



2021 ANNUAL REPORT

Educational & Financial Reporting



ARDEN

CONTENTS

THEME PAGE

THEME 1	Message from key school bodies	3
THEME 2	Contextual information about the school and characteristics of the student body	5
THEME 3	Student outcomes in standardised national literacy and numeracy testing	7
THEME 4	Senior secondary outcomes (student achievement)	8
THEME 5	Teacher professional learning, accreditation and qualifications	10
THEME 6	Workforce composition	11
THEME 7	Student attendance, retention rates and post school destinations	12
THEME 8	Enrolment policies	15
THEME 9	Other school policies	16
THEME 10	School determined priority areas for improvement	16
THEME 11	Initiatives promoting respect and responsibility	17
THEME 12	Student, parent and staff satisfaction	19
THEME 13	Summary of financial information	21

THEME 1 | MESSAGE FROM KEY SCHOOL BODIES

FROM THE CHAIR OF SCHOOL COUNCIL

2021 began with an enthusiasm that the pandemic difficulties of 2020 were behind and that 2021 would be a 'normal' year. We now know that 2021 continued to be impacted by COVID-19; vaccinations, lockdowns, remote learning, mask wearing, classroom ventilation requirements and so on. As in 2020, Arden navigated and pivoted as the needs arose, still providing its students with the teaching, guidance, and pastoral care at the high level that it is known for. And this can only happen when you have a dedicated staff, both teaching and non-teaching, who are prepared to go the extra distance and put in enormous amounts of effort to maintain these high standards.

At the conclusion of Term 1, we farewelled Mr Graham Anderson as Principal of Arden. After some 11 years at the helm, Mr Anderson semi-retired to pursue writing and educational consultancy opportunities. We are thankful for the contribution that Mr Anderson made during his term as Principal.

Term 2 saw Mr David Watkins step into the role of Acting Principal. Mr Watkins, always seeking to serve wherever there is need, was willing to step into the role, providing the School Council with time to seek an experienced Interim Principal. The Council wishes to publicly thank Mr Watkins for the professional and servant-hearted approach he showed during his time as Acting Principal.

Arden was blessed to have Mr Peter Crawley serve in the role of Interim Principal for Terms 3 and 4 of 2021. With deep experience and wisdom, Mr Crawley led the school during the lockdown of Term 3 and his leadership was greatly appreciated by staff, students and indeed the School Council during his time as Interim Principal.

As mentioned above, like all schools across NSW, Term 3 was a remote learning term. This of course had significant impact on Year 12, culminating in the HSC exams being deferred by some 4 weeks. It was not an easy time for Year 12 having their HSC year (beginning Term 4, 2020) impacted by COVID-19. We are proud of the 2021 Year 12 cohort, for the way in which they conducted themselves throughout all of the disruptions. They will no doubt be a unique cohort of students who will look back at their final school year through a lens very different to those that have gone before them and those that will go after them.

In addition to all the movements and difficulties noted above, there was focus and excitement throughout 2021 as the school began preparations for its 100-year centenary celebrations in 2022. Such preparations had those involved looking through archives and admiring where Arden has come from and excited about where it is heading. While looking at the past triggers the nostalgia of the old uniforms, the buildings of the past, the 'old way' things were done, at the very heart of the 100 years is the people that God has led to Arden....students, teachers, parents and volunteers. Arden has been blessed in its 99th year and we await to see how God will bless it in its 100th year and beyond.

Santino Dimarco

Chair of School Council



STUDENT LEADERSHIP AT THE SECONDARY CAMPUS

Student leadership at the Secondary Campus is undertaken in the roles of Prefects, House Captains, Peer Support Leaders and Student Representative Council (SRC).

PREFECTS

Prefects are structured under male and female School Captains, Vice Captains and include Prefects with specific leadership roles and portfolios, identifying specific areas of need of leadership and support within the school, including; SRC, Sport, Co-Curricular, Social Justice, Environment, Production, Events and Christian Outreach. Prefects conduct fundraising for charities, the school and for student wellbeing. Prefects lead assemblies and are representative at all school events, promoting a sense of active student engagement in the life of the School. They also plan and coordinate Girls' Night In (for Cancer Council) and Boys' Bash (for Beyondblue) and auction themselves for Hire a Hero Day in support of Bear Cottage at The Sydney Children's Hospital. This is great modelling of leadership and our School Values for younger students.

HOUSE CAPTAINS

House Captains and Vice-Captains for the three Houses: Birnam, Jenolan and Sherwood are elected at the same time as Prefects. The House Captains, Vice-Captains and Leadership team members support the House Patron (staff member) in implementing House-based programs, events and fundraising for chosen charities and School Sport Carnivals.

PEER SUPPORT LEADERS

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 Tutor Groups once per week to engage with the junior students and provide encouragement and leadership modelling.

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.



STUDENT LEADERSHIP AT THE JUNIOR CAMPUS

Student leadership at the Junior Campus is undertaken in the roles of Junior Campus Captains and Vice-Captains, Junior Campus House Leadership, Year 6 Leaders and Student Representative Council (SRC).

All these roles are designed to help train the children to lead in different ways and in the process to set good examples for their peers. There is a particular focus on working as a team involving the empowerment of others and using the strengths of team members. The students learn about public speaking and confident presentation in both large and small gatherings and meetings. There is a strong emphasis on serving others. All roles are designed to allow the students' opinions and thoughts the opportunities to be expressed, discussed and shared.

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. The school has a P-6 campus in Beecroft and a Years 7-12 campus in Epping. The school was established in 1922 in Beecroft, Sydney. Centred on the Christian faith and finding joy in God, Arden provides an exceptional co-educational learning experience that nurtures the uniqueness of confident, capable global citizens. The School aims to teach its students to think critically, communicate effectively, develop self-confidence and strong leadership skills whilst encouraging creativity and fostering an enjoyment of learning.

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.

CHARACTERISTICS OF THE STUDENT BODY

In 2021, the School had 944 students enrolled which included 42 in the Pre-School, 349 in the Junior School and 553 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. In 2021, 25% of Arden students had a language background other than English. 1% of Arden enrolments are Indigenous students. The School has a relatively diverse 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>





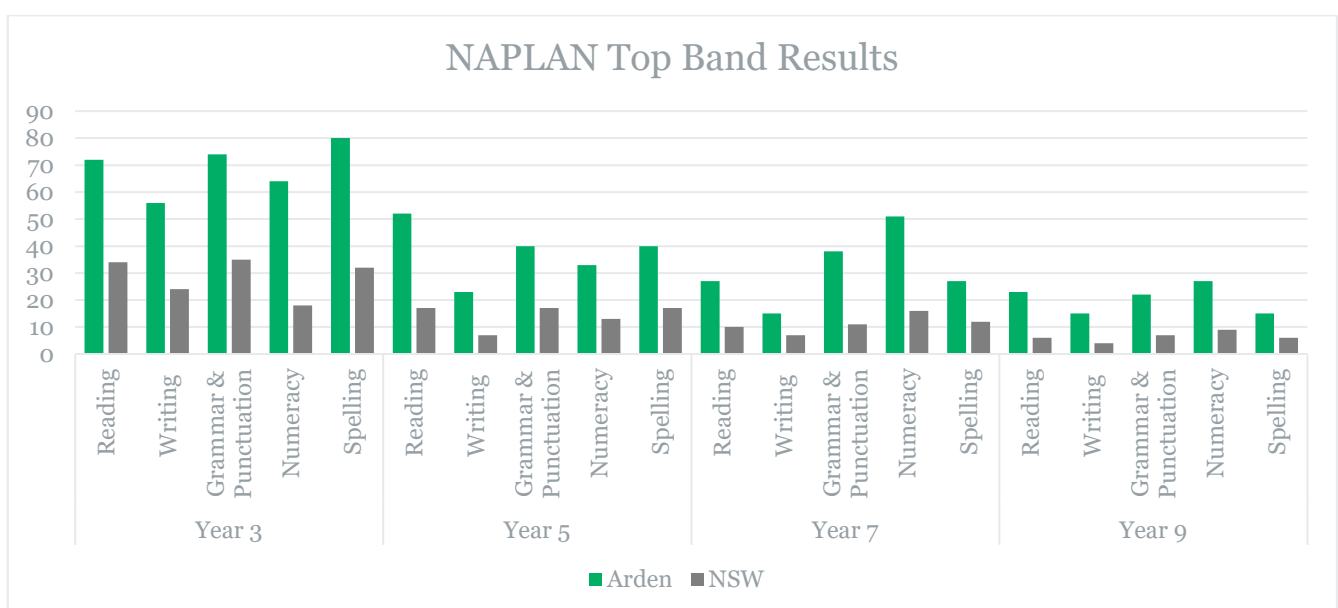
THEME 3 | STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

National Assessment Program Literacy and Numeracy (NAPLAN)

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: where awarded bands were higher than the maximum for their year level, these percentages have been aggregated, so that the percentage below represents top band or above.



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): 2021

The School has advised NESA to issue a Record of School Achievement to two Year 11 students and two Year 12 students in 2021.

Individual Student Achievements

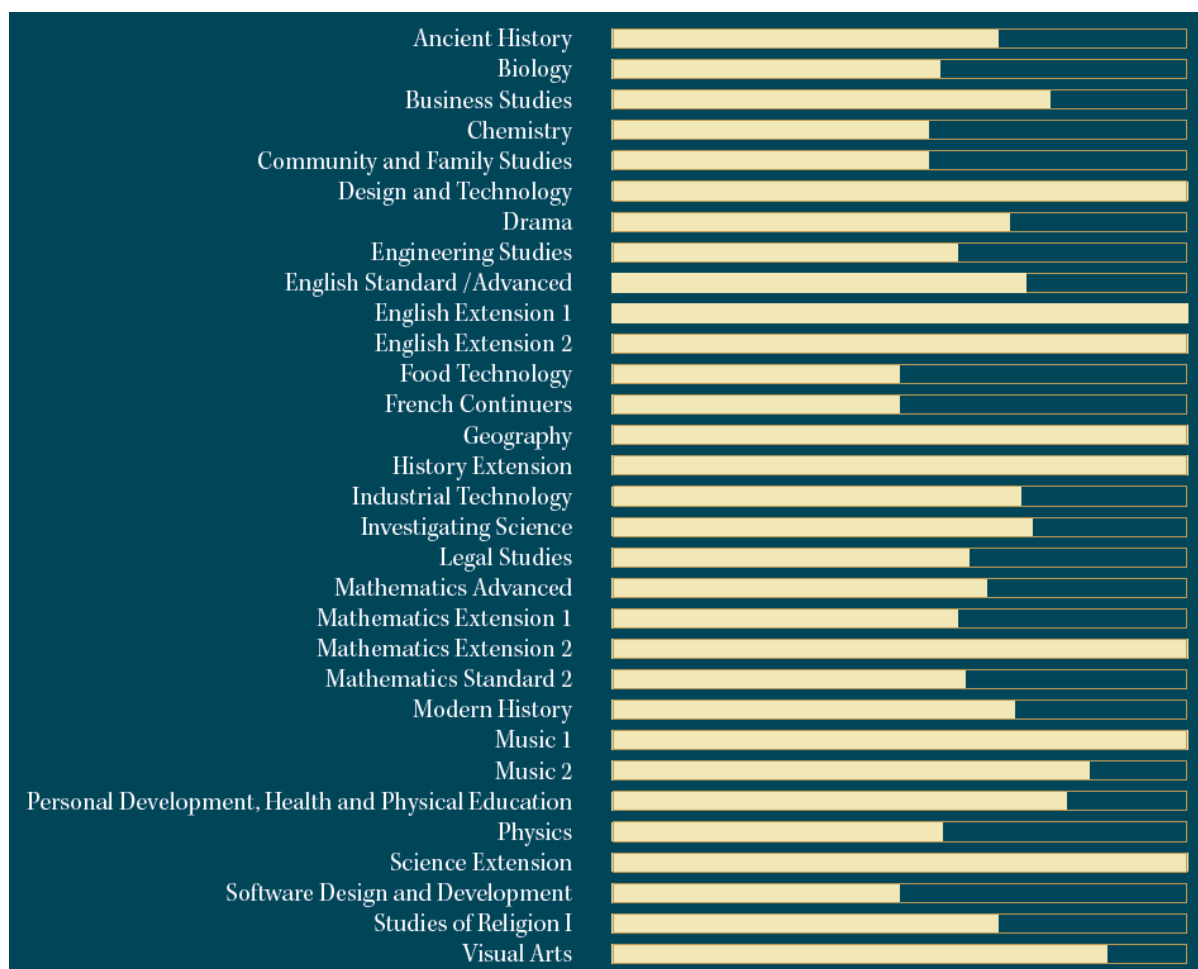
- One student achieved 1st in the state in Industrial Technology and another achieved 6th in the state in Industrial Technology.
- One student was nominated for SHAPE for Industrial Technology major projects.
- One student was nominated for SHAPE for Design & Technology major projects.
- One student was nominated for On Stage for Drama major projects.
- One student was nominated and selected for ArtExpress for Visual Arts major projects.

Higher School Certificate Examination

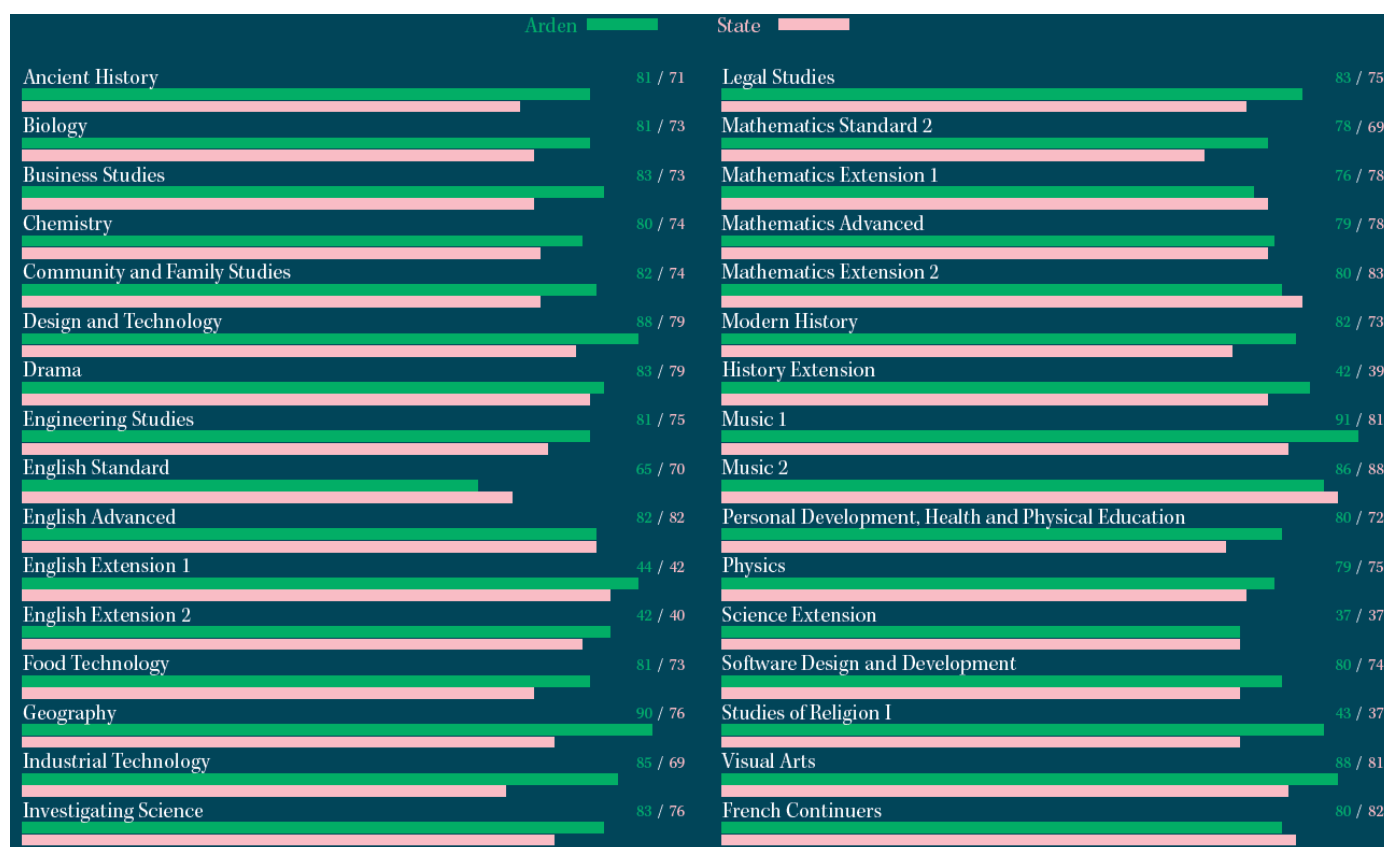
Results: 2021

- 87 mentions on the Distinguished Achievers list.
- Three students were recognised as All Round Achievers
- From the Class of 2021, 85% of students sitting the HSC Examinations, attained either a Band 5, Band 6 or equivalent award in at least one course.
- 21% of all results were a top band result
- The highest ATAR was 99.55

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
2021	HSC	100%
2021	VET qualification	2%

THEME 5 | TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

PROFESSIONAL LEARNING

In 2021, all teaching and non-teaching staff attended School-based Professional Learning sessions. Topics included: CPR, Child Protection, Data breach, staff code of conduct, recording meetings and developing the School Values. In terms of teaching and learning, professional learning included the explicit teaching of writing and remote learning protocols, tools and pedagogy.

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, which some staff engaged in.

TEACHING ACCREDITATION

Active teachers as at the end of 2021 accredited with NES

Category	Number of Teachers
Conditional	1
Provisional	0
Proficient	82
Highly Accomplished	0
Lead	1



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.	84
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

2021	
Teaching staff	84
Full-time equivalent teaching staff	75.84
Non-teaching staff	43
Full-time equivalent non-teaching staff	36.5
Aboriginal and Torres Strait Islander staff	0%



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

ATTENDANCE RATES - 2021



Year	Attendance %
K	98.0%
1	98.1%
2	97.0%
3	98.0%
4	97.3%
5	97.2%
6	97.0%
7	97.9%
8	95.7%
9	95.8%
10	96.7%
11	96.7%
12	96.6%
Whole School	97.1%

In 2021, the average daily student attendance rate across all years was 97.1%. This is similar to attendance rates in 2020.

RETENTION RATES FROM YEAR 10, 2019 TO YEAR 12, 2021

Of the 79 students who completed Year 10 at Arden, 70 completed Year 12 at Arden. This gives a retention rate of 88.6%

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 from school need to email School administration 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 2021

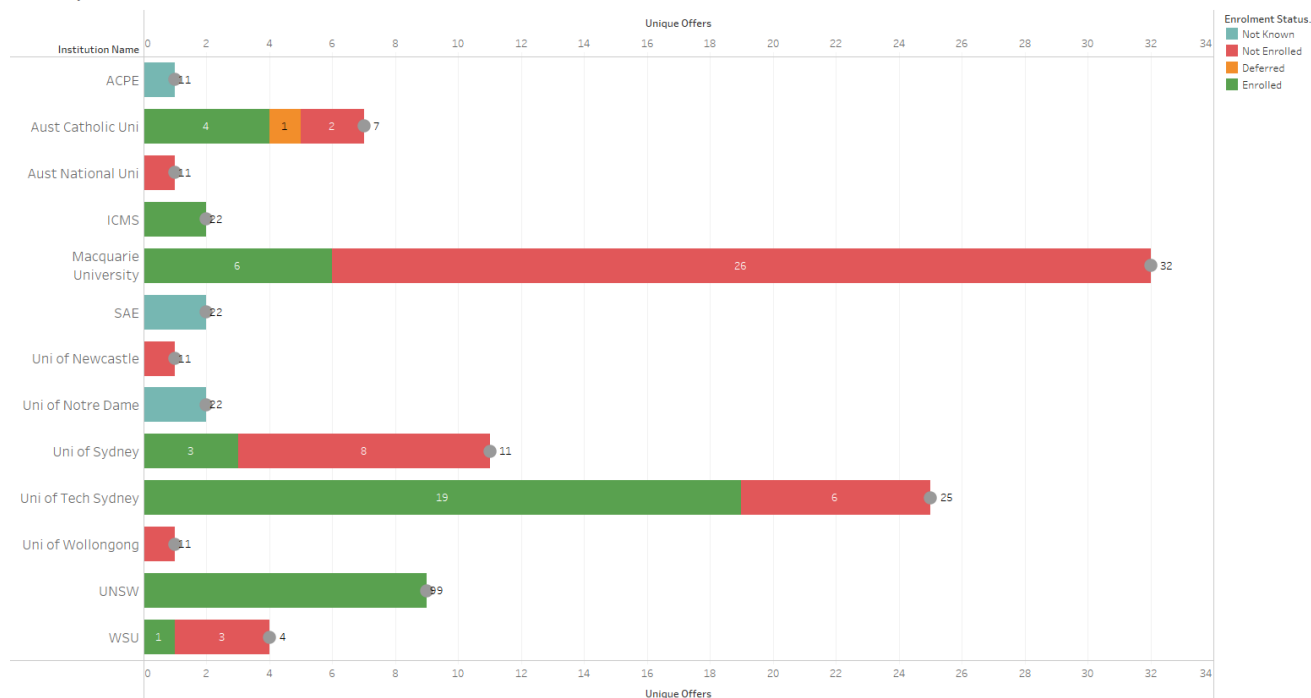
At Arden Anglican School, 75 students were in the Year 12 class of 2021 who completed their Higher School Certificate and 74 qualified for an Australian Tertiary Admissions Rank. The range of ATARs is summarised below:

ATAR	Percentage (%) of Students
95+	12%
90+	31%
80+	62%

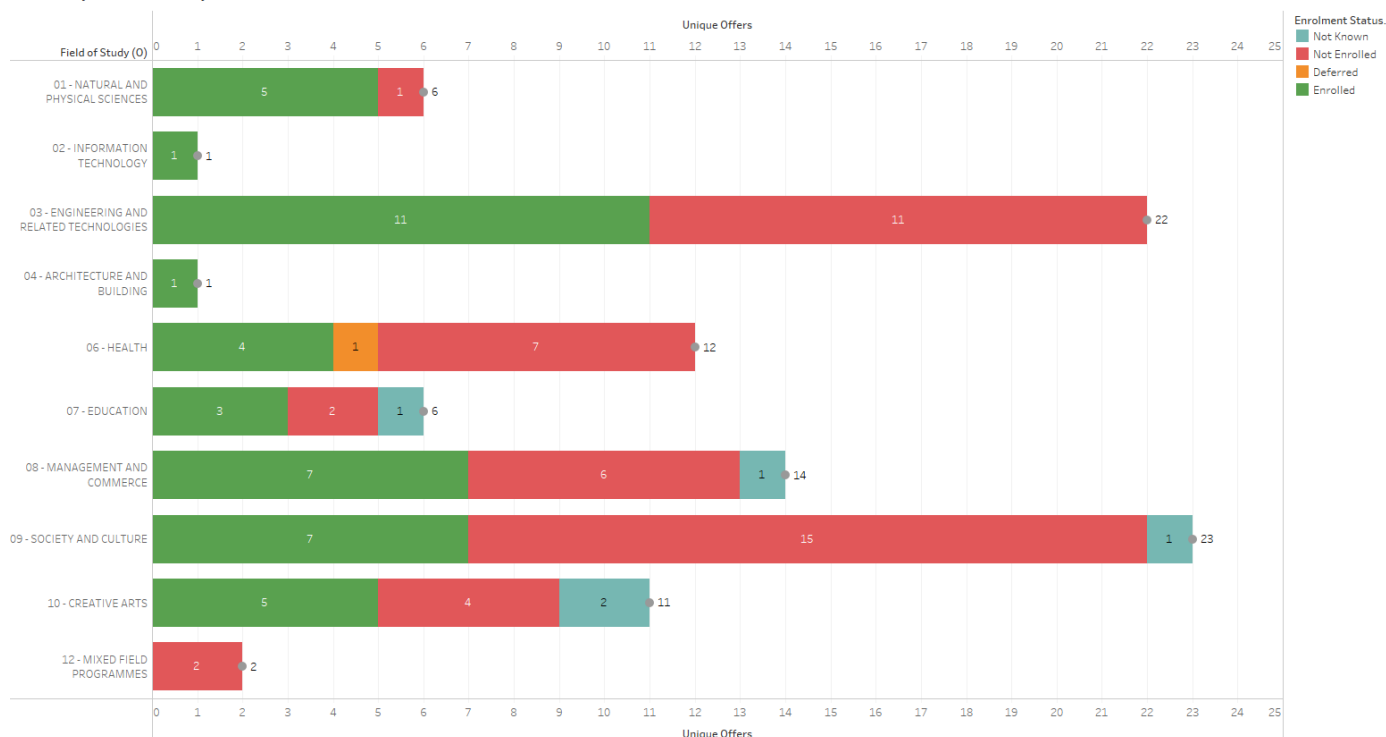
OFFERS OF PLACES

57% of students received early entry offers to tertiary courses before completing their HSC Examinations. The following graphs represents all the University offers made by Institution and Field of Study to our Year 12 2021 graduating students:

Offers by Institution



Offers by Field of Study



Source: UAC Insights Report 2022

THEME 8 | ENROLMENT POLICIES



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.

THEME 9 | OTHER SCHOOL POLICIES

Policy	Changes in 2021	Access to full Text
<p>Student Welfare</p> <p>The School seeks to provide an inclusive safe learning and working environment which supports the psychological, physiological and spiritual health and wellbeing of all students through</p> <ul style="list-style-type: none"> • a robust Pastoral Care program • Chapel and Christian Studies • a holistic co-curricular offering • School policies, procedures and processes 	No changes made	<p>Secured Parent Portal</p> <p>Internal Staff Portal</p> <p>Internal Student Portal</p> <p>Hard copy made available, on request</p>
<p>Anti-bullying</p> <p>Arden, through its policy, articulates its zero tolerance of any behaviour that lends itself to being interpreted as bullying and/or harassment, whether actual or perceived. The policy also sets out staff (including volunteers), student and parents expectations and responsibilities, including reporting and investigation processes and provides details of independent support resources.</p>	No changes made	<p>Secured Parent Portal</p> <p>Internal Staff Portal</p> <p>Internal Student Portal</p> <p>Hard copy made available, on request</p>
<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	<p>Secured Parent Portal</p> <p>Internal Staff Portal</p> <p>Internal Student Portal</p> <p>Hard copy made available, on request</p>
<p>Complaints and grievances resolution</p> <p>The policy relies on procedural fairness (as appropriate) in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by staff, students and/or parents. These processes specify the School's preferred mechanism for raising complaints and grievances and how the School will respond.</p>	No changes made	<p>Secured Parent Portal</p> <p>Internal Staff Portal</p> <p>Internal Student Portal</p> <p>Hard copy made available, on request</p>

THEME 10 | SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

School determined improvement targets have been informed primarily through COVID related initiatives to support continuation of quality teaching and learning in a remote environment.

Strategic planning for 2021 was put on hold whilst the School managed the implications of COVID.

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. 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: RESPECT, LOVE, COMPASSION, COURAGE, SERVICE and HOPE, are referred to in all aspects of School life and are highlighted in Chapel and Assembly talks.

The Junior Campus 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 2021, 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 Campus also provides opportunities for students to 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 2021, the Prefects were limited by COVID-19 restriction in the type and quantity of events but 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 on digital and online respect and responsibility. The National Day of Action Against Bullying and Violence, Empathy Week, National Sorry Day, Reconciliation Week and RUOK? Day are all embedded into our Pastoral Care Program. Guest speakers educated both students and parents: Tessa Opie spoke about respectful relationships and Paul Dillon spoke about responsibilities with regards to drugs, alcohol and vaping. Both Boys' Bash and Girls' Night In provided opportunities for the student body to connect with each other, learn about the need for respect for themselves and each other and raised money for Beyond Blue and Cancer Council.



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 waste and recycling, and through fundraising for 'adopted' animals in Indonesia, Africa and Australia. Our Social Justice Group explored the issues of refugees and immigration, and topical issues relevant to the community. 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 annually for our Year 10 camp. They also held "Random Acts of Service" for the student body through the provision of breakfast once per term. Of particular importance are the weekly 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. Our Year 11 students had the opportunity to attend an Indigenous Immersion through Red Earth, visiting several homelands to develop a greater understanding of the Indigenous community and their culture.

THEME 12 | STUDENT, PARENT AND STAFF SATISFACTION

STUDENT

The School routinely seeks feedback and input from parents, students and staff. During the COVID-19 periods of lockdown, the School worked especially hard to communicate with parents and students. Throughout the year, communications were timely, detailed and supportive. The School used a number of channels to communicate with parents, students and staff; especially Schoolbox, a web-based learning management and communication tool.

The School collected information about student wellbeing throughout the year. Teachers used MS Teams meetings and online technologies to deliver high quality online learning and pastoral care support during the lockdown periods. The School also worked closely with parents during this period to assist individual families where they may have been struggling with financial hardship.

In addition to their normal classes, Secondary students engaged with a weekly pastoral care curriculum in their Tutor Groups. The themes were focused on our School Values:

- We encourage and earn RESPECT
- We LOVE learning
- We believe in the power of HOPE
- We act with COURAGE and COMPASSION
- We believe in the importance of SERVICE to others

The students were also given a 'voice' in the School through the Campus based Student Representative Councils. The Student Leaders of the School were encouraged to share with the Staff areas which they believe could 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.



PARENT

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 2021 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 2021.

Despite the circumstances of 2021, 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.

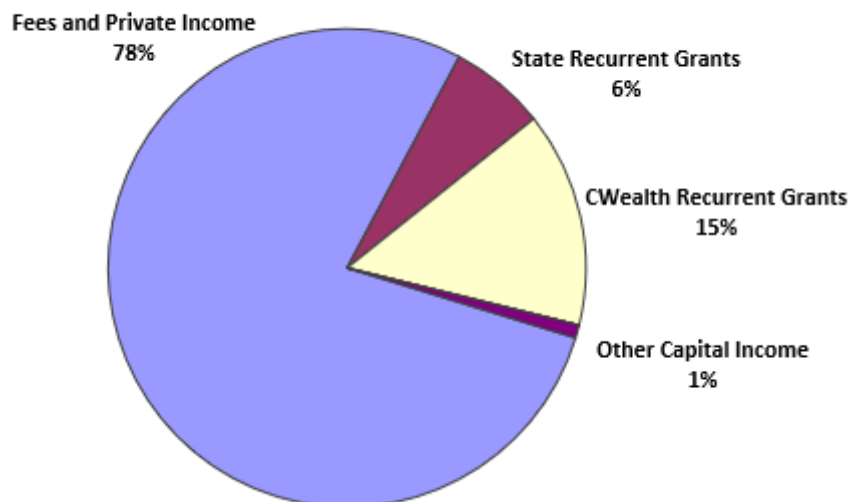
STAFF

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 2021 this network of support was particularly important when several 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

2021 INCOME



2021 EXPENDITURE

