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2011 has been a year of consolidation for our College; we have launched our strategic and operational plans, which will guide us over the next three or so years; we have finalised our staff restructure and this has led to the appointment of Mrs Karen Merrick to the position of Director of Curriculum and Policy and Mr Jim Milford to the position of Director of Teaching and Learning for 2012 and beyond; we have enrolled sufficient students to quad stream our Year 7 for 2012; we have witnessed 20% growth in the Junior School 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. At Arndell Anglican College we value:

- Our shared Christian faith
- A culture of lifelong learning
- An open and respectful community
- And 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
- And be a committed member of the Sydney 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
- And 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. 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 develop 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 relation 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.

In 2011 we embraced a new structure in the curriculum delivery for what was our Christian Living program which is now our Biblical Studies classes, by having the curriculum taught by a variety of experienced Christian staff from within the college. We have employed our first lay Head of Biblical Studies and Dr Jackson has brought new ideas and a fresh perspective on the teaching of Biblical Studies. New Christian groups have developed within the life of the college and what is pleasing is these have been created as a result of student initiative. Over the course of 2011 discussions continue to be held between the College Council and the Anglican Parish of Pitt Town in relations to a shared Youth Minister.

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 2011.
Message from Key Bodies

“The College has excellent facilities and is well resourced”

Message from the Chairman of the College Council, Mr Greg Catto

Arndell Anglican College is a member school of the Sydney Anglican Schools Corporation and operates under the authority of that body. The College Council is responsible to the Board of the Corporation.

The College aims to provide a high quality academic education within the context of an ethos which models and teaches the Christian faith. This ethos appropriately places emphasis upon extensive programs of pastoral care.

The College Council had eight members and over the twelve months to December 2011, had ten meetings.

The College has excellent facilities and is well resourced. The College Council continues to focus upon ways to serve the needs of students in the Hawkesbury. In particular, the College continues its emphasis upon academic success, and development programs to enable the students under our care to flourish.

A Message from the President of the Parents’ and Friends’ Association, Mrs Jo Selff.

The Parents & Friends Association is an integral part of the Arndell Anglican College Community.

Through the many and varied events organised each year, the P&F raises valuable funds for the College to purchase extra resources needed to help provide the best possible education and environment for our students.

The two major fund raising events held in 2011 were the Family Fun Day and the Equestrian Carnival. From these successful events the College was able to purchase a new sound system for the John Lambert Performing Arts Centre and new lockers for the Senior School.

Just as importantly the P&F activities provide invaluable opportunities for all members of Arndell Anglican College to come together as a community – parents, students and staff – to plan, work and play together.

General Meetings of the P&F each term enable a direct line of communication between ‘management’ and the parent body, encouraging an open exchange of information and ideas.

Contextual Information about the College

Arndell Anglican College is a non-selective Prep to Year 12 Christian School situated on 20 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 Performing Arts and Sport and 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
Junior: Preparatory to Year 6

“An emphasis on maximizing learning opportunities for all students”

Message from the Head of Junior School

Rev. Keith Peterson

The Junior School has continued to grow and to develop, formatively and very positively, across a range of key areas. That growth has been strategized and informed to a central aim – that the Junior School be always seeking to define, facilitate and maximize optimum learning opportunities for each of our students.

We look to continue to shape a pedagogical approach that is balanced, broadly based and proactively open to the latest research on how children best learn.

To this end the following new programs and approaches to learning have been introduced to the Junior School in 2011:

- **Cars and Stars (Pilot Program: Year 2):** an explicit reading program which specifically identifies and develops strategies as foundational to a child’s development as a competent interpreter of the meaning of texts.

- **Expressive Writing (Pilot Program: Year 3):** a systematic, skills-scaffold-building program, focusing on the development of an explicit understanding of sentencing and paragraphing and enabling children access to the structural underpinning of effective story writing.

- **Big Write:** a holistic approach to literacy – closely connected to speaking and listening – which provides students with access to a variety of alive and exciting approaches and methods in order to extend the detail and quality of their writing.

- **THRASS:** a continuing program as developed across the Junior School, P-6. THRASS (Teaching Handwriting, Reading and Spelling Skills) is a method for explicitly identifying and teaching cues towards an integrated understanding and informed application of reading and spelling skills. The THRASS Picture Chart and Grapheme Chart provide a concrete whole-picture focus re: the 44 phonemes and the graphs (one-letter-spelling-choices), digraphs (two-letter spelling choices) and trigraphs (three-letter-spelling-choices) of English.

- **Primary Connections (Pilot Program: Year 4):** a brilliant science program developed by the Australian Academy of Science and organised thematically within an innovative, inquiry and investigative approach to teaching and learning. Primary Connections looks to pro-actively connect the language of science with each student’s developing literacy development and awareness.

The Junior School continues to promote a particular focus on student welfare, pastoral care and the development of social skills. Programs which have been introduced in 2011 to explicitly support the development of social and personal skills, include:

- **Circle Time:** a creative, democratic and creative approach to enabling whole class communication and active and empathetic listening. Circle Time is designed to facilitate better relationships and positive behaviour – two of the most important constituents towards enabling both quality learning and the harmonious running of the Junior School.

- **Resilience Doughnut:** an innovative program that provides an accessible model towards supporting the growth of resilience in children by looking to identify the individual strengths of each child and then providing strategies for the ‘strengthening of those strengths’ within an allocated ‘everyday project’.

Term 3 2011 also saw the introduction of the Junior School’s first Creative Arts Week. The theme of the week was ‘colour’ and the result was a shining rainbow of wonderful activities Prep – 6, involving art and design, music, story making, music and dancing! Arts Week 2011 concluded with an Open Morning for parents, and a wonderfully live and inter-active approach to a sharing together of learning, achievement and celebration.

This emphasis on maximizing learning opportunities for all our children within a creative and equitable framework will be further supported in 2012 with the introduction of the Junior School’s ‘Eagles Wings’ After School Co-curricular Learning Enrichment Program.

At Arndell Anglican College Junior School every child really does matter – and it continues as our guiding and passionate intent that within the many developing areas of the Junior School’s practice and life that each of our students might be explicitly gifted opportunity to explore the full range of their abilities and interests, enabling them, in turn, to strive for excellence and high standards and so flourish to their full individual and social potential.
Student Achievement K-6

Year 3 and 5 NAPLAN 2011

In 2011, 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 programmes to provide teachers and parents with data which can be used alongside school based assessment to inform of student achievement.

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. There are six achievement bands, Band 6 being the Highest and Band 1 being the lowest.

In 2011 students in Year 3 achieved the following:

Literacy

Year 3 Reading
• 91% of the students achieved at or above the benchmark (Band 3) in Reading
• 71% achieving in the top 3 Bands compared to 68% of students in the State

Year 3 Writing
• 100% of the students achieved at or above the benchmark
• 93% of the students achieved in the top 3 bands, compared to 82% in the State

Year 3 Spelling
• 96% of students achieved at or above the benchmark
• 80% of students achieved in the top 3 Bands, compared 72% of students in the State

Year 3 Grammar and Punctuation
• 100% of students achieved at or above the benchmark
• 84% of students achieved in the top 3 Bands, compared to 74% of students in the State

Numeracy

Year 3 Number Patterns and Algebra
• 96% of students achieved at or above the benchmark
• 73% of students achieved in the top 3 Bands, compared to 65% of students in the State

Year 3 Measurement, Data, Space and Geometry
• 98% of students achieved at or above the benchmark
• 77% of students achieved in the top 3 Bands, compared to 61% of students in the State

Year 3 Overall Numeracy
• 98% of students achieved at or above the benchmark
• 78% of students achieved in the top 3 Bands, compared to 79% of students in the State

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Notes:

- Results for components in each achievement band.
- N.B. Percentages do not always add to 100 due to rounding.
- School Population: 44
- State: TBA

Year 3 NAPLAN Table
Year 5 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. There are six achievement bands, Band 8 being the Highest and Band 3 being the lowest.

In 2011 students in Year 5 achieved the following:

**Literacy**

**Year 5 Reading**
- 78% of the students achieved at or above the benchmark (Band 5)
- 49% achieving in the top 3 Bands compared to 71% of students in the State

**Year 5 Writing**
- 87% of the students achieved at or above the benchmark
- 50% achieving in the top 3 Bands compared to 69% of students in the State

**Year 5 Spelling**
- 91% of students achieved at or above the benchmark (Band 5)
- 56% of students achieved in the top 3 Bands, compared 73% of students in the State

**Year 5 Grammar and Punctuation**
- 89% of students achieved at or above the benchmark (Band 5)
- 70% of students achieved in the top 3 Bands, compared to 78% of students in the State

**Numeracy**

**Year 5 Number Patterns and Algebra**
- 88% of students achieved at or above the benchmark (Band 5)
- 67% of students achieved in the top 3 Bands, compared to 61% of students in the State

**Year 5 Measurement, Data, Space and Geometry**
- 93% of students achieved at or above the benchmark
- 70% of students achieved in the top 3 Bands, compared to 61% of students in the State

**Year 5 Overall Numeracy**
- 98% of students achieved at or above the benchmark
- 66% of students achieved in the top 3 Bands, compared to 73% of students in the State.

Compared to the results for Year 5 2010, there has been an overall improvement in Reading, Spelling, and Numeracy.

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### Year 5 NAPLAN Table

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### Notes:
- Results for components in each achievement band.
- N.B. Percentages do not always add to 100 due to rounding.
- School Population: 56
- State: TBA
Message from the Head of Senior School

Mr James Webb

In the Senior School this year the staff, have continued to work with tireless energy and enthusiasm both inside and outside the classroom. Activities ranging from Equestrian to Music to Drama to Dance to Representative Sport, Swimming, Athletics and Cross Country Carnivals to Triathlons, to Soup Kitchen Volunteers Work, 40 Hour Famine, Duke of Edinburgh’s Award, Camps, Excursions both interstate and overseas and Incursions.

Life is really full and it takes the drive and commitment from the students to ensure that these activities are a wonderful success.

The Family Fun and Open Day, The Equestrian Carnival, French Exchange students, Japanese student visitors, Grandparents day, Parents day, Choirs, Bands, Information Evenings across the College, Talent Quests, Musicals, The Welcome Service, Excursions, Drama Productions, Camps, Appeals, The Easter and ANZAC Day Services, Orientation for Year 6 into 7, Competitions, Chapel Services and the list really does go on.

In the midst of all of the above activities the quality of learning goes from strength to strength. Staff place great emphasis on the quality and delivery of the academic program and it is truly wonderful to see children of all ages fully engaged in the learning process. The Teaching and Learning experience develops in the students a desire to go further, experience more and to put into place the skills and knowledge gleaned.

It is our hope at Arndell, that all of our students continue to flourish and that each year they take on new and exciting challenges. It is through the support of the parents, staff and students that we will grow as a place where Christ continues to be the centre of our learning. We are ever thankful for the guidance and encouragement shown by the College Council. Their strength gives us strength, enabling us to be creative, imaginative and to develop in the Hawkesbury an Anglican College of first choice.

“Staff place great emphasis on the quality and delivery of the academic programme”

Senior: Year 7 to Year 12

Senior Academic Achievement

NAPLAN Year 7 and 9 2011

In 2011, 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. There are six achievement bands, Band 9 being the Highest and Band 4 being the lowest.

In 2011 students in Year 7 achieved the following:

- **Year 7 Reading**
  - 99% of the students achieved at or above the benchmark (Band 5)
  - 65% achieving in the top 3 Bands compared to 55% of students in the State.

- **Year 7 Writing**
  - 96% of the students achieved at or above the benchmark
  - 48% achieving in the top 3 Bands compared to 47% of students in the State.

- **Year 7 Spelling**
  - 99% of students achieved at or above the benchmark
  - 62% of students achieved in the top 3 Bands, compared to 62% of students in the State.

- **Year 7 Grammar and Punctuation**
  - 94% of students achieved at or above the benchmark
  - 54% of students achieved in the top 3 Bands, compared to 51% of students in the State.

- **Year 7 Number Patterns and Algebra**
  - 97% of students achieved at or above the benchmark
  - 69% of students achieved in the top 3 Bands, compared to 57% of students in the State.

- **Year 7 Measurement, Data, Space and Geometry**
  - 99% of students achieved at or above the benchmark
  - 60% of students achieved in the top 3 Bands, compared to 58% of students in the State.

- **Year 7 Overall Numeracy**
  - 97% of students achieved at or above the benchmark
  - 82% of students achieved in the top 3 Bands, compared to 57% of students in the State.

30% of the students in Year 7 came from other schools, therefore value added figures are not consistent in this year group.
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. There are six achievement bands, Band 10 being the Highest and Band 5 being the lowest.

IN 2011 students in Year 9 achieved the following:

**Year 9 Reading**
- 98% of the students achieved at or above the benchmark
- 62% achieving in the top 3 Bands compared to 50% of students in the State.

**Year 9 Writing**
- 89% of the students achieved at or above the benchmark
- 37% achieving in the top 3 Bands compared to 45% of students in the State.

**Year 9 Spelling**
- 94% of students achieved at or above the benchmark
- 42% of students achieved in the top 3 Bands, compared with 57% of students in the State.

**Year 9 Grammar and Punctuation**
- 91% of students achieved at or above the benchmark
- 52% of students achieved in the top 3 Bands, compared to 51% of students in the State.

**Year 9 Number Patterns and Algebra**
- 94% of students achieved at or above the benchmark
- 55% of students achieved in the top 3 Bands, compared to 51% of students in the State.

**Year 9 Measurement, Data, Space and Geometry**
- 94% of students achieved at or above the benchmark
- 64% of students achieved in the top 3 Bands, compared to 53% of students in the State.

In comparison to previous years, this cohort have performed similarly in the skills of Reading, Spelling, Grammar and Punctuation. There has been an improvement in achievement in Overall Numeracy over the past three years.

### 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: 84
- State: TBA

### Year 9 Literacy and Numeracy Interpretative Comments

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### Year 9 Table Notes

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<td>Arndell %</td>
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<td>5</td>
<td>6</td>
<td>2</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>
In 2011, 75 Arndell students presented for the NSW School Certificate Examinations. The examinations of Mathematics, English (Literacy), Science, Australian History, Civics and Citizenship, Australian Geography, Civics and Citizenship are all divided into six bands, Band 6 being the highest and Band 1 being the lowest.

In Science and Australian History, Civics and Citizenship, Arndell students performed very well in relation to the State. Across the range of examinations, Arndell students achieved consistently in Bands 4 and 5, with an average of 76.4% of students achieving in these bands. Science, Australian History and Geography all achieved Band 6 results. History and Mathematics achieved the most improvement since 2010 results with the School Certificate Percentile ranking for History being up by 5.68 percentage points.

The Computer Skills test bands are reported as Highly Competent, Competent and Competency not Demonstrated. At Arndell, 61.33% of the school achieved Highly Competent, compared to the State (61.33%) and 38.66% achieved Competent, compared to the State (43.42), therefore 100% of students achieved in the HG and C bands compared to the State (95.89%).

In terms of Grades A - E, Arndell awarded the grades for the School Certificate as below.

<table>
<thead>
<tr>
<th>Bands</th>
<th>5 - 6</th>
<th>3 - 4</th>
<th>1 - 2</th>
<th>Grades</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>A(%)</td>
<td>A(%)</td>
<td>A(%)</td>
<td>A%</td>
<td>A%</td>
<td>A%</td>
<td>A%</td>
<td>A%</td>
<td>A%</td>
<td>A%</td>
</tr>
<tr>
<td>English</td>
<td>38.93(39.55)</td>
<td>(54.03)</td>
<td>59.99</td>
<td>3.68(1.33)</td>
<td>8</td>
<td>21</td>
<td>61</td>
<td>9</td>
<td>0</td>
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<tr>
<td>Mathematics</td>
<td>26.04(24)</td>
<td>68(48.78)</td>
<td>6.66(21.56)</td>
<td>16</td>
<td>28</td>
<td>39</td>
<td>13</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>33.68(42.66)</td>
<td>54.66(57.94)</td>
<td>2.66(4.94)</td>
<td>11</td>
<td>41</td>
<td>29</td>
<td>16</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>26.58(31.99)</td>
<td>63.99</td>
<td>(59.99)</td>
<td>4(9.81)</td>
<td>13</td>
<td>17</td>
<td>41</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Geography</td>
<td>25.07(23.99)</td>
<td>73.33</td>
<td>(59.22)</td>
<td>2.68(12.02)</td>
<td>7</td>
<td>15</td>
<td>71</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

In 2011, twelve Band 6 results were achieved and two students achieving E4 results in Extension subjects. Eleven subjects achieved Band 6 results and one subject achieved E4 results. The subjects achieving Band 6 and E4 results were:

Biology  Business Studies  Industrial Technology  Legal Studies  Mathematics  Modern History  Music  History Extension  Senior Science  Society and Culture  Textiles and Design

Overall, HSIE, VET Subject areas and recorded the best results with respect to performance and achievement, while English, Mathematics, HSIE, LOTE, PDHPE, Science and TAS achieved results at or above their expected performance benchmarks.

Overall, students who studied 11 or more units of study, achieved better overall results than those who studied 10 units. This is a pattern which is becoming more recognised over the last two years.
## HSC Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Band 6 or E4</th>
<th>Band 5 or E3</th>
<th>Band 4 or E2</th>
<th>Band 3 or E1</th>
<th>Band 2</th>
<th>Band 1</th>
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<tbody>
<tr>
<td>Ancient History</td>
<td>8</td>
<td>0 (10.15)</td>
<td>37.5 (27.27)</td>
<td>50 (27.72)</td>
<td>12.5 (19.64)</td>
<td>0 (9.15)</td>
<td>0 (5.48)</td>
</tr>
<tr>
<td>Biology</td>
<td>11</td>
<td>9.09 (7.89)</td>
<td>27.27 (23.07)</td>
<td>54.54 (29.79)</td>
<td>9.09 (26.47)</td>
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<td>Business Studies</td>
<td>22</td>
<td>4.54 (7.06)</td>
<td>13.63 (24.91)</td>
<td>27.27 (33.23)</td>
<td>50 (21.61)</td>
<td>4.54 (9.69)</td>
<td>0 (2.76)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>0 (11.04)</td>
<td>40 (28.94)</td>
<td>40 (31.82)</td>
<td>20 (18.61)</td>
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<td>0 (3.35)</td>
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<tr>
<td>Community and Family Studies</td>
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<td>0 (6.6)</td>
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<tr>
<td>Drama</td>
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<td>0 (11.41)</td>
<td>30 (31.96)</td>
<td>60 (38.3)</td>
<td>10 (15.78)</td>
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<td>0 (8.7)</td>
<td>38.46 (29.96)</td>
<td>30.76 (33.29)</td>
<td>30.76 (20.37)</td>
<td>0 (6.89)</td>
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<tr>
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<td>52.38 (30.02)</td>
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<td>0 (1.53)</td>
<td>0 (0.19)</td>
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<tr>
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<td>23.52 (29.4)</td>
<td>41.17 (32.6)</td>
<td>29.41 (18.95)</td>
<td>5.88 (7.67)</td>
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<td>Industrial Technology</td>
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<td>0 (6.21)</td>
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<td>Legal Studies</td>
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<td>15.38 (32.92)</td>
<td>53.84 (27.27)</td>
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<td>50 (13.13)</td>
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<td>Society and Culture</td>
<td>10</td>
<td>10 (8.38)</td>
<td>20 (24.96)</td>
<td>60 (32.94)</td>
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<td>0 (1.53)</td>
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<td>0 (1.07)</td>
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<td>Continuers</td>
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<td>12.5 (20.21)</td>
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<td>0 (0.51)</td>
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<td>0 (15.5)</td>
<td>100 (40.05)</td>
<td>0 (17.57)</td>
<td>0 (4.04)</td>
<td>0 (0.6)</td>
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</table>
Two clear indicators which demonstrate overall improvement of achievement in the HSC are the value-added data and the Grand School Average. The value added figure of 63% improved in 2011 from 57% in 2010. This was the highest figure recorded in the past four years, with 45% of the boys and 75% of the girls reaching or exceeding the value – added benchmark. Secondly the Grand School Average has continued to trend positively over the past four years from 23.5 to 24.49.

Post School Destinations

The year 12 class of 2011 is moving in a variety 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 and University offers.

The Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank, or ATAR as it is more commonly known, is a number between 0 and 99.95, with increments of 0.05. It provides a measure of a Year 12 student’s overall achievement in relation to that of other students. The ATAR is a rank which enables Universities to sort applicants for tertiary selection. Not all students who complete the HSC choose to obtain an ATAR.

In 2011, 55 Arndell students presented for the Higher School Certificate, with 53 students (19 boys and 34 girls) being eligible for an ATAR. As can be seen, there was a positive shift in the range of 90 or above, and a downshift in the tail end of the distribution. Overall, the girls performed better than the boys.

Courses which students were offered included a range of career paths, including education, nursing, science, communications, business and marketing, tourism, engineering and social work.
Genesis

Throughout the year of 2011 the Christian group Genesis was run to gather the Christians of Arndell Anglican College to encourage them and to assist them on their Christian walk. Genesis is a student initiative which began in 2010 and continues to be run by students each year for Senior School students, years 7 through to 12. Throughout 2011, the focus was on Luke, with discussions and questions about our challenges as well as looking further into the history of Israel. As part of the weekly session, we would talk and pray for each other and for our relationship with God.

Genesis also attended Christian events out of school, such as the GAP, a gathering of Christian groups from different schools. At the GAP we would sing, hear a talk, attend discussion groups and workshops, as well as meet new people and connect with the Christian groups from other schools. Genesis organised a similar event at the end of 2011, called Shine Out, in which all the youth groups from around the Hawkesbury were invited to the school to meet and learn from God’s word together. The aim of the night was to encourage the Christian youth in the Hawkesbury in their Christian walk, encouraging them to ‘shine out’.

Genesis allowed the Christians throughout the school to connect with each other and to be encouraged in their Christian faith.

Duke of Edinburgh

2011 was eventful year for the Arndell Duke of Edinburgh program. It began early on with the new Bronze students attending a training day in which they learned the basics of hiking including navigation, camp craft and basic first aid. On top of this everyone was encouraged to start thinking about how they could complete the other areas of their award. The Duke of Edinburgh hikes occurred in Term 3 with 2 Bronze groups and a silver group trekking out northwards along the Great North Walk. The Bronze groups were out for 2 days while the silver group was out for 3. It was a fun and challenging experience in which the students were encouraged to push themselves while experiencing the unique atmosphere of Australia’s bush land.

Performing and Creative Arts

The Performing Arts Department presented Leader of the Pack as the major production for 2011. The Musical involved the integration of Dance, Drama, Visual Arts and Music. The production was presented over three nights with excellent audience attendance for all performances. All students involved worked tirelessly on the production and were supported by the teaching staff.

Students across all years were also involved in the school’s Annual Showcase concert that celebrates performances, compositions and artworks from Music, Dance, Drama and Visual Art, completed throughout the year. Ensembles included Dance, form year 7 through to 12, Vocal Ensemble, Chapel Band and Guitar Ensemble. These ensembles were featured throughout the year, performing at a variety of functions, including the College Family Fun Day, the Showcase Concert, the AHISA Heads of School Conference and weekly chapel.

Curriculum performances included Dance, Drama and Music performances at the HSC Showcase Concert and local church community days. Visual Art students represented the College at the Hawkesbury Show in the various school categories. The Performing and Creative Arts continue to be an important facet of co curricular activities within the college, developing student self – esteem, leadership and creative minds.

The College also provides a peripetetic service for musical and speech and drama private and group lessons. These students perform at an annual recital afternoon as well as in local eisteddfods.
Sport

At Arndell our philosophy on sport is to give all students the opportunity to participate regardless of ability level and promote physical activity within the school community. Sport provides students with the prospect of developing new friendships with other students and working with teachers beyond the confines of a classroom.

Many sporting opportunities are available to both junior and secondary students ranging from afterschool sport, school sporting carnivals, right through to representative sport level through both school based and individual nominations for individual sports.

The major whole school sport program consists of the three major sporting carnivals of the year - Swimming, Cross Country and Athletics. These events contribute significantly and tie in closely with the House System that operates within the College. From these, students are selected to represent Arndell progressively at Hillszone, AICES/HICES and then CIS level.

After school sport comprises of teams being entered into the Hillszone Sports Association (HZSA) competition. In 2011 Arndell was represented in a number of sports including Futsal (Indoor Soccer), Basketball, Cricket, Rugby, Soccer, Netball, Touch Football, and Tennis.

Students in both junior and secondary can also nominate themselves to trial for various sports at representative levels including HZSA, AICES / HICES and CIS teams. Some sports not offered in the after school competitions are run as gala day competitions where students can participate in a competitive yet friendly atmosphere.

We encourage all students and staff to participate in the extra-curricular sporting activities of the school. Many life lessons are learnt with character development being a key outcome of the Arndell College Sport Program.

Equestrian

Equestrian at Arndell is an important part of College activities. Throughout the year, students represent the college at many carnivals throughout the state, including the NSW Interschool Championships, Tara Anglican Dressage, PLC Dressage and Camden Carnival.

Each year, Arndell hosts an Equestrian Carnival, and in 2011, this was held at Clarendon Showground in September. Over the past four years, the numbers of riders in this carnival have been increasing, with 2011 seeing the largest number of riders - 254, being involved.

Arndell Equestrian Carnival seeks to provide a well organised carnival which is inclusive of all ages of riders and experience levels, from beginner riders in Kindergarten to experienced riders in the Senior School.

Arndell is keen to display to the wider community the many skills and talents the students have in horsemanship at Arndell Anglican College.

The Equestrian Club advertises the inter - school competitions through newsletters and via the College intranet. The Family Fun Day is another vehicle of communication with the wider public for the Equestrian club. The committee is made of parents, staff and the Head of Sport.

“a well organised carnival which is inclusive of all ages and riders”
The Students

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 school operating system, Edumate. 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 school. If regular patterns of absentee students are noted, an interview with the parents and Head of Junior or Senior School is arranged.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Kindergarten (2 days)</td>
<td>92%</td>
</tr>
<tr>
<td>Pre Kindergarten (3 days)</td>
<td>98%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>97%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.7%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.7%</td>
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<tr>
<td>Year 4</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 6</td>
<td>97.2%</td>
</tr>
<tr>
<td>Year 7</td>
<td>94%</td>
</tr>
<tr>
<td>Year 8</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.2%</td>
</tr>
<tr>
<td>Year 11</td>
<td>92.5%</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.5%</td>
</tr>
<tr>
<td>Whole School</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

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. This is a positive indication of the growing interest of students in the Hawkesbury area to further their education and to continue to do so at Arndell.

<table>
<thead>
<tr>
<th>Years</th>
<th>Retention %</th>
</tr>
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<tbody>
<tr>
<td>2007 Year 10 to 2009 Year 12</td>
<td>52</td>
</tr>
<tr>
<td>2008 Year 10 to 2010 Year 12</td>
<td>55.8</td>
</tr>
<tr>
<td>2009 Year 10 to 2011 Year 12</td>
<td>59</td>
</tr>
</tbody>
</table>

In terms of Educational Information and Communication Technology (ICT) broadly, the landscape has changed. ICT is being adopted with great vigour, both in Australia, and abroad. Parents, staff and students simply expect that their schools will provide excellent ICT infrastructure and resources in this 21st century.

Research has shown that proper use of ICT improves student outcomes such as communication, collaboration, thinking and engagement. ICT can also provide a means of improving communication amongst staff, parents, students and a school’s wider community. ICT can improve administrative processes, increase efficiency and greatly improve access to data, which can then be transformed into meaningful information.

Schools teaching and learning needs are placing increased demand on a more integrated and flexible technical infrastructure framework. Modern schools are expected to implement and grapple with; learning management systems, school administration systems, parent portals, software as a service, device mobility, specialist software and ICT tools, growing computer & tablet fleets and a vast amount of server, network, storage and other behind the scenes infrastructure to make it all work.

These services and facilities are required to be implemented in a way that is interoperable, and accessible twenty four hours a day to facilitate anytime/anywhere learning, and configured in a way that meets duty of care requirements.

The College Council, Headmaster and his Staff recognize these challenges, and subsequently, the College is committed to providing a reliable and effective ICT environment that meets the demands of 21st century education.

The College has spent the last 7 years developing a strong ICT resource base, and is now poised to develop a new and exciting five year strategic ICT plan in 2012.

A snapshot of ICT in 2011:

- Replaced our entire underlying core networking infrastructure
- Completed our interactive whiteboard rollout programme, which now equips over 50 classrooms with such devices
- Completed another successful year 11 notebook rollout
- Added two additional class computer access spaces
- Implemented a laptop trolley for targeted learning support
- Furthered our use of our school administration system, Edumate
- Improved some administrative management processes with the use of specialist software
- Continued to increase our use of online learning, with more imaginative use being exhibited amongst faculty members, and increased use by students
- Increased the use of computers as tools for learning
The Staff

In 2011, number of staff at Arndell Anglican College was 85. This included permanent and contract staff – teaching and non-teaching. The graph below represents the breakdown of the staff for 2011.

In 2011, there were 60 teaching staff employed at Arndell. 98.4% 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. 1.6% of staff were recognized by the NSW Institute of Teachers as Existing teachers on 1 October 2004 and there were no teachers without either of the above two categories. The College offered free influenza vaccinations to all staff. The retention rate of staff from 2010 was 81%, with 100% attendance.

ENROLMENT POLICY

Student Population:

Characteristics of the Student Body

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 Office of the NSW Board of Studies, and reporting to the Sydney Anglican Schools Corporation. The College has 785 students, 27 in Pre-Kindergarten, 306 in K to Year 6, and 452 in Years 7 to 12. The Junior School is double streamed, with the secondary school triple streamed. There are approximately equal numbers of boys and girls throughout the College and they come from a wide variety of socio-economic backgrounds as the College aims to keep fees at an affordable level for most families.

Enrolment Procedures

• At all times, the Sydney Anglican Schools Corporation – Conditions of Enrolment form part of the procedures for Enrolment at Arndell Anglican College.
• All Applications for enrolment are subject to a $50 fee.
• Upon application, an appointment for an interview with the parents and student will be made by the Headmaster. An offer of a place at the College will only be made when a student and the student’s parents/guardians have been interviewed by the Headmaster. The Headmaster has total discretion as to whether a place will be offered.
• In general the following criteria will be used to determine the priority order in which students will be interviewed:
  >children of Arndell staff members
  >children of Clergy and full-time Christian ministry workers
  >siblings of children who are at or have completed their
  >senior schooling at the college
  >children of past Arndell students*
  >date of receipt of application form

* This criteria will only be accepted for priority entry if the child has been enrolled at least by the first day of Term 1 the year before the year of entry.

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
• the Headmaster declares the student’s place vacant, following the application of the College’s Student Welfare Procedures and Guidelines.
Policies

The overarching philosophy of Arndell, based on the mission statement of the SASC, 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 it’s approach and it’s 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 in operation in 2011:

Occupational, Health and Safety
The full policy is available to all staff as part of the College’s documents placed in all Staff rooms; it includes full details of roles, responsibilities, and action plans. Mr James Taylor from whom the full policy may be obtained, led the OH & S Working Group in 2011 and reported to the Headmaster on issues and incidents as soon as they arose.

Student Discipline
Pastoral matters at Arndell are handled through:
Junior School: Class teachers, Stage Co-ordinators and Head of Junior School;
Senior School: Class teachers, Tutors, Heads of House and Department, Head of Senior School (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 unsolved 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.

Child Protection Policy
This policy was updated in 2011 to include Keep Them Safe, with staff professional development throughout the year. 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 intranet or from College Reception.

Supervision
Details of arrangements are included in the Staff Handbook and from the Heads of Senior and Junior School.

Complaints and Grievances
Arndell abides by the overall guidelines found in the SASC policy in resolving grievances. This policy is available on the SASC 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 Chairman of the College Council.

The Grievances Policy - Procedures was updated in 2011, with clear lines of communication for grievances with parents, staff, visitors have a complaint to make. The Director of Staff Welfare was an important link to the procedures, with this position to be implemented fully in 2012.

A Copy of the Complaints and Grievance Policy can be obtained from the intranet or from College Reception.

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; for example:

- 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 Bibies, 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.

Parent, Teacher and Student Satisfaction
In 2011, the College conducted an Exit survey for Year 12 students and parents in September and a Satisfaction Survey for students and parents of Year 7. The results from the survey indicate an increased satisfaction from parents and students in the following areas of the college:

- Academic program
- Communication Facilities and Resources
- Co curricular program
- Teaching staff

Feedback is also received in the form of emails, letters, anecdotal comments from parents, students and staff and the increase in student enrolments is a positive comment from the community about the College.

Staff meetings in 2011 (Pre-K-6, 7-12 or Pre K-12) allowed staff to air views on a wide variety of subjects and to participate in policy directions. As well, all staff were encouraged to take part in various Professional Development courses which contributed to their individual growth during the year.
College Goals

Achievement of School Determined Goals and Targets for 2011

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidate Learning Support across K – 12</td>
<td>Appointment of a Director of Student Welfare K – 12 for 2012 to be made who will oversight of this important area of the College</td>
<td>Achieved</td>
</tr>
<tr>
<td>Restructure Junior School to maximise academic delivery</td>
<td>In 2012 the Junior School will have specific time allocation to the teaching of Literacy and Numeracy skills in their timetable</td>
<td>Achieved</td>
</tr>
<tr>
<td>Further professional development in respect to classroom management, interaction and engagement of students</td>
<td>The 2012 Staff Conference will commence with a presentation on differentiation in the curriculum – this will then be followed up with other PD activities during the course of the year</td>
<td>Achieved</td>
</tr>
<tr>
<td>Program of community outreach</td>
<td>Commence a series of outreach activities with the local community and local parishes</td>
<td>Achieved</td>
</tr>
<tr>
<td>Enhance the success of the Duke of Edinburgh’s Award Scheme</td>
<td>Increase the number of students involved in the Duke of Edinburgh Award</td>
<td>Work in Progress</td>
</tr>
<tr>
<td>Maintain publicity development, via print means, website, happenings in public places</td>
<td>Revamp the College website, improve the College prospectus and improve communication strategies with parents.</td>
<td>Work in Progress</td>
</tr>
<tr>
<td>Development of further leadership opportunities, especially in Junior School</td>
<td>Appoint a series of subject leaders in the Junior School</td>
<td>Achieved</td>
</tr>
<tr>
<td>Development of further leadership opportunities</td>
<td>Broaden the number of student leadership opportunities within the College</td>
<td>Work in Progress</td>
</tr>
<tr>
<td>Redevelopment of strategic direction of the College</td>
<td>Create and implement a new College strategic plan for 2012 - 2016</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

School Determined Goals and Targets for 2012

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain publicity development, via print means, website, happenings in public places</td>
<td>Completion of the updated College website, improve the College prospectus and improve communication strategies with parents.</td>
</tr>
<tr>
<td>Development of further leadership opportunities</td>
<td>Broaden the number of student leadership opportunities within the College</td>
</tr>
<tr>
<td>Enhance the success of the Duke of Edinburgh’s Award Scheme</td>
<td>Increase the number of students involved in the Duke of Edinburgh Award</td>
</tr>
<tr>
<td>Increase in academic awareness, raising standards in overall school performance</td>
<td>Parent and student forums and information evenings. Use data to make informed decisions about T&amp;L program.</td>
</tr>
<tr>
<td>Increase in academic awareness, raising standards through sound professional development.</td>
<td>Professional development, with a whole school focus on teaching differentiated pedagogy.</td>
</tr>
<tr>
<td>To review and Junior and Senior curriculum planning and Curriculum assessment.</td>
<td>Reviews of current scope and sequences, teaching and learning program and discussion on philosophy and practice re: student assessment and reporting.</td>
</tr>
<tr>
<td>To heighten the awareness of co-curricular program in both the Senior and Junior schools.</td>
<td>Community awareness – both internal and external, through community performances, newsletter communication.</td>
</tr>
<tr>
<td>Consolidate Learning Support across K – 12 through the re-shaping of the department</td>
<td>Continue to restructure the Learning Support, including more communication with staff and parents and introduction of programs such as Cars and Stars into the Senior School to create a P-12 perspective.</td>
</tr>
<tr>
<td>Develop strategic plan for IT across the College.</td>
<td>Strategic plan developed, stakeholders consulted, explore becoming a Cisco exemplar school.</td>
</tr>
<tr>
<td>To review and re-shape the Junior School’s approach to Mathematics</td>
<td>To reconstitute Maths classes to an interactive, class based model as fully differentiated with reference to ability and purpose.</td>
</tr>
<tr>
<td>To re-configure the Junior School approach to an inclusive Gifted and Talented program.</td>
<td>To set up ‘On Eagles Wings’ as a co-curricular, after-school learning extension program, as offering all students inclusive, self-nominated entry to a range of work-shops, each run by teachers and designed to provide a series of creative and detailed extensions to the BOS K-6 Curriculum.</td>
</tr>
<tr>
<td>To create an effective Junior School Positive Behaviour Guidelines Document.</td>
<td>To disseminate and discuss guidelines across the Junior School Staff and its families, for formal application in Term 3, 2012.</td>
</tr>
</tbody>
</table>
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 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 school'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 Headmaster 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.