



Arndell
Anglican College

Celebrating
35
years
1990-2025



2025 Annual Report

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1. CONTEXT

1.1 Message from Key School Bodies

1.1. (a) Chair of Council Report

Arndell Anglican College is an Anglican Schools Corporation school and operates under the authority of that body. The College Council is responsible to the Corporation's Board and consists of Christian men and women from diverse professional fields, including law, higher education, information technology, parent representation, and clergy. Working closely with the College Headmaster, Dr Gareth Leechman, the Council serves as Governors to uphold the core values of both the College and the Anglican Schools Corporation, while planning for a strong, resilient, and sustainable future.

In 2025, the College Council comprised six dedicated Christian members who met on eight occasions throughout the year. Guided by a shared faith in Christ and a steadfast commitment to the College's mission, the Council prayerfully undertook its responsibilities, seeking God's wisdom and guidance in all deliberations and decisions. I extend my sincere thanks to Mrs Anne Sandell, Reverend Craig Hamilton and Mr David Pengilly for their faithful service, commitment, and valued contribution to the life and governance of the College as they stand down from Council. On behalf of the College Council and wider College community, I thank them for their years of dedicated service, wise counsel, and support of the College's ongoing growth and development. We are deeply grateful for the time, expertise, and leadership they have generously given, and we wish them God's blessing and every success in the years ahead.

Together with the College Executive Team, the Council remains committed to delivering high-quality, affordable education within a Christ-centred and supportive learning environment. Arndell continues to provide a broad and inclusive educational experience that fosters lifelong learning while emphasising mission, student wellbeing, and community engagement. The College proudly celebrates the academic,

sporting, creative, and personal achievements of students and staff, regularly sharing these successes with the wider community.

Throughout 2025, the Council continued to provide strong governance across financial stewardship, resource management, policy development, and compliance obligations. Importantly, 2025 marked the final year of the College's 2021–2025 Strategic Plan, providing an opportunity to reflect on the significant progress made in learning, wellbeing, Christian formation, facilities, and community engagement, all grounded in the College values of Love, Faith, and Hope.

During the year, the College also developed its new Strategic Intent for 2026–2028, building on the strong foundations established through the previous plan. With a continued focus on academic rigour, character formation, Christian faith, and a culture of deep care, the Council looks forward with confidence and excitement to the next chapter in the life of the College.

As both a Council and a College, we remain committed to maintaining and enhancing high-quality facilities and resources that support the learning and wellbeing of students and staff. All Council work continues to be shaped and sustained by our shared Christian faith, with the life of the College continually upheld in prayer and entrusted into God's care.

Reverend Barry Mavalister

Chair of Council, Arndell Anglican College



2025 College Secondary & Junior School Captains

1. CONTEXT

1.1. Message from Key School Bodies

1.1. (b) Headmaster Report

2025 marked a significant milestone in the life of Arndell Anglican College as we concluded our 2021–2025 Strategic Plan and reflected on a season of sustained growth, strengthening, and community connection. Across all areas of College life, we continued to see the outworking of our commitment to providing a Christ-centred education that nurtures excellence, character, and purpose in every student. It fills me with immense inspiration, pride, and joy to reflect on the way our students and staff have activated their potential and fulfilled so many goals and aspirations. They have done so with passion and purpose throughout this glorious year, with the invaluable support of our families, and College Council.

Throughout the year, it was encouraging to witness the ongoing engagement of our families and wider community in the life of the College. Whether through academic showcases, sporting events, performances, worship opportunities, community celebrations, service learning with charities and community groups, or co-curricular activities, these shared experiences contributed greatly to the vibrant and connected culture that defines Arndell.

The achievements of our students in academic, sporting, creative, and service pursuits reflect not only their dedication and resilience, but also the care and professionalism of our staff who continually invest in the growth and wellbeing of every child. Our commitment to holistic education remained central throughout 2025, with a continued focus on supporting students academically, emotionally, socially, physically, and spiritually.

In 2025, the College proudly celebrated 35 years since its foundation, marking an important milestone in the life of the school community. Since its establishment in 1990, the College has remained committed to providing Christ-centred education that nurtures academic growth, character development, and service to others.



The anniversary provided an opportunity to reflect with gratitude on the vision, faith, and dedication of those who established and shaped the College over the past three and a half decades, while also celebrating the achievements of our students, staff, families, and alumni who continue to contribute to the College’s rich legacy and vibrant future.

“Since its establishment in 1990, the College has remained committed to providing Christ-centred education that nurtures academic growth, character development, and service to others.”

Importantly, 2025 also provided an opportunity to thoughtfully consider the future direction of the College. Following extensive reflection, planning, and collaboration, we developed a new Strategic Intent for 2026-2028 and Master Plan 2026-2040.

At the heart of all we do remains our Christian foundation. We continue to encourage students to explore faith meaningfully and thoughtfully, with the hope that their time at Arndell shapes not only what they achieve, but who they become.

As we reflect on the year that has been, I extend my sincere thanks to the College Council, College Executive Team, staff, students, parents, carers, and the wider College community for your ongoing partnership, support, and shared commitment to the mission of Arndell Anglican College. We look to the future with gratitude for God’s faithfulness and great confidence in the opportunities ahead.

Dr Gareth Leechman

Headmaster, Arndell Anglican College

1. CONTEXT



Established in 1990, Arndell Anglican College is a non-selective Prep to Year 12 Christian school situated on 30 beautiful acres in the Hawkesbury region of Sydney. Arndell Anglican College has been a proud part of the Anglican Schools Corporation since 1996.

1.2. Contextual Information About the School

From its foundations, the College's mission has been to offer high-quality Christian education to the local community. Central to this mission is the commitment to strong pastoral care and student welfare programs, alongside a rigorous and engaging academic curriculum. Now in its 35th year, the College's vision remains steadfast: to prepare graduates with the knowledge, skills, and character necessary to contribute meaningfully to society. We aim to nurture students' understanding of the Christian faith, foster a strong sense of personal identity, and inspire a commitment to community service. This is achieved through innovative educational programs, evidence-based teaching practices, and a culture of high expectations that promotes academic excellence. The College proudly remains committed to providing a high-quality independent education while maintaining fees at an affordable level for families.

Arndell Anglican College offers a broad selection of subjects in Stage 5 and 6,

including vocational options internal to the College such as Hospitality and Business Services, all taught in well-equipped facilities with dedicated staff. The College places significant emphasis on the Creative and Performing Arts, Agriculture, and Sports, providing numerous opportunities for participation across both Junior and Secondary Schools. Staff are exceptional at promoting opportunities for our students in these areas and students are encouraged to pursue representation at the highest level possible. Additionally, we build strong community connections through initiatives like the Duke of Edinburgh's Award Program, Rural Fire Service Cadets, and partnerships with local non-profit organisations such as Hawkesbury's Helping Hands and the bKinder Foundation. The College also offers an array of co-curricular activities, achieving notable successes in areas such as sport, debating, music, eisteddfods, public speaking, industrial technology, and the arts.

1. CONTEXT

1.3. 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 NSW Education Standards Authority, and reporting to The Anglican Schools Corporation.

As at Census August 2025, the College comprised 1220 students from Kindergarten to Year 12, 461 in Years K to 6, and 759 in Years 7 to 12. The Junior School (K-6) is triple streamed, while the Secondary School operates six classes for Years 7-10. Pre-Kindergarten enrolments at Census were 48 offering 2 and 3 day options for families. 4% of the total student population also identify as Aboriginal and/or Torres Strait Islander. 53% of the student population are female and 47% male, with 9% of students speaking a language other than English. Students come from a wide variety of socioeconomic and cultural backgrounds.

The College continues to support students with additional needs across the cognitive, physical, sensory, and social-emotional domains through specialised wellbeing, pastoral care and diverse learning student plans.

For more information about Arndell, visit the College website arndell.nsw.edu.au.



1. CONTEXT



Our Purpose:

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

We aim for our students to graduate with:

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

We value:

- our shared Christian faith,
- a culture of lifelong learning,
- an open and respectful community, and
- our connectedness to the Hawkesbury region and beyond.

Our Guiding Principles:

- We provide a 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.
- We 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.
- We position the 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 socioeconomic imperatives.
- We 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.

1. CONTEXT

1.4. Priority Areas for Improvement

At the end of 2025, the College saw improvements in the following priority areas of the Strategic Plan:

Goals	Targets	Achieved
<p>Mission: Provide opportunities for staff to engage in professional learning in theology and ministry</p>	<p>Increased number of staff pursuing PTC (Preliminary Theological Certificate) through Moore College</p>	<p>Achieved and continuing</p>
<p>Community: Identify and establish opportunities for students and staff to be engaged in activities that serve the College and community</p>	<p>Identify and establish partnerships with local community organisations that provide service opportunities</p>	<p>Achieved and continuing</p>
<p>Leading: Enrich the professional learning leadership continuum by implementing leadership attribute focused programs</p>	<p>Leadership programs implemented are in line with Arndell's articulated leadership attributes</p>	<p>Achieved and continuing</p>
<p>Environment: To develop the College Masterplan</p>	<p>15 year Masterplan documented</p>	<p>Achieved</p>
<p>Policy Framework is articulated and accessible</p>	<p>Review and refresh the College website</p>	<p>Achieved</p>
<p>Learning: Promote a reflective culture of learning for staff and students</p>	<p>Development of Professional Growth Cycle and review meetings with middle managers</p>	<p>Achieved and continuing</p>
<p>Wellbeing: Enrich wellbeing programs and initiatives to support resilience and respectful relationships</p>	<p>Staff and student voices gathered and used to inform programs and initiatives</p>	<p>Achieved and continuing</p>

1. CONTEXT

1.5. Initiatives Promoting Respect and Responsibility

The College is dedicated to instilling values of respect, care, and service throughout all its programs, activities, and co-curricular offerings. Rooted in Christian principles, Arndell Anglican College ensures that every graduate leaves with a well-rounded worldview that embodies faith, hope, and love in all aspects of their lives.

Junior School Initiatives

Throughout 2025, Junior School students have enthusiastically taken part in various charitable projects, embodying a sincere dedication to improving the lives of others in our local community and beyond. These initiatives, led by the students themselves, truly reflect our College's Core Values of Respect, Service, and Care.

Some of the year's highlights include:

- **bKinder Day** - Our bKinder Ambassadors were busy with events and activities to spread kindness globally as part of the bKinder Foundation.
- **Cook4Good** - Through Kids Giving Back, students prepared meals for those in need, showing compassion and care for the homeless community.
- **Mini Market Day** - Raising funds for Missionvale in South Africa, supporting those in less privileged communities.
- **ACTSion Expo** – Students designed creative stalls promoting charities and kindness initiatives, encouraging others to think about giving back to the community. Camp Quality Fund received the highest level of support and was selected as the Junior School Charity for 2025.
- **Stage 3 Student Service Program** – students logged more than 4,000 Acts of Service in 2025, with three students achieving Gold Awards after individually completing more than 135 Acts of Service.



"It is more blessed to give than to receive"

1. CONTEXT



Secondary School Initiatives

Activities in the Secondary School that promoted respect and responsibility in 2025 included:

- **The Rural Fire Service Cadet Program** where a group of Year 10 students are offered the opportunity to train as RFS Cadets through the year.
- **The Duke of Edinburgh's International Award Program** with students commencing work towards the Awards in Year 9.
- **The Fiji Trip**, in partnership with Homes of Hope, students from Year 10 and 11 work on the property, developing a deeper appreciation of our diverse world. Students embark on this trip in the October school holidays.
- Our Year 12 students championed youth mental health by supporting the opening of a local Headspace Centre, organising initiatives such as **"The Ice-Bucket Challenge"**, and **"RUOK Day"**.



College Wide Initiatives

The College maintained its partnership with **Hawkesbury's Helping Hands** supporting local families in need. **Harmony Day** was celebrated across the campus, with students taking part in activities that promoted cultural diversity, respect, and inclusion. Students also participated in **Jersey Day**, helping raise awareness about the importance of organ and tissue donation.



2. STUDENT OUTCOMES & RESULTS

2.1 NAPLAN Results

In 2025, the National Tests in Literacy and Numeracy were conducted in March, representing a significant shift in the timing of this test and in turn, the release of the data. In 2025, students at Arndell completed NAPLAN online, with students in Year 3 still completing the writing domain on paper. NAPLAN 2025 also represents the first year that growth data can be examined. Further details can be found at www.myschool.edu.au.

Students' results are measured against 4 levels of proficiency:

- Exceeding,
- Strong,
- Developing, and
- Needs Additional Support.

Levels of Proficiency:

Exceeding:

The student's result exceeded expectations at the time of testing.

Strong:

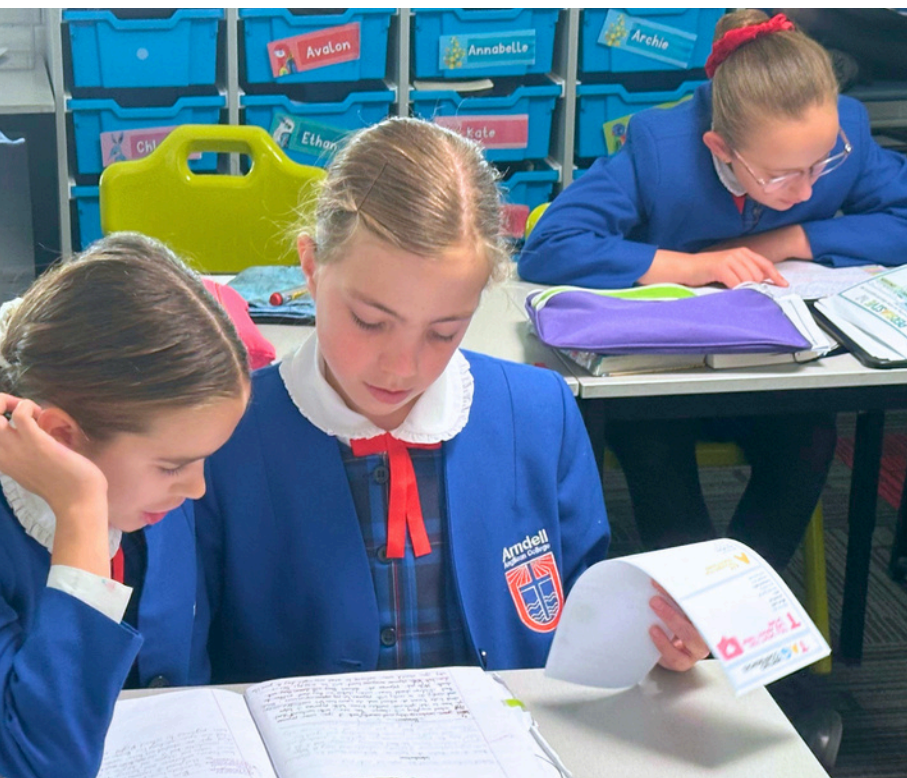
The student's result met challenging but reasonable expectations at the time of testing.

Developing:

The student's result indicated that they are working towards expectations at the time of testing.

Needs Additional Support:

The student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



2. STUDENT OUTCOMES & RESULTS

Year 3 NAPLAN Results

The following tables shows the College average in each NAPLAN domain for Year 3 as compared to the NSW State average.

Year 3	2025 (State)	Year 3 Overall Achievement Commentary
Reading	425.3 (411.1)	<p>The 2025 Year 3 student body have performed above state average in the Reading, Writing and Numeracy domains. While just below the state average in Spelling.</p> <p>In the Reading domain over 75% of students achieved in the Exceeding/Strong proficiency levels compared to 68% of the State.</p> <p>In the Writing domain over 88% of students achieved in the Exceeding/Strong proficiency levels, compared to 80% of the state.</p>
Writing	427.7 (425.1)	
Spelling	411.2 (416.8)	
Grammar	429.8 (417.3)	
Numeracy	426.4 (411.8)	

Year 5 NAPLAN Results

The following tables shows the College average in each NAPLAN domain for Year 5 as compared to the NSW State average.

Year 5	2025 (State)	Year 5 Overall Achievement Commentary
Reading	513.1 (498.1)	<p>The 2025 Year 5 cohort have performed above state averages in Reading, Writing and Numeracy domains. While just below the state average in Spelling.</p> <p>In the Numeracy domain, over 84% of students achieved in the Exceeding/Strong proficiency levels, compared to 70% of NSW. In the Grammar and Punctuation domain, over 77% of Arndell students achieved in the highest 2 proficiency levels, where only 67% of the state achieved this result.</p> <p>Over 56% of the cohort demonstrated growth since Year 3.</p>
Writing	487.7 (486.6)	
Spelling	493.3 (496.5)	
Grammar	511.6 (507.2)	
Numeracy	508.1 (499.7)	

2. STUDENT OUTCOMES & RESULTS

Year 7 NAPLAN Results

The following tables shows the College average in each NAPLAN domain for Year 7 as compared to the NSW State average.

Year 7	2025 (State)	Year 7 Overall Achievement Commentary
Reading	554.0 (545.1)	<p>In 2025 the Year 7 cohort performed on or above state averages in the Reading, Writing and Numeracy domains.</p> <p>In all domains, there was a higher percentage of Arndell students in the Exceeding/strong proficiency levels than in NSW. In the Writing domain over 75% of the cohort were placed in the Exceeding/Strong proficiency level, compared with 66% of the state.</p> <p>Growth data is only available for 72 students (48% of the cohort). Of these students, 50% of students experienced significant growth from Year 5.</p>
Writing	556.2 (554.5)	
Spelling	548.7 (551.3)	
Grammar	546.7 (548.2)	
Numeracy	569.5 (555.2)	

Year 9 NAPLAN Results

The following tables shows the College average in each NAPLAN domain for Year 9 as compared to the NSW State average.

Year 9	2025 (State)	Year 9 Overall Achievement Commentary
Reading	581.2 (571.4)	<p>In 2025, Year 9 students performed on or above state averages in the Reading, Writing and Numeracy domains.</p> <p>In Reading, Writing, Grammar and Numeracy domains, there was a higher percentage of Arndell students in the Exceeding/strong proficiency levels than in NSW. In the Numeracy domain over 77% of students placed in the Exceeding/strong proficiency level, compared to 69% of NSW.</p> <p>Over 31% of the cohort demonstrated significant growth since Year 7.</p>
Writing	581.7 (578.3)	
Spelling	564.8 (576.1)	
Grammar	563.1 (564.9)	
Numeracy	579.9 (581)	

2. STUDENT OUTCOMES & RESULTS

NAPLAN Arndell Averages Compared To Students With Similar Backgrounds

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	410	428	411	430	426
Year 5	513	488	493	512	508
Year 7	554	556	549	547	570
Year 9	581	582	565	563	580

NAPLAN Arndell Averages When Compared to All Australian Students

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	425	428	411	430	426
Year 5	513	488	493	512	508
Year 7	554	556	549	547	570
Year 9	581	582	565	563	580

Well Above
 Above
 Close to
 Below
 Well Below



2. STUDENT OUTCOMES & RESULTS

2.2. Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 25 students in 2025.

2.3. 2025 HSC Results

In 2025, 90 students presented for the Higher School Certificate (HSC) in at least one subject. All students eligible for the award of the HSC successfully attained this certification, reflecting the commitment and achievement of the graduating cohort.

Students completed studies across 40 HSC courses, including one student undertaking Animal Care through an external Registered Training Organisation (RTO) and two students studying languages through the NSW School of Languages (Spanish Extension and Korean Continuers). Vocational Education and Training (VET) pathways remained a strong feature of the College's curriculum, with 13 students completing the Business Services Examination and seven students completing the Hospitality Examination (Kitchen Operations and Cookery). As a result, 13 students achieved a Certificate III in Business and six students earned a Certificate II in Cookery through the College's internally delivered VET programs.

The College's highest ATAR in 2025 was 99.00, while students achieved 20 mentions on the NSW Distinguished Achievers List, recognising outstanding performance through Band 6 and E4 results. Students attained Band 6 results, the highest band in the HSC, in Biology, Agriculture, Chemistry, Drama, Geography, Hospitality Examination (Kitchen Operations and Cookery), Mathematics Advanced, Mathematics Standard 2, Music 1, PDHPE and Studies of Religion I. Students also achieved E4 results, the highest band in HSC Extension courses, in Mathematics Extension 1 and Spanish Extension.

One student was recognised on the HSC All-round Achievers List, attaining Band 6/E4 results in every course studied.

A significant highlight was the achievement of one student who was placed 4th in the State for Agriculture and recognised on the NESA Top Achievers List. This marks the fifth occasion in the College's history that a student has achieved a Top 10 State ranking.

Student excellence was also recognised beyond examination results. One student received a nomination to SHAPE for their Industrial Technology – Graphics Major Work, while five Drama students were nominated to ONSTAGE for outstanding individual and group performances. These achievements reflect the breadth of academic, vocational and creative excellence demonstrated by Arndell students and the College's commitment to providing diverse pathways for success.

2. STUDENT OUTCOMES & RESULTS

2.3. 2025 HSC Results

Subject	No. of students	Performance Band Achievement by Number and Percentage			
		Bands 3 - 6		Bands 1 - 2	
		School	State	School	State
Agriculture	19	15 (79%)	85%	4 (21%)	15
Ancient History	12	11 (92%)	82%	1 (8%)	18%
Biology	24	21 (87%)	86%	3 (13%)	14%
Business Studies	30	23 (76%)	88%	7 (24%)	12%
Business Services Examination	13	12 (92%)	92%	1 (8%)	8%
Chemistry	7	7 (100%)	89%	0 (0%)	11%
Community and Family Studies	18	17 (94%)	92%	1 (6%)	8%
Drama	8	8 (100%)	98%	0 (0%)	2%
Earth and Environmental Science	8	7 (87%)	88	1 (13%)	12%
Economics	14	9 (65%)	92%	5 (35%)	8%
English Advanced	31	31 (100%)	99%	0 (0%)	1%
English Standard	51	47 (92%)	94%	4 (8%)	6%
Food Technology	8	8 (100%)	88%	0 (0%)	12%
French Continuers	1	1 (100%)	98%	0 (0%)	2%
Geography	16	15 (94%)	90%	1 (6%)	10%
Hospitality Examination	7	7 (100%)	97%	0 (0%)	3%
Industrial Technology	9	8 (88%)	84%	1 (12%)	16%
Legal Studies	15	14 (93%)	87%	1 (7%)	13%
Mathematics Advanced	10	10 (100%)	94%	0 (0%)	6%

2. STUDENT OUTCOMES & RESULTS

2.3. 2025 HSC Results

Subject	No. of students	Performance Band Achievement by Number and Percentage			
		Bands 3 - 6		Bands 1 - 2	
		School	State	School	State
Mathematics Standard 2	56	49 (87%)	83%	7 (14%)	17%
Mathematics Standard 1 Examination	6	5 (83%)	90%	1 (7%)	10%
Modern History	5	5 (100%)	87%	0 (0%)	13%
Music 1	6	6 (100%)	96%	0 (0%)	4%
Music 2	2	2 (100%)	99%	0 (0%)	1%
PDHPE	21	20 (95%)	90%	1 (5%)	10%
Physics	10	10 (100%)	85%	0 (0%)	11%
Retail Services Examination	1	1 (100%)	89%	0 (0%)	11%
Society and Culture	10	10 (100%)	95%	0 (0%)	5%
Software Engineering	3	3 (100%)	92%	0 (0%)	8%
Studies of Religion I	6	6 (100%)	95%	0 (0%)	5%
Studies of Religion II	1	1 (100%)	93%	0 (0%)	7%
Textiles and Design	3	3 (100%)	93%	0 (0%)	7%
Visual Arts	16	16 (100%)	99%	0 (0%)	1%

2. STUDENT OUTCOMES & RESULTS

2.3. 2025 HSC Results - Extension Courses

Subject	No. of students	Performance Band Achievement by Number and Percentage			
		Bands 3 - 6		Bands 1 - 2	
		School	State	School	State
English Extension 1	5	5 (100%)	99.6%	0 (0%)	0.4%
French Extension	1	1 (100%)	100%	0 (0%)	0%
Mathematics Extension 1	6	6 (100%)	95.37%	0 (0%)	4.62%
Mathematics Extension 2	3	3 (100%)	98.71%	0 (0%)	1.27%
History Extension	6	6 (100%)	99.03%	0 (0%)	0.95%
Spanish Extension	1	1 (100%)	99%	0 (0%)	1%

2.4. Senior Secondary Outcomes

21% of Year 12 students completed an internal Vocational Education Training (VET) course, and 1% completed an externally delivered Vocational Education Training (EVET) course as part of their studies in 2025.

2.5. Future Improvement and Data Analysis

Each year, staff at the College, led by the Heads of Department, seek to carefully analyse HSC and NAPLAN Data from various perspectives in order to develop the teaching and learning practices in the school. Reflections on the data provide insights into the development of new strategies to be included in the teaching and learning programs the following year. In 2025, the College accessed the services of Graham Wright with Edu Consulting to assist in the provision of these insights.

2. STUDENT OUTCOMES & RESULTS

2.6. Retention Rates

Our retention rates are reflective of the broad interests and aspirations of many of the students enrolled at the College.

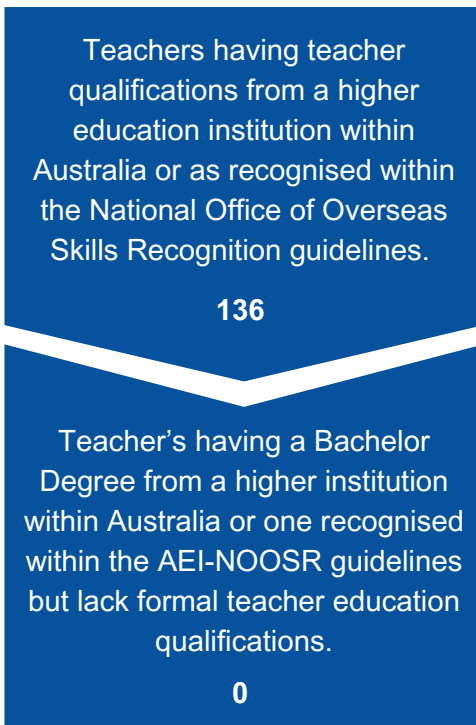
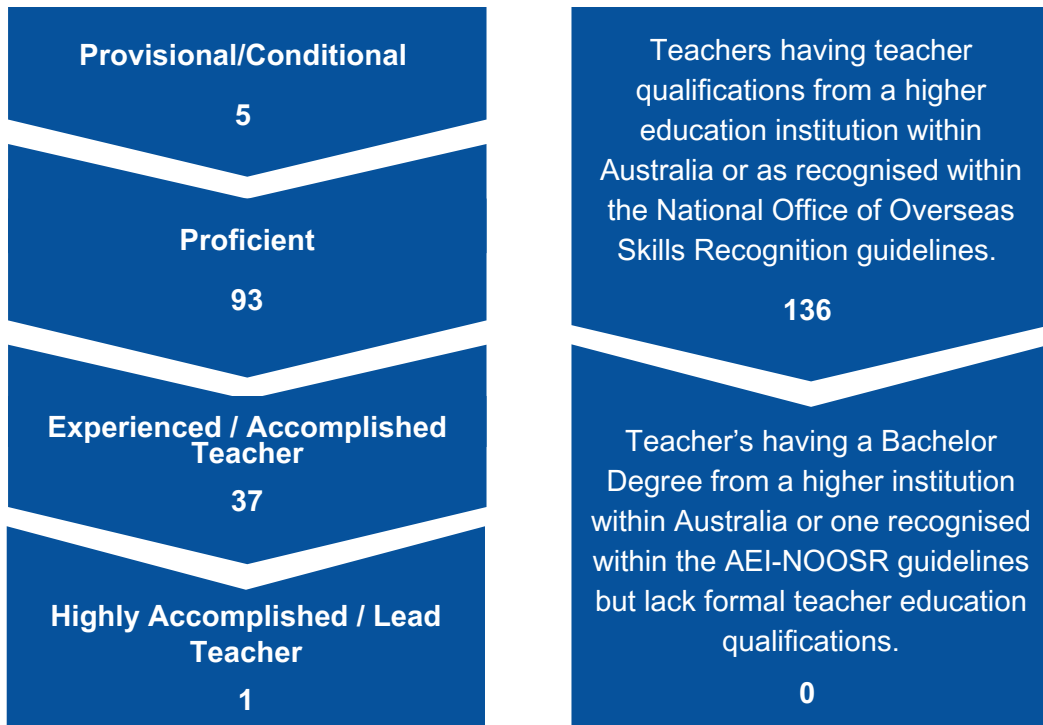
Years	Retention Rates
2023 Year 10 to 2025 Year 12	70.0%
2022 Year 10 to 2024 Year 12	69.7%
2021 Year 10 to 2023 Year 12	63.8%
2020 Year 10 to 2022 Year 12	72.4%
2019 Year 10 to 2021 Year 12	64.2%
2018 Year 10 to 2020 Year 12	68.1%
2017 Year 10 to 2019 Year 12	69.2%
2016 Year 10 to 2018 Year 12	61.3%
2015 Year 10 to 2017 Year 12	65.7%
2014 Year 10 to 2016 Year 12	78.6%

2.7. Post-School Destinations

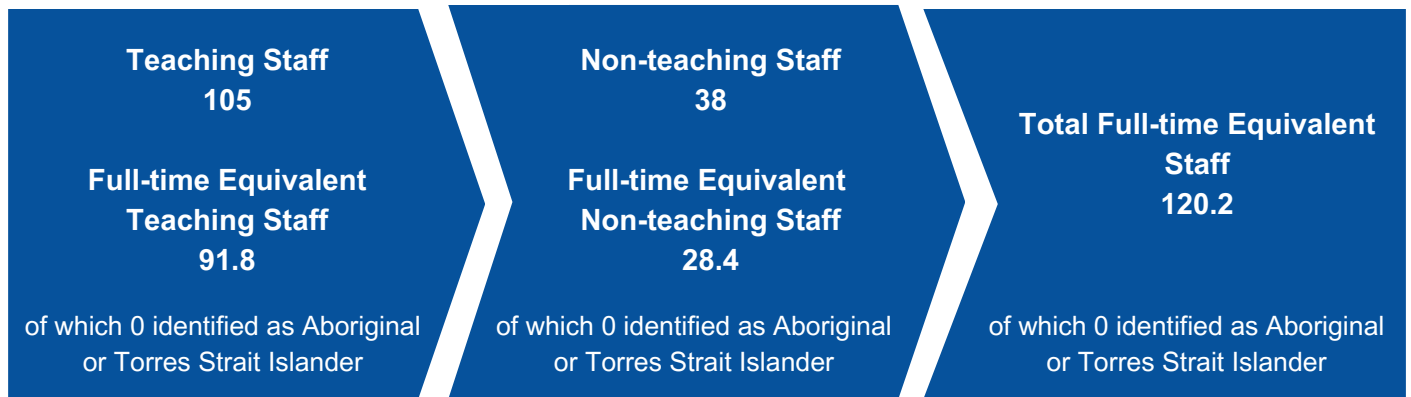
Students who leave the College at the end of Year 10 typically pursue vocational training or enter apprenticeships. Of those who completed Year 12 in 2025, 62% continued to tertiary studies, 12% entered full-time employment, and 26% were undecided about their next steps.

3. STAFFING

3.1. 2025 Accreditation Status



3.2. 2025 Workforce Composition (as of Census August 2025)



At Arndell, we encourage applications from all faiths and backgrounds. In 2025, Arndell did not employ any staff member who indicated they were of Aboriginal or Torres Strait Islander descent.



4. STUDENT ATTENDANCE

4.1. 2025 Student Attendance Rates

Year Group	Attendance (%)
Pre-Kindergarten	98.0%
Kindergarten	95.5%
Year 1	93.4%
Year 2	94.3%
Year 3	93.4%
Year 4	93.6%
Year 5	94.3%
Year 6	92.7%

Year Group	Attendance (%)
Year 7	90.4%
Year 8	89.0%
Year 9	87.3%
Year 10	84.5%
Year 11	88.8%
Year 12	87.2%
Whole School	91.1%

4.2. Managing Non-Attendance

The College monitors non-attendance closely through the Homeroom system and Edumate, the College's operating system. The below process for non-attendance is followed:

- Each day, a roll is taken between 9:00am and 9:30am.
- Parents/carers receive an SMS notification at 10:00am followed by an email and push notification via the College App at 3:05pm alerting them of the recorded absence of their child and requesting them to provide a reason for the absence. Parents/carers are expected to provide reasonable explanations of absences including doctors' certificates for illness.
- Homeroom Tutors / Classroom Teachers receive an automated alert if three days have passed without an explanation being provided.
- Heads of House and Leaders of Learning receive an automated alert if five days have passed without an explanation being provided.
- Parents receive an automated reminder 24 hours before the seven days have elapsed since the absence was first recorded if no explanation has been forthcoming.
- Homeroom Tutors / 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.
- Once a Term, explanations and patterns of attendance are reviewed by the Deputy Headmaster and the Director of Business Services with concerns being discussed with the relevant Head of School.

5. SCHOOL POLICIES

Policy	Policy Summary	Effective Date	Link to Policy
Child Safe	Our Child Safe Program sets out the policies, processes, and systems that have been established to meet our commitment to providing a safe environment for all students.	2025	Click here
Bullying Prevention and Intervention	This Policy describes Arndell Anglican College's strategies to prevent students from bullying other students, and how incidents of bullying are to be managed.	2025	Click here
Discipline	This Policy establishes procedures for managing student behaviour, and maintaining a safe, respectful learning environment. It outlines acceptable conduct, the consequences for various infractions, and the process for addressing disciplinary issues.	2025	Click here
Complaints Handling	The Policy outlines the procedure when dealing with complaints and grievances and provides processes for raising grievances by students and parents.	2025	Click here
Enrolments	The Policy outlines the College's enrolment criteria, application process, enrolment acceptance, collection of data, and student continued enrolment criteria.	2025	Click here
Privacy Policy	This Policy outlines how the Corporation will Handle personal information (including how individuals can seek to access or correct their personal information, or make a privacy complaint).	2024	Click here

6. STAKEHOLDER SATISFACTION

6.1. Parent Satisfaction

Parent satisfaction is measured in several ways:

- The College consults with parents on an ongoing basis through enrolment interviews, surveys, and meetings (academic and wellbeing) to better understand their expectations of the College.
- The College has a Complaints Handling Policy and Communication Policy for handling parental complaints, as well as complaints from members of the public. All members of the College Executive Team (including the Headmaster) are always prepared to meet with parents regarding matters of concern.

6.2. Student Satisfaction

Student satisfaction is measured in several ways:

- Students are represented by the Student Representative Council and Year 6 Leaders and have an opportunity to present grievances to the Headmaster, Deputy Head, Head of Junior School and Head of Secondary School.
- The Prefect Body also acts as a conduit for comments. The Head of Secondary School meets with the College Captains and Vice Captains regularly to glean their feedback.
- Student surveys throughout the year assist in determining students' satisfaction with College programs.
- After they complete their final year of schooling, Year 12 students are invited to fill in an 'exit survey' regarding their experience at the College. Year 6 Student Leaders also complete an end of Junior School survey regarding their experience at Arndell.
- All Teaching and Learning staff, the College Executive, Heads of Department, Heads of House and the Wellbeing team are always prepared to meet with students regarding matters of concern.

Areas of Arndell Junior School that Year 6 2025 student leaders noted as positive were friendships, Eagle Wings Co-curricular program, HZSA sport, Chapel and the Buddies program. Areas for improvement included laptop management and Monday morning assemblies when it's cold.

2025 Junior School Leaders' Student Comments:

"It's a very welcoming school that allows you to be yourself."

"It's an amazing school with so many amazing opportunities."

"Arndell is a place where you feel safe and where they always care about you."

"An amazing school and the teachers are extremely nice and encourage you to extend yourself."

6. STAKEHOLDER SATISFACTION

6.3. Staff Satisfaction

Staff satisfaction is measured in several ways:

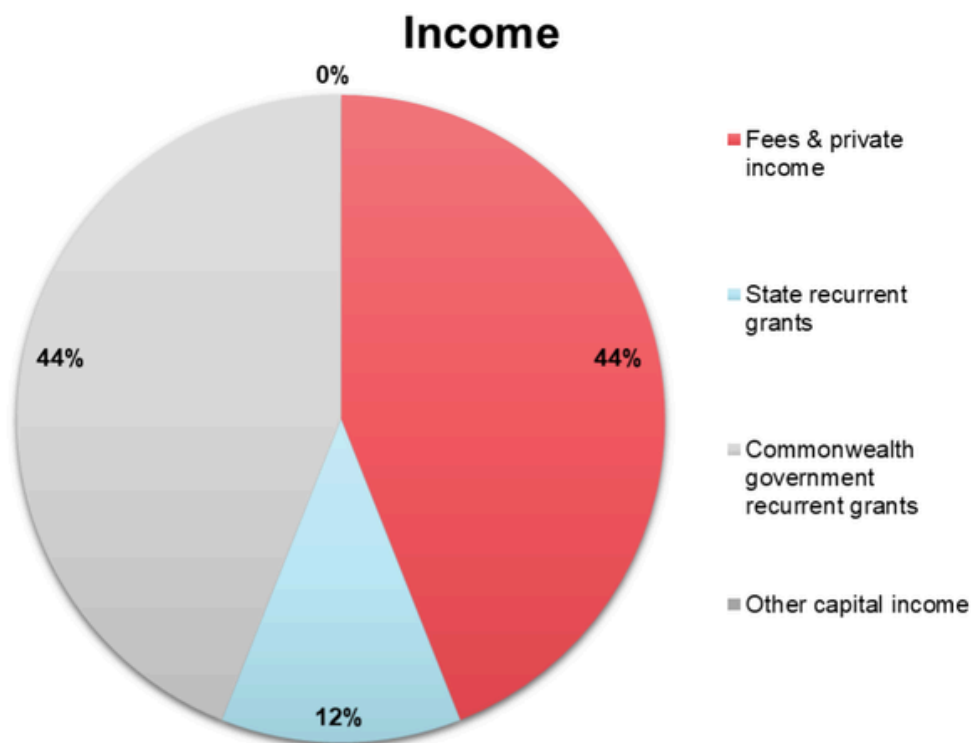
- As part of the College's ongoing commitment to building upon our Wellbeing practice across all layers of the school community, staff are invited to complete an anonymous ASC Psychosocial Safety Survey.
- Staff who leave the College are offered 'exit interviews' with a member of Executive or the Business Services team. This allows the staff to share what they enjoyed about working at Arndell and offer any suggestions for improvements.
- Staff provide informal feedback during weekly Monday morning staff meetings and devotions. Teaching staff meet regularly throughout the term, and all staff meet once a term.
- Absenteeism and length of service are considered through a staff satisfaction lens, with appropriate action taken to address identified patterns.
- Staff have several options for raising matters with the College Executive Team. They can raise matters in the broad range of meetings they attend and can refer safety matters to the Work Health and Safety Committee. They may also request an individual meeting with a member of the College Executive team including the Headmaster. Members of the College Executive Team maintain an open-door approach and always make themselves available to meet with staff.



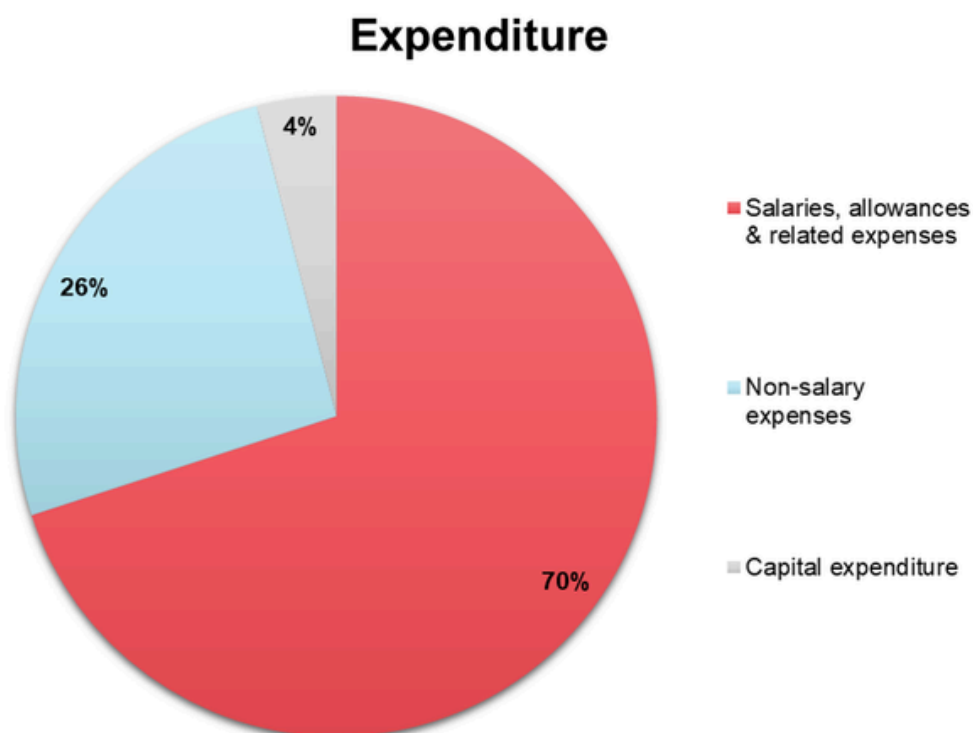
7. FINANCIAL INFORMATION

The below charts provide the summary of financial information for Arndell Anglican College in 2025.

2025 Recurrent and Capital Income



2025 Recurrent and Capital Expenditure



8. CAPACITY TO COMPLY

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

8.1. Procedures for Annual Report

The Headmaster will:

- Identify the position/s responsible for co-ordinating the final preparation and distribution of the Annual Report to the College Council and other stakeholders.
- Identify the position/s 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.

The Report Co-ordinator will:

- Determine the specific content to be included in each section of the report and will review this each year to ensure ongoing compliance, relevance, and usefulness.
- Ensure the report is in an appropriate form to distribute to NESA.
- Set the annual schedule for delivery of information for each reporting area.
- Ensure the preparation and publication of the report, in full and per compliance deadline.
- Ensure the provision of information for My School website, as required.

8.2. NSW Government Financial Accountability Statement

The Anglican Schools Corporation is responsible for completing the Financial Accountability Statement 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.



Arndell

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