

ARDEN



2020 ANNUAL REPORT

Educational & Financial Reporting

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THEME 1: MESSAGE FROM KEY SCHOOL BODIES

FROM THE CHAIR OF COUNCIL

The 2019 report from the former Chair of Council David Sietsma opened with these words – “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 continuous to grow physically and spiritually.”

While 2020 **was** different from the preceding years due to COVID-19, there has probably never been a year where words and phrases describing the Arden environment and community such as *continuous change, challenges, technology, adaptive and resilient staff, an accepting and gracious community*” have ever been more important and true.

The Arden Council were delighted to see how the Arden community - staff, students and parents alike – rose to the challenges of COVID-19. Arden found itself to be very well positioned to quickly and smoothly adapt to an online learning environment. Our investment in our technology capability, while never envisaged to be needed to host online learning en masse, was integral to Arden’s ability to adapt quickly and effectively to the at-home learning environment.

Our leadership team, our staff, our students and our parent community are all to be commended for the way all of the restrictions and limitations of COVID-19 were handled.

The redeveloped Epping Campus has delivered all that was hoped and more. It was exciting to see the campus in full operation at the beginning of Term 1. Among many important matters on the horizon for the Arden Council, the master planning for the Beecroft Campus will be amongst them.

There is also a growing excitement as we get closer to our Centenary celebrations in 2022. As we prepare for this celebration we will reflect on our history and the way God has blessed us as a community for 99 years.

With such an acute focus on operational matters during 2020, we also look forward to the opportunity to review strategic goals established many years ago and fix our eyes on the horizon again by refreshing our Strategic Plan.

As embodied in our mission statement, Arden is centred on the Christian faith and finding joy in God. Arden strives to provide an exceptional co-educational learning experience, nurturing the uniqueness of each student and helping each student to develop into confident, capable global citizens.

Santino Dimarco

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.





THEME 2: 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, Visual Arts, Drama, Music, PDHPE, Spelling, Technology as well as a separate Gifted and Talented program. The Year 7 to 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 transition program to tertiary opportunities, career links with industry, excellence in Music and Sport and a tailored Gifted and Talented program are all part of an excellent educational offering 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 2020, the School had 929 students enrolled which included 42 in the Pre-School, 341 in the Junior School and 546 in the Secondary School. The overall school enrolment trend remained 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. The School has a very wide-ranging population of students which includes students with specific needs, students with very high ability, as well as students with particular talents in specific areas such as the Creative Arts, Sport, Creative Thinking and Technology. Though Arden has a strong Christian Ethos, families from other denominations and faiths are welcomed at the School.

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

THEME 3: 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)

NAP annual assessments, including NAPLAN, were cancelled in 2020 due to COVID-19.

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

THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RoSA (Record of School Achievement): 2020

The School has advised NESA to issue a Record of School Achievement to one student in 2020.

Higher School Certificate Examination Results: 2020

- 84 mentions on the Distinguished Achievers list.
- Two students were recognised as All Round Achievers
- From the Class of 2020, 85% of students sitting the HSC Examinations, attained either a Band 5, Band 6 or equivalent award in at least one course.

Individual Student Achievements

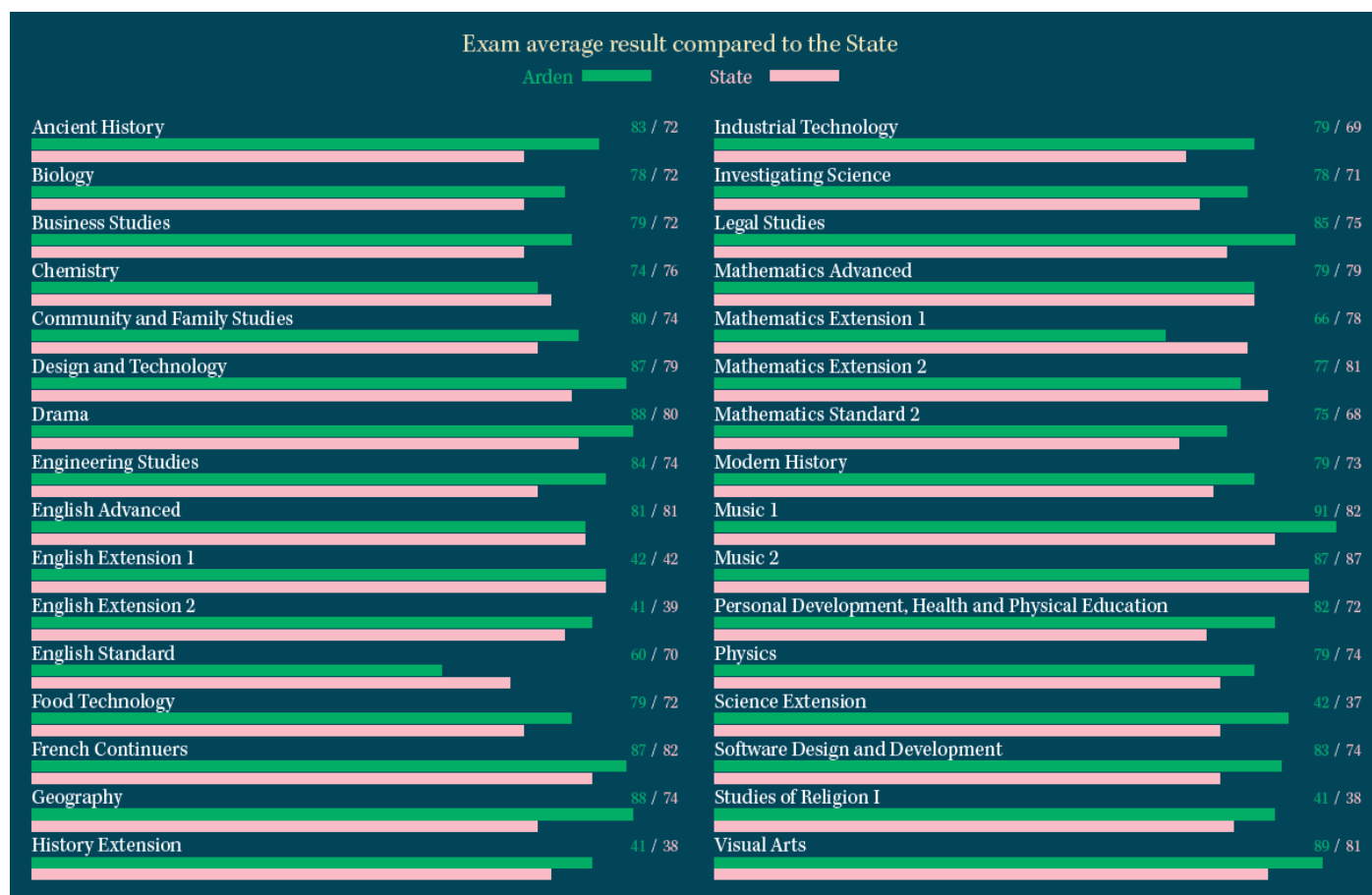
- One student achieved 6th in the state in Geography.
- Two students were nominated for SHAPE for Industrial Technology major projects.
- Two students were nominated for SHAPE for Design & Technology major projects.
- Three students were nominated for On Stage for Drama major projects.
- One student 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 a 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
2020	HSC	100%
2020	VET qualification	2.5%

THEME 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

PROFESSIONAL LEARNING

In 2020, 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.

Teaching staff spent considerable time in Term 1 engaged in professional learning particularly focused on ICT tools to assist with the move to Online Learning due to the COVID-19 pandemic. This included two weeks focusing on Microsoft Teams and Microsoft OneNote prior to the move to online learning. At the end of Term 1, teaching staff engaged in 22 hours of professional development on Microsoft Teams, Microsoft OneNote, Microsoft Stream and other online tools such as Kahoot!

Many courses that would normally have been offered in-person by third party professional development providers were cancelled due to the COVID-19 pandemic. Some courses were offered online in the later part of the year, which some staff engaged in.

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.	80
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>

THEME 6: WORKFORCE COMPOSITION

2020	
Teaching staff	80
Full-time equivalent teaching staff	70.8
Non-teaching staff	55
Full-time equivalent non-teaching staff	42.6
Aboriginal and Torres Strait Islander staff	0%



THEME 7: STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

ATTENDANCE RATES - 2020



Year	Attendance %
K	94.9
1	93.0
2	94.2
3	94.7
4	95.2
5	95.2
6	94.8
7	96.8
8	95.2
9	96.3
10	94.9
11	95.6
12	96.5
Whole School	95.4

In 2020, the average daily student attendance rate across all years was 95.4%. This is similar to attendance rates in 2019.

RETENTION RATES FROM YEAR 10, 2018 TO YEAR 12, 2020

Of the 80 students who completed Year 10 at Arden, 74 completed Year 12. This gives a retention rate of 92.5%

MANAGEMENT OF SCHOOL NON-ATTENDANCE

Parents are required to email the School to report their student's absence, including late arrivals and early departures on the day of absence or in advance. Absence emails or notes which contain unsatisfactory absence reasons are followed up by Administration staff and then the Year Coordinator if a satisfactory outcome has not been achieved. On the day of absence, if parents have not notified the School, parents will receive an email from the School requesting the absence reason by return email. Parents who collect their student's from school fill out an Absence note at Reception to account for the student's part day absence.

Due to COVID-19, parents are asked to provide details if their student is absent due to a cold or has flu-like symptoms. They are then required to have their student tested for COVID-19, and follow the Return to School process as detailed on the School's intranet Parent COVID-19 page. This process requires parents to email the SMS negative result received from NSW Health to the School and wait for an emailed Clearance to Return to School from the relevant Head of School before their student returns to School. A positive COVID-19 result would be phoned through by the parent to a member of the School Executive on the COVID-19 Emergency number.

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.

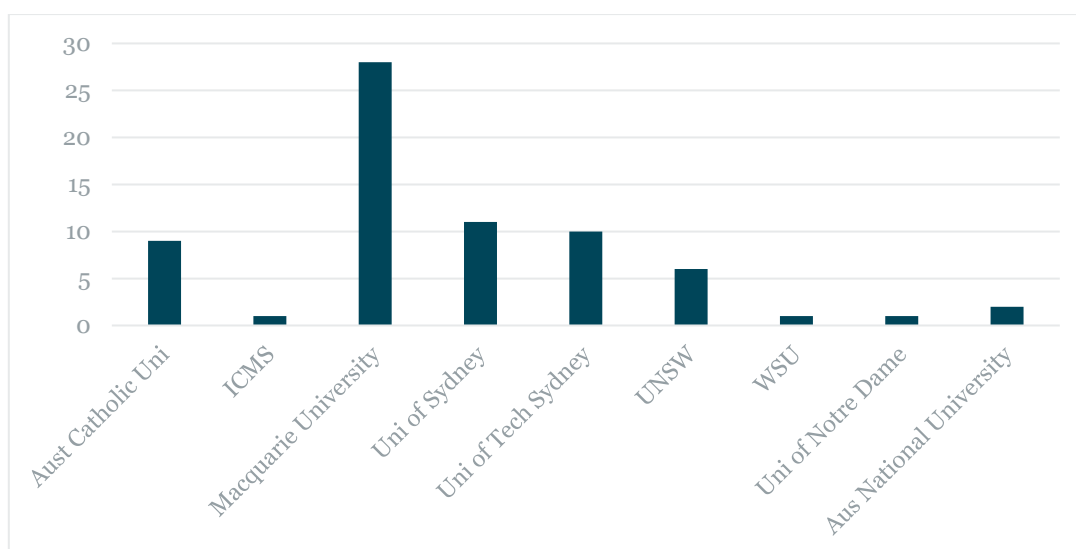
POST SCHOOL DESTINATIONS OF THE CLASS OF 2020

At Arden Anglican School, 79 students were in the Year 12 class of 2020 who completed their Higher School Certificate and 78 qualified for an Australian Tertiary Admissions Rank. The range of ATARs is summarised below:

ATAR	Percentage (%) of Students
95+	9%
90+	24%
80+	44%

Offers of places

53% of students received early entry offers to tertiary courses before completing their HSC Examinations. The following graph represents the 69 students who were offered places through the main UAC rounds of offers only.



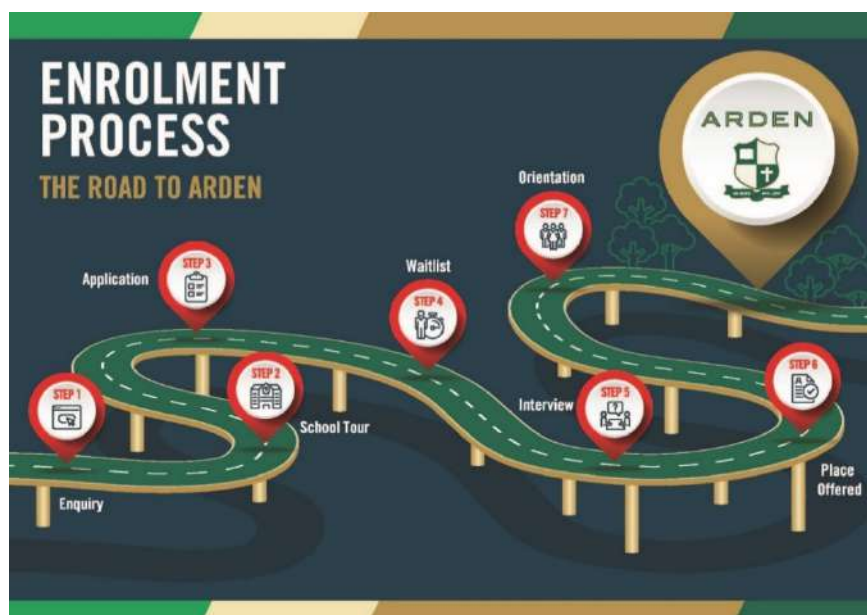
THEME 8: ENROLMENT



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).

[Click here](#) to access the School's Enrolment Policy.

[Click here](#) to access to the School's Conditions of Enrolment, as contained in the Enrolment Information booklet. the offer.

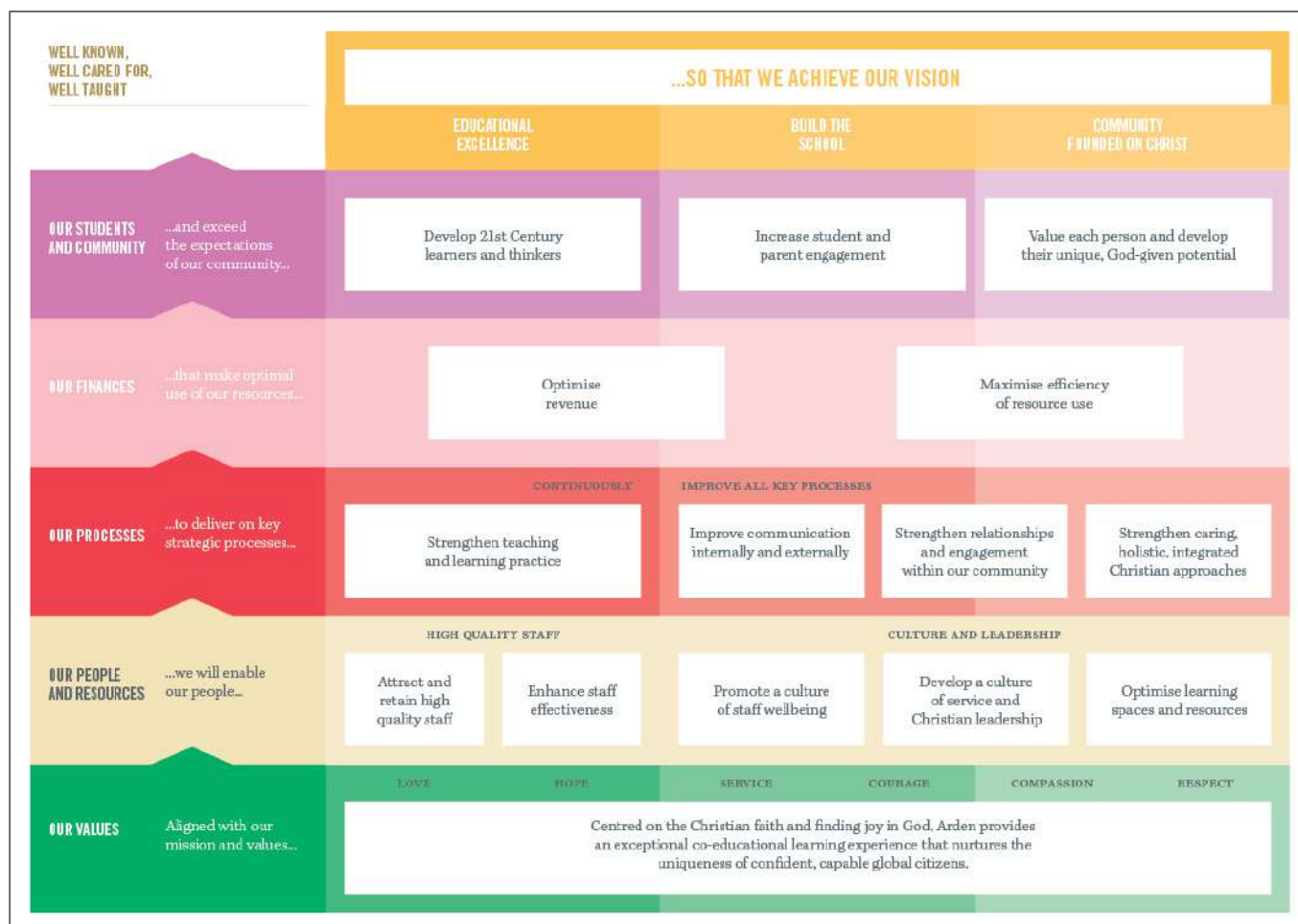


THEME 9: OTHER SCHOOL POLICIES

POLICY	CHANGES IN 2020	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 changes made	School Parent Portal, School Staff Portal, Hard copy available from the Director of Teaching and Learning or Heads of School

THEME 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 2020 Strategic Initiatives

Strategic Objective	2020 Strategic Initiatives	2020 Achievements
PERSPECTIVE: OUR PEOPLE AND RESOURCES (OPR)		
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 • Whole School Focus on School Values 	<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 2020
OPR5: Optimise learning spaces and resources	<ul style="list-style-type: none"> • Completion of the Masterplan - Epping Campus • The Masterplan - Beecroft Campus collection of information • Staged Classroom Refurbishment - Beecroft Campus 	<ul style="list-style-type: none"> • The Epping Campus 5-storey multipurpose school building was completed for the commencement of 2020 academic year • The School Council Property Committee investigated and reported on the heritage requirements of buildings and areas of the Beecroft campus in preparation for further development of the potential of the campus. • The cycle of refurbishment continued in 2020 with on-going focus on the Beecroft Junior School campus.
PERSPECTIVE: OUR PROCESSES (OP)		
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 continue being cycled through as per the framework. School requirements for an appropriate risk management/ reporting software platform were further investigated in order to develop a Risk Dashboard for reviewing, monitoring and reporting.
OP2: Strengthen teaching and learning practice	<ul style="list-style-type: none"> • Ad Altissima Project • Teacher Accreditation compliance • Student reporting 	<ul style="list-style-type: none"> • Continuing to progress well • Policy documents to comply with new TAA regulations written, reviewed and rolled out. • Student analytics and dashboard reporting further developed
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"> Establishment of the Arden Parent Network (APN) as a new avenue to engage all parents from pre-School to Year 12 Alumni Program (+Y13) 	<ul style="list-style-type: none"> Initial meeting held early in 2020 with exciting plans made for the forthcoming months. Sadly, most activities could not be held in the first Semester of 2020. Virtual whole school community events were planned and held to assist with the on-going development of this aspect of the School. The Alumni Program continued to be developed through social media and the on-line platform. An ever-increasing number of alumni is signing up to the web site.
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"> The Secondary School commenced with on-line reporting and recording of pastoral matters. A dashboard for reviewing and analysing this is now This focused on addressing the needs of students in their off campus learning and social separation which occurred in 2020
PERSPECTIVE: OUR FINANCES (OF)		
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"> Regular reporting of the School's finances is provided to the Finance Committee for thorough review and then also examined by the School Council in their regular meetings. Head of Departments are all able to utilise online reporting and transaction listing in order to efficiently manage their budgets. The Online facility continues to be developed as a fully secure and effective method of payments.
PERSPECTIVE: OUR STUDENTS AND COMMUNITY (SC)		
SC1: Develop 21st Century learners and thinkers	<ul style="list-style-type: none"> On-line Teaching and Learning 	<ul style="list-style-type: none"> With the circumstances of 2020, the School chose to use Microsoft Teams (MS Teams) as the medium for on-line learning. All staff and students K – 12 had appropriate devices for access to the School's portal and for use of MS Teams. All students and staff received training and development prior to commencing on-line learning.
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 was conducted for a third time from Year 5 to year 12. Results are being put into a school developed reporting dashboard to assist staff with analysing trends and changes as well as to plan for interventions and programs.

THEME 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 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 opportunities and 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 2020, 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 2020, the Prefects were limited by COVID-19 restriction in the type and quantity of events but as a whole supported 'Bear Cottage' at Sydney Children's Hospital. 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 "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 'adopted' animals in Indonesia and 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. The SRC fundraised for bushfire relief in southern NSW, supporting Tumbarumba which the School visits yearly with our Year 10 camp. Of particular importance are the weekly held Chapels and 'Vine' (student Christian group) 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.



THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

STUDENTS

The School conducts an annual study into student engagement.

The 2020 Student School Survey indicated very encouraging results, with responses indicating that the students feel safe, valued and empowered through their responses to these statements:

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 provided the focus of topics to be included in the Pastoral Care program in subsequent years.

The students are also given a 'voice' in the School via the Campus based Student Representative Councils. The Student Leaders of the School are encouraged to share with the Staff areas which they believe can be improved to help make Arden an even better school. Student led initiatives are supported and encouraged throughout the School.

Staff at the School are aware of knowing the students as individuals and in being approachable to any student seeking support, assistance, advice or guidance.

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 parent portal and online communications platform. This was particularly important in 2020 where parents were less able to come onto either campus. Assemblies were streamed live and/or recorded so that parents could be a part of what was occurring in the lives of the students. For more significant events (Final Year 12 Assembly), parents and other family members were able to join and be viewed on large screens in the area where the event was taking place. The School received many emails of thanks for the efforts made to include parents in new and engaging ways in 2020.

Despite the circumstances of 2020, the enrolment numbers and forward interest continued to be strong, suggesting on-going very good parent satisfaction with Arden; its mission, vision and values and direction for the future.

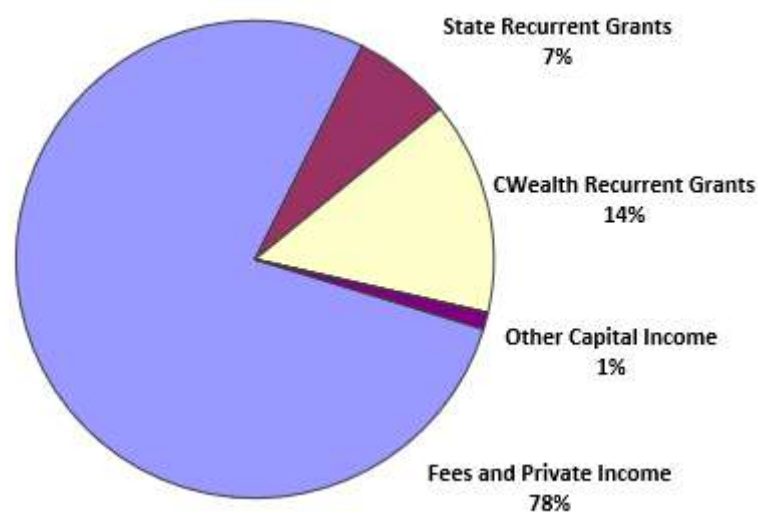
The School makes parents aware of how to and as to whom to share feedback and seek clarification on any matters related to their children and the School's programs.

STAFF

The main method of seeking feedback from and determining satisfaction of the staff at the School is via regular meetings held across both campuses. Such meetings will generally involve all members of a team with a team leader managing that meeting. The School has an organisational chart to assist all staff to be aware of to whom they report and indicating the various teams in the school. Many team leaders/managers are then also members of a middle or senior leadership team. Team leaders/managers are expected to be available to their team for one on one discussion and feedback. This structure of support is critical to ensuring that Arden staff can appropriately express their opinions and for their overall well-being and satisfaction to be monitored. In 2020 this network of support was particularly important when a number of staff were working off site and ensuring staff remained connected to their peers and team leaders/managers. Staff satisfaction with the support offered in a challenging and changing year was high.

THEME 13: SUMMARY OF FINANCIAL INFORMATION

2020 INCOME



2020 EXPENDITURE

