



**BROUGHTON**  
ANGLICAN COLLEGE

*Life Through Christ*

# 2023 ANNUAL REPORT



Matthew 6:33-34

*“But seek first his kingdom and his righteousness, and all these things will be given to you as well. Therefore, do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own.”*





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**ANNUAL**  
**REPORT**

*Motto: Life through Christ*



# THE 2023 ACADEMIC YEAR IN REVIEW

## *Contextual Information of the College*

Broughton Anglican College is one of the leading coeducational Pre Kinder to Year 12 schools located on 27 hectares at Menangle Park in the Macarthur region of south-west Sydney.

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

The College is governed under the auspices of the Campbelltown Anglican Schools Council. 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 provides a quality education within a caring and supportive discipline structure. This is achieved through the provision of a comprehensive education based on sound Christian principles. Broughton has a reputation for the delivery of strong academic and wellbeing programs. The individual needs of our students are supported by our Gifted Education, Learning Support and Wellbeing systems and programs. Students have access to a wide variety of co-curricular opportunities including Christian fellowship, debating, public speaking, band and vocal ensembles, outdoor education and sport.

As well as offering courses leading to the award of the Record of School Achievement (RoSA) and Higher School Certificate, the College offers Vocational Educational Training courses which allow students to gain Certificate II in the Australian Qualification Industry Framework.

The College has been blessed with excellent facilities and technology which enhances the teaching and learning program. Students enjoy the opportunities available through our innovative Sport and Football programs, access to the Sports Centre and the ability to play a variety of sports on our sporting fields. The College is proud of our students and graduates, and we feel privileged to work in partnership with parents and carers as we see them develop into the amazing men and women that God intends them to be.

## *Characteristics of the Student Body*

In 2023, there were 1306 students in our Kindergarten to Year 12 programs of whom 589 were in the Junior School and 717 were in the Senior School. There were 675 boys and 631 girls in total. The main enrolment points for the College are students entering our Pre Kinder programs and Year 7.

In 2023, 106 students were in our Pre Kinder program, of which 95 went on to enter Kindergarten in 2024. In 2023, 78 students were in Year 6, of which 71 went on to enter Year 7 in 2024. In 2023, 3% of students were of Aboriginal or Torres Strait Islander descent and 14% of students came from homes with a 'Languages Other than English' background.

The information relating to the profile of the College and some of the enrolment data may be found on the My School website at <https://www.myschool.edu.au/school/43697>.

## MESSAGE FROM KEY SCHOOL BODIES



### *Message from the Chair of Schools Council*

2023 realised the implementation of a management structure to facilitate improved function and communication across our organisation. Andrew Middleton accepted the role of Executive Head over Corporate Services and the three schools. He has expertly reshaped and streamlined the delivery of resources across campuses. He has strong convictions around Christian education and ensures all improvements are in line with this thinking.

Corporate Services have physically relocated from the Macarthur Square offices to the Menangle Park campus and are now responsible for People and Culture, Facilities, Finance, Marketing, Risk, Compliance, and Registration across the organisation. Gavin Senescall continues to lead this team effectively. One of many achievements this year has been the policy review across the organisation.

St Peter's Anglican Grammar School celebrated their 40 year anniversary in 2023 and welcomed Mrs Michelle McDonnell as the permanent Principal. Michelle's decades of experience and outstanding educational and management skills have ensured the school is in capable hands. We praise God for the depth of experience and the depth of ability in her leadership team and teaching staff. This year, the school focused on implementing the new Literacy and Numeracy syllabi, and workshopped Biblical thinking to improve existing practice of Christian education across the key learning areas. Classroom refurbishments have begun with more improvements scheduled next year.

St Peter's Heart had a great year under the interim leadership of Mrs Deborah Nash. Heart teachers and aides are enthusiastic, caring and capable educators. Eighteen students across three classes have settled into a great routine. Both St Peter's Heart and Grammar have promoted authentic integration between the schools with shared learning experiences, excursions, and events. This has proved to be beneficial to both schools. We thank God for these children and their families.

Praise God, Broughton Anglican College has grown to over 1400 students. We have great capacity with the new Infants precinct which rounds out the major works in the Junior School. Much needed improvements to the Senior School are in the planning stages. Timothy Hewitt commenced in 2023 as the permanent Principal following Don O'Connor's retirement the previous year. Tim hit the ground running! His fire to promote Jesus, his professionalism, and obvious leadership skills have proven to be assets to the College. The Moore College PTC Course has been offered to Senior students and staff across the organisation with over 50 students and 50 staff members commencing study.

Campbelltown Anglican Schools Council is a united body that serves our schools well. Church members serving on council include Megan Blencowe (Chair), Jason Veitch (Deputy Chair), Ben Stelzer (Treasurer), Josh Ioannidis and Mark Alcorn. Council continues to encourage the relationship between the church and school communities. Our hope is that our schools will provide opportunity for students and families to know Jesus, mature in faith and connect into our churches.

Mrs Megan Blencowe  
Chair of Schools Council





## MESSAGE FROM KEY SCHOOL BODIES

### *Message from the Executive Head of Campbelltown Anglican Schools*



Campbelltown Anglican Schools (CAS) continues to deliver high quality Christian education to the families of the Macarthur Region. The Schools were established by Campbelltown Anglican Church and this partnership in ministry remains foundational and continued to be strengthened in 2023. The investment of time by Church ministry staff in conjunction with Council members and Executive leadership has ensured that this partnership is flourishing. CAS motto of 'Life through Christ' is the cornerstone of our decisions and practices in an increasingly secular culture. The vision to create a school which releases graduates into the world who can confidently and articulately navigate their post school life, with the cooperation of families and teachers remains central to our thinking.

The School Council serve CAS by carefully considering governance issues and their application in a fast-changing culture. The work to create an Educational Creed that captures our thinking about the Bible and how it relates to education was incredibly worthwhile as will be the outworking of this document to all stakeholders. The staff of CAS worked hard on their Biblical and professional literacy throughout the year, regularly reading up-to-date material on pedagogy, Christian world view and trends in education. The practice of professional reading together has begun and this has stimulated rich discussion in many quarters. The embedding of Christian world view in teaching programs remains a central aim and is ably supported by a range of other current biblical practices.

The overall educational offering of our schools is under review, as we seek to understand the strengths and weaknesses of our current offering. This should be an ongoing reflective work that creates habits in our students to do likewise. It has been a pleasure to meet and observe some excellent educators who not only understand student learning, pedagogy, and pastoral care, but have an obvious heart for students. I have been privileged to be part of many discussions about the future direction of education at all schools and look forward to working with our leaders to nuance these plans for execution.

St Peter's Heart enjoyed its second year of operation and continued to embed itself into our community as an excellent educational institution. The students have been well catered for academically and socially, and the integration between Heart students and Grammar

students has been strengthened. The staff are a committed and passionate group who have been dedicated in establishing this school.

Broughton Anglican College continues to attract increasing numbers of students and refine its practices. It has a great reputation, and our senior students are a credit to the work of families and school in partnership. The new learning framework has been finalised and will be embedded in the coming year. Capital Improvements continue at a rapid pace. The new Infants Village opened in February along with planned improvements in various Senior School areas. The raft of school activities and events allows parents to see first-hand the way in which their students are engaged in their learning, and these activities were well attended across the year.

St Peter's Anglican Grammar welcomed a new Principal this year and Michelle McDonnell has done a fine job of continuing the faithful work of outgoing Principal Alistair Walker. The enquiry-based learning approach remains central to the academic offering of the school as does the literacy intervention in the early years. The School welcomed the ongoing refurbishment of classrooms and the redevelopment of the Pre-Kindergarten playground.

The Corporate Services team continues to provide excellent support to the schools in all areas of business. Their customer service philosophy and desire for constant improvement is valued as are the advances in systems and processes which improve the stakeholder engagement.

As our world places demands on students to adapt to the changing culture around them, so too must the school think and adapt to the variety of pressures it faces. The desire for the school to provide services once not considered the domain of an educational institution, must be well thought through and planned. This can only be achieved by maintaining strong bonds between all stakeholders and keeping student learning about a Holy God at the centre of our operation.

**Mr Andrew Middleton**  
Executive Head of Campbelltown Anglican Schools

## MESSAGE FROM KEY SCHOOL BODIES



### *Message from the Principal*

2023 has been a significant year, marked by growth, community engagement and momentous achievements. I would like to extend my heartfelt thanks to everyone for the warm and wonderful welcome I received.

Joining this community has been tremendously encouraging. Our shared mission of providing a high-quality Christian education developing students for life through Christ remains at the heart of our College and the wider organisation of Campbelltown Anglican Schools. It remains a great privilege to be part of such a dedicated, caring and Christ focused environment.

The College has continued its impressive growth trajectory, a trend that has been particularly notable over the past five to ten years. This year, we commenced with an enrolment of 1 412 students spanning from Pre Kinder to Year 12, a testament to our expanding reach and the increasing trust parents and carers place in our educational framework. Our Kindergarten classes, which numbered four in 2022, saw a significant expansion to six classes in 2023. This growth in early education sets a promising pattern that we anticipate will be replicated in the coming years as these students progress through the subsequent grades, necessitating similar expansions at each level of their education.

A significant milestone in our growth journey this year was the formal opening of the Junior School, which now includes the newly developed Infants Village. This event was not just a ceremonial opening but a celebration of our community's collective efforts and vision for the future. It was encouraging to witness the involvement of key community members, particularly our federal member of Parliament, Dr Freeland, whose presence underscored the importance of this development. The day marked a new chapter in our commitment to providing high-quality educational facilities for our young learners.

While we celebrated new beginnings, we also experienced a poignant farewell. Mrs Cath Halloran, our esteemed Head of Junior School, relocated to Queensland with her family. Mrs Halloran's contributions to our College community have been invaluable. Her leadership, dedication and passion for education have significantly shaped the Junior School's environment and culture. Under her guidance, the Junior School has flourished and her impact will be felt for years to come. We wish her and her family all the best in their new journey and are deeply grateful for the indelible mark she has left on the College.

In 2023, students have had numerous opportunities to showcase their talents and abilities throughout the year, with several events standing out as particularly noteworthy. The musical performances have been exceptional, with our orchestra and concert bands delivering impressive musical evenings that captivated audiences. One of the highlights of the year was the Senior School musical, *The Sound of Music*, which was a vibrant and engaging production that demonstrated the hard work and dedication of both students and staff. Additionally, the Junior School's performance at the Town Hall for the IPSHA music festival concert was a wonderful occasion, showcasing the musical talent and enthusiasm of our younger students.

Sports events have also played a significant role in the school year, offering students the chance to demonstrate their athletic abilities and sportsmanship. Both the Senior and Junior Schools held athletics, swimming and cross-country carnivals. These events were marked by exceptional participation and skill, fostering a sense of community and healthy competition. Students not only competed with enthusiasm but also supported each other, highlighting an encouraging culture that exists within our College.

Beyond the classroom, many year groups enjoyed enriching camp experiences and excursions. These outings provided students with the opportunity to spend time together in different settings, fostering deeper relationships with their peers. More importantly, these experiences allowed students to deepen their understanding of our faith, exploring and reflecting on Biblical themes in a supportive and engaging environment. The camp experiences were designed to challenge students to build resilience and develop a greater understanding of our great God.

Throughout 2023, staff demonstrated a steadfast commitment to their professional development throughout the year, engaging in a variety of initiatives designed to enhance their skills and effectiveness as educators. One of the primary areas of focus has been the implementation of Biblically informed curriculum, meticulously aligned with the NSW Curriculum Reform timelines. This new curriculum not only meets the rigorous academic standards set forth by the state but also integrates our core Christian beliefs, ensuring that our students receive a holistic education that nurtures an understanding of themselves and the world God made.



In addition to curriculum development, our staff have been dedicated to enhancing their understanding of effective pedagogical strategies. Through a series of workshops, seminars and collaborative learning sessions, they have explored innovative teaching methods and best practices. These efforts are aimed at helping students realise their full potential and understand how they can use their gifts and abilities to glorify God. By deepening their understanding of these pedagogical techniques, our teachers are better equipped to create engaging and supportive learning environments that cater for the diverse needs of our student body.

Another key aspect of our professional development initiatives has been the identification and strengthening of cultural imperatives within the College. Targeted training sessions have been conducted to ensure that these cultural values are deeply embedded in all aspects of College life. This focus on cultural imperatives helps to foster a sense of unity and shared purpose among staff and students, reinforcing the College's mission and values in daily interactions and long-term goals.

To support our continued growth and ensure the smooth operation of the College, we have also been streamlining College-wide processes and procedures. By identifying areas where efficiency and sustainability can be improved, we have implemented changes that make our administrative and operational functions more effective. These enhancements not only benefit staff by reducing unnecessary workload and complexity but also ensure that resources are utilised in the most productive manner, ultimately enriching the educational experience for our students.

As we look forward to the coming year, I am confident that our collective efforts will continue to elevate our College as an example of excellence in both education and faith development. The dedication of our staff, combined with the support and commitment of our community, lays a strong foundation for continued success. Thank you for your ongoing support and commitment to our community. Together, we will continue to nurture and develop our students, helping them to grow in knowledge, faith and character.

Mr Timothy Hewitt  
Principal





## MESSAGE FROM KEY SCHOOL BODIES



Over 40 years ago the senior minister of Campbelltown Anglican Churches at the time, Rev. John Darlington, had a vision for a Parish school in Campbelltown that would be genuinely Christian in its character whilst also providing a wonderful education to equip young people for life in the modern world. As a part of his vision, he instituted the motto “Life through Christ”, that we see on our branding and our signs across our two locations and three schools. However, this phrase is not simply a motto, it fundamentally shapes who we are as an organisation and who we seek to honour in our work.

So, we have much to be thankful for to God for what he has done in growing Campbelltown Anglican Schools over the last four decades. We are particularly thankful for our leaders, Mr Andrew Middleton as the tireless leader over the whole organisation, Mr Timothy Hewitt the Principal of Broughton Anglican College, Mrs Michelle McDonnell the Principal of the St Peter’s Anglican Grammar and Heart schools, and Mr Gavin Senescall as the Head of our Corporate Services. Over the past year, our leaders have exercised wonderful leadership and continued to ensure the original vision for our schools is being lived out and refined.

We are also particularly thankful for our entire leadership staff team across the organisation. Every day our teachers, administration staff, support staff and facilities staff work tirelessly because of their own conviction and commitment to the ministry and vision of our schools.

I am thankful to God for Campbelltown Anglican Schools Council that works tirelessly behind the scenes to ensure the original mission of our schools remains our focus whilst we also joyfully comply with the expectations of our government and community. In particular, we need to single out the Chair of our Council, Mrs Megan Blencowe, who has led our organisation with humility and clarity in a year of both challenges and opportunities.

Finally, as the current Senior Minister of Campbelltown Anglican Churches, I am thankful for the whole school community for your partnership in this ministry of our church. May you be blessed and constantly reminded of the truth of life through Christ that Jesus himself expressed when he said: “I am the way and the truth and the life. No one comes to the Father except through

Warm regards,

Rev. Jason Veitch, Senior Minister Campbelltown Anglican Churches  
and ex-officio member and deputy chair of Campbelltown  
Anglican Schools Council



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John 3:16

*“For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.”*

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## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

The College continues to be pleased with the performance of students in the NAPLAN testing with us achieving at, or above, the national average in all areas.

The table below shows the average result of the College's students in each cohort tested. The colour of shading indicates a comparison between the College's performance and national averages. In 2023, NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means NAPLAN achievement prior to 2023 cannot be compared to that from 2023 onwards.

### *Naplan Test Results*

	Reading	Writing	Spelling	Grammar	Numeracy
<b>Year 3</b>	402	435	412	404	419
<b>Year 5</b>	515	497	506	518	521
<b>Year 7</b>	566	563	559	554	564
<b>Year 9</b>	602	607	591	597	605

Selected school's average when compared to all Australian students is:

- Well above
- Above
- Close to
- Below
- Well below





Subject	Year	Number of Students	Exceeding		Strong		Developing		Needs Additional Support	
Numeracy	3	94	17	18%	52	55%	18	19%	7	7%
	5	71	10	14%	53	75%	7	10%	1	1%
	7	142	23	16%	94	66%	19	13%	6	4%
	9	113	17	15%	81	72%	15	13%	0	0%
Reading	3	94	13	14%	51	54%	21	22%	9	10%
	5	71	22	31%	39	54%	7	10%	4	6%
	7	142	42	30%	77	54%	23	16%	0	0%
	9	113	33	29%	63	56%	15	13%	2	2%
Writing	3	94	13	14%	67	71%	13	14%	1	1%
	5	71	12	17%	39	54%	18	25%	3	4%
	7	142	25	18%	81	57%	34	24%	2	1%
	9	113	33	29%	55	49%	24	21%	1	1%
Grammar and Punctuation	3	94	5	5%	46	49%	26	28%	17	18%
	5	71	14	20%	42	59%	11	15%	4	6%
	7	142	21	15%	79	56%	35	25%	6	4%
	9	113	29	26%	51	45%	33	29%	0	0%
Spelling	3	94	16	17%	44	47%	26	28%	8	9%
	5	71	18	25%	38	54%	11	15%	4	6%
	7	142	38	27%	81	57%	19	13%	3	2%
	9	113	35	31%	61	54%	12	11%	5	4%

The College uses the individual and cohort results of students assessed in NAPLAN to reflect on teaching programs and practice. To continue building student reading and writing abilities, the College has introduced a new reading program in the Junior School and a wide reading program in the Senior School.

## POST SCHOOL DESTINATIONS

Our Careers Program is designed to ensure that students who seek to leave the College are guided into making informed choices and have training in portfolio development, interview techniques, resume writing skills and employment application skills. Knowledge of further training at universities, private providers and TAFE are explored as options for students to pursue.

In 2023, many of the HSC students who left, did so to undergo further study at university, TAFE or private providers. Some students went to full-time employment.

The information below comes from the University Admissions Centre (UAC) Schools Hub. This site provides schools with information regarding the university and course preferences of students and the subsequent offers made to students. In 2023, 66 (67%) Broughton Anglican College students applied to UAC; this is an increase of 3% from the previous year. The table below shows the institutions students selected as their first preference and the number of offers UAC made to students.

The most popular university chosen as preference 1 for

Broughton students in 2023 was the University of Sydney (24%) followed by the University of Technology Sydney (20%), the University of NSW (17%) and Western Sydney University (14%). In previous years, the University of Wollongong and Western Sydney University had been leading contenders in gaining students' first preferences, however, the competitive early offer programs run by the University of Wollongong, Western Sydney University and others such as the University of Technology Sydney, Macquarie University and the University of Notre Dame means students apply directly to these universities and then give first preference in a UAC application to universities who do not offer such a scheme, for example the University of Sydney and the University of NSW.

According to UAC's School Hub, 98 offers of university placings were made to students in the cohort, up 48% on 2022. Many students were given multiple offers of university placement. However, whilst 24% of first preference was given to the University of Sydney, the largest enrolment into university courses was with Western Sydney University.

Institution	Offer of Placement		Institution	Offer of Placement	
	Student's 1st Preference	Total Offers		Student's 1st Preference	Total Offers
<b>ACPE</b>	1	1	<b>Torrens University</b>	1	1
<b>Australian Catholic University</b>	1	3	<b>University of New England</b>	0	2
<b>Charles Sturt University</b>	1	1	<b>University of NSW</b>	11	4
<b>CQ University</b>	1	1	<b>University of Notre Dame</b>	2	3
<b>Griffith University</b>	1	1	<b>University of Sydney</b>	16	12
<b>Macquarie University</b>	2	14	<b>University of Technology</b>	13	5
<b>MIT Sydney</b>	2	2	<b>University of Wollongong</b>	7	15
<b>National Art School</b>	1	2	<b>Western Sydney University</b>	9	27
<b>SAE</b>	0	1	<b>University of Sydney</b>	2	2



## *The Granting of Records of School Achievement (RoSA)*

In 2023, the Record of School Achievement was available for students in Year 10 who were not continuing into Year 11. In that year, the College had six (6) students who did not continue to Year 11 at any school and were eligible for the Record of School Achievement. In addition, four (4) students did not continue to Year 12 and were eligible for the Record of School Achievement.

## *Results of the Higher School Certificate including comparison of student performance to statewide performance and trends in student performance.*

In 2023, 96 students sat for the Higher School Certificate in 30 courses. The College had students sitting for Extension 1 and Extension 2 courses in English, Mathematics, Science and History Extension. 1 student studied a VET course externally through TAFE, 2 students studied a course through Sydney Distance Education (Economics and Geography) and 1 student studied Italian Beginners through NSW School of Languages.

The College was satisfied with the performance of students at all ability levels, though there continues to be some areas of concern. 18 students from the College made the Higher School Certificate Merit List, with 31 mentions across 15 subjects. In total, including Extension course results, 6% of all results were above 90, 31% were above 80 and 73% were above 70. 1 student placed 1st in the state for Mathematics Standard 2.

The Dux of the College received an Australian Tertiary Admission Rank (ATAR) of 96.20 placing them in the top 3.8% of the students in NSW.

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

Subject	Year	Bands 4-6	
		Marks above 70	
		Broughton	State
<b>Ancient History</b>	2023	47%	61%
	2022	75%	64%
	2021	33%	62%
	2020	50%	62%
<b>Automotive (Mechanical Technology)</b>	2023	-	41%
	2022	100%	45%
	2021	-	43%
	2020	100%	45%
<b>Biology</b>	2023	74%	64%
	2022	47%	53%
	2021	58%	66%
	2020	62%	62%



<b>Business Studies</b>	2023	61%	64%
	2022	72%	65%
	2021	59%	66%
	2020	63%	62%
<b>Chemistry</b>	2023	56%	66%
	2022	50%	64%
	2021	38%	66%
	2020	67%	69%
<b>Community and Family Studies</b>	2023	85%	72%
	2022	100%	74%
	2021	100%	72%
	2020	83%	69%
<b>Dance</b>	2023	-	92%
	2022	100%	92%
	2021	-	86%
	2020	-	87%
<b>Design and Technology</b>	2023	90%	78%
	2022	92%	82%
	2021	100%	83%
	2020	86%	83%
<b>Drama</b>	2023	100%	88%
	2022	100%	88%
	2021	64%	83%
	2020	100%	90%
<b>Economics</b>	2023	100%	77%
	2022	100%	76%
	2021	-	78%
	2020	71%	77%



<b>Engineering Studies</b>	2023	83%	69%
	2022	-	62%
	2021	-	71%
	2020	100%	68%
<b>English – Advanced</b>	2023	88%	95%
	2022	64%	93%
	2021	61%	94%
	2020	90%	95%
<b>English – Standard</b>	2023	0%	60%
	2022	25%	56%
	2021	33%	58%
	2020	30%	57%
<b>Food Technology</b>	2023	-	65%
	2022	100%	57%
	2021	75%	63%
	2020	82%	58%
<b>Hospitality</b>	2023	90%	78%
	2022	100%	80%
	2021	69%	69%
	2020	67%	64%
<b>Human Services</b>	2023	-	65%
	2022	-	64%
	2021	50%	58%
	2020	100%	44%
<b>Information Processes and Technology</b>	2023	-	58%
	2022	-	65%
	2021	-	57%
	2020	76%	58%

<b>Investigating Science</b>	2023	-	71%
	2022	60%	63%
	2021	82%	75%
	2020	100%	57%
<b>Legal Studies</b>	2023	80%	69%
	2022	60%	66%
	2021	88%	69%
	2020	69%	67%
<b>Mathematics - Standard 2</b>	2023	57%	58%
	2022	40%	54%
	2021	33%	51%
	2020	56%	50%
<b>Mathematics Advanced (new course)</b>	2023	53%	75%
	2022	40%	76%
	2021	38%	79%
	2020	70%	81%
<b>Modern History</b>	2023	62%	64%
	2022	57%	68%
	2021	67%	65%
	2020	75%	66%
<b>Music - 1</b>	2023	100%	90%
	2022	91%	89%
	2021	100%	89%
	2020	100%	90%
<b>Music - 2</b>	2023	100%	99%
	2022	100%	99%
	2021	100%	100%
	2020	100%	100%
<b>PDHPE</b>	2023	63%	63%
	2022	56%	50%
	2021	55%	60%
	2020	95%	61%



<b>Physics</b>	2023	53%	68%
	2022	57%	68%
	2021	57%	71%
	2020	77%	67%
<b>Retail Services</b>	2023	0%	55%
	2022	-	50%
	2021	-	49%
	2020	100%	43%
<b>Society and Culture</b>	2023	84%	80%
	2022	78%	75%
	2021	-	80%
	2020	-	80%
<b>Software Design and Development</b>	2023	38%	65%
	2022	80%	70%
	2021	60%	67%
	2020	58%	65%
<b>Spanish Beginners</b>	2023	77%	82%
	2022	-	81%
	2021	-	78%
	2020	-	68%
<b>Textiles and Design</b>	2023	78%	79%
	2022	100%	79%
	2021	78%	81%
	2020	100%	85%
<b>Tourism, Travel and Events</b>	2023	-	84%
	2022	100%	54%
	2021	-	79%
	2020	100%	76%
<b>Visual Arts</b>	2023	100%	91%
	2022	90%	92%
	2021	100%	91%
	2020	100%	90%



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

Subject		Band E3	Band E4 >90%
English Extension 1	2023	2	1
	2022	7	1
	2021	3	4
	2020	5	1
English Extension 2	2023	1	2
	2022	2	0
	2021	1	0
	2020	3	0
Mathematics Extension 1	2023	5	0
	2022	1	2
	2021	5	0
	2020	9	2
Mathematics Extension 2	2023	2	0
	2022	2	0
	2021	5	0
	2020	2	0
History Extension	2023	5	1
	2022	0	1
	2021	1	0
	2020	3	0
Music Extension	2023	-	-
	2022	0	0
	2021	1	0
	2020	0	1
Science Extension	2023	5	0
	2022	1	0
	2021	3	1
	2020	1	2



## *Senior secondary outcomes (VET or equivalent)*

In 2023, 95 students achieved the award of the Higher School Certificate and 22 (24% of cohort) students studied Vocational Educational Training Courses (Hospitality and Retail). 1 student did not meet the Minimum Standards requirements.

Year 12	Number of students eligible	Qualification/Credential	Number of students who received the Award/Credential
<b>2023</b>	96	Higher School Certificate	95 (99%)
		HSC Record of Achievement	1 (1%)
		Statement of Attainment towards Certificate 2 or Certificate 2	22 (23%)
<b>2021</b>	64	Higher School Certificate	64
		Statement of Attainment towards Certificate 2 or Certificate 2	14

The College continues to have a strong tradition in allowing students of all abilities to access Vocational Education and Training courses that enable them to receive a Statement of Attainment or Certificate II or Certificate III as part of their HSC pattern of studies. Interested students are able to access these courses through the College, TAFE or other providers.

## **TEACHER ACCREDITATION**

### *Teachers Accreditation – 2023*



#### **Level of Accreditation**



#### **Number of Teachers**

Conditional	8
Provisional	4
Proficient Teacher	96
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	108

## WORKFORCE COMPOSITION

The table below shows information relating to the composition of the College workforce.

### Teaching staff 2023

Teaching staff	108
Full-time equivalent teaching staff	99.9

### Non-teaching 2023

Non-teaching staff	52
Full-time equivalent non-teaching staff	38.5

At Broughton Anglican College, all staff are Christian. A small number of staff members have identified as Aboriginal or Torres Strait Islander, including in executive and teaching roles.





## STUDENT ATTENDANCE RATES

On average, 89.55% of students attended school each school day in 2023.

The attendance for each Year is shown in the table below, rounded to the nearest percentage point:

Year Level	Attendance Rate
Kindergarten	90.61%
Year 1	91.11%
Year 2	90.76%
Year 3	91.14%
Year 4	89.76%
Year 5	89.24%
Year 6	89.90%
Year 7	90.87%
Year 8	90.02%
Year 9	88.53%
Year 10	90.17%
Year 11	88.07%
Year 12	90.10%

For whole school student attendance rates, please refer to the School's data on the My School website [www.myschool.edu.au](http://www.myschool.edu.au)

## RETENTION OF YEAR 10 TO YEAR 12

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

Years Completed	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2020 / 2022	85	64	59	75.29%	69.41%
2021 / 2023	111	96	93	86.49%	83.78%



## MANAGEMENT OF NON-ATTENDANCE

The College continues to have protocols in place to follow up student absences by requiring notification from a parent or carer. In 2023, the College continued its system where parents and carers are informed by a SMS message if their child is absent from the College on that day. Parents and carers are able to respond to this message via email, detailing the reason for their child's absence. This allows parents and carers the opportunity to respond quickly, reducing the need to chase notes through the student. Alternatively, parents and carers are able to provide details relating to the reason for the absence through providing a note. In Term 4, the College transitioned to a new student management system allowing parents and carers to communicate absences through the online Parent Lounge.

If notification of the absence has not been explained on the day of the student returning to the College, the student's parents or carers are reminded to provide a reason for the absence through the Student Handbook

or by providing a note to explain the absence. Should an absence remain unexplained after three (3) days, parents and carers are again asked to provide a reason for the absence via email or a note. Should the absence remain unexplained after five (5) school days from the return of the student, a further reminder is sent to the parent or carer and the matter may be passed onto the Junior School Wellbeing Coordinator or the Dean of Students Senior School to be followed up.

The Class Teachers (Junior School) and House Tutors (Senior School) are asked to examine attendance records and report any concerns or patterns of non-attendance to their relevant supervisor for investigation and follow-up. Parents or carers wishing to apply for leave for their child must request this leave in writing through the appropriate Deputy Principal. Details relating to protocols and procedures on student attendance are available to staff through the Policies and Protocols section on the online staff portal.





## SCHOOL POLICIES

The following school policies are available on the schools website -

- Anti-bullying
- Child protection
- Discipline
- Enrolment
- Managing complaints

Link to website: <https://www.broughton.nsw.edu.au/about/policies/>



## SCHOOL DETERMINED GOALS FOR 2024

The table below outlines the achievement of priorities identified in 2023.

Area	Actions taken / Achievements
<b>Christian Education</b>	Whole staff workshops completed on Biblical thinking and Christian teaching
	Launch of Staff Scholarship program to complete Master of Education in Christian education
	Leadership staff reading program
<b>Improvement of Facilities</b>	Refurbishment of the science lab
	Development of new community hub
	Refurbishment of Junior School learning spaces
	Painting of Pre Kinder rooms
	Planning and design for refurbishment of 7-9 playground
<b>Pastoral Care Framework</b>	Embedded College-wide values into behaviour matrix and systems for teaching and reinforcing these with students
	Refine staff skills in pastoral care
	Strengthen the discipline policy
	Established College-wide behaviour response flowchart
	Training for teachers on classroom practices for universal supports for student behaviour
<b>Teaching and Learning</b>	Implement for new K-2 English and Mathematics syllabus
	Full launch of new School Management System (TASS) for reporting
	Development of new Learning Framework
<b>Student Wellbeing</b>	Recruitment of additional College Counsellors
	Implement the new structure of SS student wellbeing support (Grade Coordinators)





# PARENT, STUDENT AND TEACHER SATISFACTION

## *Parent / Carer Satisfaction*

In 2023, the new leadership actively sought feedback from the parent /carer community to identify desired areas for change. This feedback was collected through various methods, including discussion groups, information sessions/evenings, parent/carers gatherings and invitations to respond to updates. The parent /carer community utilised these opportunities to express their affirmations and / or concerns. Key issues raised for discussion included the introduction of a new uniform, teacher feedback and communication regarding educational matters, the new College logo and the new Parent Portal and administration system. The College responded to these discussions by making modifications to processes and products where feasible and appropriate. Overall, most parents and carers expressed their contentment with the current direction of change.

## *Student Satisfaction*

The College has a long history of engaging students on current issues to ensure their voices are heard and valued. In 2023, feedback from students was sought through a variety of channels, including Junior School and Senior School Prefects, focus groups, through the availability of pastoral care staff, student surveys and invitations to respond to updates. The student community actively participated in these opportunities to discuss their affirmations and concerns. Key issues raised for discussion included the introduction of a new uniform and new playground equipment. The College responded to these discussions by making modifications where feasible and appropriate. In addition, the College ensured that all feedback processes and subsequent actions adhered to the highest standards of child safety, reaffirming our commitment to creating a secure and supportive environment for all students. Overall, most students expressed their contentment with the current direction of change.





### *Staff Satisfaction*

The staff community made use of these opportunities to discuss their affirmations and concerns. Key issues raised for discussion included workload, staffing shortages, the desire for increased maintenance and support and rates of remuneration. The feedback highlighted the challenges staff faced and their suggestions for improvements. The College took these discussions seriously and responded by making modifications to processes and policies where feasible and appropriate.

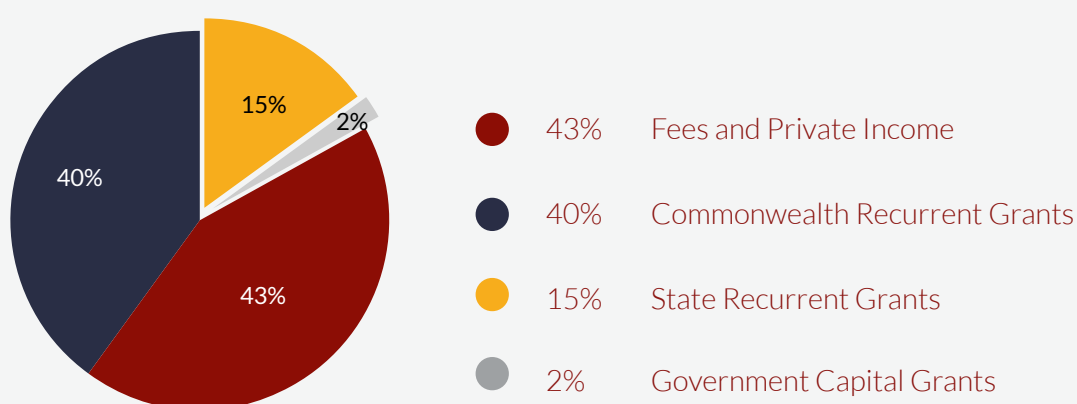
To address workload concerns, the College explored strategies to redistribute tasks and implement more efficient workflows. Staffing shortages were addressed by reviewing recruitment processes and seeking to attract and retain qualified staff. The desire for increased maintenance and support has led to an evaluation of current facilities and plans for the implementation of necessary upgrades.

Overall, the efforts to engage with staff and respond to their feedback resulted in a positive outcome. Most staff members expressed their contentment with the current direction of change, appreciating the leadership's commitment to addressing their concerns and improving the work environment. The College remains dedicated to ongoing dialogue and collaboration with staff to ensure a supportive and fulfilling workplace for all.

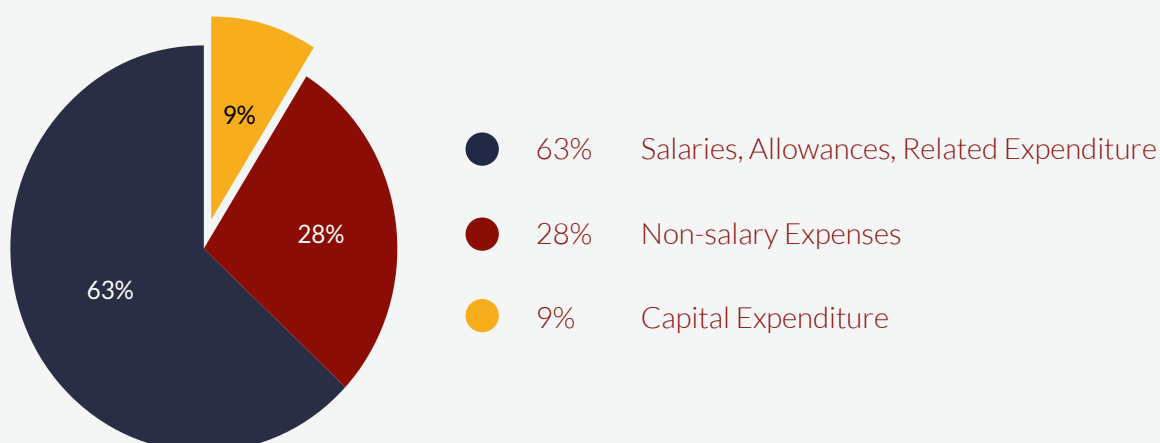


## SUMMARY FINANCIAL INFORMATION

### *Recurrent/Capital Income*



### *Recurrent/Capital Expenditure*

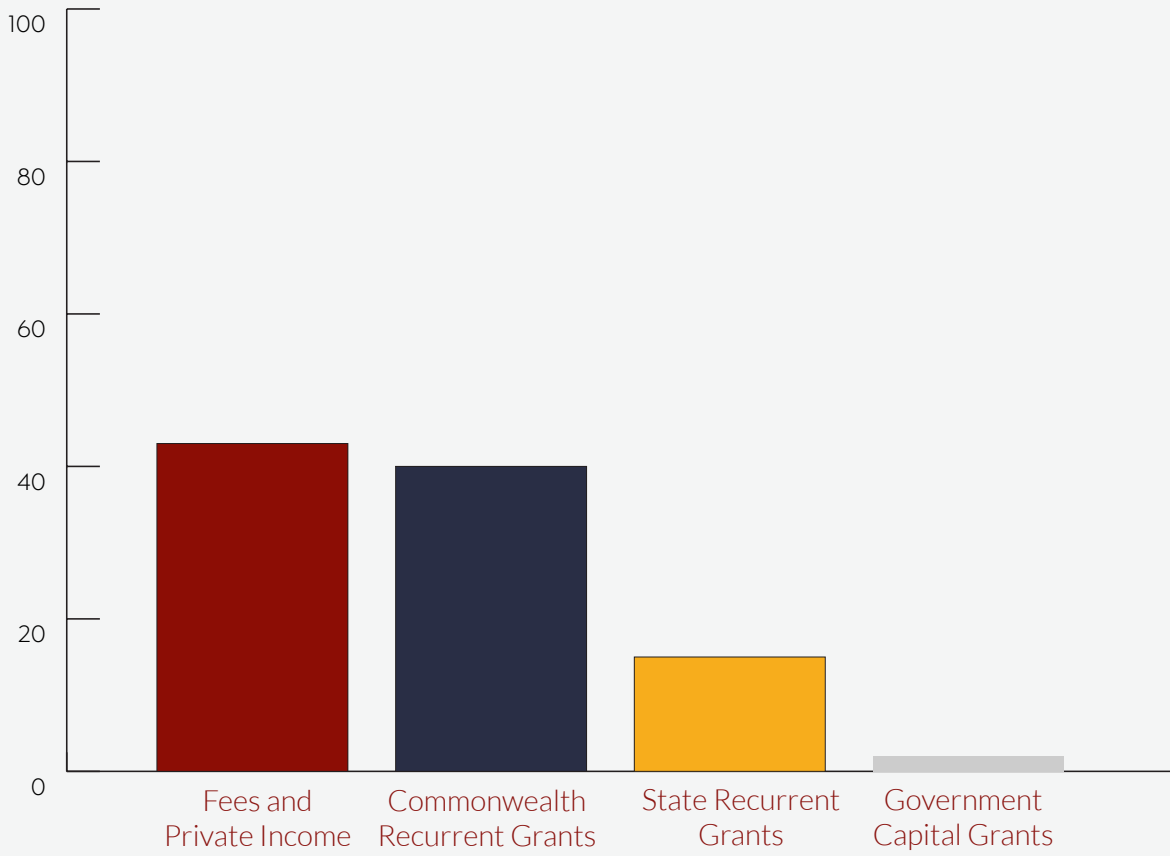


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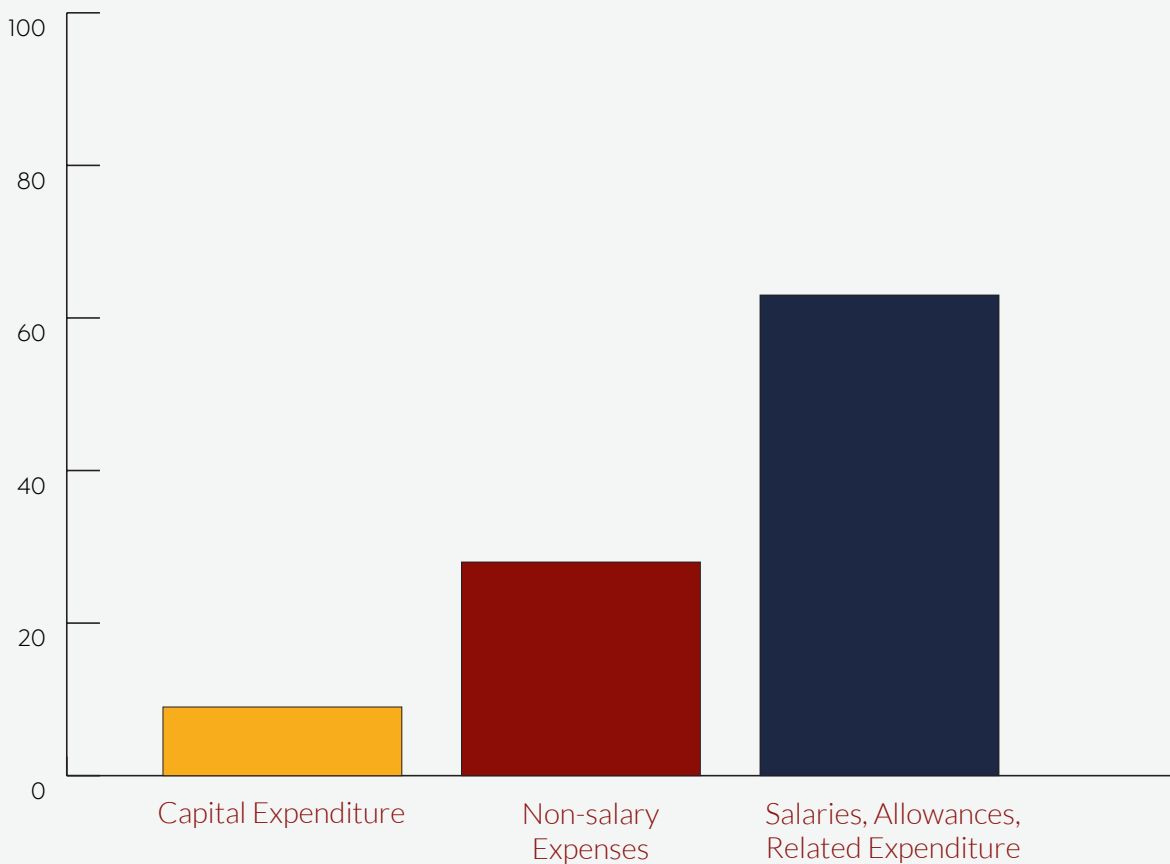
Revelation 4:11

*“You are worthy, our Lord and God, to receive glory and honor and power, for you created all things, and by your will they were created and have their being.”*

*Recurrent / Capital Income represented by Column Chart*



*Recurrent / Capital Expenditure represented by Column Chart*





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**BROUGHTON**  
ANGLICAN COLLEGE

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*Life Through Christ*

## 2023 ANNUAL REPORT

*Life through Christ*

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