Table of Contents

Message from the Headmaster 3
Message from Key Bodies 4
Junior: Preparatory to Year 6 5
Student Achievement Yr 3 & 5 6
Senior: Year 7 to Year 12 8
HSC Results 10
Senior Secondary Outcomes 10
College & Student Initiatives 12
The Students 14
The Staff 16
Policies 16
College Goals 18
Statutory Requirements 19
2014 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 we have further implemented a culture of educational improvement within the life of our College.

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

We want the students of Arndell Anglican College to graduate with

- A knowledge of the Christian faith
- A developed understanding of who they are and what they believe
- Pathways to success in their lives and the contemporary world
- A desire to add to the character of their community

At Arndell Anglican College we value:

- Our shared Christian faith
- A culture of lifelong learning
- An open and respectful community
- Our connectedness to the Hawkesbury region

Our vision for this College is centred on:

- A desire to create an authentic Christian educational community
- To offer a rigorous, well-balanced and comprehensive education
- Offer genuine care for our students
- Be a committed member of the 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, at 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 2014.

Message from the Headmaster

“Educationally, we remain committed to developing the whole child”
Message from Key Bodies

“The College aims to provide high quality education”

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 2014, 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

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.

We had high participation rate again at our School themed Trivia Night. The school community came together dressed in their school uniforms, 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 2014 Arndell Family Fun Day “Day on the Green” such a huge success! A number of families 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.

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 floor in the Gymnasium, and an addition of a digital score board. More awooden 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 parents. The small contributions of many parents add up and help us to achieve some really worthwhile benefits for our children and
Junior: Preparatory to Year 6

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

Message from the Head of Junior School

Rev. Keith Peterson

During 2014, Arndell Anglican College Junior School continued to extend and develop very positively across all areas of its service and life.

Literacy provided the central focus for pedagogical review and extension, particularly in the context of the planning and teaching of the revised NSW/Australian Curriculum for English. Junior School Staff were assisted in the on-going planning and delivery of the English Curriculum in a number of workshops as assisted by expert facilitators from the Association of Independent Schools. Mr Keith Peterson participated over the year in the AIS ‘Principals as Leaders of Literacy (PAL)’ Cohort, the invitation to which allowed the Junior School a grant in terms of provision for linked staff professional development. This grant was in turn contingent on the creation and monitoring of a Junior School Plan for Development in Literacy; a plan that was, upon acceptance by the AIS, then further facilitated through a series of literacy-targeted workshops and by visits to the Junior School by Mrs Denyss Ritchie, the Australian National Coordinator for THRASS.

Emerging through this process – and incrementally informing it throughout – was the development of a Junior School Core Rationale for Literacy (2014). The Core Rationale is as follows:

- That all of our children are entitled to a full repertoire of language.
- That to explicitly teach how language works is best practice. That without a directed understanding of the ‘phonemical /grammar building blocks’ of language, most language that children see on the page will remain ‘untranslated messages from a foreign country’.
- That the use of quality literature best enables the development of that explicit link between understanding of how language best works and what constitutes excellent writing. Quality literature is the best resource with which to teach children to read, and the best means to support active comprehending of that reading.
- That exploring this link is ‘the key to the kingdom’ as a way of making explicit the way that good writers shape and use language.

A further key pedagogical initiative in 2014 was the introduction of the 1to1 iPad Program in Stage 3. The tremendous success of the program – in literally opening new windows of learning opportunity to our children – can be much accredited to the sheer quality of pro-active support from the IT Department and the ensuing rich partnership in pre-planning as effected by the Stage 3 Teaching Team and as later further enabled by external experts and providers. The guiding vision and intent behind this special provision was always to create an intentional framework – very carefully planned – to maximise creative learning opportunities for all students within a structured learning environment and a respectful, co-operative culture. That this plan was delivered, shared, and monitored to a high level of positive student participation and a documented level of extended outcomes achieved, is to the high credit of all parties involved.

Early in 2014 the Junior School engaged with the rest of Arndell Anglican College in the SASC Review, which both delivered a valued and highly constructive opportunity for transparent and directed shared professional dialogue and a strong affirmation of progress made and of an incrementally connected future perspective and course emerging.

A vital aspect towards the fulfilling of this future promise for the Junior School is the continuing development of provision for the Pre-Kindergarten Programme. To this end a strategy to extend the Pre-Kindergarten Program within the structure of both of a two-day - and pedagogically/socially, integration focussed, three day program - was proposed, specifically defined and then developed and provisionally resourced, over 2014, for application in January 2015. This process was particularly centred on curriculum planning with the intent to achieve a carefully and incrementally blended approach across Early Years, as best combining open-ended investigation and an intentional, outcomes based, ‘preparation for learning’ approach, embedded within the BOS Early Years Curriculum.

A really up-lifting highlight of 2014 was the performance of the Junior School Musical, ‘Joseph and the Amazing Technicolour Dream Coat’. As expertly and generously led and directed by a wonderfully talented and generous core team of staff and volunteers – and ably supported by the whole Junior School Staff – ‘Joseph’ was just such a joy and delight! It also provided fulfilling evidence of the Junior School’s inclusive philosophy, with every student taking part and with many children thereby discovering a uniquely special gift of singing and performance that might otherwise have just remained hidden and out of sight. For, it was surely true, that for many of the children in the cast, who performed to such a wonderful level, ‘Joseph’ was both a brilliantly life-enhancing achievement and the means to a deeper finding of that individual, ‘one only’, shaped talent inside themselves. ‘Joseph’ – over an unforgettable run of brilliant performances - thus became both a tremendous community experience and the repository of a gift to guide the dreams, passion, determination, resilience and hope into the future of so many individual students.

Other highlights, of such a year full of highlights, include the beautiful infants evocation and celebration of ‘The Nativity’: the highly valuable depth and width of insight, practice and example offered by Mr Rob Warner’s ministry across all aspects of the Christian Life of the Junior School; an overflowing from the John Lambert Performing Arts Centre as record numbers attended Grandparents Day, to make an occasion shining with that special quality of love that only Grandparents can bring; many very successful and memory brimming class excursions, including the significant Year 5 / 6 Excursion to Canberra in partnership with Crusaders; a ‘wet-outside’ but ‘very enthusiastic inside’ Book Week Parade and activities; and the continual extension, sheer popularity and flourishing of the Junior School’s Eagles Wings Co-curricular Extension Program.

At Arndell Anglican College Junior School, it is one of our defining aims to day by day to look to inspire our children’s innate motivation, empowering them through knowledge, through the recreating life and truth of the Gospel, and the nurturing and growth of personal qualities, to engage enthusiastically with all aspects of their learning. We want our children to know that learning is really for me; that the process of learning has real meaning; to dialogue with the magic and to dig deep towards the discovery and achievement of their fullest potential. This is our mission, our vocation our on-going sacred responsibility; and, year by year, it is also our unwrapping gift of privilege.
Student Achievement K-6

Year 3 and 5 NAPLAN 2014

In 2014, 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 2014 students in Year 3 achieved the following:

Literacy

Year 3 Reading

In 2014 students in Year 3 achieved the following results in Reading:
• 100% of the students achieved at or above the benchmark (Band 2) in Reading
• 83% of the students achieved in the top 3 Bands
• There has been a marked improvement in Reading in Year 3 since 2012 (29.8 scaled marks)

Year 3 Writing

100% of the students achieved at or above the benchmark
• 83% of the students achieved in the top 3 bands, compared to 71% in the State

Year 3 Spelling

100% of students achieved at or above the benchmark
• 86% of students achieved in the top 3 Bands, compared to 74% of students in the State

Year 3 Grammar and Punctuation

100% of students achieved at or above the benchmark
• 84% of students achieved in the top 3 Bands, compared to 76% of students in the State
• There has been an improvement in Grammar and Punctuation since 2012 (25.7 scaled marks)

Numeracy

Year 3 Measurement, Data, Space and Geometry

100% of students achieved at or above the benchmark
• 80% of students achieved in the top 3 Bands, compared to 61% of students in the State

Year 3 Number Patterns and Geometry

100% of students achieved at or above the benchmark
• 90% of students achieved in the top 3 Bands, compared to 67% of students in the State
• There has been a marked improvement in Numeracy in Year 3 since 2012 (29.8 scaled marks)

### Year 3 NAPLAN Table

<table>
<thead>
<tr>
<th>Measurement, Data, Space &amp; Geometry</th>
<th>Number Patterns &amp; Algebra</th>
<th>Overall Numeracy</th>
<th>Year 3 NAPLAN Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>State %</td>
<td>Arndell %</td>
<td>State %</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
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 2014 students in Year 5 achieved the following:

Literacy

Year 5 Reading
- 98% of the students achieved at or above the benchmark (Band 4)
- 58% achieving in the top 3 Bands compared to 61% of students in the State
- There has been an improvement in Reading in Year 5 since 2013 (12.5 scaled marks)

Year 5 Writing
- 97% of the students achieved at or above the benchmark
- 45% achieving in the top 3 Bands compared to 47% of students in the State
- There has been an improvement in Writing in Year 5 since 2012 (3.2 scaled marks - State has declined by 12.1)

Year 5 Spelling
- 98% of students achieved at or above the benchmark (Band 5)
- 59% of students achieved in the top 3 Bands, compared to 69% of students in the State
- There has been an improvement in Spelling in Year 5 since 2013 (10.3 scaled marks)

Year 5 Grammar and Punctuation
- 97% of students achieved at or above the benchmark (Band 5)
- 52% of students achieved in the top 3 Bands, compared to 67% of students in the State
- The trend data shows that AAC results have declined by 15.9 mean scores in Grammar and Punctuation

Numeracy

Year 5 Measurement, Data, Space and Geometry
- 97% of students achieved at or above the benchmark (Band 5)
- 72% of students achieved in the top 3 Bands, compared to 53% of students in the State
- There has been an improvement in Measurement in Year 5 since 2013 (15.6 Scaled marks)

Year 5 Number, Patterns and Algebra
- 93% of students achieved at or above the benchmark
- 50% of students achieved in the top 3 Bands, compared to 58% of students in the State
- There has been an improvement in Number in Year 5 since 2013 (15.6 Scaled marks)

Year 5 Overall Numeracy
- 95% of students achieved at or above the benchmark
- 59% of students achieved in the top 3 Bands, compared to 59% of students in the State

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>N.B. Percentages do not always add to 100 due to rounding.</td>
</tr>
<tr>
<td>School Population: 58</td>
</tr>
</tbody>
</table>
Message from the Head of Senior School

Mr James Webb

It is, as always, a delight to offer a few words of thanks, encouragement and praise to all concerned for making Arndell Anglican College such a wonderful school.

In the Senior School this year the staff, have continued to work with tireless energy and enthusiasm both inside and outside the classroom. Activities ranging from Equestrian to Music and Drama to Dance to Representative Sport, Debating, Swimming, Athletics and Cross Country Carnivals to Triathlons, to Soup Kitchen Volunteer Work, 40 Hour Famine, Duke of Edinburgh’s Award, Camps, Excursions and Incursions. Life is really full and it takes the drive and commitment from the students to ensure that these activities are a wonderful success.

Within the context of the Senior School every student matters and every student is encouraged to develop to the best of their ability and to be acknowledged for that. To enable this to occur staff are professionally developed through an extensive program both internally and externally. Key committees have been identified to look at current research and staff are encouraged to be active participators in the shaping of the curriculum at the College.

It is the vision of the Director of Curriculum and Policy and the Director of Teaching that is building a strong learning base both for students and staff.

The culture of a school is determined by vision, direction and policy. Through the Headmaster the ‘Arndell Way’ grows year by year and students are developing a culture of belonging. 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 2014

In 2014, 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 2014 students in Year 7 achieved the following:

Year 7 Reading
- 100% of the students achieved at or above the benchmark (Band 5)
- 62% achieving in the top 3 Bands compared to 59% of students in the State

There has been an improvement in Reading since 2013 (10 scaled marks)

Year 7 Writing
- 96% of the students achieved at or above the benchmark
- 40% achieving in the top 3 Bands compared to 40% of students in the State

There has been an improvement in Writing since 2013 (8 scaled marks)

Year 7 Spelling
- 97% of students achieved at or above the benchmark
- 63% of students achieved in the top 3 Bands, compared to 64% 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
- 97% of students achieved at or above the benchmark
- 64% of students achieved in the top 3 Bands, compared to 61% of students in the State

Year 7 Measurement, Data, Space and Geometry
- 97% of students achieved at or above the benchmark
- 62% of students achieved in the top 3 Bands, compared to 59% of students in the State

Year 7 Overall Numeracy
- 97% of students achieved at or above the benchmark
- 56% of students achieved in the top 3 Bands, compared to 56% of students in the State

Year 7 Number, Patterns and Algebra
- 95% of students achieved at or above the benchmark
- 56% of students achieved in the top 3 Bands, compared to 56% of students in the State

Year 7 Overall Numeracy
- 97% of students achieved at or above the benchmark
- 56% of students achieved in the top 3 Bands, compared to 56% of students in the State
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)
- 56% achieving in the top 3 Bands compared to 54% of students in the State
- There was an improvement (+19.5) in trend from 2012 in Mean scores

**Year 9 Writing**
- 95% of students achieved at or above the benchmark
- 51% achieving in the top 3 Bands compared to 44% of students in the State
- There was an improvement (+9.3) in trend from 2012 in Mean scores

**Year 9 Spelling**
- 94% of students achieved at or above the benchmark
- 50% achieving in the top 3 Bands, compared to 44% of students in the State
- There was an improvement (+18.4) in trend from 2012 in Mean scores

**Year 9 Grammar and Punctuation**
- 99% of students achieved at or above the benchmark
- 64% achieving in the top 3 Bands, compared to 53% of students in the State
- There was an improvement (+19.8) in trend from 2012 in Mean scores

**Year 9 Data, Measurement, Space and Geometry**
- 98% of students achieved at or above the benchmark
- 61% achieving in the top 3 Bands, compared to 52% 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
- 65% achieving in the top 3 Bands, compared to 54% of students in the State
- There was an improvement (+19.8) in trend from 2012 in Mean scores

### 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: 128
## Year 9 Measurement, Data, Space & Geometry

<table>
<thead>
<tr>
<th>BAND</th>
<th>State %</th>
<th>Arndell %</th>
<th>State %</th>
<th>Arndell %</th>
<th>State %</th>
<th>Arndell %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>13</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>16</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>35</td>
<td>23</td>
<td>31</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

### 2014 RECORD OF STUDENT ACHIEVEMENT

In 2014, 74 Arndell students completed Stage 5. 11 students were awarded the Record of Student Achievement (RoSA) by the Board of Studies, 1 student completed the online Literacy/Numeracy test.

### 2014 NSW HIGHER SCHOOL CERTIFICATE

In 2014, 53 students presented for the Higher School Certificate. 29 courses were studied, with the following outstanding achievements:

- 19 Band 6/E4 results were achieved
- 73 Band 5 results were achieved
- 16 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:

- Chemistry
- English Advanced
- Legal Studies
- Mathematics
- General Mathematics
- Modern History
- Music 1
- PDHPE
- Senior Science
- Extension 1 English

In 2014 the best result with respect to performance was recorded by the Science and History subject areas, 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, Social Science, LOTE, Performing Arts and VET subject areas.

### Senior Secondary Outcomes

In 2014, 53 Arndell students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC in the 29 courses studied by students at Arndell. Of these, 8% of students studied VET courses, which included Tourism, Music and Information Technology. 1 student also participated in a School Based Apprenticeship in Carpentry.

### Post School Destinations

The Year 12 class of 2014 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>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Band 6 &amp; Band 5 or E4 &amp; E3</th>
<th>Band 4 &amp; Band 3 or E2 &amp; E1</th>
<th>Band 2 &amp; Band 1</th>
<th>%Arndell (%State)</th>
<th>%Arndell (%State)</th>
<th>%Arndell (%State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>4</td>
<td>0 (33)</td>
<td>100 (50)</td>
<td>0 (16)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>20 (28)</td>
<td>60 (57)</td>
<td>20 (13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>21</td>
<td>24 (37)</td>
<td>67 (51)</td>
<td>0 (11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>9</td>
<td>44 (46)</td>
<td>56 (55)</td>
<td>0 (8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>6</td>
<td>50 (38)</td>
<td>34 (54)</td>
<td>17 (9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>5</td>
<td>20 (42)</td>
<td>80 (56)</td>
<td>0 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Standard</td>
<td>8</td>
<td>0 (8)</td>
<td>74 (77)</td>
<td>12 (14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Advanced</td>
<td>48</td>
<td>27 (60)</td>
<td>65 (40)</td>
<td>4 (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Extension 1</td>
<td>8</td>
<td>87 (94)</td>
<td>12 (7)</td>
<td>0 (0.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>10</td>
<td>30 (43)</td>
<td>50 (40)</td>
<td>20 (15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5</td>
<td>40 (39)</td>
<td>60 (44)</td>
<td>0 (15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td>27</td>
<td>18 (24)</td>
<td>48 (50)</td>
<td>22 (23)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>16</td>
<td>31 (54)</td>
<td>62 (38)</td>
<td>0 (8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>10</td>
<td>50 (84)</td>
<td>50 (16)</td>
<td>0 (0.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>3</td>
<td>67 (86)</td>
<td>33 (13)</td>
<td>0 (0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>27</td>
<td>41 (43)</td>
<td>55 (47)</td>
<td>0 (10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History Extension</td>
<td>3</td>
<td>100 (77)</td>
<td>0 (22)</td>
<td>0 (0.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 1</td>
<td>5</td>
<td>100 (59)</td>
<td>0 (37)</td>
<td>0 (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDHPE</td>
<td>14</td>
<td>28 (30)</td>
<td>64 (28)</td>
<td>0 (11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
<td>12 (31)</td>
<td>87 (59)</td>
<td>0 (19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Science</td>
<td>12</td>
<td>75 (35)</td>
<td>8 (52)</td>
<td>0 (9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and Culture</td>
<td>7</td>
<td>57 (44)</td>
<td>28 (48)</td>
<td>0 (6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>6</td>
<td>0 (28)</td>
<td>100 (62)</td>
<td>0 (9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>5</td>
<td>80 (4)</td>
<td>20 (50)</td>
<td>0 (18)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>6</td>
<td>0 (49)</td>
<td>100 (48)</td>
<td>0 (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Beginners</td>
<td>5</td>
<td>60 (47)</td>
<td>0 (43)</td>
<td>0 (11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Continuers</td>
<td>4</td>
<td>50 (66)</td>
<td>50 (31)</td>
<td>0 (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>8</td>
<td>50 (31)</td>
<td>50 (52)</td>
<td>0 (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>5</td>
<td>20 (28)</td>
<td>80 (54)</td>
<td>0 (17)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College & Student Initiatives

Creative and Performing Arts

Throughout the 2014 year the Creative and Performing Arts presented numerous college events. The Music department continued the tradition of presenting excellent performances at the College Open Day. This was made up of the schools various co-curricular ensembles, including, the junior, intermediate and senior Rock bands, the secondary Vocal Ensemble, the Guitar Ensemble, the Stage Band, the Chamber Ensemble and the Primary Choir. Most of the ensembles were involved and those that were performed a number of items and were an excellent representation of the dedicated nature of the students involved in the College Co-curricular Music Program.

All ensembles were also involved in the secondary showcase that took place in Term 4. Each ensemble performed repertoire they had worked on throughout the year. The Dance students also presented work they had completed in both class and co-curricular groups. This was a successful night with a large number of parents and friends in attendance.

The HSC students were also involved in numerous evenings across Drama, Visual Arts and Music. The HSC Drama students performed their group performance to a receptive crowd at the "Arndell On-Stage" Drama evening. This night also included the Year 9 and 11 Drama students who presented two short works that had been prepared in class time. The evening was a positive experience for all students who were able to perform their works in a public setting. The night was the first time many of the year 9 cohort had performed in front of an audience.

The Year 10 Drama elective class presented their own theatrical production “Humbug High”. The successful production was performed over two evenings and explored Charles Dickens’ original character of “Scrooge” in a contemporary context.

The Year 12 Music class, made up of five, gifted musicians performed their HSC repertoire at the 2014 HSC Music evening. The musicians were joined by professional accompanists and were able to use the evening as a practice for their upcoming HSC Performance Examination.

The Annual Visual Art Exhibition was another successful night, featuring the Year 12 student completed Body of Works. Year 7 to 11 visual artists also were also invited to show various works they had created in class throughout the year. The evening had an excellent attendance with many students coming to support their peers.

The Junior Music program had another positive year, with a number of excursions to the Opera House for students in Year 2, 4 and 6 had the opportunity to see live performances in their excursions to the Opera House.

The Junior School presented “Joseph and his Amazing Technicolour Dreamcoat”. All students in years 3 - 6 participated in the production which was full of colour, song and dance. The production was a great success and demonstrated the inclusive nature of the College.

The Infant’s nativity was another primary music focus throughout Term 4 with students from Prep - Year 2 presenting the birth of Jesus. This was a fantastic performance with family and friends invited to watch the most junior members of the College sing, dance and act out the nativity.

Overall, 2014 was a highly creative and energised year in the world of the Creative and Performing Arts at Arndell College.

Duke of Edinburgh 2014

Arndell Anglican College had 60 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 March, 2014, 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.

In September, 2014, 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 2014, five students from Year 10 completed their Bronze award – Patrick Springer, Rachel Vielhauer, Natasha Murray, Jessica Pye and...
Sport

SENIOR SCHOOL

2014 proved to be a big year in many aspects of the Sport Program at Arndell. It was wonderful to see students involve themselves in the usual Arndell based events as well as HZSA Afternoon Sport, HZSA / AICES / CIS Carnivals and Representative Trials and Inter-house Sport competitions. Of special note was our success in Rugby in a number of competitions. The College has continued to develop its specialist coaching program and has developed some excellent contacts and talented coaches to help develop students in Athletics, Running and Netball. In the mid-year holiday break, we hosted our first ever 3 Day Athletics Camp. Four coaches, covering the different disciplines of sprinting, distance, jump and throws trained sixteen students over the three days, providing invaluable skills and knowledge to these students.

The Inter-House Sports Cup continued to develop House spirit and enabled many students to enjoy the competitive nature of sport in a friendly atmosphere. This year we had the sports of Basketball, Netball and Mixed Touch Football. All three sports are played at HZSA level and provides an opportunity for students to develop their skills and understanding of each sport. It was wonderful to see four students represent at state level with Josh Ferris, Jack Ferris and Lauren Griffin representing in Triathlon and Jack Wiese excelling in Athletics (Long Jump) for NSW.

JUNIOR SPORT

2014 has proven to be an exciting year for sport in the Junior School at Arndell. It was great to see students engaging with the sporting opportunities such as Sport Carnivals, Gala Days, and HZSA Afternoon Sporting Competitions.

Equestrian

In 2014 Arndell’s Equestrian team represented the College at a number of interschool carnivals including Arndell’s 21st Annual Interschool Carnival which attracted over 245 riders representing over 90 schools. Arndell was represented by 50 riders.

For the first time we had a team of Arndell riders attend the North-west Equestrian Expo in Coonabarabran where riders competed in a variety of disciplines over the four days of competition. Later in the year we had a team of students represent the College at the ENSW State Interschool Championships where 4 riders: Imogen Thew, Amelia Ramsey, Georgina Batten and Fiona Campbell were selected to represent NSW at the National Interschool Championships held in Werribee, Melbourne.

Our Senior School equestrian team attended Sydney CDI where they met with event organisers, entered the stable area, spoke with Australia’s top riders and met their horses before being able to watch them compete in the afternoon.

testament to our students’ diligence at always wanting to achieve their personal best
Technology at Arndell

It’s certainly been another big year for technology at Arndell with a number of significant projects keeping the IT Services team busy throughout. Within the first two weeks of school we distributed 550 laptops to our Year 7-11 students over three well-attended laptop distribution evenings. Every student in the Secondary School now has their own laptop available for them to use in class and at home to complete assignments, access electronic textbooks and catch up on school work.

At the beginning of the year we launched our new online learning management system. Students have been using Moodle to access notes and class material posted by their teachers, watch videos, participate in online discussion forums, attempt online quizzes and submit their assignments.

At the start of Term 2 we deployed 140 iPads for staff and students in Year 5 & 6. We also installed Apple TVs in classrooms so that students can share and collaborate on tasks together with their iPads. Students have been completing activities and showcasing their work using apps like Tellagami, Puppet Pals and Edmodo. You can see some examples of their work on our website and Facebook page.

Earlier this year we completed an upgrade of our AV facilities in the John Lambert Performing Arts Centre auditorium and the gymnasium. We also upgraded our music computer lab so that students can complete digital composition tasks using tools such as Sibelius and MixCraft.

This year we also welcomed an additional IT Services helpdesk officer to assist in supporting the College’s laptop and tablet programmes.

Looking forward, the next twelve months will provide opportunities to further consolidate and embed the use of technology into our teaching and learning programmes.

The Students

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 987 students, 43 in Prep, 375 in K to Year 6, and 569 in Years 7 to 12. The Junior School is double streamed with an Extension Stage 3 class, the Secondary School is triple streamed in years 11-12, quad in Years 7.9 and 10, and five stream in Year 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 application 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; 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>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Kindergarten (2 days)</td>
<td>94%</td>
</tr>
<tr>
<td>Pre Kindergarten (3 days)</td>
<td>97%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>96%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92%</td>
</tr>
<tr>
<td>Year 11</td>
<td>93%</td>
</tr>
<tr>
<td>Year 12</td>
<td>95%</td>
</tr>
<tr>
<td>Whole School</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

Average Daily Attendance Prep through to Year 12 and Whole School

Retention Rates

The table below shows the gradual growth in numbers of students continuing on to higher schooling education to complete their Higher School Certificate at Arndell Anglican College. In 2014, the retention rate is showing stability, indicating the continued 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>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>
<tr>
<td>2012 Year 10 to 2014 Year 12</td>
<td>69.74</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 2014, 98 parents and 136 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.

The Parents

- A selection of some of the top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their child:
  - 93% of parents’ expectations were met or exceeded in relation to focus on student welfare
  - 82% of parents’ expectations were met or exceeded with the quality of teaching practice
  - 86% of parents’ expectations were met or exceeded with the good education at reasonable expense
  - 84% of parents’ expectations were met or exceeded in relation to well qualified staff
  - 97% of parents’ expectations were met or exceeded with the facilities and resources

The Students

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

- 91% of students’ expectations were met or exceeded in relation to the focus on student welfare
- 87% of students’ expectations were met or exceeded in relation to the quality of teaching practice
- 89% of students’ expectations were met or exceeded in relation to well qualified staff
- 87% of students’ expectations were met or exceeded in relation to the facilities and resources
- 93% of students’ expectations were met or exceeded in relation to the College’s 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, P-12
- High quality staff
- Safe and caring environment

Students:
- Engaging teachers
- Passion and interest of teachers in student learning and progress
- Sports program
- A positive and supportive learning environment
In 2014, the number of staff at Arndell Anglican College was 117, 75 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. 41% 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.

**BOSTES**

In 2014, forty five teachers were registered with BOSTES. The teachers are at various stages, including Provisional/Conditional, Beginning, Professional Competence, Maintenance and Professional Excellence.

**Professional Learning**

Professional Learning covers the processes in the classroom, induction of new staff, professional development and teacher accreditation.

The college development over the past 3 years has meant that we have inducted 34 new staff including the 10 in 2014. The induction program covered orientation, the school IT system Edumate, welfare procedures, effective use of Smart Boards, debriefing sessions and evaluation.

The focus for professional development at the beginning of this year was looking at our Middle Managers. We enlisted the help of Circle, an educational consultancy group, to run a 2 day course for the 29 Executive, Heads of Department, Heads of House and Stage Co-ordinators. Their brief was to work with the P-12 leaders to develop three core areas, based around achievement, relationships and communication which led to preliminary work by the Middle Management team for the College Strategic Plan.

Across the college many of the staff have attended meetings and courses related to programming for the forthcoming year, the changes with becoming a laptop Senior School and using iPads with Stage 3. Of course, there were a number of after school conferences and meetings that took place across a plethora of areas making teaching and learning stronger in the school.

Most of Arndell’s staff are First Aid certificated and we had our annual CPR training in the Professional Development Week before the students returned.

Teacher accreditation is a growing area for all schools. This year we have moved further towards implementing the national framework that is administered by the Board of Studies, Teaching and Educational Standards (BOSTES). The framework’s purpose is to improve teacher effectiveness and student outcomes, ensure teachers have access to effective, continuous and constructive feedback throughout their careers and finally, for further growth and improvement.

This year has seen Arndell develop a Reflection and Professional Growth process to structure the process for implementation in 2015. The learning witnessed in the classroom from the beginning of the year by myself and the whole of the Headmaster’s Executive has been of a very high standard and forging forward. Miss Kristen Bailey, on the Mathematics staff, was selected to receive a Certificate of Excellence by the Teachers’ Guild of NSW for a teacher in their early years of teaching. This is the third year in a row that Arndell has had a teacher gain recognition from the Guild.

Just three years ago there was one teacher doing a post graduate Master of Education. Arndell currently has 8 teachers studying beyond the minimum doing post graduate courses. These include a Diploma, Masters and in one case a Doctorate.

Overall, in 2014, the College spent in excess of $91,144 on staff professional development, spread over 108 staff which equates to $844 per staff member.

### 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 2014:

**Ant-Bullying Policy**

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

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

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

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

**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/College 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 Grievance Policy can be obtained from the intranet or from the Administration Office.

Respect and Responsibility

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

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

Supervision

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

**Achievement of School Determined Goals and Targets for 2014**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHRISTIAN FOCUS:</strong> 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>
<td>Working towards</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>
<td>Achieved</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>
<td>Achieved</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>
<td>Achieved and continuing</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>
<td>Achieved for implementation 2015</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 worldview, with ongoing guidance and input from the Anglican Education Commission</td>
<td>Continuing</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>
<td>1-1 laptop programme implemented with ongoing teaching of safe use. A variety of integrated teaching methods continue to evolve</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, with implementation of interhouse competition and a structured chapel service programme.</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>
<td>working towards</td>
</tr>
</tbody>
</table>

**School Determined Goals and Targets for 2015**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years Education</td>
<td>To continue to monitor and develop all aspects of the Pre-Kindergarten Development Strategy (2014). To continue to shape a uniquely Arndell blended approach to early-years practice, curriculum assembly and delivery.</td>
</tr>
<tr>
<td>Curriculum Delivery</td>
<td>To plan, successfully deliver and monitor all revised-and in-coming- BOS/Australian Curricula</td>
</tr>
<tr>
<td>To review and extend the Junior School’s Assessment and Reporting Policy</td>
<td>To explore collegially the basis for and width and depth of potential application of, Embedded Formative Assessment. To develop and share understanding of Embedded Formative Assessment as a Learning Community, scaling progress collegially. To become increasingly aware of data streams available towards informed evaluation and target setting.</td>
</tr>
<tr>
<td>Create and Implement Data and Evaluation Framework</td>
<td>Use whole school data, faculty and class data to inform future teaching and learning strategies across the College so that data collection, analysis and reflection become a regular part fo the teaching and learning process.</td>
</tr>
<tr>
<td>Strengthen Christian Mission</td>
<td>Form a Christian Mission focus group in the College who's main focus is Christian Mission Application of the focus group is to take a group of students on a Mission Trip</td>
</tr>
<tr>
<td>Create and Implement P-12 Pastoral Care Framework</td>
<td>Develop a focus group in the College who’s main focus is Pastoral Care Evaluate Current Pastoral Care factors and practices in the College to develop recommendations for future development.</td>
</tr>
<tr>
<td>Create and Implement P-12 Pedagogy Framework</td>
<td>Develop a focus group in the College who’s main focus is Pedagogy, P-12. Evaluate current educational research - based practices to begin forming a framework which best suits the needs of the students at Arndell.</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.