



**Arndell**  
Anglican College



**Annual Report**

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## Message from Key School Bodies

### Chair of Council

*Rev Barry Mavalister*

Arndell Anglican College is a member of the Anglican Schools Corporation and operates under the authority of that body. The Council of the College is responsible to the Board of the Corporation. Council members are a group of Christian men and women from varying professions (including clergy) who work as Governors, together with the College Headmaster, Dr Gareth Leechman, to promote the core values of the College and the Anglican Schools Corporation, and plan for a strong, resilient, and sustainable future.

Our Council and College work together to provide a high quality and affordable education in a caring Christ-centred learning community that is responsive to external educational, technological, financial and socio imperatives. The education offered at Arndell is comprehensive, inclusive, and conducive to rich, lifelong learning with maintaining primacy of mission, care and community within our

College. Our programs enable students to flourish and equip them to make positive contributions to their communities, we celebrate student and staff success be it academically, physically, or personally.

As Governors, Council members oversee the financial management of the College, its resources, its policies and keep abreast of legislative requirements impacting the College. Key focus areas for the year were the College Masterplan and monitoring of the Child Safe Program implementation.

In 2023, the College Council was comprised of six Christian men and women and held nine meetings over the 12 months ending December, 2023. The activities of the Council are guided and underpinned by our shared Christian faith, and committing the College community to God's hands through prayer.



## Headmaster

*Dr Gareth Leechman*

2023 was all about settling the community after the impacts of the COVID-19 pandemic. Significant work was undertaken by our staff to enable our students to once again connect with their learning, both inside and outside of the classroom. The success so many of our students experienced in 2023 was a direct result of the willingness of both staff and students to be resilient and work through these circumstances. I am extremely proud of all their efforts. The 2021-2025 Strategic Plan: Love, Faith, and Hope continued to be implemented, and we continued to enjoy enrolment growth as we further implemented a culture of educational improvement within the life of our College.

Educationally we remain committed to developing the whole child. At the core of what we do is the presentation of a strong and rigorous academic curriculum. But an education at Arndell Anglican College is more than just learning to read, write, and count. It is making sure that our students have the opportunity to develop creative and critical thinking skills, combined with a desire to maintain and grow high levels of emotional, mental, physical, and spiritual wellbeing. That is why we encourage our students to learn a variety of subjects, be actively involved in our co-curricular programs and have the opportunity to explore matters of faith.



The richness of the educational experience that we offer here at Arndell provides our students with a wonderful opportunity to develop a range of skills which will prepare them well for life post school, and will enable them to have a personal framework for their lives so that they can flourish. The challenge for our students is for them to actually take up these opportunities and not stand back and take the easy option.

An Arndell Anglican College education is also interested in offering a quality Christian education. At Arndell we believe that we are all a part of God's creation and as such we have been designed to be in a relationship with Him. That opportunity for relationship comes through his Son, Jesus Christ, who is more than just a moralistic teacher but our Lord and Saviour. As a Christian school, we want to offer our students the opportunity to explore the Christian faith, ask questions of it and experience it in a deep and meaningful way, thus allowing them a chance to decide about it.

I thank the College Council, staff, parents and carers, students, and the wider community for their constant and generous support of Arndell Anglican College over the course of 2023.



## Our Purpose

Arndell Anglican College is a vibrant, P-12 Christ-centred learning community, through which Jesus is made known.



We aim for our students to graduate with:

- a knowledge of the Christian faith,
- a developed understanding of who they are and what they believe,
- pathways to success in their lives and the contemporary world, and
- a desire to add to the character of their community.

We value:

- our shared Christian faith,
- a culture of lifelong learning,
- an open and respectful community, and
- our connectedness to the Hawkesbury region and beyond.

Our Guiding Principles:

- We provide a quality and affordable Christian education that is comprehensive, inclusive, and conducive to rich, lifelong learning while maintaining the primacy of mission, care, and community in our College.
- We develop our sense of honoured heritage and celebrate achievement within our shared culture while also building a habit of continuous improvement that is enhanced by greater expertise in the use of goal setting, measurement of data, and critical reflection.
- We position the College to serve the growth of the Hawkesbury and the greater Hills region while developing our capacity to respond with flexibility and resilience to external educational, technological, financial, and socio imperatives.
- We configure our physical dimensions and facilities optimally to balance present needs and future contingency so that we grow naturally according to demand and within the boundaries of reasonable and available resources.



Established in 1990, Arndell Anglican College is a non-selective Prep to Year 12 Christian school situated on 30 beautiful acres in the Hawkesbury region of Sydney. Arndell Anglican College has been a proud part of the Anglican Schools Corporation since 1996.

## Contextual Information About the School

Since its inception, the founding vision of the College is to provide a quality Christian education to students in the Hawkesbury and greater Hills regions. At the core of this vision is the development of strong welfare and pastoral care programs, in conjunction with providing high quality and rigorous teaching programs.

Nearly 35 years later, the vision of the College has not wavered. We seek to provide graduates of Arndell Anglican College with a comprehensive education where they are equipped with the necessary knowledge, skills and qualities to be valuable members of our society. We aspire to see our students grow in their understanding of the Christian faith; while also fostering an awareness of their own sense of identity and a desire to actively serve their community. We achieve this through the development of innovative programs, using research - based teaching practices, and

fostering high expectations of our students to pursue academic excellence.

The College has a wide range of subjects for selection in both Stage 5 and 6, including vocational courses such as Hospitality and Business Services in fully equipped, exceptional facilities. There is a strong emphasis on the Creative and Performing Arts, Agriculture and Sport with many opportunities for involvement throughout both Junior and Secondary Schools. We develop positive relationships with our local community through the Duke of Edinburgh's International Award Scheme, Rural Fire Service Cadets, and working closely with and supporting local not-for profit organisations. The College offers a wide range of co-curricular opportunities and has been rewarded with many successes in sport, debating, music, eisteddfods, public speaking, industrial technology, and art.

## Characteristics of the Student Body

Arndell Anglican College is a comprehensive coeducational Prep to Year 12 school providing an education underpinned by Christian values, operating within the policies and guidelines of the NSW Education Standards Authority, and reporting to The Anglican Schools Corporation.

The College has (K-12) 1197 students, 471 in Years K to 6, and 726 in Years 7 to 12. The Junior School (K-6) is triple streamed, while the Secondary School operates six classes Year 7-10.

There are approximately equal numbers of boys and girls throughout the College and they come from a wide variety of socioeconomic and cultural backgrounds, as the College aims to keep fees at an affordable level for most families.

There are a number of Aboriginal Torres Strait Islander students (3.8%) and students with a range of special needs across the cognitive, physical, sensory, and social-emotional domains.



## Priority Areas for Improvement

The goals of the current Strategic Plan are due to be realised by the end of 2025 and as such, 2023 saw improvements in the following areas:

Goals	Targets	Achieved
<p><b>Mission:</b> Provide opportunities for staff to engage in professional learning in theology and ministry</p>	<p>Increased number of staff pursuing PTC (Preliminary Theological Certificate) through Moore College</p>	<p>Achieved and continuing</p>
<p><b>Community:</b> Identify and establish opportunities for students and staff to be engaged in activities that serve the College and community</p>	<p>Identify and establish partnerships with local community organisations that provide service opportunities</p>	<p>Achieved and continuing</p>
<p><b>Leading:</b> Enrich the professional learning leadership continuum by implementing leadership attribute focused programs</p>	<p>Leadership programs implemented are in line with Arndell's articulated leadership attributes</p>	<p>Continuing</p>
<p><b>Environment:</b> To develop the College Masterplan</p>	<p>15 year Masterplan documented</p>	<p>Continuing</p>
<p>Policy Framework is articulated and accessible</p>	<p>Review and refresh the College website</p>	<p>Achieved</p>
<p><b>Learning:</b> Promote a reflective culture of learning for staff and students</p>	<p>Development of Professional Growth Cycle and review meetings with middle managers</p>	<p>Continuing</p>
<p>Use data to inform pedagogical practice that drive improvement in literacy and numeracy</p>	<p>Collection and interpretation of data (including NAPLAN and HSC data) to inform pedagogical practice</p>	<p>Continuing</p>
<p><b>Wellbeing:</b> Enrich wellbeing programs and initiatives to support resilience and respectful relationships</p>	<p>Staff and student voices gathered and used to inform programs and initiatives</p>	<p>Continuing</p>



## Actions Taken to Promote Respect and Responsibility

The College seeks to explicitly teach values of respect, care, and service in all activities, programs, and extracurricular offerings. The Christian foundation of the College provides an authentic avenue to ensure each graduate of the College possess a holistic worldview that promotes faith, hope and love in all they do.

### *Junior School Initiatives*

In 2023, the College continued its partnership with the **B Kinder Foundation** to broaden their scope in developing a network of B Kinder Schools. This collaboration manifested in various initiatives including the annual celebration of B Kinder Day in June, and the ongoing promotion of the 'Billie Bench' where students seeking peer support can find solace and assistance. Through these endeavours, our Junior School fosters inclusive environments that prioritises the wellbeing and support of all students.



Further activities in the Junior School that promoted respect and responsibility in 2023 included:

- **The Year 6 Service Program** where students are rostered to support Stage 1 areas with sports provisions at lunchtimes.
- **A Prep and Kindergarten Buddy Program** where Prep students are paired with a buddy in Stage 3 to build connections with their peers.
- **The Annual Mini Market Day** where students in Year 6 run stalls to raise funds for a charity. In 2023, almost \$5,000 was raised for Missionvale Care Centre in South Africa.
- **The College's Year 5 B Kinder Ambassadors** had the opportunity to participate in Cook4Good, an initiative of Kids Giving Back, where they prepared meals for those in need.
- **ACTSion Expo** a new annual event where the Junior School Student Leadership Team promotes a charity or kindness initiative to raise awareness amongst the College community. Junior School students vote for their preferred charity and various fundraisers are held throughout the year for this charity.



## Secondary School Initiatives

Activities in the Secondary School that promoted respect and responsibility in 2023 included:

- **The Rural Fire Service Cadet Program** where a group of Year 10 students are offered the opportunity to train as RFS Cadets through the year.
- **The Duke of Edinburgh's International Award Program** with students commencing work towards the Awards in Year 9.
- **The Fiji Service and Mission Trip**, in partnership with Homes of Hope, students from Year 10 and 11 work on the property, developing a deeper appreciation of our diverse world. Students embark on this trip in the October school holidays.



## College Wide Initiatives

Throughout the College, students engaged in the **'Feed a Family Friday' Initiative**, contributing non-perishable food items on a weekly basis. These donations were then delivered to Hawkesbury's Helping Hands, serving individuals and families in need within our local community. This ongoing commitment deepened the College's collaboration with the organisation. Students in Year 9 demonstrated steadfast support by volunteering their time each week to assist with various tasks with Hawkesbury's Helping Hands.



# OUTCOMES & RESULTS

## Literacy and Numeracy - NAPLAN

In 2023, the National Tests in Literacy and Numeracy were conducted in March, representing a significant shift in the timing of this test and in turn, the release of the data. In 2023, the analysis and presentation of NAPLAN data moved from a representation across a number of bands to represent student achievement in 4 Levels of Proficiency. This information assists schools with the development of teaching and learning programs and to provide teachers and parents/carers with data which can be used alongside school-based assessment to inform student achievement.

In 2023, students at Arndell completed NAPLAN online, with students in Year 3 still completing the writing domain on paper. Further details can be found at [www.myschool.edu.au](http://www.myschool.edu.au)

The five domains reported in NAPLAN are:

- Reading,
- Writing,
- Spelling,
- Grammar and Punctuation, and
- Numeracy.

Students' results are measured against 4 levels of proficiency:

- Exceeding,
- Strong,
- Developing, and
- Needs Additional Support.

*Note: Due to the shift in the reporting of NAPLAN data, it is not possible to draw comparisons from previous years, and therefore only the 2023 data is presented.*

## *Levels of Proficiency:*

### **Exceeding:**

The student's result exceeded expectations at the time of testing.

### **Strong:**

The student's result met challenging but reasonable expectations at the time of testing.

### **Developing:**

The student's result indicated that they are working towards expectations at the time of testing.

### **Needs Additional Support:**

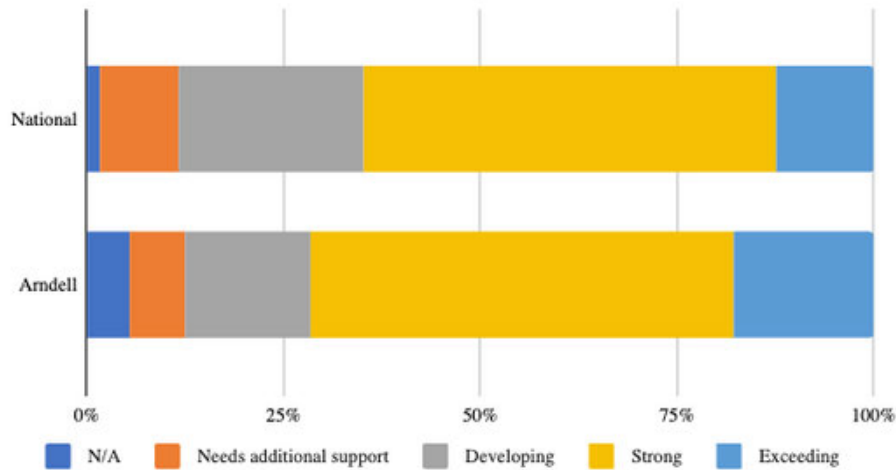
The student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

## Year 3 NAPLAN Results

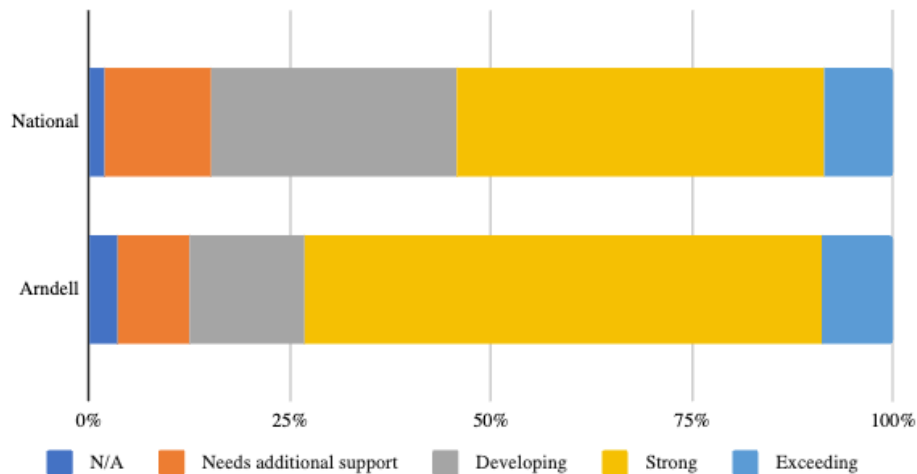
The following tables shows the College average in each NAPLAN domain for Year 3 as compared to the NSW State average.

Year 3	2023 (State)	Year 3 Overall Achievement Commentary
Reading	424.37 (411.1)	The 2023 Year 3 student body have performed above State averages in Reading, Grammar and Punctuation and Numeracy components. While just below the State average in Writing and Spelling. However, in the Writing domain 83.92% of students achieved in the Exceeding/Strong proficiency levels.
Writing	420.82 (426.3)	
Spelling	405.42 (416.2)	
Grammar	438.97 (421.4)	
Numeracy	424.37 (415.9)	

### Year 3 Numeracy Domain



### Year 3 Grammar and Punctuation Domain

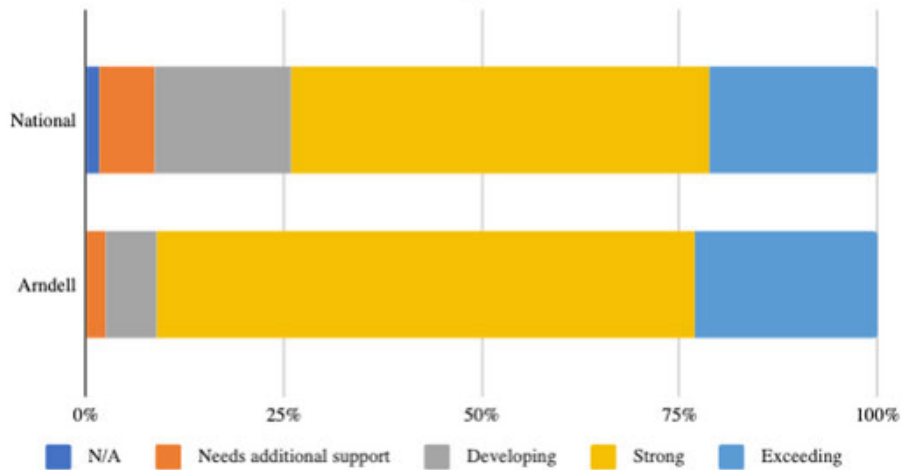


## Year 5 NAPLAN Results

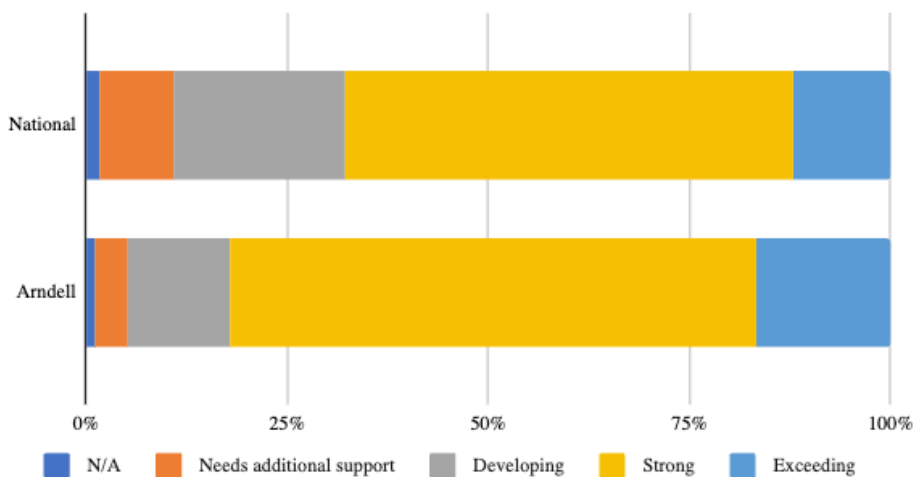
The following tables shows the College average in each NAPLAN domain for Year 5 as compared to the NSW State average.

Year 5	2023 (State)	Year 5 Overall Achievement Commentary
Reading	510.16 (500.5)	<p>The 2023 Year 5 cohort have performed above State averages in Reading and Numeracy. In the Numeracy domain, there were 83.11% of students in the Exceeding/Strong proficiency levels. Students were just below State averages in Writing, Spelling and Grammar and Punctuation domains.</p> <p>There is no growth measurement due to the changes in representation of NAPLAN data for 2023.</p>
Writing	487.78 (491.0)	
Spelling	474.7 (497.6)	
Grammar	499.65 (503.3)	
Numeracy	506.59 (496.8)	

### Year 5 Reading Domain



### Year 5 Numeracy Domain

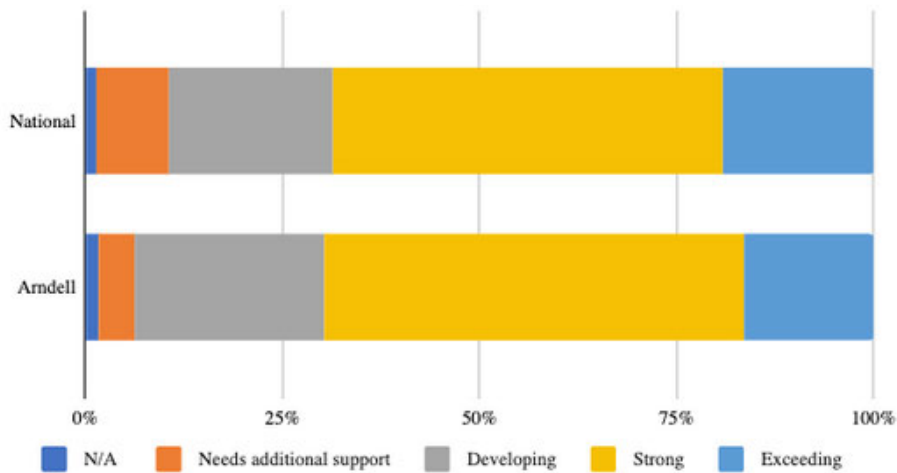


## Year 7 NAPLAN Results

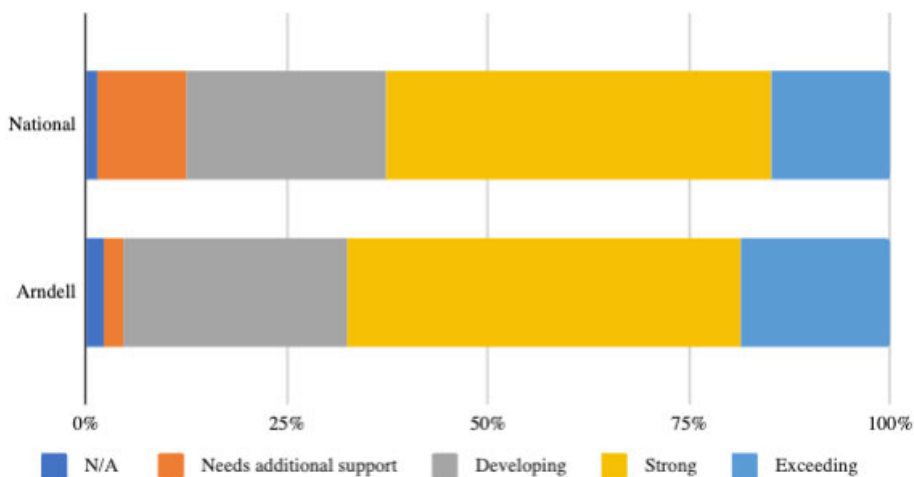
The following tables shows the College average in each NAPLAN domain for Year 7 as compared to the NSW State average.

Year 7	2023 (State)	Year 7 Overall Achievement Commentary
Reading	541.10 (542.2)	<p>In 2023 the Year 7 cohort performed on or above State averages in Reading, Writing and Grammar and Punctuation. Students performed just below State averages in Spelling and Numeracy domains. Despite this, 73% of the cohort were placed in the Exceeding/Strong proficiency levels in Numeracy.</p> <p>There is no growth measurement due to the changes in representation of NAPLAN data for 2023.</p>
Writing	554.3 (541.4)	
Spelling	532.68 (548.9)	
Grammar	539.89 (545.0)	
Numeracy	541.16 (547.7)	

### Year 7 Reading Domain



### Year 7 Writing Domain

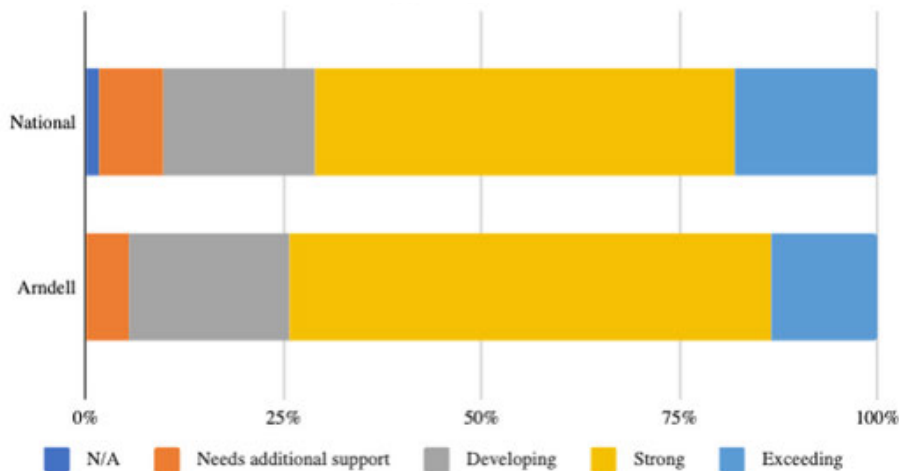


## Year 9 NAPLAN Results

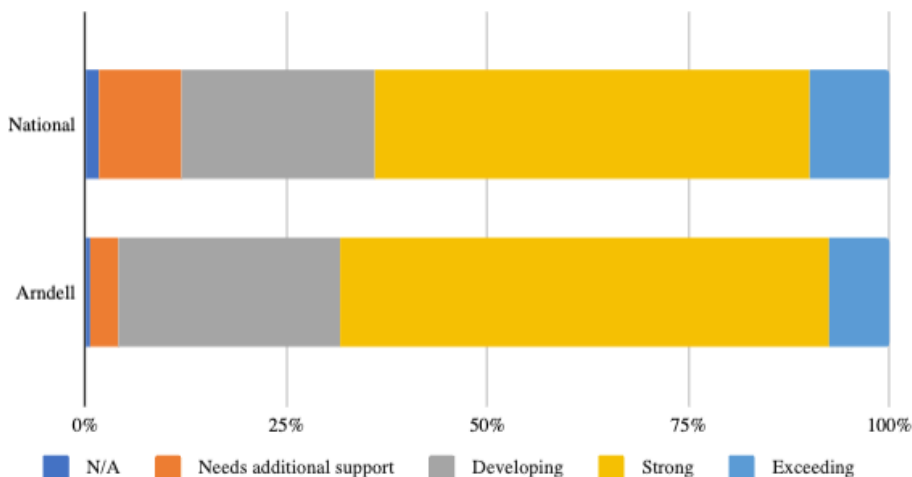
The following tables shows the College average in each NAPLAN domain for Year 9 as compared to the NSW State average.

Year 9	2023 (State)	Year 9 Overall Achievement Commentary
Reading	571.64 (566.6)	<p>In 2023, Year 9 students performed at or just above the State averages in the domains of Reading, Writing, and Numeracy. While the cohort was just below State averages in Spelling and Grammar and Punctuation. Despite this, 75% of the cohort was placed in the Exceeding/Strong Proficiency levels for Spelling.</p> <p>There is no growth measurement due to the changes in representation of NAPLAN data for 2023.</p>
Writing	572.46 (570.2)	
Spelling	569.4 (572.9)	
Grammar	551.5 (561.2)	
Numeracy	576.76 (575.4)	

### Year 9 Spelling Domain



### Year 9 Numeracy Domain



## Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 28 students in 2023.

## HSC Results

In 2023, 84 students presented for the Higher School Certificate in at least one subject.

100% of these students attained the HSC across a range of 38 subjects. This included three students studying through an external RTO (Automotive Services and Human Services) and one student studying an external languages course (Japanese Beginners). There were seven students who completed the Business Services Examination, with a total of ten students achieving a Certificate III in Business internally at the College. There were also two students who achieved their HSC with the inclusion of several Life Skills Courses.

### Subjects Achieving Band 6/E4

In 2023, Arndell Anglican College students achieved a Band 6/E4 result in the following courses:

- Ancient History
- Biology
- Community and Family Studies
- Drama
- English Advanced
- English Extension 1
- English Extension 2
- History Extension
- Legal Studies
- Mathematics Advanced
- Mathematics Standard 2
- Modern History
- Music 1
- Textiles and Design

Two students were nominated for their Major Works, one to SHAPE for their Industrial Technology – Graphics Major Work and one to OnSTAGE for their Drama performance.





## HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Agriculture	2023	9	9 (100%)	85%	0 (0%)	15%
	2022	24	22 (92%)	83%	2 (8%)	17%
	2021	17	17 (100%)	79%	0 (0%)	21%
Ancient History	2023	13	13 (100%)	81%	0 (0%)	19%
	2022	12	12 (100%)	81%	0 (0%)	19%
	2021	5	4 (80%)	79%	1 (20%)	21%
Biology	2023	18	18 (100%)	89%	0 (0%)	11%
	2022	25	25 (100%)	91%	0 (0%)	9%
	2021	16	16 (100%)	87%	0 (0%)	13%
Business Studies	2023	23	23 (100%)	88%	0 (0%)	12%
	2022	31	31 (100%)	91%	0 (0%)	9%
	2021	24	22 (91%)	87%	2 (9%)	13%
Business Services Examination	2023	9	9 (100%)	93%	0 (0%)	7%
	2022	14	14 (100%)	92%	0 (0%)	8%
Chemistry	2023	15	12 (80%)	85%	2 (20%)	15%
	2022	7	5 (72%)	85%	2 (18%)	15%
	2021	11	10 (91%)	91%	1 (9%)	9%
Community and Family Studies	2023	18	18 (100%)	93%	0 (0%)	7%
	2022	13	13 (100%)	95%	0 (0%)	5%
	2021	9	9 (100%)	93%	0 (0%)	7%

## HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Drama	2023	11	11 (100%)	99%	0 (0%)	1%
	2022	11	11 (100%)	99%	0 (0%)	1%
	2021	7	7 (100%)	98%	0 (0%)	2%
Earth and Environmental Science	2023	10	10 (100%)	83%	0 (0%)	17%
	2022	10	9 (90%)	91%	1 (10%)	9%
	2021	8	8 (100%)	87%	0 (0%)	13%
Economics	2023	7	7 (100%)	92%	0 (0%)	8%
	2022	8	8 (100%)	93%	0 (0%)	7%
	2021	11	10 (91%)	94%	1 (9%)	6%
English Advanced	2023	33	33 (100%)	99%	0 (0%)	1%
	2022	37	37 (100%)	99%	0 (0%)	1%
	2021	35	34 (97%)	99%	1 (3%)	1%
English Standard	2023	42	39 (93%)	89%	3 (7%)	11%
	2022	54	51 (95%)	88%	3 (5%)	12%
	2021	38	34 (89%)	91%	4 (11%)	9%
Food Technology	2023	6	6 (100%)	89%	0 (0%)	11%
	2021	6	6 (100%)	87%	0 (0%)	13%
Geography	2023	7	7 (100%)	93%	0 (0%)	7%
	2022	19	18 (95%)	90%	1 (5%)	10%
	2021	13	13 (100%)	92%	0 (0%)	8%

## HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Industrial Technology	2023	10	10 (100%)	86%	0 (0%)	14%
	2022	12	12 (100%)	87%	0 (0%)	13%
	2021	10	10 (100%)	80%	0 (0%)	20%
Legal Studies	2023	9	9 (100%)	90%	0 (0%)	10%
	2022	15	13 (87%)	85%	2 (13%)	15%
	2021	5	4 (80%)	86%	1 (20%)	14%
Mathematics Advanced	2023	22	19 (86%)	93%	3 (14%)	7%
	2022	16	16 (100%)	94%	0 (0%)	6%
	2021	22	21 (95%)	94%	1 (5%)	6%
Mathematics Standard 2	2023	42	40 (95%)	82%	2 (5%)	18%
	2022	65	58 (89%)	81%	7 (11%)	19%
	2021	42	37 (88%)	81%	5 (12%)	19%
Modern History	2023	8	7 (88%)	84%	1 (12%)	16%
	2022	15	15 (100%)	89%	0 (0%)	11%
	2021	10	10 (100%)	84%	0 (0%)	16%
Music 1	2023	6	6 (100%)	98%	0 (0%)	2%
	2022	4	4 (100%)	98%	0 (0%)	2%
	2021	8	8 (100%)	98%	0 (0%)	2%
PDHPE	2023	29	28 (97%)	89%	1 (3%)	11%
	2022	19	17 (89%)	80%	2 (11%)	20%
	2021	12	11 (92%)	81%	1 (8%)	19%

## HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Physics	2023	11	10 (91%)	89%	1 (9%)	11%
	2022	11	11 (100%)	87%	0 (0%)	13%
	2021	6	6 (100%)	91%	0 (0%)	9%
Society and Culture	2023	11	11 (100%)	95%	0 (0%)	5%
	2022	18	18 (100%)	93%	0 (0%)	7%
	2021	9	9 (100%)	94%	0 (0%)	6%
Software Design and Development	2023	6	6 (100%)	88%	0 (0%)	12%
	2022	3	3 (100%)	87%	0 (0%)	13%
	2021	11	10 (91%)	89%	1 (9%)	11%
Studies of Religion I	2023	7	7 (100%)	97%	0 (0%)	3%
	2022	6	6 (100%)	96%	0 (0%)	4%
	2021	7	7 (100%)	92%	0 (0%)	8%
Studies of Religion II	2023	4	4 (100%)	95%	0 (0%)	5%
	2022	3	2 (67%)	93%	1 (33%)	7%
	2021	5	5 (100%)	91%	0 (0%)	9%
Textiles and Design	2023	3	3 (100%)	94%	0 (0%)	6%
	2022	2	2 (100%)	93%	0 (0%)	7%
	2021	1	1 (100%)	93%	0 (0%)	7%
Visual Arts	2023	9	9 (100%)	99%	0 (0%)	1%
	2022	11	11 (100%)	98%	0 (0%)	2%
	2021	7	7 (100%)	98%	0 (0%)	2%

## HSC Results - Extension Courses

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
English Extension 1	2023	4	4 (100%)	99.68%	0	0.32%
	2022	7	7 (100%)	99.74%	0	0.26%
	2021	5	5 (100%)	99.56%	0	0.44%
English Extension 2	2023	3	3 (100%)	99.29%	0	0.71%
Mathematics Extension 1	2023	3	3 (100%)	95.95%	0	4.05%
	2022	9	7 (77%)	94.02%	2	5.98%
	2021	7	5 (72%)	94.24%	2	5.76%
Mathematics Extension 2	2023	2	2 (100%)	98.63%	0	1.37%
	2022	3	3 (100%)	98.72%	0	1.28%
History Extension	2023	3	3 (100%)	98.39%	0	1.61%
	2022	2	2 (100%)	97.85%	0	2.15%
	2021	3	3 (100%)	97.93%	0	2.07%

## Senior Secondary Outcomes

19.5% of Year 12 students completed an internal Vocational Education Training (VET) course, and 3.2% completed an externally delivered Vocational Education Training (EVET) course as part of their studies in 2023.

## Future Improvement and Data Analysis

Each year, staff at the College, led by the Heads of Department, seek to carefully analyse HSC and NAPLAN Data from various perspectives in order to further develop teaching and learning practices. Reflections on the data provide insights into the development of new strategies to be included in the teaching and learning programs the following year. In 2023, the College accessed the services of Graham Wright with EduConsulting to assist in the provision of these insights.



## Retention Rates

Our retention rates are reflective of the broad interests and aspirations of many of the students enrolled at the College.

Years	Retention Rates
2021 Year 10 to 2023 Year 12	63.8%
2020 Year 10 to 2022 Year 12	72.4%
2019 Year 10 to 2021 Year 12	64.2%
2018 Year 10 to 2020 Year 12	68.1%
2017 Year 10 to 2019 Year 12	69.2%
2016 Year 10 to 2018 Year 12	61.3%
2015 Year 10 to 2017 Year 12	65.7%
2014 Year 10 to 2016 Year 12	78.6%

## Post-School Destinations

Many of the students who leave the College at the conclusion of Year 10 are pursuing further vocational training and entering apprenticeships. Students who left school at the end of Year 12 following completion of their school education, continued to tertiary studies (61%), or pursued full-time employment (11%) with a further (28%) uncertain.

# STAFFING

## Teacher Professional Learning

Professional Learning covers the processes in the classroom, induction of new staff, professional development, and teacher accreditation. The College development over the last decade has meant that we have inducted over 125 new staff, including teachers, teacher aides, administrative and maintenance staff. The induction program covers orientation, the school IT system (Edumate), welfare procedures, and teacher accreditation debriefing sessions.

The Professional Learning Week for 2023 introduced a new teaching and learning growth cycle that places research at the centre of practice. We were fortunate to be joined by Catherine Attard of Western Sydney University, who delivered a keynote on action research within schools. In addition, the Professional Learning Week provided time for staff to prepare for the year ahead and undergo training in mandatory areas. In addition, the Leadership conference took our Middle Leaders and Executive through how to conduct coaching discussions and was delivered by Growth Coaching International.

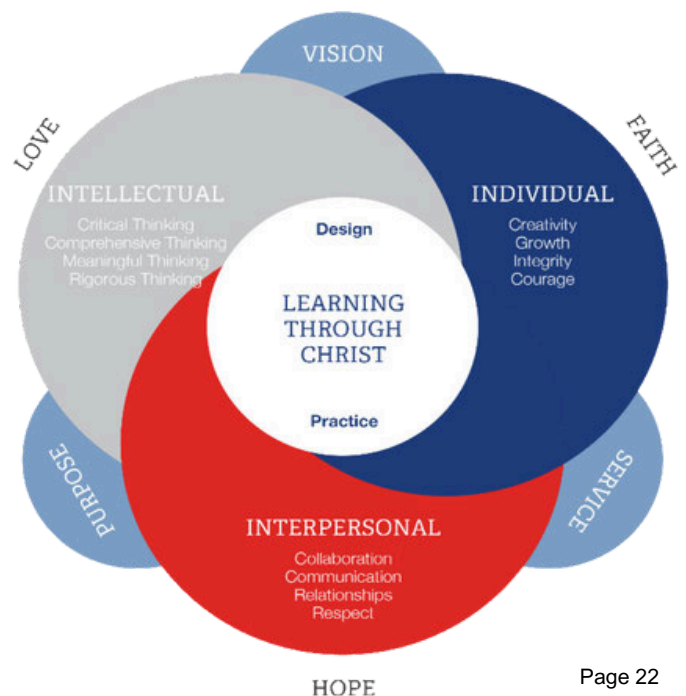
This was followed up in Term 2 with a focus on lesson observations as staff sought to apply new ideas to their teaching practice. Term 4, meanwhile, introduced our new Annual Arndell Conference, where Ashley Fell from McCrindle delivered a keynote on the characteristics of current generations. Staff then delivered presentations on areas of passion in their practice.

In launching the new growth cycle, staff formed professional learning communities that were designed to assist in helping them achieve professional goals. These communities of staff each had a different focus, ranging from new pedagogies to differentiation in the classroom. Staff met to discuss research on their central focus and explore possible applications to their practice. In addition, we had a number of strategic teams who investigated school change in the areas of literacy and indigenous education.

Overall, Professional Learning expenditure was \$143,512 in 2023 (\$101,201 in 2022).

## The Arndell Anglican College

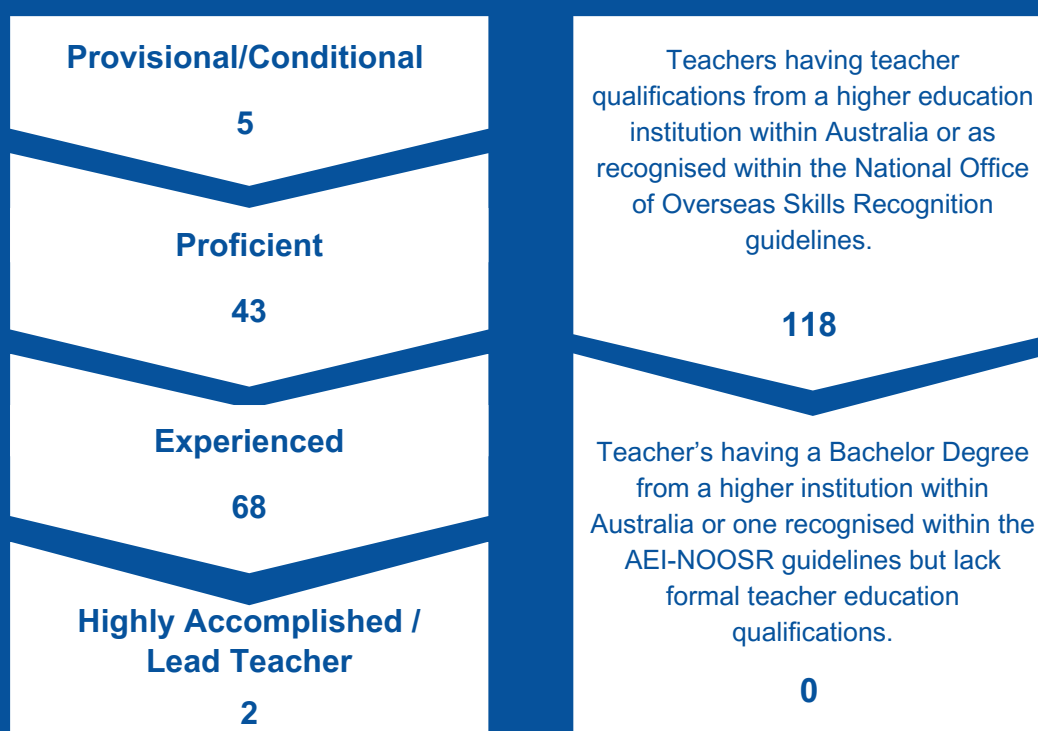
### *Learning Journey Framework*



## Summary of Professional Development Accessed in 2023

- 2023 MANSW Annual Conference
- 2023 MHIS Conference
- AHISA Director of Studies Conference
- AI in Education Conference
- AIS Aboriginal and Torres Strait Islander Perspectives in History K-6
- AIS Executive Personal Assistants
- AIS Experienced Teacher
- AIS Inaugural Data Forum
- AIS Personalised Learning Processes for Aboriginal Students
- AIS Senior Leaders
- AIS Spelling Essentials K-6
- AISNSW English 7-10 New Syllabus Implementation
- AISNSW English Conference
- AISNSW History Conference
- AISNSW Mathematics Head of Department Conference
- AISNSW Numeracy essential 3-6
- AISNSW Numeracy Essentials K-2
- AISNSW Planning and Implementation of Classical and Modern Languages
- AISNSW Planning and Programming with the new English 3-6 Syllabus
- AISNSW Teacher Librarian Conference
- AISNSW the Teacher Librarian as Leader
- Annual Archbishops Day
- ASC Advancing Leadership Program
- Beyond Punishment – Purposeful and Practical Behaviour Changing Strategies
- Bigger Better Brains
- Canvas Certified Educator K-12
- Certificate III in Fitness
- Changing Curriculum, Challenging Culture
- Christian Studies – Think Tank
- Decodable Readers
- ETA Programming the New 7-10 English Syllabus
- Growth Coaching
- GTA Stage 6 Geography Conference
- GTA Unpacking the HSC Geo Exam
- Hospitality Conference
- Hospitality Teacher Upgrade
- HTA Introduction to Teaching Stage 6 Modern History
- HTA Stage 6 Day
- International Tour Safety Workshop
- Lawsense Dealing with Difficult Families
- Lawsense Managing Separated Families
- Lawsense Managing Student Behaviour and Media Fallout
- Lawsense Managing Student Disability
- Lawsense School Enrolment Workshop
- Lawsense School Excursions Camps and Trips
- Leading Professional Conversations
- Leading the Implementation of New English 3-6 Syllabus
- Leading the Implementation of New Mathematics 3-6 Syllabus
- LSA Conference
- PD Courses 2023
- Programming the new NSW Modern Languages Syllabus
- Reimagining 7-10 English Syllabus
- School Enrolment Workshop
- School Law – Vaping and Duty of Care as a School
- Seven Steps – Putting it all Together
- Seven Steps to Transform Writing
- Sydney Morning Herald Schools Summit
- Teacher Certificate Course – Literacy Intervention
- Teaching Stage 5 Commerce
- Teaching Stage 6 Business Studies
- The Science of Learning and Reading
- Thrass Foundation
- Understanding Autism Spectrum Disorder

## Accreditation Status







## Workforce Composition

### 2023 Teaching Staff

**102.9 FTE**

of which 0 identified as  
Aboriginal or Torres Strait  
Islander

### 2023 Non-teaching Staff

**28.1 FTE**

of which 0 identified as  
Aboriginal or Torres Strait  
Islander

### 2023 Total Staff

**131 FTE**

of which 0 identified as  
Aboriginal or Torres Strait  
Islander

# STUDENT ATTENDANCE

## Attendance Rates

Year Group	Attendance (%)
Kindergarten	92.8%
Year 1	90.0%
Year 2	90.3%
Year 3	93.2%
Year 4	89.4%
Year 5	88.9%
Year 6	89.8%

Year Group	Attendance (%)
Year 7	89.6%
Year 8	87.9%
Year 9	88.9%
Year 10	84.1%
Year 11	87.9%
Year 12	89.9%
<b>Whole School</b>	<b>88.5%</b>

## Managing Non-Attendance

The College monitors non-attendance closely through the Homeroom system and Edumate, the College's operating system. The below process for non-attendance is followed:

- Each day, a roll is taken between 9:00am and 9:30am.
- Parents/carers receive an SMS notification at 10:00am followed by an email and push notification via the College App at 3:05pm alerting them of the recorded absence of their child and requesting them to provide a reason for the absence. Parents/carers are expected to provide reasonable explanations of absences including doctors' certificates for illness.
- Homeroom Tutors / Classroom Teachers receive an automated alert if three days have passed without an explanation being provided.
- Heads of House and Leaders of Learning receive an automated alert if five days have passed without an explanation being provided.
- Parents receive an automated reminder 24 hours before the seven days have elapsed since the absence was first recorded if no explanation has been forthcoming.
- Homeroom Tutors / Class Teachers monitor attendance and flag concerns with their Head of House / Leader of Learning.
- Head of House / Leaders of Learning flag these concerns to the Head of the relevant school who organises to meet with parents to discuss concerns and develop a plan for improved attendance.
- Once a Term, explanations and patterns of attendance are reviewed by the Deputy Headmaster and the Director of Business Services with concerns being discussed with the relevant Head of School.

# SCHOOL POLICIES

Policy	Policy Summary	Effective Date	Link to Policy
<b>Child Safe</b>	Our Child Safe Program sets out the policies, processes, and systems that have been established to meet our commitment to providing a safe environment for all students.	2023	<a href="#">Click here</a>
<b>Anti-Bullying</b>	This Policy describes Arndell Anglican College's strategies to prevent students from bullying other students, and how incidents of bullying are to be managed.	2022	<a href="#">Click here</a>
<b>Discipline</b>	This Policy establishes procedures for managing student behaviour, and maintaining a safe, respectful learning environment. It outlines acceptable conduct, the consequences for various infractions, and the process for addressing disciplinary issues.	2022	<a href="#">Click here</a>
<b>Complaints Handling</b>	The Policy outlines the procedure when dealing with complaints and grievances and provides processes for raising grievances by students and parents.	2023	<a href="#">Click here</a>
<b>Enrolments</b>	The Policy outlines the College's enrolment criteria, application process, enrolment acceptance, collection of data, and student continued enrolment criteria.	2023	<a href="#">Click here</a>

# STAKEHOLDER SATISFACTION

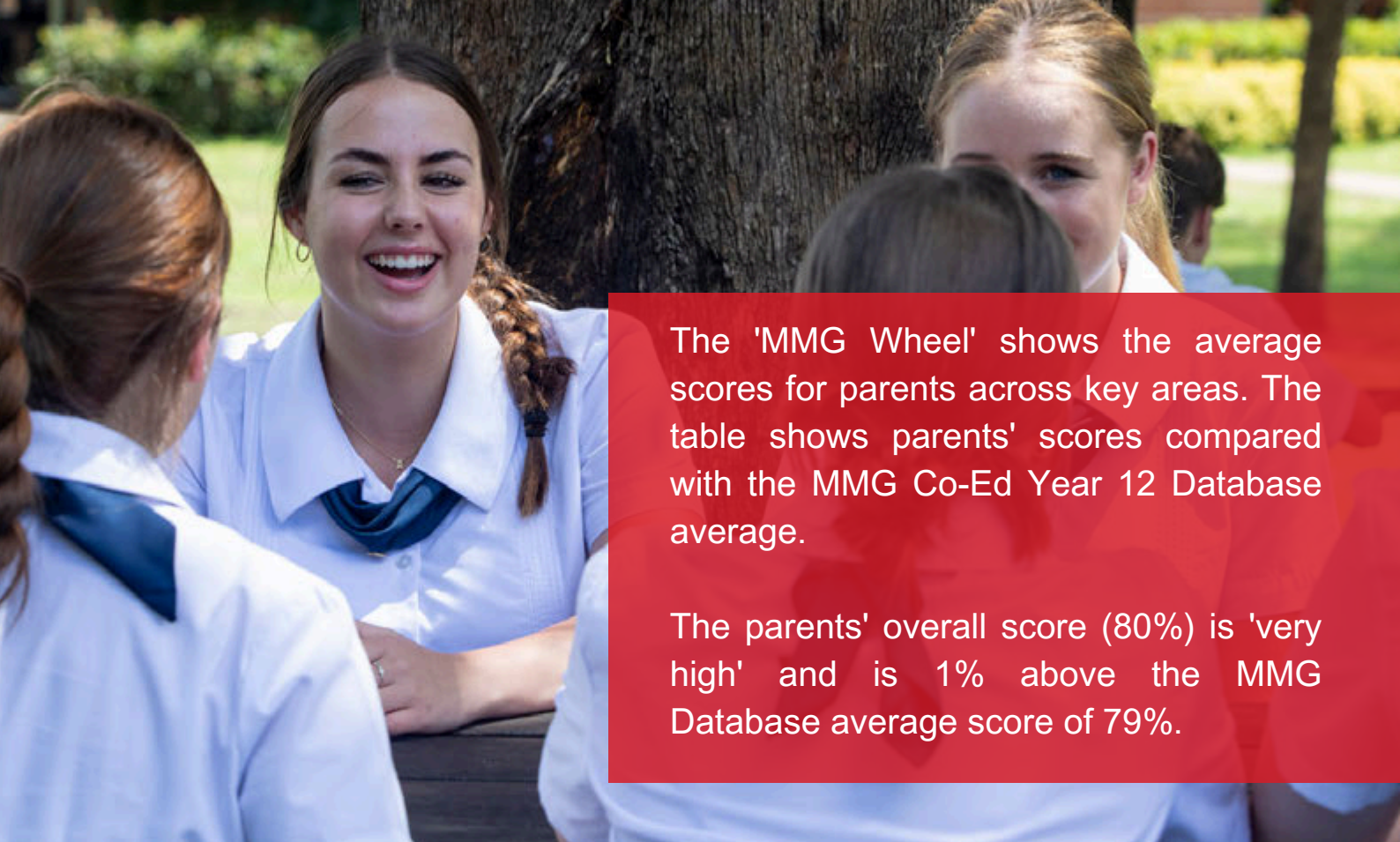


Arndell Anglican College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide feedback on a wide range of related education topics.

In 2023, 104 parents and 292 students from Year 7 and Year 12 participated in surveys and provided views on such areas as academic performance, student welfare, Biblical studies, co-curricular, sport, communications, reputation and facilities.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

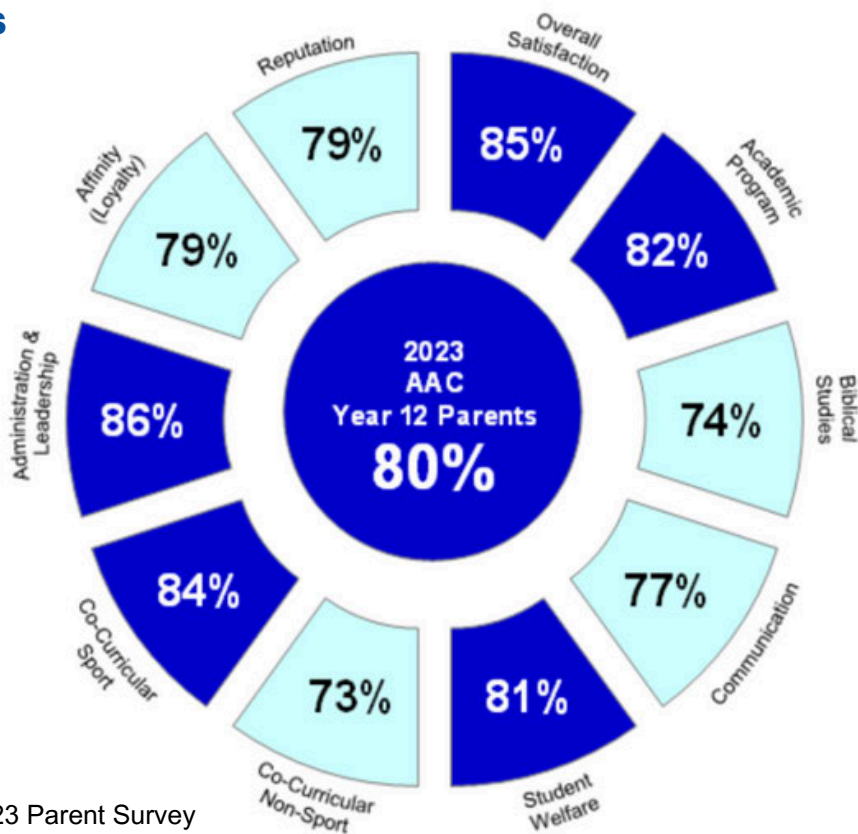




The 'MMG Wheel' shows the average scores for parents across key areas. The table shows parents' scores compared with the MMG Co-Ed Year 12 Database average.

The parents' overall score (80%) is 'very high' and is 1% above the MMG Database average score of 79%.

## Year 12 Parents



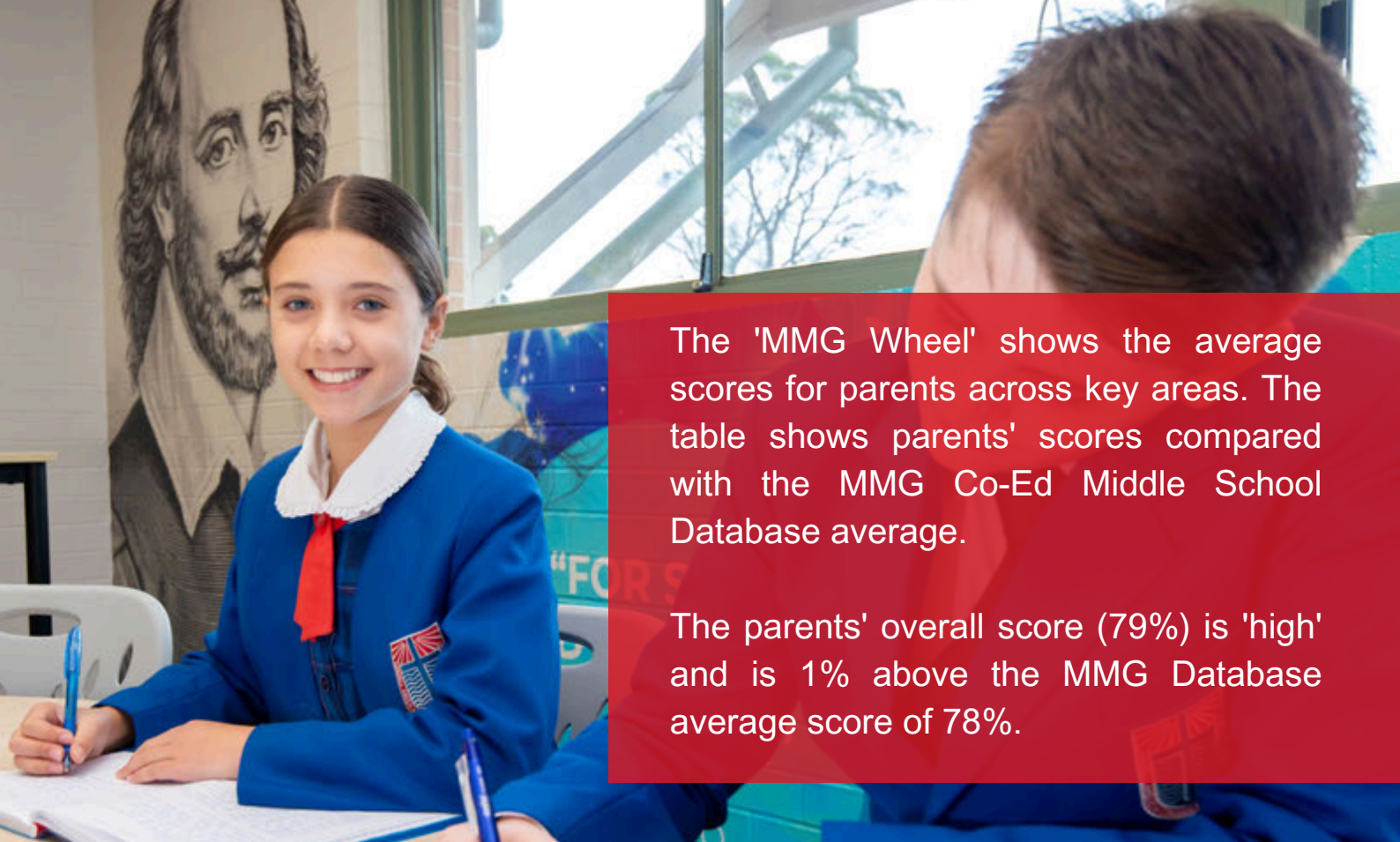
Source: MMG Education 2023 Parent Survey

## Parent Comments

"I have been pleased with the professional and approachable relationship with my son."

"We have been impressed with the teaching staff, especially in Stage 6. They go above and beyond for their students."

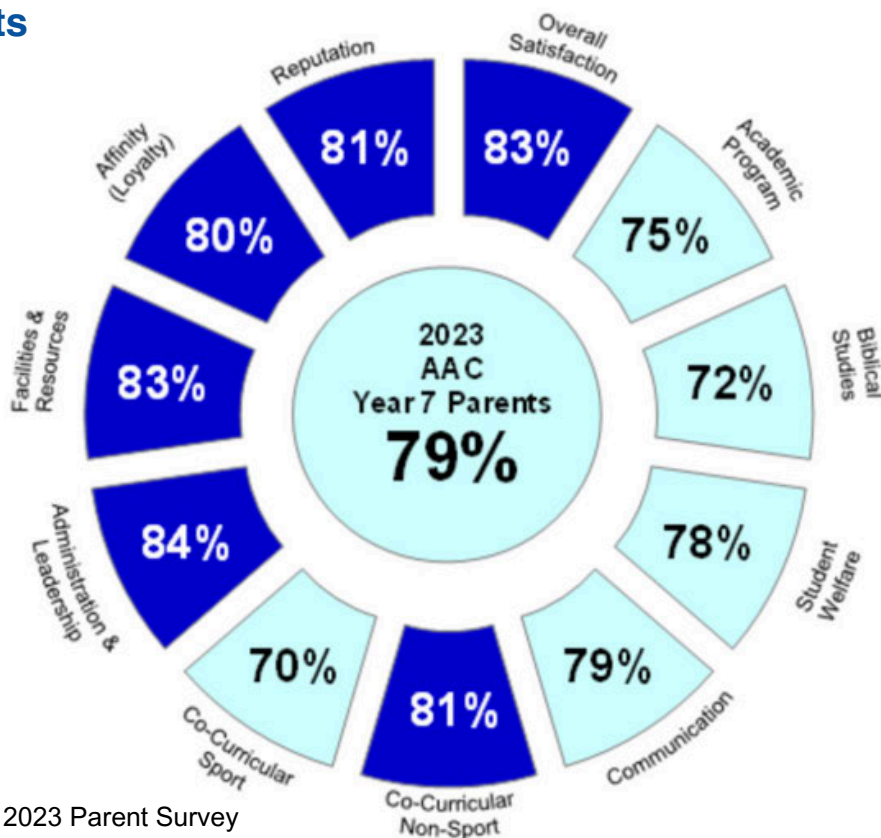
"I think the teaching staff at Arndell are amazing. Their dedication to their students is excellent."



The 'MMG Wheel' shows the average scores for parents across key areas. The table shows parents' scores compared with the MMG Co-Ed Middle School Database average.

The parents' overall score (79%) is 'high' and is 1% above the MMG Database average score of 78%.

## Year 7 Parents



Source: MMG Education 2023 Parent Survey

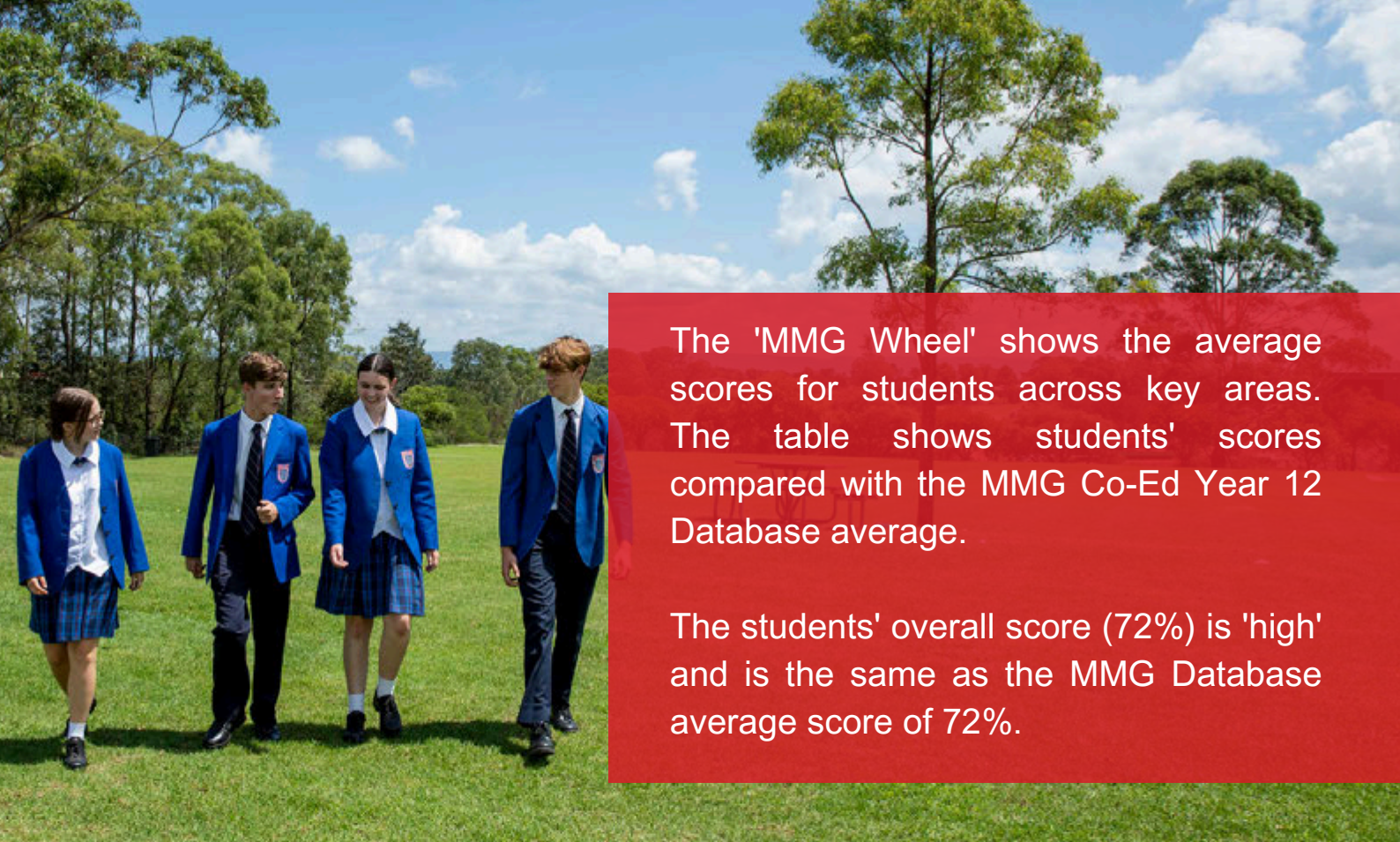
### Parent Comments:

"My daughter feels supported and respected by her teachers and the executive staff".

"I have been impressed with the caring attitude of staff. My child struggled with the transition to high school."

"I am very appreciative of the technology that is used at the College, particularly access to a very good laptop".

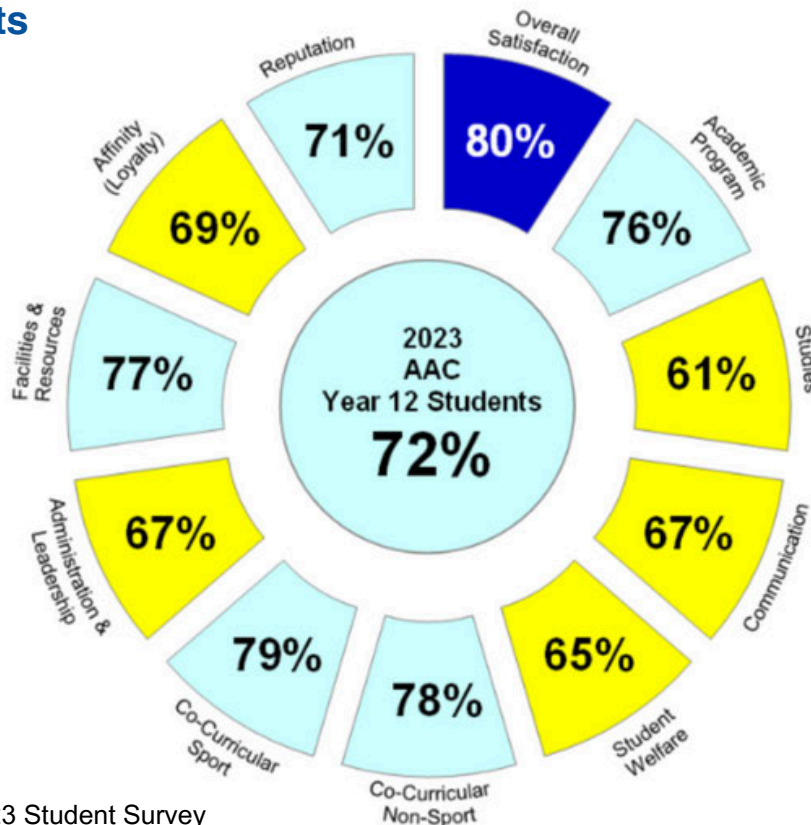
"I think teachers have been very responsive to my concerns about bullying in dealing with individual incidents."



The 'MMG Wheel' shows the average scores for students across key areas. The table shows students' scores compared with the MMG Co-Ed Year 12 Database average.

The students' overall score (72%) is 'high' and is the same as the MMG Database average score of 72%.

## Year 12 Students

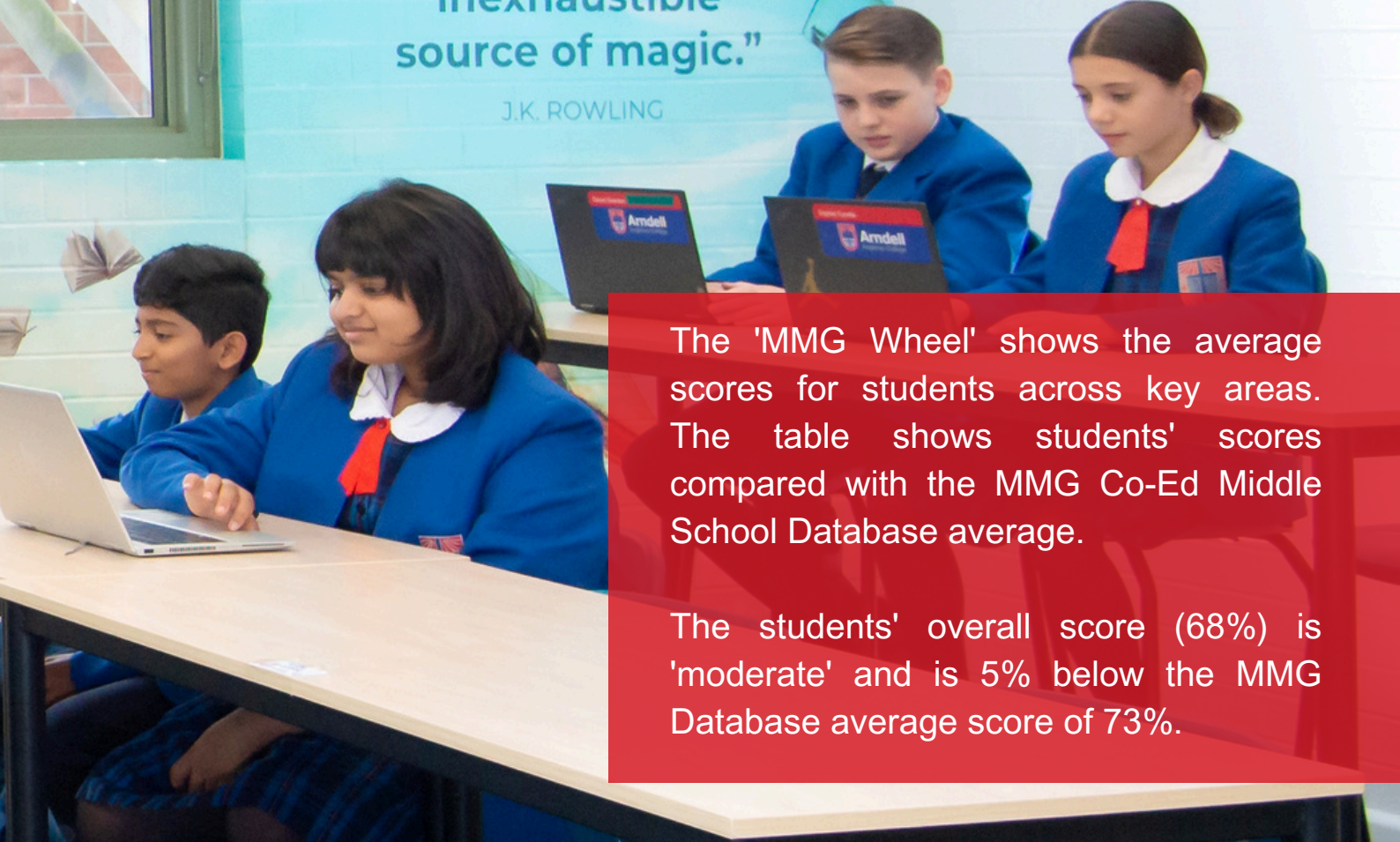


Source: MMG Education 2023 Student Survey

## Student Comments:

“I have a great relationship with all my teachers.”

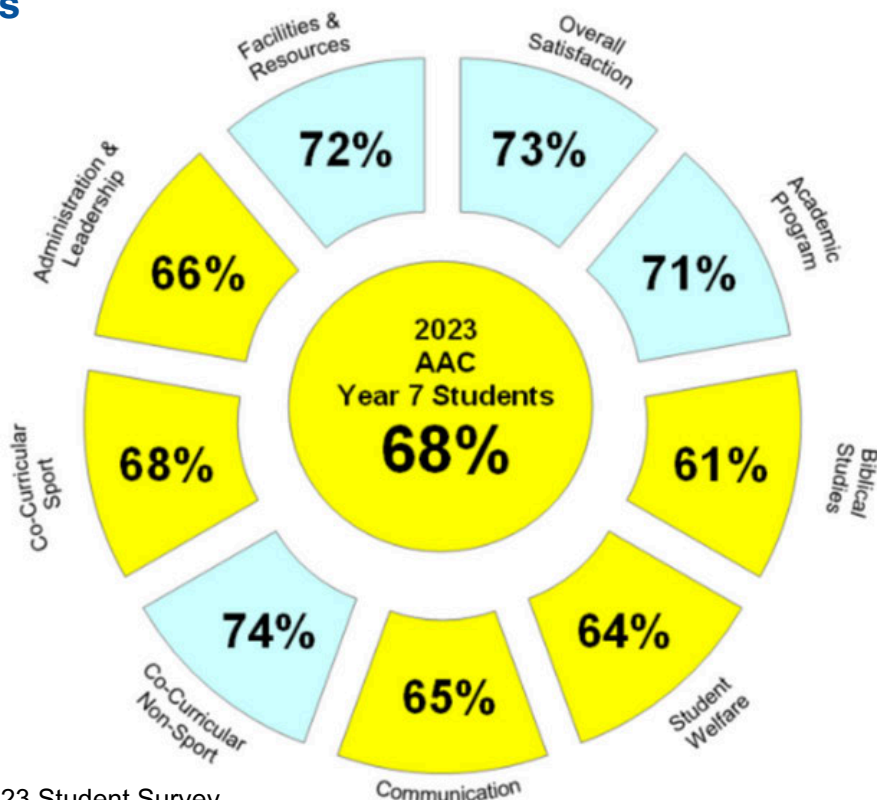
“The College’s preparation for the next stage of life is very good.”



The 'MMG Wheel' shows the average scores for students across key areas. The table shows students' scores compared with the MMG Co-Ed Middle School Database average.

The students' overall score (68%) is 'moderate' and is 5% below the MMG Database average score of 73%.

## Year 7 Students



Source: MMG Education 2023 Student Survey

## Student Comments:

“There is no need to change anything, everything about the school is alright’.

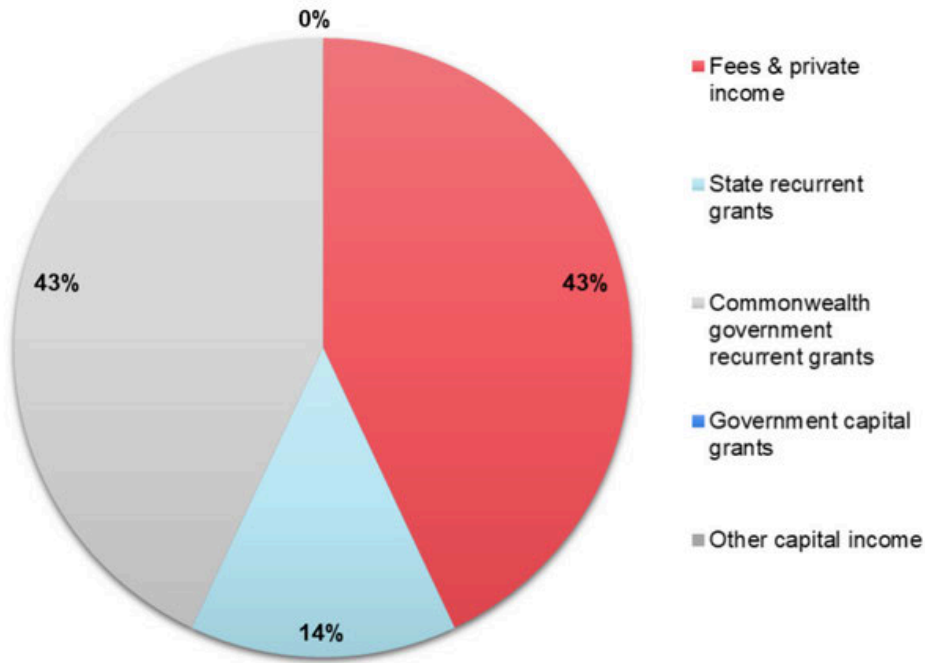
“Teachers ask students if they are ok when they see them upset”



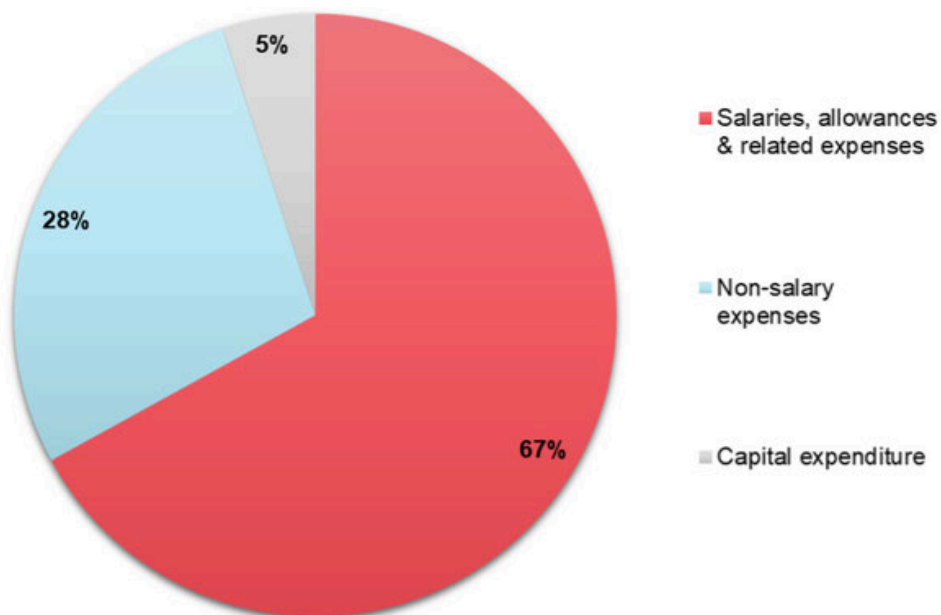
# FINANCIAL INFORMATION

The below charts provide the summary of financial information for Arndell Anglican College in 2023.

## Recurrent/Capital Income



## Recurrent/Capital Expenditure



# CAPACITY TO COMPLY

Arndell Anglican College maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Early Learning, the NSW Minister for Skills, TAFE and Tertiary Education, and the Commonwealth Department of Education. This reporting includes the public disclosure of the educational and financial performance measures and policies of the College as required from time to time.

## Procedures for Annual Report

The Headmaster will:

- Identify the position/s responsible for co-ordinating the final preparation and distribution of the Annual Report to the College Council and other stakeholders.
- Identify the position/s responsible for the collection, analysis and storage of the relevant data, and for providing the relevant information to the coordinator for inclusion in the report.

The Report Co-ordinator will:

- Determine the specific content to be included in each section of the report and will review this each year to ensure ongoing compliance, relevance, and usefulness.
- Ensure the report is in an appropriate form to distribute to NESA.
- Set the annual schedule for delivery of information for each reporting area.
- Ensure the preparation and publication of the report, in full and per compliance deadline.
- Ensure the provision of information for My School website, as required.

## NSW Government Financial Accountability Statement

The Anglican Schools Corporation is responsible for completing the Financial Accountability Statement for the College. The Corporation's assigned person is responsible for the collection of the relevant data and for ensuring it is provided in an appropriate format.



# Arndell

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