



Arndell

Anglican College



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Message from the Headmaster

“A desire to create an authentic, Christian, educational community ”

2019 has been a year of continued growth within the College; the goals set in the strategic and operational plans are well underway to being achieved; the new executive structure is continuing to solidify the operations of the College; enrolment growth continues to be a positive trend and we have further implemented a culture of educational improvement within the life of our College.

At Arndell Anglican College we are aspiring to be the school of choice in the Hawkesbury, serving God, our students, families and staff by providing a high quality and affordable education in a caring, Christian, learning community.

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

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

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 create thinking skills, to develop creative and dramatic skills, to maintain and grow high levels of emotional, mental, physical and spiritual wellbeing. That is why we encourage our students to learn a variety of subjects, be actively involved in our co-curricular programs and have the opportunity to explore matters of faith.

The richness of the educational experience that we 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 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 make a decision regarding 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 2019.



Message from Key Bodies

“Our mission is to offer innovative, high quality education”

Message from the Chair of the College Council, Mrs Brenda King

Arndell Anglican College is a member of the Anglican Schools Corporation 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 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 within the context and ethos which models and teaches the Christian faith, and engages and equips students to be lifelong learners.

The College Council is currently comprised of seven members and held nine meetings over the 12 months ending December 2019.

As a College and Council we take great pride in providing and maintaining excellent and well resourced facilities. Our Council continued to focus on comprehensively serving the needs of students across the Hawkesbury and outer shires, as well as fostering links throughout the wider community.

The College has a continuing 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

Contextual Information about the College

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 as central to 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 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>)

“Models and teaches the Christian faith, and engages in lifelong learning”



Junior: Preparatory to Year 6

“care and love, in family, in community,

wonderful community connection”

Message from the Head of Junior School

Rev. Keith Peterson

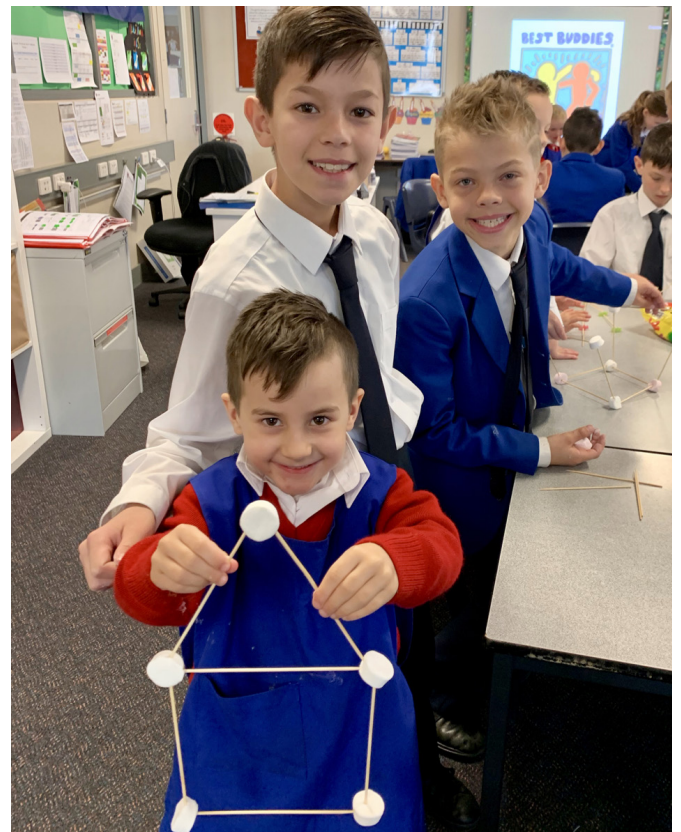
2019 has brought another season of growth and development to Arndell Anglican College Junior School supported by change occurring transitionally and laterally across staffing, pedagogical and pastoral areas.

Adjustment to the Junior School's Leadership fabric and dynamic was of high importance, supporting and equipping a really positive dynamic towards a multi-layered development across the Junior School. At the beginning of 2019 the Junior School Executive Team extended to three members, each with allocated but agilely cross-referenced areas of responsibility; myself as Head of Junior School, Mrs Tamasin Lowe as Assistant Head: Curriculum and Mrs Larne Jacobs as Assistant Head: Pastoral and Organisation. This impetus towards a renewed framework of collegial, consultative, informed and effective leadership was conjoined to a re-setting of the role of Middle Leaders in the Junior School as Stage Leaders of Learning with a primary responsibility for the development and delivery of effective Teaching and Learning in their allocated Stages.

This multi-layered re-set resulted in a series of significant outcomes, professionally guided, informed and delivered, both by the persons responsible in leadership and as emerging from the consequently enabled complementary process of staff consultation. This process provided credibility, dynamic and whole staff in-put, understanding and application, particularly to the changes made in the Junior School's Positive

Behaviour Policy and to the major adjustment to its understanding of and process around Reporting to Parents. This key development emerged as part of the very successful whole College Forum on the embedding of an Arndell Anglican College approach to reporting to parents from active reference to those descriptors (Individual; Interpersonal; Intellectual) as embedded within the core intent towards holistic student growth re: the AAC Learning Journey.

Meanwhile, of course, that yearly kaleidoscope of many-coloured events continued to turn! The Junior School hosted the IPSHA Schools Art Exhibition for the first time. And what a hosting it was! Not only did our children's art work provide a creative centre to the Exhibition as it travelled across Schools in NSW, but 'Vivid at Arndell' set the whole occasion in lights with a wondrous variety of sculptures and displays in light, everywhere filling the Junior School Campus in a magical 'starry, starry night' of wonderful community connection and celebration. There was again a record attendance for the School's, Grandparents Day; a very much appreciated presentation and display provided on invitation to the IPSHA NSW annual "Social Initiative Conference" by Stage 3 Students at the King's School on the theme of 'B Kinder Day'; the School's 'B-Kinder Day' celebration itself, again sending out those echoes of care and love, in family, in community and across the world; a beautiful Infants Nativity (when are they never not especially lovely?) and so much else, falling into colour across every week of the year!



Student Achievement K-6

Year 3 and 5 NAPLAN 2016

In 2019, 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. 2019 offered written or online testing: students at Arndell undertook the written format of testing.

Year 3 Literacy and Numeracy

Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. 2019 was the first year online testing was introduced, with eight achievement bands across the learning continuum Years 3-9. As Arndell students completed the paper testing, bands 1 - 6+ are reported on here.

In 2019 students in Year 3 achieved the following:

Literacy

Year 3 Reading

In 2019 students in Year 3 achieved the following results in Reading:

- 99% of the students achieved at or above the benchmark (Band 2) in Reading
- 76% achieved in Bands 4-6 compared to 68% of students in the State.

Year 3 Writing

- 100% of the students achieved at or above the benchmark
- 71% of the students achieved in bands 4-6 compared to 84% of students in the State.



Year 3 Spelling

- 91% of students achieved at or above the benchmark
- 70% of students achieved in Bands 4-6, compared to 68% of students in the State

Year 3 Grammar and Punctuation

- 97% of students achieved at or above the benchmark
- 71% of students achieved in Bands 4-6 compared to 66% of students in the State

Numeracy

Year 3 Numeracy

- 95% of students achieved at or above the benchmark
- 67% of students achieved in Bands 4-6, compared to 64% of students in the State

Overall Band Analysis Across All Areas

- Band 6: 18%
- Band 5: 24%
- Band 4: 26%
- Band 3: 8%
- Band 2: 10%
- Band 1: 5%

Year 3	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %
BAND 6+	29	28	19	9	29	10	37	36	20	12
5	25	31	39	24	25	38	22	19	23	22
4	20	17	26	38	20	22	16	16	26	33
3	13	10	11	26	14	19	13	16	19	19
2	9	12	4	3	7	2	7	10	10	9
1	2	1	1	0	5	9	4	3	3	5

Year 3 NAPLAN Table Notes:

Results for components in each achievement band. N.B. Percentages do not always add to 100 due to rounding.

School Population: 58

Year 5 Literacy and Numeracy

Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling, Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. 2019 was the first year online testing was introduced, with eight achievement bands across the learning continuum Years 3-9. As Arndell students completed the paper testing, bands 3 - 8+ are reported on here.

In 2019 students in Year 5 achieved the following:

Literacy

Year 5 Reading

- 98% of the students achieved at or above the benchmark (Band 4)
- 73% achieving in the top 3 Bands compared to 65% of students in the State
- Average growth in Reading was 67 scaled marks (73 State)
- There has been an improvement in Spelling since 2013 (16 scaled marks)

Year 5 Writing

- 98% of the students achieved at or above the benchmark
- 44% achieving in the top 3 Bands compared to 48% of students in the State
- Average growth in Writing was 41 scaled marks (58 State)

Year 5 Spelling

- 98% of students achieved at or above the benchmark (Band 4)
- 77% of students achieved in the top 3 Bands, compared to 68% of students in the State
- There has been an improvement in Spelling in Year 5 since 2013 (30 scaled marks)
- Average growth in Spelling was 77 scaled marks (60 State)

- There has been an improvement in Spelling since 2013 (13.5 scaled marks)

Year 5 Grammar and Punctuation

- 98% of students achieved at or above the benchmark
- 66% of students achieved in the top 3 Bands, compared to 62% of students in the State
- Average growth in Grammar and Punctuation was 41 scaled marks (57 State)

Numeracy

Year 5 Overall Numeracy

- 100% of students achieved at or above the benchmark
- 76% of students achieved in the top 3 Bands, compared to 61% of students in the State
- Average growth in Numeracy was 73 scaled marks (54 State)
- There has been an improvement in Numeracy since 2013 (80 scaled marks)



Year 5 BAND	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %
8<	17	9	19	0	14	5	19	8	13	10
7	23	27	13	13	25	27	22	32	20	27
6	28	27	32	25	27	25	22	22	29	27
5	19	25	32	43	21	37	20	19	26	29
4	9	5	11	16	8	6	11	11	8	11
3	4	8	4	3	4	0	6	8	3	0

Year 5 NAPLAN Table Notes:

Results for components in each achievement band.

N.B. Percentages do not always add to 100 due to rounding.

School Population: 63



Senior: Year 7 to Year 12

Message from the Acting Deputy Headmaster

Mr Austin Robinson

Dr Leechman as the College Headmaster and Mrs Brenda King the College Chairwoman continue to remain committed to developing the capacity of the College to become the school of choice within the Hawkesbury region. Our Director of Curriculum – Mrs Karen Merrick began the work last year of embedding the College's Learning Journey into the language and culture of our classrooms. This work has continued under the leadership of Mrs Katrina New as she has taken on responsibility for the SALT Team and the College's Learning Communities during Mrs Merrick's absence.

The work of embedding the College's Pastoral Care Framework began this year with staff being introduced to the key elements of the framework and being invited to provide feedback. Teaching and Learning Communities across the second half of this year focussed on the core areas of pastoral care which the framework has identified.

This year Mr Corr has had a particular focus on expanding the House System. The House system is the backbone for pastoral care within the Secondary School. By adding two more houses in 2020 Heads of House will have more time and a greater ability to know and work with the students in their care. Homeroom Tutors will continue to work on building connectedness and belonging within their homerooms and students will have more leadership opportunities available to them in the senior years.

As we see documented in the College yearbook, each year the College is blessed by a dedicated staff who are willing to give of themselves above and beyond the requirements of their job. From running sports groups through to performances our staff are often involved in College activities before and after school and on the weekend. Indeed many of our staff willingly sacrifice time during term breaks to make themselves available for international excursions and extra tuition. Our students are fortunate to have access to the skills and wisdom of such a talented group of people.

At the heart of education at the College is a desire to know Jesus and to make him known to others. Students have an opportunity to be exposed to the Christian worldview and we encourage them to both consider and then to articulate their own beliefs and perspectives in the light of Jesus death and sacrifice. We pray that all we would demonstrate the same love and compassion that Jesus has for all people whilst we remain true to our own faith position.

Senior Academic Achievement

NAPLAN Year 7 and 9 2019

In 2019, 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 of student achievement.

Year 7 Literacy and Numeracy Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling, and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. 2019 was the first year online testing was introduced, with ten achievement bands across the learning continuum Years 3-9. As Arndell students completed the paper testing, bands 4 - 9+ are reported on here.

Year 7 Reading

- 98% of the students achieved at or above the benchmark (Band 5)
- 56% achieving in Bands 7-9 compared to 61% of students in the State
- Average growth in Reading was 35 scaled marks (40 State)
- There has been an improvement in Reading since 2013 (3.0 scaled marks)

Year 7 Writing

- 96% of the students achieved at or above the benchmark
- 44% achieving in Bands 7-9 compared to 53% of students in the State
- Average Growth in Writing was 34 (39 State)
- There has been an improvement in Writing since 2013 (9.2 scaled marks)

Year 7 Spelling

- 97% of students achieved at or above the benchmark
- 69% of students achieved in Bands 7-9, compared 65% of students in the State
- Average growth in Spelling was 37 scaled marks (45 State)
- There has been an improvement in Spelling since 2013 (6 scaled marks)

Year 7	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	BAND	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %
9<	11	9	4	4	14	7	15	16	18	10
8	20	17	15	7	22	18	17	11	20	25
7	30	30	24	33	29	44	27	30	26	33
6	22	33	31	36	22	23	20	19	22	23
5	11	10	18	16	9	4	15	16	11	7
<4	4	2	7	4	4	3	3	6	4	2

Year 7 NAPLAN Table Notes:

Results for components in each achievement band.

N.B. Percentages do not always add to 100 due to rounding.

School Population: 137

Year 7 Grammar and Punctuation

- 94% of students achieved at or above the benchmark
- 57% of students achieved in Bands 7-9, compared to 59% of students in the State
- Average growth in Grammar and Punctuation was 36 scaled marks (57 State)
- There has been an improvement in Grammar since 2013 (6 scaled marks)

Year 7 Numeracy

- 98% of students achieved at or above the benchmark
- 68% of students achieved in Bands 7-9, compared to 64% of students in the State
- Average growth in Numeracy was 58 scaled marks (61 State)
- There has been an improvement in Numeracy since 2013 (20.4 scaled marks)

Year 9 Literacy and Numeracy Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling, and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. 2019 was the first year online testing was introduced, with ten achievement bands across the learning continuum Years 3-9. As Arndell students completed the paper testing, bands 5 -10 are reported on here.

In 2019 students in Year 9 achieved the following:

Year 9 Reading

- 99% of the students achieved at or above the benchmark (Band 6)

- 55% achieving in the top 3 Bands compared to 55% of students in the State
- Average growth in Reading was 29 scaled marks (36 State)

Year 9 Writing

- 88% of the students achieved at or above the benchmark
- 32% achieving in the top 3 Bands compared to 45% of students in the State
- Average growth in Writing was 17 scaled marks (34 State)

Year 9 Spelling

- 93% of students achieved at or above the benchmark
- 45% of students achieved in the top 3 Bands, compared with 55% of students in the State
- Average growth in Spelling was 27 scaled marks (30 State)

Year 9 Grammar and Punctuation

- 92% of students achieved at or above the benchmark
- 50% of students achieved in the top 3 Bands, compared to 52% of students in the State
- Average growth in Grammar and Punctuation was 22 scaled marks (30 State)

Year 9 Overall Numeracy

- 100% of students achieved at or above the benchmark
- 56% of students achieved in the top 3 Bands, compared to 56% of students in the State
- Average growth in Numeracy was 39 scaled marks (36 State)
- There has been an improvement in Spelling since 2013 (3 scaled marks)

Year 9 BAND	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %	State%	Arndell%
10	7	5	7	4	9	7	8	6	12	6
9	19	15	11	6	22	17	14	10	17	20
8	29	35	27	22	24	21	25	24	27	30
7	26	34	20	26	26	30	27	30	29	33
6	13	10	19	30	13	18	17	28	14	10
5	7	1	16	12	6	7	9	7	1	0

Year 9 NAPLAN Table Notes:
 Results for components in each achievement band. N.B. Percentages do not always add to 100 due to rounding. School Population: 126

A big thank you to Joanne Crestani and her wonderful staff at Corryong Hotel Motel, who made Cate’s week a fantastic learning experience, and one to remember.



Senior Secondary Outcomes

2019 RECORD OF STUDENT ACHIEVEMENT

28 students were awarded the Record of Student Achievement (RoSA) by the Board of Studies.

2019 NSW HIGHER SCHOOL

In 2019, 80 Arndell students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC in the 36 courses studied by students at Arndell. Of these, 1% of students studied TVET - Retail Services.

In 2019, 36 courses were studied, with the following outstanding achievements:

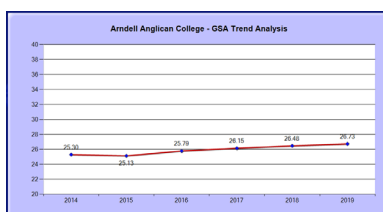
- 49 Band 6/E4 results were achieved {36 (2018), 21 (2017), 49 (2016)}
- 123 Band 5 results were achieved {120 (2018), 120 (2017), 141 (2016)}
- 10 E3 results in Extension subjects {14 (2018), 20 (2017), 20 (2016)}
- 20 subjects achieved Band 6 results {14(2018), 17(2017), 17 (2016)}
- 3 subjects achieved E4 results {3(2018), 1(2017), 3(2016)}

The subjects achieving Band 6 and E4 results were:

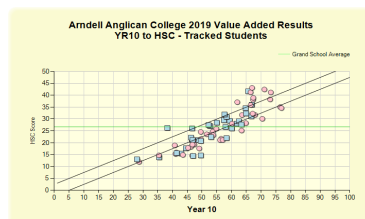
English Advanced	Drama	Biology
English Standard	Visual Arts	Chemistry
English Extension 1	Music 1	Earth and
Modern History	Industrial	Environmental Science
History Extension	Technology	Investigating Science
PDHPE	Textiles and	Society and Culture
Mathematics	Design	Economics
Standard	Software Design	Geography
Mathematics	and Development	
Mathematics Ext 1		

Overall School Achievement

Overall school achievement continues to improve, evidenced by the Grand School Average which extended again in 2019, to its highest since 2014.



The value added data for 2019 HSC had 54% of the tracked Year 10 students were at or above the value added benchmark.



Individual Student Achievement

- Muir McLennan
- First in Course Society and Culture
 - HSC All Rounder
 - *On Stage* nomination Drama Script
- Hannah Batchelor
- Second in Course Industrial Technology Graphics
 - *In Tech* nomination Graphics
 - *Art Express* nomination Visual Arts
- Brianna Ayres
- *Art Express* Nomination Visual Arts
- Tamsyn Smith
- selected for *Encore* Program Music 1 Viva Voce

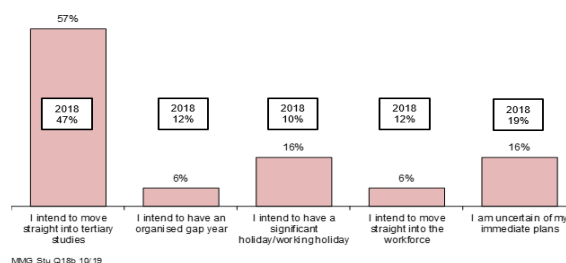
Post School Destinations

The Year 12 class of 2019 are moving in a variety of directions, including University, Tafe, the workforce and some are taking a GAP year. The following charts provide further detail on the students intended future directions.

The top 3 immediate future plans are:

- Tertiary Studies 57%
- Uncertain 16%
- Significant holiday/workign holiday 16%

2019 AAC Yr 12 Students - Plans for the Immediate Future (n=52)



HSC Results

Course	Students	Band 6-5 or E 3-4	Band 3-4 or E 1-2	Band 2 & Band 1
		%Arndell/State (2018)	%Arndell/State (2018)	%Arndell/State (2018)
Agriculture	9	11/30 (22)	89/51 (78)	0/17 (0)
Ancient History	3	33/35(63)	67/48(38)	0/16(0)
Biology	6	67/31 (31)	33/ 53(60)	0/16 (8)
Business Studies	35	11/33 (26)	69/50 (68)	20/17 (6)
Chemistry	6	33/46 (60)	67/42 (40)	0/12 (0)
Community and Family Studies	12	25/36 (40)	75/52 (60)	0/12 (0)
Drama	16	50/44 (75)	50/54 (25)	0/2 (0)
Earth and Environmental Science	7	57/31 (NA)	43/55 (NA)	0/14 (NA)
Economics	10	40/52 (30)	40/40 (60)	20/8 (10)
English Standard	29	0 /12 (7)	97/75 (79)	3/13 (14)
English Advanced	52	54/62 (28)	42/37 (72)	4 /1 (0)
English Extension 1	9	78/94 (88)	22/6 (12)	0 (0)
French Beginners	3	67/47 (67)	33/37(33)	0/16 (0)
French Continuers	3	33/65 (50)	33/32 (50)	33/3 (0)
French Extension	1	0/88 (0)	100/12 (100)	NA
Geography	24	33/33 (29)	50/44 (71)	17/13 (0)
Industrial Technology	4	75/21 (44)	25/58 (56)	0/21 (0)
Investigating Science	14	36/23 (NA)	64/54 (NA)	0/23 (NA)
Legal Studies	12	42/41 (31)	58/42 (56)	0/17 (13)
Mathematics Standard 2	38	21/24 (NA)	76/59 (NA)	3/17 (NA)
Mathematics	20	50/49 (41)	50/43 (58)	0/8 (0)
Mathematics Extension 1	10	100/80 (86)	60/20 (14)	NA
Mathematics Extension 2	2	100/86 (100)	100/14 (0)	NA
Modern History	19	53/39 (50)	26/46 (50)	21/15 (0)
History Extension 1	2	100/77 (100)	0/23 (0)	NA
Music 1	13	100/66 (80)	0/32 (20)	0/2 (0)
PDHPE	21	43/31 (29)	57/57 (55)	0/12 (0)
Physics	4	50/37 (33)	50/48 (75)	0/15 (0)
Society and Culture	12	50/44 (45)	50/49 (55)	0 /6 (0)
Software Design and Development	4	25/44 (33)	75/42 (67)	0/14 (0)
Studies of Religion 1	10	30/46 (12)	70/49 (88)	0/5 (0)
Textiles and Design	9	44/53 (NA)	56/40 (NA)	0/7 (NA)
Visual Arts	11	91/63 (64)	9/35 (36)	0/2 (0)
Hospitality	5	60/30 (25)	40/49 (50)	0/21 (25)
Studies of Religion 11	10	30/45 (11)	70/49 (78)	0/6 (11)

The Students

Student Population

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. In 2019, the College had (K-12)1160 students. The Junior School is triple streamed and the Secondary School is five streamed in years 7-10, quad in Years 11 and 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 Indigenous students (3%), students with a language background other than English (3%) and students with special needs.



Student Attendance

Rate of Attendance

Student attendance is an important facet to the welfare and academic development of students, which, Arndell monitors closely, through the Homeroom system and College operating system-Edumate. Parents are communicated via SMS message of student non-attendance each day. All Homeroom teachers monitor daily attendance. Repeated non-attendance is immediately followed up by contact with the parents/guardians. Any absentee is required to produce a letter of explanation and/or medical certificate on the day of return to College. If regular patterns of absentee students are noted, an interview with the parents and the Head of Junior, Middle or Senior School is arranged.

Year	Attendance (%)
Pre Kindergarten (2 days)	93%
Pre Kindergarten (3 days)	95%
Kindergarten	95%
Year 1	95%
Year 2	95%
Year 3	94%
Year 4	95%
Year 5	95%
Year 6	93%
Year 7	95%
Year 8	93%
Year 9	93%
Year 10	92%
Year 11	94%
Year 12	94%
Whole School	94%

Average Daily Attendance Prep through to Year 12 and Whole School

Retention Rates

The table below shows the gradual growth in numbers of students continuing on to higher schooling education to complete their Higher School Certificate at Arndell Anglican College. In 2019, the retention rate has increased 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 apprenticeships.

Years	Retention %
2017 Year 10 to 2019 Year 12	75.4
2016 Year 10 to 2018 Year 12	63.56
2015 Year 10 to 2017 Year 12	66.0
2014 Year 10 to 2016 Year 12	84.04

Enrolment Policy

Enrolment Policy

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 of current siblings at the College
 - Prospective students with a parent (as an ex-student) of the College
 - Prospective students affiliation with a church
 - The ability of the prospective student to benefit from the educational offering of the College and contribute to the College Community
 - School reports, results, aptitude and other related reports or testing.
- The Headmaster has absolute discretion in determining the weighting of each of these criteria when considering to offer a place for enrolment.

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 following events;

- 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 Application for Enrolment Form. Furthermore, this information can be found on the College website.

Upon receipt of the Enrolment Acceptance Fee and the signed acceptance of a place letter. This payment and confirmation 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 "Collection Notice" and the College's privacy policy.

6. Parents' Declaration

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

- Disclose fully any special needs for their child
- Provide 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
- Complete fully the Application for Enrolment Form.

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.

Continuation of Enrolment

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 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

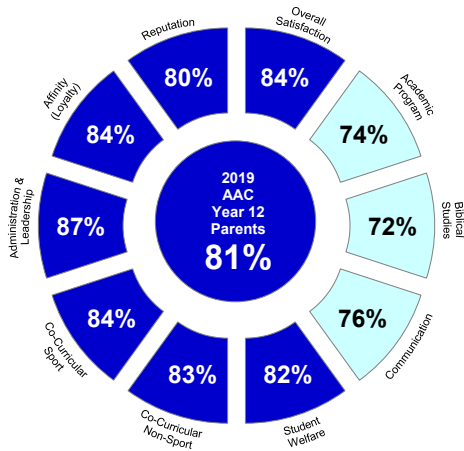
Parent and Student Satisfaction

Arndell Anglican College is committed to listening to the views and expectations from 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 2019, 122 parents and 186 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.

Year 12 Parents

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



“My family’s experience with AAC has been very positive over the last fourteen years that my son and daughter have attended.” (Parent)

“I really value the great sense of community within the College, and am grateful to be associated with this” (Student)

Parents, staff and students were asked to provide open responses to the most valued aspects of Arndell Anglican College. The most nominated aspects are:

2019 AAC Year 7 Parents	2019 AAC Year 7 Students
Excellent teachers/staff	Friendships made
The safe, caring environment	Great overall education
Overall educational experience	The Sports program
The College community	Engaging and enthusiastic leaders
Christian environment and teachings	Friendly and respectful school environment
2019 AAC Year 12 Parents	2019 AAC Year 12 Students
College staff and teachers	Friendships made
Sense of community	Engaging high calibre teachers
Opportunities provided to students	High quality education received
Support provided to families in need	Sense of school community

The Staff

In 2019, the number of teaching staff at Arndell Anglican College was 99, 92.9 full-time equivalent; 39 non-teaching staff. 100% of teaching staff have the teacher education qualifications from a higher education institution within the Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

NESA

In 2019, forty eight teachers were registered with NESA. The teachers are at various stages, including Conditional/ Provisional(5), Proficient(94), Highly Accomplished(2).

Professional Learning

Mr Jim Milford Director of Teaching and Learning

Professional Learning covers the processes in the classroom, induction of new staff, professional development and teacher accreditation. The college development over the past 8 years has meant that we have inducted over 100 new staff including teachers, a teacher's aides, administrative and maintenance staff. The induction program covers orientation, the school IT system Edumate, welfare procedures, effective use of SmartBoards, teacher accreditation debriefing sessions and evaluation.

The focus for professional development from the beginning of this year was the continued consolidation of the implementation the College Strategic Plan. The Arndell Anglican College Learning Framework, The Learning Journey, encompasses both student and teacher learning. Within this framework, teaching and learning communities (TLC's), form an important part of professional learning within the College. These learning communities provide time for teacher's to have professional discourse about learning in both the academic and pastoral realms of student learning outcomes. In 2019, the foci included: Pastoral Care: Staff and Student Wellbeing; Boys Education; Developing a Thinking Culture; Visible Thinking (Harvard) and Explicit Direct Instruction.

The Professional Development Week took place in January before students returned and as most of Arndell's staff are First Aid certificated they completed CPR training, Child Protection updates, review of individual Professional Learning Plan and a mini-conference on Pastoral Care: Wellbeing. Many of the staff have also attended meetings and courses related to programing and delivery for the forthcoming year.

Teacher accreditation is a growing area for all schools. This year we have moved further with the implementation of the national framework that is administered by the NSW Education Standards Authority (NESA). The framework's purpose is to improve teacher effectiveness and student outcomes, ensure teachers have access to effective, continuous and constructive feedback throughout their careers and finally, for further growth and improvement. This year has seen Arndell implement for the fourth time in July, our related Reflection and Professional Growth process. Evaluation proved extremely positive and led to planning a session for teachers to have another one-to-one meeting with their Middle Leader for the 2020 Professional Development Week. The learning witnessed in the classroom from the beginning of the year by myself, the whole of the Headmaster's Executive and Middle Leaders has been of a very high standard.

Just seven years ago there was one teacher doing a post graduate Master of Education. In that time we have had numerous teaching staff complete a Masters and a Doctorate. Overall, in 2019, the college spent \$163 159.00 on staff professional development, spread over 114.9 FTE staff overall which equates to \$1420 per staff member.

Policies

The over arching philosophy of Arndell, based on the mission statement of the Anglican Schools Corporation, is to provide the best possible Christian education it can to all its students and the best possible Christian support to all members of its community. A policy on Christian Education was developed throughout 2004, and reviewed in 2010, and is available from the College Administration. It is not a policy about student welfare, but in its approach and its main areas of concern, it reflects a great deal of the framework in which student welfare should be reviewed. It accompanies the Diocesan statement on education developed in 2007.

Arndell Anglican College seeks to maintain a safe, supportive environment for students, staff and other adult or child visitors to the College. The following policies were updated in 2014:

Anti-Bullying Policy

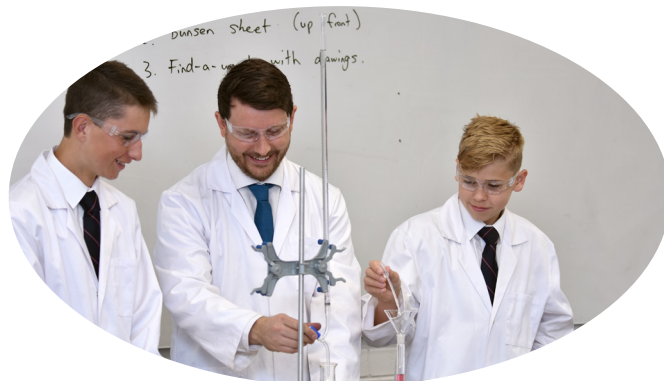
Arndell Anglican College aims to be the best learning community and the best Christian community it can possibly be. Part of our mission is to communicate the Gospel of Jesus Christ to students, parents and the wider community. In pursuit of these aims we want all the members of the community to feel safe, valued and respected. In response to the two great commandments: To love the Lord your God and to love your neighbour as yourself. We must, as a College, seek to model this love to all with whom we come in contact, and encourage our students to feel the rightness of doing the same. In a school which responds to the demand of Jesus to love one another, all forms of bullying must be seen as unacceptable. It is important that we accept bullying is commonplace within all schools - research has proven this. Our own research shows that our College, to some extent, is no exception.

Everyone at our College has the right to:

- learn (or teach)
- a safe environment
- be treated with respect and politeness; and
- know their belongings are safe

At Arndell, a whole school policy has been formulated so that everyone - students, teachers, parents and the community in general - know we care about the physical, emotional and psychological well being of the students. The College is determined to take a proactive stance in ensuring that all students and members of staff feel safe at school.

This policy will be complimented by in-school lessons/programs, staff development days, parent information sessions, etc. It will be monitored and reviewed regularly, ensuring the policy is kept in line with current trends. The Anti-Bullying Policy can be accessed via the College website: <https://www.arndell.nsw.edu.au/content/reports-policies>



Student Discipline - Welfare Structure

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 12 operate a 4 (5 in the Senior School) 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, Stage Co-ordinators and Head of Junior School

Middle School: Class teachers, Tutors, Heads of House and Heads of Department, Head of Middle School

Senior School: Class teachers, Tutors, Heads of House, Heads of Department, Head of Senior School and Deputy Headmaster.

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.

Child Protection Policy

This policy was updated in 2016 to include the amendments made by the Ombudsman. All new staff members are required to agree to its terms as part of their employment. The Child Protection Policy is located in the staff handbook and can be located on the school intranet and website www.arndell.nsw.edu.au. It is also made available to any person who makes a reportable allegation and is available to any member of the College community who requests a copy from Administration.

Complaints and Grievances

Arndell abides by the overall guidelines found in the Sydney Anglican Schools Corporation policy in resolving grievances, which can be found on the Sydney Anglican Schools Corporation website. Parents and students are encouraged to raise problems/complaints with the appropriate College staff members as soon as they are aware that an issue has arisen. The arrangements for working through a complaint will include principles of procedural fairness. Complaints about the Headmaster should be directed to the Chair of the College Council.

The Grievances Policy & Procedures was updated in 2011, with clear lines of communication for grievances with parents, staff, and visitors, who have a complaint to make. A Copy of the Complaints and Grievance Policy can be obtained from the College website www.arndell.nsw.edu.au

Respect and Responsibility

Arndell's aim is to provide the best Christian education and the best academic education that it possibly can. Thus the College aims to nurture its students in a supportive Christian framework and to teach students the vital importance of showing respect, concern and care for all. These aims are realised by mounting activities of many kinds, including:

- K-6 classes develop rules, with student input, which focus on acknowledging the right of each child to learn and develop in a safe and supportive environment.
- Year 7 – 12 homerooms involve monitoring of each student's welfare, which is directly communicated to parents/guardians through the online welfare system.
- Chapel services, at all levels, encourage, inter alia, a loving attitude to our fellow humans based on Christ's love shown to all people.
- Student leadership at Years 6 and 11-12 involves students in motivating and valuing all those they lead. Leadership camp is held in Year 11, and a leadership course is run for all Year 11 Students.
- Students, often through their Houses, hold various charity fund-raising activities, including for the Red Cross, Leukaemia Foundation, World Vision, Run for Bibles, Forty Hour Famine, Community Kitchen.
- An ongoing focus on safe celebrations, with input at Years 7-12 from Windsor Area Police and at younger levels through the PDHPE and Christian Education programs.
- Assemblies that reward effort and corporate endeavours, not only individual achievement.
- Development of increased House activities across the College to foster new challenges, greater community spirit and an increased sense of belonging.

Supervision

Details of arrangements are included in the Staff Handbook and from the Deputy Headmaster, Heads of Senior, Middle and Junior School.

Communication with the College Community

Updated 2018

Communication Policy Statement & Objectives

Arndell Anglican College understands that open, clear and effective communication is vital to providing a mutually supportive environment for students to flourish and meet their full potential. Open communication between staff, parents and students can create positive and trusting relationships and can assist with the shared responsibility of student learning. In order to achieve this, Arndell Anglican College provides this communication policy to outline the ways in which we will facilitate communication as well as the expectations, rights and responsibilities of staff, parents and students.

1. General College Communication with Parents:

General College communication with parents will be facilitated through various platforms including verbal and non-verbal, structured and other means. A full overview of these platforms is outlined under Means of Communication.

2. Mutual Courteous and Respectful Behaviour:

Arndell Anglican College staff endeavour to be courteous and respectful with our students, parents and wider community and as such in return expect the same courteous and respectful communication from students and parents. Parents are expected to abide by their obligations as set out in the Anglican Schools Corporation – Conditions of Enrolment at all times and in particular whilst communicating with College staff. The full policy can be found on the College website: <http://www.arndell.nsw.edu.au/content/reports-policies>

College Goals

Achievement of School Determined Goals and Targets for 2018

Goals	Targets	Achieved
To continue to develop and implement the AAC Pedagogical Framework.	To develop a set of tools which enable teachers to use the Learning Journey lesson tool within daily practice. To develop a set of documentation which explicitly presents the AAC Learning Framework. To link the Framework to the teaching and learning cycle, including assessment and reporting and policy.	Continuing to develop tools for PD and induction of new staff for the framework. Achieved Achieved and continuing
To review and re-set the organisation, delivery and monitoring of the NESAs K-6 Curriculum.	Curriculum Subject Teams and Facilitators to review Scope and Sequence, Policies, monitoring and Assessment.	Achieved
To develop and implement the Pastoral Care framework P-12.	Continue to link the Pastoral Care Framework with the Learning Framework so they work in conjunct and support each other. To continue developing wellbeing education senior years.	Continuing
To continue to develop and empower the role of the middle leaders.	The allocation of an extended time allowance (management) real stage team leaders. A revision of job descriptions, attention to staff accreditation, active mentoring applied and developed at peer level.	Achieved and continuing

School Determined Goals and Targets for 2019

Goals	Targets
To continue to implement the AAC Learning Framework alongside the Pastoral Care Framework so they work in synergy to support student learning and wellbeing.	Design a rewards system which acknowledges student achievement and demonstration of the character and learning attributes in the frameworks. To create a document which clearly articulates both frameworks for students, staff and parents. Create an online course for induction of new staff for the Frameworks.
To continue the development of the Christian Thinking Framework.	Create a document which provides staff with a foundational document about Christian Thinking.
To develop the next strategic plan.	Consultation and report on current strategic plan. Consult with council, staff and student groups. Documented strategic plan 2021 - 2025
To develop the College masterplan.	Documented AAC 15 year Masterplan
To become NESAs approved/accredited for professional development	Consultative processes with staff and NESAs to develop the Arndell Anglican College Academy
To continue to develop cultural and pastoral frameworks in the Junior School	Revision of the Junior School House system Revision of school assemblies Development of the revised PDH Program with particular focus on <i>Grow Your Mind</i> .

Statutory Requirements

Finance

Evidence of Compliance

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

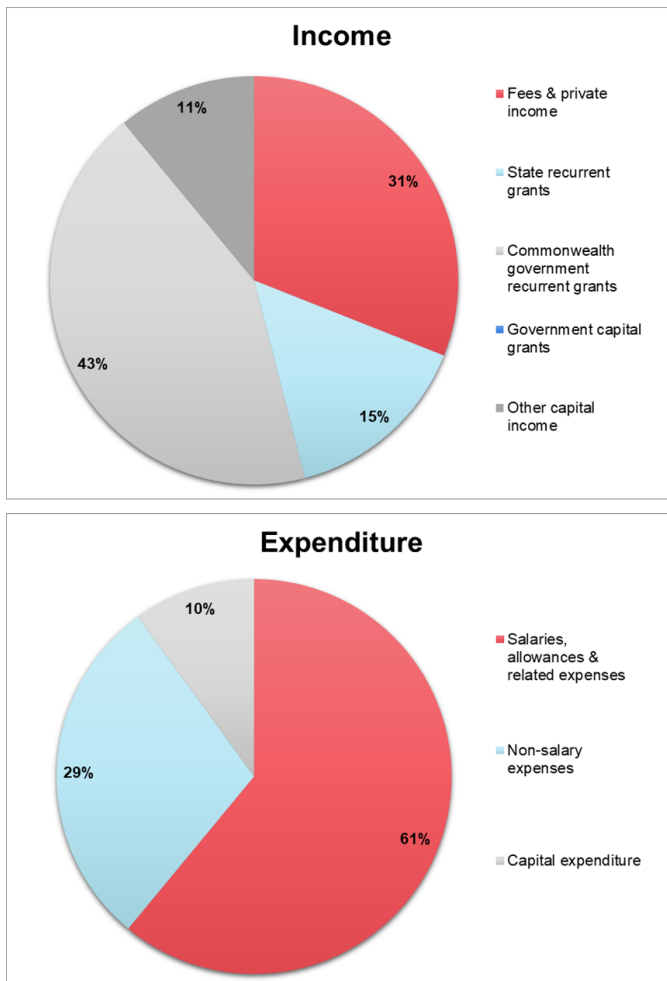
- Identifying the position of the staff member responsible for co-ordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required
- For each reporting area, identifying the position of the staff member responsible for the collection, analysis and 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 the Board of Studies
- 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 the Board of Studies 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 Curriculum and Policy 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 the Board of Studies in an appropriate electronic form.

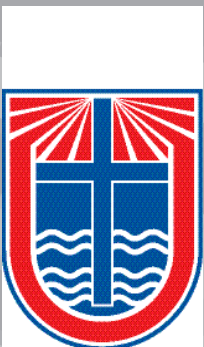
DEEWR Annual Financial Return

The Sydney Anglican Schools Corporation is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.



The above charts provide the summary financial information for Arndell Anglican College in 2019.





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