



**BROUGHTON**  
ANGLICAN COLLEGE

*Life Through Christ*

# 2024 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 2024 ACADEMIC YEAR IN REVIEW

## *Contextual Information of the College*

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

The College is governed under the auspices of the Campbelltown Anglican Schools Council alongside St Peter's Anglican Grammar and St Peter's Heart. 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 disciplined, caring environment in which our students are given the opportunity to develop spiritually, morally, intellectually, physically, emotionally and socially. 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, Duke of Ed 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 Certificates 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 2024, there were 1365 students in our Kindergarten to Year 12 programs of whom 638 were in the Junior School and 727 were in the Senior School. There were 706 boys and 659 girls in total. The main enrolment points for the College are students entering our Pre Kinder programs and Year 7.

In 2024, 87 students were in our Pre Kinder program. In 2024, 78 students were in Year 6. In 2024, 3% of students were of Aboriginal or Torres Strait Islander descent and 15% 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*

2024 saw continued progress in strengthening educational and operational effectiveness across our organisation. Andrew Middleton once again demonstrated exceptional leadership as the Executive Head over Central Services, St Peter's Anglican Grammar, St Peter's Heart and Broughton Anglican College. His work to optimise the delivery of a united strategic direction across campuses has had a significant impact, ensuring that all initiatives align with a strong Christian education framework.

Central Services functions include People and Culture, Facilities and Capital Works, Finance, Marketing, Risk, Compliance, and Registration across the organisation. Gavin Senescall continues to lead his team with dedication and expertise to ensure the smooth running of CAS schools.

St Peter's Anglican Grammar School, under the distinguished leadership of Mrs. Michelle McDonnell, has continued to elevate teaching and learning. Her vision, expertise, and unwavering commitment to excellence have profoundly enriched the school's educational environment. This year, significant refurbishments were completed across various classrooms and the main administration area, with the goal of enhancing learning spaces and creating a warm and welcoming entrance to the school. These improvements also include the addition of dedicated meeting rooms, further supporting collaboration and community engagement.

St Peter's Heart has thrived under the leadership of Mrs McDonnell, assisted by coordinator, Mrs Kym Busutel who graciously leads with passion and care. The Heart team—comprised of dedicated teachers and aides—has ensured the students have a safe, nurturing and stimulating environment to grow. The integration between St Peter's Heart and Grammar has deepened this year and continues to be incredibly enriching.

The Campbelltown Anglican Schools Council continues to serve our schools faithfully as a united body. This year, members of the council, including Megan Blencowe (Chair), Jason Veitch (Deputy Chair), Ben Stelzer (Treasurer), Josh Ioannidis, Mark Alcorn, Andrew Cameron and Joshua Johnston have provided outstanding support and encouragement for the ongoing relationship between the church and school communities. The Council remains committed to ensuring that our schools are places where students and families encounter Christ, grow in faith, and develop meaningful connections with their churches.

We give thanks to God for the many blessings this year, and for the vision, leadership, and dedication that continues to guide our organisation toward further success.

**Mrs Megan Blencowe**  
Chair of Schools Council



## MESSAGE FROM KEY SCHOOL BODIES



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

Campbelltown Anglican Schools continues to provide high-quality, Christ-centred education to the families of the Macarthur region. Established by Campbelltown Anglican Church, our foundational partnership in gospel ministry has not only endured but deepened throughout 2024. With continued investment from Church ministry staff, Council members and the Executive team, this collaboration remains central to our identity and mission.

The CAS motto, Life through Christ, continues to anchor all aspects of our work. Amidst the pressures of an increasingly secular society, our commitment to forming young people who can confidently and faithfully engage the world remains steadfast. With families and teachers working together, we aim to graduate students who are articulate, courageous, and grounded in a biblical worldview.

The School Council has continued to exercise wise and prayerful governance, supporting leadership through rapid cultural shifts and educational expectations. The Schools Council have continued to ensure that a Christ centred focus remains at the forefront of all strategic decisions made.

Staff across CAS have pursued growth in both biblical and professional literacy. Collaborative professional reading groups have continued, creating a culture of shared learning and reflection. These discussions have deepened understanding of pedagogy, educational trends, and how to faithfully integrate a Christian worldview into every subject and stage.

Our schools remain focused on cultivating reflective habits in our students by modelling those same habits within our teams. The ongoing review of our educational offering is allowing us to identify both areas of strength and opportunities for growth, with the long-term goal of forming thoughtful, compassionate, and wise graduates.

Broughton Anglican College under the leadership of Principal Tim Hewitt, experienced another year of growth in both enrolment and impact. The school continues to build on its reputation for pastoral care. In 2024, the newly developed learning framework began implementation, with encouraging early results. Capital works continue, with enhancements to both learning and recreation spaces - most notably, the completion of new Senior School facilities. Parents remain actively involved through a vibrant

calendar of events, creating a visible and valued partnership between home and school.

St Peter's Anglican Grammar under the leadership of Principal Michelle McDonnell, has led with wisdom, energy and care. Inquiry-based learning remains a key pedagogical approach, and targeted literacy intervention continues to be a strength in the early years. The refurbishment of the administration and front office have further enhanced the welcoming environment offered by St Peter's to our parents, also providing a wonderful place for collaboration amongst staff. St Peter's Heart has continued to flourish in its third year, with strong academic progress and social development among students. The integration between Heart and Grammar students has further matured, and the culture of inclusion and belonging has been a joy to witness. The dedication of the Heart team remains a defining feature of this school's success.

Our Central Services team under the direction of Gavin Senescall provide professional leadership across Finance, Facilities and Capital Works, ICT, People and Culture, Community Development, Risk and Compliance and OSHC. With a continued focus on service, improvement and innovation, Central Services has delivered Capital Works projects for the schools and made significant progress in providing efficient and effective outcomes to our students across these professional service areas.

As the broader culture continues to evolve rapidly, CAS is committed to remaining responsive while holding firm to the truth of the gospel. The increasing need for schools to engage in areas once outside their traditional domain requires discernment, planning, and unity. We are grateful to serve a community where trust, collaboration and shared faith continue to grow. It is our ongoing commitment that every student would know that their identity and future are secure in the hands of a Holy God, and that every part of their learning would reflect this eternal truth.

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

# MESSAGE FROM KEY SCHOOL BODIES



## *Message from the Principal*

It is with great thankfulness and anticipation for the future that I present this Annual Report for Broughton Anglican College for the year 2024. Throughout the year, our College has continued to flourish as a Christ centred learning community, committed to academic excellence, strong partnerships and the formation of students for life through Christ. The breadth of activity, growth in leadership capacity and deepening of strategic focus, have marked this year as both fruitful and foundational.

Staff across the College have engaged in targeted professional development in 2024, with a strong emphasis on strengthening internal processes and teaching practice in line with the strategic plan of CAS. Our learning and operational culture continues to mature, marked by increased collaboration, clarity and accountability. Professional learning this year focused on curriculum development aligned with the NSW Curriculum Reform, refining teaching practice, particularly the use of learning intentions, feedback and differentiation, embedding cultural imperatives throughout the College and streamlining processes to ensure sustainability and clarity as we grow.

Our pedagogical focus in 2024 remained anchored in our Christ centred teaching and learning framework. While developed in prior years, this framework gained momentum as staff became increasingly confident in its application. Teachers were supported in integrating biblical perspectives across the curriculum and in adopting high impact practices, particularly through the continued use of explicit teaching.

Our Year 12 students approached the 2024 HSC with determination and were well supported by dedicated staff. Fourteen (14) students were named on the HSC Merit List, with twenty (20) mentions across thirteen (13) subjects. 3.8% of all results were in Band 6, 35% in Band 5 and 71.4% were Band 4 or above, reflecting strong performance across the cohort. The College Dux achieved an ATAR of 94.95, placing them in the top 5% of NSW students, while 34% of the cohort earned an ATAR above 80, a significant improvement from previous years. In total, students received over \$480,000 in university scholarships, highlighting both academic achievement and character.

Our camps, excursions and sports program continued to play a vital role in 2024, fostering meaningful relationships, extending learning beyond the classroom and providing opportunities for personal and spiritual growth. Across the College, students engaged in a variety of rich experiences designed to deepen their understanding of the world and strengthen their connection with one another. Students joined the HICES Music Camp, which provided ensemble training and performance opportunities alongside peers from other independent schools. In addition, our College Prefects undertook a leadership camp, focusing on team development, initiative and servant hearted leadership. While these are just a sample of the many activities offered throughout the year, each reflects our commitment to developing students who are confident, connected and shaped by a Christian understanding of their identity and purpose.

The performing arts program continued to thrive in both the Junior and Senior Schools. A major highlight was the Junior School musical *Alice the Musical*, which delighted audiences and showcased the enthusiasm and creativity of our younger students. In the Senior School, the production of *Wendy and Peter Pan* brought together drama, music and technical production in a moving and imaginative performance, reflecting the capability and commitment of our students and staff.

Community engagement was another feature of the year, exemplified by our annual Trivia Night. This joyful and well attended evening brought together families, staff and students, raising funds in support of Anglican Aid. It was a wonderful expression of fellowship, generosity and shared purpose beyond the boundaries of our College.

Strategic planning has remained a central priority throughout 2024, with the Executive Team focussed on four key areas that will continue to guide the College's direction into the future. First, we have worked to ensure that the College's vision and mission are embedded across all programs and structures, so that Christ remains central to every aspect of College life. Second, there has been a strong focus on educational improvement. Third, we have sought to develop a student culture grounded in character, engagement and belonging, supported by meaningful cocurricular experiences and pastoral care. Finally, efforts have been directed toward improving organisational professionalism and efficiency, with a focus on streamlining processes, enhancing communication and supporting sustainable growth. These priorities have informed our leadership decisions and continue to shape how we serve our students and broader community with clarity and purpose.



We also took time this year to honour and give thanks for the service of Mrs Carol Kennedy, who stepped down from her position as Deputy Principal Senior School at the end of 2024. Mrs Kennedy has been a wise, steady and gracious presence in our leadership team. Her transition into a new role within the Campbelltown Anglican Schools system, focusing on professional development initiatives in 2025, will see her influence continue to bless staff and students across Campbelltown Anglican Schools. Her legacy at Broughton is marked by a deep love for students, thoughtful leadership and a faithful witness to Christ in all areas of school life.

As we conclude 2024, we do so with thankfulness for God's continued provision and with confidence in the mission we share. The partnership of staff, families, students and the wider community remains one of Broughton's greatest strengths. We look ahead to 2025 with clarity of purpose and a firm commitment to raising up young people who think deeply, act justly, serve faithfully and live for Christ.

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.

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 Tim Hewitt the Head of Broughton Anglican College, Mrs Michelle McDonnell the Head of the St Peter’s Anglican Grammar and Heart schools, and Mr Gavin Senescall the Head of our Central 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.

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

I am also thankful to God for the Campbelltown Anglican School Council that serves 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, I am thankful for the work of Mrs Megan Blencowe (Chair of Council) who has lead our organisation with humility and clarity into the next phase of our ministry.

Finally, as the current Senior Minister of Campbelltown Anglican Churches, I am thankful for the whole school community and for your partnership in this ministry of our church. May the reality that life is only truly found in Christ be an ever present guide for you, for Jesus said, “I am the way and the truth and the life. No one comes to the Father except through me” (John 14:6) and “I have come that they may have life, and have it to the full” (John 10:10).me.” (John 14:6) and “I have come that they may have life, and have it to the full.” (John 10:10).

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 2024, NAPLAN testing was held in March and was reported on using the NAPLAN scale introduced in 2023. 2024 NAPLAN achievement can only be compared to that from 2023 onwards.

NAPLAN participation for the College is 99%.

| <i>Naplan Test Results</i> | Reading | Writing | Spelling | Grammar | Numeracy |
|----------------------------|---------|---------|----------|---------|----------|
| <b>Year 3</b>              | 422     | 433     | 424      | 426     | 421      |
| <b>Year 5</b>              | 510     | 500     | 498      | 507     | 508      |
| <b>Year 7</b>              | 549     | 555     | 544      | 545     | 558      |
| <b>Year 9</b>              | 596     | 601     | 576      | 576     | 600      |

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

Well above
  Above
  Close to
  Below
  Well below

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 Numeracy Project in the Junior School and continues with the wide reading program in the Senior School. Explicit Teaching has been a focus in both the Senior and Junior Schools.



## POST SCHOOL DESTINATIONS

Broughton Anglican College is committed to supporting students as they transition from school to further education or employment. Our Careers Program equips students with essential skills in portfolio development, interview techniques, résumé writing and employment application processes. In addition, students are provided with detailed information about further education opportunities, including universities, TAFE and private training providers.

In 2024, students who completed the Higher School Certificate were surveyed regarding their post-school pathways. We are pleased to report that a significant number of students pursued further study at universities, TAFE, or private institutions, while others transitioned directly into full-time employment or a gap year experience such as Year 13 (Youth Works Program).

The table below regards the distribution of these intentions across the co-hort. Some students indicated several possible options which is not distinguished in the data presented.

In 2024, 66 students (67% of the Year 12 cohort) from Broughton Anglican College submitted university applications through the University Admissions Centre (UAC), representing a 1% increase from the previous year.

A total of 87 university offers were made through UAC, with many students receiving multiple offers. This figure represents an 11% decrease compared to 2023. However, a substantial number of offers were made directly by universities through early entry programs. Notably, Western Sydney University extended 40 offers to Broughton students through its HSC True Reward Early Offer Scheme, contributing to a total of 60 early offers. Through UOW, 40 students received an Early Admissions offer, contributing to a total of 56 offers (UAC and Early Admissions). These outcomes reflect the strength of our Careers Program and the preparedness of our students to make informed decisions about their futures.

| Post High-School Destination  | From the responding cohort |
|-------------------------------|----------------------------|
| University                    | 61%                        |
| TAFE                          | 14%                        |
| Private College               | 4%                         |
| Working FT or PT              | 12%                        |
| Apprenticeship or Traineeship | 7%                         |
| ADF                           | 2%                         |

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

In 2024, 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 5 students who did not continue to Year 11 at any school and were eligible for the Record of School Achievement. In addition, 6 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 2024, 92 students sat for the Higher School Certificate in 35 courses. The College had students sitting for Extension 1 and Extension 2 courses in English, Mathematics, Music, Science, and History Extension. 10 students studied subjects through TAFE, Sydney Distance Education and NSW School of Languages.

The College was satisfied with the performance of students at all ability levels, though there continue to be some areas of concern. 14 students from the College were mentioned in the Higher School Certificate Merit List, with 20 mentions across 13 subjects. In total, including Extension course results, 3.8% of all results were above 90, 35% were above 80, and 71.4% were above 70.

The Dux of the College received an Australian Tertiary Admission Rank (ATAR) of 94.95 placing them in the top 5.05% 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 | Students | Bands 4-6      |       | Bands 3-6      |       |
|------------------|------|----------|----------------|-------|----------------|-------|
|                  |      |          | Marks above 70 |       | Marks above 60 |       |
|                  |      |          | Broughton      | State | Broughton      | State |
| Ancient History  | 2024 | 11       | 82%            | 65%   | 100%           | 85%   |
|                  | 2023 | 15       | 47%            | 61%   | 87%            | 81%   |
|                  | 2022 | 4        | 75%            | 64%   | 100%           | 83%   |
|                  | 2021 | 9        | 33%            | 62%   | 56%            | 79%   |
| Biology          | 2024 | 18       | 78%            | 70%   | 89%            | 88%   |
|                  | 2023 | 38       | 74%            | 64%   | 95%            | 89%   |
|                  | 2022 | 19       | 47%            | 53%   | 84%            | 78%   |
|                  | 2021 | 26       | 58%            | 66%   | 92%            | 91%   |
| Business Studies | 2024 | 43       | 67%            | 64%   | 98%            | 87%   |
|                  | 2023 | 28       | 61%            | 64%   | 86%            | 88%   |
|                  | 2022 | 18       | 72%            | 65%   | 100%           | 91%   |
|                  | 2021 | 22       | 59%            | 66%   | 86%            | 87%   |



|  |      |         |      |     |      |     |
|--|------|---------|------|-----|------|-----|
| <b>Community and Family Studies</b>    | 2024 | 11      | 91%  | 72% | 100% | 93% |
|  | 2023 | 20      | 85%  | 72% | 95%  | 92% |
|  | 2022 | 15      | 100% | 74% | 100% | 95% |
|  | 2021 | 10      | 100% | 72% | 100% | 93% |
| <b>Drama</b>                           | 2024 | 4       | 100% | 92% | 100% | 99% |
|  | 2023 | 9       | 100% | 88% | 100% | 99% |
|  | 2022 | 7       | 100% | 88% | 100% | 99% |
|  | 2021 | 11      | 64%  | 83% | 100% | 98% |
| <b>Earth and Environmental Science</b> | 2024 | 11      | 73%  | 64% | 100% | 88% |
|  | 2023 | -       | -    | -   | -    | -   |
|  | 2022 | -       | -    | -   | -    | -   |
|  | 2021 | -       | -    | -   | -    | -   |
| <b>English – Advanced</b>              | 2024 | 77      | 84%  | 97% | 99%  | 99% |
|  | 2023 | 88      | 88%  | 95% | 100% | 99% |
|  | 2022 | 56      | 64%  | 93% | 96%  | 99% |
|  | 2021 | 75      | 61%  | 94% | 93%  | 99% |
| <b>Food Technology</b>                 | 2024 | 16      | 75%  | 62% | 100% | 88% |
|  | 2023 | -       | -    | 65% | -    | 87% |
|  | 2022 | 6       | 100% | 57% | 100% | 87% |
|  | 2021 | 12      | 75%  | 63% | 100% | 87% |
| <b>German Beginners</b>                | 2024 | 1(SDE)  | 100% | 84% | 100% | 96% |
|  | 2023 | -       | -    | -   | -    | -   |
|  | 2022 | -       | -    | -   | -    | -   |
|  | 2021 | -       | -    | -   | -    | -   |
| <b>Hospitality</b>                     | 2024 | 11      | 91%  | 86% | 100% | 97% |
|  | 2023 | 21      | 90%  | 78% | 100% | 96% |
|  | 2022 | 10      | 100% | 80% | 100% | 94% |
|  | 2021 | 26      | 69%  | 69% | 96%  | 90% |
| <b>Human Services</b>                  | 2024 | 1(TAFE) | 100% | 63% | 100% | 96% |
|  | 2023 | -       | -    | 65% | -    | 95% |
|  | 2022 | -       | -    | 64% | -    | 97% |
|  | 2021 | 2(TAFE) | 50%  | 58% | 100% | 92% |

|                                 |      |    |      |      |      |      |
|---------------------------------|------|----|------|------|------|------|
| <b>Legal Studies</b>            | 2024 | 13 | 69%  | 69%  | 100% | 90%  |
|                                 | 2023 | 25 | 80%  | 69%  | 100% | 90%  |
|                                 | 2022 | 20 | 60%  | 66%  | 90%  | 85%  |
|                                 | 2021 | 16 | 88%  | 69%  | 100% | 86%  |
| <b>Mathematics - Standard 2</b> | 2024 | 45 | 51%  | 59%  | 89%  | 83%  |
|                                 | 2023 | 60 | 57%  | 58%  | 77%  | 82%  |
|                                 | 2022 | 35 | 40%  | 54%  | 69%  | 82%  |
|                                 | 2021 | 45 | 33%  | 51%  | 71%  | 79%  |
| <b>Music - 1</b>                | 2024 | 7  | 100% | 90%  | 100% | 97%  |
|                                 | 2023 | 11 | 100% | 90%  | 100% | 98%  |
|                                 | 2022 | 11 | 91%  | 89%  | 100% | 98%  |
|                                 | 2021 | 3  | 100% | 89%  | 100% | 98%  |
| <b>Music - 2</b>                | 2024 | 4  | 100% | 98%  | 100% | 100% |
|                                 | 2023 | 4  | 100% | 99%  | 100% | 100% |
|                                 | 2022 | 3  | 100% | 99%  | 100% | 100% |
|                                 | 2021 | 3  | 100% | 100% | 100% | 100% |
| <b>PDHPE</b>                    | 2024 | 18 | 72%  | 67%  | 94%  | 91%  |
|                                 | 2023 | 19 | 63%  | 63%  | 89%  | 90%  |
|                                 | 2022 | 16 | 56%  | 50%  | 88%  | 80%  |
|                                 | 2021 | 20 | 55%  | 60%  | 85%  | 86%  |
| <b>Society and Culture</b>      | 2024 | 8  | 88%  | 79%  | 88%  | 95%  |
|                                 | 2023 | 19 | 84%  | 80%  | 100% | 95%  |
|                                 | 2022 | 9  | 78%  | 75%  | 100% | 93%  |
|                                 | 2021 | -  | -    | 80%  | -    | 94%  |
| <b>Spanish Beginners</b>        | 2024 | 5  | 80%  | 83%  | 100% | 96%  |
|                                 | 2023 | 13 | 77%  | 82%  | 92%  | 92%  |
|                                 | 2022 | -  | -    | 81%  | -    | 98%  |
|                                 | 2021 | -  | -    | 78%  | -    | 92%  |



|                                   |      |         |      |     |      |     |
|-----------------------------------|------|---------|------|-----|------|-----|
| <b>Studies of Religion 2</b>      | 2024 | 1(SDE)  | 100% | 81% | 100% | 95% |
|                                   | 2023 | -       | -    |     | -    |     |
|                                   | 2022 | -       | -    |     | -    |     |
|                                   | 2021 | -       | -    |     | -    |     |
| <b>Tourism, Travel and Events</b> | 2024 | 1(TAFE) | 100% | 65% | 100% | 94% |
|                                   | 2023 | -       | -    | 84% | -    | 97% |
|                                   | 2022 | 1(TAFE) | 100% | 54% | 100% | 91% |
|                                   | 2021 | -       | -    | 79% | -    | 95% |
| <b>Visual Arts</b>                | 2024 | 14      | 100% | 94% | 100% | 99% |
|                                   | 2023 | 10      | 100% | 91% | 100% | 99% |
|                                   | 2022 | 10      | 90%  | 92% | 100% | 99% |
|                                   | 2021 | 4       | 100% | 91% | 100% | 98% |

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

| Subject                        | Band E3 | Band E4<br>>90% | Subject                  | Band E3 | Band E4<br>>90% |
|--------------------------------|---------|-----------------|--------------------------|---------|-----------------|
| <b>English Extension 2</b>     | 2024    | 7               | <b>History Extension</b> | 2024    | 3               |
|                                | 2023    | 2               |                          | 2023    | 5               |
|                                | 2022    | 7               |                          | 2022    | 0               |
|                                | 2021    | 3               |                          | 2021    | 1               |
| <b>English Extension 2</b>     | 2024    | 4               | <b>Music Extension</b>   | 2024    | 0               |
|                                | 2023    | 1               |                          | 2023    | -               |
|                                | 2022    | 2               |                          | 2022    | 0               |
|                                | 2021    | 1               |                          | 2021    | 1               |
| <b>Mathematics Extension 1</b> | 2023    | 9               | <b>Science Extension</b> | 2024    | 6               |
|                                | 2023    | 5               |                          | 2023    | 5               |
|                                | 2022    | 1               |                          | 2022    | 1               |
|                                | 2021    | 5               |                          | 2021    | 3               |
| <b>Mathematics Extension 2</b> | 2024    | 6               |                          |         |                 |
|                                | 2023    | 2               |                          |         |                 |
|                                | 2022    | 2               |                          |         |                 |
|                                | 2021    | 5               |                          |         |                 |

## Senior secondary outcomes (VET or equivalent)

In 2024, 92 students achieved the award of the Higher School Certificate and 15 (16.3% of cohort) students studied Vocational Educational Training Courses (Hospitality, Human Services, Information and Digital Technology, Retail Services and Tourism, Travel and Events). All students met the Minimum Standards requirements.

| Year 12 | Number of students eligible | Qualification/Credential                                       | Number of students who received the Award/Credential |
|---------|-----------------------------|--|--|
| 2024    | 92                          | Higher School Certificate                                      | 92 (100%)  |
|         |                             | HSC Record of Achievement                                      | 0 (0%)   |
|         |                             | Statement of Attainment towards Certificate 2 or Certificate 2 | 15 (16.3%)   |
| 2023    | 96                          | Higher School Certificate                                      | 95   |
|         |                             | Statement of Attainment towards Certificate 2 or Certificate 2 | 22   |

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 – 2024



#### Level of Accreditation



#### Number of Teachers

|   |     |
|---|-----|
| Provisional   | 2   |
| Conditional   | 8   |
| Proficient Teacher                                    | 106 |
| Highly Accomplished Teacher (voluntary accreditation) | 0   |
| Lead Teacher (voluntary accreditation)                | 0   |
| Total number of teachers                              | 116 |



## WORKFORCE COMPOSITION

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

### Teaching staff 2024

|                                     |       |
|-------------------------------------|-------|
| Teaching staff                      | 116   |
| Full-time equivalent teaching staff | 104.2 |

### Non-teaching 2024

|   |      |
|---|------|
| Non-teaching staff                      | 64   |
| Full-time equivalent non-teaching staff | 45.8 |

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, 95.41% of students attended school each school day in 2024.

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

| Year Level   | Attendance Rate |
|--------------|-----------------|
| Kindergarten | 95.69%          |
| Year 1       | 95.69%          |
| Year 2       | 96.24%          |
| Year 3       | 95.92%          |
| Year 4       | 95.91%          |
| Year 5       | 96.26%          |
| Year 6       | 95.09%          |
| Year 7       | 94.27%          |
| Year 8       | 94.46%          |
| Year 9       | 95.42%          |
| Year 10      | 94.95%          |
| Year 11      | 94.86%          |
| Year 12      | 95.77%          |

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%                |
| 2022 / 2024     | 105                                    | 92                                     | 88  | 87.62%                  | 83.81%                |



# MANAGEMENT OF NON-ATTENDANCE

## Student Absence Follow-Up Process

At the College, we maintain a proactive and structured approach to student attendance, ensuring early intervention and strong pastoral support. Our Student Absence Follow-Up Process provides clear expectations and accountability at every level of student engagement.

## Daily Absence Monitoring

Each school day begins with rolls marked by 8.45 am by Class Teachers (Junior School) or House Tutors (Senior School). Administration cross-checks absences with parent notifications. Where absences remain unexplained by 10.00 am, an automated SMS is sent to parents / carers. Families can respond via the College app, email, or written note.

## Early Absence Follow-Up

Teachers are expected to follow up with families when a student has been absent for three (3) consecutive days, or earlier if concerns arise. Stage Coordinators are alerted at this point to provide additional oversight and support.

## Systematic Reporting and Monitoring

Attendance data is reviewed consistently across multiple layers:

- **Every 5 weeks:** Year-to-date absence reports are generated for the Dean of Students to identify concerning trends.
- **Every 3 weeks:** 10-day absence reports are shared with Stage / Grade Coordinators.
- **Weekly:** Teachers monitor students falling below 90% attendance.
- **Termly:** Coordinators track students below 80%, and the Dean of Students monitors those below 70%.

## Intervention and Support

Where attendance falls below 30% based on the year-to-date report, the Dean of Students and Deputy Principal Pastoral Care conduct a formal review. This may involve family meetings, the development of Attendance Improvement Plans, or referrals to additional student support services. Ongoing progress is closely monitored, and staff are updated on any adjustments to support plans.

## Wellbeing and Pastoral Care Integration

Relevant cases are discussed at Wellbeing and Support Team meetings to ensure a holistic and caring response. Documentation of all communication and interventions is mandatory in TASS, with an emphasis on maintaining a solution-focused and compassionate tone.

This process reflects our commitment to student wellbeing and learning engagement, while aligning with our College's pastoral care framework and cultural expectations.

## 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 2025

The table below outlines the achievement of priorities identified in 2024.

| <b>Area</b>                      | <b>Actions taken / Achievements</b>   |
|----------------------------------|---|
| <b>Christian Education</b>       | Whole staff workshops embedding a biblical worldview into College practices                                     |
|                                  | Continuation of Staff Scholarship program to complete Master of Education in Christian education                |
|                                  | Continuation of leadership staff reading program  |
| <b>Improvement of Facilities</b> | Refurbishment of office spaces throughout the College   |
|                                  | Refurbishment of the Worship Centre and rename to the Taber Room  |
|                                  | Construction of the Years 7-9 courtyard, outdoor performance and sporting space                                 |
| <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 and College behavioral expectations  |
| <b>Teaching and Learning</b>     | Engagement with AISNSW for Numeracy Project (Junior School) and Explicit Teaching (Senior School)               |
|                                  | Embedding new Learning Framework  |
| <b>Student Wellbeing</b>         | Recruitment of additional College Counsellors and embedding into Pastoral Care structure                        |
|                                  | Development of a Pastoral Care framework  |

# PARENT, STUDENT AND TEACHER SATISFACTION

## *Parent / Carer Satisfaction*

In 2024, the College's new leadership prioritised listening to the parent and carer community to inform meaningful and relevant change. Feedback was actively sought through multiple avenues, including discussion groups, information sessions, parent gatherings, and direct invitations to respond to updates.

Parents and carers used these opportunities to share both affirmations and concerns. Key topics raised included the introduction of a new uniform, the level and clarity of teacher feedback, communication around educational matters, the new College logo, and the implementation of the Parent Portal and updated administration system.

In response, the College reviewed and refined relevant processes and products where feasible and appropriate. Overall, the majority of parents and carers indicated support and satisfaction with the College's current direction and the changes underway.

## *Staff Satisfaction*

In 2024, the College continued its commitment to fostering a positive and collaborative workplace culture. Staff were invited to contribute feedback through a variety of channels, including whole-staff meetings, faculty discussions, leadership consultations, and anonymous surveys.

Staff engaged constructively, offering both affirmations and recommendations for improvement. Key themes that emerged included clarity around strategic direction, communication across teams, support for professional development, and the implementation of new systems such as the Parent Portal and administration updates.

Where appropriate and feasible, the College responded with adjustments to internal processes and provided additional clarity around change initiatives. Staff also affirmed the efforts made by the new leadership to improve transparency and foster a more inclusive, engaged staff culture.

Overall, most staff expressed satisfaction with the College's current direction and appreciated the opportunity to be involved in shaping its future.

## *Student Satisfaction*

The College continues to value and encourage student voice as an essential part of its decision-making. In 2024, student feedback was gathered through Junior and Senior School Prefects, focus groups, pastoral care conversations, student surveys, and invitations to respond to key updates.

Students engaged meaningfully in these processes, sharing both positive feedback and constructive concerns. Key areas of focus included the introduction of a new uniform and access to new playground equipment.

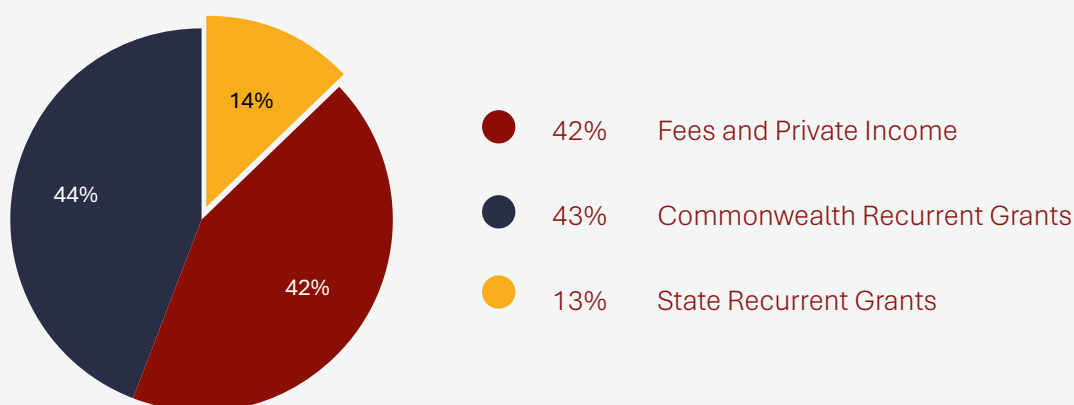
The College responded by implementing adjustments where appropriate and achievable. Importantly, all feedback processes and outcomes adhered to the highest standards of child safety, reinforcing our ongoing commitment to student wellbeing.

Overall, the majority of students expressed satisfaction with the College's direction and the positive changes taking place.

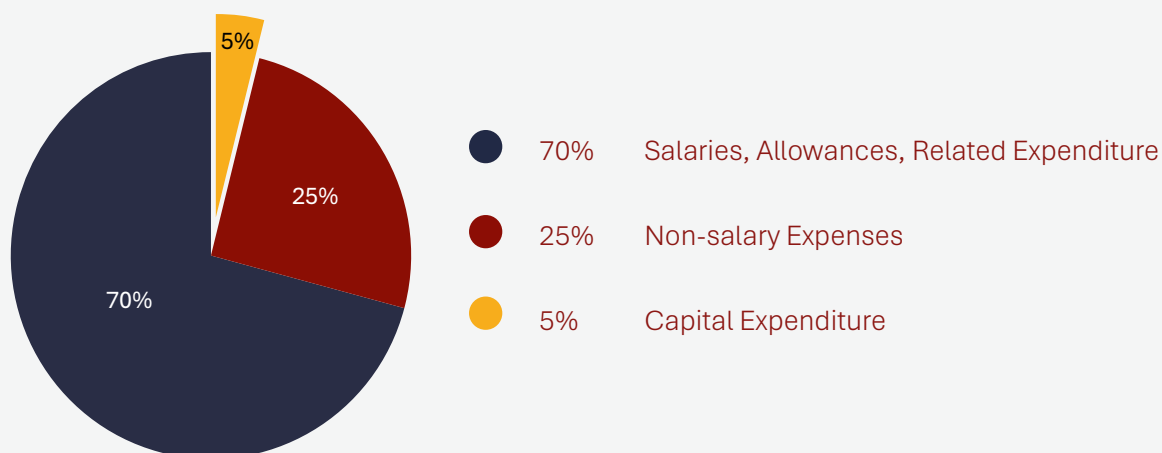


## SUMMARY FINANCIAL INFORMATION

### *Recurrent/Capital Income*



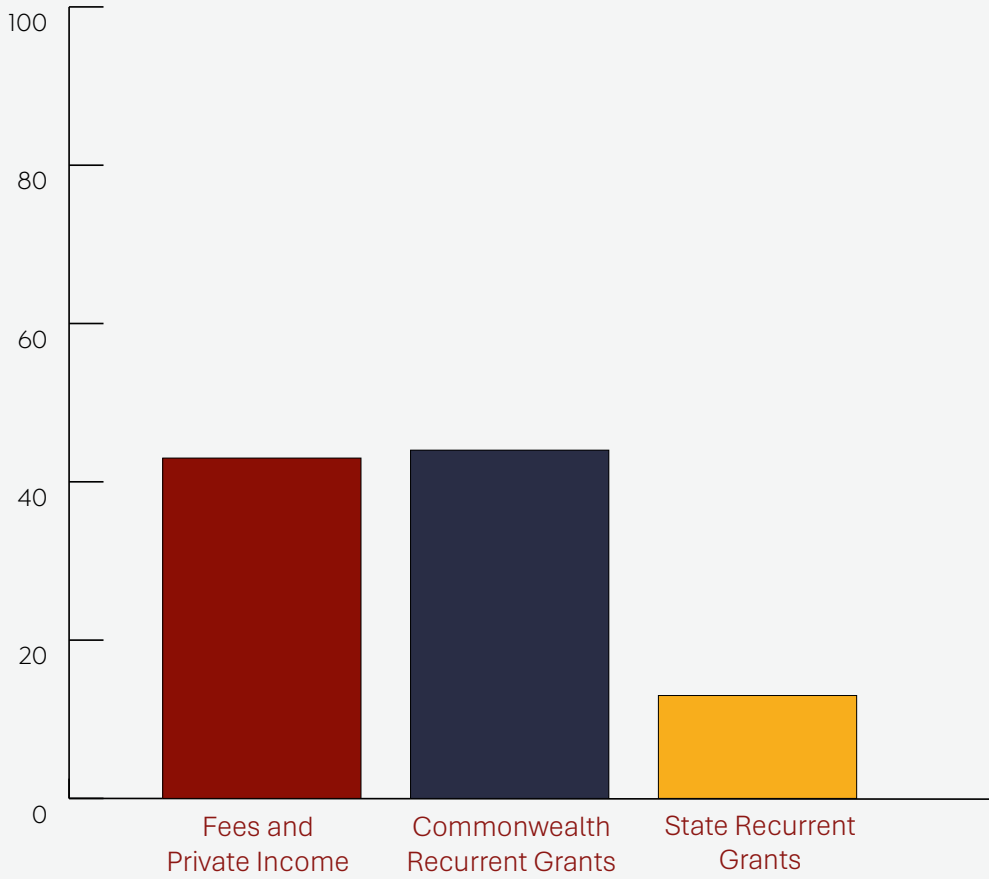
### *Recurrent/Capital Expenditure*



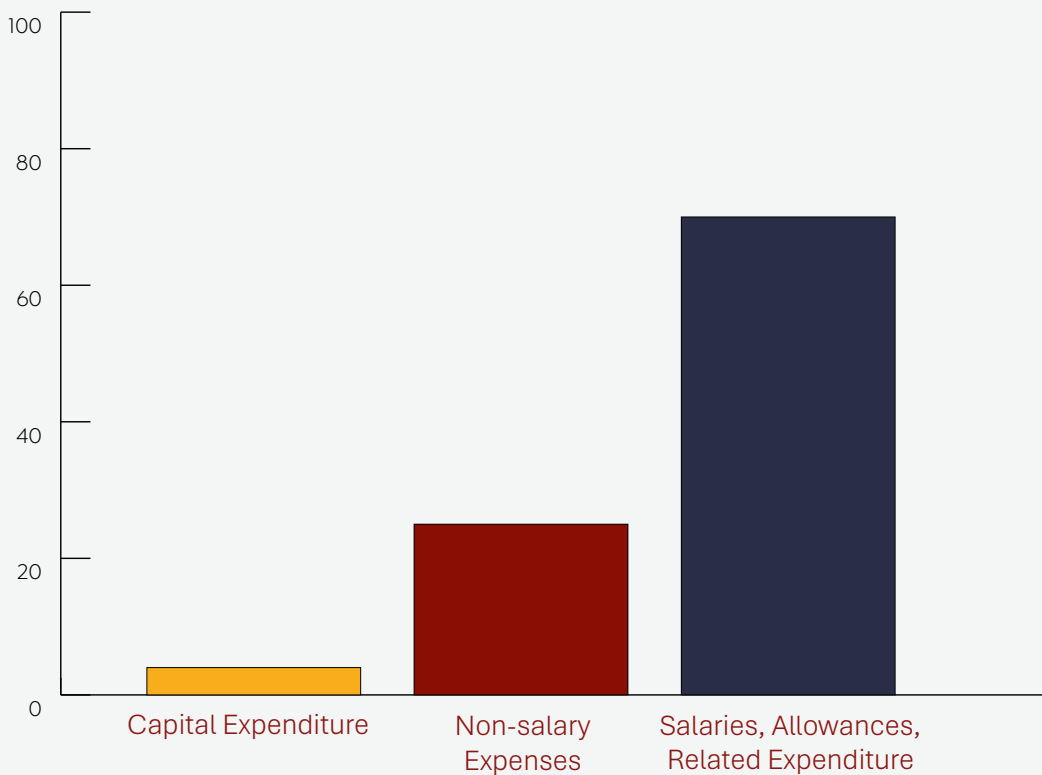
Revelation 4:11

*<sup>11</sup> "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*

## **2024 ANNUAL REPORT**

*Life through Christ*

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