From the Headmaster  
Mr Gareth Leechman

I would like to congratulate the students of our College for their recent performances in the College swimming carnivals. Both the Junior and Senior School swimming carnivals were fantastic days with several records broken, increased levels of participation and a continuing improvement in the development of College culture. Congratulations to all Age Champions and we wish our representative swimmers all the best as they go on to compete at the next level of competition.

Over the past fortnight we have seen our Senior Boys Cricket team make it through to the semi-final stages of the Douglas Shield. We wish them all the best as the travel down to the Riverina, where they will play The Riverina Anglican College. This is the furthest our boys have made it in competition and I hope that they will acquit themselves well for the task ahead.

Last week, saw our school host the first round of the HICES Debating competition with six of our teams competing, in a series of very competitive debates. The HICES Debating competition is recognised for its diversity and quality and I was proud of all our teams as they competed in the first round of competition. I wish them well as the year progresses.

One of the main reasons we are growing as a College is our focus on the development of the whole child. Our academic programs continue to improve and this will only get stronger as we continue to focus on developing our learning and teaching practices. Our pastoral care programs are clearly recognised for the strong personal care we offer each student and coupled with this is our desire to develop our students spiritually as they actively explore the teachings of the Christian Faith. This holistic education is clearly being recognised and is the main reason why we continue to enjoy enrolment growth.

In relation to this, it is important to note that we have commenced enrolling for Year 7 2017 and places are filling fast. We have already filled our first three classes and with the number of interviews booked over the next few weeks we will fill our first four classes before the end of this term. If you, or someone you know, is seeking to enrol a child into our Year 7 cohort for 2017 please make sure you let my EA, Mrs Roxanne Arnold know as soon as possible, with capacity to enrol 5 classes into the College, I would not like it if you missed out.

Chaplaincy Chat  
Rev Jeremy Clark

Philippians 3:7 ‘But everything that was a gain to me, I have considered to be a loss because of Christ.’

As I started my new role as Chaplain at the College this year I began with the above passage at our Staff Devotions. What are we to make of Paul’s message here? How should we respond in a world that desires to gain everything, such as, wealth, power, security and relationships?

Personally I’ve been blessed with a wonderful education, many opportunities to try new things, adventures that were beyond what I expected as a young child. I think I’ve worked hard in study, in work, in life. Some might say I’ve achieved success in my previous roles. Were these a waste of time?

As an educational institution, surely we want the same for the students in our care. I know as I walk into the classroom to teach I want my students to understand the content, to grow in knowledge and understanding. We see a bigger picture of preparing students to be contributors to the world around us. Is Paul telling us to give up on this enterprise?
Fortunately, to read this verse in this way limits the text. Here Paul compares his own background, his own efforts, his own achievements to that of knowing Christ. Paul himself was one of the hardest workers imaginable; in his studies he made sure he knew every quote and was ready to answer every question perfectly. He describes himself as one of those people that would go around pointing out the failures of others.

Reading on in the passage we discover further explanation from Paul. Paul considers his hard work and achievements and compares it to something far more important, that of eternal life. In verses 8-9 Paul considers that if he were to trust his own efforts he would gain nothing. If he trusts Jesus he gains everything. In accounting terms, his efforts are a write off.

So, Arndell is an educational institution with a positive track record of preparing students to be contributors to society. At the same time, we seek to ‘Learn through Christ’. I pray that this year as the College moves into its 26th year we might consider the value of knowing Jesus as far more important than anything we might achieve through our own efforts.

If you wish to chat about the Christian faith or ask general questions about chaplaincy, please contact the Chaplaincy Team at the College.

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**Junior School Book Fair**

**Mrs Debbie Sharvell**

**Book Fair Invitation**

This is a special invitation to our Monster Scholastic Book Fair, coming to our School on Monday 7 March. Browse through a great selection of newly published fiction and information books for children. You may purchase books for home and/or for donation to your child’s class library.

The Book Fair runs from Monday 7 March to Wednesday 9 March in the Junior School Library before school (8.15 to 8.45) and after school (3.00 to 3.45).

We look forward to seeing you then.

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**Mathletics – Years 7 to 10**

**Miss Jennifer Turnbull**

In the Mathematics classes this year, students in Years 7 to 10 will have access to the online program of Mathletics. Each student in Years 7 to 10 have been given their personal usernames and passwords. Some of you may be familiar with this program, if your child was using Mathletics in your Primary schools.

The program has a Curriculum component as well as the ever-popular Live Mathletics. In Live Mathletics students may compete against students in their class, in Australia or around the world, in using mental skills with the four operations.

The Curriculum component is based upon the Australian Curriculum for the different year grouping from Years 7 to 10. The mathematics teachers from time to time, may set particular exercises on the topic currently being discussed, or students may independently use the program at any time and practise those exercises with which they are having difficulty. This is a good resource for students prior to class tests or examinations to help recall work done earlier in the year or past years.

The exercises are electronically marked and the students have instant feedback on how they are going with that topic. When at home, students are able to access the Help icon on the screen, which goes through an example similar to one that they are attempting, to help guide them through the questions.

If parents would like to have a weekly progress report emailed to them on what topics/questions their child is attempting, you may sign up to the website below. Please contact me if you wish to access this facility but are having trouble in doing so. I hope that your child may find that his/her mathematics improves this year with regular revision.

Learning to love Language, Literacy and Literature

The study of English can polarise. It can strike fear into the heart of the seemingly fearless, and make the most dexterous stumble. It can provide an escape for the ostracised, a voice for the voiceless, and open a world of possibilities for all.

Everyone engages with English every day, and we all have some understanding of what it is. Most of us have studied it (in some form), and even more of us speak it (at least a version of it – though I'm not exactly sure what it was I heard coming out of the mouths of some Year 9 boys in the playground last week!). But what exactly is it about the study of English that can evoke such contrasting responses? Diverse student needs, combined with curriculum changes, new syllabus implementation, and new perspectives of what constitutes best educational practice, mean that the English classroom of 2016 might appear a convoluted labyrinth for students to navigate, and might be a place foreign to that which we all thought we knew. This, in combination with the fact that English is the only compulsory subject on the NSW Curriculum (no one likes being told what to do), can lead to confusion and anxiety for both parents and students regarding their expectations of English teachers, content, assessments and much more!

So, why is English so important? And what does English look like at Arndell Anglican College?

I recently asked my Extension English class why they loved English. Their responses could be summarised through statements like, “It enables effective communication” and “…because of the power and beauty of language” as well as “…it teaches us to be critical thinkers.” While these students represent a section of the student body who might naturally be inclined to think positively about English, I think they effectively summed up the importance of English to their development. Needless to say, I was very pleased.

This positive perspective of English is echoed by Melbourne University’s Ray Misson. Writing in English in Australia (Volume 49 Number 2 2014, p. 89), he encapsulates very clearly the importance of English and its role in the classroom:

“English is the domain where students most centrally get the tools for engaging with the world (i.e. language), learn how to use those tools (literacy) and where there is space for considering what the world and human beings are and what they might become (literature).”

Misson highlights the role that English plays in providing the opportunity for students to gain the skills necessary to operate as productive citizens of the world. This perspective is grown out of the new Australian English Curriculum, which states that the 3 ‘pillars’ of English – Language; Literacy; and Literature – are central to the development of the whole student. The NSW English K-10 Syllabus (2012, p. 10) states:

“The study of English... should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.”

So, if enjoyment, learning to think, engaging with quality literature, and growing students as lifelong learners are key focus elements of what is mandated for the English classroom around Australia, how then does this manifest itself at Arndell Anglican College?

Arriving at Arndell at the beginning of 2014, I came with a vision for the English Faculty; that we would endeavour to foster thoughtful, accomplished and contributing Christian citizens of the world by developing students' ability to use and critique language, so they are able to think critically and creatively, and communicate effectively. This vision, aligned with syllabus requirements, in combination with an understanding of the Arndell students and the College strategic plan, should then drive what English ‘looks like’ at Arndell.

On a very simplistic level, the English classroom at Arndell seeks to foster a love of English and a love of learning through English. More specifically, it seeks to teach students critical thinking skills, effective communication and literacy skills, and develop their capacity to engage with new concepts and world views, as represented in and through texts. This means that from Stage 4 (and earlier in the Primary years), students will be asked to engage with and respond to texts that stretch their capacity to think, challenge their ability to communicate, and promote perspectives they may not have previously encountered. This is not to say that they will be forced to engage with texts that are too difficult for them, or that they will be asked to accept a way of thinking that they may not agree with, but that they will be exposed to new ideologies that encourage them to at least consider different ways of looking at the world. While all of our teaching in
English is undergirded and directed by Christ’s love shown for us on the cross, by engaging with a variety of perspectives of the world, we best prepare our students to enter the wider community with a skill set that enables thoughtful interaction and communication with other spheres of broader Australian society.

Finally, assessment in English at Arndell is similarly designed to develop students’ ability to think and communicate, while at the same time prepare them for success in their HSC years and beyond. This means that English students will be assessed in summative and formative ways, both formally and informally. Students will be assessed on their ability to compose and respond to texts in reading, writing, speaking, listening, viewing and representing. That is, as well as being assessed through the creation of texts that are traditionally associated with English (essays, narratives, etc.), you can expect that your child will have to show their understanding through the creation of visual texts (posters, mind maps, film covers, to name just a few) and through articulating ideas in speeches.

Our assessment programme aims to be not merely a measure of how accurately a student can remember information found in a text, but a tool through which learning is promoted. Students will study and be assessed on their understanding of a variety of different text types, i.e. any medium ‘through which individuals or groups communicate with one another, using the codes and conventions of society.’ (Robinson E., & Robinson S., 2008, p. 3), we will help students learn to decode those texts and understand how meaning is built in them. So, you can expect that students at Arndell will read novels, autobiographies, a range of media, multimedia and digital texts, ‘everyday’ and community texts (newspapers etc.), picture books, poetry, and watch various types of film and documentaries... the list goes on, see English K-10 Syllabus (2012, p. 24). While you may be surprised by some of the texts we study and by some of the assessments we run, be assured it is all geared towards improving educational outcomes for each student.

In summary, it is the desire of the Arndell Anglican College English Faculty to see students:

- Learn to love (or not hate) English
- Grow as critical and creative thinkers
- Learn to communicate effectively
- Assessed fairly, across all modes, so they can best demonstrate their understanding
- Grow to become contributing citizens of the world

We hope that Arndell offers all students the opportunity to learn and grow in the weird and wonderful place that is the English classroom!

### NSW Government Transport – School Student Transport Scheme

1. **Opal Cards** are now being posted directly to students who have applied for a new card. If your child has not yet received their Opal card, please contact Transport NSW on 131500 or visit transportnsw.info/school-students.

   If your child’s application has been declined due to you residing too close to the College you may collect a College Letter of Support from the College’s Administration office.

2. **Private Vehicle Conveyance (PVC) Subsidy** is available for eligible school students, who are residents of NSW, where there is no public transport available for all or part of the journey. The PVC Subsidy is paid on a daily basis for the single distance journey between home and the transport pick up point/school. The PVC Subsidy may also be available on medical or safety grounds.


3. **NSW Senior Secondary Student Concession Cards for 16, 17 and 18years.** These cards permit students to travel at a discounted rate of fare on all CityRail trains, State Transit and privately operated buses and government ferries for journeys to and from sport, evening, weekend and vacation travel. Concession cards will also be available for interstate rail journeys on Countrylink services as indicated on the back of the card. College ID Cards are not accepted. Students who travel without a valid concession card may be charged full adult fare.

   Concession Cards 2016 (valid until March 2017) are available from the College’s Administration office.
In School Speech Pathology

Arndell has been given a unique opportunity to have a speech pathologist work from Arndell one day a week. Her name is Ms Emily Balam and she is the senior speech pathologist at *Speak About Speech Pathology* located in Richmond. Visit the website [www.speakaboutspeech.com](http://www.speakaboutspeech.com) for more information on this practice.

Ms Balam is offering both initial speech pathology assessment and full literacy assessments to inform students' learning plans and to offer follow up therapy based on any needs identified. These would be potentially offered one day a week during school hours at Arndell, in an office provided for the purpose, such as in the Administration building.

If you have a student in P-12 and are interested in them participating in this service, please contact Kathy at *Speak About* on 0449 704 070 to make an appointment or put your name down on a list. Once enough interest is generated, through a few families, a start in the Arndell program can be offered.

Thank you from The Strategic Learning Department.

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Charity Fundraiser

In memory of a special friend Brook, who battled cancer at both 2 and 5 years after developing a brain tumour which included the loss of her hair due to her intensive treatment, treatment she undertook knowing it would not save her life, but would help others in the future.

In continuing Brooke’s legacy, Mrs Kelly Smith, has been growing her hair for almost 18 months now and now the time has come to have her hair cut at our final awards assembly of the term.

Please assist Mrs Smith’s opportunity to raise money to ensure research can continue into curing this disease.


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2017 Enrolments

Enrolments Open for Year 7 2017

Scholarship Applications for Year 7 and 11 2017 Close 8 February 2016 — Limited Vacancies for 2016

Arndell Anglican College is a co-educational, Pre Kindergarten to Year 12 school serving the Hawkesbury region. With a diverse and comprehensive curriculum students are encouraged to grow in their individual abilities. Enrolment & Scholarship Enquiries: 02-4572 3633. For more information: [www.arndell.nsw.edu.au](http://www.arndell.nsw.edu.au)

At Arndell, we have built a community where every child matters.
Infants Water Fun Day
The Gift of Routine

Mrs Jacqueline De Keizer

The beginning of the year provides a great opportunity to review the routines you have in place as a family. Change is an ever-constant companion in our children’s lives. Most of us find change disagreeable and exhausting, yet our children are surrounded by it within and without! Our children’s bodies are constantly growing. Each day brings new knowledge, experiences and perhaps even new skills. Each year brings a new teacher and classmates.

Routine provides security, safety and stability amidst all this change. Routines are established in the patterns we build around self-care, schedules, chores and fun. They basically enable our children to know who, what, where and when.

Basic daily routines for children include getting ready in the morning, chore times, bath times, mealtimes and bedtimes. Strangely enough, we also establish routines around how we greet each other, say good morning and goodnight. These routines become part of our family character, highlighting what’s important to us as families.

Routines help our children live with less fuss. They can help eliminate power struggles. They help children know that ‘this is what we do’, so we don’t have to endlessly negotiate or have endless stand-offs. Having routines establishes good habits and negates the need for willpower within some areas of life. Thankfully we end up not needing to expend will power to wash our hands, brush our teeth, bath daily, so we have some in reserve for other important things like exercise, regular reading of the bible and eating a healthy breakfast.

Routines make life smoother for everyone and they help get things done. Establishing routines results in children being able to take charge over some areas of their lives – which they love, as this enables them to feel competent and confident. “Yes, I can brush my teeth, and yes I can get my bag ready!!!” Over time, children learn time-management and basic work skills through routines.

Another benefit of routines is that they can help your children feel like they are part of your family team. That how they participate and help is important. They are encouraged when they know that being ready on time is good for your family, and that emptying the dishwasher is super helpful.

You can also build routines of fun into your family. I’ve heard of regular family date nights, where dad takes out daughters in a family, and mum the sons, and family movie nights where cushions and blankets are piled together and junk food is enjoyed. Being a pretty nerdy family ourselves, we had a much-loved routine of reading aloud to our children a few nights a week, meeting characters and having adventures together. A lovely ‘book –before- bed’ routine is very precious, rich and settling time for families of young children. What about a weekly board game night? Or a Saturday morning bike ride?

It’s peculiar, but routines, or a lack of them, are teaching our children what is important to our family. Change is inevitable for our children, but routines provide positive predictability amongst the change. It’s pretty awesome to see that God is a God of routines too: He brings the sun up every morning, and beds it each night. Winter is always followed by Spring, Summer by Autumn. These predictable things in our lives also give us a sense of rest, anticipation and even hope for new beginnings.

Peripatetic Lessons

Mr Chris Wilson

Arndell Anglican College offers instrumental Music, Speech and Drama lessons that occur throughout the school day. This allows students to attend a lesson at a time that is set in consultation with parents. The program uses a rotating roster which ensures students do not miss the same classes regularly. The program runs all year with Music peripatetic staff completing 16 lessons per semester.

The cost of the program is $550 per semester for private lessons and is payable directly to the peripatetic teacher. Speech and Drama consists of 14 group lessons with a cost of $300. Group lessons are available for beginner Piano where numbers allow. ‘Kinderbeat’ is a preschool music program run by Mandy Refalo and Shareen Liggins, these group lessons are 45 minutes long and available at a cost of $300 a semester.

Students are encouraged to become involved in the annual peripatetic concert series, which give the students the opportunity to perform in a casual environment and to present the work they have completed throughout the year. We have had many successful performers come through the program and it is a testament to the high quality staff we have at Arndell.
CIRCUS Carnival

Social Night

 Starts 6pm ★ 2nd April ★ In the Gym

Join Us

The Arndell P&F Committee Hereby Invite you;

The Parents, Teachers & Staff

To attend a Night filled with laughter, fun, games & socialising.
Come Dressed in your favourite Circus Carnival Costume for your chance to win Best Dressed.

There will be a variety of activities to entertain us all.
Bring a friend or come alone - everyone is welcomed at the CIRCUS!

Tickets On Sale Now!

Ticket includes Dinner, Dessert, Games, Trivia & Prizes,
just BYO Drinks & Grog

Purchase via Flexischools.
Pick your table Name & number of tickets @ $25 per person.

for more info contact julee@julezart.com.au

An Arndell Anglican College P&F Committee Production
## Term One Calendar

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<th>Week 10B</th>
<th>Monday 28/3</th>
<th>Tuesday 29/3</th>
<th>Wednesday 30/3</th>
<th>Thursday 31/3</th>
<th>Friday 1/4</th>
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<td>EASTER MONDAY</td>
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<tr>
<th>Week 11A</th>
<th>Monday 4/4</th>
<th>Tuesday 5/4</th>
<th>Wednesday 6/4</th>
<th>Thursday 7/4</th>
<th>Friday 8/4</th>
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<td>Junior Cross Country (Prep to year 6) 11.00am – 3.00pm</td>
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</tbody>
</table>
Headmaster: Mr Gareth Leechman
Deputy Head / Head of Senior School: Mr James Webb
Head of Middle School: Mr Austin Robinson
Head of Junior School: Rev Keith Peterson
Director of Curriculum and Policy: Mrs Karen Merrick
Director of Teaching and Learning: Mr Jim Milford
Director of Staff and Student Welfare: Mrs Lynn Gillen
Business Manager: Mrs Jodie Woods
Enrolments Manager: Mrs Roxanne Arnold

Equestrian Co-ordinator: Miss Kristen Bailey
Email: kristen.bailey@arndell.nsw.edu.au

Uniform Shop:
Mrs Liz Moore – 4572 3254
Tuesday and Thursday (term time)
8.20 am – 11.00 am & 2.30 pm – 4.00 pm

Before and After School Care:
Camp Australia – 1300 105 343 (for bookings)
Website: www.campaustralia.com.au
Before School Care: 6.45am – 8.45am
After School Care: 2.45pm – 6.00pm
Ms Elle (Co-ordinator) – 0401 904 531

P & F President:
Siggy Grima
Email: Siggy@kellyvillepets.com.au

Canteen:
Monday – Friday – 4545 2486
(Recess / Lunch)

Website:
www.arndell.nsw.edu.au

General:
02-4572 3633
enquiries@arndell.nsw.edu.au

Advocate Newsletter:
roxanne.arnold@arndell.nsw.edu.au

Sport Scene Newsletter:
peter.gordon@arndell.nsw.edu.au

For photos of college activities and events “Like” Arndell Anglican College on Facebook.