



Arndell
Anglican College



Annual Report

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Message from School Bodies

Message from Chair of Council: Mrs. Brenda King

Arndell Anglican College is a member of the Anglican Schools Corporation and operates under the authority of that body. The Council of the College is responsible to the Board of the Corporation. Council members are a group of Christian men and women from varying professions (including clergy) who work as Governors, together with the College Headmaster, Dr. Gareth Leechman to promote the core values of the College and the Anglican Schools Corporation, and plan for a strong, resilient and sustainable future.

Our Council and College work together to provide a high quality academic educational experience for your students within the context and ethos of modelling and teaching the Christian faith, and engaging and equipping students to be lifelong learners who also have a clear understanding of their inherent value as God's created children.

The College Council is currently comprised of seven Christian men and women and held nine meetings over the 12 months ending December, 2022.

Our College and Council work together to build on our tradition of comprehensively serving the needs of students across the Hawkesbury and outer shires, as well as fostering links throughout the wider community. With a particular focus on governance, Council members serve in overseeing the financial management of the College and its resources, as well as keeping abreast of current NESA and AIS requirements. Council members attend governance training as a NESA requirement and also complete training modules online. During the course of 2022, our Council worked together with our Headmaster and Staff Executive to continue the development and finalisation of the College's Strategic Plan for the following 5 years. As a College and Council, we take great pride in continuing to provide and maintain excellent, well-resourced facilities for the benefit of our student community and staff. The activities of Council are guided and underpinned by our shared Christian faith and committing the College community into God's hands through prayer.

The College continues with our established traditions of emphasis on academic success, promotion of Christian values, personal growth, a broad based and comprehensive curriculum and development of programs which enable students under our care to flourish and be equipped to make positive contributions to their communities.

Message from the Headmaster: Dr Gareth Leechman

2022 was all about rebooting and reconnecting with our community as we commenced the process of climbing out of the impact of the COVID-19 pandemic. Significant work was undertaken by our staff to enable our students to once again connect with their learning, both inside and outside of the classroom. The success so many of our students experienced in 2022 was as a direct result of the willingness of both staff and students to be resilient and work through these circumstances. I am extremely proud of all their efforts.

Despite these challenges and the impacts of the floods in the Hawkesbury, 2022 continued to be a year of growth within the College; the 2021-2025 Strategic Plan: *Love, Faith, Hope* recommenced and we continued to enjoy enrolment growth and we further implemented a culture of educational improvement within the life of our College.

Educationally we remain committed to developing the whole child. At the core of what we do is the presentation of a strong and rigorous academic curriculum. But an Arndell Anglican College education is more than just learning to read, write and count. It is making sure that our students have the opportunity to develop creative and critical thinking skills, combined with a desire 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 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 have a personal framework for their lives so that they can 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 decide about 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 2022.



Our Purpose

Arndell Anglican College is a vibrant, P-12 Christ-centred learning community, through which Jesus is made known.

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 and beyond.

Our Guiding Principles.

Provide quality and affordable Christian education that is comprehensive, inclusive and conducive to rich, lifelong learning while maintaining the primacy of mission, care and community in our College.

Develop our sense of honoured heritage and celebrate achievement within our shared culture while also building a habit of continuous improvement that is enhanced by greater expertise in the use of goal setting, measurement of data and critical reflection.

Position our College to serve the growth of the Hawkesbury and the greater Hills region while developing our capacity to respond with flexibility and resilience to external educational, technological, financial and socio imperatives.

Configure our physical dimensions and facilities optimally to balance present needs and future contingency so that we grow naturally according to demand and within the boundaries of reasonable and available resources.



Contextual Information About the School

Arndell Anglican College is a non-selective Prep to Year 12 Christian school situated on 30 beautiful acres in the Hawkesbury region of Sydney. We are an Anglican Schools Corporation school.

Our vision is to create an authentic Christian educational community, offering a rigorous, well-balanced and comprehensive education. The College values of respect, care and service, revolve around a vision that we need to challenge our future leaders of tomorrow.

We want the students of Arndell Anglican College to graduate with a knowledge of the Christian faith; an understanding of who they are and what they believe, with pathways to success in their lives and the contemporary world; and a desire to add to the life of their community. This is accomplished through innovative, evidence-based teaching and learning; building and articulating a culture of leadership and lifelong learning; positive encouragement of spiritual awareness placing Jesus at the centre of all we do; and high expectations in respect to academic excellence and behaviour. All this is provided through a safe and caring environment with a strong focus on wellbeing for all members of the community.

The College has a wide range of subjects for selection including vocational courses such as Hospitality and Business Services in fully equipped, exceptional facilities. There is a strong emphasis on The Creative and Performing Arts, Agriculture and Sport. We develop a positive relationship with our community through the Duke of Edinburgh's Award Scheme and through links with local parishes and service opportunities with local not-for-profit organisations. The College runs a strong co-curricular program and has been rewarded with many successes in sport, debating, music, eisteddfods, public speaking, industrial technology and art.

<http://www.myschool.edu.au>



Characteristics of the Student Body

Arndell Anglican College is a comprehensive coeducational Prep to Year 12 school providing an education underpinned by Christian values, operating within the policies and guidelines of the NSW Education Standards Authority, and reporting to The Anglican Schools Corporation. The College has (K-12)1225 students, 469 in Years K to 6, and 756 in Years 7 to 12. The Junior School (K-6) is triple streamed, whilst the Secondary School operates six classes Year 7-8, and five classes 9 -12. There are approximately equal numbers of boys and girls throughout the College and they come from a wide variety of socioeconomic backgrounds as the College aims to keep fees at an affordable level for most families. There are a number of Aboriginal Torres Strait Islander students (3.3%) and students with a range of special needs across the cognitive, physical, sensory and social-emotional domains.



Student Outcomes

Literacy and Numeracy - NAPLAN

In 2022, 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. In 2022, students at Arndell completed NAPLAN online. Further details can be found at www.myschool.edu.au

Interpretative Comments

The five components reported on in NAPLAN are: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

The NAPLAN Results Table give the results for the % of students in the **top 2 bands** for each year level in each of the tested areas.

Year 3	2022 (State)	2021 (State)	2019 (State)	Year 3 Overall Achievement Commentary
Year 3 Reading	63.3 (57.9)	64.8 (58.6)	58.6 (56.4)	The 2022 Year 3 cohort have performed above the state average in Reading, and below in Writing, Spelling, Grammar and Numeracy.
Year 3 Writing	49.2 (59.7)	65.7 (64.1)	32.8 (57.3)	
Year 3 Spelling	41.7 (54.4)	36.6 (55.8)	48.3 (53.3)	
Year 3 Grammar	48.3 (54.3)	63.4 (61.6)	55.2 (61.6)	
Year 3 Numeracy	37.7 (39.8)	49.3 (40.2)	34.5 (42.6)	
Year 5	2021 (State)	2021 (State)	2019 (State)	Year 5 Overall Achievement Commentary
Year 5 Reading	43.1 (44)	38 (42.2)	35.9 (39.3)	The 2022 Year 5 cohort performed below the state in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, however there has been an improvement across all areas since 2021. There is no growth measurement due to no NAPLAN data for 2020.
Year 5 Writing	18.1 (29.8)	11.3 (24.1)	12.7 (17.3)	
Year 5 Spelling	41.7 (43.1)	28.2 (44.2)	31.7 (40.5)	
Year 5 Grammar	36.1 (36.5)	18.3 (37.4)	39.7 (41.0)	
Year 5 Numeracy	27.8(31.2)	15.3 (34.0)	36.5 (30.8)	
Year 7	2021 (State)	2021 (State)	2019 (State)	Year 7 Overall Achievement Commentary
Year 7 Reading	37.2 (30.9)	27.2 (29)	26.1 (30.9)	The 2022 Year 7 cohort performed above the state in Reading. There has been an improvement across all areas since 2021. There is no growth measurement due to no NAPLAN data for 2020.
Year 7 Writing	15.3 (19.0)	21.7 (24.6)	11.1 (17.8)	
Year 7 Spelling	34.7 (39.9)	22.7 (34.7)	25.2 (35.3)	
Year 7 Grammar	28.6 (29.1)	23.3 (31.6)	27.4 (32.4)	
Year 7 Numeracy	36.6 (37.1)	38.9 (36.1)	35.8 (37.4)	
Year 9	2021 (State)	2021 (State)	2019 (State)	Year 9 Overall Achievement Commentary
Year 9 Reading	23.1 (25.5)	25.4 (22.7)	19.8 (22)	The 2022 Year 9 cohort performed below the state in reading, Writing, Spelling, Grammar and Numeracy. There has been an improvement in Spelling since 2021. There is no growth measurement due to no NAPLAN data for 2020.
Year 9 Writing	8.7 (13.7)	8.7 (13.7)	5.5 (11.8)	
Year 9 Spelling	13.5 (22.2)	19.2 (24.1)	16.5 (23.7)	
Year 9 Grammar	19.8 (26.7)	14.4 (21.4)	16.5 (20.0)	
Year 9 Numeracy	16.5(25.4)	23.8 (23.5)	26.3 (25.1)	

Table: NAPLAN Results Top 2 Bands School (State)

Table: Commentary for Overall Achievement for each Year Group

The NAPLAN data is being examined to investigate teaching and learning strategies to address the areas highlighted as weakness in each of the year groups. There has been focus on writing in the Secondary School, which has had positive impact on student achievement in this domain.

Senior Secondary Outcomes: Achievement by Number and Percentage Higher School Certificate

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage		Comments
			Bands 3- 6	Bands 1-2	
Agriculture	2022	24	School: 22 (91.6%) statewide: (82.7%)	School: 2 (8.33%) statewide: (17.28%)	Record of School Achievement The formal Record of School Achievement credential was awarded by NESA to 29 students in 2022. Higher School Certificate In 2022, 90 Arndell students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC across a range of 36 subjects and 1 External languages. Of these, 2 students studied Hospitality Certificate II in Kitchen Operations and 14 Business Services Certificate II Examination
	2021	17	School: 17 (100%) statewide: (79%)	School: 0 (0%) statewide: (21%)	
	2020	18	School: 17 (94%) statewide: (83%)	School: 1 (6%) statewide: (17%)	
Ancient History	2022	12	School: 12 (100%) statewide: (83.5%)	School: 0 (0%) statewide: (16.5%)	
	2021	5	School: 4 (80%) statewide: (79%)	School: 1 (20%) statewide: (21%)	
	2020	3	School: 3 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)	
Biology	2022	30	School: 28 (93.3%) statewide: (79.8%)	School: 2 (6.7%) statewide: (20.2%)	
	2021	25	School: 25 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)	
	2020	16	School: 16 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
Business Studies	2022	31	School: 31 (100%) statewide: (90.3%)	School: 0 (0%) statewide: (9.7%)	
	2021	24	School: 22 (91%) statewide: (87%)	School: 2 (9%) statewide: (13%)	
	2020	32	School: 29 (91%) statewide: (83%)	School: 3 (9%) statewide: (17%)	
Business Services Certificate 11 Examination	2022	14	School: 14 (100%) statewide: (92%)	School: 0 (0%) statewide: (8%)	
Chemistry	2022	7	School: 5 (71.4%) statewide: (84.5%)	School: 2 (28.6%) statewide: (15.5%)	
	2021	11	School: 10 (91%) statewide: (91%)	School: 1 (9%) statewide: (9%)	
	2020	11	School: 10 (91%) statewide: (89%)	School: 1 (9%) statewide: (11%)	
Community and Family Studies	2022	13	School: 13 (100%) statewide: (94.7%)	School: 0 (0%) statewide: (5.3%)	
	2021	9	School: 9 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)	
	2020	9	School: 9 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)	
Drama	2022	11	School: 11 (100%) statewide: (98.5%)	School: 0 (0%) statewide: (1.5%)	
	2021	7	School: 7 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)	
	2020	6	School: 6 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)	
Earth and Environmental Science	2022	10	School: 9 (90%) statewide: (91.3%)	School: 1 (10%) statewide: (8.7%)	
	2021	8	School: 8 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
	2020	15	School: 15 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)	
Economics	2022	11	School: 11 (100%) statewide: (93.1%)	School: 0 (0%) statewide: (6.9%)	
	2021	11	School: 10 (91%) statewide: (94%)	School: 1 (9%) statewide: (6%)	
	2020	10	School: 9 (90%) statewide: (91%)	School: 1 (10%) statewide: (9%)	
English Advanced	2022	37	School: 37 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)	
	2021	35	School: 34 (97%) statewide: (99%)	School: 1 (3%) statewide: (1%)	
	2020	39	School: 39 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)	

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage		Comments
			Bands 3- 6	Bands 1-2	
English Standard	2022	54	School: 51 (94.4%) statewide: (88%)	School: 3 (5.6%) statewide: (12%)	Subjects Achieving Band 6/E4
	2021	38	School: 34 (89%) statewide: (91%)	School: 4 (11%) statewide: (9%)	
	2020	38	School: 36 (95%) statewide: (89%)	School: 2 (5%) statewide: (11%)	
French Continuers	2022	1	School: 1 (100%) statewide: (95.7%)	School: 0 (0%) statewide: (4.3%)	Business Studies Earth and Environmental Science English Advanced English Extension 1 Industrial Technology Information Processes Technology Legal Studies Mathematics Advanced Mathematics Standard 2 Music 1 Society and Culture Software Design and Development
	2021	4	School: 4 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)	
Geography	2022	1	School: 1 (100%) statewide: (95.7%)	School: 0 (0%) statewide: (4.3%)	Future Improvement
	2021	4	School: 4 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)	
Hospitality	2022	2	School: 2 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	Each year, the College carefully analyses the data from a whole school perspective and individual subject viewpoint, using <i>Academic Profiles</i> and the NESE RAP data.
	2021	5	School: 5 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	
	2020	5	School: 5 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)	
Industrial Technology	2022	10	School: 10 (100%) statewide: (81%)	School: 0 (0%) statewide: (21%)	This data is then used to adjust teaching and learning programs and strategies for the following year.
	2021	4	School: 4 (100%) statewide: (81%)	School: 0 (0%) statewide: (19%)	
	2020	4	School: 4 (100%) statewide: (80%)	School: 0 (0%) statewide: (20%)	
Information Processes and Technology	2022	3	School: 3 (100%) statewide: (84.9%)	School: 0 (0%) statewide: (15.1%)	
	2021	9	School: 9 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
	2020	9	School: 9 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)	
Legal Studies	2022	15	School: 13 (87%) statewide: (84.8%)	School: 2 (13%) statewide: (15.2%)	
	2021	5	School: 4 (80%) statewide: (86%)	School: 1 (20%) statewide: (14%)	
	2020	11	School: 11 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)	
Mathematics Advanced	2022	16	School: 16 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	
	2021	22	School: 21 (95%) statewide: (94%)	School: 1 (5%) statewide: (6%)	
	2020	20	School: 20 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)	
Mathematics Standard 2	2022	65	School: 58 (89%) statewide: (81.8%)	School: 7 (11%) statewide: (18.2%)	
	2021	42	School: 37 (88%) statewide: (81%)	School: 5 (12%) statewide: (21%)	
	2020	45	School: 41 (91%) statewide: (76%)	School: 4 (9%) statewide: (24%)	
Modern History	2022	15	School: 15 (100%) statewide: (88.8%)	School: 0 (0%) statewide: (11.2%)	
	2021	10	School: 10 (100%) statewide: (81%)	School: 0 (0%) statewide: (16%)	
	2020	8	School: 8 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)	
Music 1	2021	10	School: 10 (100%) statewide: (81%)	School: 0 (0%) statewide: (16%)	
	2020	8	School: 8 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)	
	2020	3	School: 3 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)	
Music 2	2022	3	School: 3 (100%) statewide: (100%)	School: 0 (0%) statewide: (0%)	

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage		Comments
			Bands 3- 6 or E3-E4 Extension	Bands 1-2 or E1-E2 Extension	
PDHPE	2022	19	School: 17 (89%) statewide: (80%)	School: 2 (11%) statewide: (20%)	Value Added In 2022, 57% of the tracked students reached or exceeded the value-added benchmark {66%}. 72% of the boys {62%} and 45% of the girls {71%} reached or exceeded their value-added benchmarks from Y10 to Y12. 2 students exceeded this benchmark by a significant margin but 10 students were significantly below it. Individual Subjects In 2022, apart from subjects with fewer than 10 results, the best results with respect to performance were recorded by the VET subject area, while the best result with respect to achievement was recorded by the History subject area. In 2022, the results improved with respect to performance and achievement in English, Mathematics, Science and Visual Arts.
	2021	12	School: 11 (92%) statewide: (81%)	School: 1 (8%) statewide: (14%)	
	2020	29	School: 29 (100%) statewide: (89%)	School: 0 (0%) statewide: (14%)	
Physics	2022	11	School: 11 (100%) statewide: (86.8%)	School: 0 (0%) statewide: (13.2)	
	2021	6	School: 6 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)	
	2020	7	School: 6 (86%) statewide: (86%)	School: 1 (14%) statewide: (14%)	
Society and Culture	2022	18	School: 18 (100%) statewide: (%)	School: 0 (0%) statewide: (6%)	
	2021	9	School: 9 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	
	2020	10	School: 10 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	
Software Design and Development	2022	3	School: 3 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
	2021	11	School: 10 (91%) statewide: (89%)	School: 1 (9%) statewide: (11%)	
	2020	9	School: 9 (100%) statewide: (98%)	School: 0 (0%) statewide: (12%)	
Studies of Religion I	2022	6	School: 6 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)	
	2021	7	School: 7 (100%) statewide: (92%)	School: 0 (0%) statewide: (8%)	
	2020	9	School: 8 (89%) statewide: (94%)	School: 1 (11%) statewide: (6%)	
Studies of Religion II	2022	3	School: 2 (67%) statewide: (93.3%)	School: 1 (33%) statewide: (6.7%)	
	2021	5	School: 5 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)	
	2019	10	School: 10 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	
Textiles and Design	2022	2	School: 2 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)	
	2021	1	School: 1 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)	
	2020	3	School: 3 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)	
Visual Art	2022	11	School: 11 (100%) statewide: (98.6%)	School: 0 (0%) statewide: (1.4%)	
	2021	7	School: 7 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)	
	2020	13	School: 13 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)	
English Extension 1	2022	7	School: 7 (100%) statewide: (92.5%)	School: 0 (0%) statewide: (7.5%)	
	2021	5	School: 5 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)	
	2020	7	School: 6 (86%) statewide: (93%)	School: 1 (14%) statewide: (7%)	
Mathematics Extension I	2021	7	School: 3 (43%) statewide: (74%)	School: 4 (57%) statewide: (26%)	
	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)	
	2019	3	School: 2 (67%) statewide: (97%)	School: 1 (33%) statewide: (3%)	
Mathematics Extension 2	2021	3	School: 3 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)	
	2020	1	School: 1 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)	
	2019	2	School: 2 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)	
History Extension	2022	2	School: 1 (50%) statewide: (83.7%)	School: 1 (50%) statewide: (16.3%)	
	2021	3	School: 3 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)	
	2020	3	School: 2 (67%) statewide: (76%)	School: 1 (33%) statewide: (24%)	
Music Extension	2022	1	School: 1 (100%) statewide: (97.5%)	School: 0 (0%) statewide: (2.5%)	

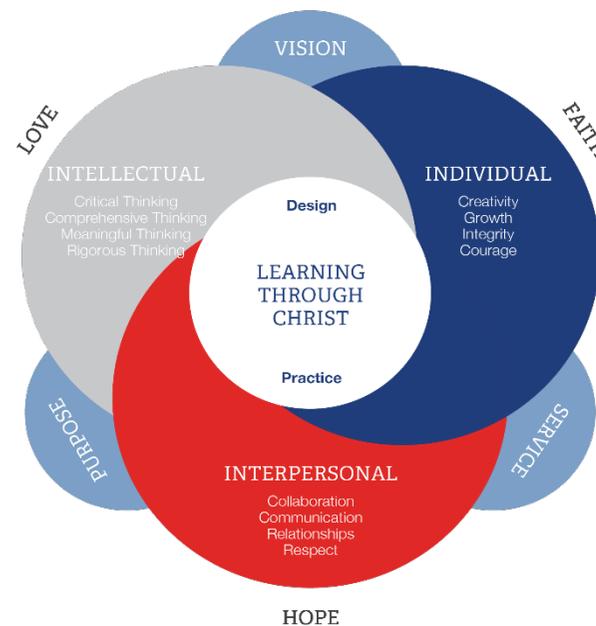
Teacher Professional Learning, Accreditation and Qualifications

Professional Learning covers the processes in the classroom, induction of new staff, professional development and teacher accreditation. The College development over the past ten years has meant that we have inducted over 125 new staff, including teachers, teacher aides, administrative and maintenance staff. The induction program covers orientation, the school IT system (Edumate), welfare procedures, and teacher accreditation debriefing sessions.

The Professional Learning Week for 2022 was impacted by COVID as we were not able to meet face-to-face for the most part. Despite this, we were still able to run our Leadership conference in which we had John Dickson speak to us about the role of Humility in Leadership. Our leaders then met in small groups to discuss the various aspects of our leadership model. The Professional Learning Week was focused on providing time for staff to prepare for the upcoming year and complete the mandatory training that was required.

Within the Arndell Anglican College Learning Journey framework, teaching and learning communities, form an important part of professional learning within the College. These learning communities provide time for teachers to have professional discourse about learning in both the academic and pastoral realms of student learning outcomes. In 2022, the foci included: Pastoral Care: Staff and Student Well-being; Boys Education; Critical Thinking; The Learning Journey Framework and a specialist group set up in conjunction with the AIS to explore literacy and its development at the College.

Overall, there was an expenditure for Professional Learning in 2022 of \$101,201. {2021 (\$58,165)}.



The Arndell Anglican College Learning Journey Framework

Table: Summary of Professional Development Accessed in 2022

Various PTC Subjects	Differentiated Teaching and Learning in Schools	Supporting Teachers Through Experienced Teachers
Anglican Schools Corporation Leadership Conference	Leadership development and assisting others to own their career development	AHISA Bi-Annual Conference
Leading from the Middle	Flagship Fundamentals	ACEL Leading Improvement in your school
Becoming Accredited at Experienced Teacher through the Standards-based Pathway	Teaching and Behaviour Strategies for Students	SACS Leadership Conference
Peer Support Program	Wellbeing Conference 2022 Your Wellbeing Vision	AISNSW Educational Research Symposium 2022
Law Sense Law for School Counsellors NSW Webinar – Note-Taking, Subpoena Objections, Consent	Archbishop's Day	Coaching Accreditation Program
ADHD Seminar	Aboriginal and Torres Strait Islander Education Conference 2022	Leading School Strategy and Innovation
Careers Conference	Peer Support Program	Seven Steps Foundation Writing Course
Cru Teachers Conference	Experienced Teacher	THRASS Foundation Course

Accreditation Summary

Provisional 2
 Proficient 105
 Highly Accomplished 2
 Lead Teacher 0

Teachers having teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.	109
Teacher's having a Bachelor Degree from a higher institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0



Workforce Composition

In 2022, the number of staff at Arndell Anglican College was:

- Teaching staff – 99.9 FTE of which 0 identified as Aboriginal or Torres Strait Islander;
- 21.7 FTE for non-teaching staff of which 0 identified as Aboriginal or Torres Strait Islander.



Student Attendance, Retention Rates and Post-School Destinations

Student attendance is an important facet to the welfare and academic development of students, which, Arndell monitors closely, through the Homeroom system and Edumate, the College operating system.

Process:

- Each day a roll is taken between 9:00am and 9:30 am.
- Parents receive an SMS notification at 10 am followed by an email and push notification via the Arndell Parent App at 3.05 pm alerting to them to the recorded absence of their child and requesting them to provide a reason for the absence.
- Homeroom Tutors and Classroom Teachers receive an automated alert if 3 days have passed without an explanation being provided.
- Heads of House and Leaders of Learning receive an automated alert if 5 days have passed without an explanation being provided.
- Parents receive an automated reminder 24 hours before the 7 days have elapsed since the absence was first recorded if no explanation has been forthcoming.
- Homeroom/Class Teachers monitor attendance and flag concerns with their Head of House/Leader of Learning.
- Head of House/Leaders of Learning flag these concerns to the Head of the relevant school who organises to meet with parents to discuss concerns and develop a plan for improved attendance.
- Parents are expected to provide reasonable explanations of absences including doctors' certificates for illness.
- Once a term, explanations and patterns of attendance are reviewed by the Deputy Headmaster of Operations and the Director of Business Services with concerns being passed along to the relevant Head of School to follow up.

Table: Average Daily Attendance Prep to Year 12 and Whole School

Year	Attendance (%)
Pre-Kindergarten (2 days)	92.5%
Pre-Kindergarten (3 days)	92.2%
Kindergarten	92.2%
Year 1	92.9%
Year 2	94.1%
Year 3	93.3%
Year 4	94.2%
Year 5	93.9%
Year 6	92.1%
Year 7	92.2%
Year 8	91.8%
Year 9	89.6%
Year 10	89.8%
Year 11	90.5%
Year 12	91.7%
Whole School	91.9%

Table: Retention Rates

Years	Retention %
2020 Year 10 to 2022 Year 12	72%
2019 Year 10 to 2021 Year 12	65.8%
2018 Year 10 to 2020 Year 12	67.0%
2017 Year 10 to 2019 Year 12	75.4%
2015 Year 10 to 2017 Year 12	66.0%

The table above shows that numbers of students continuing on to higher schooling education to complete the Higher School Certificate at Arndell Anglican College is consistent. In 2022, the retention rate has increased indicating the differences of interest of this cohort of students in the Hawkesbury area to further their education into Stage 6.

Many who left at the end of Year 10 pursued vocational training.

Students who left school at the end of Year 12 following completion of their school education, continued to tertiary studies (56%), or pursued full-time employment (13%) with a further (31%) to other destinations such as gap year, travel or uncertain.

Enrolment Policies

Enrolment Policy

At Arndell Anglican College, we seek to enrol students from families who want their children to graduate with:

- 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 life of their community

1. Enrolment Criteria

Arndell Anglican College's enrolment criteria have been established to reflect the ethos of the College. When seeking enrolment at Arndell Anglican College we consider those students who are best able to benefit from the entirety of the Academic Program offered. Additional to this, we seek to enrol students whose families are supportive of the Christian aims and objectives of the College.

2. Policy Statement

Enrolment applications will be assessed against the following criteria:

- The date of application
- Prospective students with current siblings at the College
- Prospective students with a parent as an ex-student of the College

3. Procedures for Enrolment

The College's normal enrolment entry points include,

- Pre-Kindergarten
- Kindergarten
- Year Seven, and
- Year Eleven

We will consider applications for entry outside of these cohorts where places are available. Due to the high demand for places, we advise parents to submit an Arndell

Anglican College Application for Enrolment form for their child well in advance of the desired year of entry.

The College maintains a maximum number of enrolment places being available, and once places have been exhausted any additional applications are placed on the College Waitlist. Offers of Enrolments will be made to waitlisted students in the event of a previous offer of enrolment for that cohort is not accepted, or the withdrawal of a current student occurs.

All Offers of Enrolment are subject to interview with the Headmaster or other College delegate as assigned by the Headmaster. All Offers of Enrolment will be made at the discretion of the Headmaster or other College delegate as assigned by the Headmaster.

Prior to any Offer of Enrolment an Application for Enrolment is to be received in conjunction with payment of the College's prescribed Application Fee.

All applications are assessed against the College's enrolment criteria before any Offer of Enrolment is provided.

Parents may elect to defer their Application for Enrolment to a later point of entry, however it is not possible to defer an Offer of Enrolment to a later date.

For example, if a student is offered a Kindergarten place and a parent wishes to defer this place to the later Year 7 enrolment entry point, a parent cannot defer the original offer of place. They may choose to have their child remain on the College's list of prospective students for that year group. All applications will be reconsidered at that time, with parents being required to provide updated reports and any other relevant information pertinent to the enrolment at that time.

4. Enrolment Contracts

The College's conditions of enrolment are clearly stated in the online Application for Enrolment Process. Furthermore, this information can be found on the College website.

Receipt of the Enrolment Acceptance Fee and the signed acceptance of a place letter establishes the parents' agreement to support College rules and policies. It is expected that, unless practically impossible, both parents sign the College Acceptance of an offer of a place agreement.

5. Privacy of Information Supplied

Please refer to the current "Anglican Schools Corporation Standard Collection Notice" and the current "Anglican Schools Corporation Privacy Policy" both of which are available from the College website.

6. Parents' Declaration

In completing an Application for Enrolment parents will be asked to declare that to the best of their knowledge they have;

- Disclosed fully any special needs for their child
- Provided a copy of any Parenting Orders, Restraint Orders or any other Family Court Documents or Orders that apply to the prospective student or family; and
- Completed fully the online application for enrolment.

7. Guardians or Carer's Enrolling Students

This policy refers to 'parents' to indicate those people responsible and authorised to enrol a student. We use this terminology to simplify documentation, however, we readily accommodate an Application for Enrolment where guardians or carers have authorised responsibility for a student's application.

8. Changes to the Policy

The College reserves the right to alter this Enrolment Policy. Parents are encouraged to contact the College to ensure no changes have been made to this policy which may affect the enrolment of their child.

9. Continued Enrolment

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently and the student and parent/s observing all behavioural codes of conduct and other requirements of the College which are applicable from time to time.

All students who accept an offered place at 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 or the College Director of Business Services 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. www.arndell.nsw.edu.au



Other School Policies

Arndell Anglican College is a child-safe organisation and is active in its implementation and management of the child safety standards.

Summary of Policy

Anti-Bullying

Arndell Anglican College's Anti-Bullying Policy aims to:

- deal effectively with the present level of bullying;
- minimise future incidences of bullying; and
- educate students, teachers & parents about bullying.

The policy provides a reporting procedure for bullying from students, staff and parents.

This policy was reviewed in 2022.

The Policy can be found on the College website
<https://www.arndell.nsw.edu.au/content/reports-policies>

Student Welfare - Discipline

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 6 operate a 4-level system and Years 7-12 a 5-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, Leaders of Learning and Assistant Head of Junior School, Head of Junior School and Deputy Headmaster.

Secondary School: Class teachers, Tutors, Heads of House, Heads of Department, Heads of Middle/Senior School and 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 intranet.

This policy was reviewed in 2022.

Child Protection

The safety, protection and wellbeing of all students is of fundamental importance to Arndell Anglican College. All children and young people have the right to be protected from abuse and harm. The College has a common law duty of care to protect all students from reasonably foreseeable risk of harm while at the College.

The College is committed to providing a safe environment for all students. It is our policy that:

- All staff are trained in respect to identification of child abuse and harm (including grooming) and relevant procedures;
- All suspected cases of child abuse and harm (including grooming) that meet the relevant thresholds are reported to the Department of Communities and Justice and/or the Police;
- We maintain up to date procedures to assist staff in identifying and reporting child abuse or harm (including grooming);
- We work collaboratively with relevant external agencies that may be involved in child protection matters;
- We act immediately to ensure the safety of students who have been or are at risk of being abused or harmed; and
- We provide ongoing support and assistance to students who have been abused or harmed.

This Policy is permanently available to staff, parents and students on the College Website. The policy will be provided to all new staff, who must, as part of their contract of employment, agree to its terms. This policy will also be made available to any person who makes a reportable allegation; and any person, being a member of the College community, who requests a copy.

<https://www.arndell.nsw.edu.au/content/reports-policies>. A review of this policy commenced in in 2022 for implementation in 2023.

Complaints Handling Policy

Staff and management at Arndell work collaboratively to create a high-quality educational environment in a climate of trust and respect between professionals and between parents and professionals. Implicit in a set of protocols of this kind is the responsibility of love and care that all Christian people have towards each other.

The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and provides processes for raising grievances by staff, students and parents.

This policy can be accessed from the College website and intranet.

<https://www.arndell.nsw.edu.au/content/reports-policies>

This policy was reviewed in 2022, ready for implementation 2023.

Other Policy Updates and New 2022

Policy Name	Version No.	Approved By	Approval Date	Effective Date
Student Discipline Policy	1.3	AAC Council	15/06/2022	Jun-22
Communication Policy	2.0	AAC Council	14/09/2022	Sep-22
Asset Acquisition, Capitalisation and Depreciation Policy	2.0	ASC Board Committee – FAC	21/09/2022	Jun-22
Education and Mission Committee Charter	2.0	ASC Board	27/09/2022	Sep-22
Finance and Audit Committee Charter	2.0	ASC Board	27/09/2022	Sep-22
Governance and Risk Committee Charter	2.0	ASC Board	27/09/2022	Sep-22
Code of Conduct for Anglican Schools Corporation Officers	1.0	ASC Board	27/09/2022	Sep-22
Conflicts of Interest Policy	2.0	ASC Board	28/06/2022	Jun-22

School Priority Areas

Achievement of School Determined Goals and Targets for 2022

Goals	Targets	Achieved
Mission Facilitate opportunities for staff to engage in professional learning in theology and ministry. Strengthen partnerships with local Anglican churches	Clearly identified opportunities for staff engagement in theological/ministry learning in the wider community. Review the youth worker partnership with local churches.	Achieved Achieved and continuing
Community Expand the number of events that involve parents in the life of the College.	Review current events for parent engagement within the College Create a calendar of events for parent involvement within the College.	Continuing
Leadership Articulate and promote the Arndell Leadership attributes.	Leadership attributes are embedded into the reflection and professional growth plans.	Achieved
Environment To develop the College Masterplan. Continue refurbishment program Policy framework is articulated and accessible.	Documented AAC 15-year Masterplan Refurbishment of Whelan Building Policies transferred to <i>CompliSpace</i> .	Continuing Achieved Achieved
Learning Use technology to enhance the quality of student engagement and learning outcomes. Use data to inform pedagogical practices that drive improvement in literacy and numeracy.	Provide ongoing training in LMS Teaching programs provide evidence of effective use of digital learning to enhance student learning Collect and effectively interpret data to inform pedagogical practice.	Continuing Continuing Continuing
Wellbeing Promote positive partnerships with parents. Each individual is acknowledged by their community for their contributions and achievements Staff and student voice are gathered and used to inform programs and initiatives.	Parent information sessions on wellbeing – School TV, Sleep seminar, Digital Wellbeing. Review and implement updated student awards program.	Achieved and continuing Junior school achieved. Secondary continuing.

Initiatives Promoting Respect and Responsibility

The College developed *Learning Journey Framework* and *Pastoral Care Framework*, focuses on explicitly teaching and developing character strengths and the values of respect, care and service. These are embedded in daily teaching programs, assemblies and chapel. The Junior School also utilized the *Grow Your Mind* program to support the teaching of character strengths, and provided opportunities for students to set individual goals around growing character strengths. The character strengths are taught from a Christian perspective.

Other events and activities which promote respect and responsibility included card making for *B Kinder Day*, student participation in the RFS program, workshops in the Secondary School on consent, Prep Buddy Program, Year 7 camp and participation in the Duke of Edinburgh's International award.



At Arndell, we demonstrate respect by treating people with courtesy, kindness and politeness.

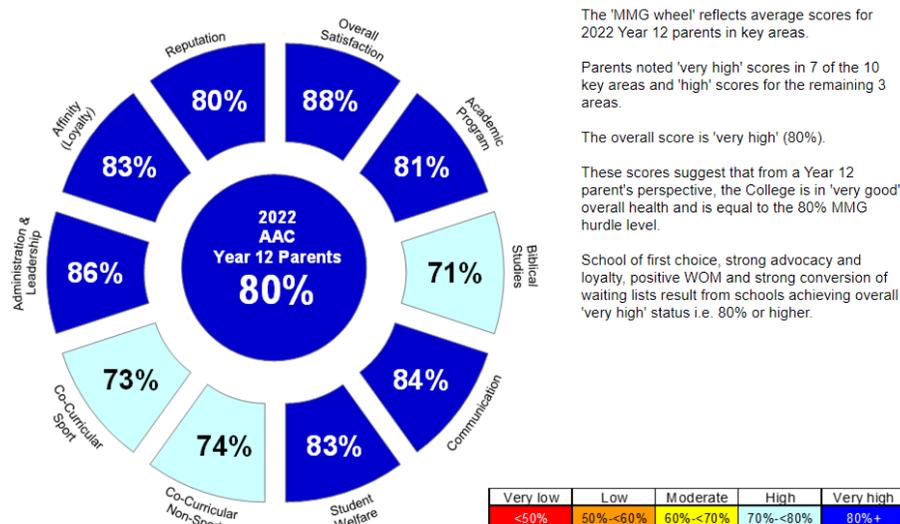
Parent, Student and Teacher Satisfaction

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

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

In 2022, 128 parents and 229 students from Years 7 & 12 participated in surveys and provided views on such areas as academic performance, student welfare, Biblical studies, co-curricular, sport, communications, reputation and facilities.

Parents Year 12



The 'MMG wheel' reflects average scores for 2022 Year 12 parents in key areas.

Parents noted 'very high' scores in 7 of the 10 key areas and 'high' scores for the remaining 3 areas.

The overall score is 'very high' (80%).

These scores suggest that from a Year 12 parent's perspective, the College is in 'very good' overall health and is equal to the 80% MMG hurdle level.

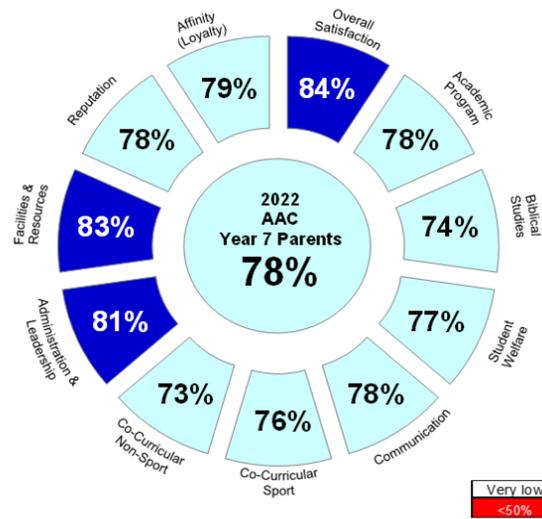
School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status i.e. 80% or higher.

"We value the caring nature of the staff and their approach to helping both students and their families. The exceptional facilities to accustom my child in learning new things to help further his education at university."

"Sense of family and unconditional support. It has been a lovely school for my sons to grow and develop, achieve in sport, and academically. It is a school of pride and faith and we are very proud to have been associated with AAC"

"I really feel that the teachers and staff are caring and good at their jobs. The support my child received was much appreciated and made a great difference"

Parents Year 7



The 'MMG Wheel' reflects the average scores of the 2022 Year 7 parents in key areas.

Parents noted a 'very high' score for 3 of the 11 key areas and 'high' scores for the remaining 8 areas.

The overall score is 'high' (78%).

These scores suggest that from a Year 7 parent perspective, the College is in 'good' overall health, but below the 80% overall MMG 'hurdle' level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

"The academic achievement and success for my child...the opportunity for my child to participate in a range of non-sport extra-curricular activities."

"My children are taught respect and treated with respect."

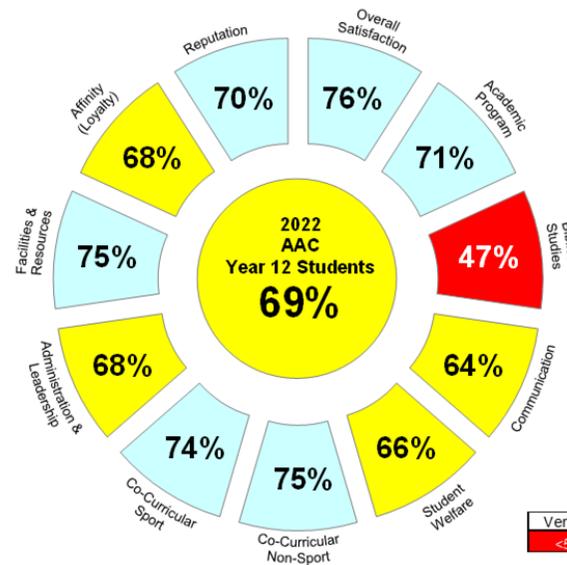
"Faith, good values and a caring environment."



Students Year 12

"The connection with teachers and peers and the ability to ask for help and assistance when needed."

"The structure of learning".



The 'MMG wheel' reflects average scores for 2022 Year 12 students in key areas.

Students noted 'high' scores in 6 of the 11 key areas, 'moderate' scores in 4 areas and a 'very low' score in the remaining area.

The overall score is 'moderate' (69%).

These scores suggest that from a Year 12 student's perspective, the College is in 'moderate' overall health and is below the 80% MMG hurdle level.

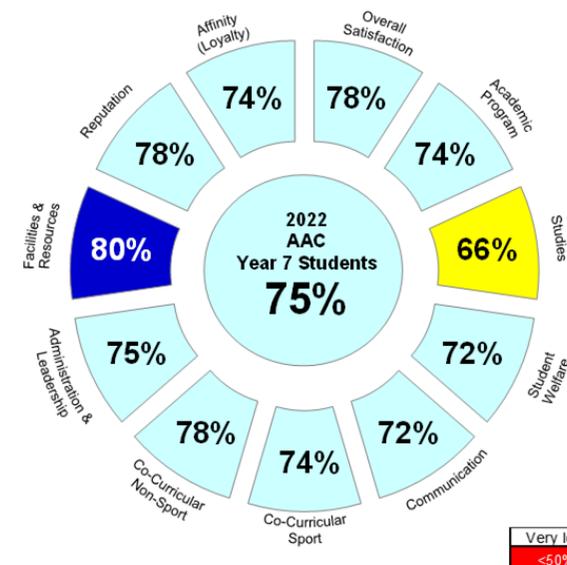
School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status i.e. 80% or higher.

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Students Year 7

"I value most about what I have been able to learn in the college. Not only have I learnt a lot academically, but also, morally through chapel, teachers, the headmasters, head of house and even my friends. I also value the relationship I have with my teachers and my friends."

"That education is important to the college, and that it is not just forgotten about."



The 'MMG Wheel' reflects the average scores of the 2022 Year 7 students in key areas.

Students noted a 'very high' score for 1 of the 11 key areas, 'high' scores in 9 areas and a 'moderate' score for the remaining area.

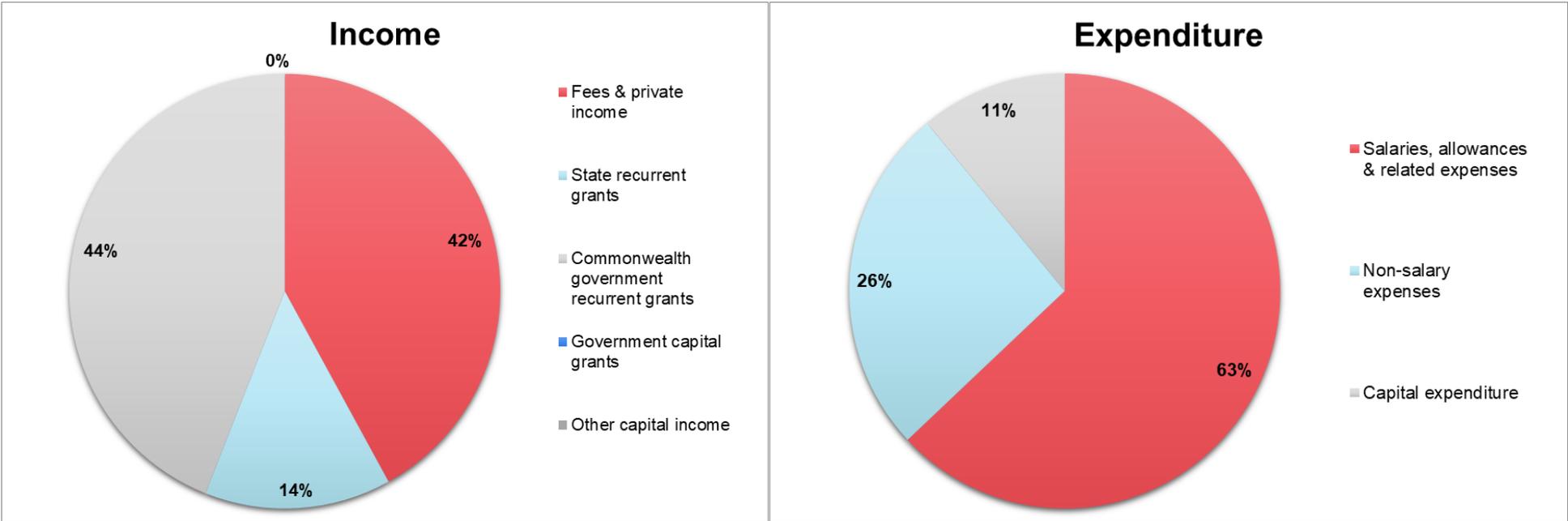
The overall score is 'high' (75%).

These scores suggest that from a Year 7 student perspective, the College is in 'good' overall health, but below the 80% overall MMG 'hurdle' level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Summary Financial Information



The above charts provide the summary of financial information for Arndell Anglican College in 2022.

Publication Requirements

Policy

Arndell Anglican College maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education and 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 members 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 NESA.
- 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 NESA 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 Early Childhood and the Minister for Skills, TAFE and Tertiary Education, may request additional information. To ensure that such requests are dealt with appropriately, the Director of Strategy and Planning 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 NESA in an appropriate electronic form.

NSW Government Financial Accountability Certification

The Anglican Schools Corporation is responsible for completing the financial accountability certification for the College. The Corporation's assigned person is responsible for the collection of the relevant data and for ensuring it is provided in an appropriate format.

