minor changes have been made to reflect the structure of the College. | Copies available on request |
| | Student Leadership Guidelines | The allocation of duties of the members of the Senior School Leadership team were modified to increase the focus on Student Representative Councils and the College house system. | Copies available on request |
| | Student Recognition and Awards | Junior School Protocols reviewed with changes recommended for 2011 introduced. | 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 |

Reporting Area 11

SCHOOL DETERMINED IMPROVEMENT TARGETS

College Goals for 2010

After consultation with various sectors within the College community, the following areas of priority for 2010 were determined:

- i) seek that all we do and plan reflects and focuses on the Christian mission of the College
- ii) develop strategies which increase the sense of community and belonging for members of the Broughton family – present, past and future
- iii) continue to develop strategies to assist students, of all ability levels, to maximise learning outcomes
- iv) develop strategies to enhance a culture of professional and performance development within the staff
- v) develop strategies which improve access, for people in the Macarthur region, to the quality Christian Education that the College provides
- vi) identify 'point of difference' between Broughton and other schools.

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

| Area of Focus | 2010 Goals | Evaluation |
|-----------------------|--|--|
| Spiritual Development | Develop evaluation strategies to assess how 'Life through Christ' underpins all activities | In 2010, the College commenced a partnership with the Anglican Education Commission and has worked towards embedding our Christian ethos into our Policies and our Teaching and Learning Programs. This work continued into 2011 with in-servicing undertaken and the College being invited to play an integral role in the AEC LiveWire Project. |

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| | <p>Strengthen links between Broughton and St Peter's Church</p> <p>Develop Australian and International mission links.</p> <p>College events to evangelize and present the Gospel to members of the College community and to challenge them with respect to their relationship with God.</p> | <p>The College has developed firm links with St Peter's Anglican Church through a strong presence of St Peter's staff in our Chapel and Christian Studies Programs.</p> <p>In 2011 the College continued to support the African Aids Foundations and sought to establish links with service and mission groups within Australia.</p> <p>In 2011 students were involved in the Dusty Boots Mission program with students from Year 10 working and living in a community with a high proportion of indigenous Australians.</p> |
| Teaching and Learning | <p>Continued focus in developing skills in staff in the differentiation of the curriculum to meet the individual learning needs of students.</p> <p>College community to see equal value placed on developing educational programs to meet the individual learning needs of students.</p> | <p>The College continues to focus on the individual social and academic needs of our students. In 2010, staff were in-serviced in the Differentiation of the Curriculum.</p> <p>In 2011, the College Teaching and Learning Development Team developed and in-serviced staff in our "Learning Alerts" assisting staff to recognise the needs of their students and presenting teaching strategies to meet these needs,</p> |
| Curriculum | <p>Prepare for the implementation of the National Curriculum.</p> <p>Review curriculum pattern offered at Broughton.</p> | <p>The College continues to encourage staff to be aware of the discussions and progress relating to the development of the National Curriculum and to be involved in the consultation process.</p> <p>The College determines its Middle School and Senior School curriculum pattern according to student interest.</p> |

| | | |
|-------------------------------|--|---|
| | <p>Review of Reporting of Student Achievement to Parents.</p> | <p>In 2011 we saw the Introduction of School Based Apprenticeships to meet the interests and goals of students.</p> <p>In 2010 the College reviewed and changed the assessment of students to be reflective of the principles of assessment for learning, eliminating Half Yearly Examinations for Kindergarten to Year 9.</p> <p>The College reviewed the Secondary School reporting format and made substantial changes.</p> <p>In 2011 the reports in the Junior School were reviewed and significantly changed.</p> |
| <p>Pastoral Care Students</p> | <p>Development of greater opportunities for student leadership within the College.</p> <p>Development of Student Mentoring Program to enhance the interaction and relationship between students.</p> | <p>In 2010, the College reviewed the Student Leadership Programs and made recommendations for changes in 2011. These changes have resulted in a change of focus in the role of our student leaders to increase interaction with students and improve our House system.</p> <p>In 2011, there was a further change in the roles of student leaders to increase student voice through more effective Student Representative Councils.</p> <p>The introduction of Peer Support with Years 7 and 11 was an outstanding success in 2010. Further student mentoring schemes were investigated in 2010 for introduction in 2011.</p> |

| | | |
|--------------------|--|--|
| | Continued implementation of a zero-tolerance of bullying in the College. | This goal underpins our policies relating to bullying and harassment. The College continues to implement programs aimed at raising students' awareness of the emotional and legal impacts of bullying. |
| Student Activities | <p>Review of sporting activities to increase the focus on fitness and physical activity in sport.</p> <p>Greater opportunities for students to be involved in co-curricular activities.</p> | <p>In 2010, the College continued to develop in the area of sport and planned for the construction of a Sports Centre which would increase sporting opportunities for students.</p> <p>The College is committed to giving students opportunities to be involved in co-curricular activities. In 2010, the College presented the 'Sound of Music' in the Senior School and our first Junior School musical, 'Jonah.' Opportunities for involvement in debating, public speaking, chess and other activities were widened in 2010.</p> |
| Staffing | <p>Improvement of staff morale and the recognition of the value and quality of their work.</p> <p>Increase opportunities for staff to be involved in the decision making process by the introduction of a collegial leadership style.</p> <p>Improved communication for staff/students and systems within the College.</p> | <p>In 2010, the College is committed to recognising the work of staff in College publications. In 2010, we introduced a Staff Peer Recognition Scheme which has been positively embraced by the staff.</p> <p>The College is committed to a collegial model of leadership and decision making.</p> <p>Committees have been formed in a number of areas including Boys Education, Occupational Health and Safety, Professional Development and Equal Opportunity in Employment. Membership of committees are</p> |

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| | | <p>encouraged and selected from all areas of the College and the Chairs are not members of the Senior or Middle Management Teams.</p> <p>In 2010, the College introduced a Planning Committee.</p> |
| Professional Development – Career Planning | <p>Develop programs and links to enhance the Christian professional development of staff.</p> <p>Develop staff who have shown leadership qualities/aspirations.</p> | <p>Staff are encouraged to undertake in-servicing and join professional networks.</p> <p>In 2010, the College has developed a strong link with the Anglican Education Commission and staff are actively involved in their programs and networks.</p> <p>Staff are encouraged to take on leadership of teams and committees and new areas of responsibilities within Faculties and the College.</p> |
| Developing a sense of community | <p>Improve communication with parents and students within the College community.</p> <p>Develop an increased sense of pride in belonging to the Broughton community.</p> <p>Community feeling of family school and strong connection.</p> <p>Best practice communications and interactions between parents and staff.</p> | <p>At the commencement of 2010, the College appointed a Community Development Officer - Registrar with the brief to build partnerships with parents within the College and external partnerships with the community and local businesses.</p> <p>The Parents and Friends Association continued to support the College through fundraising and the organisation of College activities.</p> <p>In 2010 the College moved to increased communication with parents through electronic means, This has increased the number of parents accessing the newsletter etc.</p> |

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| <p>Financial Awareness</p> | <p>Be aware of the debate on funding of Independent Schools post 2012.</p> <p>Improved understanding of financial operations of the College and the impact on teaching and learning of budget constraints.</p> <p>Increased awareness and accountability of managing budgets at the various levels within the College.</p> <p>Increased awareness and analysis of enrolment trends and the link between enrolments and teaching and learning programs.</p> <p>Meeting the objectives outlined in the Executive Officer's Strategic Plan.</p> | <p>The College community has remained informed of the debates being undertaken on Federal Government Funding.</p> <p>In 2010, informal training was undertaken with the Heads of Faculties in relation to budgeting and accountability. This has led to a significant improvement in faculties maintaining and keeping within their budgets.</p> <p>Improved communication of enrolments, entry and exit surveys and sources of information has allowed the College to gain a clearer picture of enrolment patterns and the strengths and weaknesses of the College.</p> <p>The Head meets with the Executive Officer regularly and undertakes discussions of Strategic Plans of the Executive Office and the College.</p> |
|----------------------------|--|--|

College Goals for 2011

After consultation with various sectors within the College community, the following areas of focus determined the areas of priority for 2011 to be:

| Area of Focus | 2011 Goals |
|------------------------|---|
| Spiritual Development | <p>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> <p>Seek that all we do and plan reflects and focuses on the Christian mission of the College.</p> <p>Develop strategies and programs which reflect the College vision of Christian service and mission within the College, the Macarthur region and nationally.</p> <p>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.</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> |
| Curriculum | <p>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.</p> <p>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> |
| Pastoral Care Students | <p>Evaluate and 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 | Engage the College community in the 2011 Musical. |
| Staffing | Develop a program of staff appraisal to recognise the excellence of staff work and to plan professional and career development. |
| 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>Develop and implement strategies which will improve communication with parents and students within the College community.</p> <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 Preparatory 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 2011, the following initiatives were undertaken to promote respect and responsibility within the Broughton community. These include:

- Drug and Alcohol Forum
- 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 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

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.

Staff, Parent and Student Feedback

Schools Council have surveyed staff, students and parents to gain input of the perceived strengths and weaknesses of the College.

The surveys found that the strengths of the College included:

- The Rural Environment – Open Spaces
- Buildings and Resources
- Christian Values - Ethos - Environment
- Caring Staff
- Pastoral Care Programs

- Academic Focus
- Information and Communication Technologies.

Areas identified which required evaluation and further investigation included:

- Communication systems within the College
- Catering for the learning needs of some students
- Greater opportunities in student leadership
- Improved sporting facilities.

The College and Schools Council used the results of these surveys to develop the 2010 -2011 Action Plan for the College. The development and evaluation of the 2010 Action Plan has been undertaken by the College Planning Committee and the results shared with staff.

i) Year 12 Graduate Survey

The Year 12 Graduate Survey for 2011 indicated students had a very positive experience whilst at the College. When asked to list the things they valued most at school they gave a wide variety of responses. The top eight most common responses are listed below:

- Friendships
- Teacher
- Dedication of teachers
- Teachers help out of class – when they are not expected to
- Sporting Programs
- Atmosphere of support
- Information Resource Centre
- Careers help

ii) Parent Exit Surveys

Data collected in 2011 from parents in Exit Surveys of students leaving the College indicates the eight top areas of strength of the College are:

- career preparation
- peer group relationships
- support for students with learning needs
- opportunities to be involved in extension activities
- sporting opportunities
- opportunities to be involved in extra – curricular activities

- the College is a caring community
- the pursuit of academic excellence.

Areas that parents indicated the College should continue to focus on include:

- growth in our Sporting Program
- the College website
- growth in our resourcing of our teaching and learning support.

iii) Staff Survey

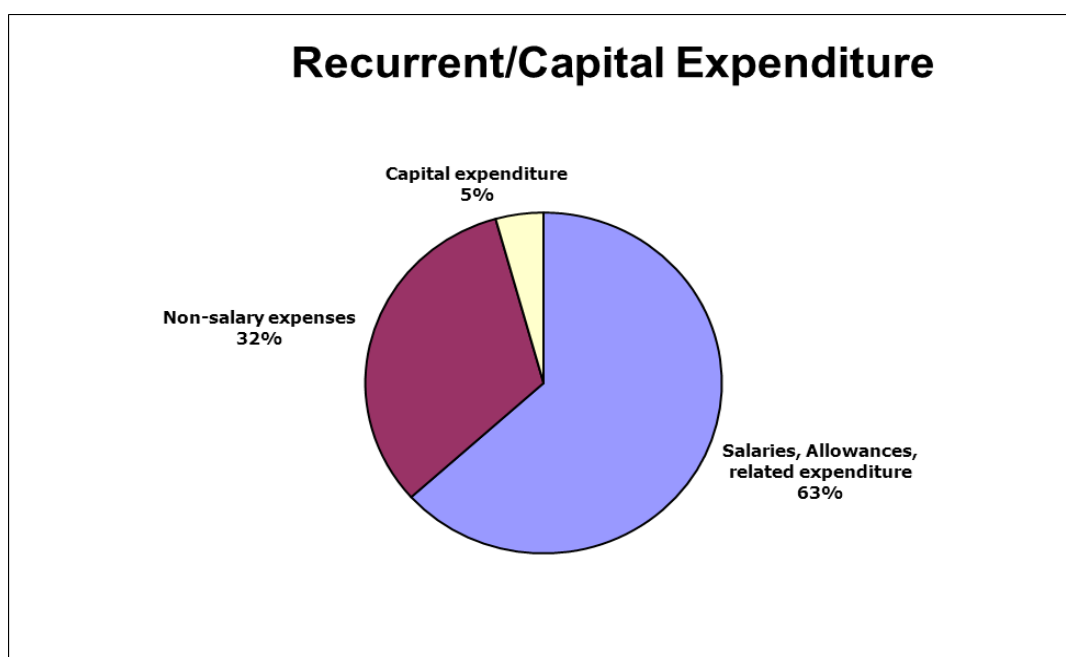
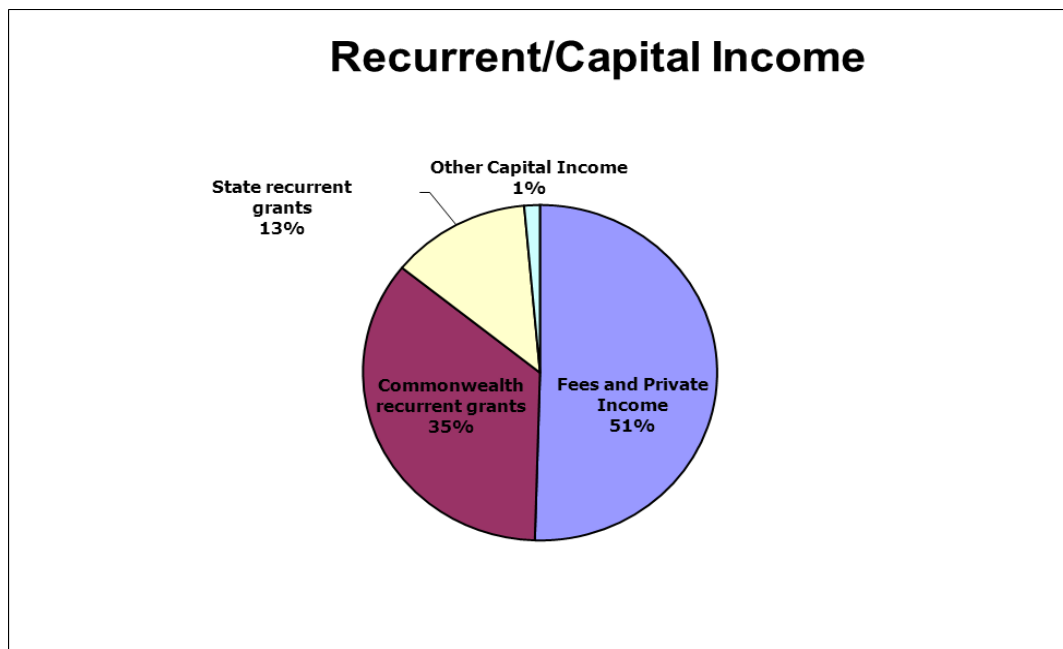
Schools Council surveyed staff at the end of 2010 to assess if there had been a positive impact of changes since their 2009 survey. The results of this survey are summarised below:

- staff are more likely to recommend the College to friends compared to twelve months ago
- staff satisfaction with the Headmaster has improved dramatically since the previous survey
- staff satisfaction with College communication has increased significantly
- some concerns were raised in the areas of workload, work/life balance, maintenance and lack of resources in some areas
- staff commitment to the College has increased significantly since the previous survey.

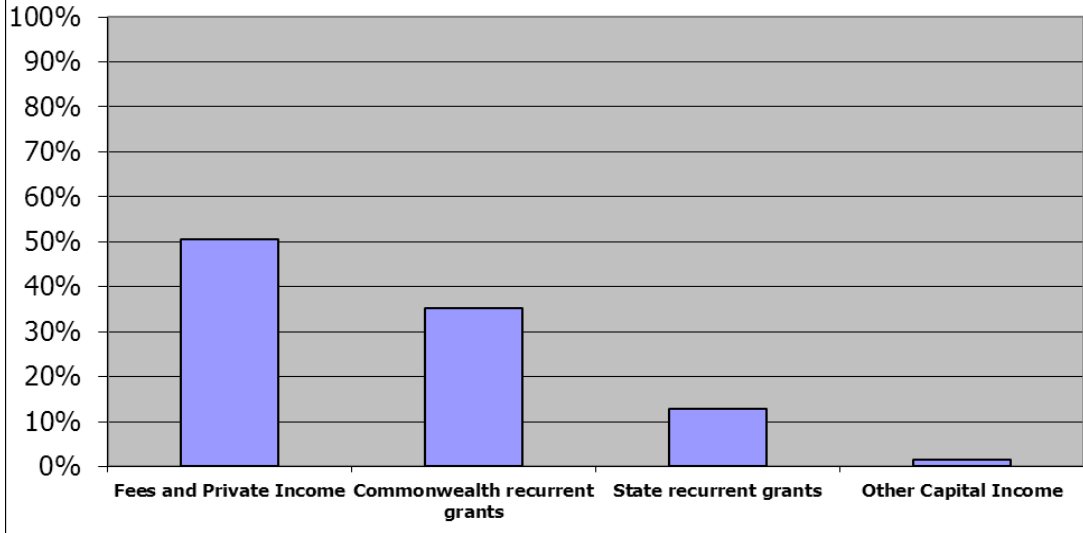
SUMMARY OF FINANCIAL INFORMATION

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

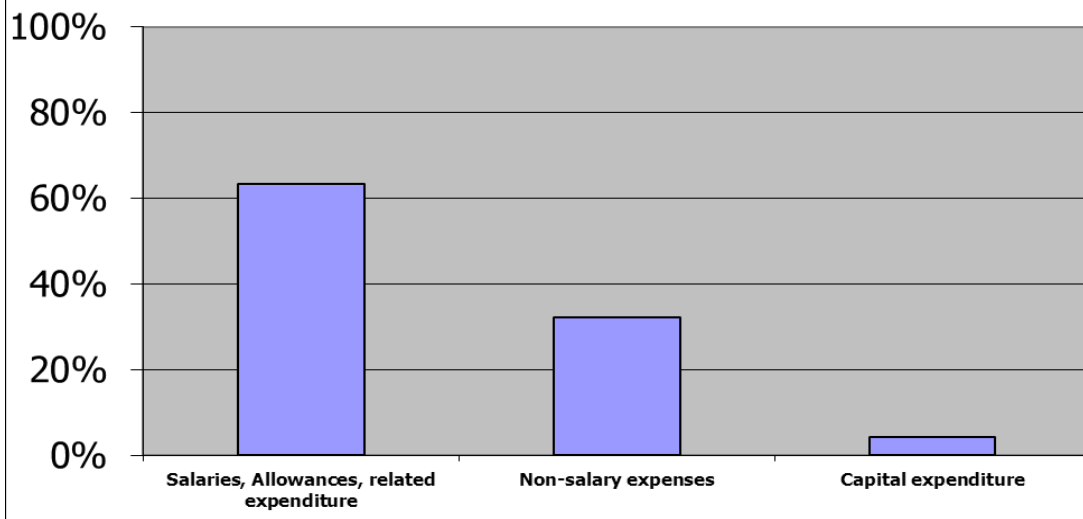
Further information relating to financial details of the College is available on the MySchool website.



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 |

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.

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 pro active to support those who approach the College from an area of disadvantage (James 1:26-27).

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.

Procedures and Protocols

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.

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

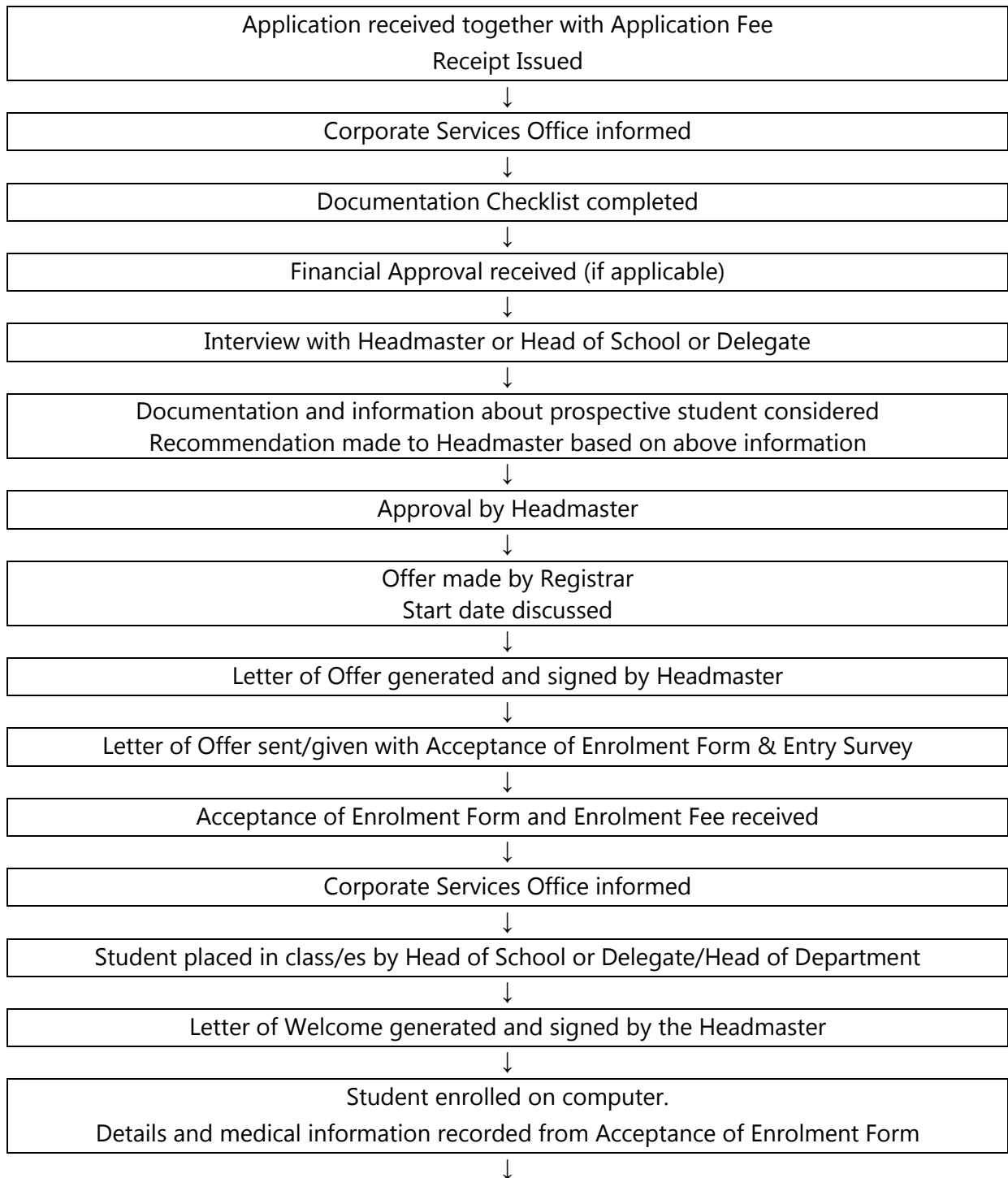
- To make Offer of Enrolment to prospective student based on recommendation of the Head of School, if deemed that the College can cater for the needs of the prospective student without unjustifiable hardship to the College

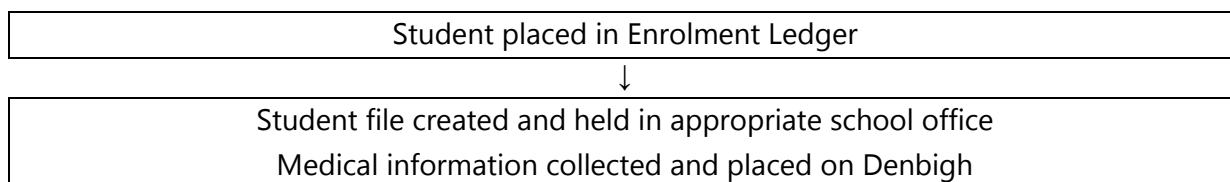
To provide letter of welcome to the new student upon commencement at the College

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.