

# 2022 ANNUAL REPORT

## Educational and Financial Reporting



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## THEME 1 | MESSAGE FROM KEY SCHOOL BODIES

### FROM THE CHAIR OF SCHOOL COUNCIL

Among all of the usual joy and busyness, 2022 was a year of celebration for Arden as it entered into its 100th year of providing high quality education within a Christian framework to students in the Beecroft / Epping locality and ever increasing surrounding suburbs.

The Centenary celebrations were front and centre in 2022 and we thank God that we were able to mark this significant milestone in the history of our School without the hindrance of lockdowns or gathering-size limitations. The high point of our celebrations was the Centenary Thanksgiving Service and Investiture of our new Principal, Mr Justin Beckett, officiated by the Archbishop of the Sydney Anglican Diocese, the Most Reverend Kanishka Raffel. Other major Centenary highlights included the Eucalyptus Luncheon as well the Spirit of Arden Dinner Dance, both wonderful opportunities to celebrate as a community.

Having welcomed Mr Justin Beckett as our new Principal at the commencement of the year, Mr Beckett quickly settled into his role as Principal, leading the students and staff of Arden with a high degree of professionalism and warmth.

I wish to extend a thank you to each of the Arden staff members for another year of dedicated service to the Arden community. The Council is highly appreciative of the commitment and faithful service of each and every staff member no matter the role they play in the life of the School.

As is customary, the Arden community concluded the 2022 school year with our annual Presentation Day. The quality of all that was seen and heard on the day bore testimony to the hard work and dedication of the students and staff of Arden. Presentation Day 'closed the curtain' on Arden's Centenary year, giving all a confidence that, with God's direction and blessing, there will be much to celebrate over the next 100 years.

*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; Student Representative Council (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 represent 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 to express, discuss and share their opinions and ideas for the betterment of our school community and well beyond.

## 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 2022, as at census date, the School had 987 students enrolled which included 39 in the Pre-School, 340 in the Junior School and 608 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 2022, approximately 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.

Compare to ☒ Students with similar background ☐ All Australian students

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 541     | 499     | 512      | 536     | 495      |
| Year 5 | 577     | 557     | 574      | 578     | 557      |
| Year 7 | 594     | 595     | 604      | 591     | 622      |
| Year 9 | 631     | 610     | 619      | 630     | 643      |

Compare to ☐ Students with similar background ☒ All Australian students

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 541     | 499     | 512      | 536     | 495      |
| Year 5 | 577     | 557     | 574      | 578     | 557      |
| Year 7 | 594     | 595     | 604      | 591     | 622      |
| Year 9 | 631     | 610     | 619      | 630     | 643      |

#### Interpreting the table

Selected school's average when compared to students with a similar background

- ☒ Well above
- ☐ Above
- ☐ Close to
- ☐ Below
- ☐ Well below
- ☐ No comparison available

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): 2022

The School has advised NESA to issue a Record of School Achievement to four Year 10 students and one Year 11 students in 2022.

### Individual Student Achievements and Higher School Certificate Achievements

## 2022 HSC RESULTS SNAPSHOT

We are so proud of the hard work, grit and strength of the Class of 2022, which has resulted in these excellent Higher School Certificate outcomes. These well-rounded results speak to both individual achievement as well as the long-term investment of our whole school community in this very articulate, talented, confident and caring cohort. Graduating in the school's 100th year, they exemplify the spirit of Arden and we are pleased to congratulate them all and look forward to their bright futures.

Justin Beckett, Principal



CONGRATULATIONS CLASS OF 2022

# 1 IN 4

STUDENTS RECEIVED  
AN ATAR OF 90+

# 90

MENTIONS ON THE  
NESA DISTINGUISHED  
ACHIEVERS LIST

# 99.65

HIGHEST ATAR  
LUCY SCHWARZ

# 86%

OF STUDENTS ACHIEVED  
A BAND 5, BAND 6 OR  
EQUIVALENT

## ALL ROUND ACHIEVERS



OLIVER BARRY



SARAH CHENG



CHRISTOPHER MANGANAS



ALEXANDER SCHULTZ



LUCY SCHWARZ

## NOMINATIONS IN HSC SHOWCASES



ANNABELLE DUNCAN  
ONSTAGE (DRAMA)



NOAH DARBY  
ENCORE (MUSIC 2 & MUSIC EXTENSION)



TIM TANG  
ENCORE (MUSIC 2)

## SELECTION IN HSC SHOWCASE



JOSHUA EASTON  
ARTEXPRESS (VISUAL ARTS)



Top band Statistics – in each course.

|  | Band 6/E4 Results | Number in Course | Band % |
|--|-------------------|------------------|--------|
| <b>Ancient History</b>                 | 1                 | 3                | 33     |
| <b>Modern History</b>                  | 2                 | 23               | 9      |
| <b>History Extension</b>               | 1                 | 2                | 50     |
| <b>Business Studies</b>                | 3                 | 23               | 13     |
| <b>Economics</b>                       | 3                 | 11               | 27     |
| <b>Legal Studies</b>                   | 5                 | 22               | 23     |
| <b>Biology</b>                         | 2                 | 23               | 9      |
| <b>Chemistry</b>                       | 3                 | 12               | 25     |
| <b>Investigating Science</b>           | 3                 | 11               | 27     |
| <b>Physics</b>                         | 2                 | 13               | 15     |
| <b>Science Extension</b>               | 1                 | 1                | 100    |
| <b>Community and Family Studies</b>    | 3                 | 10               | 30     |
| <b>PDHPE</b>                           | 3                 | 23               | 13     |
| <b>Design and Technology</b>           | 0                 | 9                | 0      |
| <b>Engineering Studies</b>             | 2                 | 14               | 14     |
| <b>Food Technology</b>                 | 1                 | 9                | 11     |
| <b>Industrial Technology</b>           | 0                 | 10               | 0      |
| <b>Software Design and Development</b> | 3                 | 10               | 30     |
| <b>Drama</b>                           | 0                 | 7                | 0      |
| <b>Music 1</b>                         | 1                 | 6                | 17     |
| <b>Music 2</b>                         | 2                 | 5                | 40     |
| <b>Music Extension</b>                 | 1                 | 3                | 33     |
| <b>Visual Arts</b>                     | 1                 | 4                | 25     |
| <b>English Standard</b>                | 0                 | 9                | 0      |
| <b>English Advanced</b>                | 9                 | 82               | 11     |
| <b>English Extension 1</b>             | 4                 | 5                | 80     |
| <b>English Extension 2</b>             | 0                 | 3                | 0      |
| <b>French Continuers</b>               | 2                 | 2                | 100    |
| <b>Geography</b>                       | 7                 | 9                | 78     |
| <b>Mathematics Standard 2</b>          | 7                 | 50               | 14     |
| <b>Mathematics Advanced</b>            | 7                 | 28               | 25     |
| <b>Mathematics Extension 1</b>         | 6                 | 28               | 21     |
| <b>Mathematics Extension 2</b>         | 5                 | 11               | 45     |
| <b>Studies of Religion I</b>           | 0                 | 5                | 0      |

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 |
|---------|----------------------------------|----------------------------|
| 2022    | HSC                              | 100%                       |
| 2022    | AQF Certification III or above   | 1%                         |



## THEME 5 | TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### PROFESSIONAL LEARNING

In 2022, all teaching and non-teaching staff attended School-based Professional Learning sessions. Topics included: First Aid, Literacy in context, explicit teaching, Maintenance of accreditation, teaching in a co-educational classroom, disability standards for education, CPR, Child Protection. Teaching staff also engaged in delivering professional learning for colleagues.

### TEACHING ACCREDITATION

Active teachers as at the end of 2022 accredited with NES

| Category            | Number of Teachers |
|---------------------|--------------------|
| Conditional         | 3                  |
| Provisional         | 1                  |
| Proficient          | 89                 |
| Highly Accomplished | 0                  |
| Lead                | 1                  |



### TEACHING QUALIFICATIONS

| Category  | Number of Teachers |
|---|--------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines | 91                 |
| Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications             | 0                  |

\* Note the table above does not include teachers who are conditionally accredited, who have not yet received formal qualifications.

| 2022  |      |
|---|------|
| Teaching staff                              | 94   |
| Full-time equivalent teaching staff         | 78.9 |
| Non-teaching staff                          | 52   |
| Full-time equivalent non-teaching staff     | 40.8 |
| Aboriginal and Torres Strait Islander staff | 0.6% |





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

### ATTENDANCE RATES - 2022



| Year         | Attendance % |
|--------------|--------------|
| K            | 94.1%        |
| 1            | 93.5%        |
| 2            | 93.5%        |
| 3            | 94.1%        |
| 4            | 95.1%        |
| 5            | 92.3%        |
| 6            | 91.7%        |
| 7            | 94.2%        |
| 8            | 93.7%        |
| 9            | 92.7%        |
| 10           | 91.4%        |
| 11           | 93.0%        |
| 12           | 94.4%        |
| Whole School | 93.4%        |

In 2022, the average daily student attendance rate across all years was 93.4%. With the spread of COVID-19 within the community throughout 2022, and the restrictions and quarantining of infected and non-infected family members from attending school or work, this led to a slight drop in attendance rates compared to 2021.

### RETENTION RATES FROM YEAR 10, 2020 TO YEAR 12, 2022

Of the 100 students who completed Year 10 at Arden, 89 completed Year 12 at Arden. This gives a retention rate of 89%.

### MANAGEMENT OF SCHOOL NON-ATTENDANCE

Parents are required to complete a notification of their child's absence through the school's learning management system, 'Schoolbox'. This can be completed via an absentee form through the application or the mobile app. Parents are able to select a range of options, such as, 'today only' for the day of the absence, or for multiple days. Reasons for absence include: family matter, sick, medical appointment, transport issues, COVID positive, and other. Parents are required to provide further explanation for the absence before submitting the online form. Where parents have not completed the absence form, they are notified automatically of their child's non-attendance, with the following wording: "Please be reminded that an explanation of a student's absence must be provided to the School within 7 days of the date of absence. Any absence which remains unexplained beyond this time will be recorded on the School's daily Attendance Register as unexplained or unjustified."

Extended leave requests must be put in writing to the Principal; only justifiable requests will be considered for approval.

Roll marking at the Secondary Campus is undertaken by the class teacher each lesson and recorded in Schoolbox. Roll marking at the Junior Campus is undertaken each morning by the class teacher and recorded in Schoolbox. If students are absent for three or more consecutive days, Class Teachers/Tutors will call parents to ascertain reasons for the absence.

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 Head of School in consultation with the Year Coordinator (Secondary School)/ Head of Lower Primary or Head of Upper Primary (Junior School), Head of Learning Support and School Counsellor. This plan may form part of an Individual Health Plan.

## POST SCHOOL DESTINATIONS OF THE CLASS OF 2022

At Arden Anglican School, 91 students were in the Year 12 class of 2022 who completed their Higher School Certificate and 90 qualified for an Australian Tertiary Admissions Rank. The range of ATARs is summarised below:

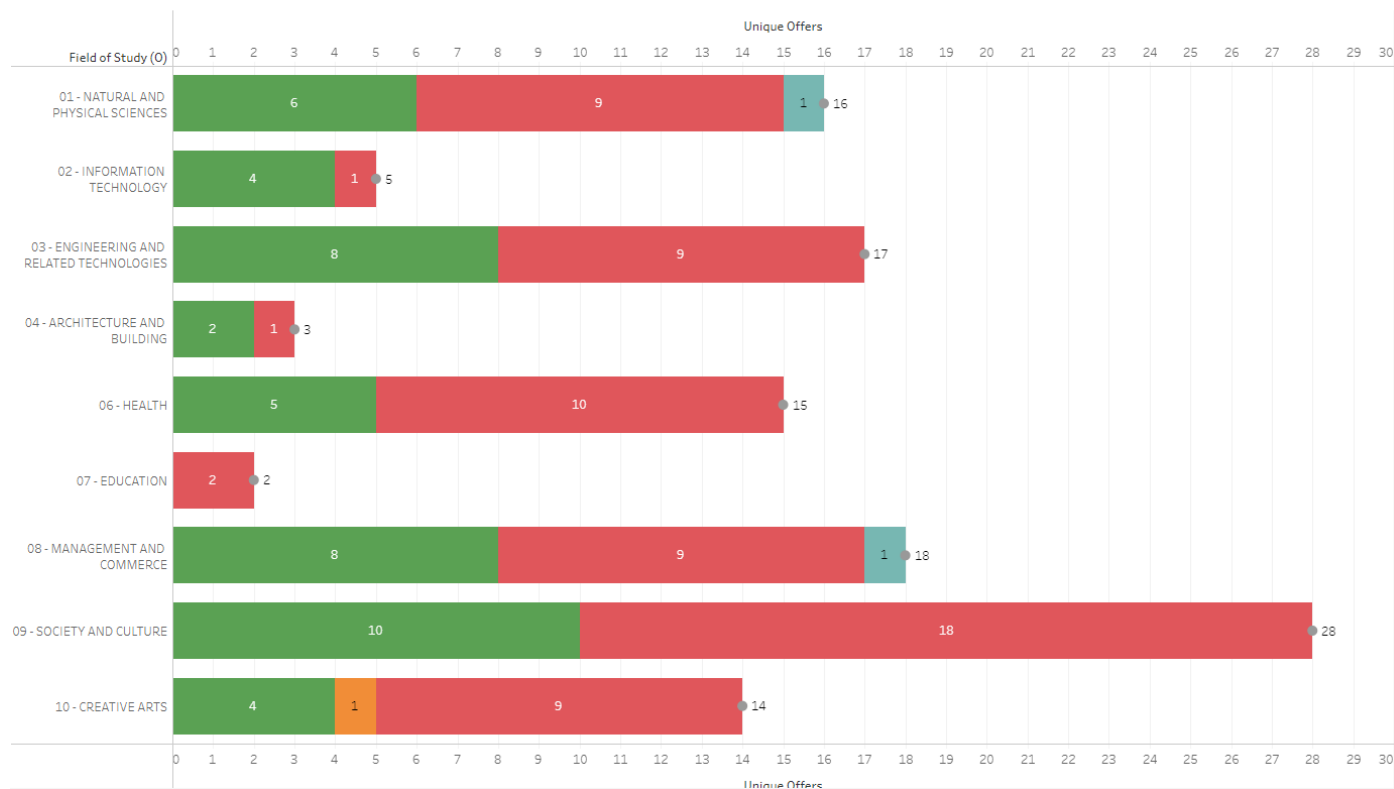
| ATAR | Percentage (%) of Students |
|------|----------------------------|
| 95+  | 12%                        |
| 90+  | 23%                        |
| 80+  | 50%                        |



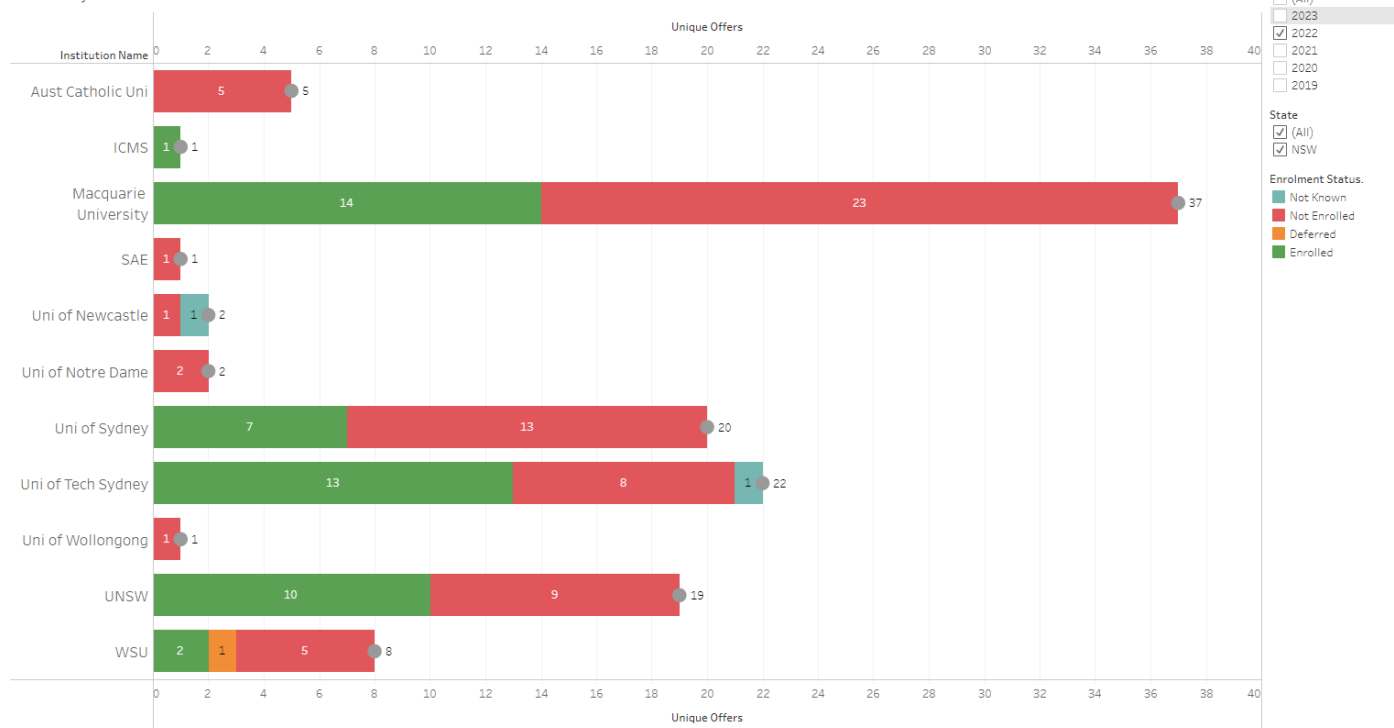
## OFFERS OF PLACES

59% of students received early entry offers to tertiary courses before completing their HSC Examinations. The following graphs represent the University offers made through UAC by Institution and Field of Study to our Year 12 2022 graduating students. Students who received early entry offers and accepted them directly through each university are not included in the offers made by UAC in the graphs below:

Offers by Field of Study



Offers by Institution



Source: UAC Insights Report 2023

## 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 2022 | Access to full Text  |
|--|-----------------|--|
| <p><b>Student Welfare</b></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"> <li>• a robust Pastoral Care program</li> <li>• Chapel and Christian Studies</li> <li>• a holistic co-curricular offering</li> <li>• School policies, procedures and processes</li> </ul>  | 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><b>Anti-bullying</b></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><b>Student Discipline</b></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><b>Complaints and grievances resolution</b></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

The School appointed the Association of Independent Schools (AIS) to lead a comprehensive engagement survey of students, staff, parents and members of the School Council. There were 1,151 survey respondents in total, including 631 students and 404 parents and guardians. The school was evaluated according to five domains: School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community.



AIS Perspectives Survey Overview – Arden Anglican School 2022

The survey results were examined in detail by the School Executive and used to determine priority areas for school improvement. At the Junior Campus in Beecroft, the key priorities for improvement were:

- A review of academic programs
- Expansion of co-curricular offerings and after-school activities
- Development of a new framework for student behaviour support and restorative practices
- A review of our parent communications
- Implementation of pastoral care notetaking in our digital student management system

At the Secondary Campus in Epping, the key priorities for improvement were:

- Expanded opportunities for staff development and growth
- Increased opportunities for student sport
- A review of the girls' school uniform to include a trouser option in Years 7-12

We also developed several school-wide priorities for improvement in 2022-2023:

- Development of new School website, including a Centenary section
- Restructure of Administration staff
- Improved Human Resources processes and document control
- Appointment of new School Chaplain
- Review of enrolments process
- Preparation for new Strategic Planning process to commence in 2023

## THEME 11 | INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Christian ethos is central to Arden Anglican School. It provides the foundation for our belief that each student is loved by God and created to live a life of hope and purpose. We believe that every student should aspire to be caring, respectful and responsible citizens who contribute to local communities and take steps to care for our world. To enable this, Arden provides a wide range of learning, creative, physical, spiritual, and leadership opportunities for students to help them discover their strengths and qualities to contribute, lead or serve. This is reflected in the Core Values of the School: RESPECT, LOVE, COMPASSION, COURAGE, SERVICE and HOPE. These values are central to an Arden education and are frequently emphasised in classroom learning and Chapel and Assembly talks. Arden members of staff are committed to these values, and to the holistic development of the students.

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 2022, 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, Prefects, House Captains 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 2022, the Prefects supported 'Bear Cottage' at Sydney Children's Hospital by fundraising at different events throughout the year. Both Boys' Bash and Girls' Night In, organised by the Prefects, 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. 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 and Safe Relationships', Brent Sanders on 'Consent and Sexual Assault' and Dr Kristy Goodwin spoke on 'Kids, Teens and Screens'.



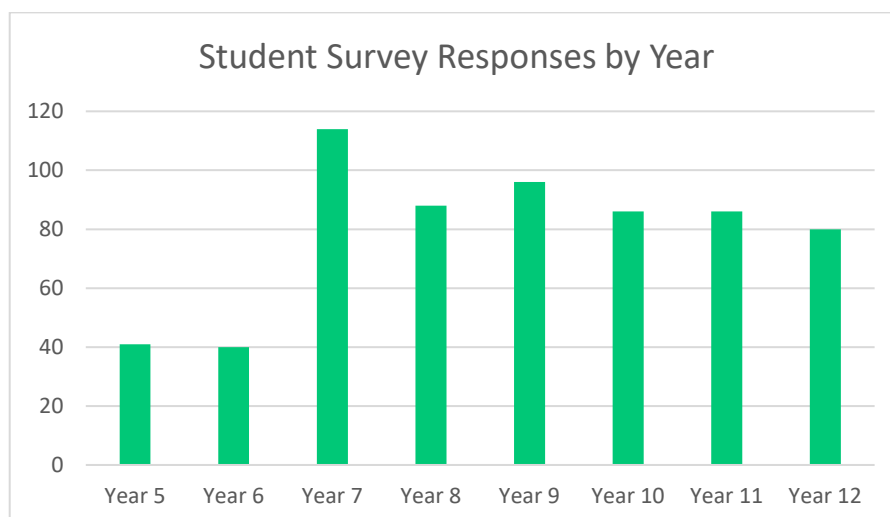
Students also promote and support the local and wider community through initiatives such as the Social Justice Group, Environmental Group, 'Students with a Mission' Group (charity knitting for 'Wrapped with Love') and annual campaigns such as The Red Shield Appeal, Operation Christmas Child and the 40 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 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 regularly throughout the year. Of particular importance are the weekly Chapels and 'Vine' (student Christian group) meetings as well as the annual Christian group camp ('Anchor Camp'), 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 students, parents and staff. In 2022 the School appointed the Association of Independent Schools (AIS) to lead a comprehensive engagement survey of students, staff, parents and members of the School Council. There were 1,151 survey respondents in total, including 631 students and 404 parents and guardians.



Students in Years 5-12 were asked to provide rich feedback about the School. The top five areas of most positive feedback from students are listed below. In the scoring system, 6.00 is the highest possible score and 0 is the lowest possible score. The highest results from student feedback were:

| Domain    | Attribute  | Score |
|-----------|--|-------|
| Wellbeing | The school values all cultures                         | 5.34  |
| Learning  | Students have opportunities to use technology to learn | 5.27  |
| Wellbeing | Students know how to respond to bullying               | 5.34  |
| Learning  | The students' academic backgrounds are known           | 5.16  |
| Wellbeing | Students have a sense of connection with adults        | 5.11  |

The resultant feedback from students across the survey was shared with all school staff and used to inform decision making at Executive and middle leadership levels.

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. 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

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 as an essential component of the partnership between parents and the School. In 2022, the enrolment numbers and future student waitlists continued to be strong, suggesting high levels of parent satisfaction with the School.

404 parents (with students ranging from Kindergarten to Year 12) participated in the School's 2022 satisfaction survey. Their top five areas of most positive feedback were as follows:

| Domain             | Attribute                                 | Score |
|--------------------|---|-------|
| <b>Environment</b> | Vision and mission of the School          | 5.45  |
| <b>Wellbeing</b>   | Student sense of safety in class          | 5.39  |
| <b>Wellbeing</b>   | Students feel they belong at school       | 5.34  |
| <b>Environment</b> | School grounds are clean and tidy         | 5.33  |
| <b>Environment</b> | Buildings and grounds are well maintained | 5.29  |

All parent feedback was shared with Arden staff members and was used to determine priority areas for school improvement. The School is very receptive to parent feedback and informs parents about how to share feedback and seek clarification on matters related to their children and the School's programs. The School also works closely with parents to assist individual families with school fees where the family may be struggling with financial hardship.

## STAFF

The main method of seeking feedback from and determining satisfaction of the staff at the School is through 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.

All teaching and non-teaching staff were asked to participate in the 2022 external survey to measure engagement and satisfaction. In the survey results for teaching staff, the highest results related to the quality of teaching and learning, and also students and staff feeling welcomed and safe at school. The top results for staff are recorded in this table where a score of 6.0 is the highest possible:



| Domain             | Attribute  | Score |
|--------------------|--|-------|
| <b>Learning</b>    | Students have opportunities to use technology to learn | 5.46  |
| <b>Learning</b>    | The students' academic backgrounds are known           | 5.36  |
| <b>Learning</b>    | A variety of assessment strategies are used            | 5.36  |
| <b>Environment</b> | Sense of welcome – arrival at school                   | 5.36  |
| <b>Wellbeing</b>   | Student sense of safety in class                       | 5.36  |
| <b>Learning</b>    | Curriculum is reflected in lesson planning             | 5.35  |

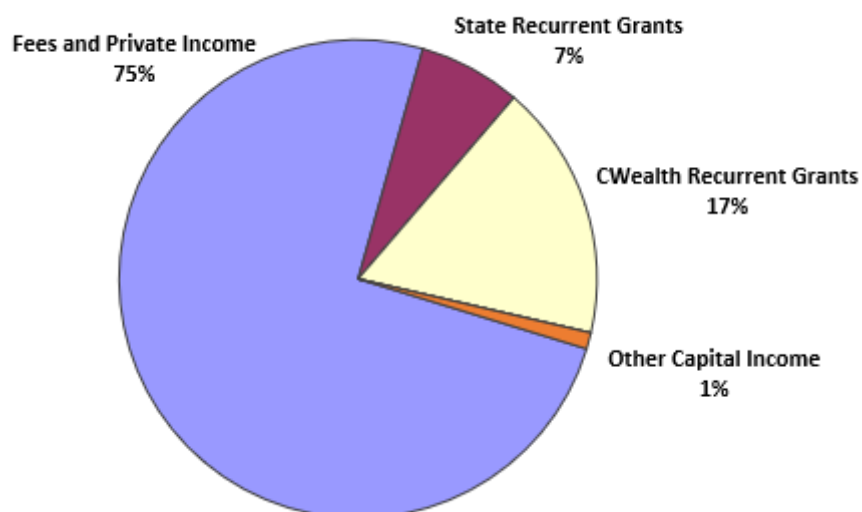
The top survey results for non-teaching members of staff (below) indicate that the School is a positive and welcoming environment for staff and students, with a clear sense of vision and mission. The results from the staff engagement surveys were shared with all staff and used to inform decision-making and future planning.

| Domain             | Attribute  | Score |
|--------------------|--|-------|
| <b>Environment</b> | Sense of welcome – arrival at school                   | 5.50  |
| <b>Environment</b> | Vision and mission – clear communication of priorities | 5.50  |
| <b>Environment</b> | Knowledge and understanding of faith supported         | 5.50  |
| <b>Environment</b> | Spiritual growth is fostered                           | 5.33  |
| <b>Community</b>   | The school uses a range of communication modes         | 5.33  |

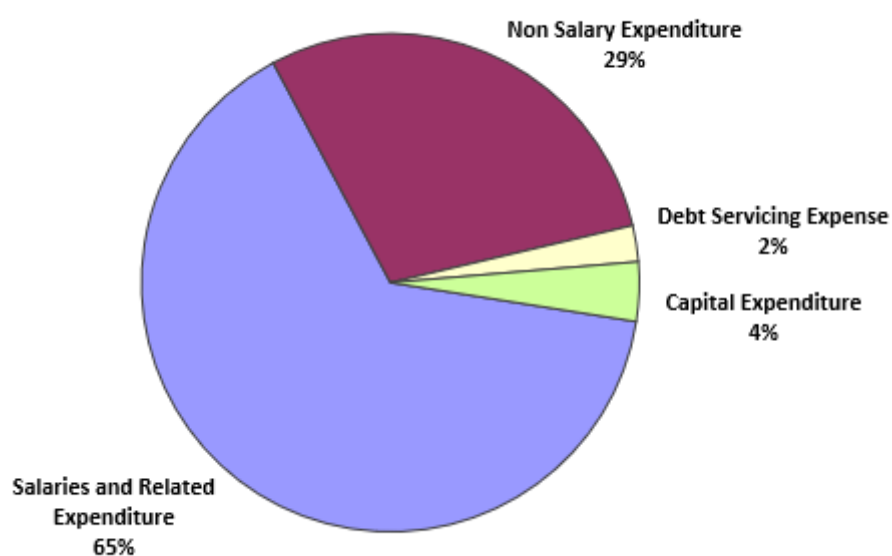


## THEME 13 | SUMMARY OF FINANCIAL INFORMATION

### 2022 INCOME



### 2022 EXPENDITURE



AN ANGLICAN SCHOOL  
FOR GIRLS AND BOYS

PRE-SCHOOL AND  
JUNIOR CAMPUS  
39-43 Wongala Crescent  
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