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Message from the Headmaster

“Educationally, we remain committed to developing the whole child”

2013 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 and for the first time in the College’s history it we operated 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
- To become the school of choice in the Hawkesbury

Educationally we remain committed to developing the whole child. At the core of what we do is the presentation of a strong and rigorous academic curriculum. But, an Arndell Anglican College education is more than just learning to read, write and count. It is making sure that our students have the opportunity to create thinking skills, to develop creative and dramatic skills, to maintain and grow high levels of emotional, mental, physical and spiritual wellbeing. That is why we encourage our students to learn a variety of subjects, be actively involved in our co-curricular programs and have the opportunity to explore matters of faith.

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

An Arndell Anglican College education is also interested in offering a quality Christian education. At Arndell we believe that we are all a part of God’s creation and as such we have been designed to be in a relationship with Him. That opportunity for relationship comes through his Son Jesus Christ who is more than just a moralistic teacher but our Lord and Saviour. As a Christian school we want to offer our students the opportunity to explore the Christian faith, ask questions of it and experience it in a deep and meaningful way, thus allowing them a chance to make a decision regarding it.

I thank the College Council, Staff, Parents, Students and the wider community for their constant and generous support of Arndell Anglican College over the course of 2013.
Message from Key Bodies

“The College aims to provide high quality education”

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

Arn dell 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 2013, 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

The Arndell College Parents’ and Friends’ Association once again had a very busy year presenting a range of events and activities. A very successful Trivia Night kicked the year off followed by the Family Fun Day & Open Day and the Equestrian Carnival.

We had an amazing 170 people in attendance at our 80s themed Trivia Night. The school community came together dressed in their 1980’s attire, welcomed new families to the school, answered some tricky trivia questions, raised money and had lots of fun. Thank you to the wonderful Trivia Committee for making this such a fabulous event.

Congratulations to everyone who helped make the 2013 Arndell Family Fun Day “Day on the Green” such a huge success! An estimated 2,000 people attended the school with many families taking up the opportunity to take a tour of the college. Approximately 100 parent, student & teacher volunteers helped run the stalls and entertainment on the day and a big thank you goes to all those who contributed their time - particularly the stall co-ordinators who work tirelessly year after year. This is such a wonderful event for our school and shows year after year that the community spirit is alive and well at Arndell.

A new project we took on this year was the development of the Arndell Business Directory. All advertised businesses share a strong link with Arndell Anglican College. This undertaking has proven to be a huge success and we plan to continue this initiative in future years.

Once again we participated in the Woolworths Earn & Learn Program. Everyone did a fantastic job of sending in their coupons and the students from both High School and Junior School are enjoying the use of items for the French, PDHP and Science departments.

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. 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)

This year’s P&F funds have purchased a range of items for the whole school to enjoy including bench seating, re-furbishment of the stage in the Auditorium, and wooden tables and chairs which proved to be very popular with the students.

One of the most important ingredients of an effective school is the positive involvement of its parents.

One of the important ingredients of an effective school is the positive involvement of its parents. The small contributions of many parents add up and help us to achieve some really worthwhile benefits for our children and our school. Thank you so much for your support through 2013.
Junior: Preparatory to Year 6

“An exciting and continuing journey...to become transformative”

Message from the Head of Junior School

Rev. Keith Peterson

During 2013, Arndell Anglican College Junior School has continued to develop and extend organisational and pedagogical initiatives. All of these have been particularly informed by the defining aim of maximising learning and life-building opportunities for all of our students, within a community which affirms the way of the Kingdom as its shaper of mission, breath of life and primary paradigm of meaning.

This renewed emphasis on mission found particular expression within the College's whole 2013 emphasis on making intentional and living connection with its P-12 guiding maxim of, ‘Learning Through Christ’. Junior Staff joined in workshops, very ably and creatively enabled by the Anglican Educational Commission, to gather and share insight and perspective on making faith, and making learning, real at every level. Through workshops, through lots of sharing and discussion amongst staff, the way and insight of Jesus (and there was a real sense of gift to this) was given renewed opportunity to soak into all aspects of teaching and learning, of planning and pastoral perspectives and practice; so beginning to progressively mould that which constitutes the everyday heart and identity of the Junior School.

The Junior School has also further developed its understanding of, and practice in, formative assessment over 2013; revising assessment schedules within a new construct of criteria-based and rich tasks, whilst also positively referencing the diagnostic possibilities of summative assessment; whether that be within the NAPLAN model or as designed by class teachers as part of the Junior School's explicit Assessment Program. In order to look to communicate this developing approach, the Junior School instigated in 2013 a system of Student Portfolios. The P-6 Student Portfolios are interactive by nature – giving both parents and students an incremental, term by term, view of progress. They are designed to provide a varied and current focus for feedback both to parents and to students.

This journey towards a renewed view of the potential and purposes of assessment, was also supported by the completion of the introduction of a single system of templates for Teacher Curriculum Planning – and the thorough review of the current Junior School Curriculum Scope and Sequence. This review was effected collegially by subject based groups whose work was later presented to all staff and collated into a final loose leaf document, whose accessibility allows for response to further development and change. The Junior School has also been pro-actively intent on shaping an effectively informed and incremental approach to the introduction of the new NSW/ Australian Curriculums in English and Mathematics – both of which will be delivered within the Junior School over 2014.

A formative part of 2013 was the Board of Studies Inspection of the Junior School in August. This was a very positive experience for the Junior School – an opportunity to flag and celebrate our sense of progress - to find an objective view towards a summation of what has been achieved so far – and a springboard towards continuing achievement. The Inspectors noted a very impressive level of overall compliance across Teacher’s Programming; were very complimentary as to the thorough inter-connectedness of practice and width of evidence regarding assessment; noticed excellent curriculum links with the use of ICT in Teacher Programmes; and the authenticity of students work as being integrally connected to programming and to cross-school practice.

I had the privilege of walking around the Junior School with one of the BOS Inspectors, whose constant, ‘on the move’ comment was, “This is a wonderful school”. She was keen to express that for her the main quality of the Junior School was the existence of ‘a deep sense of respect’ and a ‘lovely sense of positivity’. She identified this sense of positivity across the Junior School in terms of the living evidence of teacher practice – this best practice is actually going on in classrooms – and as supported by a sense that both students and teachers were very positively interacting with, and growing together, within a season of change. She concluded with the comment that, ‘The Junior School is very successfully in process of cultural shift’.

So 2013 has really has been a year of many highlights! In January the Junior School welcomed Mr Martin Conway as its Deputy Head and Martin has made the most positive impact in terms of insightful pastoral support of students and of width of contribution to all aspects of the life and development of the School. A further kaleidoscope of highlights must at least include:- A wonderfully successful Grandparents Day where sun and smiles shone in brilliant parallel! A Book Week and Creative Arts Week, which as strategically rich, value-added activities, continue to grow in width, depth and traction; with the introduction of a Creative Arts Week Presentation Assembly, in particular, enabling a brilliant response of wonderful life, colour, music, celebration and variety.

The Junior School’s uniquely structured and inclusive Eagles Wings Co-curricular Extension Program grows in both width and intentional-ity, whilst continuing to hold and extend a remarkable level of student involvement. And the very significant support of a designated Junior School Teacher for PE / Sport has facilitated a year of continuing sporting extension, celebration and individual and team success – both in terms of College and Junior School events and of external Sports Galas and Regional Competitions.

It has been a year of formative progress; a year of particular depth and promise. And it’s in this context that we can surely confidently continue that journey together on the ‘Arndell Way’ – professionally and heart committed towards the continuing flourishing of the Junior School, with that passionate intent that all of our children might be both happy and seriously engaged, joyful and mindful, and where every day we celebrate together the reign over us of King Jesus, within the promotion of respect for others, honesty, fairness, the pursuit of excellence and the stewardship of hundreds of our children’s precious, emerging dreams.
Student Achievement K-6

Year 3 and 5 NAPLAN 2013

In 2013, 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 2013 students in Year 3 achieved the following:

Literacy

Year 3 Reading
In 2013 students in Year 3 achieved the following results in Reading:
• 100% of the students achieved at or above the benchmark (Band 3) in Reading
• 86.8% achieved in the top 3 Bands
• There has been a marked improvement in Reading in Year 3 since 2012 (24.1 scaled marks)

Year 3 Writing
98% of the students achieved at or above the benchmark
87% of the students achieved in the top 3 bands, compared to 77% in the State

Year 3 Spelling
94% of students achieved at or above the benchmark
70% of students achieved in the top 3 Bands, compared to 75% of students in the State

Year 3 Grammar and Punctuation
98% of students achieved at or above the benchmark
85% of students achieved in the top 3 Bands, compared to 75% of students in the State

The trend data showws that Arndell's results have improved by 21.5 mean scores since 2012 in Grammar and Punctuation

Numeracy

Year 3 Number Patterns and Geometry
89% of students achieved at or above the benchmark
78% 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
85% of students achieved in the top 3 Bands, compared to 68% of students in the State

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<td>State %</td>
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<th>Measurement, Data, Space &amp; Geometry</th>
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Year 5 Literacy and Numeracy

Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling, Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. There are six achievement bands, Band 8 being the Highest and Band 3 being the lowest.

In 2013 students in Year 5 achieved the following:

**Literacy**

**Year 5 Reading**
- 84% of the students achieved at or above the benchmark (Band 5)
- 46% achieving in the top 3 Bands compared to 63% of students in the State

**Year 5 Writing**
- 87% of the students achieved at or above the benchmark
- 40% achieving in the top 3 Bands compared to 53% of students in the State
- The trend data shows that Arndell’s results have improved by 5.6 mean scores in Writing.

**Year 5 Spelling**
- 82% of students achieved at or above the benchmark (Band 5)
- 56% of students achieved in the top 3 Bands, compared to 65% of students in the State

**Year 5 Grammar and Punctuation**
- 89% of students achieved at or above the benchmark (Band 5)
- 64% of students achieved in the top 3 Bands, compared to 64% of students in the State
- The trend data shows that AAC results have improved by 14.8 mean scores in Grammar and Punctuation

**Numeracy**

**Year 5 Measurement, Data, Space and Geometry**
- 89% of students achieved at or above the benchmark (Band 5)
- 62% of students achieved in the top 3 Bands, compared to 59% of students in the State

**Year 5 Number, Patterns and Algebra**
- 76% of students achieved at or above the benchmark
- 50% of students achieved in the top 3 Bands, compared to 54% of students in the State

**Year 5 Overall Numeracy**
- 82% of students achieved at or above the benchmark
- 59% of students achieved in the top 3 Bands, compared to 54% of students in the State

<table>
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<th>Year 5 NAPLAN Table</th>
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<td>Notes: Results for components in each achievement band.</td>
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<td>N.B. Percentages do not always add to 100 due to rounding.</td>
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<td>School Population: 61</td>
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<th>Overall Numeracy</th>
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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. Arndell Anglican College has at its core a Christ Centred curriculum which enables our students to see the world through many eyes.

“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)

The ‘Arndell Way’ grows year by year and students are developing a culture of belonging. Once again this year we have achieved a great deal, both inside and outside the classroom. Our students have given so much, and for this we thank them. We continue to encourage our students to consider other areas where they can take the name of the College forward into the wider community.

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 P-12 school of choice in the Hawkesbury region, serving God, our students, families and staff in a caring Christian learning community’. We are a strong and vibrant community each in his or her own part adding to the tapestry that is Arndell.

Senior: Year 7 to Year 12

Senior Academic Achievement

NAPLAN Year 7 and 9 2013

In 2013, 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 2013 students in Year 7 achieved the following:

**Year 7 Reading**
- 98% of the students achieved at or above the benchmark (Band 5)
- 58% achieving in the top 3 Bands compared to 56% of students in the State

**Year 7 Writing**
- 91% of the students achieved at or above the benchmark
- 36% achieving in the top 3 Bands compared to 43% of students in the State

**Year 7 Spelling**
- 91% of students achieved at or above the benchmark
- 36% of students achieved in the top 3 Bands, compared 42% of students in the State
- The trend data showws that Arndell’s results have improved by 3.9 mean scores in Spelling

**Year 7 Grammar and Punctuation**
- 93% of students achieved at or above the benchmark
- 57% of students achieved in the top 3 Bands, compared to 57% of students in the State

**Year 7 Measurement, Data, Space and Geometry**
- 98% of students achieved at or above the benchmark
- 53% of students achieved in the top 3 Bands, compared to 49% of students in the State

**Year 7 Number, Patterns and Algebra**
- 99% of students achieved at or above the benchmark
- 42% of students achieved in the top 3 Bands, compared to 55% of students in the State

**Year 7 Overall Numeracy**
- 99% of students achieved at or above the benchmark
- 60% of students achieved in the top 3 Bands, compared to 56% of students in the State
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 2013 students in Year 9 achieved the following:

**Year 9 Reading**
- 99% of the students achieved at or above the benchmark (Band 6)
- 60% achieving in the top 3 Bands compared to 56% of students in the State
- There was an improvement (+19.5) in trend from 2012 in Mean scores

**Year 9 Writing**
- 96% of students achieved at or above the benchmark
- 57% achieving in the top 3 Bands, compared with 57% of students in the State
- There was an improvement (+20.8) in trend from 2012 in Mean scores

**Year 9 Spelling**
- 96% of students achieved at or above the benchmark
- 52% of students achieved in the top 3 Bands, compared to 45% of students in the State
- There was an improvement (+18.4) in trend from 2012 in Mean scores

**Year 9 Grammar and Punctuation**
- 96% of students achieved at or above the benchmark
- 52% of students achieved in the top 3 Bands, compared to 45% of students in the State
- There was an improvement (+18.4) in trend from 2012 in Mean scores

**Year 9 Measurement, Data, Space and Geometry**
- 98% of students achieved at or above the benchmark
- 55% of students achieved in the top 3 Bands, compared to 50% of students in the State
- There was an improvement (+19.8) in trend from 2012 in Mean scores

**Year 9 Number Patterns and Algebra**
- 99% of students achieved at or above the benchmark
- 52% of students achieved in the top 3 Bands, compared to 50% of students in the State
- There was an improvement (+19.8) in trend from 2012 in Mean scores

**Year 9 Overall Numeracy**
- 99% of students achieved at or above the benchmark
- 52% of students achieved in the top 3 Bands, compared to 50% of students in the State
- There was an improvement (+19.8) in trend from 2012 in Mean scores

### 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: 128
In 2013, 74 Arndell students completed Stage 5. 5 students were awarded the Record of Student Achievement (RoSA) by the Board of Studies, 1 student completed the online Literacy/Numeracy test.

2013 NSW HIGHER SCHOOL CERTIFICATE

In 2013, 56 students presented for the Higher School Certificate. 30 courses were studied, with the following outstanding achievements:
- 30 courses were studied by students at Arndell
- 17 Band 6/E4 results were achieved
- 65 Band 5 results were achieved
- 9 E3 results in Extension subjects
- 10 subjects achieved Band 6 results
- 1 subject achieved E4 results

The subjects achieving Band 6 and E4 results were:
- Ancient History
- Biology
- Business Studies
- Community and Family Studies
- Industrial Technology
- Legal Studies
- General Mathematics
- Senior Science
- Textiles and Design
- Visual Art
- Extension 1 English

In General Mathematics, one student was ranked 8th in the State and a student was awarded a Certificate of Excellence in the History Teachers Association NSW Extension History essay competition.

In 2013 the best result with respect to both performance was recorded by the English subject area, whilst the Science subject area had the best result with respect to achievement. The results improved with respect to both performance and achievement in the History, Mathematics and Science 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, and Science.

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 continued over the past three years.

Senior Secondary Outcomes

Post School Destinations

In 2013, 56 Arndell students presented for the Higher School Certificate in at least one subject. 98% of these students attained the HSC 30 courses were studied by students at Arndell. Of these, 5% of students studied VET courses, which included Tourism and Horse-Industry.

The Year 12 class of 2013 are moving in a variety of directions, including University, Tafe, the workforce and some are taking a GAP year. The following charts provide further detail on the students intended future directions and University offers.
## HSC Results

<table>
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<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>
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<td>67 (53)</td>
<td>33 (20)</td>
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<td>0 (9)</td>
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<td>100 (50)</td>
<td>0 (8)</td>
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<tr>
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<td>43 (55)</td>
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<td>66 (45)</td>
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<td>0 (12)</td>
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<td>19 (24)</td>
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<td>11 (48)</td>
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<td>0 (44)</td>
<td>0 (10)</td>
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<tr>
<td>French Continuers</td>
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<tr>
<td>Hospitality</td>
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<td>89 (53)</td>
<td>0 (3)</td>
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<tr>
<td>Industrial Technology</td>
<td>5</td>
<td>80 (30)</td>
<td>20 (54)</td>
<td>0 (20)</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 2013, 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.

Duke of Edinburgh

Arndell Anglican College had fifty students participate in the Bronze program in 2013. Students must complete three months of a sport, learning a new skill and volunteering. They must also complete two expeditions. In September, 2013, 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 March, 2013, the Year 10 Bronze group completed their qualifying expedition in the Mt Kuring-gai National Park. Students displayed sound knowledge of camp craft, orienteering as well as care and respect for the environment and each other. We had eight students from Year 10 and Year 11 receive their Bronze Awards this year – Phoebe Tracey, Jessica Roberts, Mark Schembri, Lachlan McGowen, Taylah Gabriel, Bianca Hardaker, Jake Hilder and Zachary Elven.

“

We value our connectedness to the Hawkesbury region

”

Creative and Performing Arts

The Creative and Performing Arts at Arndell Anglican College are a vibrant and important part of the college life. The CAPA department present many performances, productions and exhibitions throughout the course of the school year and enable all students to have the opportunity to become involved.

In 2013 the Secondary School presented their biennial musical production “Back to the 80s”. The musical involved over 80 students from Year 7 – 12 and involved students from Music, Dance, Drama and Visual Arts all working together to present the show. The performances were very successful with some of the best audience attendance the school has seen over the years.

The primary music courses from Prep to Year 6 were redesigned in 2013 with a number of new topic areas and resources that allowed the students to become engaged in the course, with a “hands on” approach to their learning. Stage 3 also began the CAPA programme which allows students in Years 5 and 6 to work in small groups rotating around the areas of Drama, Dance, Percussion and Guitar.

Secondary Creative and Performing Arts also had a redesign of programme across the board with a number of topic areas being fine-tuned in order to have students excel in the many different forms of Creative and Performing Arts. The HSC results from the Music 1 course and the Visual Arts course saw student improvement and some excellent results. The Music 1 students presented a beautiful evening of music in preparation for their HSC performance assessment while the Visual Arts students showed their Art works at the second annual Visual Arts exhibition.

Co-curricular activities in the CAPA department improved in number throughout the year with Music ensembles recording the largest numbers for many years. The Dance groups continued to present works of high quality while the Visual Arts students worked on the Archibull programme, a community initiative that is a combined agriculture and art project.

Peripatetic lessons were again popular with a number of teachers seeing positive results from all students. The peripatetic staff and students presented an excellent series of concerts at the end of the year with the majority of students performing.
Sport

Arndell Anglican College has continued to provide students with all available opportunities through our various representative channels in sport. A number of students experienced success in various sports throughout the year and it is exciting to see the profile of sport rise each year. Arndell was well represented in the Hillszone Sport Programme with teams entered in Basketball, Netball, Rugby Union, Cricket, Soccer, Touch Football and Fustal. Students also participated in Tennis and Hockey competitions throughout the year.

In 2013, we introduced students to the opportunity to have qualified coaching in sports such as Cricket, Netball and Athletics. It was wonderful to see students take advantage of opportunities offered, developing their technique and skills as a result. Sport also got a profile lift with the introduction of the Arndell Sports Scene - a weekly newsletter for junior and senior level covering all the sport information, photos, results and dates. This is sent out to the entire school community to keep everyone up to date on a regular basis. As usual a number of students excelled in the Swimming, Cross Country and Athletics Representative Carnivals with many progressing to HZSA, AICES and a few going on to CIS in other sports. Tom Zahn participated in the All Schools Golf Championships, Isaac Whatson represented CIS in Baseball and Natalie Otten in Netball. These students can be proud of their fine achievements. Arndell continues to improve in competitions and we encourage students to commit to the sporting program of the College and enjoy watching them flourish as a result.

Equestrian

Equestrian at Arndell is an important part of the Colleges extra-curricular activities. Throughout the year, Arndell students represented the College at six Interschools / State competitions. At State Arndell rated in the top 10 overall senior schools, achieved Reserve Champion Junior School and our rider, Imogen Thew, was awarded Reserve Champion Overall Junior Rider.

This year we appointed Ms Bailey as the team and carnival co-ordinator. Ms Bailey is a Maths and PE teacher at the College. Ms Bailey is assisted by the administration team and parents with the preparation and execution of the annual carnival.

During the year we hosted our 20th Annual Interschools Carnival which attracted over 240 entrants representing over 95 schools. Arndell was represented by 50 riders. The Carnival caters to riders from K-12 across all experience levels.
The Students

Technology at Arndell

The College has certainly been blessed over many years in terms of technology resourcing and achievements and 2013 did not disappoint. This year we completed the rollout of interactive whiteboards across the College, with these now installed in every teaching space across the campus. We also installed a new special-purpose graphics technology lab in the high-school, complete with two new 3D printers. Our graphics, industrial technology and art students can now bring their digital designs into tangible reality. Our science students benefitted from the acquisition of a number of data loggers and related sensory equipment. These have provided a new avenue for exploring the workings of our world. These initiatives were all made possible through the continuation of the Federal Government’s Digital Education Revolution scheme.

At the beginning of the year we launched our new website and Facebook page to facilitate improved communication with parents and to promote and celebrate the many wonderful achievements of our students with the wider community.

With much excitement and expectation we look towards the future as we continue preparations for the expansion of our 1:1 technology programme across the College. We started our 1:1 laptop programme back in 2010 when we provided our Year 11 and 12 students with their own laptop computer. The success of this programme, and our continued belief in the importance of developing our students as 21st century learners, will see us expand this programme right across the high-school. These devices will be yet another tool for engaging our students, for invigorating our teaching programs and for reaching beyond the brick walls of our classrooms.

ENROLMENT POLICY

Student Population:

Characteristics of the Student Body

Arndell Anglican College is a comprehensive co-educational Prep to Year 12 school providing an education underpinned by Christian values, operating within the policies and guidelines of the Office of the NSW Board of Studies, and reporting to the Sydney Anglican Schools Corporation. The College has 926 students, 39 in Prep, 362 in K to Year 6, and 525 in Years 7 to 12. The Junior School is double streamed, with the Secondary School triple streamed in years 10-12 and quad in Years 7-9. 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 application fee.
• Upon application, an appointment for an interview with the parent 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; or
• the Headmaster declares the student’s place vacant, following the application of the College’s Student Welfare Procedures and Guidelines.

The College Prospectus can be found on the College website.
STUDENT ATTENDANCE

Rate of Attendance

Student attendance is an important facet to the welfare and academic development of students, which, Arndell monitors closely, through 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 the Head of Junior or Senior School is arranged.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance (%)</th>
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<tr>
<td>Pre Kindergarten (2 days)</td>
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<tr>
<td>Pre Kindergarten (3 days)</td>
<td>96.3%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>96.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.4%</td>
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<td>Year 2</td>
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<tr>
<td>Year 3</td>
<td>95.9%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.8%</td>
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<tr>
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<tr>
<td>Year 6</td>
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<tr>
<td>Year 7</td>
<td>96.0%</td>
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<tr>
<td>Year 8</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.3%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95.2%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93.2%</td>
</tr>
<tr>
<td>Whole School</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

Average daily attendance. This has been an improvement in attendance since 2012 of 2.9%.

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 2013, there was an increase of 0.9% retention from 2012.

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>
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<tbody>
<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>
<tr>
<td>2011 Year 10 to 2013 Year 12</td>
<td>69.7</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 2013, 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, on reasons for choosing a school for their child:

- 88% of parents’ expectations were met or exceeded in relation to quality of teaching practice
- 90% of parents’ expectations were met or exceeded in relation to well qualified staff
- 91% 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
- 92% 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, on reasons for choosing a school for their child:

- 80% of students’ expectations were met or exceeded in relation to quality of teaching practice
- 78% of students’ expectations were met or exceeded in relation to well qualified teaching staff
- 90% of students’ expectations were met or exceeded in relation to the College’s focus on student welfare
- 85% of students’ expectations were met or exceeded with the College’s facilities and resources
- 96% 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 Arndell. The most frequently nominated aspects are:

Parents:
- Friendly, supportive staff
- Inclusive community
- Positive attitude towards teaching and learning
- Safe and caring environment

Students:
- Engaging teachers
- Balanced education
- Sports program
- Performing arts program
The Staff

In 2013, the number of staff at Arndell Anglican College was 86, 74 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 (AEl-NOOSR) guidelines. 62% 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.

NSWIST

In 2013, twenty-nine 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

Professional Learning covers a number of facets at Arndell Anglican College including induction of new staff, professional development and teacher accreditation. In 2012 we inducted 17 new staff, in 2013 there were 7 new staff. Three of them had been exposed to the school as relief teachers or trainee teachers during the previous year so had familiarity with the environment. The comprehensive orientation and induction program covered orientation, was highly valued by the participants and will be implemented next year with some minor modifications.

The main foci for professional development this year was looking at improving the implementation of a Christian world view into our teaching programs as well as preparation for the implementation of new syllabuses reflecting the Australian Curriculum. We enlisted the help of the Anglican Education Commission (AEC) to guide us in our development of a Christian World View. Their brief was to work with the whole staff P-12 to develop our core ethos, based on our motto Learning Through Christ.

Across the college many of the staff have attended meetings and courses related to programing for the forthcoming new syllabuses with the intention of incorporating the ethos the AEC started us with. Of course, there were a number of after school conferences and meetings that took place across a plethora of areas such as planning for the implementation of the Australian Curriculum, Positive Education and Student Well-being, making teaching and learning stronger in the school. One interesting fact is that all of Arndell’s staff are now First Aid certificated. This is not common as the minimum requirement is CPR. It should be of some comfort to know that we have deeper training in this vital area.

We were thrilled two of our teachers were finalists in the NSW Guild Excellence in Teaching Award this year. Lauren Kenny from English was a runner-up and Leighton Corr was the winner of this prestigious award’s High School section.

We have been planning, throughout the year, for a Middle Management Retreat which will be taking place on two of the days in the professional development week before school starts. Part of the process involved the Stage Co-ordinators, Heads of House and Heads of Department meeting throughout the year with our consultant Dr Phil Cummins. The team is looking forward to the workshops that will be held in 2014 on communication, relationships and achievement.

Teacher accreditation is a growing area for all schools. This year we have begun the move to a national framework that is still administered by the NSW Institute of Teachers. This will facilitate smooth movement across state boundaries. The framework’s purpose is to improve teacher effectiveness and student outcomes, ensure teachers have access to effective, continuous and constructive feedback throughout their careers and finally, for further growth and improvement. Overall, in 2013, the college spent in excess of $65 965 on staff professional development, spread over 101 staff which equates to approximately $653 per staff member.

The Staff

In 2013, twenty-nine teachers were registered with the NSW Institute of Teachers. The teachers are at various stages, including Provisional Beginning, Professional Competence, Maintenance and Professional Excellence.

Policies

The overarching philosophy of Arndell, based on the mission statement of the Sydney Anglican Schools Corporation, is to provide the best possible Christian Education it can to all its students and the best possible Christian support to all members of its community. A policy on Christian Education was developed throughout 2004, and reviewed in 2010, and is available from the College Administration. It is not a policy about student welfare, but in 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 updated in 2013:

Anti-Bullying Policy

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

Everyone at our College has the right to:  
- learn (or teach)  
- a safe environment  
- be treated with respect and politeness; and  
- know their belongings are safe

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

This policy will be complimented by in-school lessons, staff development days, parent information sessions, etc. It will be monitored and reviewed regularly, ensuring the policy is kept in line with current trends.

Communication with the College Community

Arndell invites all those involved in the education and welfare of its students to maintain frequent and open communication at all times. In this way, that information is shared and all students will be effectively monitored in the joint home/school operation. This policy was updated in 2013 to include digital communications, which includes Facebook, Twitter and the online welfare system.
Student Discipline - Welfare Structure

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

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

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

Pastoral matters at Arndell are handled through:

Junior School: Class teachers, Stage Co-ordinators and Head of Junior School

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 unresolved after other processes have been worked through. The College takes great care to follow procedural fairness in all disciplinary matters. Corporal punishment is strictly forbidden and forms no part of the disciplinary practices of the College. The full policy can be found on the College intranet and staff Handbook as well as in the College Diary.

Child Protection Policy

This policy was updated in 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 Office.

Complaints and Grievances

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

The Grievances Policy - Procedures was updated in 2011, with clear lines of communication for grievances with parents, staff, and visitors, who have a complaint to make. 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 Greivance Policy can be obtained from the intranet or from the Administration Office.

Respect and Responsiblility

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

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

Supervision

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

### Achievement of School Determined Goals and Targets for 2013

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Achieved</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>
<td>Achieved in Maths, Science, English and History for appropriate year groups</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 going input from the AIS</td>
<td>Achieved</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>
<td>Working towards</td>
</tr>
<tr>
<td>To encourage achievement through 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>
<td>Achieved in Year 11 and 12 and Continuing</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 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 develop an integrated teaching approach which embeds a Christian World View in all aspects</td>
<td>Development of teaching and Learning programs which reflect the Christian World View, with ongoing guidance and input from the Anglican Education Commission</td>
<td>Working towards</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>
<td>Achieved</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>
<td>Achieved</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>
<td>Achieved</td>
</tr>
</tbody>
</table>

## School Determined Goals and Targets for 2014

<table>
<thead>
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<th>Goals</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRISTIAN FOCUS: to continue to intentionally shape and inform a Christian World View into all aspects of the professional, pastoral and community life of the Junior School.</td>
<td>To make both explicit and implicit a Christian focus within programming and delivery – and to grow, encourage and monitor that emphasis collegially</td>
</tr>
<tr>
<td>Preparation of Curriculum for the new NSW BOS Syllabi</td>
<td>Scope and Sequences and Programmes for History, Maths, Science and English in Senior School and English for Junior School</td>
</tr>
<tr>
<td>To develop a new strategic plan for 2014 and beyond</td>
<td>Strategic Plan and Procedures to be released to the College Community in 2014</td>
</tr>
<tr>
<td>To provide Professional Development for Middle Managers across the College</td>
<td>Middle Managers Conference, which focuses on team building, and tools for leadership</td>
</tr>
<tr>
<td>To develop a Staff Appraisal model which focuses on self reflection and professional development</td>
<td>Staff Appraisal - Professional Development Committee Policy and Procedures for the Professional Development process.</td>
</tr>
<tr>
<td>To develop an integrated teaching approach which embeds a Christian World View in all aspects</td>
<td>Development of teaching and Learning programs which reflect the Christian world view, 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>Safe use of technology for the 1:1 laptop programme, Innovative use of technology in the teaching and learning process</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 sustainability across the College</td>
<td>Use of technology which supports sustainability, Student working group which examines current sustainability practices within the College</td>
</tr>
<tr>
<td>Improve literacy in the Senior School</td>
<td>Develop a working literacy group which provides teaching staff with strategies to help improve literacy across all subjects in the Senior School</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 co-ordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required.
- For each reporting area, identifying the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the report in an appropriate form to send to the Board of studies.
- Setting the annual schedule for delivery of information for each reporting area to the coordinator.
- Preparation and publication of the report.
- Distribution of the report to the Board of Studies and other stakeholders.
- Provision of information for My School website, as requested.

**Requests for additional data**

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

**DEEWR Annual Financial Return**

The 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.