



**BROUGHTON**  
ANGELICAN COLLEGE

# 2006 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 expanding co-educational Preparatory to Year 12 school with over 1200 students. It is a multi-campus facility located in a rural environment at Menangle Park, near Campbelltown.

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

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

The College has grown to a three stream Early Childhood Campus (20 students per class on average), a two stream 'Primary School' and a five stream 'Secondary School'. Recognising the need to ensure each student is cared for; the College has four distinct schools operating on the one campus. In 2006, the Junior School was divided into two schools with the Early Childhood Campus catering for students from Prep to Year 2 and the Junior School for students from Year 3 to Year 6. The Middle School caters for students in Years 7 to 10 and the Senior School for students in Years 11 and 12. The Heads of the four schools within the College have the responsibility to develop distinctive learning environments catering for the needs of the students within their school.

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



## MESSAGE FROM KEY SCHOOL BODIES

### **Report of the Chair of Campbelltown Anglican Schools Council.**

During 2006 the governing body for Broughton Anglican College, the CAMPBELLTOWN ANGLICAN SCHOOLS COUNCIL, met formally on 9 occasions and at these meetings received reports from various sub-committees.

As the governing body of the College, Schools Council continued to determine broad policy directions for the school but left the implementation of these policies to Headmaster and Business Manager. Schools Council saw an important part of their role as monitoring carefully the implementation of their policies. They have monitored educational outcomes, the overall financial situation, staffing levels and conditions, appraisal of staff, the maintenance of buildings and equipment and compliance requirements of various governmental agencies in areas such as Occupational Health and Safety and Equal Opportunities for Women.

During 2006, a mechanism for the ongoing review and consolidation of the Schools Council Policy Manual was put into place. This process of review is ongoing. Schools Council also became more aware of the need to update themselves on their role and responsibilities so started discussions with the Association of Independent Schools on ways this could be achieved. Preliminary work was undertaken on establishing a "Foundation" to assist with the long term viability of the College.

The Reverend Canon Peter Stavert,  
Chairman of Schools Council

## VALUE ADDED INFORMATION

During 2006, Broughton celebrated 20 years of Christian education at the College. The motto of our celebrations, “**Looking Back with Thanks and Forward with Hope**”, reflected the goal of the College to use this important milestone to review the many achievements and blessings of the past 20 years, whilst planning for the next stage of the College’s development with confidence. The celebrations allowed us to reflect on how the College has been a “place in which God’s blessing rests”.

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 it’s 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.

In 2006, the Deputy Pastoral Care, and her team, undertook a major review of the pastoral care program within the College and developed a new Pastoral Care Framework to be implemented in 2007. There have been reviews of student leadership and of Christian worship within the College. This has led to some restructuring allowing for increased opportunities for student leadership and development of a new Christian Studies program, both of which will be implemented in 2007. The College is continuing to develop and embed the Values Framework and the Respect and Responsibility programs from a Christian perspective.

The College continued to give focus on increasing the academic performance and expectations of students. The performance of students in external examinations showed the continued development of a culture in which students seek to achieve their academic personal best. Results in the Literacy and Numeracy National Assessment (LANNA) test were pleasing, with the average for students of the College being above or very close to the national average in all subjects at all levels.

Similarly, the results of the students in the School Certificate and Higher School Certificate reflected the commitment of staff to the development of successful teaching and learning strategies. The pleasing results, gained by Year 10 in the initial School Certificate Computer Skills Assessment examination showed progress made in developing our students Information and Communication Technology skills required for their modern world. Year 12 (2006) gained pleasing results in a large number of subject areas. The cohort achieved 22 mentions in the H.S.C. Merit list, with 10% of the cohort gaining one or more mentions. Three students gained University scholarships.

The performance of students with teaching and learning difficulties reflect the success of our Teaching and Learning Support program. Similarly, commitment of our Gifted and Talented

Coordinator and staff is reflected in the success of students involved in our acceleration programs and the positive parental and student response to our Early Childhood and Junior School T.R.I.G.G.E.R. programs.



## STUDENT PERFORMANCE IN STATE-WIDE OR EQUIVALENT TESTS AND EXAMINATIONS

### LANNA Results – Years 3, 5 and 7

In 2006 students in Years 3, 5 and 7 participated in the Literacy and Numeracy National Assessment (LANNA) test developed by Australian College Educational Research. In all aspects and levels of testing the average for the students of the College was above or very close to the national average.

The results in all years were pleasing, reflecting excellent classroom teaching and the success of the Teaching and Learning Support programs. The outstanding performance of students in Years 3 and 5 reflected the success of our early intervention Reading and Numeracy programs that we have implemented in the Early Childhood Campus and Junior School.

The Reading result in Year 7 was pleasing, reflecting the success of the Core Teaching Program and the Year 7 Reading Program. The improved Numeracy result for Year 7, an increase of 6% of students reaching benchmark, reflects the review of teaching and learning strategies used in Mathematics and the involvement of staff in the Association of Independent Schools' Learning in Early Numeracy project.

2006 LANNA Test	Percentage of students above the national benchmark		
	Year 3	Year 5	Year 7
Reading	100%	98%	98 %
Writing	98%	98%	97%
Numeracy	100%	98%	98%

## School Certificate Results

In 2006, 134 Year 10 students sat for the six School Certificate tests, which included the initial Computing Skills Assessment examinations.

The cohort performed well, gaining results above the state average in all subjects. Overall, 27% of results were 80 or more (compared to 21% of results in the state), 70% of results were above 70 marks (compared to 59% in the state), 93% of results were 60 marks or more (compared to 85% 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, 68% of whom were deemed as being Highly Competent (compared to 58% of the state).

The College had four Year 10 students, who as part of our acceleration program, sat for the Mathematics School Certificate examination in 2005. One of these students gained the top result in Mathematics for the College, with three of the four students gaining a Band 6 result. All four students completed the Preliminary Extension 1 Mathematics course in 2006, with 3 moving towards sitting for the Mathematics and Extension 1 Mathematics Higher School Certificate examination in 2007.

The effectiveness of the Teaching and Learning Support program within the College is demonstrated with only 7% of results in the cohort below 60, compared to a State average of 13%.

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

Test	<b>Broughton Band 5-6</b> Marks of 80 or more	<b>State Band 5-6</b> Mark of 80 or more	<b>Broughton Band 4-6</b> Marks of 70 or more	<b>State Band 4-6</b> Marks of 70 or more	<b>Broughton</b> Mark of 60 or more	<b>State</b> Mark of 60 or more
English- Literacy	<b>44.0%</b>	31.3%	<b>85.1%</b>	72.3%	<b>95.5%</b>	89.5%
Mathematics	<b>20.9%</b>	18.6%	<b>49.3%</b>	40.2%	<b>79.9%</b>	70.1%
Science	<b>41.7%</b>	29.8%	<b>83.6%</b>	62.7%	<b>98.6%</b>	89.6%
Australian History , Civics and Citizenship	<b>27.2%</b>	24.2%	<b>52.3%</b>	52.3%	<b>91.7%</b>	84.1%
Australian Geography , Civics and Citizenship	<b>31.8%</b>	31.1%	<b>77.2%</b>	66.7%	<b>97.7%</b>	90.9%





## Higher School Certificate

In 2006, 92 students sat for the Higher School Certificate in 34 courses, including five courses delivered externally through the TAFE program and Open High School. The College had students sitting for Extension 1 and Extension 2 in both English and Mathematics and in Extension courses for History, Hospitality and Information Technology. The College was pleased with the performance of the majority of students at all ability levels.

The students in this cohort achieved 22 mentions in the H.S.C. Merit list, 10% of the cohort gained one or more mentions in the H.S.C. merit list and three students gained University scholarships.

In total 98.5% of results across all courses were 50 marks or more, with 90% of these results above 60. 18% of results placed students in a Band 5 or 6 (marks above 80).

In 15 courses, the average Higher School Certificate result was above the state average. Mention should be made to the performance of students in Community and Family Studies (with an average result of 85.2% (compared to the state average of 74%), Visual Arts (with an average 7.4% above the state mean) and Software Design and Development (5.8% above the state mean).

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

### Higher School Certificate Results

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

<b>Subject</b>	<b>Students</b>	<b>Performance band achievement as a percentage</b>			
		<b>Bands 3-6</b>		<b>Bands 1-2</b>	
English – Standard	20	School 100%	State 80%	School 0%	State 20%
English – Advanced	72	School 100%	State 98%	School 0%	State 2%
English – Extension	4	All students gained Band E3 or above			
General Mathematics	54	School 89%	State 74%	School 11%	State 26%
Mathematics	33	School 70%	State 84%	School 30%	State 16%
Mathematics – Extension 1	13	2 students gained Band E4 (Above 90%) 3 students gained Band E3 (70%-90%)			
Mathematics – Extension 2	2	Both students gained Band E3 in Extension 2			



Biology	28	School 93%	State 85%	School 7%	State 15%
Chemistry	16	School 57%	State 89%	School 43%	State 11%
Physics	23	School 83%	State 91%	School 17%	State 9%
Senior Science	14	School 100%	State 91%	School 0%	State 9%
Ancient History	21	School 67%	State 87%	School 33%	State 13%
Business Studies	28	School 77%	State 83%	School 23%	State 17%
Economics	4	School 100%	State 90%	School 0%	State 10%
Geography	7	School 100%	State 93%	School 0%	State 7%
Legal Studies	8	School 100%	State 89%	School 0%	State 11%
Modern History	22	School 96%	State 91%	School 4%	State 9%
History – Extension	7	1 student gained a Band E3			
Community and Family	3	School 100%	State 89%	School 0%	State 11%
Design and Technology	20	School 100%	State 93%	School 0%	State 7%
Engineering Studies	9	School 100%	State 90%	School 0%	State 10%
Drama	9	School 100%	State 94%	School 0%	State 6%
Music – 1	11	School 100%	State 96%	School 0%	State 4%
Visual Arts	3	School 100%	State 99%	School 0%	State 1%
PDHPE	15	School 93%	State 84%	School 7%	State 16%
Hospitality	30	School 100%	State 86%	School 0%	State 14%
Information Technology	13	School 100%	State 69%	School 0%	State 31%
Software Design	3	School 100%	State 89%	School 0%	State 11%



Reporting Area 4.

## PROFESSIONAL LEARNING AND TEACHING STANDARDS.

In 2006, there were 88 members of the teaching staff, 81 employed full time and 7 employed part-time.

### A. 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.	81	6
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.	0	1
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 has relevant subject expertise experience in employment fields relating to her subject expertise. She is expected to complete her Diploma of Education by the end of 2007.

In addition to the teaching staff, in 2006 the College employed a full time and two part-time Preparatory School teachers and two full time counselors, and a social worker for three days a week, who made up the Counselling team.

### B. Professional Learning

In 2006, Schools Council generously funded **six days** in which the **full staff** was involved in Professional Development activities. Areas examined in these days included Developing a Learning Community; Catering for differing types of students; Faculty Development; Protective Behaviours training; C.P.R. training; Coaching Senior Students; Classroom Management; Undertaking Risk Assessment; Reporting and Assessment. In addition to these days, staff also attended a Retreat Day with our colleagues from St. Peters Anglican School.

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.



<b>Areas of In-service Learning Activities</b>	<b>Number of Teaching Days</b>
Conferences Areas including Chaplains in Schools; Middle Schooling; Annual Mathematics Conference, Director of Studies Conferences; Teaching Strategies K-2; Assessment and Reporting; PDHPE Conference; VET programs	19
Special Needs – Aspergers; Literacy; Hearing Impaired	7
Development of skills – I.C.T.; Communication in the classroom and with parents; Differentiation of Curriculum; Thinking skills	23
Christian Training Courses – S.M.B.C.; Moore College	27
Pastoral Care courses – Resilience; Counselling Training; Behaviour Management	13
Training – First Aid, O.H.S.	18
Curriculum Specific Course – course across all faculty areas; Early Childhood; Literacy; Numeracy	37
Professional Development Course; Leadership Training; Professional Networks	27
Sport – Training	3



## TEACHER ATTENDANCE AND RETENTION RATES

### A. Teacher Attendance

In 2006 the average daily teacher attendance rate, as determined by the guidelines outlined in the reporting manual was 99.5%.

The actual attendance rate was 96%. 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.

### B. Teacher Retention Rate

The percentage of staff retained from 2005 to 2006 was 90.2%. This figure was determined by comparing the staff employed at the College on the 2005 Census date with those employed at the commencement of the 2006 academic year.

Six full time staff members left – 3 to go to promotion positions at other schools; 3 to teach in other schools

Five part time members of staff (2.2 Full time equivalent) left the College – 1 retiring, 1 to a full time position and 3 due to family considerations.

## STUDENT ATTENDANCE, RETENTION RATES IN SECONDARY SCHOOL

### A. Student attendance

94% of students attended school on average each school day in 2006. This figure was consistent across the Early Childhood – Junior School and the Secondary School. This was similar to the daily attendance in 2005.

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.

In 2006 the College moved to keeping attendance on our database, with the automatic issuing of notes for student absent for more than three days and for students who have not brought in notes explaining absences. This has streamlined our follow-up of unexplained absences.

### B. 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%

The actual retention rate of students completing Year 12 has been increasing steadily over the past three years. This is pleasing, indicating the parents' and students' satisfaction level with the teaching and learning and the performance of the past Higher School Certificate cohort. Most students leaving at the end of year 10 do so to either enter employment or to undertake courses at TAFE.

Our Careers Advisor seeks to ensure that these students are prepared during Year 10 through the work experience program, giving assistance in completing application forms, through interview training etc. She works closely with the South Western Sydney TAFE and local group training authorities. A small number of students select to change their educational environment for senior studies by moving to other schools.



## POST SCHOOL DESTINATIONS

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

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. 42 students were offered university placement and 3 received university scholarships.

Our Careers Advisor surveyed Year 12 (2006) students in March 2007, gaining the following data on post school destinations. The survey showed:

- 58% were at university
- 17% were studying either at TAFE or a private provider.
- 11% are working full time
- 14% have taken up apprenticeships



## ENROLMENT POLICIES AND PROFILES

### A. Student population

At the 2006 Census date the College had 1072 students enrolled in Kindergarten – Year 12. In addition there were 67 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	35	34	24	26	24	34	32	209
Girls	37	28	24	24	12	24	29	178
<b>Total</b>	72	62	48	50	36	58	61	387

#### Secondary School

Year	7	8	9	10	11	12	Total
Boys	65	66	57	67	37	53	345
Girls	56	66	64	68	47	39	340
<b>Total</b>	121	132	121	135	84	92	685

### B. 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 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 to assist the College in the development 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 ensure 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 school'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 will be 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 are pastoral carers, the Pastoral Care team has responsibility for assisting the Deputy Pastoral Care. This team consists of the Heads of School, the educational psychologist and the Year Advisors

### 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 counselled by Heads of Department, Year Patrons, Heads of School



or the Deputies. Students may be referred to the counselor by staff or parents and also have the option to self refer.

Parents are informed of positive or negative behaviours through our diary system, telephone contact, parent interviews etc. 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.

### **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 diary system, parent and teacher interviews, telephone conversations and interviews and where appropriate case conferences are held to discuss the specific learning or behaviour needs of students.

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

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



<b>Policy Area Aspects encompassed within policy and protocols</b>		<b>Changes in 2006</b>	<b>Access to Full Text</b>
<b>Child Protection</b>	Protocols for referral to DOCS	No change	Parent's Intranet and copies available on request.
	Child Protection Investigation Procedures	No change	
	Code of Conduct for Staff	Introduced procedures for all staff to sign Code of Conduct and for it to be include in package all new staff must agree to	Available on Staff Intranet.
<b>Complaints and Grievances</b>	Grievances Protocols	Protocols for dealing with staff grievances were approved. Protocols for parent grievances within the College were approved and made available to parents.	Parent's Intranet and copies available on request.
<b>Pastoral Care</b> This policy should be examined in conjunction with:	Camping Protocols	No change	Copies available on request.
	Student Management Policy		
	Guidelines for Referral to Counselors		
	Suicide Prevention Guidelines		
	Anti- Bullying Support Document	Bullying protocols were reviewed to reflect the principles of the National Safe Schools Framework	Bullying Statement in College diary.
<b>Security</b>	Critical Incident Protocols	Protocols for Lockdown situations implemented.	Copies available on request.
<b>Student Management</b>	Attendance Policy	Attendance records were computerized to assist in improved tracking and parental follow up.	Copies available on request.
	Student Leadership Guidelines	Student Leadership programs were reviewed and changes made for implementation for 2007	Copies available on request.
	Student Recognition and Awards	No changes	Available in College diary.
	Student Discipline Protocols	No changes	Available in College diary.



## SCHOOL DETERMINED IMPROVEMENT TARGETS

### College Goals for 2006

Area	Priorities
<b>College</b>	<p>To praise God for His many blessings over the past 20 years.</p> <p>To review structures and policies developed over the past 20 years and to plan for the next stage of Broughton's development.</p> <p>To work within the restraints of the budget so that Christian education remains available to our families at the lowest possible cost.</p>
<b>Curriculum</b>	<p>To develop within the College the concept of Academic Care and to devise strategies for implementation.</p> <p>To develop reporting and assessment protocols, ensuring they are reflective of the goals of the College and meet the requirements as outlined by external authorities.</p> <p>To develop programs and professional development activities to enable staff to meet the requirements of the N.S.W. Teachers Institute</p> <p>To widen the audience to whom we deliver our curriculum and programs beyond our present student body.</p>
<b>Pastoral Care</b>	<p>To increase student involvement and leadership opportunities</p> <p>To introduce the Broughton Pastoral Care Framework which will address pastoral care issues in a sequential and age appropriate manner.</p> <p>To review the re-development of Bullying policies, protocols.</p> <p>To continue the development of "No Bullying at Broughton" program.</p> <p>To improve contact between the school and parents in the implementation of Student Welfare and Bullying policies.</p>

## Achievement of goals identified in the 2005 Annual report.

Area	Goals	Achievements
<b>Curriculum</b>	To implement new syllabi and programs in various areas of the College.	Developed and implemented teaching and learning programs, particularly for Stages 4 and 5, based on the new Board of Studies syllabi.
	To continue to develop strategies to support and assist staff in their goal of having their students achieve their best in academic performance.	Examine strategies to encourage students to raise their standards and goals.
	To fully utilize our modern technologies and resources, and to integrate these in our teaching and learning program.	Evaluated strategies to incorporate I.C.T. across the curriculum. This continues to be an area of emphasis beyond 2005.
	To widen the audience to whom we deliver our curriculum and programs beyond our present student body.	Continued the relationship with Sydney Missionary Bible College in offering a S.M.B.C. course each term
<b>Pastoral Care</b>	To increase connectedness and resilience in the student body through the defining of the Broughton Community through Pastoral Care groups and events.	Developed a sequential Pastoral Care program and introduced Pastoral Care groups in 2006.
	To encourage students to express their connection to the Broughton Community through increased school involvement and uniform standards.	Encouraged students to represent the College with pride through both formal and informal opportunities.
	To implement the National Safe School Framework within the College.	Developed and implemented the AGQTP “No Bullying at Broughton” programme. Developed and implemented Parent Workshops relating to our “No Bullying at Broughton” program. Reviewed our “No Bullying at Broughton” protocols.

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

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. We want 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 2006, the following initiatives were undertaken to promote respect and responsibility within the Broughton community. These include:

- Safety Day
- Protective Behaviour Programme – Respecting Each Other
- Stop ,Think, Do Programme
- RAP (Resourceful Adolescent Programme)
- Student Representative Councils
- Student Organised Charity Fund Raising
- Student Leadership
- Peer Mediation
- Pastoral Care Framework (delivered through Care 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.





## PARENT, STUDENT AND TEACHER SATISFACTION

### Parent and Student Satisfaction

The College has developed an “open door policy” with our parent body over its twenty years of operation.

The Parents and Friends Association meets the third Monday of each month during school term. Each meeting has a presentation from either the Pastoral Care or Curriculum areas of the College. In 2006 areas of the presentations included those on Student Leadership, Teaching and Learning Support, Information and Communication Technologies, The Safe Schools Framework, Assessment and Reporting. The Headmaster and 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 Headmaster. The appreciation of the Parents and Friends for the strong positive relationships they have with the school was noted in the P & F article in our magazine.

*“I would like to thank the Headmaster for his strong support of the P & F, the teaching staff who took the time to present at the general staff meeting, and all the staff who helped with organising, advertising and running activities.”*

*P & F President – 2006*

The College values opportunities for communication with parents. We operate an effective diary 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.

Parents and students have an opportunity give feedback to the College though the exit surveys. Some comments are shown below:

*“The children always liked their teachers who were always caring and friendly.”*

*“Great – I loved the school.”*

*“We are most pleased with the way she is developing as a well-rounded and balanced person.”*

*“The staff and students were extremely caring. Very happy with support offered for my child who experienced a learning difficulty to read.”*

*“Some excellent teachers who developed good, motivating working relationships.”*

## **Teacher Satisfaction**

Staff have 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.

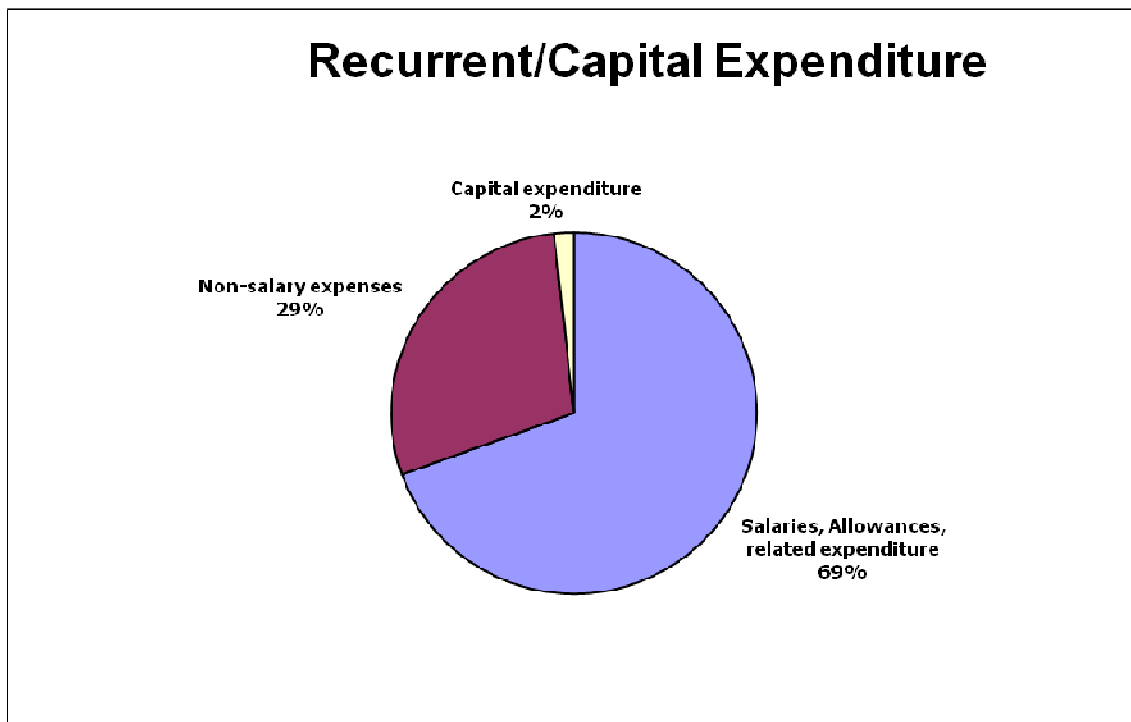
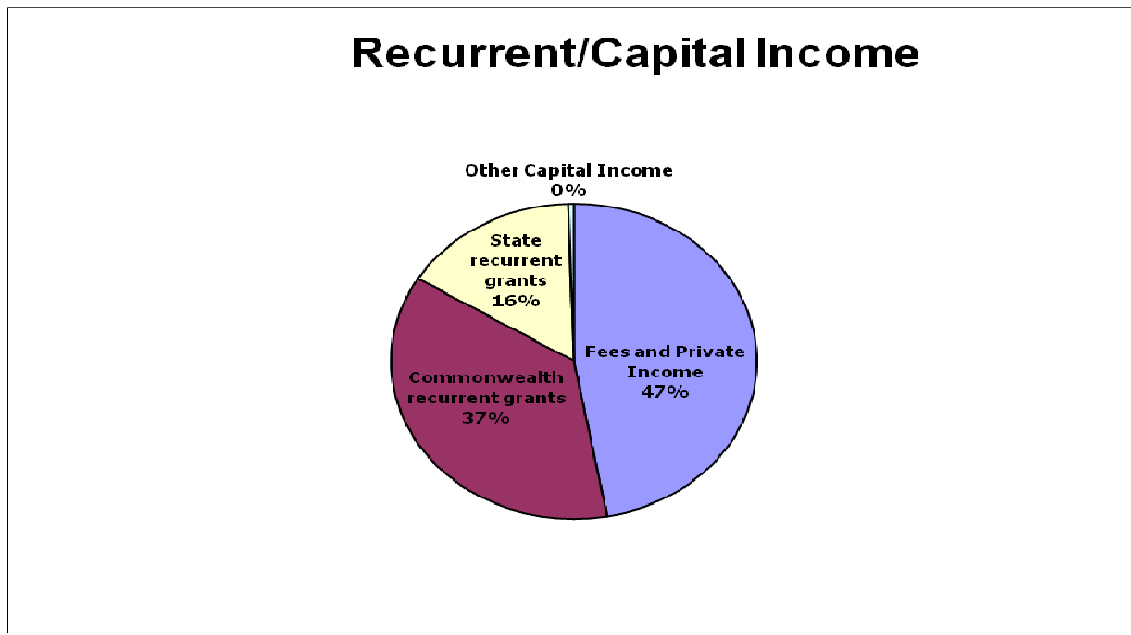
In 2006, the College undertook a staff survey which formed part of our report for the Equal Opportunity in the Workplace Agency. The survey found an overwhelming agreement that staff were “satisfied in my current job”, “free to express my views openly”, they “were consistently treated with respect” and “valued as an employee”.

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.

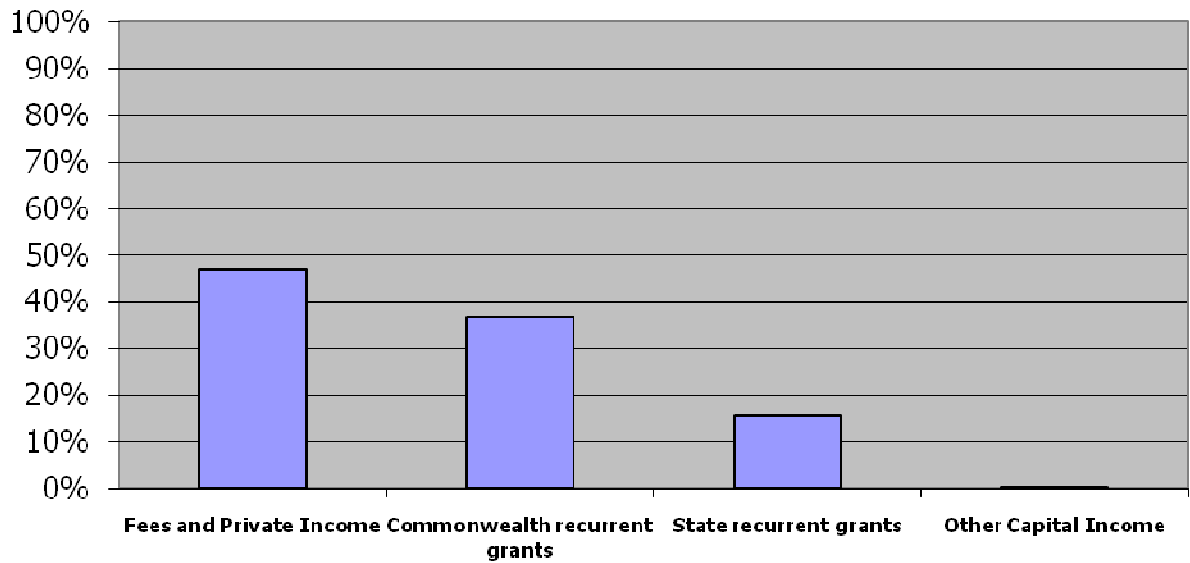


### Summary financial information

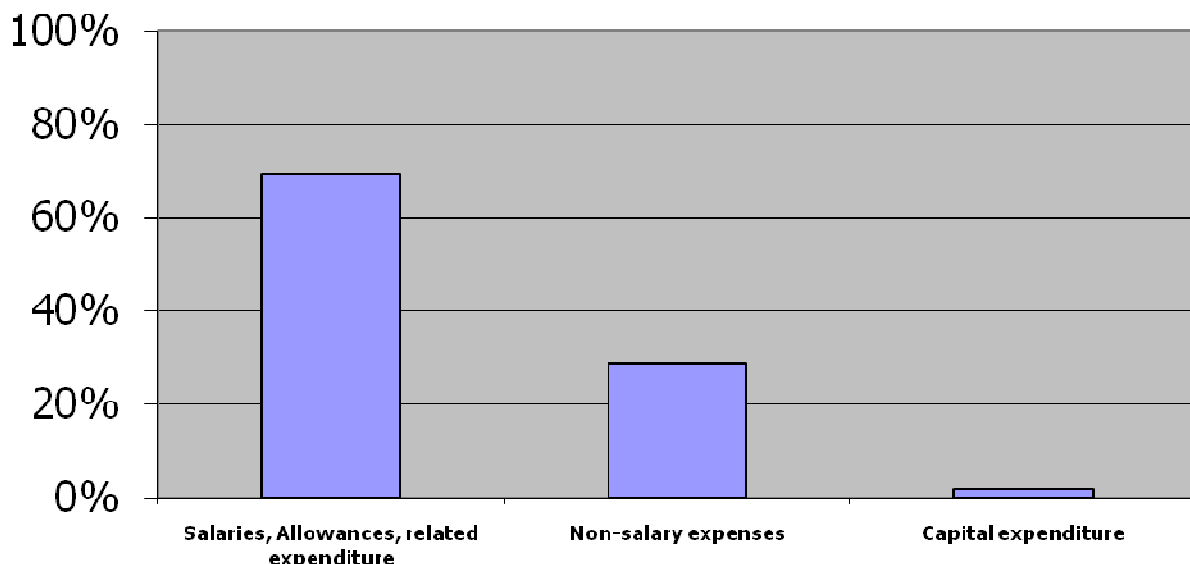
The following tables have been prepared by the College Bursar.



## Recurrent / Capital Income represented by Column Chart



## Recurrent/Capital Expenditure represented by column chart



## APPENDIX 1



# **BROUGHTON**

ANGELICAN 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**

*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.

14 February 2007

Name: \_\_\_\_\_

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

