



Arndell
Anglican College



**Annual
Report
2018**



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HEADMASTERS MESSAGE

2018 has been a year of continued growth at the College. I thank the College Council, staff, parents, students and wider community for their constant and generous support during 2018.

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

We aspire to be Hawkesbury's school of choice, serving God, our students, families and staff by providing a high quality and affordable education in a caring, Christian, learning community.

We want students of the 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
- Our connection to the Hawkesbury region.

Our vision for the College is centered 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 committed member of the Anglican Schools Corporation

In turning our vision into reality we:

- Serve God throughout life at the College
- Build, articulate and enact a culture of leadership and learning
- Provide our students with opportunities to flourish
- Nurture a staff culture that is prayerful, biblical, relational, intentional, targeted, professional and creative.

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. An Arndell education is more than just learning to read, write and count, it is in ensuring that 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 well being. We encourage our students to learn a variety of subjects, be actively involved in co curricular programs and have the opportunity to explore matters of faith.

The richness of the educational experience provides students a wonderful opportunity to develop skills that prepare them well for life post Arndell. The challenge for students is to seize the opportunities.

We believe we are all apart of God's creation and as such we have been designed to be in a relationship with Him. As a Christian school we want to offer students the opportunity to explore faith, ask questions in a deep and meaningful way



Dr Gareth Leechman



"An Arndell education is more than just learning to read, write and count"

ABOUT THE COLLEGE

Arndell Anglican College is a non-selective Prep to Year 12 Christian school situated on 25 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 tomorrows future leaders.

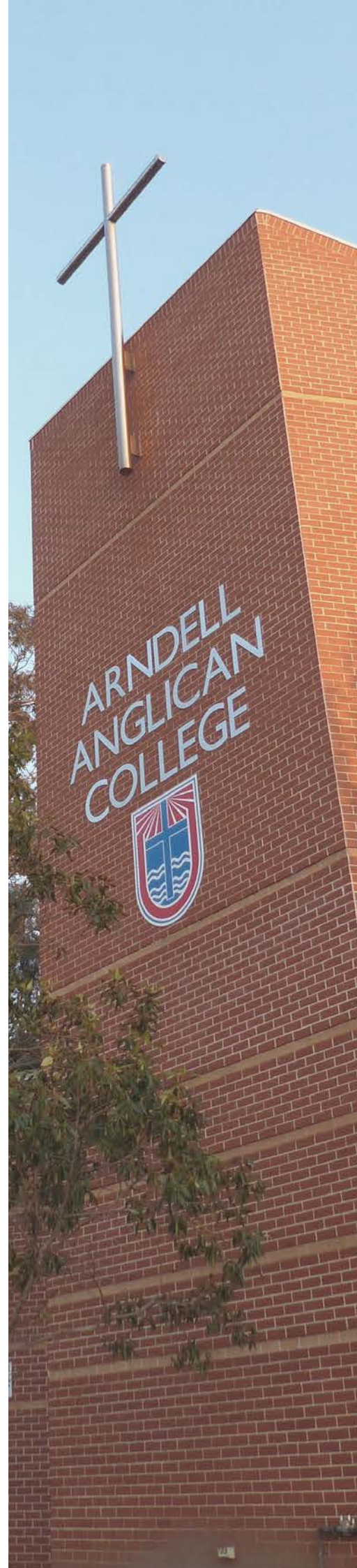
This is accomplished through high quality teaching, positive encouragement of spiritual awareness placing Jesus central to all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

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, agriculture, debating, music, eisteddfods, public speaking and art.



Learning through Christ



CHAIR OF COUNCIL MESSAGE

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 and 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 your students with 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 nine members and held nine meetings over the 12 months ending December, 2018.

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, we 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 their communities.

Mrs Brenda King

"equipping students to make positive contributions to their communities"



JUNIOR SCHOOL

2018 has been another successful year of development and growth for Arndell's Junior School. This growth has found expression in terms of local reputation, interest, its growing sense of Kingdom community, and measure for educational vision, achievement and professional quality classroom deliver across all years.

Our schedule in 2018 has been as full as ever, with a highlight being the 'Arndell Disney Musical'. As a workshop format this model allowed for the involvement of every child across Years 3 - 6, in an active love experience of preparation and performance. The whole width of the Disney canon was explored and joyfully interpreted through drama, singing and dance. It was a wonderful occasion of achievement, bonding and memory making for all students and a show greatly appreciated by capacity audiences over its run.

And yet the musical provided only one single pattern of colour amidst a kaleidoscope of occasions and events including the lovely Infants Nativity, many excursions and explorations across Sydney, Canberra and our Hawkesbury home region , a hugely attended Grandparents Day, participation in the Hawkesbury Eisteddfod, the 2018 Book Week Parade and a memorable visit to the Art Gallery of NSW to name just a few.

A particular formative event was the hosting of the first B Kinder Day which gave all students an explicit opportunity to celebrate kindness; by thinking of how one can act of other-centered love in its power to turn a hard ball of barbed wire into a radiant gift of a kindness sunflower. Each child chose to write and send their own "thank you for your kindness to me' card to a person of their heart choice (and these cards too kindness wings right across the world).

B Kinder Day began with its seed planted here in Oakville and is now spreading as an occasion across Australia and the World.

"Our 2018 schedule has been as full as ever"

Dr Cathie Harrison (Early Childhood & Gifted Education Consultant) visited the Junior School describing the value of the experience as being 'a gentle and reassuring touch of a hand on a shoulder and a smile that each child is valued as a human being' and as representing 'hope for the future if the Junior School Community and for its children who will grow further into their respective places in the world'.

Academically and pastorally we continued our focus on the further understanding, development and expression of the College's P-12 Learning Journey sequence in all of our classrooms. The practical application of the College's Growth Mindset initiative and Paradigm through a change in the categories emphasis of our Award Certificates, the learning focused highly successful design and facilitation of the Stage 2 re-fit; the introduction and development of termly "Community Celebration Assemblies" and the continuing expansion of range and content "Class Circle Time' and of the class community and student resilience based "Bounce Back' Program.

Rev Keith Peterson



STUDENT ACHIEVEMENT

K - 6

YEAR 3 and 5 NAPLAN

In 2018, the National Tests in Literacy and Numeracy were conducted in May. The aim of NAPLAN Testing is to provide information about student achievement in a numbers 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.

YEAR 3 Literacy & Numeracy

Interpretive Comments

The Literacy tests comprises four skill areas - Reading, Writing, Spelling and Grammar & Punctuation. Whilst numeracy tests the skills in Number Patterns and Algebra, Measurement, Data Space and Geometry. There are six achievement bands, Band 6 being the highest and Band 1 being the lowest.

In 2018 students in Year 3 achieved the following;

Year 3 Reading

- 98% of students in Year 3 achieved at or above the benchmark Band 2 in Reading
- 85% achieved in the top 3 Bands compared to 74% of students in the State
- There has been an improvement in Reading in Year 3 since 2013
- 98% of the students achieved at or above the benchmark
- 85% of the students achieved in the top 3 Bands compared to 76% of students in the State

Year 3 Writing

- 100% of students achieved at or above the benchmark
- 89% of students achieved on the top 3 Bands. compared to 73% of students in the State

Year 3 Grammar and Punctuation

- 98% of students achieved at or above the benchmark
- 92% of students achieved in the Top 3 Bands, compared to 75% of students in the State.
- There has been an improvement in Grammar and Punctuation since 2013.

Year 3 Overall Numeracy

- 100% of students achieved at or above the benchmark
- 84% of students achieved in the top 3 Bands, compared to 71% of students in the State
- There has been a marked improvement in Numeracy in Year 3 since 2013 (21.6 scaled marks)

Year 3	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	Band	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %
6	28	30	11	16	26	25	30	38	18	25
5	25	30	36	46	25	21	27	33	26	33
4	20	26	24	25	20	41	23	21	27	26
3	13	10	18	12	14	10	13	3	17	16
2	7	3	5	0	8	3	8	3	10	0
1	4	2	3	0	5	0	4	2	2	0

Notes: Results for components in each achievement Band. Percentages do not always equal 100 due to rounding. School Population: 61

STUDENT ACHIEVEMENT

K - 6

YEAR 5 Literacy & Numeracy

Interpretive Comments

The Literacy tests comprises four skill areas - Reading, Writing, Spelling and Grammar & Punctuation. Whilst numeracy tests the skills in Number Patterns and Algebra, Measurement, Data Space and Geometry. There are six achievement bands, Band 6 being the highest and Band 3 being the lowest.

In 2018 students in Year 5 achieved the following;

Year 5 Reading

- 97% of students achieved at or above the benchmark (Band 4)
- 64% achieving in the top 3 Bands when compared to 64% of students in the State.
- 87% of students achieved or surpassed expected growth
- There has been an improvement in Reading in Year 5 since 2013

Year 5 Spelling

- 97% of students achieved at or above the benchmark (Band 4)
- 59% of students achieved in the top 3 Bands, compared to 69% of students in the State
- 94% of students achieved or surpassed expected growth

Year 5 Writing

- 98% of students achieved at or above the benchmark
- 46% achieving in the top 3 Bands compared to 43% of students in the State

Year 5 Grammar & Punctuation

- 100% of students achieved at or above the benchmark
- 64% of students achieved in the top 3 Bands
- 94% of students achieved or surpassed expected growth

Year 5 Overall Numeracy

- 100% of students achieved at or above the benchmark
- 54% of students achieved in the top 3 Bands, compared to 68% of students in the State
- 95% of students achieved or surpassed expected growth

Year 5	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %	State %	Arndell %
8	17	17	5	2	15	10	18	15	13	16
7	21	18	11	12	23	10	18	9	20	10
6	24	29	27	33	31	39	29	40	26	27
5	20	24	36	46	18	25	16	24	26	34
4	11	9	12	6	9	12	11	9	12	12
3	5	3	7	2	4	3	5	3	3	2

Notes: Results for components in each achievement Band. Percentages do not always equal 100 due to rounding. School Population: 70

SECONDARY SCHOOL

Leadership in any thriving business or industry is built on challenges, solving issues and finding time to drive strategic thinking. In Dr Leechman and Mrs Brenda King we have such leaders. Their capacity to rise to these challenges over the last few years has continued to place the College in strong Educational position.

Mrs Karen Merrick continues to drive the Learning Journey and her work on building educational communities continues to see students and staff work alongside each other to explore new facets of education.

Mr Leighton Corr work with the Head of House team and our Homeroom Tutors to increase the opportunities for students throughout 2018. The entire pastoral care team give tirelessly of themselves in support of our students building the leaders and stewards of tomorrow's world.

We are truly blessed with the quality of staff, the skills and wealth of talent that they bring. More than this is their contribution to the co-curricular life of the College. Running sport teams, debating, music, drama, arts and crafts, organising dinners and services, going on hikes or running lunchtime or after school clubs. This huge and diverse range of activities never ends all building on the inter-relationship of staff and students.

As the year has progressed a number of connections were made with Norwest Anglican Senior Trade School. Term 4 saw Mr James Webb step away from Arndell Anglican College to work closely with Mrs. Gaynor McKinnon as Co Principal in the hopes that we could expand the options for our year 10 to 12 students.

We are consumed in our every-day lives by the material world and can very easily distance ourselves from the sacrifice made for us by Jesus. We harden our hearts to an offer of a new life and yes taking on that life is not easy, it does require sacrifice. Students at Arndell have the opportunity to hear God's word and to explore, through Chapel, Homeroom and a variety of groups, the notion of what it is to be a Christian. May we never steer away, as a College, from that course.

Mr Austin Robinson



"At the heart of education at Arndell is the desire to know Jesus and to make Him known to others"

STUDENT ACHIEVEMENT

7 - 12

YEAR 7 and 9 NAPLAN

In 2018, the National Tests in Literacy and Numeracy were conducted in May. The aim of NAPLAN Testing is to provide information about student achievement in a numbers 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.

YEAR 7 Literacy & Numeracy

Interpretive Comments

The Literacy tests comprises four skill areas - Reading, Writing, Spelling and Grammar & Punctuation. Whilst numeracy tests the skills in Number Patterns and Algebra, Measurement, Data Space and Geometry. There are six achievement bands, Band 6 being the highest and Band 1 being the lowest. In 2018 students in Year 7 achieved the following;

Year 7 Reading

- 99% of students achieved at or above the benchmark (Band 5)
- 67% achieving in the top 3 Bands compared to 58% of students in the State
- 91% of students achieved growth in Reading
- There has been an improvement in reading since 2013 (24.5 scaled marks)

Year 7 Writing

- 95% of students achieved at or above the benchmark
- 39% achieving in the top 3 Bands compared to 40% of students in the State
- 76% of students achieved a growth in writing
- Lower performing students achieved the highest level of growth

Year 7 Spelling

- 97% of students achieved at or above benchmark
- 66% of students achieved in the top 3 Bands, compared to 57% of students in the State
- Average growth in Spelling was 49 scaled marks (51 State)
- 90% of students achieved growth in spelling.

Year 7 Grammar & Punctuation

- 97% of students achieved at or above the benchmark
- 54% of students achieved in the top 3 Bands, compared to 60% of students in the State
- Average growth in Grammar & Punctuation was 41 scaled marks (36 State)

Year 7 Numeracy

- 100% of students achieved at or above the benchmark
- 69% of students achieved in the top 3 Bands, compared to 61% of students in the State
- Average in growth in Numeracy was 48 scaled marks (54 State)

		Year 7					
Band		9	8	7	6	5	4
Reading	State %	12	19	27	25	12	5
	Arndell %	11	25	31	22	10	1
Writing	State %	3	15	21	27	23	6
	Arndell %	8	12	19	33	23	5
Spelling	State %	13	23	26	22	10	6
	Arndell %	9	24	37	19	9	3
Grammar & Punctuation	State %	15	15	27	22	14	6
	Arndell %	14	16	36	22	9	3
Numeracy	State %	14	18	29	25	12	2
	Arndell %	12	21	36	21	10	0

Notes: Results for components in each achievement Band. Percentages do not always equal 100 due to rounding. School Population: 138

STUDENT ACHIEVEMENT

7 - 12

YEAR 9 Literacy & Numeracy

Interpretive Comments

The Literacy tests comprises four skill areas - Reading, Writing, Spelling and Grammar & Punctuation. Whilst numeracy tests the skills in Number Patterns and Algebra, Measurement, Data Space and Geometry. There are six achievement bands, Band 6 being the highest and Band 1 being the lowest.

In 2018 students in Year 9 achieved the following;

Year 9 Reading

- 98% of students achieved at or above benchmark (Band 6)
- 55% achieving in the top 3 Bands compared to 54% of students
- 86% of students achieved a growth in Reading
- Average growth in Reading was 38 scaled marks (45 State)

Year 9 Writing

- 86% of students achieved at or above the benchmark
- 40% achieving in the top 3 Bands compared to 40% in the State
- Average growth in Writing was 32 scaled marks (34 State)

Year 9 Spelling

- 92% of students achieved at or above the benchmark
- 50% of students achieved in the top 3 Bands, compared with 56% of students in the State
- 90% of students achieved growth in Spelling
- Average growth in Spelling was 38 scaled marks (38 State)

Year 9 Grammar & Punctuation

- 95% of students achieved at or above the benchmark
- 53% of students achieved in the top 3 Bands, compared to 56% of students in the State
- Average growth in Grammar & Punctuation was 35 scaled marks (38 State)

Year 9 Numeracy

- 100% of students achieved at or above the benchmark
- 58% of students achieved in the top 3 Bands, compared to 57% of students in the State
- 91% of students achieved growth in Numeracy
- Average growth in Numeracy was 45 scaled marks (47 State)

		Year 9					
Band		10	9	8	7	6	5
Reading	State %	8	17	30	26	14	5
	Arndell %	7	21	27	24	19	2
Writing	State %	7	10	25	22	19	14
	Arndell %	6	6	27	21	25	12
Spelling	State %	8	19	29	25	11	8
	Arndell %	13	17	21	28	14	8
Grammar & Punctuation	State %	9	18	29	19	18	6
	Arndell %	10	12	30	25	18	5
Numeracy	State %	13	17	26	28	13	3
	Arndell %	11	25	23	33	9	0

Notes: Results for components in each achievement Band. Percentages do not always equal 100 due to rounding. School Population: 129

SENIOR SECONDARY OUTCOMES

2018 Record of Student Achievement

In 2018, 111 Arndell students completed Stage 5. 21 students were awarded the Record of Student Achievement (ROSA) by NESA.

2018 NSW Higher School Certificate

In 2018, 81 students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC in the 35 courses studied by students. Of these, 7% of students studied VET courses, which included Human Services and Hospitality, including two students who participated in a School Based Apprenticeship in Construction.

In 2018, 35 course were studied, with the following outstanding achievements:

- 36 Band 6/E4 results were achieved { 21 (2017), 49 (2016) }
- 120 Band 5 results were achieved { 120 (2017), 141 (2016) }
- 14 E3 results were achieved { 20 (2017), 20 (2016) }
- 16 subjects achieved Band 6 results { 12 (2017), 17 (2016) }
- 3 subjects achieved E4 results { 1 (2017), 3 (2016) }

Subjects achieving Band 6 and E4 results were:

English Extension 1	Mathematics	PDHPE
Visual Arts	Mathematics Ext 1	Drama
Economics	Mathematics Ext 2	Modern History
Business Studies	Music 1	Ancient History
Legal Studies	Industrial Technology	French Beginners
		Construction

Individual Student Achievement

Two students were nominated for excellence in the practical subjects:

- Daphne Webb for *Encore* - Music
- Jeremy Liu for *InTech and Shape* - Industrial Technology

Overall School Achievement

In 2018, 10 students (14% of the cohort) achieved an ATAR of over 90, with the highest ATAR score of 99, and upward shift of 3.9%. The Colleges overall results show a value added score of 55% from Year 10 data 2016 to HSC 2018 (Based on Uniscore data collected and analysed by Grant Prowse).

The College results shown, over time, an increase of higher bands across the range of subjects. Since 2013, the percentage of students achieving in Bands 4 to 6 has had an increase of up to 21%, from 63% in 2013 to 83% in 2018.



Jeremy Liu
Industrial Technology
Graphics

SENIOR SECONDARY OUTCOMES

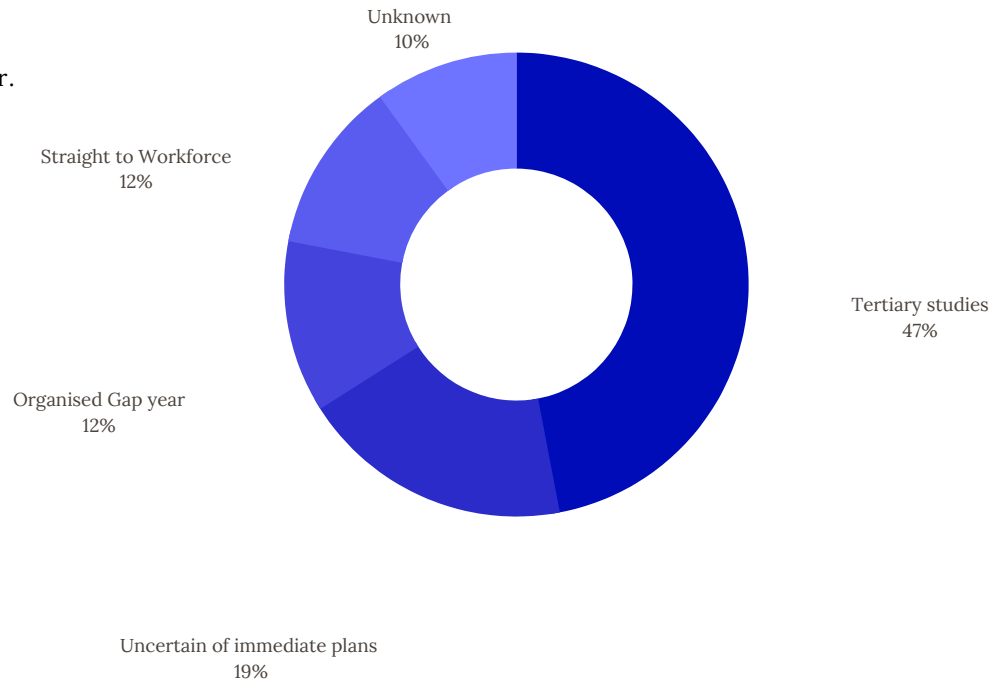
Post School Destinations

The Year 12 class of 2018 are moving in a variety of directions including, University, TAFE the workforce and some students are taking a Gap year.

The following chart provides some further detail on students intended future directions.

The top 3 immediate plans are:

- Tertiary Studies - 47%
- Uncertain - 19%
- Organised Gap year - 12%



HSC RESULTS

Course	Student Number	Band 6 & Band 5 or	Band 4 & Band 3	Band 2 & Band
		E4 & E3	or E2 & E1	1
		%Arndell/State 2018	%Arndell/State 2018	%Arndell/State 2018
Agriculture	9	22/32 (56)	78/48 (44)	0/7 (0)
Ancient History	8	63/36 (NA)	38/48 (NA)	0/5 (NA)
Biology	13	31/37 (33)	60/51 (60)	8/4 (7)
Business Studies	35	26/37 (24)	68/50 (76)	6/12 (0)
Chemistry	5	60/42 (0)	40/46 (100)	0/11 (0)
Community and Family Studies	5	40/28 (40)	60/56 (60)	0/13 (0)
Drama	4	75/42 (50)	25/55 (50)	0/2 (0)
Economics	10	30/46 (13)	60/45 (75)	10/7 (12)
English Standard	14	7 /15 (0)	79/70 (82)	14/15 (18)
English Advanced	60	28/62 (36)	72/36 (64)	0 /2 (0)
English Extension 1	8	88/95 (93)	12/4 (7)	0 (0)
French Beginners	3	67/42 (33)	33/44 (67)	0/13 (0)
French Continuers	3	50/64 (50)	66/32 (50)	0/3 (0)
French Extension 1	2	0/82 (NA)	100/17 (NA)	0 (0)
Geography	28	29/43 (55)	71/44 (44)	0/11 (0)
Industrial Technology	9	44/22 (50)	56/43 (50)	12/14 (0)
Legal Studies	16	31/44 (79)	56/48 (21)	0/8 (0)
Mathematics General 2	39	46/27 (47)	48/52 (47)	5/20 (5)
Mathematics	17	41/52 (20)	58/40 (70)	0/7 (10)
Mathematics Extension 1	7	86/79 (40)	14/20 (60)	()
Mathematics Extension 2	2	100/85 (0)	0/14 (100)	()
Modern History	18	50/42 (40)	50/42 (60)	0/15 (0)
History Extension 1	6	100/79 (100)	0/21 (0)	()
Music 1	4	100/64 (100)	0/33 (0)	0/1 (0)
PDHPE	17	29/33 (69)	47/52 (31)	0 /12 (0)
Physics	9	33/34 (20)	55/53 (80)	0/11 (0)
Senior Science	12	42/21 (40)	58/61 (60)	0/11 (11)
Society and Culture	9	44/37 (50)	55/46 (50)	0 /6 (0)
Software Design and Development	3	0/37 (33)	67/52 (67)	0/10 (0)
Studies of Religion 1	8	0/536 (67)	88/56 (33)	0/4 (0)
Visual Arts	11	64/52 (80)	36/46 (20)	0/1 (0)
Hospitality	4	25/29 (33)	50/47 (67)	25/11 (0)
Studies of Religion 11	9	11/41 (0)	78/49 (67)	11/9 (33)

STUDENT ENROLMENT

Student Population

Arndell Anglican College is a comprehensive co-educational Pre-Kindergarten 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 (PK - Year 12) 1160 students, 50 in Pre-Kindergarten, 441 in Kindergarten to Year 6, and 669 in Years 7 to 12. The Junior School is triple streamed, with Secondary School being five streamed from Years 7 to 10 and 4 streamed in Years 11 and 12. There are approximately an equal number of boys and girls throughout the College, coming from a wide variety of socioeconomic backgrounds. The College aims to keep fees at an affordable level for most families. There are a number of Indigenous students and students with special needs.

Enrolment Procedures

The Anglican Schools Corporation outlines the Conditions of Enrolment at Arndell Anglican College. The Enrolment Application Form, forms part of the procedure of enrolment at Arndell. All applications are subject to a \$50 application fee payable at the time of application.

Upon application, an interview with the student, parents / guardians and the Headmaster will occur. An offer of a place at the College will only be made when the student and parents interview with the Headmaster has occurred. The Headmaster holds total discretion as to whether an enrolment place will be offered at the College.

In general the following criteria will be used to determine the priority order in which students will be interviewed.

- date of receipt of application
- siblings of children who are at or have completed their Senior Schooling at the College
- children of Arndell staff members
- children of clergy and full-time Christian Ministry Workers
- Children of past Arndell students

Continuation of Enrolment

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

- unforeseen circumstances arise
- parents/guardians fail to pay the relevant fees and charges for student(s), and/or fail to make reasonable arrangements with the Headmaster for any monies owing 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.



STUDENT ATTENDANCE

Rate of Attendance

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

All Homeroom tutors monitor daily attendance. Repeated non-attendance is immediately followed up by contact with the students parents/guardians. Any absentee is required to produce a letter of explanation and/or medical certificate on the day of return to the College. If regular patterns of absentee students are noted, an interview with the parents / guardians and the appropriate Head of School is arranged.

Retention Rates

The table below shows the gradual growth in numbers of students continuing on to higher schooling education to complete their Highers School Certificate at Arndell Anglican College.

In 2018, the retention rate has decreased indicating the difference of interest of the cohort of students in the Hawkesbury area to further their education into Stage 6.

Year	Attendance (%)
Pre-Kindergarten (2 days)	96%
Pre-Kindergarten (3 days)	97%
Kindergarten	96%
Year 1	95%
Year 2	95%
Year 3	95%
Year 4	95%
Year 5	96%
Year 6	94%
Year 7	95%
Year 8	94%
Year 9	94%
Year 10	94%
Year 11	95%
Year 12	95%
Whole School	95%

Years	Retention %
2013 Year 10 to 2015 Year 12	73.97
2014 Year 10 to 2016 Year 12	84.04
2015 Year 10 to 2017 Year 12	66.00
2016 Year 10 to 2018 Year 12	63.56



PARENT & 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 educational topics.

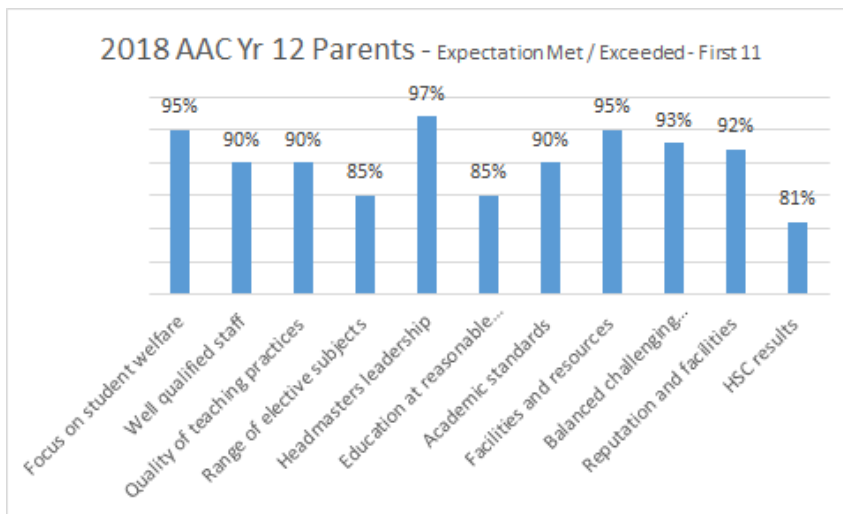
The feedback from these surveys greatly assists the College with both its operation and strategic planning and its determination to continually improve the educational experience at Arndell.

In 2018, 125 parents, 176 students and 42 staff, participated in surveys and provided views on such areas as academic performance, pastoral care, Christian studies, co-curricular activities, sport, communication, 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. In relation to the top five areas parents noted as most important, expectations met / exceeded are:

- 95% of parents' expectations were met or exceeded in relation to - *focus on student welfare*
- 90% of parents' expectations were met or exceeded in relation to - *well qualified staff*
- 90% of parents' expectations were met or exceeded in relation to - *the quality of teaching practice*
- 85% of parents' expectations were met or exceeded in relation to - *range of elective options*
- 97% of parents' expectations were met or exceeded in relation to - *Headmaster leadership*



"The school is providing positive educational outcomes for my children and is underpinned with a strong Christian foundation. At the same time, my children are provided with a broad range of opportunities to grow in and explore through non-academic activities".

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

2018 AAC Year 7 Parents
Excellent teachers/staff
The safe, caring environment
Overall educational experience
Support offered to students
Communication from the college
2018 AAC Year 7 Students
Friendships made
Great overall education
The Sports program
Engaging teachers
Continued association

2018 AAC Year 12 Parents
College staff and teachers
Sense of community
Opportunities provided to students
Support provided to families in need
Quality education provided
2018 AAC Year 12 Students
Friendships made
Engaging high calibre teachers
High quality education received
Sense of school community
Relationship with teachers

STAFFING

In 2018, the number of staff at Arndell Anglican College was 121, 94 of whom were teaching staff. All 94 teaching staff have the teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

NESA

In 2018, 100% of our teachers are now registered with NESA. The teachers are at various stages, including Beginning (Conditional or Provisional), Proficient Teacher, Maintenance and Professional Excellence.

Professional Learning

Professional Learning covers the processes in the classroom, induction of new staff, professional development and teacher accreditation. The college development over the past 7 years has meant that we have inducted 94 new staff including the 19 this year which included teachers, a teacher's aide and a maintenance person. The induction program covered orientation, the school IT system Edumate, welfare procedures, effective use of Smart Boards, teacher accreditation debriefing sessions and evaluation.

The focus for professional development from the beginning of this year was the consolidation of the implementation the College Strategic Plan. This included supporting the Pedagogy Committee to develop our Curriculum Framework and professional development of its members. There were a number of after school conferences and meetings that took place throughout the year across a plethora of areas making teaching and learning stronger in the school. One such enterprise was for a sub-group of 13 teachers from the Pedagogy Committee that underwent a Harvard Visible Thinking online course which involved 45 hours of learning, assignments and sharing of ideas trialed in the classroom. The Professional Development Week took place in January before the students returned and as most of Arndell's staff are First Aid certificated they completed our CPR training, Child Protection updates, time to review individual Professional Learning Plan and a mini-conference on using a Growth Mindset in assessment and reporting for teaching and learning support staff. Many of the staff have 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 third 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 2019 Professional Development Week and soon after. 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 and forging forward.

Just seven years ago there was one teacher doing a post graduate Master of Education. In that time we have had 5 teaching staff complete a Masters. Arndell currently has 5 teachers studying beyond the minimum doing post graduate courses. These include a diploma, Masters and in three cases a Doctorate. Overall, in 2018, the college spent \$149 500.00 on staff professional development, spread over 89.1 FTE teaching staff but 121 staff overall which equates to \$1231.40 per staff member.

Mr Jim Milford



POLICIES

The overarching 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 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: www.arndell.nsw.edu.au.

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.

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

Junior School: Class teachers, Stage coordinators and Head of Junior School, Middle School: Class teachers, Tutors, Heads of House and Heads of Department, Head of Middle School and Deputy Headmaster, 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 matter 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.arn dell.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 Anglican Schools Corporation policy in resolving grievances, which can be found on The Anglican Schools Corporation website. Parents and students are encouraged to raise problems/complaints with the appropriate College staff member 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.arn dell.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, Leukemia 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 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 construct, connect and deliver a program in support of Student Well-being (SEL: social and emotional aspects of learning)	Making connections with and across core groups: peers; staff, family and community By promoting, extending and looking to embed, universal programs: Bounce Back: Resilience Doughnut: Whole School Circle Time: Billie's Bench: Peer Mentoring By applying – and making contribution to – College Policy, initiatives and partnerships set on developing a positive school ethos and which also aim to support greater engagement in learning. To provide on-going Staff PD in support of the above.	Year 7 and 11 Peer Mentoring Program : Achieved Year 10 lunch activities for Junior School students: Achieved Billie's Bench: Achieved Bounce Back: Implemented Resilience Doughnut: Implemented Peer Mentoring Junior School: Implemented Introduction of a Boys Education Leadership position in the Junior School
To explicitly facilitate the development of STEM across the Junior School	The implementation of the STEM, AAC Junior School AIS Project The training of Staff as an integral part of the implementation of the Project re: 'Design Thinking'.	Achieved Implementation of a STEM Leadership position in JS
To support curriculum planning, development and monitoring across the Junior School by setting up a network of Curriculum Subject Leaders and specifically subject-allocated curriculum teams involving each member of the Junior School Staff.	To review all subject based scope and sequences in continuing reference to revised NESAs documentation. To thereby facilitate and effect effective programming, planning, feedback and monitoring that strategically includes each Junior School teacher as part of a Professional Learning Group that has identity, purpose and import across the Junior School.	Continuing
To continue to develop and empower the role of Middle Team Leaders	The allocation of an extended time allowance (management) re: all Team Stage Leaders. A revision of Job Descriptions, collegially, professionally and creatively locating and extending possibilities and responsibilities. Collegial conversations with the HJS to an on-going managerial/leadership focus. Looking to move from a delegated model to an agile model of leadership. PD: Focus on Leadership: Leading through Change: Leading as Servant Leaders: Creating a Leadership Framework.	Continuing
To develop a review process of policies and procedures	Review of policies as per CompliSpace, including PD for executive staff on Governance and teacher accreditation.	Achieved and ongoing
Pastoral Care Framework	Continue to reflect on current practices with the current pastoral care committee Develop and articulate a model for pastoral care P-12 and Disseminate to staff.	Achieved with implementation in Semester 2 of 2018 through TLC groups

Achievement of School Determined Goals and Targets for 2018

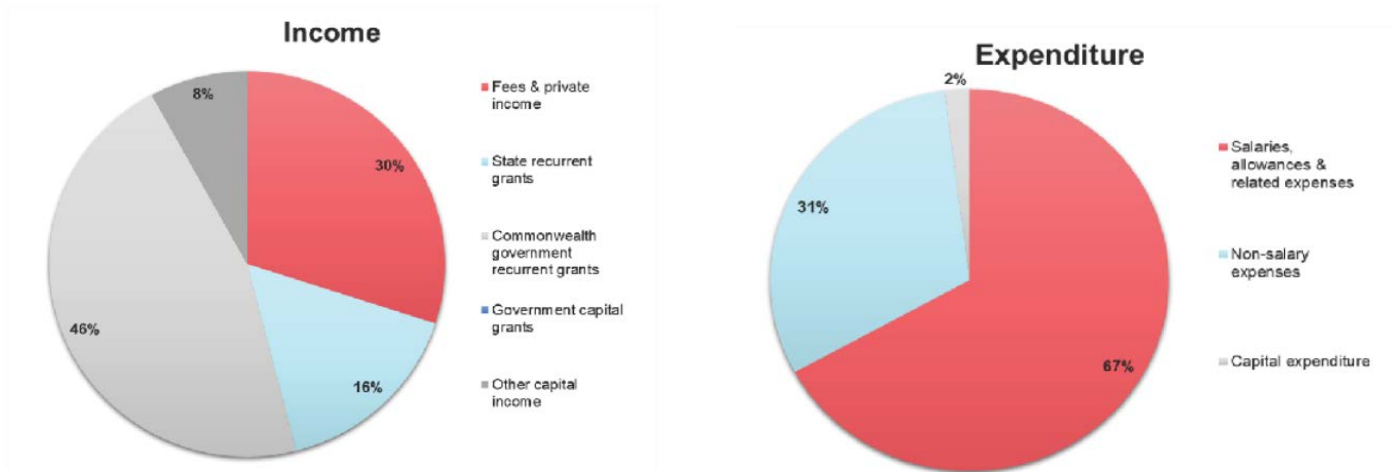
Goals	Targets
To continue to develop and implement the AAC Pedagogical Framework.	To develop a set of tools which enable teachers to use the Learning Journey lesson tool within daily practice. To develop a set of documentation which explicitly presents the AAC Learning Framework. To link the Framework to the teaching and learning cycle, including assessment and reporting and policy.
To review and re-set the organisation, delivery and monitoring of the NESA K-6 Curriculum.	Curriculum Subject Teams and Facilitators to review Scope and Sequence, Policies, monitoring and Assessment.
To continue to develop and empower the role of Middle Team Leaders	The allocation of an extended time allowance (management) re: all Team Stage Leaders. A revision of Job Descriptions, collegially, professionally and creatively locating and extending possibilities and responsibilities. Collegial conversations with the HJS to an on-going managerial/leadership focus. Professional attention to the process of staff accreditation. Active mentoring applied and developed at a peer level and in partnership with HJS, looking to move from a delegated model to an empowering mode and agile model of leadership. PD: Focus on Leadership: Leading through Change: Leading as Servant Leaders: Creating a Leadership Framework.
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.



STATUTORY REQUIREMENTS

Finance

The below charts provide the summary financial information for the College in 2018



Evidence of Compliance

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 coordinating 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 NSW Education Standards Authority (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 the 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 Curriculum 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. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

The Learning Journey

Individual	Interpersonal	Intellectual
<p>Courage Takes initiative when trying new things. Is resilient when facing challenges. Takes risks in the pursuit of excellence and asks questions for growth and progress.</p> 	<p>Collaboration Works with others toward a common goal. Demonstrates flexible leadership through trust, responsibility and equity. Is an active participant.</p> 	<p>Flexible Thinking Identifies and takes ownership of problems. Strategically collects and analyzes information through flexible, open-minded thinking.</p> 
<p>Growth Sees learning as a lifelong journey. Perseveres: reflects on mistakes, sets new goals, measures progress and takes action by applying prior knowledge and effective strategies.</p> 	<p>Communication Shares information, thoughts and or opinions through speech, writing or a variety of media. Strives for clarity and accuracy. Listens to another's point of view with empathy and understanding.</p> 	<p>Comprehensive Thinking Recognises that a well-rounded knowledge comes from being an active participant in a wide range of learning experiences. Analyses all possibilities and supports ideas with related evidence.</p> 
<p>Integrity Pursues honesty, fairness, empathy, sincerity and justice. Is responsible and trustworthy in all actions.</p> 	<p>Relationship Builds connections in a caring and supportive community. Values and accepts each person's individual learning and life experiences.</p> 	<p>Meaningful Thinking Makes connections between what is already known and new information. Applies and reflects on relevant information to develop a deep understanding of ideas, concepts and skills.</p> 
<p>Creativity Thinks flexibly by making connections between seemingly unrelated things. Observes, questions and experiments to generate new ideas. Shows curiosity by asking the why and how questions.</p> 	<p>Respect Treats people with courtesy, kindness and politeness. Demonstrates care, concern and consideration for self and others' needs or feelings.</p> 	<p>Rigorous Thinking Aims for mastery, rather than "just getting it right". Practises with intention, care, diligence and patience.</p> 



Arndell
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