



Arndell
Anglican College



Annual Report

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Message from School Bodies

Message from Chair of Council: Mrs Brenda King

Arndell Anglican College is an Anglican Schools Corporation school and operates under the authority of that body. Therefore, The Council of the College is responsible to the Board of the Corporation. The Council is comprised 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 and sustainable future.

Our Council and the College work together to provide a high quality academic educational experience for our students with the context and ethos which models and teaches the Christian faith, and engages and equips students to be lifelong learners who also have a clear understanding of their value as God's created children.

The College Council is currently comprised of seven Christian men and women. Eight meetings were held over the 12 months ending December, 2021. Due to the constraints of COVID-19, most of these meetings were held via Zoom.

Our College and Council continue to focus on comprehensively serving the needs of students across the Hawkesbury and outer shires, as well as fostering links throughout the wider community. With a particular focus on governance, Council members serve in overseeing the financial management of the College and its resources, as well as keeping abreast of current NESA and AIS requirements. Council members attend governance training as a NESA requirement and also complete online training modules. During the course of 2021, our Council worked together with our Headmaster and Staff Executive to create the College's new Strategic Plan for the following 5 years. As a College and Council, we take great pride in continuing to provide and maintain excellent, well-resourced facilities for the benefit of our student community and staff. The activities of Council are guided and underpinned by our shared Christian faith and committing the College community into God's hands through prayer.

The College continues with our established traditions of emphasis on academic success, promotion of Christian values, personal growth, a broad based and comprehensive curriculum and development of programs which enable students under our care to flourish and be equipped to make positive contributions to their communities.

Once again, this year, we have experienced the many challenges of COVID-19, including the necessity to return to remote learning from time to time. Our Council continues to be incredibly thankful for the wise leadership of our Headmaster, Dr. Gareth Leechman, in such a challenging year as well as the dedication of our College staff in leading our students through these times.

Our Council thanks Dr. Leechman and the Arndell staff for their continued wonderful service in serving our College Community.



Message from the Headmaster: Dr Gareth Leechman

2021 was once again a most challenging year. The continued impact of the COVID-19 pandemic was felt by all members of our community, the Australian community and more broadly the global community. The work undertaken by our staff and students to move to an online platform over the majority of Semester II was truly amazing and I congratulated them all for their efforts. The success so many of our students experienced in 2021 was as a direct result of the willingness of both staff and students to be resilient and work through these very trying circumstances. I am extremely proud of all their efforts.

Despite these challenges 2021 continued to be a year of growth within the College; the 2021-2025 Strategic Plan: *Love, Faith, Hope* commenced, paused and will be re-commenced again at the start of 2022. We continued to enjoy enrolment growth and 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 Arndell Anglican College education 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 cocurricular programs and have the opportunity to explore matters of faith.

The richness of the educational experience that we can 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 out.

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, students and the wider community for their constant and generous support of Arndell Anglican College over the course of 2021.

We want the students of Arndell Anglican College 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
- A desire to add to the character of their community

At Arndell Anglican College we value:

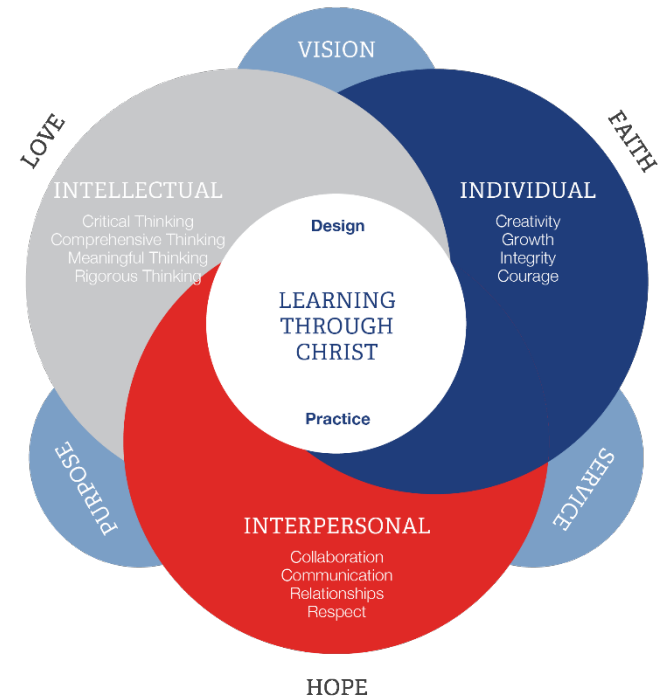
- Our shared Christian faith
- A culture of lifelong learning
- An open and respectful community
- Our connectedness to the Hawkesbury region and beyond.

Our vision for this College is centred on:

- A desire to create an authentic Christian educational community
- To offer a rigorous, well-balanced and comprehensive education
- Offer genuine care for our students
- Be a committed member of The Anglican Schools Corporation

To help us turn this vision into a reality we intend to do the following:

- To serve God throughout College life
- To build, articulate and enact a culture of leadership and learning
- To provide our students with opportunities to flourish
- To nurture a staff culture that is prayerful, biblical, relational, intentional, targeted, professional and creative
- To become the school of choice in the Hawkesbury and the greater Hills region.



Contextual Information About the School

Arndell Anglican College is a non-selective Prep to Year 12 Christian school situated on 30 beautiful acres in the Hawkesbury region of Sydney.

Our mission is to offer innovative, high quality education and to communicate the Gospel of Jesus Christ to students, staff, parents and the wider community. The core values of the College revolve around a vision that we need to challenge our future leaders of tomorrow. This is accomplished through high quality teaching, positive encouragement of spiritual awareness placing Jesus at the centre of all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

The College has a wide range of subjects for selection and is able to offer and promote vocational courses such as Hospitality and Business Services in fully equipped, exceptional facilities.

There is a strong emphasis on The Arts, Agriculture and Sport. We develop a positive relationship with our community through the Duke of Edinburgh's Award Scheme and through links with local parishes. The College runs a strong co-curricular program and has been rewarded with many successes in sport, debating, music, eisteddfods, public speaking and art. (<http://www.myschool.edu.au>)



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 (P-12)1219 students, 44 in Prep, 480 in Years K to 6, and 739 in Years 7 to 12. The Junior School (K-6) is triple streamed, with a fourth stream in Year 6 for 2021, whilst the Secondary School operates six classes Year 7- 8, and five classes 9 -12. There are approximately equal numbers of boys and girls throughout the College and they come from a wide variety of socioeconomic 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 (5.8%) and students with special needs.



Student Outcomes

Literacy and Numeracy - NAPLAN

In 2021, the National Tests in Literacy and Numeracy were conducted in May. The aim of the NAPLAN Testing is to provide information about student achievement in a number of strands of literacy and numeracy across the nation. This information assists schools with the development of teaching and learning programs and to provide teachers and parents with data which can be used alongside school-based assessment to inform student achievement. In 2021, students at Arndell completed NAPLAN online. Further details can be found at www.myschools.gov

Interpretative Comments

The five components reported on in NAPLAN are: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

The NAPLAN Results Table give the results for the % of students in the **top 2 bands** for each year level in each of the tested areas.

Year 3	2021 (State)	2019 (State)	2018 (State)	Year 3 Overall Achievement Commentary
Year 3 Reading	64.8 (58.6)	58.6 (56.4)	59.0 (61.4)	<ul style="list-style-type: none"> The 2021 Year 3 cohort have performed above the state in Reading, Writing, Grammar and Numeracy. There has been a decline in achievement in Spelling since 2019.
Year 3 Writing	65.7 (64.1)	32.8 (57.3)	63.9 (52.1)	
Year 3 Spelling	36.6 (55.8)	48.3 (53.3)	45.9 (54.5)	
Year 3 Grammar	63.4 (61.6)	55.2 (61.6)	70.5 (56.8)	
Year 3 Numeracy	49.3 (40.2)	34.5 (42.6)	57.4 (46.2)	
Year 5	2021 (State)	2019 (State)	2018 (State)	Year 5 Overall Achievement Commentary
Year 5 Reading	38 (42.2)	35.9 (39.3)	34.8 (40.1)	<ul style="list-style-type: none"> The 2021 Year 5 cohort performed below the state in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The highest average scaled school growth was in Spelling: 88.1 (86 State). The highest % of students meeting or exceeding expected growth occurred in Reading: 73.5 (64.2 State).
Year 5 Writing	11.3 (24.1)	12.7 (17.3)	13.4 (16.7)	
Year 5 Spelling	28.2 (44.2)	31.7 (40.5)	20.9 (37.8)	
Year 5 Grammar	18.3 (37.4)	39.7 (41.0)	23.9 (38.3)	
Year 5 Numeracy	15.3 (34.0)	36.5 (30.8)	26.9 (33.0)	
Year 7	2021 (State)	2019 (State)	2018 (State)	Year 7 Overall Achievement Commentary
Year 7 Reading	27.2 (29)	26.1 (30.9)	36.6 (31.4)	<ul style="list-style-type: none"> The 2021 Year 7 cohort performed above the state in Reading, Writing and Numeracy. The highest average scaled school growth was in Writing: 60.9 (49.9 State). The highest % of students meeting or exceeding expected growth occurred in Numeracy: 65.3 (67.7 State).
Year 7 Writing	21.7 (24.6)	11.1 (17.8)	19.4 (19.5)	
Year 7 Spelling	22.7 (34.7)	25.2 (35.3)	32.8 (36.2)	
Year 7 Grammar	23.3 (31.6)	27.4 (32.4)	30.6 (31.2)	
Year 7 Numeracy	38.9 (36.1)	35.8 (37.4)	33.1 (32.1)	
Year 9	2021 (State)	2019 (State)	2018 (State)	Year 9 Overall Achievement Commentary
Year 9 Reading	25.4 (22.7)	19.8 (22)	28.0 (24.8)	<ul style="list-style-type: none"> The 2021 Year 9 cohort performed above the state in Reading, Writing and Numeracy. The highest average scaled school growth was in Writing: 38.1 (38.4 State). The highest % of students meeting or exceeding expected growth occurred in Writing: 60.0 (58.9 State).
Year 9 Writing	8.7 (13.7)	5.5 (11.8)	12.8 (15.4)	
Year 9 Spelling	19.2 (24.1)	16.5 (23.7)	29.6 (27.0)	
Year 9 Grammar	14.4 (21.4)	16.5 (20.0)	22.4 (26.8)	
Year 9 Numeracy	23.8 (23.5)	26.3 (25.1)	35.2 (30.5)	

Table: NAPLAN Results Top 2 Bands School (State)

Table: Commentary for Overall Achievement for each Year Group

The NAPLAN data is being examined to investigate teaching and learning strategies to address the areas highlighted as weakness in each of the year groups. There has been a focus on writing in the Secondary School, which has had positive impact on student achievement in this domain.

Senior Secondary Outcomes: Achievement

The following table provides the data for each subject over the past three years against the state.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Agriculture	2021	17	School: 17 (100%) statewide: (79%)	School: 0 (0%) statewide: (21%)
	2020	18	School: 17 (94%) statewide: (83%)	School: 1 (6%) statewide: (17%)
	2019	9	School: 9 (100%) statewide: (83%)	School: 0 (0%) statewide: (17%)
Ancient History	2021	5	School: 4 (80%) statewide: (79%)	School: 1 (20%) statewide: (21%)
	2020	3	School: 3 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
Biology	2021	25	School: 25 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
	2020	16	School: 16 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2019	3	School: 3 (100%) statewide: (85%)	School: 0 (0%) statewide: (15%)
Business Studies	2021	24	School: 22 (91%) statewide: (87%)	School: 2 (9%) statewide: (13%)
	2020	32	School: 29 (91%) statewide: (83%)	School: 3 (9%) statewide: (17%)
	2019	35	School: 33 (94%) statewide: (84%)	School: 2 (6%) statewide: (16%)
Chemistry	2021	11	School: 10 (91%) statewide: (91%)	School: 1 (9%) statewide: (9%)
	2020	11	School: 10 (91%) statewide: (89%)	School: 1 (9%) statewide: (11%)
	2019	6	School: 6 (100%) statewide: (88%)	School: 0 (0%) statewide (12%)

Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 36 students in 2021.

Higher School Certificate

In 2021, 77 Arndell students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC across a range of 36 subjects and 2 External languages. Of these, 4 students studied Hospitality Certificate II in Kitchen Operations.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Community and Family Studies	2021	9	School: 9 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)
	2020	9	School: 9 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
	2019	12	School: 12 (100%) statewide: (91%)	School: 0 (0%) statewide: (11%)
Design and Technology	2020	1	School: 1 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Drama	2021	7	School: 7 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2020	6	School: 6 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2019	16	School: 16 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Earth and Environmental Science	2021	8	School: 8 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2020	15	School: 15 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2019	7	School: 7 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
Economics	2021	11	School: 10 (91%) statewide: (94%)	School: 1 (9%) statewide: (6%)
	2020	10	School: 9 (90%) statewide: (91%)	School: 1 (10%) statewide: (9%)
	2019	10	School: 8 (80%) statewide: (93%)	School: 2 (20%) statewide: (7%)
English Advanced	2021	35	School: 34 (97%) statewide: (99%)	School: 1 (3%) statewide: (1%)
	2020	39	School: 39 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2019	52	School: 50 (96%) statewide: (99%)	School: 2 (4%) statewide: (1%)

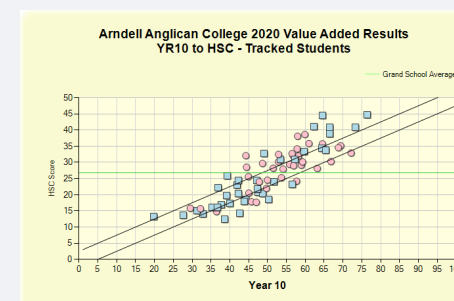
Subjects Achieving Band 6/E4

Ancient History
 Chemistry
 Drama
 English Advanced
 English Extension 1
 French Beginners
 French Continuers
 Geography
 History Extension
 Industrial Technology
 Mathematics Advanced
 Mathematics Standard
 Mathematics Extension 1
 Mathematics Extension 2
 Modern History
 Music 1
 PDHPE
 Physics
 Textiles and Design

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
English Standard	2021	38	School: 34 (89%) statewide: (91%)	School: 4 (11%) statewide: (9%)
	2020	38	School: 36 (95%) statewide: (89%)	School: 2 (5%) statewide: (11%)
	2019	29	School: 28 (97%) statewide: (88%)	School: 1 (3%) statewide: (12%)
Food Technology	2021	6	School: 6 (100%) statewide: (98%)	School: 0 (0%) statewide: (13%)
French Beginners	2021	10	School: 10 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2020	4	School: 4 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2019	3	School: 3 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
French Continuers	2021	4	School: 4 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
	2019	3	School: 2 (67%) statewide: (97%)	School: 1 (33%) statewide: (3%)
Geography	2021	13	School: 13 (100%) statewide: (92%)	School: 0 (0%) statewide: (8%)
	2020	23	School: 21 (91%) statewide: (87%)	School: 2 (9%) statewide: (13%)
	2019	24	School: 20 (83%) statewide: (88%)	School: 4 (17%) statewide: (12%)

Value Added

The grand school average is the average of all students based on 1 unit (mark out of 50) over a moving period of 6 years.



In 2021, 66% of the students reached or exceeded the value-added benchmark {77%}.

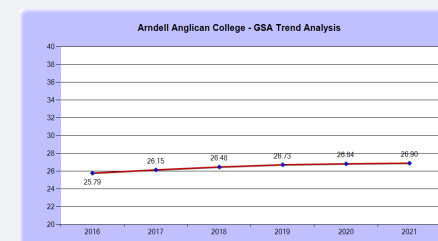
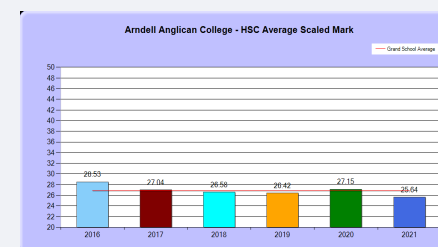
62% of the boys {76%} and 71% of the girls {78%} reached or exceeded their value-added benchmarks from Y10 to Y12.

2 students exceeded this benchmark by a significant margin but 3 students were significantly below it.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Hospitality	2021	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (10%)
	2020	5	School: 5 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2019	5	School: 5 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)
Industrial Technology	2021	10	School: 10 (100%) statewide: (81%)	School: 0 (0%) statewide: (21%)
	2020	4	School: 4 (100%) statewide: (81%)	School: 0 (0%) statewide: (19%)
	2019	4	School: 4 (100%) statewide: (80%)	School: 0 (0%) statewide: (20%)
Information Processes and Technology	2021	9	School: 9 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2020	9	School: 9 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
Legal Studies	2021	5	School: 4 (80%) statewide: (86%)	School: 1 (20%) statewide: (14%)
	2020	11	School: 11 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)
	2019	12	School: 12 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
Mathematics Advanced	2021	22	School: 21 (95%) statewide: (94%)	School: 1 (5%) statewide: (6%)
	2020	20	School: 20 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
Mathematics Standard 2	2021	42	School: 37 (88%) statewide: (81%)	School: 5 (12%) statewide: (21%)
	2020	45	School: 41 (91%) statewide: (76%)	School: 4 (9%) statewide: (24%)
	2019	38	School: 37 (97%) statewide: (84%)	School: 1 (3%) statewide: (16%)

The Grand School Average

The grand school average is the average of all students based on 1 unit (mark out of 50) over a moving period of 6 years.



In 2021 the Grand School Average rose to 26.90 {26.84}.

The average mark per unit of 25.64 in 2021 replaced the lower mark of 24.60 from 2015 used in the calculation of this rolling average.

The GSA continues to improve, demonstrating the continued growth in student achievement over a longitudinal view.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Modern History	2021	10	School: 10 (100%) statewide: (81%)	School: 0 (0%) statewide: (16%)
	2020	8	School: 8 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2019	19	School: 15 (79%) statewide: (77%)	School: 4 (21%) statewide: (23%)
Music 1	2021	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2020	3	School: 3 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2019	13	School: 13 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
PDHPE	2021	12	School: 11 (92%) statewide: (81%)	School: 1 (8%) statewide: (14%)
	2020	29	School: 29 (100%) statewide: (89%)	School: 0 (0%) statewide: (14%)
	2019	21	School: 21 (100%) statewide: (88%)	School: 0 (0%) statewide: (12%)
Physics	2021	6	School: 6 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
	2020	7	School: 6 (86%) statewide: (86%)	School: 1 (14%) statewide: (14%)
	2019	4	School: 4 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
Society and Culture	2021	9	School: 9 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2020	10	School: 10 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2019	12	School: 12 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)

Individual Subjects

In 2021, apart from Subject Areas with fewer than 10 results, the best results with respect to performance were recorded by the History subject areas.

In 2021, the results improved with respect to both performance and achievement in the External Studies, History and LOTE Subject Areas.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Software Design and Development	2021	11	School: 10 (91%) statewide: (89%)	School: 1 (9%) statewide: (11%)
	2020	9	School: 9 (100%) statewide: (98%)	School: 0 (0%) statewide: (12%)
	2019	4	School: 4 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
Studies of Religion I	2021	7	School: 7 (100%) statewide: (92%)	School: 0 (0%) statewide: (8%)
	2020	9	School: 8 (89%) statewide: (94%)	School: 1 (11%) statewide: (6%)
	2019	10	School: 10 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
Studies of Religion II	2021	5	School: 5 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
	2019	10	School: 10 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
Textiles and Design	2021	1	School: 1 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)
	2020	3	School: 3 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
	2019	9	School: 9 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
Visual Art	2021	7	School: 7 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2020	13	School: 13 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2019	11	School: 11 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)

Future Improvement

Each year, the College carefully analyses the data from a whole school perspective and individual subject viewpoint, using *Academic Profiles* and the NESAP RAP analysis data.

This data is then used to adjust teaching and learning programs and strategies for the following year.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands E3 - E4	Bands E1 - E2
English Extension 1	2021	5	School: 5 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2020	7	School: 6 (86%) statewide: (93%)	School: 1 (14%) statewide: (7%)
	2019	9	School: 7 (78%) statewide: (94%)	School: 2 (22%) statewide: (6%)
Mathematics Extension 1	2021	7	School: 3 (43%) statewide: (74%)	School: 4 (57%) statewide: (26%)
	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
	2019	3	School: 2 (67%) statewide: (97%)	School: 1 (33%) statewide: (3%)
Mathematics Extension 2	2021	3	School: 3 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2020	1	School: 1 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2019	2	School: 2 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
History Extension	2021	3	School: 3 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)
	2020	3	School: 2 (67%) statewide: (76%)	School: 1 (33%) statewide: (24%)
	2019	2	School: 2 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)
French Extension	2021	1	School: 1 (100%) statewide: (81%)	School: 0 (0%) statewide: (20%)

Students who achieve in the HSC have demonstrated the following traits:

- Have a desire to learn for its own sake (intrinsically motivated)
- Take on teacher feedback as a positive opportunity
- Communicate clearly with their teachers and ask important and complex questions in class
- Openly share their knowledge with peers who are struggling
- Are interested in how their knowledge can be applied in a variety of situations
- Practise for mastery, not just getting it right once

Teacher Professional Learning, Accreditation and Qualifications

Professional Learning covers the processes in the classroom, induction of new staff, professional development and teacher accreditation. The College development over the past ten years has meant that we have inducted over 115 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 focus for Executive professional development was the continued implementation of the College Strategic Plan for 2021-2025, the continued embedding of the Arndell Anglican College Learning Framework, *The Learning Journey*, and the Pastoral Care Framework. The College also embarked on a school-wide focus on the development of critical thinking with the assistance of Macquarie University.

Within the Learning Journey framework, teaching and learning communities (TLC's) form an important part of professional learning within the College. These learning communities provide time for teachers to have professional discourse about learning in both the academic and pastoral realms of student learning outcomes. In 2021, the foci included: Pastoral Care: Staff and Student Wellbeing; Boys Education; Critical Thinking; The Learning Journey Framework.

Overall, COVID in 2021, had a reduced impact on the provision of Professional Development attended by staff, with total expenditure for 2021 being \$58,165.00. {2020 (\$20,246)}

Table: Summary of Professional Development Accessed in 2021

Head of House PD Days - The certificate in Mental First Aid	Certificate III in Accounts Administration	Supporting Teachers Through Experienced Teachers
Anglican Schools Corporation Leadership Conference	Conflict in Indochina: US Pacification & TET	AHISA Director of Curriculum Conference
Leading from the Middle	War and the Making of Stalinism	ACEL Leading Improvement in your school
Becoming Accredited at Experienced Teacher through the Standards-based Pathway	Teaching and Behaviour Strategies for students	SACS Leadership Conference
Peer Support Program	Edcomm Governor's Symposium 2021	AISNSW Educational Research Symposium 2021
Every Child Deserves a Fair Go	Various PTC Subjects	Coaching Accreditation Program
Wellbeing Conference 2021 Your Wellbeing Vision	Certificate IV in Human Resources	Leading Learning online course
Archbishop's Day	Literacy and Numeracy	Leading School Strategy and Innovation
Aboriginal and Torres Strait Islander Education Conference 2021	Differentiated Teaching and Learning in Schools	2021 GTA NSW/ACT Annual Conference 2021: The Geography Learning Journey: Shaping Futures

Emotional Regulation in Students with an Autism Spectrum Disorder and/or other Neurodiversity Disorders – Masterclass.	Leadership development and assisting others to own their career development	Seven Steps Foundation Writing Course
ADHD Seminar	Flagship Fundamentals	Award Leader Training - Level 2
Executive Assistants	Law Sense Law for School Counsellors NSW Webinar – Note-Taking, Subpoena Objections, Consent	Edval 10 Meeting
Facebook Marketing Masterclass	Nurturing Creativity Online Conference 2021	THRASS Foundation Course
Cert IV in Work Health Safety	Peer Support Program	Foundation to Proficiency
Careers Conference	Child Studies	Law Sense Law for School Nurses
Cru Teachers Conference	Experienced Teacher	

Accreditation Summary

Conditional	0
Provisional	2
Proficient	105
Highly Accomplished	2
Lead Teacher	0

Teachers having teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

Teachers having teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.	109
Teacher's having a Bachelor Degree from a higher institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0



Workforce Composition

In 2021, the number of staff at Arndell Anglican College was:

- Teaching staff – 112.5 FTE of which 1 identifies as Aboriginal or Torres Strait Islander
- 20.4 FTE for non-teaching staff of which 1 identifies as Aboriginal or Torres Strait Islander.



Student Attendance, Retention Rates and Post-School Destinations

Student attendance is an important facet to the welfare and academic development of students, which, Arndell monitors closely, through the Homeroom system and Edumate, the College operating system.

Process:

- Each day a roll is taken between 9:00am and 9:30 am.
- Parents receive an SMS notification at 10 am followed by an email and push notification via the Arndell Parent App at 3.05 pm alerting to them to the recorded absence of their child and requesting them to provide a reason for the absence.
- Homeroom Tutors and Classroom Teachers receive an automated alert if 3 days have passed without an explanation being provided.
- Heads of House and Leaders of Learning receive an automated alert if 5 days have passed without an explanation being provided.
- Parents receive an automated reminder 24 hours before the 7 days have elapsed since the absence was first recorded if no explanation has been forthcoming.
- Homeroom/Class Teachers monitor attendance and flag concerns with their Head of House/Leader of Learning.
- Head of House/ Leaders of Learning flag these concerns for the Deputy Headmaster of the relevant school who organises to meet with parents to discuss concerns and develop a plan for improved attendance.
- Parents are expected to provide reasonable explanations of absences including doctors' certificates for illness.
- Once a term, explanations and patterns of attendance are reviewed by the Deputy Headmaster of Operations and the College Business Manager with concerns being passed along to the relevant Deputy to follow up.

Table: Average Daily Attendance Prep to Year 12 and Whole School

Year	Attendance (%)
Pre-Kindergarten (2 days)	95.5%
Pre-Kindergarten (3 days)	93.3%
Kindergarten	96.5%
Year 1	96.4%
Year 2	96.3%
Year 3	97.2%
Year 4	96.9%
Year 5	96.6%
Year 6	96.2%
Year 7	93.9%
Year 8	91.2%
Year 9	89.5%
Year 10	87.7%
Year 11	91.4%
Year 12	89.9%
Whole School	93.1%

Table: Retention Rates

Years	Retention %
2019 Year 10 to 2021 Year 12	65.8%
2018 Year 10 to 2020 Year 12	67.0%
2017 Year 10 to 2019 Year 12	75.4%
2016 Year 10 to 2018 Year 12	63.6%
2015 Year 10 to 2017 Year 12	66.0%

The table above shows that numbers of students continuing on to higher schooling education to complete the Higher School Certificate at Arndell Anglican College is consistent. In 2021, the retention rate has decreased indicating the differences of interest of this cohort of students in the Hawkesbury area to further their education into Stage 6.

Many who left at the end of Year 10 pursued vocational training.

Students who left school at the end of Year 12 following completion of their school education, continued to tertiary studies (65%), or pursued full-time employment (12%) with a further (23%) to other destinations such as gap year, travel or uncertain.

Enrolment Policies

Enrolment Policy

At Arndell Anglican College, we seek to enrol students from families who want their children to graduate with:

- 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
- A desire to add to the character of their community

1. Enrolment Criteria

Arndell Anglican College's enrolment criteria have been established to reflect the ethos of the College. When seeking enrolment at Arndell Anglican College we consider those students who are best able to benefit from the entirety of the Academic Program offered. Additional to this, we seek to enrol students whose families are supportive of the Christian aims and objectives of the College.

2. Policy Statement

Enrolment applications will be assessed against the following criteria:

- The date of application
- Prospective students with current siblings at the College
- Prospective students with a parent as an ex-student of the College

3. Procedures for Enrolment

The College's normal enrolment entry points include,

- Pre-Kindergarten
- Kindergarten
- Year Seven, and
- Year Eleven

We will consider applications for entry outside of these cohorts where places are available. Due to the high demand for places, we advise parents to submit an Arndell Anglican College Application for Enrolment form for their child well in advance of the desired year of entry.

The College maintains a maximum number of enrolment places being available, and once places have been exhausted any additional applications are placed on the College Waitlist. Offers of Enrolments will be made to waitlisted students in the event of a previous offer of enrolment for that cohort is not accepted, or the withdrawal of a current student occurs.

All Offers of Enrolment are subject to interview with the Headmaster or other College delegate as assigned by the Headmaster. All Offers of Enrolment will be made at the discretion of the Headmaster or other College delegate as assigned by the Headmaster.

Prior to any Offer of Enrolment an Application for Enrolment is to be received in conjunction with payment of the College's prescribed Application Fee.

All applications are assessed against the College's enrolment criteria before any Offer of Enrolment is provided.

Parents may elect to defer their Application for Enrolment to a later point of entry, however it is not possible to defer an Offer of Enrolment to a later date.

For example, if a student is offered a Kindergarten place and a parent wishes to defer this place to the later Year 7 enrolment entry point, a parent cannot defer the original offer of place. They may choose to have their child remain on the College's list of prospective students for that year group. All applications will be reconsidered at that time, with parents being required to provide updated reports and any other relevant information pertinent to the enrolment at that time.

4. Enrolment Contracts

The College's conditions of enrolment are clearly stated in the online Application for Enrolment Process. Furthermore, this information can be found on the College website.

Receipt of the Enrolment Acceptance Fee and the signed acceptance of a place letter establishes the parents' agreement to support College rules and policies. It is expected that, unless practically impossible, both parents sign the College Acceptance of an offer of a place agreement.

5. Privacy of Information Supplied

Please refer to the current "Anglican Schools Corporation Standard Collection Notice" and the current "Anglican Schools Corporation Privacy Policy" both of which are available from the College website.

6. Parents' Declaration

In completing an Application for Enrolment parents will be asked to declare that to the best of their knowledge they have;

- Disclosed fully any special needs for their child
- Provided a copy of any Parenting Orders, Restraint Orders or any other Family Court Documents or Orders that apply to the prospective student or family; and
- Completed fully the online application for enrolment.

7. Guardians or Carer's Enrolling Students

This policy refers to 'parents' to indicate those people responsible and authorised to enrol a student. We use this terminology to simplify documentation, however, we readily accommodate an Application for Enrolment where guardians or carers have authorised responsibility for a student's application.

8. Changes to the Policy

The College reserves the right to alter this Enrolment Policy. Parents are encouraged to contact the College to ensure no changes have been made to this policy which may affect the enrolment of their child.

9. Continued Enrolment

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently and the student and parent/s observing all behavioural codes of conduct and other requirements of the College which are applicable from time to time.

All students who accept an offered place in the College are expected to complete their schooling at Arndell Anglican College unless:

- unforeseen circumstances arise;
- the parents/guardians fail to pay the relevant fees and charges for the student(s), and/or fail to make reasonable arrangements with the Headmaster or the College Director of Business Services for these back fees and charges to be paid; or
- the Headmaster declares the student's place vacant, following the application of the College's Student Welfare Procedures and Guidelines.

The College Prospectus can be found on the College website. www.arndell.nsw.edu.au



Other School Policies

Arndell Anglican College seeks to maintain a safe, supportive environment for students, staff and other adult or child visitors to the College.

Summary of Policy

Anti-Bullying

Arndell Anglican College's Anti-Bullying Policy aims to:

- deal effectively with the present level of bullying;
- minimise future incidences of bullying; and
- educate students, teachers & parents about bullying.

The policy provides a reporting procedure for bullying from students, staff and parents.

No changes were made in 2021. This policy was due for review in 2021, review commenced and is to be finalised in 2022.

The Policy can be found on the College website

<https://www.arndell.nsw.edu.au/content/reports-policies>

Student Welfare - Discipline

At Arndell, we are attempting to “make a difference” in the lives of all students through the example of Jesus Christ, his teachings and his leadership.

We are all individuals with differences, but we are all members of Arndell Anglican College Prep - Year 12, called together to learn from and to esteem one another and thereby to celebrate each other as equally valued parts of the one open, respectful community in this place. Underpinning our welfare structure is a vision to see all flourish spiritually, emotionally, psychologically and educationally.

Across the College, we have a staged approach to identifying and dealing with behaviour management issues. K to Year 6 operate a 4-level system and Years 7-12 a 5-level system. All students commence on level 0. This is a positive level where achievement in all learning and social areas is acknowledged, valued and recorded. When behaviour changes, from time to time, facility exists for students to be assisted to recover and to develop a personal responsibility for adjusting these behaviours so as to fall in line with the rights of all within the College. Throughout the placement of students on various levels, parents will be informed and will be expected to play a major role in the modification of their child's behaviour.

Pastoral matters at Arndell are handled through:

Junior School: Class teachers, Leaders of Learning and Assistant Head of Junior School, Deputy Headmaster: Head of Junior School and Deputy Headmaster Operations P-12.

Secondary School: Class teachers, Tutors, Heads of House, Heads of Department, Assistant Head of Secondary School and Deputy Headmaster Secondary School and Deputy Headmaster Operations P-12.

Those involved will vary according to the nature of the issue to be resolved. The Headmaster is called upon where it is either a very severe issue or where the matter remains unresolved after other processes have been worked through. The College takes great care to follow procedural fairness in all disciplinary matters. Corporal punishment is strictly forbidden and forms no part of the disciplinary practices of the College.

The full policy can be found on the College intranet and staff Handbook as well as in the College Diary.

There was no update to this policy in 2021. This policy was due for review in 2021, review commenced and is to be finalised in 2022.

Child Protection

The safety, protection and well-being of all students is of fundamental importance to Arndell Anglican College (the College). All children and young people have the right to be protected from abuse and harm. The College has a common law duty of care to protect all students from reasonably foreseeable risk of harm while at the College. The College is committed to providing a safe environment for all students. It is our policy that:

- All staff are trained in respect to identification of child abuse and harm (including grooming) and relevant procedures;
- All suspected cases of child abuse and harm (including grooming) that meet the relevant thresholds are reported to the Department of Communities and Justice and/or the Police;
- We maintain up to date procedures to assist staff in identifying and reporting child abuse or harm (including grooming);
- We work collaboratively with relevant external agencies that may be involved in child protection matters;
- We act immediately to ensure the safety of students who have been or are at risk of being abused or harmed; and
- We provide ongoing support and assistance to students who have been abused or harmed.

This Policy is permanently available to staff, parents and students on the Arndell Anglican College Website. The policy will be provided to all new staff, who must, as part of their contract of employment, agree to its terms. This policy will also be made available to any person who makes a reportable allegation; and any person, being a member of the College community, who requests a copy.

<https://www.arndell.nsw.edu.au/content/reports-policies> This policy was updated in 2020. This policy is due for review in 2022.

Complaints and Grievances

Staff and management at Arndell work collaboratively to create a high-quality educational environment in a climate of trust and respect between professionals and between parents and professionals. Implicit in a set of protocols of this kind is the responsibility of love and care that all Christian people have towards each other.

The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and provides processes for raising grievances by staff, students and parents. This policy can be accessed from the school website and intranet.

<https://www.arndell.nsw.edu.au/content/reports-policies>

There was no update to this policy in 2020. This policy is due for review in 2022.

Other Policy Updates 2021

Policy Name	Version No.	Approved By	Approval Date	Effective Date
Staff Code of Conduct	1.0	AAC Council	10/02/2021	10/02/2021
School Budgeting Policy	3.0	ASC Board	20/04/2021	20/04/2021
Staff Code of Conduct	1.0 – 2021	AAC Executive	17/05/2021	17/05/2021
Reporting Significant Matters to the Board	1.2	ASC Board	22/06/2021	22/06/2021
Risk Management Framework	1.1	ASC Board	22/06/2021	22/06/2021
Child Safe Policy	1.1	ASC Board	22/06/2021	22/06/2021
Work Health and Safety Policy	2.0	ASC Board	24/08/2021	24/08/2021
Infectious Disease Management Policy (replaces COVID-19 Management Policy 2021)	1.0	ASC Board	26/10/2021	26/10/2021

School Priority Areas

Achievement of School Determined Goals and Targets for 2021

Goals	Targets	Achieved
Mission Facilitate opportunities for staff to engage in professional learning in theology and ministry.	Clearly identified opportunities for staff engagement in theological/ministry learning in the wider community.	Achieved
Community Expand the number of events that involve parents in the life of the College.	Review current events for parent engagement within the College Create a calendar of events for parent involvement with in the College.	Continuing
Leadership Articulate and promote the Arndell leadership attributes.	Leadership attributes are defined and communicated for all staff position levels.	Achieved
Policy framework is articulated and accessible.	<i>Ask Thomas</i> is implemented.	Continuing
Environment To develop the College Masterplan. Continue refurbishment program	Documented AAC 15-year Masterplan	Continuing
Learning Use technology to enhance the quality of student engagement and learning outcomes. Use data to inform pedagogical practices that drive improvement in literacy and numeracy.	Provide ongoing training in LMS Teaching programs provide evidence of effective use of digital learning to enhance student learning Collect and effectively interpret data to inform pedagogical practice.	Continuing Continuing
Wellbeing Enrich wellbeing programs and initiatives to support resilience and respectful relationships Each individual is acknowledged by their community for their contributions and achievements.	Staff and student voice are gathered and used to inform programs and initiatives.	Achieved (Student voice) Continuing

Initiatives Promoting Respect and Responsibility

The College developed *Learning Journey Framework* and *Pastoral Care Framework*, focuses on explicitly teaching and developing character strengths and the values of respect, care and service. These are embedded in daily teaching programs, assemblies and chapel. The Junior School also utilized the *Grow Your Mind* program to support the teaching of character strengths, and provided opportunities for students to set individual goals around growing character strengths. The character strengths are taught from a Christian perspective.

Other events and activities which promote respect and responsibility included card making for *Be Kinder Day*, student participation in the RFS program, workshops in the Secondary School on consent, Prep Buddy Program, Year 7 camp.



At Arndell, we demonstrate respect by treating people with courtesy, kindness and politeness.

Parent, Student and Teacher Satisfaction

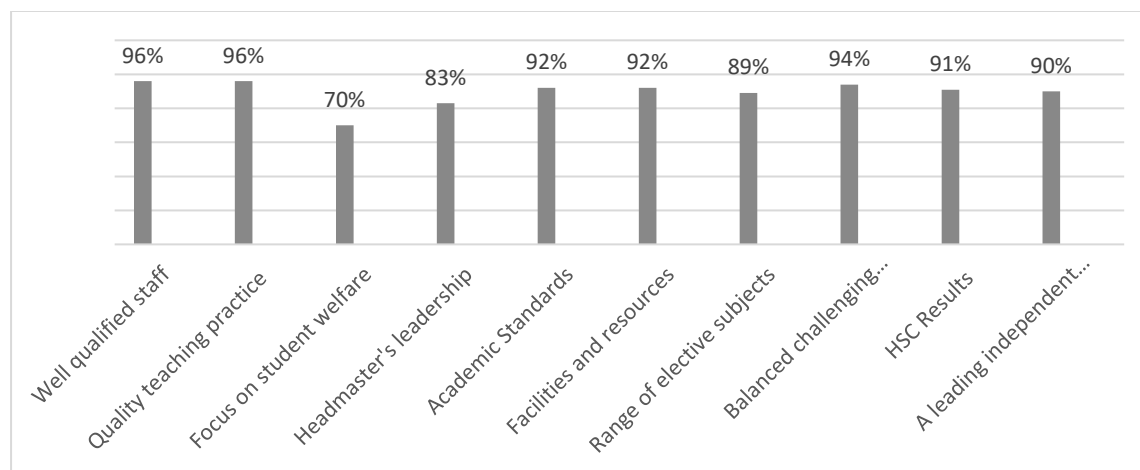
Arndell Anglican College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

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 2021, 116 parents and 193 students from Years 7 & 12 participated in surveys and provided views on such areas as academic performance, student welfare, Biblical studies, co-curricular, sport, communications, reputation and facilities.

Parents Year 12

A selection of the parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:



2021 AC Year 12 Parents - Expectations Met/Exceeded – Top10 (n=53)

This chart shows the percentage of Year 12 parents who notes their expectations had been met/exceeded, ranked in order of parents' importance placed on the same reasons for choosing AAC.

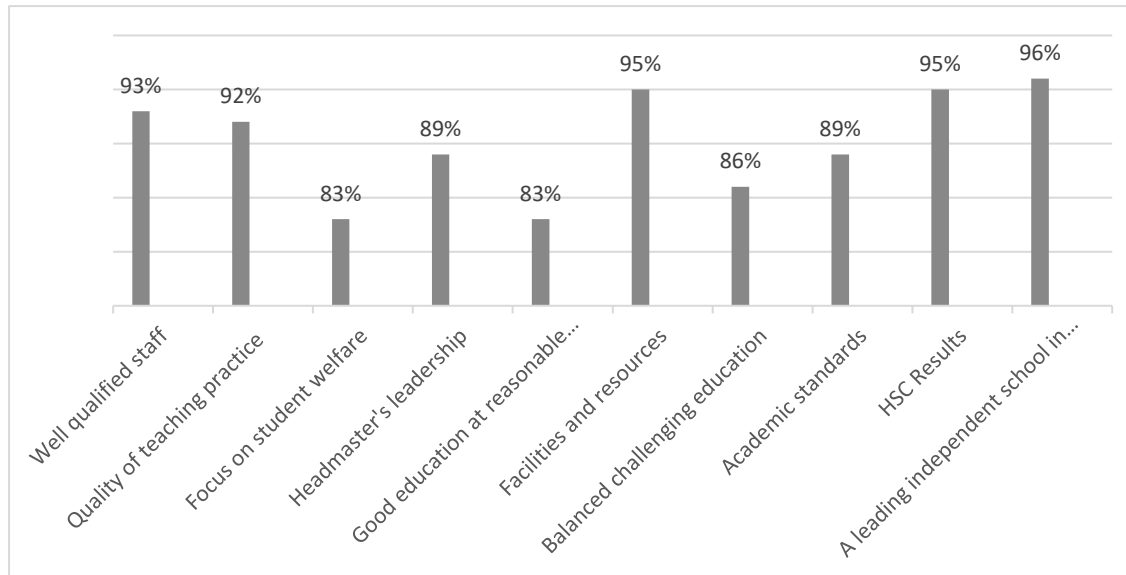
Overall, expectations met/exceeded is "very high" (91%) and is 3% above the MMG database average score of 88%.

In the top 5 reasons for choice, 4 of the key areas have expectations met/exceeded scores above 80%.

"AAC has been THE RIGHT place for my son to be, particularly during Covid-19 lockdown / home learning and HSC. The learning, student/teacher relationships and high standards/expectations have been just right. We are eternally grateful."

Parents Year 7

A selection of the Year 7 parents' top-level findings is detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:



2021 AC Year 7 Parents - Expectations Met/Exceeded – Top10 (n=77)

This chart shows the percentage of Year 7 parents who notes their expectations had been met/exceeded, ranked in order of parents' importance placed on the same reasons for choosing AAC.

Overall, expectations met/exceeded is "very high" (90%) and is equal to the MMG Middle School parent average benchmark score.

In the top 5 reasons for choice, all 5 key areas have expectations met/exceeded scores above 80%.

"Support provided to my children in a challenging year of disruptions - compassion that delayed assessments during floods and abandoned yearly exams to focus on social harmony, were examples of this – to be applauded in managing mental health challenges."

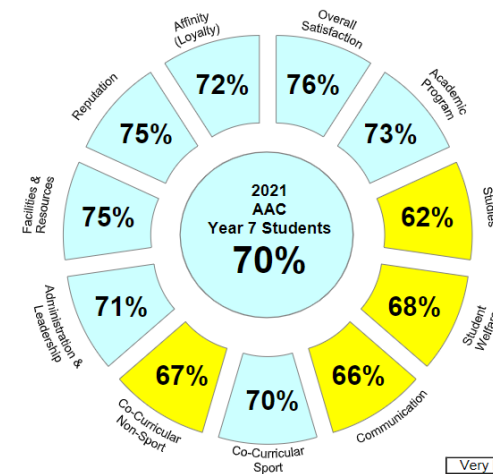
Students Year 12

"That I have been with Arndell ever since kindergarten, and that I can say I have built amazing relationships with teachers through my education at the College. My education was always supported whether I was struggling or exceeding expectations"

Students Year 7

"I value the sense of community that we have and how everyone is welcome."

"The community of the school and how everything is connected and how they have a good relationship with everyone."



The 'MMG Wheel' reflects the average scores of the 2021 Year 7 students in key areas.

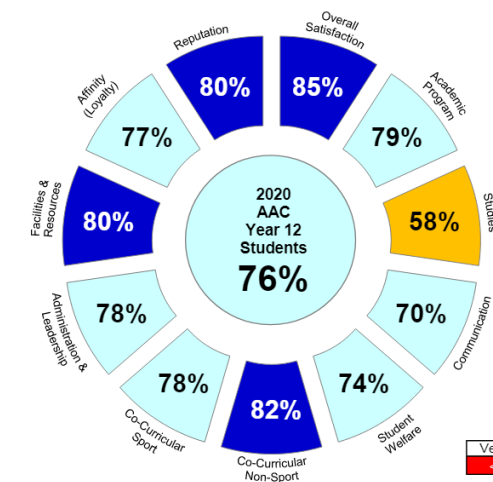
Students noted 'high' scores for 7 of the 11 key areas and 'moderate' scores for the remaining 4 areas.

The overall score is 'high' (70%).

These scores suggest that from a Year 7 student perspective, the College is in 'good' overall health, but below the 80% overall MMG 'hurdle' level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+



The 'MMG wheel' reflects average scores for 2020 Year 12 students in key areas.

Students noted 'very high' scores in 4 of the 11 key areas, high scores in 6 areas and a 'low' score in the remaining area.

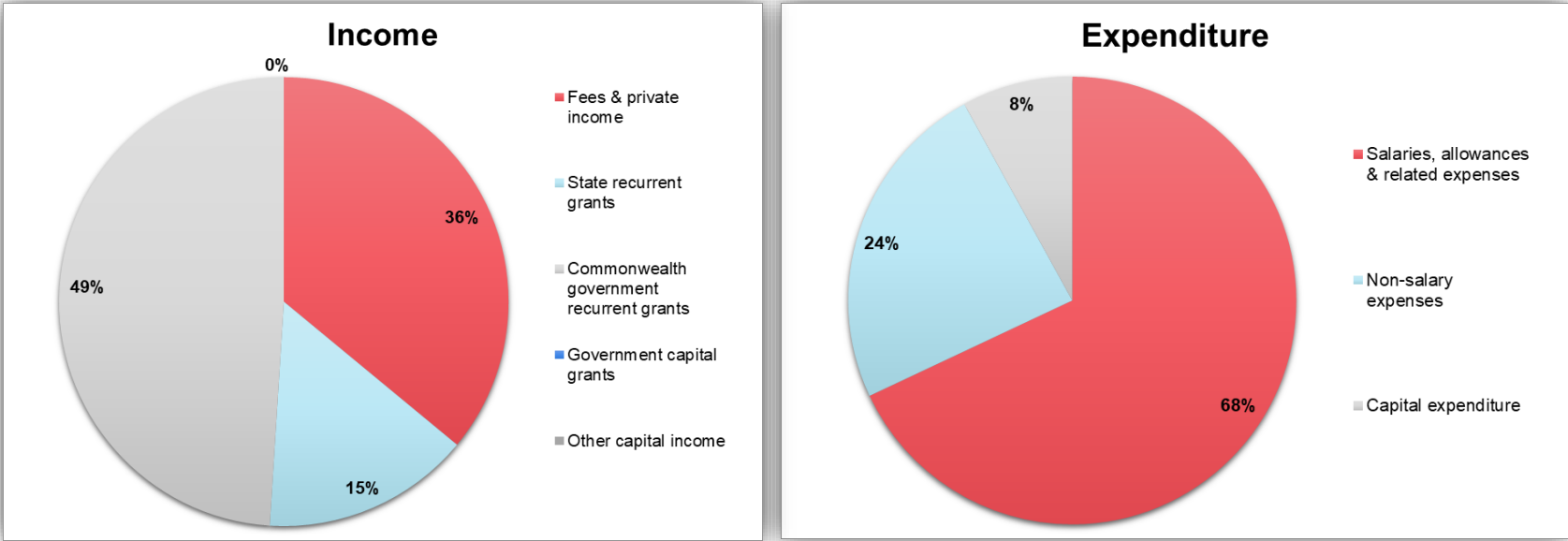
The overall score is 'high' (76%).

These scores suggest that from a Year 12 students' perspective, the College is in 'good' overall health and below the 80% MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status i.e. 80% or higher.

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

Summary Financial Information



The above charts provide the summary of financial information for Arndell Anglican College in 2021.

Publication Requirements

Policy

Arndell Anglican College maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. 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

- Identifying the position of the staff member responsible for co-ordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required for each reporting area.
- identifying the position of the staff members 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.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the report in an appropriate form to send to NESA.
- Setting the annual schedule for delivery of information for each reporting area to the coordinator.
- Preparation and publication of the report
- Distribution of the report to NESA and other stakeholders.
- Provision of information for My School website, as requested.

Requests for Additional Data

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister of Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Director of Strategy and Planning is responsible for coordinating the College's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to NESA in an appropriate electronic form.

DEEWR Annual Financial Return

The Anglican Schools Corporation is responsible for completing the questionnaire. The corporation's assigned person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate format.

