



Arndell
Anglican College



Annual Report

TABLE OF CONTENTS

Context	2
Message from Key School Bodies	2
Chair of Council	2
Headmaster	3
Our Purpose	4
Contextual Information About the School	5
Characteristics of the Student Body	6
Priority Areas for Improvement	7
Actions Taken to Promote Respect and Responsibility	8
Outcomes and Results	10
NAPLAN Results	10
Record of School Achievement	14
HSC Results	14
Future Improvement & Data Analysis	19
Retention Rates	20
Post-School Destinations	20
Staffing	21
Accreditation Status	21
Workforce Composition	21
Student Attendance	22
Attendance Rates	22
Managing Non-Attendance	22
School Policies	23
Stakeholder Satisfaction	24
Parents	25
Students	26
Financial Information	27
Capacity to Comply	28

Message from Key School Bodies

Chair of Council

Rev Barry Macalister

Arndell Anglican College is an Anglican Schools Corporation school and operates under the authority of that body. The College Council is responsible to the Corporation's Board and consists of Christian men and women from diverse professional fields, including law, higher education, information technology, Alumni parent, and clergy. Working closely with the College Headmaster, Dr Gareth Leechman, the Council serves as Governors to uphold the core values of both the College and the Anglican Schools Corporation, while planning for a strong, resilient, and sustainable future.

In 2024, the College Council comprised six dedicated Christian members who met on eight occasions throughout the year. Their work was consistently guided by a shared faith in Christ and a steadfast commitment to the College's mission. Council activities were prayerfully undertaken, entrusting the College community to God's guidance and care.

Together with the College Executive team, the Council remains committed to delivering high-quality, affordable education within a Christ-centred and supportive learning environment. This approach ensures that Arndell remains responsive to the ever-changing educational, technological, financial, and social landscape. The College offers a broad and inclusive educational experience that fosters a love of lifelong learning, while placing a strong emphasis on mission, student wellbeing, and community engagement. Through these efforts, Arndell equips students to thrive and empowers them to make meaningful contributions to society. Arndell proudly celebrates the academic, sporting, and personal achievements of both students and staff, and actively shares these successes through the College's social media channels and the annual Yearbook.

Throughout 2024, the Council provided strong and faithful governance across key areas including financial stewardship, resource management, policy development, and compliance with all legislative and regulatory obligations. In collaboration with the Headmaster and College Executive Team, the Council maintained its focus on implementing the 2021–2025 Strategic Plan, firmly rooted in the values of Love, Faith, and Hope.

As both a Council and a College, we are committed to maintaining and enhancing high-quality, well-resourced facilities that support the learning and wellbeing of our students and staff. All Council work continues to be shaped and sustained by our shared Christian faith, with the life of the College continually upheld in prayer and entrusted into God's care.





Headmaster

Dr Gareth Leechman

2024 was a year of renewed energy and connection at Arndell Anglican College. It was a joy to welcome families and friends back onto campus for a wide range of events. Their presence at assemblies, performances, sporting fixtures, and special occasions such as the Mother's and Father's Day Breakfasts, Grandparents Day, the Musical, and the various Showcase Evenings, enriched our community life and strengthened the bonds between students, staff, and families.

Our staff continued to support and inspire students in their learning journey, both inside and outside the classroom. The achievements of 2024 reflect the dedication, resilience, and collaborative spirit of our entire College community.

The Strategic Plan focusing on Love, Faith, and Hope remained central to our mission. Enrolments continued to grow, and we further embedded a culture of continuous improvement in teaching and learning. Our commitment to holistic education, nurturing academic, emotional, physical, and spiritual wellbeing, remained unwavering. Through a rich academic and co-curricular program, we encouraged students to develop confidence, character, and purpose.

At the heart of Arndell is our Christian foundation, and we invite students to engage with faith in meaningful and thoughtful ways

during their time at the College, with the hope that it leaves a lifelong impact on their values, purpose, and sense of community.

Following an enriching tour of Europe with a group of Secondary School students and College staff during the Term 1 holiday break, I was fortunate to spend Term 2 on Study Leave abroad. This extended period away provided a valuable opportunity for me to reflect on what the College community has been able to achieve since its inception and what challenges we are likely to face in the ensuing years. During this time, I engaged deeply with a series of school visits, professional connections and faith based renewal, all of which have both broadened my perspective and enriched my professional practice.

I extend my sincere gratitude to Mr Austin Robinson for stepping into my role during my absence, and to the College Executive Team and all staff for their steadfast commitment to ensuring the smooth operation of the College. Your leadership, support, and dedication to our community are deeply valued and truly appreciated.

As we reflect on 2024, I thank the College Council, the College Executive Team, our dedicated staff, students, parents, carers, and the wider community. Your partnership has shaped a remarkable year, and we look forward to the journey ahead.



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

From its foundations, the College's mission has been to offer high-quality Christian education to the local community. Central to this mission is the commitment to strong pastoral care and student welfare programs, alongside rigorous and engaging academic curricula. Now approaching its 35th year, the College's vision remains steadfast: to prepare graduates with the knowledge, skills, and character necessary to contribute meaningfully to society. We aim to nurture students' understanding of the Christian faith, foster a strong sense of personal identity, and inspire a commitment to community service. This is achieved through innovative educational programs, evidence-based teaching practices, and a culture of high expectations that promotes academic excellence.

Arndell Anglican College offers a broad selection of subjects in Stage 5 and 6, including vocational options internal to the

College such as Hospitality and Business Services, all taught in well-equipped facilities with dedicated staff. The College places significant emphasis on the Creative and Performing Arts, Agriculture, and Sports, providing numerous opportunities for participation across both Junior and Secondary Schools. Staff are exceptional at promoting opportunities for our students in these areas and students are encouraged to pursue representation at the highest level possible. Additionally, we build strong community connections through initiatives like the Duke of Edinburgh's Award Program, Rural Fire Service Cadets, and partnerships with local non-profit organisations such as Hawkesbury's Helping Hands and the bKinder Foundation. The College also offers an array of co-curricular activities, achieving notable successes in areas such as sport, debating, music, eisteddfods, public speaking, industrial technology, and the arts.

Characteristics of the Student Body

Arndell Anglican College is a comprehensive co-educational 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.

At the commencement of the 2024 school year, the College had (K-12) 1208 students, 461 in Years K to 6, and 747 in Years 7 to 12. The Junior School (K-6) is triple streamed, while the Secondary School operates six classes for Years 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 (4.2%) 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, 2024 saw improvements in the following areas:

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

Actions Taken to Promote Respect and Responsibility

The College is dedicated to instilling values of respect, care, and service throughout all its programs, activities, and co-curricular offerings. Rooted in Christian principles, Arndell Anglican College ensures that every graduate leaves with a well-rounded worldview that embodies faith, hope, and love in all aspects of their lives.

Junior School Initiatives

Throughout 2024, Junior School students have enthusiastically taken part in various charitable projects, embodying a sincere dedication to improving the lives of others in our local community and beyond. These initiatives, led by the students themselves, truly reflect our College's Core Values of Respect, Service, and Care.

Some of the year's highlights include:

- **bKinder Day** - Our bKinder Ambassadors were busy with events and activities to spread kindness globally as part of the bKinder Foundation.
- **Cook4Good** - Through Kids Giving Back, students prepared meals for those in need, showing compassion and care for the homeless community.
- **Mini Market Day** - Raising over \$6,000 for Missionvale in South Africa, supporting those in less privileged communities.
- **Kiwalaa Day** - partnering with Ms McGuren to support Kiwalaa Primary School in Tanzania by donating stationery items and creating posters for their classrooms.
- **Anglicare Toys 'n' Tucker Christmas Appeal** - Where students donated much needed food items and children's gifts for those in need during Christmas.



"Let each of you look not only to his own interests but also to the interests of others."

Philippians 2:4



Secondary School Initiatives

Activities in the Secondary School that promoted respect and responsibility in 2024 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.
- Our Year 12 students championed youth mental health by supporting the opening of a local **Headspace Centre**, organising initiatives such as **"The Push-up Challenge"** and **"RUOK Day"**.



College Wide Initiatives

The College maintained its partnership with Hawkesbury's Helping Hands through the **'Feed a Family Friday'** initiative, supporting local families in need. **Harmony Day** was celebrated across the campus, with students taking part in activities that promoted cultural diversity, respect, and inclusion. Students also participated in **Jersey Day**, helping raise awareness about the importance of organ and tissue donation.



OUTCOMES & RESULTS

Literacy and Numeracy - NAPLAN

In 2024, 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 2024, 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.

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.

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	2024 (State)	Year 3 Overall Achievement Commentary
Reading	409.8 (411.8)	<p>The 2024 Year 3 student body have performed above state average in the Numeracy domain. While just below the state average in Reading, Writing and Grammar and Punctuation.</p> <p>In the Reading domain over 73% of students achieved in the Exceeding/Strong proficiency levels compared to 69% of the State.</p> <p>In the Numeracy domain over 74% of students achieved in the Exceeding/Strong proficiency levels, compared to 66% of the state.</p>
Writing	405.4 (428.2)	
Spelling*	377.6 (413.0)	
Grammar	409.3 (417.6)	
Numeracy	416.9 (412.7)	

*In 2024, the College implemented a new Spelling Mastery Program in the Junior School to improve student Spelling outcomes.

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	2024 (State)	Year 5 Overall Achievement Commentary
Reading	487.6 (498.4)	<p>The 2024 Year 5 cohort have performed close to state averages all domains. In the Numeracy domain, there were 75% of students in the Exceeding/Strong proficiency levels, compared to 69% of NSW.</p> <p>In the Reading domain, over 72% of Arndell students achieved in the highest 2 proficiency levels, in line with NSW.</p> <p>There is no growth measurement due to the changes in representation of NAPLAN data since 2023.</p>
Writing	478.4 (494.6)	
Spelling	465.2 (496.0)	
Grammar	487.2 (506.8)	
Numeracy	495.6 (497.7)	

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	2024 (State)	Year 7 Overall Achievement Commentary
Reading	557.9 (544.6)	<p>In 2024, the Year 7 cohort performed on or above state averages in all domains, representing an improvement on 2023 results.</p> <p>In all domains, there was a higher percentage of Arndell students in the Exceeding/Strong proficiency levels than in NSW. In the Reading domain over 81% of the cohort were placed in the Exceeding/Strong proficiency level, compared with 70% of the state.</p> <p>There is no growth measurement due to the changes in representation of NAPLAN data since 2023.</p>
Writing	559.7 (550.5)	
Spelling	550.1 (549.5)	
Grammar	563.1 (546.8)	
Numeracy	560.9 (552.0)	

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	586.5 (573.1)	<p>In 2024, Year 9 students performed above the state averages in all domains of representing improvement on 2023 NAPLAN results.</p> <p>In all domains, there was a higher percentage of Arndell students in the Exceeding/Strong proficiency levels than in NSW. In the Grammar and Punctuation domain over 68% of students placed in the Exceeding/Strong proficiency level, compared to 58% of NSW.</p> <p>There is no growth measurement due to the changes in representation of NAPLAN data for 2023.</p>
Writing	591.3 (584.3)	
Spelling	578.6 (575.1)	
Grammar	575.8 (566.2)	
Numeracy	583.6 (578.0)	

Arndell Averages Compared To Students With Similar Backgrounds

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	410	405	378	409	417
Year 4	488	478	465	487	496
Year 7	558	560	550	563	561
Year 9	548	591	579	576	584

Arndell Averages When Compared to All Australian Students

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	410	405	378	409	417
Year 4	488	478	465	487	496
Year 7	558	560	550	563	561
Year 9	586	591	579	579	584



Well Above



Above



Close to



Below



Well Below



Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 49 students in 2024.

HSC Results

In 2024, 86 Arndell students presented for the Higher School Certificate in at least one subject.

100% of those students who were eligible for being awarded the HSC attained this certification across a range of 38 subjects. This included 4 students studying through an external RTO (Retail Services and Animal Care) and 1 student studying an external language course (Spanish Continuers) through the NSW School of Languages. There were 12 students who completed the Business Services Examination and 4 students completing the Hospitality Examination (Kitchen Operations and Cookery), with a total of 14 students achieving a Certificate III in Business BSBv8 and 4 students earning their Certificate II in Cookery SITv2.2 internally at the College.

Subjects Achieving Band 6/E4

In 2024, Arndell Anglican College Students achieved a Band 6/E4 result in the following courses:

- Community and Family Studies
- Chemistry
- English Extension 1
- Food Technology
- Hospitality Examination (Kitchen Operations and Cookery)
- Industrial Technology
- Investigating Science
- Mathematics Advanced
- Mathematics Standard 2
- Music 1
- Society and Culture
- Spanish Continuers
- Textiles and Design
- Visual Arts

Impressively, one student achieved a commendation on the Top Achievers list from NESA. She was placed 5th in the State for Investigating Science. This is the forth time in the College's journey to have a student placed in a Top 10 State Ranking.

There were 7 students nominated for their Major Works, one to SHAPE for their Industrial Technology – Graphics and Timber Major Work. One student from Visual Arts was awarded the 2024 Bright Award for Visual Arts.

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	2024	20	17 (85%)	84%	3 (15%)	17%
	2023	9	9 (100%)	85%	0 (0%)	15%
	2022	24	22 (92%)	83%	2 (8%)	17%
Ancient History	2024	10	10 (100%)	85%	0 (0%)	15%
	2023	13	13 (100%)	81%	0 (0%)	19%
	2022	12	12 (100%)	81%	0 (0%)	19%
Biology	2024	20	19 (95%)	88%	1 (5%)	12%
	2023	18	18 (100%)	89%	0 (0%)	11%
	2022	25	25 (100%)	91%	0 (0%)	9%
Business Studies	2024	18	16 (95%)	88%	2 (5%)	12%
	2023	23	23 (100%)	88%	0 (0%)	12%
	2022	31	31 (100%)	91%	0 (0%)	9%
Business Services Examination	2024	12	10 (84%)	92%	2 (16%)	8%
	2023	9	9 (100%)	93%	0 (0%)	7%
	2022	14	14 (100%)	92%	0 (0%)	8%
Chemistry	2024	6	4 (67%)	87%	2 (33%)	13%
	2023	15	12 (80%)	85%	2 (20%)	15%
	2022	7	5 (72%)	85%	2 (18%)	15%
Community and Family Studies	2024	11	11 (100%)	92%	0 (0%)	8%
	2023	18	18 (100%)	93%	0 (0%)	7%
	2022	13	13 (100%)	95%	0 (0%)	5%
Drama	2024	6	6 (100%)	99%	0 (0%)	1%
	2023	11	11 (100%)	99%	0 (0%)	1%
	2022	11	11 (100%)	99%	0 (0%)	1%

HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Earth and Environmental Science	2024	5	5 (100%)	88%	0 (0%)	12%
	2023	10	10 (100%)	83%	0 (0%)	17%
	2022	10	9 (90%)	91%	1 (10%)	9%
Economics	2024	5	4 (80%)	92%	1 (20%)	8%
	2023	7	7 (100%)	92%	0 (0%)	8%
	2022	8	8 (100%)	93%	0 (0%)	7%
English Advanced	2024	32	32 (100%)	99%	0 (0%)	1%
	2023	33	33 (100%)	99%	0 (0%)	1%
	2022	37	37 (100%)	99%	0 (0%)	1%
English Standard	2024	45	44 (98%)	92%	1 (2%)	8%
	2023	42	39 (93%)	89%	3 (7%)	11%
	2022	54	51 (95%)	88%	3 (5%)	12%
Food Technology	2024	9	9 (100%)	88%	0 (0%)	12%
	2023	6	6 (100%)	89%	0 (0%)	11%
	2021	6	6 (100%)	87%	0 (0%)	13%
French Continuers	2024	2	2 (100%)	97%	0 (0%)	3%
Geography	2024	7	6 (85%)	91%	1 (15%)	9%
	2023	7	7 (100%)	93%	0 (0%)	7%
	2022	19	18 (95%)	90%	1 (5%)	10%
Industrial Technology	2024	8	8 (100%)	86%	0 (0%)	14%
	2023	10	10 (100%)	86%	0 (0%)	14%
	2022	12	12 (100%)	87%	0 (0%)	13%

HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Legal Studies	2024	11	11 (100%)	89%	0 (0%)	11%
	2023	9	9 (100%)	90%	0 (0%)	10%
	2022	15	13 (87%)	85%	2 (13%)	15%
Mathematics Advanced	2024	13	12 (92%)	95%	1 (8%)	5%
	2023	22	19 (86%)	93%	3 (14%)	7%
	2022	16	16 (100%)	94%	0 (0%)	6%
Mathematics Standard 2	2024	55	52 (96%)	83%	3 (4%)	17%
	2023	42	40 (95%)	82%	2 (5%)	18%
	2022	65	58 (89%)	81%	7 (11%)	19%
Mathematics Standard 1 Examination	2024	1	3 (100%)	89%	0 (0%)	11%
Modern History	2024	12	12 (100%)	91%	0 (0%)	9%
	2023	8	7 (88%)	84%	1 (12%)	16%
	2022	15	15 (100%)	89%	0 (0%)	11%
Music 1	2024	7	7 (100%)	97%	0 (0%)	3%
	2023	6	6 (100%)	98%	0 (0%)	2%
	2022	4	4 (100%)	98%	0 (0%)	2%
PDHPE	2024	26	23 (88%)	91%	3 (12%)	9%
	2023	29	28 (97%)	89%	1 (3%)	11%
	2022	19	17 (89%)	80%	2 (11%)	20%
Physics	2024	7	6 (86%)	85%	1 (14%)	14%
	2023	11	10 (91%)	89%	1 (9%)	11%
	2022	11	11 (100%)	87%	0 (0%)	13%

HSC Results

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage			
			Bands 3 - 6		Bands 1 - 2	
			School	State	School	State
Spanish Continuers	2024	1	1 (100%)	97%	0 (0%)	3%
Retail Services Examination	2024	1	1 (100%)	89%	0 (0%)	11%
Society and Culture	2024	12	12 (100%)	95%	0 (0%)	5%
	2023	11	11 (100%)	95%	0 (0%)	5%
	2022	18	18 (100%)	93%	0 (0%)	7%
Software Design and Development	2024	8	5 (63%)	87%	3 (37%)	13%
	2023	6	6 (100%)	88%	0 (0%)	12%
	2022	3	3 (100%)	87%	0 (0%)	13%
Studies of Religion I	2024	5	5 (100%)	96%	0 (0%)	4%
	2023	7	7 (100%)	97%	0 (0%)	3%
	2022	6	6 (100%)	96%	0 (0%)	4%
Studies of Religion II	2024	6	4 (66%)	95%	2 (34%)	5%
	2023	4	4 (100%)	95%	0 (0%)	5%
	2022	3	2 (67%)	93%	1 (33%)	7%
Textiles and Design	2024	3	3 (100%)	92%	0 (0%)	8%
	2023	3	3 (100%)	94%	0 (0%)	6%
	2022	2	2 (100%)	93%	0 (0%)	7%
Visual Arts	2024	22	22 (100%)	99%	0 (0%)	1%
	2023	9	9 (100%)	99%	0 (0%)	1%
	2022	11	11 (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	2024	4	4 (100%)	99.53%	0 (0%)	0.47%
	2023	4	4 (100%)	99.68%	0 (0%)	0.32%
	2022	7	7 (100%)	99.74%	0 (0%)	0.26%
French Extension	2024	1	1 (100%)	100%	0 (0%)	0%
Mathematics Extension I	2024	4	4 (100%)	97.5%	0 (0%)	2.5%
	2023	3	3 (100%)	95.95%	0 (0%)	4.05%
	2022	9	7 (77%)	94.02%	2 (13%)	5.98%
Mathematics Extension 2	2024	2	2 (100%)	98.34%	0 (0%)	1.66%
	2023	2	2 (100%)	98.63%	0 (0%)	1.37%
	2022	3	3 (100%)	98.72%	0 (0%)	1.28%
History Extension	2024	8	8 (100%)	98.59%	0 (0%)	1.41%
	2023	3	3 (100%)	98.39%	0 (0%)	1.61%
	2022	2	2 (100%)	97.85%	0 (0%)	2.15%

Senior Secondary Outcomes

19.7% of Year 12 students completed an internal Vocational Education Training (VET) course, 3.4% completed an externally delivered Vocational Education Training (EVET) course, and 1.1% completed and School Based Apprenticeships and Traineeships (SBAT) as part of their studies in 2024.

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 develop the teaching and learning practices in the school. 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 2024, the College engaged the services of Graham Wright with Edu Consulting 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
2022 Year 10 to 2024 Year 12	69.7%
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%

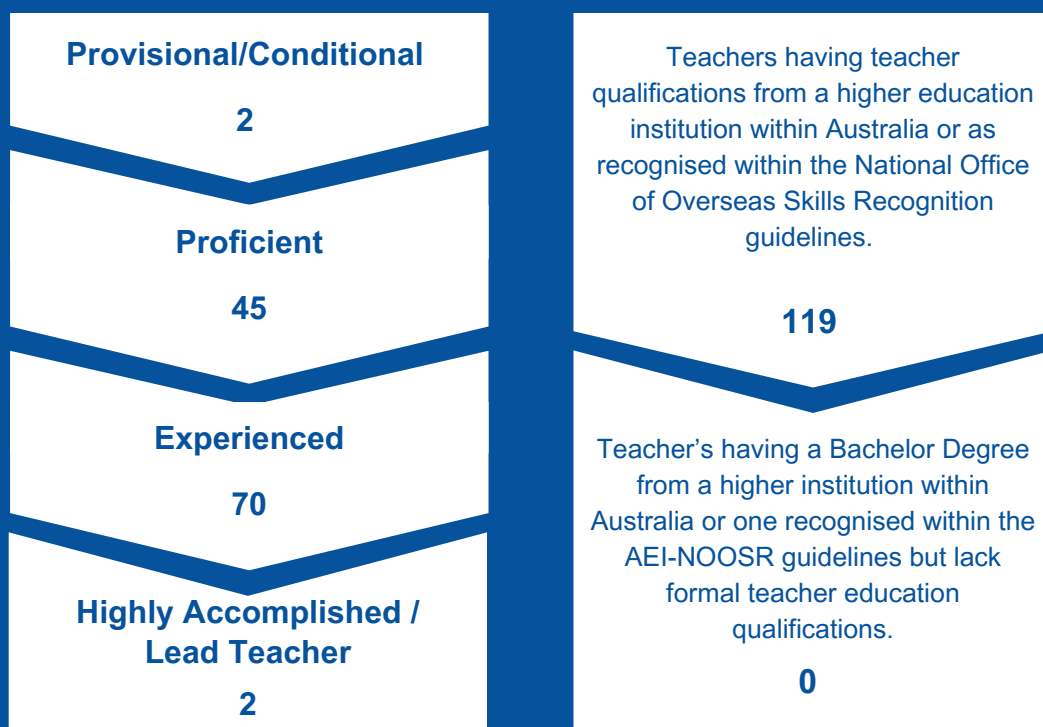
Post-School Destinations

Students who leave the College at the end of Year 10 typically pursue vocational training or enter apprenticeships. Of those who completed Year 12 in 2024, 63% continued to tertiary studies, 12% entered full-time employment, 3% were travelling full-time, and 22% were undecided about their next steps.

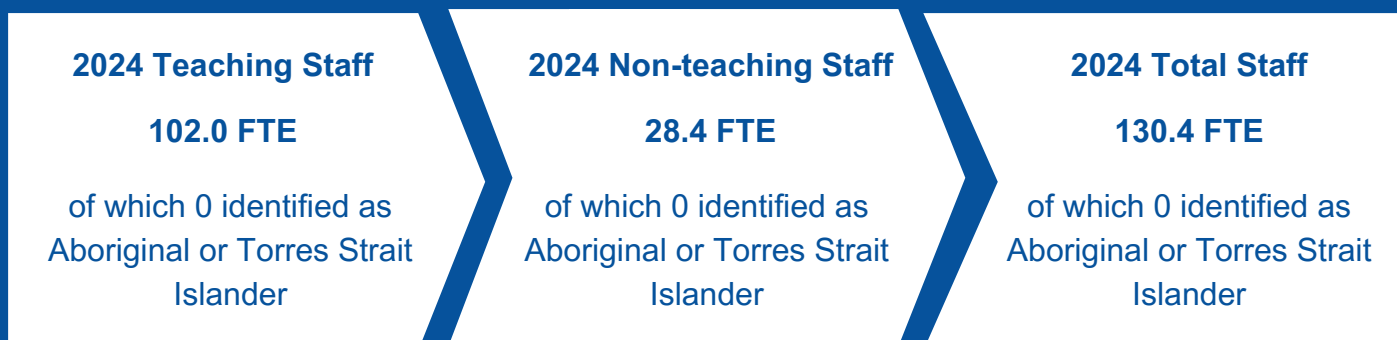


STAFFING

2024 Accreditation Status



2024 Workforce Composition



STUDENT ATTENDANCE

Attendance Rates

Year Group	Attendance (%)
Kindergarten	91.4%
Year 1	92.8%
Year 2	90.9%
Year 3	91.4%
Year 4	90.9%
Year 5	90.5%
Year 6	91.4%

Year Group	Attendance (%)
Year 7	90.3%
Year 8	88.1%
Year 9	85.1%
Year 10	85.2%
Year 11	84.9%
Year 12	86.7%
Whole School	88.7%

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
Child Safe	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.	2024	Click here
Anti-Bullying	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	Click here
Discipline	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	Click here
Complaints Handling	The Policy outlines the procedure when dealing with complaints and grievances and provides processes for raising grievances by students and parents.	2023	Click here
Enrolments	The Policy outlines the College's enrolment criteria, application process, enrolment acceptance, collection of data, and student continued enrolment criteria.	2023	Click here



STAKEHOLDER SATISFACTION

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

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.

In 2024, 83 parents and 198 students from selected Year Groups participated in surveys and provided views on areas such as academic performance, student welfare, biblical studies, co-curricular, sport, communications, reputation and facilities.

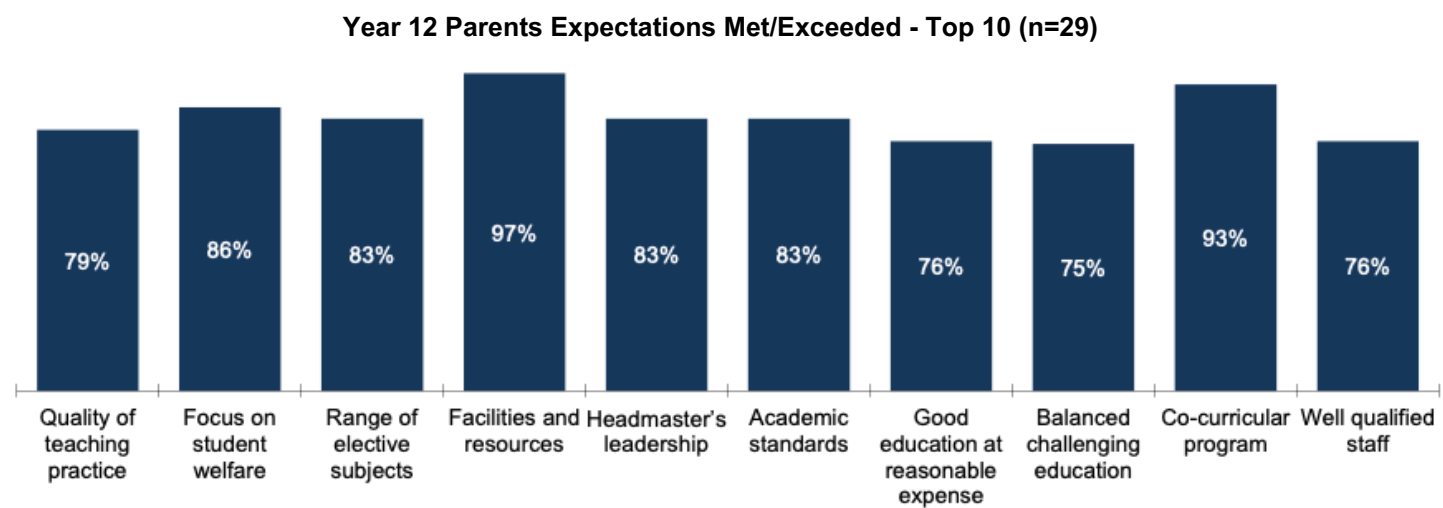
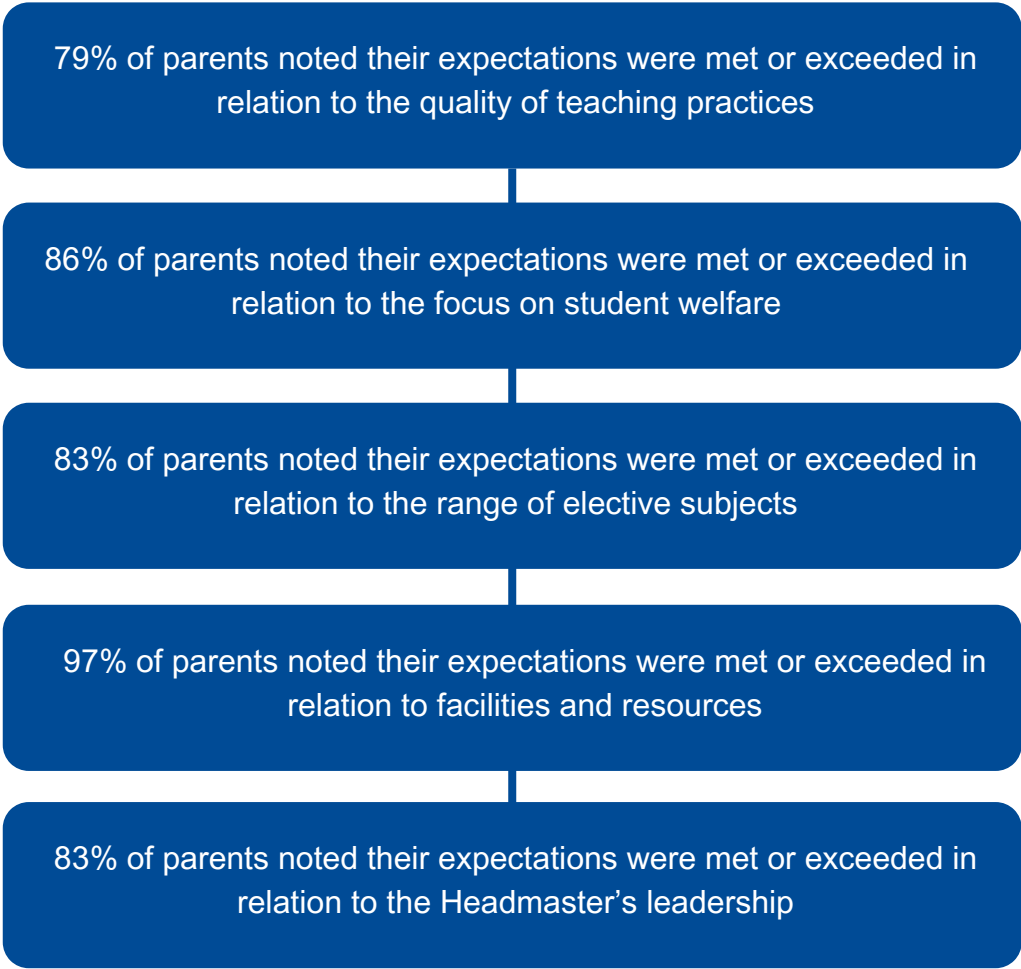


Parent Comment:

“With a strong infrastructure and a focused approach to education, my daughter is thoroughly enjoying her studies. I particularly appreciate the emphasis on practical learning, which provides her with valuable real-world experience.”

Parents

A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children. The top five areas are noted below:



Source: MMG Education 2024 Research

Parent Comments

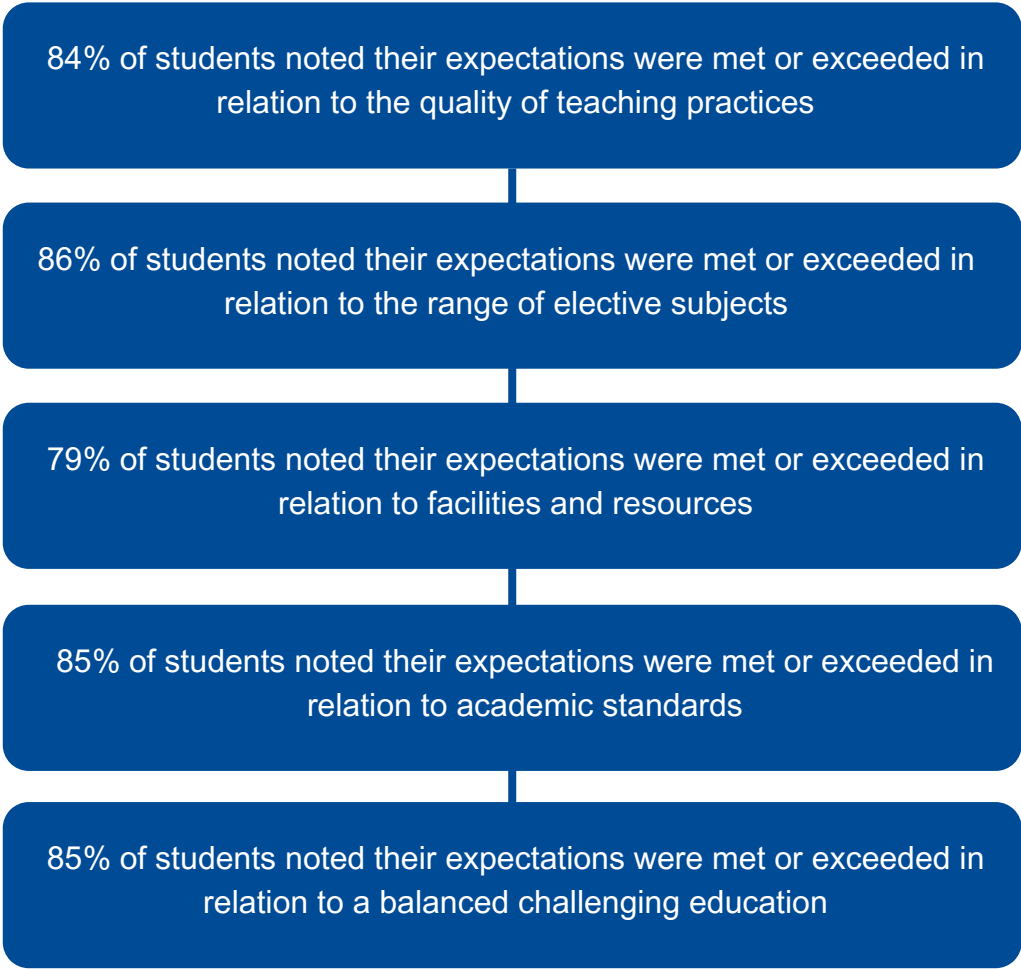
“Great, open communication from all staff with my children and I, well balanced education for each of my children: valuing and celebrating their differences in learning abilities and interests.”

“It has got a great reputation. We find that the students are very well respected and well behaved. The education offered has lots of high expectations and there are lots of co-curricular activities available.”

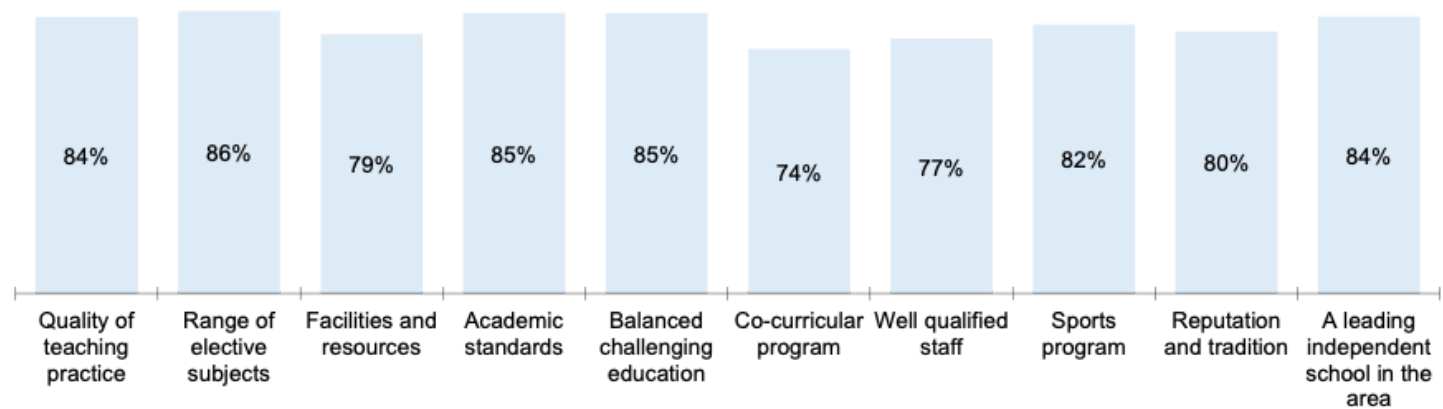
“The reason we chose Arndell was for the Christian values of the College. We continue to be very satisfied with this and the positive impact this has on our child.”

Students

A selection of the students' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school. The top five areas are noted below:



Year 12 Students Expectations Met/Exceeded - Top 10 (n=71)



Source: MMG Education 2024 Research

Student Comments:

"I love how the College has lots of activities for people that don't do sport as much, such as performing arts programs and art programs."

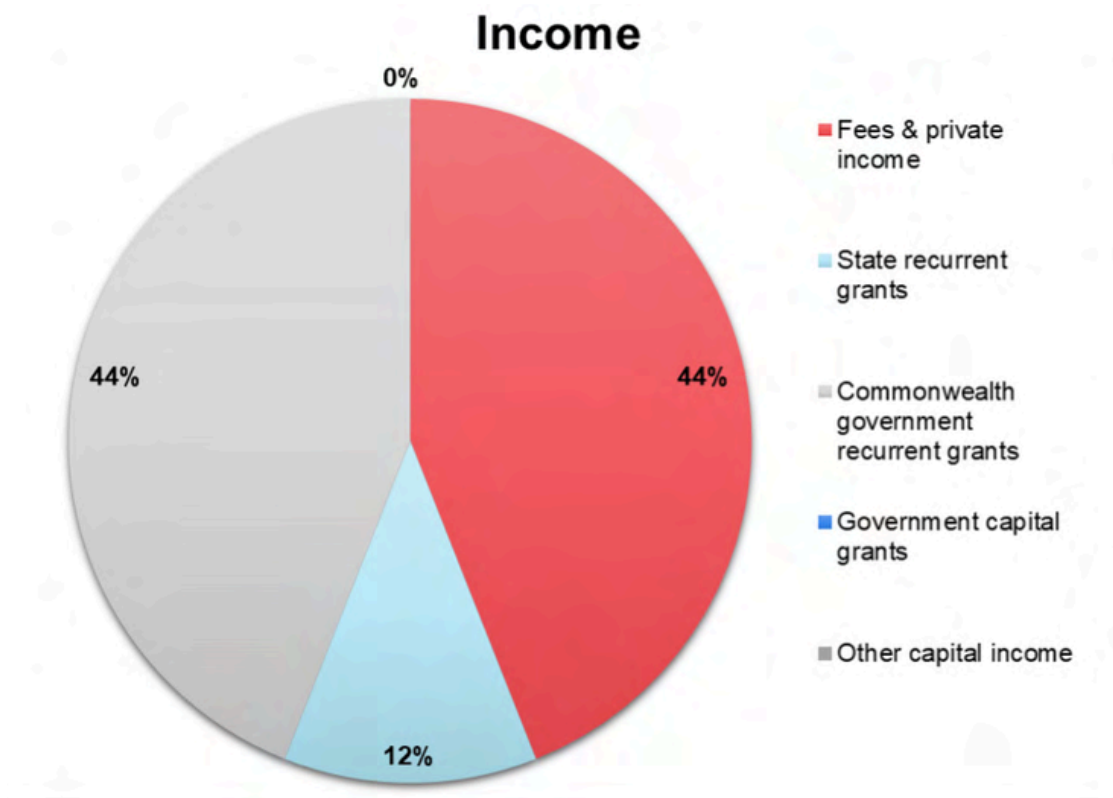
"I have loved the friendships I have developed with fellow peers. I have also enjoyed the relationships I have created with teachers. The Year Group has felt more connected as we have become older. The off campus experiences have been good. The leadership opportunities have been good."

"The positive acknowledgments I receive for attending such a prestige College."

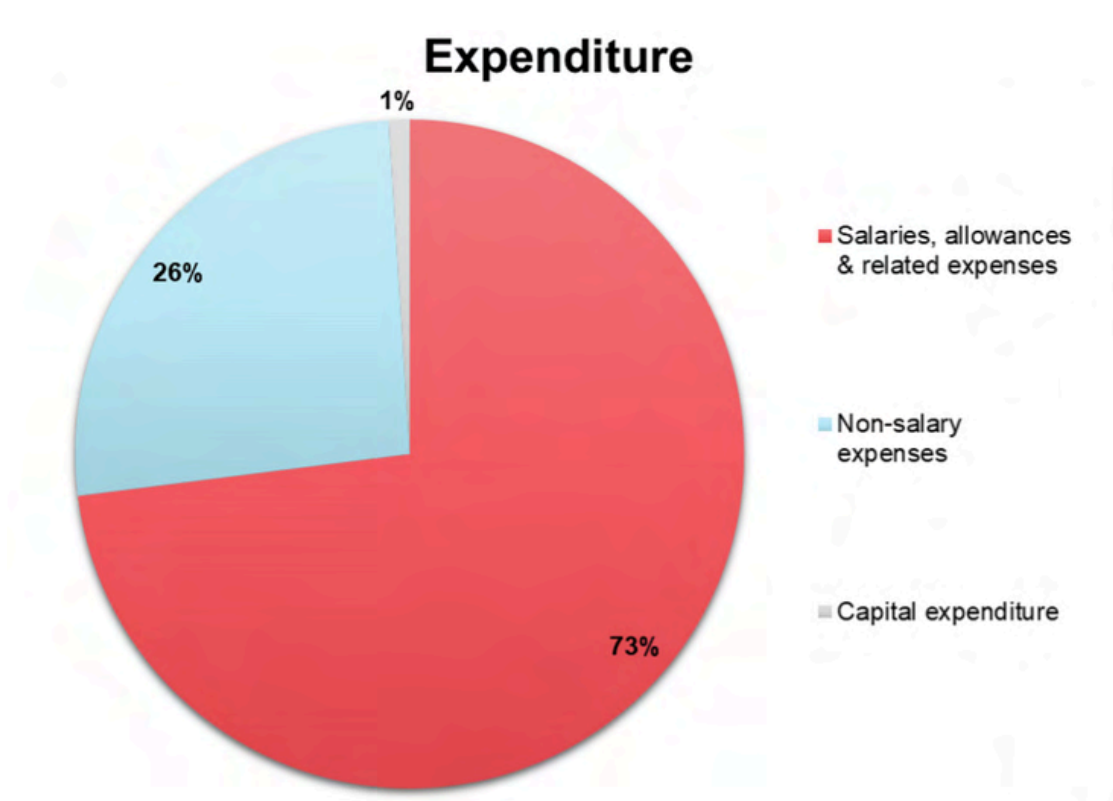
FINANCIAL INFORMATION

The below charts provide the summary of financial information for Arndell Anglican College in 2024.

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

Anglican College



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