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2012 has been a year of continued growth within the College; the goals set in the strategic and operational plans are well under way to being achieved; the new executive structure is continuing to solidify the operations of the College; enrolment growth continues to be a positive trend for the College and for the first time in the College’s history it will operate a five stream Year 7 intake for 2013 and we have further implemented a culture of educational improvement within the life of our College.

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

We want the students of Arndell Anglican College to graduate with:
• A knowledge of the Christian faith
• A developed understanding of who they are and what they believe
• Pathways to success in their lives and the contemporary world
• And a desire to add to the character of their community

At Arndell Anglican College we value:
• Our shared Christian faith
• A culture of lifelong learning
• An open and respectful community
• 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. But, an Arndell Anglican College education is more than just learning to read, write and count. It is making sure that our students have the opportunity to create thinking skills, to develop creative and dramatic skills, to maintain and grow high levels of emotional, mental, physical and spiritual wellbeing. That is why we encourage our students to learn a variety of subjects, be actively involved in our co-curricular programs and have the opportunity to explore matters of faith.

The richness of the educational experience that we can offer here at Arndell provides our students with a wonderful opportunity to develop a range of skills which will prepare them well for life post school, and will enable them to flourish. The challenge for our students is for them to actually take up these opportunities and not stand back and take the easy option out.

An Arndell Anglican College education is also interested in offering a quality Christian education. At Arndell we believe that we are all a part of God’s creation and as such we have been designed to be in 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.

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 2012.

Message from the Headmaster
“Educationally, we remain committed to developing the whole child”
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 2012, had ten meetings.

The College has excellent facilities and continues to be 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.

Research shows that one of the important ingredients of an effective school is the positive involvement of its parents. With this in mind the major goal for the Arndell Parents & Friends Association for 2012 was to raise community spirit within the College.

We started the year by holding a very successful Trivia night. This event exceeded all our expectations with over 170 people attending.

The annual Family Fun Day/ School Open Day held in May was our most profitable event to date with record numbers joining the festivities of the day. This event is a wonderful way to showcase the College and its’ community.

In September we held the annual Equestrian Carnival with over 240 riders attending from over 60 schools. The day was enjoyed by all and is an invaluable opportunity to promote our College.

As a result of these events the P&F were able to purchase Cricket nets, playground seating, trestle tables, a new BBQ and pay for the refurbishment of the stage in the Lambert Performing Arts Centre.

Through the dedication and hard work of so many within the College community we believe our goal was achieved with record numbers attending the P&F meetings and events. I would like to take this opportunity to thank everyone’s involvement, this outcome could not have been achieved without the support the P&F received from the Arndell staff and parents.

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)

“one of the important ingredients of an effective school is the positive involvement of its parents.”
Junior: Preparatory to Year 6
“An exciting and continuing journey...to become transformative”

Message from the Head of Junior School

Rev. Keith Peterson

2012 has been a very positive and formative year for Arndell Anglican College Junior School. The College has made progress and embraced positive change in many ways, but particularly in terms of the development of a renewed pedagogical and organisational structure, as designed to support a connected system of curriculum programing and assessment across the Junior School, K-6.

During 2012, the Junior School Staff have moved to a single system of programing, using an in-house matrix and proforma system to support the design and application of a consistent and congruent approach to the NSW Board of Studies Curriculum across the College. This newly unified style and intent of approach to curriculum programing has been connected to a revised understanding of assessment for, as and of children’s learning, as from a collegial approach, we have looked as a staff together, to integrate a single cross-school approach to planning, teaching and learning, assessing and reporting.

The informing intent, guiding and driving this process, has been to find and create full space for the development of formative assessment. Teachers across the Junior School have therefore been using a variety of assessment strategies, designed to give all students opportunities to demonstrate what they know, understand and can achieve in relation to given curriculum outcomes, within a given sequence that allows for the possibility of effective feedback and that seeks to maximise effective learning for all of our children. This has been an exciting and continuing journey, which has the wonderful possibility to continue to become transformative in so many positive ways!

And 2012 has certainly been a year of new and renewed life for the Junior School! We celebrated a wonderful Grandparents Day with music and dancing and science experiments occurring everywhere! The Eagles Wings co-curricular program proved an exceptionally resonant initiative with over a third of the Junior School eventually involved in its programs over the year. Book Week inspired the literal emergence of myriad characters at the Book Week Assembly and Parade and this year’s Creative Arts Week brought our wonderful Junior School Musical, ‘The Story Tellin’ Man’ with each of our children, in Years 3 - 6 making an integral contribution, as did all the students in Prep – 2 in their beautiful re-telling of the Nativity. The year of course also included many other highlights – some brilliantly public as in the Year 5 Choir singing at the Indigenous Literacy Festival at Sydney Opera House; some emerging from the special circumstances unfolded from within our series of camps or excursions – and some emerging as the kind of ‘seeded unseen’, inner magic of a new concept learned or a new window of understanding and possibility suddenly swinging open in the individual mind and heart of a child just within an ‘ordinary’ learning day at AAC Junior School. It is therefore as a developing Community of the Kingdom that we certainly do have occasion to celebrate so much of grace and gift over 2012.

We can also surely look forwards, with faith in Jesus, the King of our College, to a continually shining future, as we look to follow his Lordship and so, in the tremendous grace of that gift of Life, seek to reflect His glory, within a daily, saving and renewing celebration of hope, purpose and love.
Year 3 and 5 NAPLAN 2012

In 2012, the National Tests in Literacy and Numeracy were conducted in May. The aim of the NAPLAN Testing is to provide information about student achievement in a number of strands of literacy and numeracy across the nation. This information assists schools with the development of teaching and learning programs and to provide teachers and parents with data which can be used alongside school based assessment to inform student achievement.

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 2012 students in Year 3 achieved the following:

Literacy

Year 3 Reading
• 87% of the students achieved at or above the benchmark (Band 3) in Reading
• 69% achieving in the top 3 Bands

Year 3 Writing
• 98% of the students achieved at or above the benchmark
• 96% of the students achieved in the top 3 bands, compared to 80% in the State

Year 3 Spelling
• 91% of students achieved at or above the benchmark
• 80% of students achieved in the top 3 Bands, compared 75% of students in the State

Year 3 Grammar and Punctuation
• 86% of students achieved at or above the benchmark
• 75% of students achieved in the top 3 Bands, compared to 75% 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 64% of students in the State

Year 3 Measurement, Data, Space and Geometry
• 98% of students achieved at or above the benchmark
• 73% of students achieved in the top 3 Bands, compared to 64% of students in the State

Year 3 Overall Numeracy
• 98% of students achieved at or above the benchmark
• 73% of students achieved in the top 3 Bands, compared to 67% of students in the State

Overall, there was an improvement in Spelling since 2011.
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 2012 students in Year 5 achieved the following:

Literacy

Year 5 Reading
• 83% of the students achieved at or above the benchmark (Band 5)
• 61% achieving in the top 3 Bands compared to 60% of students in the State

Year 5 Writing
• 91% of the students achieved at or above the benchmark
• 40% achieving in the top 3 Bands compared to 52% of students in the State

Year 5 Spelling
• 82% of students achieved at or above the benchmark (Band 5)
• 58% of students achieved in the top 3 Bands, compared to 66% of students in the State

Year 5 Grammar and Punctuation
• 82% of students achieved at or above the benchmark (Band 5)
• 53% of students achieved in the top 3 Bands, compared to 58% of students in the State

Numeracy

Year 5 Number Patterns and Algebra
• 90% of students achieved at or above the benchmark (Band 5)
• 67% of students achieved in the top 3 Bands, compared to 54% of students in the State

Year 5 Measurement, Data, Space and Geometry
• 93% of students achieved at or above the benchmark
• 67% of students achieved in the top 3 Bands, compared to 56% of students in the State

Year 5 Overall Numeracy
• 94% of students achieved at or above the benchmark
• 75% of students achieved in the top 3 Bands, compared to 59% of students in the State.

Compared to the results for Year 5 2011, and in comparison to the State there has been an overall improvement in Reading, Spelling, and Numeracy.

Overall, there was an improvement in Reading and Numeracy.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
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</thead>
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<td>BAND</td>
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<td>State %</td>
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<table>
<thead>
<tr>
<th>Measurement, Data, Space &amp; Geometry</th>
<th>Number Patterns &amp; Algebra</th>
<th>Overall Numeracy</th>
<th>Year 5 NAPLAN Table Notes:</th>
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<td>BAND</td>
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Senior: Year 7 to Year 12
Message from the Head of Senior School

Mr James Webb

Once again I am delighted to offer a few words of thanks, encouragement and praise for this snapshot in the life of Arndell. Education is about listening, doing and saying, and that is just from the teacher’s perspective. We listen to the heart beat of the classroom, we undertake challenges that engage our students, and we say things that should encourage these young people to go far beyond our wildest dreams. A long time ago in one of my early lectures at university I was presented with this quote from a founder in educational psychology.

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive, and discoverers, who can be critical and verify, and not accept, everything they are offered.” Jean Piaget, French Psychologist (1896-1980)

This year we have achieved a great deal, both inside and outside the classroom. Our students have given so much, and for this I thank them. I encourage our students to consider other areas where they can take the name of the College forward into the wider community. An example of this was the French tour in July - our students carried our banner and were awesome ambassadors for the College.

As Head of Senior School I have many opportunities to see the hard work that the teachers undertake to enable our children to flourish. It is this union of facilitator and learner that creates ‘community’ and our vision and value statement is being lived out day by day. We are a strong and vibrant community each adding to the tapestry that is Arndell.

Senior Academic Achievement

NAPLAN Year 7 and 9 2012

In 2012, 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 2012 students in Year 7 achieved the following:

Year 7 Reading
• 99% of the students achieved at or above the benchmark (Band 5)
  • 68% achieving in the top 3 Bands compared to 59% of students in the State

Year 7 Writing
• 96% of the students achieved at or above the benchmark
  • 50% achieving in the top 3 Bands compared to 43% of students in the State

Year 7 Spelling
• 96% of students achieved at or above the benchmark
  • 61% of students achieved in the top 3 Bands, compared 67% of students in the State

Year 7 Grammar and Punctuation
• 96% of students achieved at or above the benchmark
  • 64% of students achieved in the top 3 Bands, compared to 60% of students in the State

Year 7 Number Patterns and Algebra
• 96% of students achieved at or above the benchmark
  • 51% of students achieved in the top 3 Bands, compared to 53% of students in the State

Year 7 Measurement, Data, Space and Geometry
• 96% of students achieved at or above the benchmark
  • 55% 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
  • 52% of students achieved in the top 3 Bands, compared to 52% of students in the State

Overall, there was an improvement in Grammar and Punctuation.
Year 9 Literacy and Numeracy Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. There are six achievement bands, Band 10 being the Highest and Band 5 being the lowest.

In 2012 students in Year 9 achieved the following:

**Year 9 Reading**
- 97% of the students achieved at or above the benchmark (Band 6)
- 43% of students achieved in the top 3 Bands compared to 48% of students in the State

**Year 9 Writing**
- 79% of the students achieved at or above the benchmark
- 33% of students achieved in the top 3 Bands compared to 27% of students in the State

**Year 9 Spelling**
- 94% of students achieved at or above the benchmark
- 47% of students achieved in the top 3 Bands, compared with 57% of students in the State

**Year 9 Grammar and Punctuation**
- 90% of students achieved at or above the benchmark
- 43% of students achieved in the top 3 Bands, compared to 47% of students in the State

**Year 9 Number Patterns and Algebra**
- 90% of students achieved at or above the benchmark
- 38% of students achieved in the top 3 Bands, compared to 52% of students in the State

**Year 9 Measurement, Data, Space and Geometry**
- 93% of students achieved at or above the benchmark
- 45% of students achieved in the top 3 Bands, compared to 50% of students in the State

**Year 9 Overall Numeracy**
- 100% of students achieved at or above the benchmark
- 37% of students achieved in the top 3 Bands, compared to 50% of students in the State

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
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<td>BAND</td>
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**Year 7 NAPLAN Table Notes:**
- Results for components in each achievement band.
- N.B. Percentages do not always add to 100 due to rounding.
- School Population: 84
Year 9 Measurement, Data, Space & Geometry Number Patterns & Algebra Overall Numeracy Year 9 NAPLAN Table Notes:

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<tr>
<th>BAND</th>
<th>State %</th>
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<th>Arndell %</th>
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</table>

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

School Population: 67
State: TBA

2012 RECORD OF STUDENT ACHIEVEMENT

In 2012, 75 Arndell students completed Stage 5 for which the grades awarded are listed below. 3 students were awarded the Record of Student Achievement (RoSA) by the Board of Studies, 1 student completed the online Literacy/Numeracy test.

2012 NSW HIGHER SCHOOL CERTIFICATE

In 2012, 65 students presented for the Higher School Certificate. 28 courses were studied, with the following outstanding achievements:

- 22 Band 6 over 12 subjects
- 1 E4 was achieved

The subjects achieving Band 6 and E4 results were:

- Advanced English
- Community and Family Studies
- Drama
- History Extension
- Hospitality
- Modern History
- PDHPE
- French Beginner
- Music 1
- Senior Science
- Society and Culture

In Music 1, one student was nominated for Encore, and 3rd prize was achieved by an Extension History student in the History Teachers Association NSW Extension History essay competition.

In 2012 the best result with respect to both performance and achievement was recorded by the VET Subject Area. The results improved with respect to both performance and achievement in the English, Performing Arts, TAS and VET Subject Areas.

The Subject Areas which achieved results at or above their expected performance benchmarks were English, External Courses, History, HSIE, LOTE, PDHPE, Performing Arts, Science, TAS and VET.

The Subject Areas that achieved average scaled marks at or above the Grand School Average were English, History, LOTE, Mathematics, PDHPE, Performing Arts, Science, TAS and VET.

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 has become more recognised over the last two years.

In 2012, 65 Arndell students presented for the Higher School Certificate in at least one subject. 28 courses were studied by students at Arndell. Of these, 6% of students studied VET courses.

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Senior Secondary Outcomes

University Offers

In 2012, 65 Arndell students presented for the Higher School Certificate in at least one subject. 28 courses were studied by students at Arndell. Of these, 6% of students studied VET courses.

Post School Destinations

The year 12 class of 2012 is moving in a variety of directions, including University, Tafe, the workforce and some are taking a GAP year. The following charts provide further detail on the students intended future directions and University offers.
## HSC Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Band 6 &amp; Band 5 or E4 &amp; E3 (%Arndell (%State))</th>
<th>Band 4 &amp; Band 3 or E2 &amp; E1 (%Arndell (%State))</th>
<th>Band 2 &amp; Band 1 (%Arndell (%State))</th>
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<td>English Advanced</td>
<td>57</td>
<td>17.53 (54.09)</td>
<td>78.94 (44.95)</td>
<td>3.5 (0.93)</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>8</td>
<td>100 (87.11)</td>
<td>0 (12.63)</td>
<td>0 (0.24)</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>3</td>
<td>33.33 (78.43)</td>
<td>66.66 (21.55)</td>
<td>0</td>
</tr>
<tr>
<td>Geography</td>
<td>7</td>
<td>28.57 (40.27)</td>
<td>71.42 (46.6)</td>
<td>0 (13.09)</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10</td>
<td>40 (40.24)</td>
<td>50 (47.02)</td>
<td>10 (12.71)</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>41</td>
<td>7.31 (22.05)</td>
<td>87.8 (57.51)</td>
<td>4.87 (20.42)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
<td>16.66 (52.5)</td>
<td>55.55 (38.06)</td>
<td>27.77 (9.41)</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>5</td>
<td>0 (84.98)</td>
<td>100 (14.81)</td>
<td>0 (0.19)</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>1</td>
<td>0 (88.37)</td>
<td>100 (11.44)</td>
<td>0 (0.17)</td>
</tr>
<tr>
<td>Modern History</td>
<td>21</td>
<td>14.28 (45.94)</td>
<td>57.13 (43.38)</td>
<td>28.57 (10.64)</td>
</tr>
<tr>
<td>History Extension</td>
<td>6</td>
<td>100 (65.98)</td>
<td>0 (33.81)</td>
<td>0 (0.19)</td>
</tr>
<tr>
<td>Music 1</td>
<td>10</td>
<td>90 (58.38)</td>
<td>10 (39.23)</td>
<td>0 (2.35)</td>
</tr>
<tr>
<td>PDHPE</td>
<td>17</td>
<td>17.64 (32.88)</td>
<td>82.34 (52.55)</td>
<td>0 (14.54)</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>0 (34.05)</td>
<td>100 (56.4)</td>
<td>0 (9.51)</td>
</tr>
<tr>
<td>Senior Science</td>
<td>10</td>
<td>50 (40.29)</td>
<td>50 (50.83)</td>
<td>0 (8.84)</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>7</td>
<td>57.14 (43.98)</td>
<td>42.85 (47.55)</td>
<td>0 (8.45)</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>6</td>
<td>0 (23.29)</td>
<td>100 (65)</td>
<td>0 (11.67)</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>9</td>
<td>88.88 (46.1)</td>
<td>11.11 (47.7)</td>
<td>0 (6.16)</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>7</td>
<td>42.85 (53.96)</td>
<td>57.14 (44.22)</td>
<td>0 (1.78)</td>
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<tr>
<td>French Beginners</td>
<td>7</td>
<td>42.85 (47.2)</td>
<td>57.14 (42.76)</td>
<td>0 (10.02)</td>
</tr>
<tr>
<td>French Continuers</td>
<td>1</td>
<td>0 (64.59)</td>
<td>100 (31.78)</td>
<td>0 (3.59)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>10</td>
<td>70 (28.07)</td>
<td>30 (57.15)</td>
<td>0 (14.74)</td>
</tr>
</tbody>
</table>
Community Work

In our ethos and vision of the College, we value our connectedness to the Hawkesbury region and one of the ways we do this is through the partnership we have with the Hawkesbury Community Kitchen. The staff and students of the Senior School have made a commitment to run the kitchen every second Friday evening. Duties performed include preparing and serving meals, and cleaning up at the end of the dinner service. Putting your hand up to help others in need is an extremely rewarding experience.

Students also participate in a range of other charity events, and in 2012, these included 40 Hour Famine, Run4Bibles and Daffodil Day to support the Cancer Council. All of these are driven by the house system in the College. These activities continue to grow each year, with numbers of students doubling in the 40 Hour Famine since 2011.

Duke of Edinburgh

Arndell Anglican College had 28 students participate in the Bronze program. Students must complete three months of a sport, learning a new skill and volunteering. They also complete two expeditions.

In September, 2012, the Year 9 Bronze group fulfilled their practice expedition at Somerset. This included a two day hike and overnight camp where they developed their knowledge of camp craft and orienteering skills. In October, 2012, the Year 10 Bronze group completed their qualifying expedition in the Blue Mountains National Park, Glenbrook. Students displayed sound knowledge of camp craft, orienteering as well as care and respect for the environment and each other. We also had a number of the Senior School receive their Bronze and Silver Awards this year.

Performing and Creative Arts

2012 was a busy year for the Music, Dance and Visual Arts at Arndell. With a number of performances, exhibitions and presentations, the students of Arndell were yet again dedicated to the Arts subjects.

The Junior School Music Program continued to develop with performances by class groups at various Awards Assemblies throughout the year. Years 3 – 6 combined to perform the music cantata “The Story Tellin’ Man” in September, which involved singing, dancing, narration and drama. Prep - Year 2 students also joined together for an advent story to end the year. The Junior School Choir performed at a variety of events, including the College Country Fair, Grandparents Day and Presentation Evening. Year 5 were invited to participate at the Indigenous Literacy Day in September at the Opera House, performing a world premier song “Bad Swimbite” by Australian composer Michael Rohanek.

The Senior School was also busy throughout the year, presenting SHOWTIME during term 2, a night of music and dance involving all of the Senior School ensembles, both Music and Dance. The College ensembles for 2012 included: Rock Band, Stage Band, Guitar Ensemble, Senior Vocal Ensemble and Junior Vocal ensemble, Junior Dance Group, Intermediate Dance group and the Senior Dance Group.

The HSC Music performance evening was of the highest quality. The class performed a number of their HSC repertoire in readiness for the HSC practical examination. The class showed dedication in preparation and subsequently received outstanding HSC results.

The Visual Arts department presented the inaugural Year 7 – 12 Art exhibition with a number of works from all year groups being displayed in the school Auditorium. Art works ranged from paintings, to sculpture, photography, fabric art and digital art covering a wide range of styles.

All in all, 2012 was a very productive and rewarding year in the

“

We value our connectedness to the Hawkesbury region

”
Sport

Arndell Anglican College has continued to provide students with a number of opportunities in the area of sport. It was wonderful to see a number of individuals experience success throughout 2012.

Arndell was well represented in the Hillszone Sport Program with teams entered in Basketball, Netball, Rugby Union, Cricket and Soccer. Students also participated in Tennis and Hockey competitions throughout the year. Both the Junior and Senior Girls Netball teams were premiers in their respective age categories.

As usual a number of students excelled in the Swimming, Cross Country and Athletics Representative Carnivals with many progressing to HZSA, AICES with a number also going on to CIS honours. Arndell also had a number of students selected for CIS teams which is an outstanding achievement. Daniel Jones participated in the U15’s Australian School Boy Rugby League Championships, Jesse-James Phipps in Junior Boys Rugby Union, Natalie Otten in Netball and Athletics and Blake Parsons in Athletics. These are outstanding achievements for these committed young athletes.

Arndell Sport continues to go from strength to strength and we look forward to providing more opportunities for students in the future.

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 2012, this was held at Clarendon Showground in September. Over the past four years, the numbers of riders in this carnival have continue to increase.

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 newsetters 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“
Technology at Arndell

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.

Over the past year the College has invested substantially in ensuring that our underlying infrastructure is ready for the next five plus years. This has involved upgrading our core wired networking infrastructure, wireless infrastructure, servers and data handling. We have also enjoyed seeing exciting things happening between staff and students using online learning in our classrooms and it has been equally exciting observing the use of ICT to improve communication between parents, staff and students. We have also seen worthwhile use of interactive ICT tools, which are now in every classroom.

The Students

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 793 students, 29 in Pre-Kindergarten, 335 in K to Year 6, and 458 in Years 7 to 12. The Junior School is double streamlined, with the Secondary School triple streamlined in years 9-12 and quadruple in Years 7-8. 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. There a number of students with special needs.

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.

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 the Homeroom system and College 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 College. 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>
</tr>
<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>92.3%</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. In 2012, there was an increase of 9.8% retention from 2011. This is a very 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>
</thead>
<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>
<tr>
<td>2010 Year 10 to 2012 Year 12</td>
<td>68.8</td>
</tr>
</tbody>
</table>

Parent and Student Satisfaction

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

The feedback from these surveys greatly assists the College with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

In 2012, 88 parents and 153 students from Years 7 & 12 participated in surveys and provided views on such areas as academic performance, Biblical Studies, student welfare, co-curricular, sport, teaching, communication, facilities and resources and administration and leadership.

Whilst we are pleased with the results the feedback has highlighted opportunities where further improvement can be made and the College Executive will be using this input for their future plans.

The Parents

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

- 82% of parents’ expectations were met or exceeded in relation to quality of teaching practice
- 79% of parents’ expectations were met or exceeded in relation to well qualified staff
- 82% of parents’ expectations were met or exceeded in relation to the College’s focus on student welfare
- 89% of parents’ expectations were met or exceeded in relation to a good education at a reasonable expense
- 97% of parents’ expectations were met or exceeded with the College’s facilities and resources

The Students

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

- 69% of students’ expectations were met or exceeded in relation to quality of teaching practice
- 69% of students’ expectations were met or exceeded in relation to well qualified teaching staff
- 78% of students’ expectations were met or exceeded in relation to the College’s focus on student welfare
- 78% of students’ expectations were met or exceeded with the College’s facilities and resources
- 71% of students’ expectations were met or exceeded in relation to the academic standards

Parents and students were asked to provide open responses to the most valued aspects of AAC. The most frequently nominated aspects are:

Parents:
- High quality, balanced education
- Strong sense of community spirit
- Strong Student welfare program
- Communication and feedback from staff

Students:
- Engaging and challenging subjects
- Opportunities to develop as the whole person
- Sports program
The Staff

In 2012, the number of staff at Arndell Anglican College was 86, 66 of whom were teaching staff. 100% of teaching staff have the teacher education qualifications from a higher education institution within the Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. 62.1% 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.

![Staff Composition Chart]

NSWIST

In 2012, twenty-five teachers were registered with the NSW Institute of Teachers. The teachers are at various stages, including Provisional Beginning, Professional Competence, Maintenance and Professional Excellence.

Professional Learning

Our College is very interested in how students learn and we are making the teaching and learning relationship a prime goal. As such, professional development continues to be an important part of the annual calendar. In 2012, this occurred both on and off-site.

The thrust in the beginning was to continue the theme of differentiating the curriculum with a full day presentation by Professor Loretta Giorcelli. This was followed up with a consultancy day by Maxene Borg from the Association of Independent Schools (AIS) to assist teachers to make reasonable adjustments for students with needs. The AIS supported professional learning in both the Senior School and the Junior School in assessment, literacy and numeracy. Secondary staff all participated in Learning Profiles (Analysis of School Certificate and Higher School Certificate Results) by Bronwen Hegarty. All staff, both teaching and administrative underwent CPR.

Teachers also attended a wide range of conferences and seminars which were specific to individual needs, pastoral care, learning enrichment, Australian Curriculum and best practice, NSW Institute of Teachers, teacher technology, First Aid, classroom management and leadership.

With 17 new appointments, there was a comprehensive orientation and induction program. The feedback indicated that this was highly valued and will be implemented next year with minor modifications.

Overall, in 2012, the College spent in excess of $72,241 on staff professional development, spread over 92 staff which equates to approximately $785 per staff member.

Staff meetings in 2012 (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.

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:

Workplace, 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 WH & S Working Group in 2012 and reported to the Headmaster on issues and incidents as soon as they arose.

The Workplace, health and Safety Policy was updated in 2012 to reflect the legislative changes and included the Disability Act 2003 and Amendments in 2011.
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 Pre-Year 12, called together to learn from and to esteem one another and thereby to celebrate each other as equally valued parts of the one open, respectful community in this place. Underpinning our welfare structure is a vision to see all flourish spiritually, emotionally, psychologically and educationally.

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

Pastoral matters at Arndell are handled through:
• Junior School: Class teachers, Stage Co-ordinators and Head of Junior School;
• 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. 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 2012 to include the Disability Act 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 school intranet. 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 the School Administration Office.

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 Grievance 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 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, including:

- K-6 classes develop rules, with student input, which focus on acknowledging the right of each child to learn and develop in a safe and supportive environment.
- Year 7 – 12 homerooms involve monitoring of each student’s welfare, which is directly communicated to parents/guardians through the online welfare system.
- Chapel services, at all levels, encourage, inter alia, a loving attitude to our fellow humans based on Christ’s love shown to all people.
- Student leadership at Years 6 and 11-12 involves students in motivating and valuing all those they lead. Leadership camp is held in Year 11, and a leadership course is run for all Year 11 Students.
- Students, often through their Houses, hold various charity fund-raising activities, including for the Red Cross, Leukaemia Foundation, World Vision, Run for Bibles, Forty Hour Famine, Community Kitchen.

An ongoing focus on safe celebrations, with input at Years 7-12 from Windsor Area police and at younger levels through the PDHPE and Christian Education programs.

- Assemblies that reward effort and corporate endeavours, not only individual achievement.
- Development of increased House activities across the College to foster new challenges, greater community spirit and an increased sense of belonging.
## College Goals

### Achievement of School Determined Goals and Targets for 2012

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Achieved</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</td>
<td>Working towards</td>
</tr>
<tr>
<td>Development of further leadership opportunities</td>
<td>Broaden the number of students in leadership opportunities in the College</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>Working towards</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>
<td>Working towards</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>
<td>Continuing</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>
<td>Continuing</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>
<td>Working towards</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>
<td>Working towards</td>
</tr>
<tr>
<td>To review and reshape 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>
<td>Achieved</td>
</tr>
<tr>
<td>To re-configure the Junior School approach to an inclusive Gifted and Talented Program</td>
<td>To set-up &quot;On Eagles Wings&quot; 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 extension to the BOS K-6 Curriculum</td>
<td>Achieved</td>
</tr>
<tr>
<td>To create an effective an effective Junior School Positive Behaviour Guidelines Document</td>
<td>To disseminate and discuss guidelines across the Junior School and its families, for formal application in Term 3 2012</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

### School Determined Goals and Targets for 2013

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue to develop Junior School Literacy Plan, with particular reference to the Best Start Incremental Literacy Program and for the planning and implementation of active differentiation</td>
<td>To successfully plan for the implementation of the Australian Curriculum NSW</td>
</tr>
<tr>
<td>To continue to implement and integrate the principles and practice of formative assessment across the Junior School</td>
<td>To plan and assess the K-6 curriculum with reference to the principles and practices of the BOS ARC and in consultation with on-going input form the AIS</td>
</tr>
<tr>
<td>To review practice at Prep and Early years and plan for the prospective extension of the Prep Program</td>
<td>To continue to develop the Junior School’s facility as a quality provider of Early Year Education and to extend enrolments accordingly</td>
</tr>
<tr>
<td>To encourage achievement though goal setting and self reflective learning</td>
<td>Development of Study Skills in Senior years and promotion of goal setting through Homerooms and parent forums</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 develop an integrated teaching approach which embeds a Christian Worldview in all aspects</td>
<td>Development of teaching and Learning programs which reflect the Christian worldview, with ongoing guidance and input from the Anglican Education Commission</td>
</tr>
<tr>
<td>Develop a greater commitment to the proper use of technology by students in academic and social settings</td>
<td>Revision of the Anti-Bullying Policy</td>
</tr>
<tr>
<td>Building a stronger House System to develop community</td>
<td>Development of House Competitions and Improvement of Chapel and Assembly to promote Community</td>
</tr>
<tr>
<td>To develop e-learning opportunities for students in preparation for a laptop program across the Senior School in 2014</td>
<td>Ongoing Professional Development for staff, with the view to integrate Moodle into Year 11 teaching strategies in Term 4</td>
</tr>
</tbody>
</table>
Statutory Requirements

Finance

Evidence of Compliance

Policy

Arndell Anglican College maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes the public disclosure of the educational and financial performance measures and policies of the College as required from time to time.

Procedures for Annual Report

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

Requests for additional data

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister of Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Director of Curriculum and Policy is responsible for coordinating the 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.

The above charts provide the summary financial information for Arndell Anglican College in 2011.