



BROUGHTON
ANGLICAN COLLEGE

2008

Annual

School Report



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COLLEGE PROFILE

Mission Statement

Broughton Anglican College aims to provide a disciplined, caring environment in which our students are given the opportunity to develop spiritually, morally, intellectually, physically, emotionally, and socially.

We seek to develop in our students an understanding of the Gospel message of Jesus Christ and the importance of serving God.

Our goal is to develop well-rounded young Christian people whose lives have purpose and direction, and who are prepared for the challenges they face in a changing and uncertain world.

College Profile

Broughton Anglican College is an independent co-educational Preparatory to Year 12 day school with over 1000 students. It is a multi-campus facility located in a rural environment at Menangle Park, in the Macarthur region.

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

The College was established in 1986 as a Secondary School and the Junior School commenced in 1997. The Deputy Head of College, Curriculum and the Deputy Head of College, Pastoral Care together with the Heads of Junior, Middle and Senior School have the responsibility to develop distinctive learning environments catering for the needs of the students within their school.

As well as offering courses leading to the award of the School Certificate and Higher School Certificate, the College also offers Vocational Educational Training courses which allow students to gain Certificate 2 Australian Qualification Industry Framework.



MESSAGE FROM KEY SCHOOL BODIES

Report of the Chair of Campbelltown Anglican Schools Council.

During 2008 the governing body for Broughton Anglican College, the CAMPBELLTOWN ANGLICAN SCHOOLS COUNCIL, met formally on 10 occasions. Each member of Schools Council undertook training in School governance, in a training day organised by the Association of Independent Schools.

The Schools Council is responsible for determining broad policy direction for the College. An integral part of their role is monitoring the implementation of their policies which cover financial management, educational outcomes, properties, and employment. Compliance makes up a major part of the monitoring processes of the Schools Council in order to satisfy the requirements of local state and federal government agencies.

During 2008, the Schools Council continued its process of ongoing policy review, strategic planning development and undertook an organisational and financial review through an external consultant to assist with the long term viability of the College.

The Schools Council continues to focus on the development of the dual goals of presenting quality Christian education within a gospel centred environment and will continue to do so in 2009.

The Reverend Canon Peter Stavert
Chairman of Schools Council

VALUE ADDED INFORMATION

During 2008, Broughton focused on implementing the goals outlined by the Headmaster on his appointment in the second semester of 2007. The goals included:

- To provide opportunities for the community to become academically strong and compassionate so that it engages with society at a local, national and international level through various types of support for the region's churches with national and international missions.
- To provide opportunities for the students of the school to become highly engaged in contributing to the betterment of Australia and the world through an active adult life reflecting Christian values with confidence, excellence and integrity.
- To provide opportunities for the staff to become equipped professionally, personally and corporately so that they may model confidence, excellence and integrity whilst executing the authority they have been given under God for His glory and kingdom.

As the College moved in this new direction it has evaluated many aspects of the teaching, learning and pastoral care programs. We have used input from all sections of the College community to develop strategic plans and implemented a number of new programs and strategies.

Curriculum Initiatives

Throughout 2008 the College reflected on its curriculum pattern and focused on improving the quality of teaching and learning. Teaching practices, professional development, management structure, operational systems and the allocation of resources were evaluated and strategies developed and implemented to improve student learning outcomes.

Initiatives introduced in 2008 include :

- The restructuring of class formation in the Junior School to introduce enrichment classes to better meet the learning needs of students.
- The restructuring of class formation in Stages 4 and 5 to introduce enrichment classes and mixed ability classes.
- The restructuring of the College timetable introducing a morning pastoral care



and House Tutor time, longer periods and a fortnightly cycle. This has led to a settled learning environment and an increase in teaching time through the reduction of disruptions in lesson times.

- The introduction of Spanish as an additional language for students in Stage 3 and Stage 4.
- The introduction of additional interactive whiteboard technology into the Junior School and Secondary School
- The purchasing of 200 computers through the Federal Government Computer Revolution program.
- The appointment of a Head of Information Services to support staff in the integration of technology into the curriculum and to develop programs to improve teaching practice.
- The appointment of a Head of Year 7 with the brief to focus on the transition of students into Secondary School through developing appropriate programs to improve consistency across Key Learning Areas.
- The introduction of a Head of Gifted & Talented.

Co curricular Initiatives

In 2008 the College appointed a Director of Music and Co curricular Activities with the responsibility to expand the co curricular program and increase student involvement. Initiatives which were implemented during 2008 included:

- * The introduction of a String program in Stage 2
- * The introduction of a variety of vocal ensembles K-12
- * The expansion of the choral program in the Junior School
- * The expansion of the debating and public speaking program
- * The introduction of a robotics club in the Secondary School

With the appointment of a Sports Administrator there has been an increase in student engagement in sporting activities. The Sports Academy continues to develop making connections in the areas of football and cricket with the Australian Institute of Sport.

Pastoral Care

2008 saw the introduction of a new Student Recognition System based upon House Points. The system saw students rewarded for consistent effort, maintaining high standards and demonstrating improvement in areas such as academic and sporting achievement and participation, community service, citizenship, fellowship and leadership, and social and spiritual contributions to College life. This provided encouragement for all students and was implemented in support of the increased opportunities for student leadership and student participation in College activities introduced in 2007.



Properties

The value of the property was improved through continued maintenance and improvement. The creation of enrichment classes in the Junior School and the Year 8 Precinct in the Secondary School allowed for the upgrading of classrooms and the introduction of new technologies. The College has created an additional Secondary computer room giving greater access to Secondary students and Junior students to technology through the use of the new room and the lessening of demand from the Secondary school on the E-Learning facility in the Information Resource Centre. Junior students have also benefitted through the redirection of personal computers to Junior School classrooms.

The College has benefitted from the provision of grants from the Federal Government enabling the construction of a Shade Area in the Secondary School, giving students a higher level of sun protection during recess, lunch and assemblies.

The College has been blessed through the provision of purposely planned facilities, well equipped classrooms with excellent teaching resources. God has been gracious in calling together a dedicated group of parents who are supported by a committed staff at the school who are willing to give wholeheartedly of their time and talents so that students can realise their God given potential. As the College moves to the next stage of its development it will stay firm in its Mission Statement to continue to provide a quality Christian education in which we give equal emphasis to our pastoral care framework and the seeking of academic excellence.



STUDENT PERFORMANCE IN STATE-WIDE OR EQUIVALENT TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy

In 2008 students in Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling. An analysis of the national results has indicated the strength of the NSW, Victorian and ACT education systems. In each of these states the results were above the national average in all areas.

Middle School

The strength of our education program in the Middle School is shown through data comparing averages in all subject areas. Students in both years are to be congratulated in achieving results not only above the state average in all areas but for the size of the difference between Broughton’s results and the state results. Similarly, the strength of these years is evident when you compare the percentage of students who achieved results above benchmarks.

Year 7

		Year 7 - Mean results				
	Students	Reading	Writing	Spelling	Grammar	Numeracy
Broughton	99	557.9	546.4	572.2	556.3	570.2
State	99	542.5	535.3	550.1	536.6	551.3

	Students achieving benchmark				
	Reading	Writing	Spelling	Grammar	Numeracy
Broughton	99%	100%	100%	99%	100%
State	96%	94%	95%	94%	97%

The results in Year 7 were pleasing, reflecting the success of the 7-Success Teaching Program and the Year 7 Reading Program. The Year 7 Numeracy result indicated an improvement from the 2007 LANNA results. The review of the class structure of Year 7, moving from graded classes to an extension class and three mixed ability classes has had a positive impact on results. Teaching strategies were examined and there was a shift towards increased interactive activities within the classroom.



Year 9

		Year 9 - Mean results				
	Students	Reading	Writing	Spelling	Grammar	Numeracy
Broughton	103	610.3	583.6	601.3	604.1	616.7
State	103	583.1	569.4	586.6	576.1	591.4

		Students achieving benchmark				
	Reading	Writing	Spelling	Grammar	Numeracy	
Broughton	99%	98%	99%	95%	99%	
State	95%	90%	93%	92%	95%	

The results for students in Year 9 were pleasing showing the high level of ability of this cohort. The performance of the group in comparison to the state and national means indicates the quality of the teaching program.

Junior School

The results for Years 3 and 5 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 5

		Year 5 - Mean results				
	Students	Reading	Writing	Spelling	Grammar	Numeracy
Broughton	46	496.9	494.8	506.6	511.9	476.8
State	46	494.7	495.4	499.4	504.9	487.8

		Students achieving benchmark				
	Reading	Writing	Spelling	Grammar	Numeracy	
Broughton	98%	98%	98%	100%	98%	
State	94%	96%	96%	95%	95%	

Year 3

		Year 3 - Mean results				
	Students	Reading	Writing	Spelling	Grammar	Numeracy
Broughton	52	410.5	423.1	419.8	403.7	409.2
State	52	412.3	427.6	419.2	417.2	408.9



	Students achieving benchmark				
	Reading	Writing	Spelling	Grammar	Numeracy
Broughton	98%	98%	100%	92%	98%
State	97%	98%	97%	96%	98%

The College has undertaken a review of the development of Literacy and Numeracy skills, restructuring the timetable to allow for increased face-to-face teaching in these areas in the earlier sessions of the school day. Continued in-servicing of staff in the teaching of reading and numeracy has been undertaken. Increased diagnostic testing will allow staff to assess the areas of strength and weakness of students thus allowing for the development of programs and strategies to meet students' needs.

School Certificate Results

In 2008, 105 Year 10 students sat for the six School Certificate tests, which included the Computing Skills Assessment examination.

The cohort performed well, gaining results above the state average in all subjects. Overall, 29% of results were 80 or more (compared to 28% of results in the state), 66% of results were above 70 marks (compared to 62% in the state), 96% of results were 60 marks or more (compared to 88% 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, 70% of who were deemed as being Highly Competent (compared to 57% of the state).

An overview of subject performance and a comparison to the performance of the state candidature is shown in the following table:

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	39%	39%	89%	78%	99%	98%
Mathematics	23%	25%	53%	49%	90%	70%
Science	34%	32%	72%	65%	96%	86%
Australian History, Civics and Citizenship	19%	23%	52%	51%	94%	83%
Australian Geography, Civics and Citizenship	26%	28%	68%	66%	98%	89%

Higher School Certificate

In 2008, 95 students sat for the Higher School Certificate in 30 courses. The College had students sitting for Extension 1 and Extension 2 courses in both English and Mathematics and Extension History.

The College was pleased with the performance of the majority of students at all ability levels. Broughton gaining 31 mentions in the Higher School Certificate merit list across 15 subjects. In total 99.2% of results across all courses were 50 marks or more, with 94% of these results above 60. 39% of results placed students in a Band 5 or 6 (marks above 80).

The College commends the students who had their major works nominated for inclusion in the State showcase events of Textstyles (Textiles and Design) and Art Express (Visual Arts). The results for Community and Family Studies continue to be among the best in the College, with 5 out of the 10 candidates gaining a Band 6 result (a mark above 90) and all candidates gaining a mark above 80. Four of the five students studying Extension 1 English gained a Band E4 (the top band) and the students studying Extension 2 English and Extension 2 Mathematics gained Bands E4 or E3.

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

The table below indicates the performance of our Higher School Certificate cohort in a selection of subject examined, giving an indication of the results gained in comparison to results awarded across the state.

Subject	Students	Bands 5-6		Bands 4-6		Bands 3-6	
		Marks above 80		Marks above 70		Marks above 60	
		Broughton	State	Broughton	State	Broughton	State
Ancient History	29	31%	37%	55%	62%	83%	81%
Biology	26	35%	32%	77%	65%	88%	89%
Business Studies	26	27%	32%	69%	61%	92%	86%
Chemistry	13	23%	38%	69%	70%	100%	88%
Community and Family Studies	7	100%	40%	100%	73%	100%	92%
Drama	10	50%	48%	50%	84%	100%	98%
Economics	11	55%	47%	82%	72%	91%	87%
Engineering Studies	7	29%	31%	86%	66%	100%	90%
English – Advanced	58	52%	49%	91%	89%	100%	99%
English – Standard	37	0%	6%	35%	38%	92%	79%



Geography	9	11%	48%	56%	74%	100%	91%
Industrial Technology	7	29%	32%	71%	63%	100%	87%
Information Process and Technology	9	56%	31%	89%	62%	100%	83%
Legal Studies	14	21%	42%	71%	72%	100%	91%
Mathematics – General	66	24%	26%	52%	56%	85%	82%
Mathematics	24	50%	45%	83%	72%	96%	88%
Modern History	16	44%	41%	94%	76%	100%	91%
Muisic-1	20	60%	54%	85%	85%	100%	97%
PDHPE	21	14%	32%	48%	64%	81%	86%
Physics	21	24%	33%	57%	66%	90%	89%
Senior Science	23	48%	39%	78%	71%	91%	93%
Textiles and Design	9	78%	53%	89%	79%	100%	95%
Visual Arts	11	64%	61%	91%	91%	100%	99%
Hospitality	20	45%	24%	90%	61%	100%	82%



PROFESSIONAL LEARNING AND TEACHING STANDARDS.

In 2008, there were 81 members of the teaching staff, 69 employed full time and 12 employed part-time.

Teaching qualifications

The qualifications of the teaching staff are summarized 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.	68	12
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 (Manual, page 39)	0	0

The teacher employed in the second category had relevant subject expertise experience in employment fields relating to his/her subject and completed a Diploma of Education in 2008.

In addition to the teaching staff, in 2008 the College employed a full time and two part-time Preparatory School teachers and a full time counsellor.

Professional Learning

In 2008, Schools Council generously funded nine days in which the full staff were involved in Professional Development activities. Areas examined in these days included First Aid and CPR training, Assessment, Gymnastics in the Junior School, Balancing Christian Education with Values Education, Christians in the Workplace and Preparing for Registration and Accreditation. Staff also attended a Retreat Day with our colleagues from St. Peters Anglican School.

With the introduction of Enrichment classes in Stages 3 and 4, the College has funded three teachers to undertake the University of NSW Certificate of Gifted Education. These members of staff will join our Gifted Education team and will work in consultation with the University of Wollongong to develop a three year partnership of professional development focussing on Differentiation of the Curriculum to meet the learning needs of **all** students.

Throughout 2008 the College participated in five Australian Government Quality Teaching Programs in the areas of Teaching Pedagogy (Guided Inquiry), Incorporating ICT into the Curriculum, Leadership – Coping with Gen Y and Professional Standards – Quality Teaching Framework and Languages. The involvement in these projects gave staff opportunities to be involved in action research projects which were related to College goals to improve teaching and learning outcomes.

Schools Council also provided, within the College budget, an average of two days per member of the teaching staff to access professional development training through courses from external providers. An overview of attendance at these courses is shown in the table below. The total cost spent on these professional development activities, not including the Staff Professional Days, totalled \$ 41 400 (an average of \$511 per member of the teaching staff) as compared to \$34 300 in 2007.

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

Areas of In-service Learning Activities	Number of Teaching Days
Board of Studies – Assessment, Registration and Accreditation	12
Boys Education	2
Bursar	3
Career Education	13
Christian Training Courses – S.M.B.C.; Moore College, Brian Cooling	19.5
Co curricular Activities Training	7
Compliance	16
Conferences Areas including Chaplains, Director of Studies, JSHAA, Marketing, MANSW, PDHPE, Senior Staff	26
Curriculum Specific Courses – courses across all faculty areas; Early Childhood; Literacy; Numeracy	50
Information and Communication Technologies across the curriculum	15



Early Childhood Education	8
International Education	6
Networks – GAT, TALD, JSHAA	17
Pastoral Care courses – Resilience; Counselling Training; Behaviour Management	16
Pedagogy	8
Professional Development Courses; Leadership Training; Professional Networks	26
Special Needs – Aspergers; Literacy; Hearing Impaired	3
Sport – Training	7
Training – First Aid, or CPR updates	All staff



TEACHER ATTENDANCE AND RETENTION RATES

Teacher Attendance

In 2008 the average daily teacher attendance rate, as determined by the guidelines outlined in the reporting manual was 95%.

The average actual attendance rate was 90%. This figure includes all approved leave. We have not excluded areas of leave, such as sick leave, carer's leave, domestic leave, parenting leave that could have been excluded under the reporting guidelines.

The figure was calculated by examining the average attendance of staff on a set of randomly selected dates within the academic year.

Teacher Retention Rate

The percentage of staff retained from 2007 to 2008 was 90%. This figure was determined by comparing the staff employed at the College on the 2007 Census date with those employed at the 2008 academic year.

6 full time staff members left – 1 taking a promotions position at another school, 1 retiring from the teaching profession and 4 taking positions at other schools.

Two part time members of staff left the College - 1 to take up full time position at another school and 1 left to care for her children on a full time basis.

**STUDENT ATTENDANCE, RETENTION RATES
IN SECONDARY SCHOOL**

Student Attendance

95% of students attended school on average each school day in 2008. This figure was consistent across the Early Childhood, Junior School and Secondary School.

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

Student Retention Rates

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 at census date 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%

The retention rate for the 2006 School Certificate cohort moved towards the levels prior to the figures in the 2007 annual report. Pastoral care and transition programs introduced in 2006 have had a positive impact on the retention. The majority of students leaving from the 2006 School Certificate cohort moved into employment or course in TAFE and other training organizations.

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



POST SCHOOL DESTINATIONS

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

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 Advisor gathered data on first round and late offers in January 2009 and surveyed Year 12 2008 students in March 2009. From these sources the following data on post school destinations was determined:

70% of students were offered a place at a university

4% of students were studying either at TAFE or a private provider, or are working full time

26% of students did not respond to the survey

ENROLMENT POLICIES AND PROFILES

Student population

At the 2008 Census date the College had 983 students enrolled in Kindergarten – Year 12. In addition there were 72 students enrolled in our Preparatory classes. The make up of our student population is shown below:

Junior School

Grade	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Boys	36	24	26	32	25	20	22	185
Girls	37	31	27	22	21	24	18	180
Total	73	55	53	54	46	44	40	365

Secondary School

Year	7	8	9	10	11	12	Total
Boys	49	61	58	56	43	45	312
Girls	48	57	46	52	52	51	306
Total	97	118	104	108	95	96	618

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.

The Head of School will interview parents and the student to give further information that parents may require to make an informed choice relating to the enrolment and collect further information which will allow him/her to prepare a recommendation to the Headmaster. The Head of School may decide to invite either the Deputy Curriculum and Deputy Pastoral Care, or other appropriate staff, to 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.

The conditions for enrolment that parents are asked to sign are attached to this report as Attachment 2.

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; a knowledge that real life can only be found through Christ.

At Broughton, Pastoral Care will be provided 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 team has a special responsibility for assisting the Deputy Pastoral Care. This team consists of the Heads of School, the Educational Psychologist and the Year Patrons.

Student Prefects assist Year Patrons by being a student voice, maintaining contact with their assigned Year Groups. Prefects also assist teachers to run games during lunch times in the Early Childhood and Junior sections of the College and attend special events for their assigned groups such as formal dinners and assemblies.

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 policies of the College encourage 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 School or Deputies.

A program of discipline options involving classroom sanctions and detentions is available to staff. Students may be assisted and advised by Heads of Department, Year Patrons, Heads of School or the Deputies. Students may 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 Handbook system, telephone contact and parent interviews. In case of continued behaviour 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 Handbook system, parent and teacher interviews, telephone conversations and interviews. Where appropriate case conferences for students presenting with special needs are held. These involve the classroom teacher, Head of School, Specialist Support staff and a Deputy to discuss the specific learning or behaviour needs of students.

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

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

This procedure is outlined in the College Handbook.



Policy Area Aspects encompassed within policy and protocols		Changes in 2008	Access to Full Text
Child Protection	Protocols for referral to DOCS	No change	Parent's Intranet and copies available on request. Available on Staff Intranet.
	Child Protection Investigation Procedures	No change	
	Code of Conduct for Staff	No change	
Complaints and Grievances	Grievances Protocols	No change	Parent's Intranet, copies available on request and in College Handbook.
Pastoral Care This policy should be examined in conjunction with:	Camping Protocols	No change	Copies available on request.
	Student Management Policy	No change	
	Guidelines for Referral to Counselors	No change	
	Suicide Prevention Guidelines	No change	
	Anti-Bullying Support Document	No change	Bullying Statement in College Handbook.
Security	Critical Incident Protocols	No change	Copies available on request.
Student Management	Attendance Policy	No change	Copies available on request.
	Student Leadership Guidelines	Student Leadership Program developed further with increased responsibility and opportunity for student voice	Copies available on request.
	Student Recognition and Awards	Introduction of a new recognition System based upon House Points awarded across a wide area of student improvement and achievement	Available in College Handbook.
	Student Discipline Protocols	The removal of lunchtime detentions in the Middle and Senior schools, replaced by Infraction and Uniform notes which accumulate to an afternoon detention	Available in College Handbook.



SCHOOL DETERMINED IMPROVEMENT TARGETS

College Goals for 2008

Area	Priorities
College	<p>To provide opportunities for the community to become academically strong and compassionate so that it engages with society at a local, national and international level through various types of support for the region's churches with national and international missions.</p> <p>To provide opportunities for the students of the school to become highly engaged in contributing to the betterment of Australia and the world through an active adult life reflecting Christian values with confidence, excellence and integrity.</p> <p>To provide opportunities for the staff to become equipped professionally, personally and corporately so that they may model confidence, excellence and integrity whilst executing the authority they have been given under God for His glory and kingdom.</p>
Curriculum	<p>To improve awareness of our role as Christian Educators</p> <p>To assist staff in obtaining post graduate qualifications which can improve the quality of teaching and learning in targeted areas.</p> <p>To assist staff to develop the skills to allow them to utilise the ICT resources of the College in their teaching and learning</p> <p>To prepare the College for the 2009 Registration and Accreditation process</p> <p>To develop an Assessment and Reporting program which reflect Assessment as Learning</p> <p>To assist staff to meet teaching standards as outlined through the NSW Teachers Institute and the ISTAA</p>

Pastoral Care	<p>Expanding pastoral care to embrace the concept of academic care with a focus on enhancing student learning and wellbeing through pedagogies sympathetic to student needs and embedded in learning experiences.</p> <p>Encouraging the College to take a whole staff approach to the pastoral care of their students through valuing them, respecting them and planning their learning in such a way as to engage them.</p> <p>To assist all students to develop a life-long love of learning through the achievement of attainable goals, focusing on personal bests, problem solving and developing resilience in their academic and social worlds.</p> <p>To provide students with more opportunities to be involved in extra curricular activities. Involvement in school life is a protective factor in the ability to successfully navigate the school environment.</p> <p>To continue to develop and support the programmes for National Safe School and Values Education with a Christian focus.</p>
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Achievement of goals identified in the 2007 Annual report.

Area	Goals	Achievements
College	To commence the preparation for Registration and Accreditation in 2009	This process was commenced in 2007 and continued throughout 2008. The College is seeking to renew its Accreditation and Registration with the NSW Board of Studies in 2009.
	To investigate the extension of the College hall	Investigations were undertaken and it was determined not to proceed with this project in 2008. Decisions were made to allocate resources into areas targeting the refurbishment of teaching spaces in the Junior School, the development of a Year 7 precinct in the Secondary School, professional development of staff to improve teaching and learning practices, the introduction and incorporation of a variety of Information and Communication Technologies across the curriculum.



	To pray for the appointment of new Head of the College.	Mr. Ron Webb, the Foundation Headmaster, retired in July 2007 after 22 years of leadership of the College. Schools Council appointed Mr. Paul Rooney as the Headmaster of the College as from the commencement of Term 3 – 2007.
	To preach the gospel within the Macarthur community.	This continues to be a goal embedded within the College philosophy and mission statement.
Curriculum	Develop skills within staff to ensure the differentiation of the curriculum to enhance student learning.	The development of skills relating to the differentiation of the curriculum continued to be included in the professional development of staff throughout 2007. Inservicing of staff continued at a faculty and full staff level. The appointment of a Head of Teaching and Learning Development, in 2007 and a Head of Gifted Education in 2008 reflects the emphasis, the priority and support that staff are given in this area.
	To continue to develop strategies to enhance the engagement of boys in the education process	Whilst this continues to be a focus area in our planning and inservicing the College recognizes that this issue requires the allocation of a more resources and professional development.
	Continue to develop strategies to assist staff to integrate Information and Communication Technology Skills across the curriculum	The College continued to allocate resources to infrastructure and software, professional development and training and support of class teachers to assist in the development and implementation of strategies in this area. The appointment of a Head of Information Services to work with the Head of VET-IT has increased the level of support and training available to staff and allowed for the opportunity for the development and implementation of teaching units in which ICT has been embedded.



		The introduction of electronic whiteboards in the Middle and Junior School has allowed staff increased opportunities to integrate technology into teaching and learning.
Pastoral Care	Expanding pastoral care to embrace the concept of academic care with a focus on enhancing student learning and wellbeing through pedagogies sympathetic to student needs and embedded in learning experiences.	Staff training and parent information provided on the concept of academic care through staff development and parent information nights. Pastoral Care staff trained in study skills development and the implementation of study and organisational skills programmes across the College.
	Encouraging the College to take a whole staff approach to the pastoral care of their students through valuing them, respecting them and planning their learning in such a way as to engage them.	Staff were engaged with students as individuals within their classrooms with more staff attending events where they could interact with students such as camps, day camping and extracurricular activities such as the Duke of Edinburgh Scheme.
	To assist all students to develop a life-long love of learning through the achievement of attainable goals, focusing on personal bests, problem solving and developing resilience in their academic and social worlds.	Introduction of Achievement Assemblies where more students were recognised for achieving personal bests in academic and co-curricular activities. Study skills and goal setting sessions introduced in the secondary school across Years 7-12.
	To provide students with more opportunities to be involved in extra curricular activities. Involvement in school life is a protective factor in the ability to successfully navigate the school environment.	More student involvement was encouraged through new school events – Mission Week, Rock in the Quad and SRC fund raising. Such events provided more opportunities for students to undertake new, challenging roles in performance and organisation.
	To continue to develop and support the programmes for National Safe School and Values Education with a Christian focus.	The introduction of new safety programs in the Junior School and new links were formed with the local Police to develop more programs to encourage student safety.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

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

We believe that students have the right to feel 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 2008, the following initiatives were undertaken to promote respect and responsibility within the Broughton community. These include:

- No Bullying At Broughton
- Safety Day
- Protective Behaviour Program – Respecting Each Other
- Individual Student Monitoring Program
- Student Representative Councils
- Student Organised Charity Fund Raising
- Student Leadership
- Halogen Student Leadership Day
- Prefect Council
- Peer Mediation

- Pastoral Care Framework (delivered through House Tutor Classes) – undertook the following topics in relation to Respect and Responsibility. Developing Good Relationships, Living with Our Choices, Empathy and Cultural Difference, Relating to Adults, Looking After Ourselves.
- Senior Student Driver Awareness – U Turn the Wheel, NRMA Road Trauma Forum



PARENT, STUDENT AND TEACHER SATISFACTION

Parent and Student Satisfaction

The Parents and Friends Association met twice every school term. Each meeting has a presentation from either the Pastoral Care or Curriculum areas of the College. In 2008 areas of the presentations included those on

Student Leadership, Class Formation and Curriculum Structures, Assessment and Reporting, Cyber Bullying and Child Protection.

The Headmaster and/or a member of the Senior 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 elected four liaison officers who are available to raise concerns with the President of the P and F and the Heads of School.

The College values opportunities for communication with parents. We operate an effective handbook system as a form of written communication of informing 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.

Teacher Satisfaction

Staff has the opportunity to discuss their level of satisfaction or dissatisfaction within the workplace through open access to Head of Department, the Heads of School and the Deputies. Opportunities are available to discuss events and issues through informal and formal means, including faculty, staff and executive meetings.

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

In 2008, a number of SWOT analyses were undertaken with the staff to allow them to give feedback on the organisation and operation of the College. Staff recognised strengths of the College to include its pastoral care program, the continued commitment to a Christian ethos within the College and the professional, personal and spiritual relationships with their colleagues. They indicated a desire to have greater opportunities in contributing to the development of programs and protocols within the College.

Parent and Student Feedback

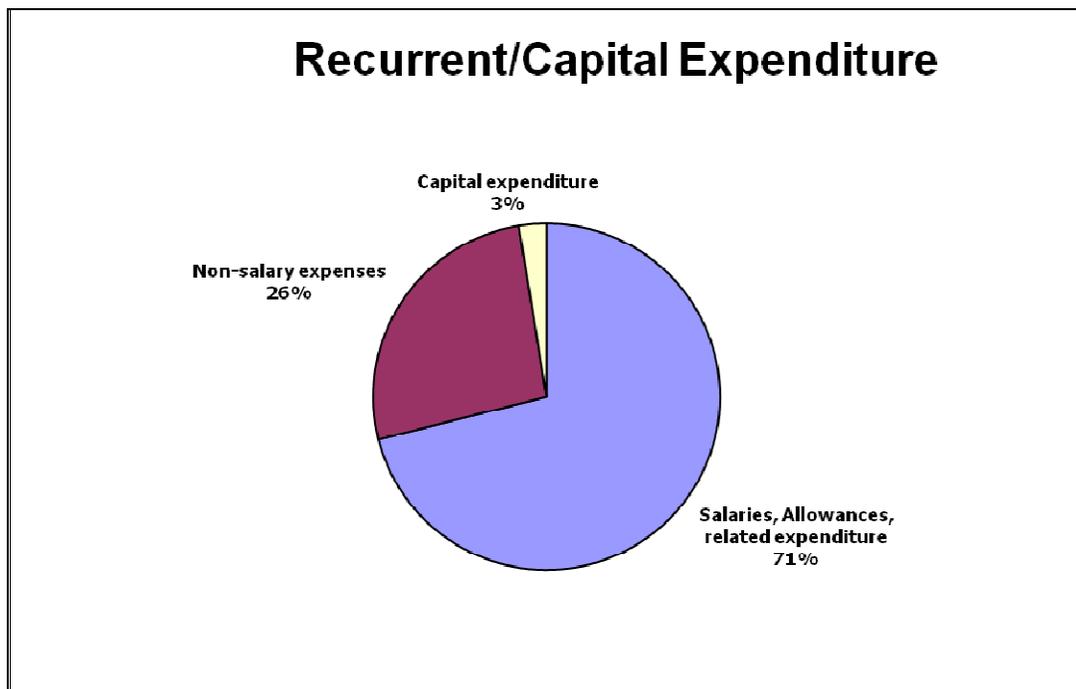
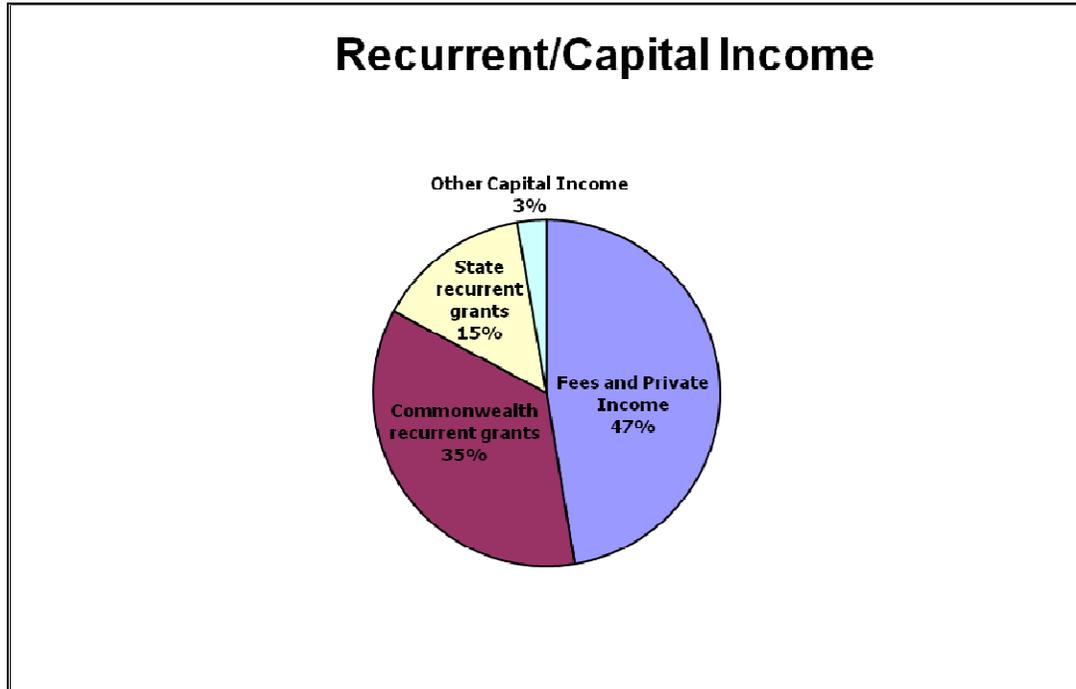
Student leaders evaluated their roles with SWOT analyses and conducted interview surveys of students across Years 3-12 to gain insight into student concerns and ideas of student representation. Student discussion groups were held with the Deputy Head Pastoral Care across Years 7-12. Students continued to value the student leadership program, activities which reflect the Christian ethos of the College, the pastoral care program and positive professional relationships with staff. Similarly parents appreciated the strength of the pastoral care program and the commitment of staff. The surveys indicated that parents and students would like to see further development of house spirit, increased use of information technology and continued emphasis of academic achievement for all students at all levels.

The Headmaster has considered the feedback of the staff, students and parents as he planned the College goals and priorities.

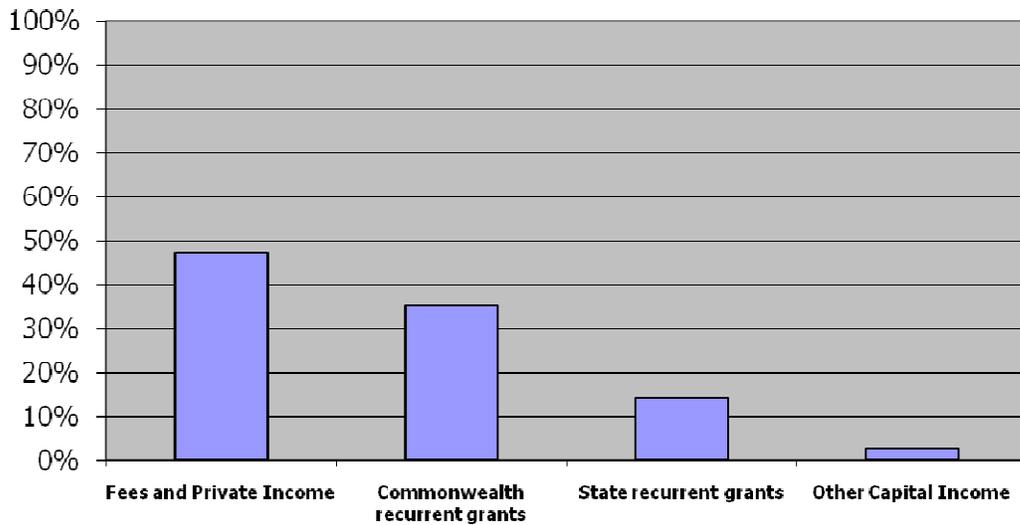


SUMMARY FINANCIAL INFORMATION

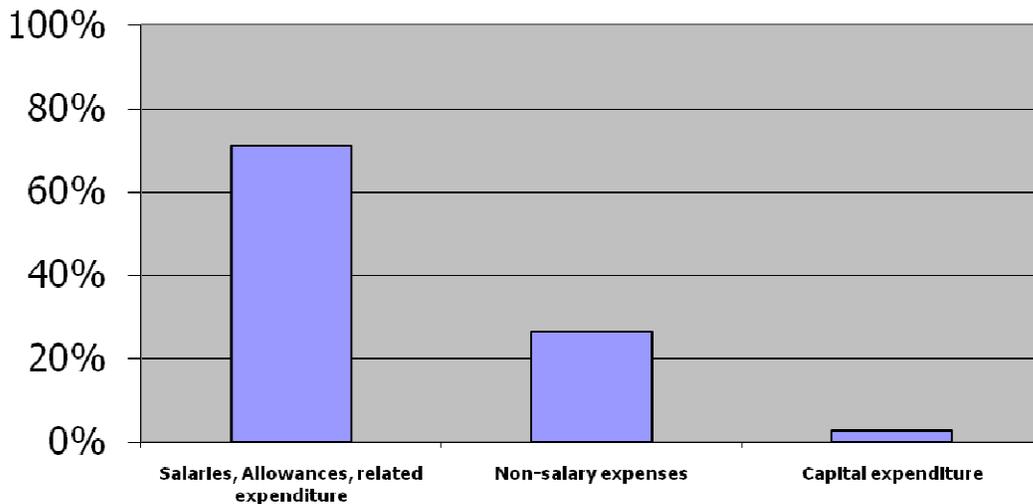
The following tables have been prepared by the Executive Officer of the Campbelltown Anglican Schools Council.



Recurrent / Capital Income represented by Column Chart



Recurrent/Capital Expenditure represented by column chart



APPENDIX 1



BROUGHTON

ANGLICAN COLLEGE

ENROLMENT PROTOCOLS

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. We seek to develop in our students an understanding of the Gospel message of Jesus Christ and the importance of serving God. Our goal is to develop well-rounded young Christian people whose lives have purpose and direction and who are prepared for the challenges they face in a changing and uncertain world.

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.

APPLICATIONS FOR ENROLMENT

- 1 Parents interested in enrolling their child at the College will be sent an Application for Enrolment Form to complete and will be asked to provide relevant information to assist the College in developing appropriate learning programs for their child.
- 2 Appropriate aspects of these programs may be discussed at a meeting with the relevant Head of School to enable parents to consider whether the College provides the educational opportunities they are seeking for their child.
- 3 Application for Enrolment Forms will be considered only when the following documentation is supplied:
 - * completed Application for Enrolment Form
 - * a copy of the student's birth certificate
 - * the last two reports for students entering Years 1–12
 - * copies of the latest Basic Skills/LANNA results for students entering Years 3–10
 - * a copy of School Certificate examination results and School Certificate grades results for students entering Years 11–12
 - * a copy of citizenship or visa documentation where applicable
 - * a copy of immunization certificates where applicable
 - * a copy of any applicable legal papers or court orders



- * a copy of any educational, development or medical assessment reports which will assist us to plan for the student's educational program
 - * a completed Interstate Data Transfer Note, or permission to obtain the information relating to this, for students transferring from schools in another state
 - * the Application for Enrolment Fee.
- 4 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.
- 5 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.

PROTOCOLS FOR ENROLMENT

- 1 **Applications for Enrolment** information and the College prospectus are available from the College Office and may be sent to parents enquiring about enrolment.
- 2 The completed **Application for Enrolment Form** is to be returned to the College office with the **non-refundable Application Fee**.
- 3 If all required documentation is provided and there is a vacancy in the Year for which enrolment is sought then the relevant **Head of School will arrange for an interview** to be undertaken with the parents and student.
- 4 The Head of Middle and Senior School will need to confer with the Deputy Head of Curriculum regarding availability of spaces in elective classes prior to the interview.
- 5 Applications for Enrolment of students who have moved from other states must be **referred to the Deputy Head Curriculum** to discuss arrangements for the Interstate Student Data Transfer Note to be completed.
- 6 **The Head of School will interview parents and the student** to give further information that parents may require to make an informed choice relating to the enrolment and for the Head of School to collect further information which will



allow him/her to prepare a recommendation to the Headmaster. The Head of School may decide to invite either the Deputy Curriculum and Deputy Pastoral Care, or other appropriate staff, to be involved in the interview to allow the parents to discuss specific needs of the student and programs available in the College.

- 7 After the interview the Head of School should **raise any curriculum, welfare and learning support matters with the appropriate Deputy** and discuss the availability of resources to ensure that the College is able to meet the needs of the student.
- 8 The Head of School will **collate information** gained through the enrolment process and make a recommendation relating to the enrolment to the Headmaster. The Headmaster retains the right to determine whether an Offer for Enrolment is to be made.
- 9 Where the Headmaster offers a position within the College an **Offer of Enrolment** will be made in writing and accompanied with an **Acceptance of the Offer of Enrolment** form which the parents are to complete. The Offer of Enrolment letter should outline starting dates etc. and the **Acceptance of the Offer of Enrolment** form will outline conditions for enrolment.
- 10 Parents are to return the completed **Acceptance of the Offer of Enrolment** form with the **Enrolment Fee** by the nominated date. Students accepting enrolment for commencement during term time should return the **Acceptance of the Offer of Enrolment** form with the **Enrolment Fee** before the student commences at the College. Parents of students enrolling in the Preparatory Class are not required to pay an Enrolment Fee.
- 11 If a student is not offered enrolment the parents are to be informed in writing.

PROGRESSION FROM YEAR 6 TO YEAR 7 (BROUGHTON ANGLICAN COLLEGE and ST PETERS' ANGLICAN PRIMARY SCHOOL)

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 Middle School at Broughton Anglican College:

- a) 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
- b) 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
- c) school fees have been promptly paid or satisfactory alternative arrangements made



- d) parents have been supportive of the schools by attending at least official school functions.

PROGRESSION FROM PREPARATORY TO KINDERGARTEN

The following criteria will apply to students already enrolled in Preparatory and wishing to progress to Kindergarten:

- a) The Head of Early Childhood has recommended that a student's behaviour has been of a satisfactory standard
- b) the Headmaster is satisfied that the College can meet the educational needs of the student and that the student will not disrupt the education of others
- c) school fees have been promptly paid or satisfactory alternative arrangements made
- d) parents have been supportive of the schools by attending at least official school functions.



APPENDIX 2



BROUGHTON
ANGLICAN COLLEGE

CONDITIONS OF ENROLMENT

14 February 2007

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.

ACCEPTANCE OF OFFER OF ENROLMENT AND ENROLMENT FEE

1. 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.
2. 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 member of the Senior Executive and photocopies of all relevant documentation provided.
3. 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.
4. 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.
5. 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.
6. 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.

GENERAL CONDITIONS OF ENROLMENT

1. 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 Middle and Senior Schools 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.
2. 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.

3. 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.
4. 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.
5. 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.
6. Students are responsible for their personal belongings and the College will not be liable for any loss of these belongings.
7. 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
8. 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.
9. 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.
10. Exclusion from the College



- i) On the first occasion in which a student is suspended they will, with their parent or guardian, meet with the Headmaster, or his delegate, to discuss reasons why the student should not be asked to leave the College. The return of a student after a first suspension is at the discretion of the Headmaster, or his delegate, after this meeting. If a student is suspended on a second occasion the Headmaster has the discretion to declare the students' position at the College vacant if appropriate.
- ii) 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.
- iii) 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.

FEES

1. 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.
2. 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.
3. 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.
4. Absence from the College during the whole or any part of the term does not remove the obligation to pay the term's fees.
5. In the event of a student being withdrawn from the College at any time, the College requires notice of at least one term.

Name: _____

I acknowledge that I have read and accepted the Conditions of Enrolment dated 14 February 2007.

Signature: _____

Date: _____

