

ARDEN



2019 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING

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REPORTING AREA

01: A MESSAGE FROM KEY SCHOOL BODIES

FROM THE CHAIR OF COUNCIL

In many ways 2019 was no different from the preceding years as we have grown to accept and adjust to continuous change, development and challenges in curriculum, technology and our physical environment. Our staff are adaptive and resilient and our community accepting and gracious as Arden continues to grow physically and spiritually.

The excitement of watching the Essex building progress through the year was always on our minds and we are grateful for the intense planning and cooperation between the various stakeholders in this project as it was delivered on time and safely for the start of Term 1 2020.

Our student body continues to embrace the Arden culture and demonstrate the values that we seek to express: Compassion (Colossians 3:12), Service (Galatians 5:13), Respect (Romans 15:2), Love of learning (Proverbs 1:5), Hope (Hebrews 6:19) and Courage (1 Corinthians 16:13). We celebrated many individual and collective achievements in 2019 and welcomed back our second graduating Year 12 group for their ten-year anniversary as the Arden Alumni Association continues to grow.

The School Council continued to look to Arden's future whilst ensuring that the present was being monitored and major surveys and reviews were undertaken in preparation for the renewal of the Strategic Plan in 2020. Significant time and energy went into the oversight of the Essex development and Council is grateful for the diligence of the Executive and Staff in managing a significant logistical load during the construction phase.

Our community rallied around the **#iheartarden** initiative raising significant funds for The Arden Creative Arts Centre. However, it was the invaluable demonstration of passion for Arden that spoke loudest about our School and the families that make up our fabric.

In hindsight I feel God had long been preparing us as a community for an unforeseen 2020. The degree of change we have managed over the past decade and the investment in curriculum approach, information technology architecture, policy work and organisational structure have ensured Arden was able to handle exceptionally well the unpredictable disruption to come in a year that was meant to be one of gratitude and a year to breathe.

We remain grateful to our wider community of parents who are highly involved in all aspects of Arden; and the support of the new 2020 Arden Parent Network bodes well for this continuing, long past our impending centenary milestone. As we look to the future, we are grateful to be able to rely on God, whom we have trusted; and that His care remains with us always.

David Sietsma

Chair of School Council

STUDENT LEADERSHIP

Student leadership at the Secondary Campus is undertaken in three main areas:

- Prefects
- Peer Support Leaders and House Leadership
- Student Representative Council (SRC)

PREFECTS

Prefects are structured under male and female School Captains, Vice Captains and include Prefects with specific roles as defined by the leaders themselves, identifying specific areas of need of leadership and support within the school. Prefects conduct fundraising for charities, the school and for student welfare. Prefects lead assemblies and are representative at all school events, promoting a sense of active student engagement in the life of the School. This is great modelling for younger students. Prefects also coordinate the Secondary School SRC.

PEER SUPPORT LEADERS AND HOUSE CAPTAINS

Peer Support Leaders, like Prefects, play a particularly important role in the transition of students into the Secondary School. Our Peer Support Program seeks to integrate Year 7 students into the life of the School whilst also educating and engaging them in our School Values and Mission. In addition to the formal program, Peer Support Leaders also return to Year 7-10 Tutor Groups once per week to engage with the junior students and provide encouragement and leadership modelling. Six Peer Support Leaders are also elected as **House Captains and Vice Captains** for our three Houses: Birnam, Jenolan and Sherwood. The other Peer Support Leaders from each House form part of the student House Leadership team which supports the House Patron (staff member) in implementing House-based programs, events, fundraising for chosen charities and School Sport Carnivals.

STUDENT REPRESENTATIVE COUNCIL

The School wishes to empower Arden students to actively participate in Target Projects/Activities in which they feel they are able to make a constructive difference to the School and wider community, fostering a lifelong desire to be citizens who contribute positively to society as a whole. The SRC is engaged in service to the student body, as well as raising money for specific projects and items as identified by the general student body. The Secondary SRC represent each Year Group's interests and reports back to them on projects and ideas via Year Meetings. The Secondary SRC is congruent to the Primary Program in focus, yet specifically tailored to the age, development and abilities of Secondary students.

REPORTING AREA 02: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

CONTEXTUAL INFORMATION

Arden Anglican School is an Anglican Independent co-educational school from Pre-school to Year 12. It offers students a rich academic experience in a secure nurturing environment where Christian values are emphasised. The School aims to teach its students to think critically, communicate effectively, develop self-confidence and strong leadership skills whilst encouraging creativity and fostering enjoyment of learning. Pastoral care is an important part of the policies and practices of the School.

The Pre-school to Year 6 Campus at Beecroft provides a firm foundation for students and offers specialist programs in Chinese, French, Music, PDHPE, Spelling, Technology and Gifted and Talented. The Year 7 to Year 12 Campus at Epping offers a competitive academic program delivered to small classes by well-qualified and dedicated teachers, who can offer a wide range of elective subjects and a variety of HSC extension subjects. The Senior Study Centre in Cambridge Business Park provides a transition program to tertiary opportunities. Career links with industry, excellence in Music and Sport and a continued Gifted and Talented program provide an excellent educational program which is supported by a strong pastoral care system. Scholarships and Bursaries are offered to students in Years 7, 10 and 11.

CHARACTERISTIC OF THE STUDENT BODY

In 2019, the School had 905 students enrolled which included 43 in the Pre-School, 346 in the Junior School and 516 in the Secondary School. The overall school enrolment trend is strong with a very positive interest in all year groups across the School.

A feature of the School is the wide range of family backgrounds evident in the School, including a number of different language groups. There are a number of students with special needs across a wide spectrum.

Further information is available from the My School website: <http://www.myschool.edu.au>

REPORTING AREA 03: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

LITERACY & NUMERACY ASSESSMENTS IN YEARS 3, 5, 7 AND 9

National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN results can be viewed at the My School website: <http://www.myschool.edu.au>

Overall, students have achieved excellent results in NAPLAN testing. Such results are used to guide Arden's teaching and learning programs and areas for focus. Knowledge of school-based assessments and tests combined with external tests assist us in diagnosing students who require support and/or enrichment in the areas of Literacy and Numeracy. The NAPLAN Tests track student progress from Years 3, Year 5, Year 7 and Years 9, revealing strong results and significant growth in Literacy and Numeracy skills for many students.

The table below shows the percentage of students in each of the standards areas in the top band for that particular year group. Note: Some schools have done NAPLAN online and students were awarded bands higher than the maximum for their year level. These percentages have been aggregated, so that the percentage below represents top band or above.

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Grammar & Punctuation	73.5%	35.0%	55.1%	10.1%	42.5%	15.8%	14.9%	9.0%
Numeracy	71.4%	17.8%	49.0%	13.2%	42.5%	14.3%	23.3%	13.0%
Reading	77.6%	27.7%	49.0%	19.1%	40.2%	12.4%	21.9%	8.2%
Spelling	57.1%	25.8%	24.5%	15.2%	32.2%	13.3%	16.2%	8.2%
Writing	32.6%	13.0%	24.4%	5.1%	16.0%	4.7%	11.0%	5.6%

Arden has shown strong average scaled growth compared with both the state and similar schools, with a larger percentage of students at or above the expected growth in all domains of testing.

REPORTING AREA

04: SENIOR SECONDARY OUTCOMES

RoSA (Record of School Achievement): 2019

The School had three students requiring the issuance of a Record of School Achievement.

Higher School Certificate Examination Results: 2019

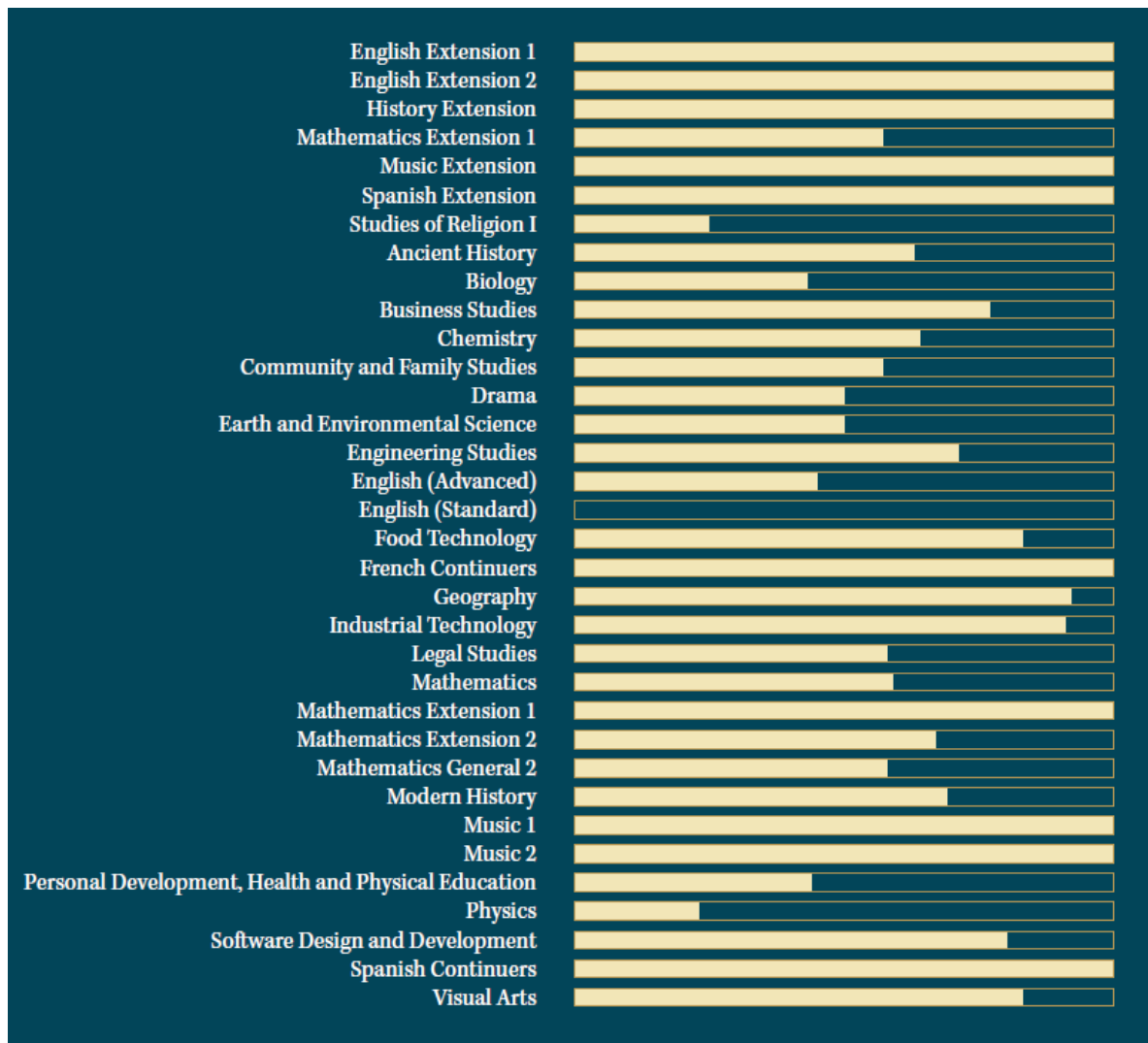
- 54% of students made the Distinguished Achievers list.
- 84% of courses were above the state mean.
- From the Class of 2019, 91% of students sitting the HSC Examinations, attained either a Band 5, Band 6 or equivalent award in at least one course.

Individual Student Achievements

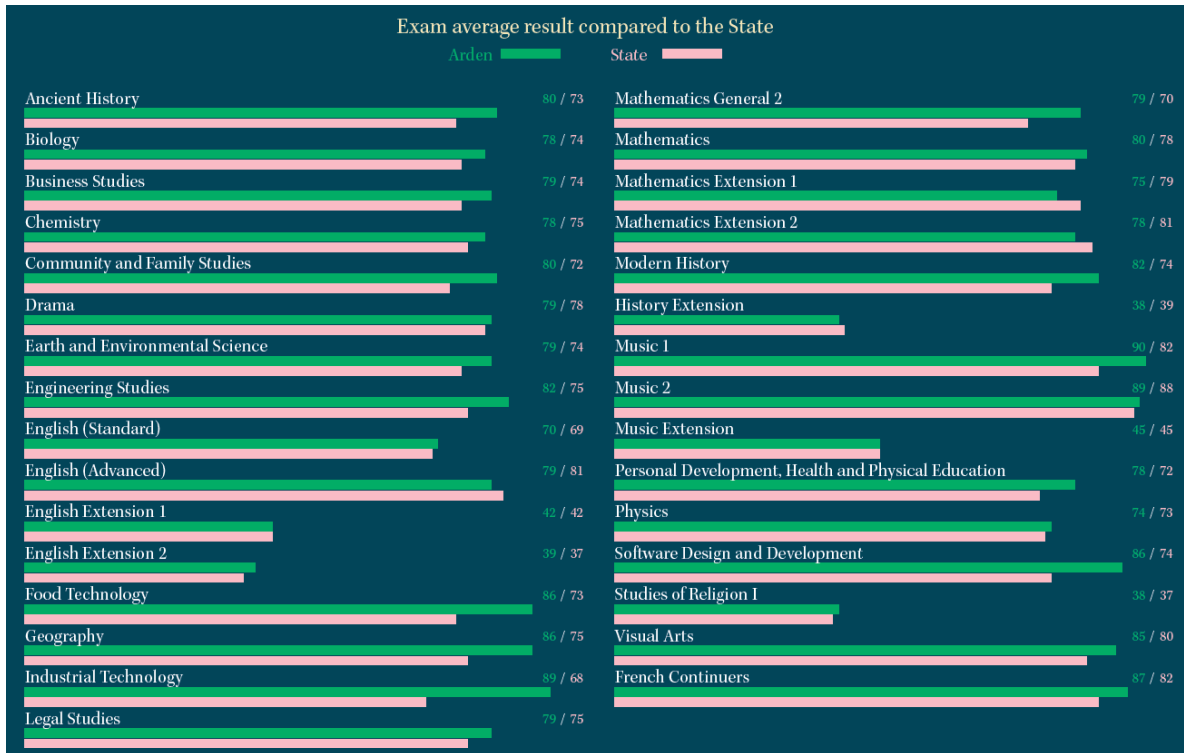
- One student achieved 5th in the state in Industrial Technology: Multimedia Technologies.
- Five students were nominated for SHAPE for Industrial Technology major projects.
- One student was nominated for ArtExpress for Visual Arts major projects.
- One student was nominated for Encore for Music and Musicology Viva major projects.

Higher School Certificate Examination

Top band Statistics – students achieving and Band 5 or Band 6 (or E3/E4) in each course.



Arden average exam result compared to State average exam mark.



Further information about Higher School Certificate results and comparative school information can be viewed at the My School website: <http://www.myschool.edu.au>

Vocational Education and Training

The percentage of Year 12 Students attaining an HSC certificate and the number of students who additionally attained a VET qualification is summarised below:

Year 12	Certificate and/or Qualification	Percentage (%) of Students
2019	HSC	100%
2019	VET qualification	0%

REPORTING AREA 05: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

PROFESSIONAL LEARNING

In 2019, all teaching and non-teaching staff attended School-based Professional Learning sessions. Topics included:

Learning management system and database training, Child Protection and other major policies familiarisation, First Aid, Disability and the Classroom, Manual Handling Techniques, Education Myths and Misconceptions and the Arden Teaching Cycle.

Kindergarten to Year 12 staff attended a large number of workshops offered by the NSW Education Standards Authority (NESA), Independent Primary School Heads Association (IPSHA), Association of Independent Schools (AIS), Association of Heads of Independent Schools Australia (AHISA), The Teachers' Guild of NSW and subject specific professional bodies for Secondary staff. In addition, staff attended workshops in: Work Health and Safety, classroom strategies for subject specific areas, pastoral and mental health issues, information technology, career development and university advisory days.

TEACHING QUALIFICATIONS

Category	Number of 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.	77
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
Teachers who do not have qualifications as described in the above categories but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

This information can also be viewed at the My School website <http://www.myschool.edu.au>

REPORTING AREA 06: WORKFORCE COMPOSITION

2019	
Teaching staff	75
Full-time equivalent teaching staff	69.7
Non-teaching staff	44
Full-time equivalent non-teaching staff	37.2
Aboriginal and Torres Strait Islander staff	0%

Information about staff composition can also be viewed at <http://www.myschool.edu.au>

REPORTING AREA 07: STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

ATTENDANCE RATES - 2019

Year	Attendance %
K	95.2
1	97.1
2	95.4
3	96.4
4	94.4
5	95.4
6	93.9
7	95.3
8	95.5
9	94.3
10	92.9
11	92.8
12	95.3
Whole School	95

In 2019, the average daily student attendance rate across all years was 95%. This is similar to the attendance rate in 2018.

Information about school attendance can also be viewed at <http://www.myschool.edu.au>

RETENTION RATES FROM YEAR 10, 2017 TO YEAR 12 2019

Of 73 students who completed Year 10, 73 completed Year 12. This gives a retention rate of 100%

MANAGEMENT OF SCHOOL NON-ATTENDANCE

On the day of an absence, if parents have not notified the School, administration staff will call parents to alert them to the absence and request an explanation. Parents will be advised that they must additionally provide written and signed notification of the absence that includes dates and an acceptable explanation.

Absence notes that do not provide an acceptable explanation for absence lateness will be referred to the appropriate Head of School for further investigation.

When absence notes have not been presented, Class Teachers/Tutors will contact parents once via the Diary (Upper Primary and Secondary) or Communication Book (Lower Primary) to request an acceptable note, with an explanation.

If students are absent for three or more consecutive days, Class Teachers/Tutors will call parents to ascertain reasons for the absence.

Each term, administration staff will run an absence report showing the names of all students who have not provided explanations for absences of seven or more days duration.

This report will be sent to the Head of Upper Primary/Head of Lower Primary/Year Coordinators so that Tutors/ Class Teachers can contact parents requesting notes.

If, after one week, notes of explanation have not been received, a letter will be sent to parents providing details of all absences/ lateness with a request to provide explanations.

If there is no response to this letter, a second letter will be sent to parents that provide details of all absences/lateness and which outlines the school attendance procedures and parent responsibilities.

Continued lack of response will be followed up by the Head of Upper Primary/Head of Lower Primary/Year Coordinator.

Further lack of response will result in a letter from the Principal outlining the steps the school is required to take under such circumstances and offering assistance to resolve any issues that may exist.

In addition, once termly, administration staff will run an absence report showing the names of all students who have had 30 days of absence at the point of report whether or not letters of explanation have been received.

For students having 30 days of absence in the last 100 days, the Heads of School and School Counsellors will work with families and the Association of Independent Schools to develop a School Attendance Improvement Plan. This plan may form part of an Individual Health Plan.

Students who have poor attendance records but do not fall into the category of having 30 days absence in the last 100 days will be assisted via the School's pastoral care system. This may involve interventions by the Year Coordinator (Secondary School), Head of Lower Primary or Head of Upper Primary (Junior School), School Counsellors, Head of Learning Support, or a combination of these roles. If necessary, in consultation with families, a School Attendance Improvement Plan will be developed by the Learning Support Coordinator and in consultation with the School Counsellor. This plan may form part of an Individual Health Plan.

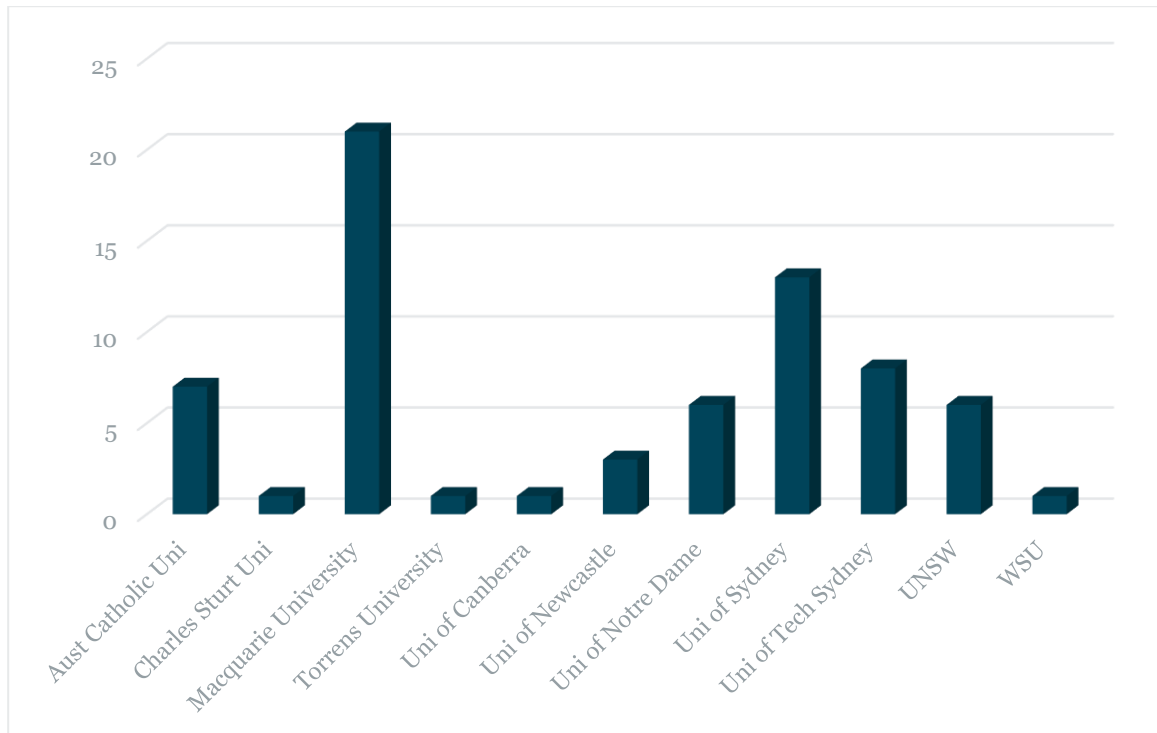
POST SCHOOL DESTINATIONS OF THE CLASS OF 2019

At Arden Anglican School, 76 students were in the Year 12 class of 2019 who completed their Higher School Certificate and qualified for an Australian Tertiary Admissions Rank. The range of ATARs is summarised below:

ATAR	Percentage (%) of Students
95+	8%
90+	24%
80+	53%

Offers of places

30% of students received early entry offers to tertiary courses before completing their HSC Examinations. The following graph represents the 68 students who were offered places through the main UAC rounds of offers only. A number of our 2019 Graduates also took up positions at 'The Bridge Gap Year', through SMBC and 'Year 13', through Anglican Youthworks.



REPORTING AREA 08: ENROLMENT POLICY

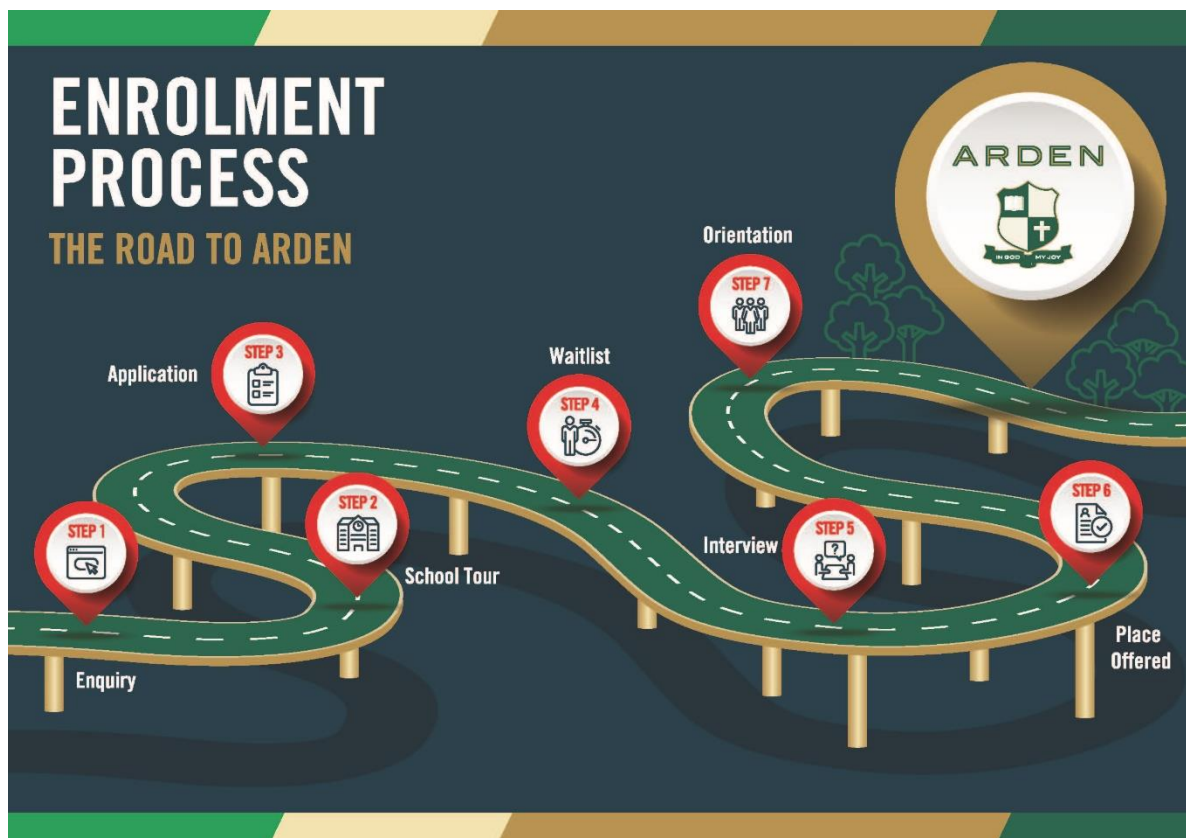
INTRODUCTION

Arden Anglican School is a non-selective Anglican School for girls and boys, Pre-School to Year 12, providing an education underpinned by Christian values and operating within the policies of the NSW Education Standards Authority (NESA).

This policy gives guidance to those within the School Community and to those who would join it, concerning enrolment criteria and procedures. While the Policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

Throughout this Policy, unless the context requires otherwise, a reference to parents includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.

ENROLMENT PROCESS



NEW ENQUIRIES

The Registrar will send prospective parents enquiring about the School's enrolment procedure:

- (a) A Prospectus
- (b) A Fee Schedule
- (c) An Enrolment Information Booklet containing:
 - (i) Enrolment process overview
 - (ii) Information about Enrolment procedures
 - (iii) Enrolment Application Form
 - (iv) Conditions of Enrolment
 - (v) Standard Collection Notice

WAITING LISTS

The Principal through the Registrar is responsible for the maintenance of waiting lists for entry to the School.

Entrance to the School is normally in Pre-School, Kindergarten, and Year 7. Entrance at other year levels is limited to vacancies which may occur from time-to-time. Entrance may be accommodated at any time throughout the school year depending on circumstances.

Names of children will be entered on the appropriate waiting list when their parent(s) or guardian(s) return:

- (d) the Enrolment Application Form;
- (e) a non-refundable Enrolment Application Fee of \$275;
- (f) a copy of the child's birth certificate or current visa confirming student citizenship or permanent residency status.
NOTE: Arden does not accept applications from international students
- (g) copies of the child's last two school reports, NAPLAN results (for Years other than Pre-School and Kindergarten);
- (h) contact details of two family referees who are not close relatives of the parents and who have known and interacted with the parents for at least five years (the references must focus on the parents themselves);
- (i) all medical, psychological or other reports about the child in their possession or control;
- (j) Immunisation records and
- (k) other information about the child which the School considers necessary

Failure to provide all required information may result in the School declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the School declining or delaying the child's enrolment.

ASSESSMENT

The School will undertake an assessment process at some time decided by the School after a child's name has been entered on the Waiting List. As part of the assessment process, the School may ask the parents to provide more information about the child.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or his or her delegate to contact:

- (l) the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
- (m) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Where information obtained by the School suggests:

- (n) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
- (o) the parents may not be able to meet the financial commitment required by having a child at the School,

notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

DISABILITY

While the School will not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the School has since its inception enrolled students with disabilities. Please refer to the appendix of this Policy for the School's policy regarding disability. The School will follow this Policy when assessing an application for a child with a disability.

INTERVIEW

When a position becomes available, the School may in its discretion invite the parents of a child on the waiting lists to attend an interview at the School with the Principal or a member of staff appointed by the Principal. At the interview, among other things, the School's representative will:

- (p) inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- (q) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School

SCHOOL RESERVES RIGHTS

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

The School reserves the right to determine the appropriate year of entry for each student.

SCHOOL'S CONSIDERATIONS

When considering making offers of a place at the School, the School gives preference to:

- (r) brothers or sisters of students already at the School; and
- (s) siblings, sons or daughters or grandsons or granddaughters of alumni of the School

The School also considers: evidence of a place at a similar independent school elsewhere in Australia if a family relocates from interstate; a student's willingness and ability to contribute to the wider life of the School; evidence of good leadership and good character; church affiliation; and the date of lodgement of the Enrolment Application.

The enrolment of Primary students at the School continues into Year 7 unless parents notify the School that the student will not continue by 30 June of the year in which the student is in Year 6.

OFFER

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within 14 days of receiving it deliver to the School:

- (t) the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment;
- (u) the non-refundable Confirmation Fee.

Failure to reply within the required time may result in the position being withdrawn and re-offered to another child waiting for entry to the School.

The Confirmation Fee is additional to tuition and other fees.

CHANGE OF YEAR OF ENTRY.

Parents may request the Registrar to change the year of entry for a student. Such requests must be in writing and approval is at the discretion of the Registrar. If a change of year of entry is approved, the student's name returns to the waiting list for the new year of entry but will retain the initial application date. The assessment process, including the interview, will recommence. However, if the Confirmation Fee has been paid, it does not need to be paid again.

ENTRY AT THE START OF KINDERGARTEN

NORMAL ENTRY

Both 5 year-olds and 4 year-olds whose 5th birthday falls on or before 30th April of the proposed year of entry, are eligible to commence Kindergarten.

All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's Pre-school, early intervention centre or (with the parent's agreement) the home, to more accurately assess the learning needs of the child.

EARLY ENTRY

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 30th April of the proposed year of entry, may be accepted, subject to:

- (v) a written application being addressed to the Principal;
- (w) there being vacancies after all other children, who will have attained the age of five years before 30th April, have been offered places;
- (x) the Head of Junior School's (or his/her delegate's) assessment of the child concerned confirming that he or she is ready for admission to Kindergarten.

ENTRY INTO PRE-SCHOOL

Children are eligible for enrolment into Pre-School once they have turned 3 years of age and are toilet trained.

SCHEDULE - DISABILITY

RELEVANT LEGISLATION

Disability Discrimination Act

Sex Discrimination Act

Race Discrimination Act

Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

DEFINITION

disability, in relation to a child, means:

- (y) total or partial loss of the child's bodily or mental functions; or
- (z) total or partial loss of a part of the body; or
- (aa) the presence in the body of organisms causing disease or illness; or
- (bb) the presence in the body of organisms capable of causing disease or illness; or
- (cc) the malfunction, malformation or disfigurement of a part of the child's body; or
- (dd) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (ee) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

- (ff) and includes a disability that:
 - (i) presently exists; or
 - (ii) previously existed but no longer exists; or
 - (iii) may exist in the future (including because of a genetic predisposition to that disability); or
 - (iv) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

DISABILITY POLICY IN THE ENROLMENT PROCESS

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

- (gg) require the parents to provide medical, psychological or other reports from specialists outside the School.
- (hh) obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Principal or his/her delegate will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (ii) the child's disability;
- (jj) the views of the child or the child's parents about:
 - (i) whether the particular measure or action is reasonable;
 - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
- (kk) the effect of the adjustment on the child, including the effect on the child's:
 - (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programs; and
 - (iii) independence;
- (ll) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (mm) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- (nn) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- (oo) the effect of the disability of the child; and
- (pp) the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
- (qq) the availability of financial and other assistance to the School.

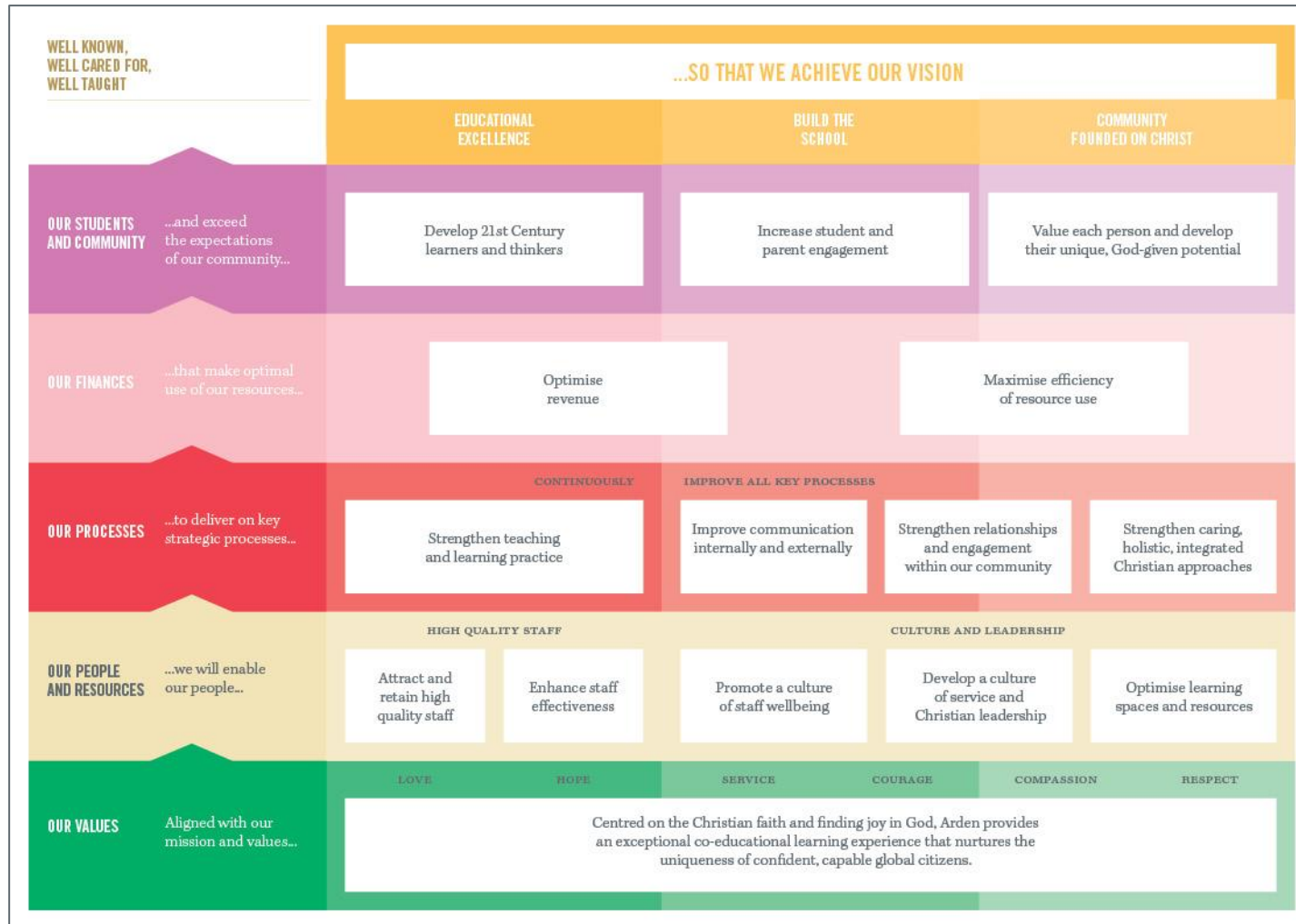
Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

REPORTING AREA 09: OTHER SCHOOL POLICIES

POLICY	CHANGES IN 2019	ACCESS TO FULL TEXT
<p>Student Welfare</p> <p>The School seeks to provide a safe, supportive and nurturing environment to support the mental, physical, emotional and spiritual wellbeing of all students through:</p> <ul style="list-style-type: none"> • A strong and active Pastoral Care program • Chapels and Christian Studies • A wide co-curricular offering • School policies, procedures and systems 	No changes made	School Staff Portal, Hard copy available from the Director of Teaching and Learning, Heads of School or the Coordinator of Co-curricular Music.
<p>Anti-bullying</p> <p>Arden does not tolerate bullying. The anti-bullying policy clearly defines bullying and its possible short and long term effects. Student, parent and staff expectations and responsibilities are outlined as well as the management process. Useful resources are identified.</p>	No changes made	School Parent Portal, School Staff Portal, Hard copy available from the Director of Teaching and Learning or Heads of School
<p>Student Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension or expulsion of a student. Discipline actions do not include exclusion.</p> <p>Parents, teachers and students work in partnership to achieve interventions or consequences that seek to appropriately modify a student's behaviour or approach.</p>	No changes made	School Parent Portal, School Staff Portal, Hard copy available from the Director of Teaching and Learning or Heads of School
<p>Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the School will respond.</p>	No change	School Parent Portal, School Staff Portal, Hard copy available from the Director of Teaching and Learning or Heads of School

REPORTING AREA 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

School determined improvement targets are drawn from the School's 2020 Strategic Plan. The Strategy Map below is a visual representation of the School's Strategy, including its objectives.



The table below shows the School's progress on 2019 Strategic Initiatives

PERSPECTIVE: OUR PEOPLE AND RESOURCES (OPR)		
Strategic Objective	2019 Strategic Initiatives	2019 Achievements
OPR1: Attract and retain high quality staff	<ul style="list-style-type: none"> • Measure staff engagement 	<ul style="list-style-type: none"> • Research and discussion in progress to determine appropriate measurement and assessment
OPR2: Enhance staff effectiveness	<ul style="list-style-type: none"> • GROW Development Conversations • GROW expanded to non-teaching staff • Schoolbox Training 	<ul style="list-style-type: none"> • Internally developing skills and tools to structure effective development conversations – in progress • Non-Teaching Staff program rolled out for Stage 1 involving reflection and documentation of current practice for the Finance and Administration Team • Staff usage of Schoolbox continued to improve
OPR3: Promote a culture of staff wellbeing	<ul style="list-style-type: none"> • Staff Wellbeing Program 	<ul style="list-style-type: none"> • The Program has moved to planned and proactive staff wellbeing activities supported by an external Employee Assistance Program
OPR4: Develop a culture of service and Christian leadership	<ul style="list-style-type: none"> • Executive Leadership Development • Junior School Values Rollout 	<ul style="list-style-type: none"> • Ongoing and internally driven leadership conversations and professional development • The framework for Christian Values program was initiated with further development for 2019
OPR5: Optimise learning spaces and resources	<ul style="list-style-type: none"> • Implementation of Stage 2 of the Masterplan -Epping Campus • The Masterplan - Beecroft Campus initiation • Staged Classroom Refurbishment 	<ul style="list-style-type: none"> • The Epping Campus Stage 1 completed was completed with Stage 2 commencement of the 5-storey multipurpose school building in September 2018. Completion expected by commencement of 2020 academic year • Completion of School community consultation and feedback. Development and presentation of a Requirements Brief • The cycle of refurbishment continuing with focus on the Beecroft Junior School campus

PERSPECTIVE: OUR PROCESSES (OP)		
Strategic Objective	2019 Strategic Initiatives	2019 Achievements
OP1: Continuously improve all key processes	<ul style="list-style-type: none"> Records Management Project Risk Management Framework 	<ul style="list-style-type: none"> With implementation of Laserfiche, Stage 1: Student Records Scanning, Archiving, Retrieval and Document Classification completed The risk reviews are being cycled through as per the framework. School requirements for an appropriate risk management/reporting software platform completed with implementation planned for 2020
OP2: Strengthen teaching and learning practice	<ul style="list-style-type: none"> Ad Altissima Project Arden Teaching and Learning Framework Teacher Accreditation compliance Student reporting 	<ul style="list-style-type: none"> Continuing to progress well Key areas focussed on in 2019 with a rescope due end of 2019 Policy documents to comply with new TAA regulations written, reviewed and rolled out. Student analytics and dashboard reporting scoped and drafting of reports commenced – in progress
OP3: Improve communication – internal and external	<ul style="list-style-type: none"> Synergetic health, absence and excursion packages Enrolment Enquiries Online Social Media Initiative 	<ul style="list-style-type: none"> Project reinitiated with reference to LaserFiche functionality. Development of workflow processes and form development in progress Rescoping system and data requirements in consideration of Synergetic integration ongoing. Social media presence under review and assessment with policy review and development in progress
OP4: Strengthen relationships across our community	<ul style="list-style-type: none"> Development of Junior School Class Parent Meetings Alumni Program (+Y13) 	<ul style="list-style-type: none"> Ongoing Development Inaugural Alumni event held in Nov 2019 - 10 Year reunion for students who completed the first Year 12 in 2008 Research and selection of technology platform completed and preferred vendor selected

		<ul style="list-style-type: none"> Alumni Program drafted and due for launch 2019
OP5: Strengthen caring, holistic, integrated Christian approaches	<ul style="list-style-type: none"> Pastoral Care Program – online reporting Student Wellbeing Training for Staff 	<ul style="list-style-type: none"> Initial scoping and user requirement assessment in progress In progress

PERSPECTIVE: OUR FINANCES (OF)		
Strategic Objective	2019 Strategic Initiatives	2019 Achievements
OF2: Maximise efficiency of resource use	<ul style="list-style-type: none"> Financial Performance Reporting Online Financial Payments portal 	<ul style="list-style-type: none"> School Council and Finance Committee dashboards completed Head of Departments with online reporting and transaction listing access completed with training. Stage 1 of new payment portal implementation completed with stage 2 on hold pending improved system functionality

PERSPECTIVE: OUR STUDENTS AND COMMUNITY (SC)		
Strategic Objective	2019 Strategic Initiatives	2019 Achievements
SC1: Develop 21st Century learners and thinkers	<ul style="list-style-type: none"> Teaching and learning framework – Success Criteria and Learning Intentions 	<ul style="list-style-type: none"> Plan for instructional rounds to observe and learn completed and undertaken Draft of Trees Diagram completed and Booklet conceptual framework developed and approved Due for publication, training and distribution 2019
SC3: Value each person and develop their unique, God-given potential	<ul style="list-style-type: none"> Student Engagement and Wellbeing 	<ul style="list-style-type: none"> Student Wellbeing survey created and rolled out Results currently under analysis to inform framework for Engagement and Wellbeing program and initiatives.

REPORTING AREA 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Christian ethos which underpins Arden provides a firm foundation from which the School endeavours to create an awareness that each student is valued, unique and able to contribute to the sense of community which is a feature of the School. Arden provides a wide range of learning, creative, physical, spiritual, leadership and challenging opportunities for students which help them discover how they can contribute, the skills which they have to develop and the special qualities which each of them possesses. Staff members are highly committed to the holistic development of students so that each student may grow towards their potential. The Core Values of the School are RESPECT, LOVE, COMPASSION, COURAGE, SERVICE and HOPE. These Core Values are referred to in all aspects of School life and are highlighted in Chapel and Assembly talks.

The Primary School provides various levels of challenge and leadership opportunities for students through the Student Representative Council; the 'Serving @ Arden' Year 6 Leader Program; the Year 6 and Kindergarten 'Godparent' program; the on-going commitment to Outdoor Education; enrichment activities from Kindergarten to Year 6 inclusive; sporting, various competitions through the Independent Primary Schools Heads' Association (IPSHA) and through the Hills Zone Competition; public speaking opportunities and regular contributions in weekly assemblies. In 2019, students continued to support a wide range of charities through collections and House activities, as well as developing a larger view of service and respect through planning and implementing student generated projects.

The Secondary School also provides opportunities for students that develop leadership skills and promotes an awareness of respect for each other as valued individuals. Opportunities are provided through the Student Representative Council, The Duke of Edinburgh's Award, Peer Support Program and House Charities. The Peer Support program, involving Year 11 students acting as mentors to Year 7 students, is based upon the 6 Core Values of the School.

In 2019, the male Prefects ran "Boys' Bash" in support of beyondblue and the female Prefects coordinated a Girls' Night In for the Cancer Council. The Prefects as a whole supported our Extra Mile Project – our Year 11 Mission Tour to renovate Schools and support communities in need in Vietnam and Cambodia. Our Pastoral Care program for Years 7-12 includes many topics that promote responsibility and respect, with an increased focus for all year groups about digital and online respect and responsibility. The National Day of Action Against Bullying and Violence as well as Are You OK? Day are embedded in our Pastoral Care Program for students. Our SRC held termly "Random Acts of Service" for the student body through the provision of breakfast once per term.

Students also promote and support the local and wider community through initiatives such as the Social Justice Group, Environmental Group, 'Students with a Mission' Group (charity knitting for 'Wrapped with Love') and annual campaigns such as The Red Shield Appeal, Operation Christmas Child and the 40 Hour Famine. Our Environmental Group educated the community on micro plastics, sustainable foods, products waste and recycling and through fundraising for 5 'adopted' Orangutans in Indonesia and an Elephant in Africa. Our Social Justice Group explored the issues of refugees and immigration, drought support and the Global Sustainable Development Goals. Both the Environment and Social Justice Groups regularly present educational pieces on Assembly to the entire Secondary community. Of particular importance are the weekly held Chapels and Crusader's meetings, which encourage students to consider respect and responsibility in all they undertake. Students can also take part in various Christian Missions and service work. For example, the Cambodian and Vietnam Mission, focuses on the service of renovating schools in Vietnam and Cambodia, amongst other service work.

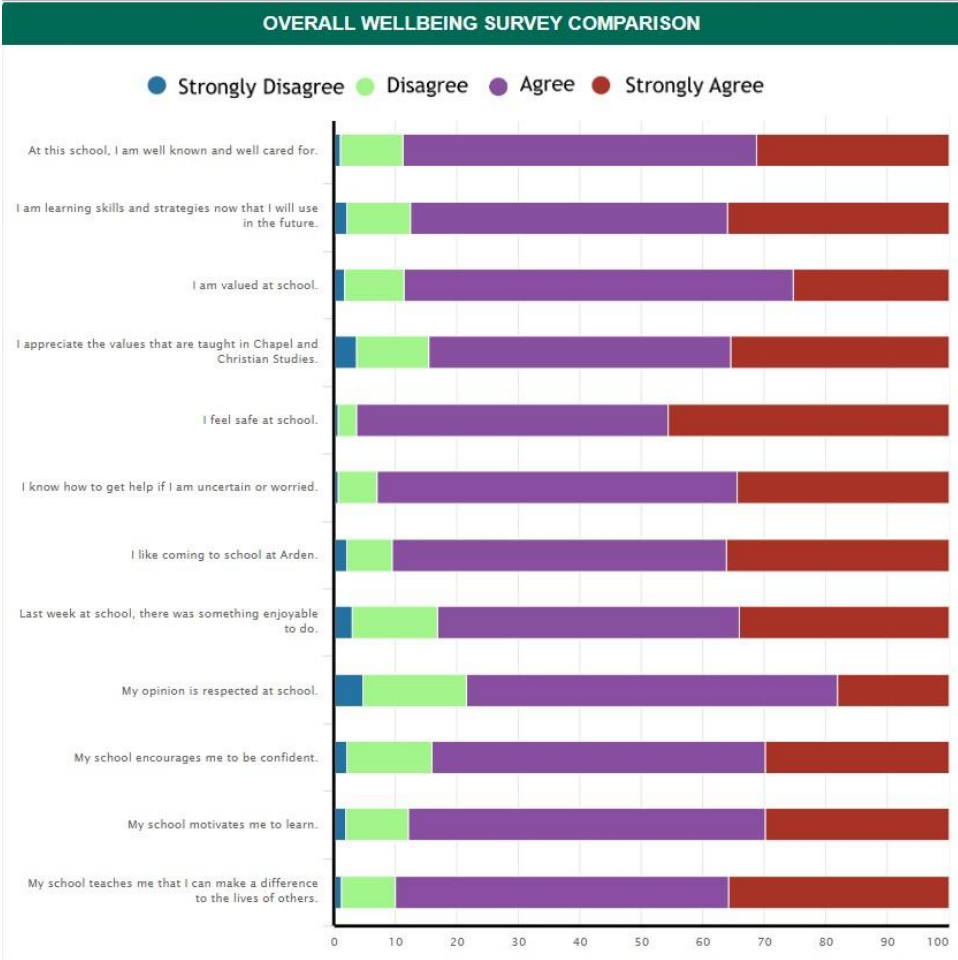
REPORTING AREA 12: SATISFACTION

The School annually conducts a study into student engagement. The 2019 Student Survey was developed by the School after considerable consultation across campuses.

The Student School Survey indicates very encouraging results, with highlighted responses indicating that students feel safe, valued and empowered:

- I feel safe at school*
- I know how to get help if I am uncertain or worried*
- At this school I am well known and well cared for*
- My school teaches me that I can make a difference in the lives of others.*

The results of the survey have indicated areas that could influence specific year groups and the focus of topics to be included in the Pastoral Care program. The Graph below includes the breakdown of results across Years 3 – 12.



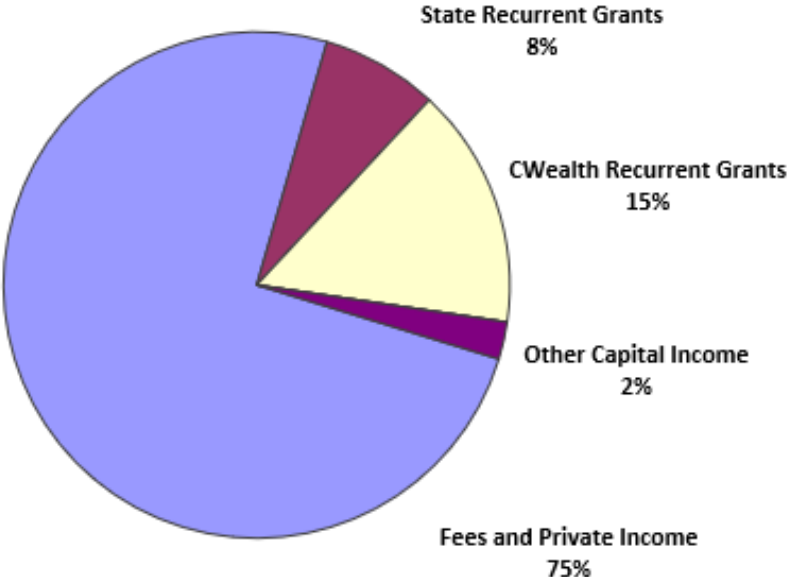
Parents

The School aims to work in partnership with families to encourage the best educational outcomes for each student. Good communication is seen to be an essential component of the partnership and parents have expressed their strong support for the School and its significant investment in communications infrastructure via development of the School’s web site, parent portal and online communications platform.

Parents continue to show their support for and satisfaction with the School through the many contributions they make to the School. For example, parents frequently give up their time to assist with organising and running school events and activities and strong audiences are achieved at Community Seminars held at the School that seek to involve parents in the education and parenting of their children. Also, the School receives complimentary letters and emails from our parents about the School, its staff and students on a regular basis. Enrolment numbers and forward interest continue to be strong, suggesting very good parent satisfaction with Arden; its mission, vision and values and direction for the future.

REPORTING AREA 13: SUMMARY OF FINANCIAL INFORMATION

2019 INCOME



2019 EXPENDITURE

