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2015 has been a year of continued growth within the College; the goals set in the strategic and operational plans are well underway to being achieved; the new executive structure is continuing to solidify the operations of the College; enrolment growth continues to be a positive trend and we have further implemented a culture of educational improvement within the life of our College.

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

We want the students of Arndell Anglican College to graduate with

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

At Arndell Anglican College we value:

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

Our vision for this College is centred on:

• A desire to create an authentic Christian educational community
• To offer a rigorous, well-balanced and comprehensive education
• Offer genuine care for our students
• Be a committed member of the Sydney Anglican Schools Corporation

To help us turn this vision into a reality we intend to do the following:

• To serve God throughout College life
• To build, articulate and enact a culture of leadership and learning
• To provide our students with opportunities to flourish
• To nurture a staff culture that is prayerful, biblical, relational, intentional, targeted, professional and creative
• To become the school of choice in the Hawkesbury

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

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

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

I thank the College Council, Staff, Parents, Students and the wider community for their constant and generous support of Arndell Anglican College over the course of 2015.
Message from Key Bodies

“Our mission is to offer innovative, high quality education”

Message from the Chair of the College

Arndell Anglican College is a member school of the Sydney Anglican Schools Corporation and operates under the authority of that body. The College Council is responsible to the Board of the Corporation.

The College aims to provide a high quality academic education within the context of an ethos which models and teaches the Christian faith. This ethos appropriately places emphasis upon extensive programs of pastoral care.

The College Council had seven members and over the twelve months to December 2015, had eight meetings.

The College has excellent facilities which undergo regular refurbishment and continues to be well resourced. The College Council continues to focus upon ways to serve the needs of students in the Hawkesbury and outer Hills Shire. In particular, the College continues its emphasis upon academic success, a broad based and comprehensive curriculum and development of programs which enable the students under our care to flourish.

Contextual Information about the College

Arndell Anglican College is a non-selective Prep to Year 12 Christian School situated on 25 beautiful acres in the Hawkesbury region of Sydney.

Our mission is to offer innovative, high quality education and to communicate the Gospel of Jesus Christ to students, staff, parents and the wider community. The core values of the College revolve around a vision that we need to challenge our future leaders of tomorrow.

This is accomplished through high quality teaching, positive encouragement of spiritual awareness placing Jesus as central to all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

The College has a wide range of subjects for selection and is able to offer and promote vocational courses such as Hospitality in fully equipped, exceptional facilities.

There is a strong emphasis on Performing Arts and Sport. We develop a positive relationship with our community through the Duke of Edinburgh’s Award Scheme and through links with local parishes. The College runs a strong co-curricular program and has been rewarded with many successes in sport, debating, music, eisteddfods, public speaking and art. (http://www.myschool.edu.au)

A Message from the President of the Parents’ and Friends’ Association, Mrs Siggy Grima

2015 has been a period of reflection and planning for the Parents and Friends’ Association as we look to harness the energy and enthusiasm of parent and friend volunteers, whilst minimising the time commitment required to run an effective and successful association.

A review in term one indicated community-wide issues in relation to running volunteer associations. Increasingly time-poor people are spreading their volunteer hours over a larger range of organisations and causes.

An outstanding band of parents and friends volunteers helped to host a range of activities in 2015 to help support activities and facilities at the College. This year a ‘Meet and Greet’ refreshment event was held for Year 7 parents and friends, as well as guest speakers invited to cover topics including career and study choice tips for parents trying to guide their children regarding their future.

A large number of volunteers helped to plan and arrange the Arndell Autumn Fair in May, however, weather conspired against the event which had to be cancelled due to rain and waterlogging of much of the school grounds. A big thanks to the business sponsors and families who donated items and funds to this event. Funds were still raised through sales of stock and through the highly successful ‘Shop Local’ initiative which saw 250 promotional bags distributed to Arndell families.

A special commemorative 25th Anniversary tea towel was produced by the P&F featuring artworks and names of all students – this was a huge success and a special thanks goes to the parents who arranged this one-off activity.

Thanks are extended to the Uniform Shop and volunteers who enable the P&F’s second hand uniform service to continue. Congratulations to the parent volunteers, Mrs Collette Pasfield and Mrs Kristen Insch, who facilitated the donation of sporting and science equipment and resources through the Earn and Learn Woolworths Promotion.

This year’s P&F funds have funded landscaping improvements to the front of the Junior School area to improve access and amenity, and installation of the electronic scoreboard for the gym.

Special thanks and recognition must go to the outgoing Vice President, Mrs Rachael Aldacour, who has been a pivotal office bearer for the P&F for many years. Her enthusiasm and dedication to the school and students at Arndell, through her work for the P&F, has been second to none and very much appreciated.

I would also like to congratulate the College Council and management team on a successful 25th anniversary year, and particularly recognise the contribution of Mr James Webb who has been a part of the College’s growth since its very first year.
2015 presents as a very successful one for Arndell Anglican College Junior School. And certainly successful in terms of outwardly verifiable, standardised, student results.

The Year 3 and Year 5 NAPLAN results for 2015 presented uniform evidence of strong, incremental progress across both cohorts, with Year 3 (2015) achieving a series of excellent results placing the achievement of AAC Junior School students significantly above the state average in all components of literacy and numeracy whilst also achieving results at, or often above, the Association of Independent Schools average in all aspects of literacy and numeracy.

This is an exceptionally strong result for a genuinely comprehensive Junior School, within a College operating as a servant to its community in the Hawkesbury Region and functioning out of its inclusive and missional Anglican and low-fee calling towards a vocation towards ‘excellence for all’.

It is also genuinely representative of an approach that has some five year’s thorough gestation and looks to blend an approach to explicit teaching (Best Start; Cars and Stars; Expressive Writing; THRASS; Spelling Mastery; explicit teaching Mathematics Program): with an openly investigative approach to learning (Literacy Connections: Science); an explicit emphasis on the key role of the creative arts and taking an ‘exploring the world through our windows’ view of culture (Creative Arts Week; specialist taught Music; Stage 3 CAPA Program; French P-6): a developmental and affirming sense of the key importance of individual physical development, sport and PE (specialist taught PE): and a many stranded, many sided, individual student support and extension program (One-to-One; Eagles Wings co-curricular program).

2015 also held particular significance with the introduction of the College’s inclusive digital learning, iPad initiative, to all students in the Junior School Stage 2 (Years 3 and 4 Classes). This very carefully planned for, teacher trained for and curriculum blended initiative has led to new possibilities for learning amongst students and a renewed, extended, culture towards an extended framework for student understanding, communication and achievement. And it’s a teaching and learning journey that has just begun, has much new and exciting territory to cross and is probably, in fact, just creatively inexhaustible in promise!

Other key strategic developments, amongst many, over 2015 include the growth - of student numbers, pedagogy and in an integrated ‘home vision’ of child development, community and learning, - re: the Junior School Preparatory Department; an excellent Creative Arts Week on the theme of ‘Out of Asia’; a beautiful Infants Nativity; and a very carefully and effectively balanced Year 6 Transition and end of school year program incorporating a very carefully and thoughtfully synergised number of elements, which proved to be both of high significance to the children involved and of high merit to Mr Martin Conway and the Year 6, Stage 3 Teaching Team that took first responsibility for their planning and implementation.
Student Achievement K-6

Year 3 and 5 NAPLAN 2015

In 2015, the National Tests in Literacy and Numeracy were conducted in May. The aim of the NAPLAN Testing is to provide information about student achievement in a number of strands of literacy and numeracy across the nation. This information assists schools with the development of teaching and learning programs and to provide teachers and parents with data which can be used alongside school based assessment to inform student achievement.

Year 3 Literacy and Numeracy

Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. There are six achievement bands, Band 6 being the Highest and Band 1 being the lowest.

In 2015 students in Year 3 achieved the following:

Literacy

Year 3 Reading

In 2015 students in Year 3 achieved the following results in Reading:
- 100% of the students achieved at or above the benchmark (Band 2) in Reading
- 91% achieved in the top 3 Bands compared to 72% of students in the State.
- There has been a marked improvement in Reading in Year 3 since 2013 (27.1 scaled marks)

Year 3 Writing

- 100% of the students achieved at or above the benchmark
- 96% of the students achieved in the top 3 bands compared to 78% of students in the State.
- There has been a marked improvement in Writing in Year 3 since 2013 (12.2 scaled marks)

Year 3 Spelling

- 100% of students achieved at or above the benchmark
- 76% of students achieved in the top 3 Bands, compared to 68% of students in the State
- There has been a marked improvement in Spelling in Year 3 since 2013 (15.8 scaled marks)

Year 3 Grammar and Punctuation

- 100% of students achieved at or above the benchmark
- 85% of students achieved in the top 3 Bands, compared to 76% of students in the State
- There has been an improvement in Grammar and Punctuation since 2013 (17.1 scaled marks)

Numeracy

Year 3 Overall Numeracy

- 100% of students achieved at or above the benchmark
- 75% of students achieved in the top 3 Bands, compared to 63% of students in the State
- There has been a marked improvement in Numeracy in Year 3 since 2013 (6.3 scaled marks)

<table>
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<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
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<tbody>
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<td>BAND</td>
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<td>Arndell %</td>
<td>State %</td>
<td>Arndell %</td>
</tr>
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<td>1</td>
<td>4</td>
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<td>0</td>
</tr>
</tbody>
</table>

Year 3 NAPLAN Table Notes:

Results for components in each achievement band. N.B. Percentages do not always add to 100 due to rounding. School Population: 44
Year 5 Literacy and Numeracy

Interpretative Comments

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

In 2015 students in Year 5 achieved the following:

Literacy

- **Year 5 Reading**
  - 97% of the students achieved at or above the benchmark (Band 4)
  - 64% achieving in the top 3 Bands compared to 61% of students in the State
  - There has been an improvement in Reading in Year 5 since 2013 (+23 scaled marks)
  - 51% of students showed growth greater or equal to expected growth

- **Year 5 Writing**
  - 99% of the students achieved at or above the benchmark
  - 60% achieving in the top 3 Bands compared to 53% of students in the State
  - There has been an improvement in Writing in Year 5 since 2013 (+16 scaled marks)
  - 57% of students showed growth greater or equal to expected growth

- **Year 5 Spelling**
  - 100% of students achieved at or above the benchmark (Band 5)
  - 62% of students achieved in the top 3 Bands, compared to 65% of students in the State
  - There has been an improvement in Spelling in Year 5 since 2013 (+30 scaled marks)

- **Year 5 Grammar and Punctuation**
  - 99% of the students achieved at or above the benchmark (Band 5)
  - 64% of students achieved in the top 3 Bands, compared to 61% of students in the State
  - There has been an improvement in Grammar and Punctuation in Year 5 since 2013 (+9.3 scaled marks)
  - 64% of students showed growth greater or equal to expected growth

Numeracy

- **Year 5 Overall Numeracy**
  - 100% of students achieved at or above the benchmark
  - 63% of students achieved in the top 3 Bands, compared to 57% of students in the State
  - There has been an improvement in Numeracy in Year 5 since 2013 (+30 scaled marks)
  - 61% of students showed growth greater or equal to expected growth

Year 5 NAPLAN Table Notes:

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>State %</td>
<td>Arndell %</td>
<td>State %</td>
<td>Arndell %</td>
<td>State %</td>
</tr>
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<td>3</td>
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<td>3</td>
<td>6</td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

Year 5 NAPLAN Table Notes:

Results for components in each achievement band. N.B. Percentages do not always add to 100 due to rounding. School Population: 73
Message from the Head of Senior School

Mr James Webb

2015 tracks as the 25th anniversary of the College. It has been my privilege and pleasure to have been a part of Arndell Anglican College since day one. I have seen so many changes over the years, growth, initiatives and changes of leadership. Throughout this time Arndell has painted a tapestry of educational exploration, creative opportunities and significantly identifying who we are and where we sit within the Hawkesbury. Our community, together with our College Council has been a strong driving force producing a level of support that has enabled us to do so much.

However it has been the students who have been the building blocks of the College. Their commitment to all things ‘Arndell’ and their understanding of the part they play lifts my spirits every day. I thank both parents and students for all they do to make Arndell a stronger place.

2015 has also seen so many initiatives throughout the College and as always the commitment and excitement of the staff enable new heights to be achieved.

We have come a long way as a College and it is fitting that this year has seen the first overseas Mission Trip to Fiji led by Mrs Warner and a dedicated staff team. As an aside, Mrs Warner (previously Sandell) was our School Captain and she has been the mainstay behind building the Mission Team over the past few years.

The challenge for the next 25 years will be to continue to build on tradition, expectation, care and understanding to grow as a College of repute.

The past 6 years, under the leadership of Mr Leechman, his vision and courage has created in Arndell Anglican College a truly great place to serve the Lord and his people.

Senior Academic Achievement

NAPLAN Year 7 and 9 2015

In 2015, the National Tests in Literacy and Numeracy were conducted in May. The aim of the NAPLAN Testing is to provide information about student achievement in a number of strands of literacy and numeracy across the nation. This information assists schools with the development of teaching and learning programs and to provide teachers and parents with data which can be used alongside school based assessment to inform of student achievement.

Year 7 Literacy and Numeracy Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling, and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. There are six achievement bands, Band 9 being the Highest and Band 4 being the lowest. In 2015 students in Year 7 achieved the following:

Year 7 Reading
- 98% of the students achieved at or above the benchmark (Band 5)
- 58% achieving in the top 3 Bands compared to 58% of students in the State
- There has been an improvement in Reading since 2013 (+23 scaled marks)
- 60% of students showed growth greater or equal to expected growth

Year 7 Writing
- 92% of the students achieved at or above the benchmark
- 30% achieving in the top 3 Bands compared to 41% of students in the State
- There has been an improvement in Writing since 2013 (+16 scaled marks)
- 57% of students showed growth greater or equal to expected growth

Year 7 Spelling
- 92% of students achieved at or above the benchmark
- 70% of students achieved in the top 3 Bands, compared 67% of students in the State
- There has been an improvement in Spelling since 2013 (+30 scaled marks)
- 52% of students showed growth greater or equal to expected growth

Year 7 Grammar and Punctuation
- 93% of students achieved at or above the benchmark
- 56% of students achieved in the top 3 Bands, compared to 57% of students in the State
- There has been an improvement in Grammar and Punctuation since 2013 (+9 scaled marks)
- 58% of students showed growth greater or equal to expected growth

Year 7 Numeracy
- 98% of students achieved at or above the benchmark
- 48% of students achieved in the top 3 Bands, compared to 55% of students in the State
- There has been an improvement in Numeracy since 2013 (+30 scaled marks)
- 61% of students showed growth greater or equal to expected growth
Year 9 Literacy and Numeracy Interpretative Comments

The Literacy tests comprises of four skill areas – Reading, Writing, Spelling, and Grammar and Punctuation whilst the Numeracy tests the skills in Number Patterns and Algebra, Measurement, Data, Space and Geometry. There are six achievement bands, Band 10 being the Highest and Band 5 being the lowest.

In 2015 students in Year 9 achieved the following:

**Year 9 Reading**
- 94% of the students achieved at or above the benchmark (Band 6)
- 51% achieving in the top 3 Bands compared to 54% of students in the State
- There was a decrease (-12.7) in trend from 2014 in Mean scores
- 55% of students showed growth greater or equal to expected growth

**Year 9 Writing**
- 80% of the students achieved at or above the benchmark
- 34% achieving in the top 3 Bands compared to 38% of students in the State
- There was a decrease (-18.5) in trend from 2013 in Mean scores
- 55% of students showed growth greater or equal to expected growth

**Year 9 Spelling**
- 94% of students achieved at or above the benchmark
- 54% of students achieved in the top 3 Bands, compared with 59% of students in the State
- There was a decrease (-3.3) in trend from 2013 in Mean scores
- 59% of students showed growth greater or equal to expected growth

**Year 9 Grammar and Punctuation**
- 92% of students achieved at or above the benchmark
- 30% of students achieved in the top 3 Bands, compared to 46% of students in the State
- There was a decrease (-25.3) in trend from 2013 in Mean scores
- 50% of students showed growth greater or equal to expected growth

**Year 9 Overall Numeracy**
- 98% of students achieved at or above the benchmark
- 58% of students achieved in the top 3 Bands, compared to 55% of students in the State
- There was a decrease (-8.6) in trend from 2013 in Mean scores
- 73% of students showed growth greater or equal to expected growth

Year 9 NAPLAN Table Notes:

Results for components in each achievement band. N.B. Percentages do not always add to 100 due to rounding. School Population: 124
In 2015 100 Arndell students completed Stage 5. 11 students were awarded the Record of Student Achievement (RoSA) by the Board of Studies, 1 student completed the online Literacy/Numeracy test.

2015 NSW HIGHER SCHOOL CERTIFICATE

In 2015, 54 students presented for the Higher School Certificate. 29 courses were studied, with the following outstanding achievements:

- 19 Band 6/E4 results were achieved
- 73 Band 5 results were achieved
- 16 E3 results in Extension subjects
- 10 subjects achieved Band 6 results
- 1 subject achieved E4 results

The subjects achieving Band 6 and E4 results were:

- English Advanced
- Mathematics
- General Mathematics
- Ancient History
- Modern History
- Music 1
- PDHPE
- Senior Science
- Industrial Technology
- Extension History

Senior Secondary Outcomes

In 2015, 54 Arndell students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC in the 29 courses studied by students at Arndell. Of these, 5% of students studied VET courses, which included Retail Services, Financial Services and Primary Industries. 1 student also participated in a School Based Apprenticeship in Carpentry.

Post School Destinations

The Year 12 class of 2015 are moving in a variety of directions, including University, Tafe, the workforce and some are taking a GAP year. The following charts provide further detail on the students intended future directions.
## HSC Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Band 6 &amp; Band 5 or E4 &amp; E3 %Arndell (%State)</th>
<th>Band 4 &amp; Band 3 or E2 &amp; E1 %Arndell (%State)</th>
<th>Band 2 &amp; Band 1 %Arndell (%State)</th>
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<td>100 (55)</td>
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<td>Ancient History</td>
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<td>100 (33)</td>
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<td>Business Studies</td>
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<td>Community and Family Studies</td>
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<td>6</td>
<td>17 (47)</td>
<td>83 (47)</td>
<td>0 (6)</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>6</td>
<td>67 (53)</td>
<td>33 (45)</td>
<td>0 (2)</td>
</tr>
<tr>
<td>French Beginners</td>
<td>5</td>
<td>20 (44)</td>
<td>80 (43)</td>
<td>0 (13)</td>
</tr>
<tr>
<td>French Continuers</td>
<td>1</td>
<td>100 (66)</td>
<td>0 (31)</td>
<td>0 (3)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>13</td>
<td>62 (33)</td>
<td>38 (52)</td>
<td>0 (14)</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>10</td>
<td>30(27)</td>
<td>70 (52)</td>
<td>0 (21)</td>
</tr>
</tbody>
</table>
College & Student Initiatives

FIJI Mission Trip

During the September school holidays, a team of twenty students and seven staff went and served in Suva, Fiji, as part of the first overseas Mission and Service trip. After months of training and preparation the team arrived in Fiji with big smiles and great attitudes. We worked alongside a school, Holy Trinity Anglican School, running their morning devotions, visiting classes, painting their library, teaching lessons and running an afternoon ‘Kids Club’.

The week serving there was amazing and hugely rewarding. Some amazing relationships were formed and the kids club blew all expectations, with a hundred and seventy kids attending on the last day.

We also were linked with a church that we spent a lot of time with, and Father Claude was awesome in facilitating all our activities. The team helped at the Sunday-school program at the Church as well as the youth group on the Friday night.

It is hard to put into words all we did and enjoyed during the twelve day stay, the photos may do a better job than this report, but one student’s reflections on their own growth and change during the trip gives some insight into how great it was to serve God in Suva Fiji.

Foundation Day 25 Years

On Friday 6th March, our College celebrated twenty five years of serving the Hawkesbury and Outer Hills districts. Foundation Day commenced with a service of celebration, where we praised God for our College and were reminded from God’s word that He has a plan for us all.

Almost one thousand students attended, and one highlight of the service was the combined choir hymn, performed by a hundred and fifteen students from Kindergarten through to Year 12.

Throughout the rest of the day our students were involved in activities that celebrated all things that Arndell represents. Students had the opportunity to make ice-cream from liquid nitrogen, decorate cakes in our food technology lab, play sport on the school ovals, participate in a dance competition, play ‘Arndell Trivia’ and ‘Identify the Teachers’ Baby Photos.’

Junior School students were involved in a range of art and craft based activities and enjoyed lunch, in House groups, with our Senior students. It was an absolute pleasure to see our Junior and Senior students interact with one another on the day. A real sense of belonging and care was displayed.

Arndell Anglican College has come a long way since it opened its doors twenty five years ago. On the first day forty seven students, a few staff, a home and open paddock was all that the school comprised of. Twenty five years later we now have an enrolment of over a thousand students, a twenty five acre site, excellent facilities, and most importantly, hand-picked staff that now exceeds one hundred.

It is my hope and prayer for our College that we will continue to strive for excellence in what we do under the clear headship of our Lord and Saviour.

Matthew Smith (Year 11)
Sport

SENIOR SCHOOL

Arndell again enjoyed a successful year in a number of areas. Students have access to all the various opportunities at HZSA / AICES / CIS Carnivals and Representative Trials and Inter-house Sport competitions and are involving themselves where possible. This year we invested considerable time, effort and resources into our rugby program. This was essentially driven from within the student body, and ably supported by staff as we saw the positive impact that it had on the College community and individual students as they developed confidence and other character qualities such as discipline and commitment.

The House competition continued to flourish and it is wonderful to see the introduction of sport prefects who assisted in the promotion and running of these events. What we are seeing across the school community is a desire to engage and participate in all the opportunities presented and remember that whilst sport is competitive and there is a desire to win, it is not the be all and end all.

This year, we had a number of students represent at State level and three students represent Australia at international level. This is an outstanding achievement given the size of our College and the range of sports represented – Sailing, Baseball, Gymnastics, Football, Archery and BMX to name a few. It has been wonderful to see the College community contribute to the Sports Scene by submitting comments and photos. We are able to inform the whole College about the great things our students are doing.

JUNIOR SPORT

2015 has been a year of excitement for the Junior School sport program. The sport program has been able to grow and develop during the year through a number of avenues. Eagles Wings was expanded to include more sports coaching, new gala days were entered this year, as well as organised coaching prior to the HICES Cross Country and Athletics carnivals. It was great to see the Junior School students engage with these new opportunities.

It was a testament to the hard working students that we have at Arndell Anglican College that we had 4 students selected into three separate NSWCIS teams. It’s fantastic to see that Arndell has some of the best sporting talent that New South Wales has to offer.

It was encouraging to see that all students are engaged with the opportunities on offer in the Sport Program. From all years, students took part in Swim School, the AFL programme and of course our three sports carnivals, to Years 5 and 6 enjoying a weekly competition for one term of the year as part of the Hills Zone Sport Association. All students are commended for their dedication and effort they have put towards sport in 2015.

“testament to our students’ diligence at always wanting to achieve their personal best”
The Students

ENROLMENT POLICY

Student Population:

Characteristics of the Student Body

Arndell Anglican College is a comprehensive co-educational Prep to Year 12 school providing an education underpinned by Christian values, operating within the policies and guidelines of the Office of the NSW Board of Studies, and reporting to the Sydney Anglican Schools Corporation. The College has 987 students, 43 in Prep, 375 in K to Year 6, and 569 in Years 7 to 12. The Junior School is double streamed with an Extension Stage 3 class, the Secondary School is triple streamed in years 11-12, quad in Years 7,9 and 10, and five stream in Year 8. There are approximately equal numbers of boys and girls throughout the College and they come from a wide variety of socio-economic backgrounds as the College aims to keep fees at an affordable level for most families. There are a number of students with special needs.

Enrolment Procedures

• At all times, the Sydney Anglican Schools Corporation Conditions of Enrolment form part of the procedures for Enrolment at Arndell Anglican College.
• All Applications for enrolment are subject to a $50 application fee.
• Upon application, an appointment for an interview with the parents and student will be made by the Headmaster. An offer of a place at the College will only be made when a student and the student’s parents/guardians have been interviewed by the Headmaster. The Headmaster has total discretion as to whether a place will be offered.
• In general the following criteria will be used to determine the priority order in which students will be interviewed:
  > children of Arndell staff members
  > children of Clergy and full-time Christian ministry workers
  > siblings of children who are at or have completed their Senior Schooling at the College
  > children of past Arndell students
  > date of receipt of application form

* This criteria will only be accepted for priority entry if the child has been enrolled at least by the first day of Term 1 the year before the year of entry.

Continuation of Enrolment

All students who accept an offered place in the College are expected to complete their schooling at Arndell Anglican College unless:
• unforeseen circumstances arise
• the parents/guardians fail to pay the relevant fees and charges for the student(s), and/or fail to make reasonable arrangements with the Headmaster for these back fees and charges to be paid; or
• the Headmaster declares the student’s place vacant, following the application of the College’s Student Welfare Procedures and Guidelines.

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

Rate of Attendance

Student attendance is an important facet to the welfare and academic development of students, which, Arndell monitors closely, through the Homeroom system and College operating system- Edumate. All Homeroom teachers monitor daily attendance. Repeated non-attendance is immediately followed up by contact with the parents/guardians. Any absentee is required to produce a letter of explanation and/or medical certificate on the day of return to College. If regular patterns of absentee students are noted, an interview with the parents and the Head of Junior, Middle or Senior School is arranged.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Kindergarten (2 days)</td>
<td>92%</td>
</tr>
<tr>
<td>Pre Kindergarten (3 days)</td>
<td>96%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>96%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93%</td>
</tr>
<tr>
<td>Year 7</td>
<td>94%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93%</td>
</tr>
<tr>
<td>Year 10</td>
<td>91%</td>
</tr>
<tr>
<td>Year 11</td>
<td>93%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93%</td>
</tr>
<tr>
<td>Whole School</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Average Daily Attendance Prep through to Year 12 and Whole School

Retention Rates

The table below shows the gradual growth in numbers of students continuing on to higher schooling education to complete their Higher School Certificate at Arndell Anglican College. In 2015, the retention rate has increased indicating the continued interest of students in the Hawkesbury area to further their education and to continue to do so at Arndell.

<table>
<thead>
<tr>
<th>Years</th>
<th>Retention %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Year 10 to 2012 Year 12</td>
<td>68.8</td>
</tr>
<tr>
<td>2011 Year 10 to 2013 Year 12</td>
<td>69.7</td>
</tr>
<tr>
<td>2012 Year 10 to 2014 Year 12</td>
<td>69.74</td>
</tr>
<tr>
<td>2013 Year 10 to 2015 Year 12</td>
<td>73.97</td>
</tr>
</tbody>
</table>

Parent and Student Satisfaction

As part of the College’s continuous review and improvement process, the Headmaster commissions annual Year 7 and 12 satisfaction surveys, covering most key aspects of education.

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 2015, 73 parents and 118 students from Year 7 and 25 parents and 47 students from Year 12 participated in the surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular, sport, communications, reputation and facilities.

Parents and students were asked to provide open responses to the most valued aspects of Arndell Anglican College. The most frequently nominated aspects are:

### 2015 AAC Year 7 Parents
- Great education
- Excellent, caring teaching staff
- Nurturing College environment
- Friendly community of teachers, parents and children
- Christian ethos and environment

### 2015 AAC Year 7 Students
- Quality, friendly teachers
- Friendships with other students
- Receiving a great education
- Sports
- Safe, caring and supportive environment

### 2015 AAC Year 12 Parents
- Quality of teaching staff
- Good student welfare program
- Safe and caring environment
- Focus on Christian faith/ moral development
- Great leadership

### 2015 AAC Year 12 Students
- Friendships made
- Relationship with teachers
- Great academic education
- Engaging teachers
- Emphasis on Student welfare
The Staff

In 2015, the number of staff at Arndell Anglican College was 106, 84 of whom were teaching staff. 100% of teaching staff have the teacher education qualifications from a higher education institution within the Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

BOSTES

In 2015, forty five teachers were registered with BOSTES. The teachers are at various stages, including Provisional/Conditional, Beginning, Professional Competence, Maintenance and Professional Excellence.

Professional Learning

Mr Jim Milford Director of teaching and Learning

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

The College development over the past 4 years has meant that we have inducted 43 new staff including the 9 in 2015. The induction program covered orientation, the school IT system Edumate, welfare procedures, effective use of Smart Boards, debriefing sessions and evaluation.

The focus for professional development at the beginning of this year was the consolidation of the implementation of the College Strategic Plan. This included supporting the commencement of the Pedagogy Committee and professional development of its members. There were a number of after school conferences and meetings that took place throughout the year across a plethora of areas making teaching and learning stronger in the school. One such enterprise was for a sub-group of the Pedagogy Committee that underwent a Harvard Visible Thinking online course which involved 35 hours of learning, assignments and sharing of ideas trialed in the classroom.

The Professional Development Week took place at the beginning of the year, before the students returned, and as most of Arndell’s staff are First Aid certificated we had our annual CPR training and Child Protection update.

Many of the staff have attended meetings and courses related to programing for the forthcoming year related to the changes with becoming a laptop Senior School and using iPads with Stage 2 and 3.

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

This year has seen Arndell implement in July, and then evaluate our related Reflection and Professional Growth process. Evaluation proved extremely positive and led to planning a session for teachers to have another one-to-one meeting with their Middle Manager for the 2016 Professional Development Week.

The learning witnessed in the classroom from the beginning of the year by myself, the whole of the Headmaster’s Executive and Middle Management has been of a very high standard and forging forward. Mr Matthew Oakes, on the Social Science staff, was selected to receive a Certificate of Excellence by the Teachers’ Guild of NSW for a teacher in their early years of teaching. This is the fourth year in a row that Arndell has had a teacher gain recognition from the Guild.

Policies

The overarching philosophy of Arndell, based on the mission statement of the Sydney Anglican Schools Corporation, is to provide the best possible Christian Education it can to all its students and the best possible Christian support to all members of its community. A policy on Christian Education was developed throughout 2004, and reviewed in 2010, and is available from the College Administration. It is not a policy about student welfare, but in its approach and its main areas of concern, it reflects a great deal of the framework in which student welfare should be reviewed. It accompanies the Diocesan statement on education developed in 2007.

Arndell Anglican College seeks to maintain a safe, supportive environment for students, staff and other adult or child visitors to the College. The following policies were updated in 2014:

Anti-Bullying Policy

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

Everyone at our College has the right to:

- learn (or teach)  
- a safe environment  
- be treated with respect and politeness; and  
- know their belongings are safe

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

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

Communication with the College Community

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

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

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

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

Pastoral matters at Arndell are handled through:

Junior School: Class teachers, Stage Co-ordinators and Head of Junior School
Middle School: Class teachers, Tutors, Heads of House and Department, Head of Middle School
Senior School: Class teachers, Tutors, Heads of House and Department, Head of Senior School (Deputy Headmaster).

Those involved will vary according to the nature of the issue to be resolved. The Headmaster is called upon where it is either a very severe issue or where the matter remains unresolved after other processes have been worked through. The College takes great care to follow procedural fairness in all disciplinary matters. Corporal punishment is strictly forbidden and forms no part of the disciplinary practices of the College. The full policy can be found on the College intranet and staff Handbook as well as in the College Diary.

Child Protection Policy

This policy was updated in 2012 to include the Disability Act with staff professional development throughout the year. All new staff members are required to agree to its terms as part of their employment. The Child Protection Policy is located in the staff handbook and can be located on the school intranet. It is also made available to any person who makes a reportable allegation and is available to any member of the College community who requests a copy from Administration.

Complaints and Grievances

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

The Grievances Policy & Procedures was updated in 2011, with clear lines of communication for grievances with parents, staff, and visitors, who have a complaint to make. The Director of Staff Welfare was an important link to the procedures, with this position implemented fully in 2012.

A Copy of the Complaints and Greivance Policy can be obtained from the intranet or from the Administration Office.

Respect and Responsiblity

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

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

Supervision

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

### Achievement of School Determined Goals and Targets for 2015

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years Education</td>
<td>To continue to monitor and develop all aspects of the Pre-Kindergarten Development Strategy (2014). To continue to shape a uniquely Arndell blended approach to early-years practice, curriculum assembly and delivery.</td>
<td>Continuing</td>
</tr>
<tr>
<td>Curriculum Delivery</td>
<td>To ensure that teaching staff are best equipped to understand, plan and deliver all aspects of new curricular.</td>
<td>Teaching programs and learning outcomes were all developed to support the introduction of the new curriculums required K-12.</td>
</tr>
<tr>
<td>To review and extend the Junior School’s Assessment and Reporting Policy</td>
<td>To explore collegially the basis for and width and depth of potential application of, Embedded Formative Assessment. To develop and share understanding of Embedded Formative Assessment as a Learning Community, scaling progress collegially. To become increasingly aware of data streams available towards informed evaluation and target setting.</td>
<td>Continuing</td>
</tr>
<tr>
<td>Create and Implement Data and Evaluation Framework</td>
<td>Use whole school data, faculty and class data to inform future teaching and learning strategies across the College so that data collection, analysis and reflection become a regular part to the teaching and learning process.</td>
<td>Data workshops were held in secondary and junior staff meetings. Use of data on a regular basis continues to develop and be used to inform teaching practice. Continued work in 2016.</td>
</tr>
<tr>
<td>Strengthen Christian Mission</td>
<td>From a Christian Mission focus group in the College who’s main focus is Christian Mission. Application of the focus group is to take a group of students on a Mission Trip.</td>
<td>The College’s first mission trip to Fiji occurred in the September holidays with continued links and further planned trips to occur in 2016 and beyond.</td>
</tr>
<tr>
<td>Create and Implement P-12 Pastoral Care Framework</td>
<td>Develop a focus group in the College who’s main focus is Pastoral Care. Evaluate Current Pastoral Care factors and practices in the College to develop recommendations for future development.</td>
<td>The Pastoral care group made recommendations regarding updating and collating documentation in a central location.</td>
</tr>
<tr>
<td>Create and Implement P-12 Pedagogy Framework</td>
<td>Develop a focus group in the College who’s main focus is Pedagogy, P-12. Evaluate Current practices and student achievement across the College. Explore current educational research - based practices to begin forming a framework which best suits the needs of the students at Arndell.</td>
<td>Pedagogy Committee was formed in Term 3 with focus groups exploring research based teaching pedagogies. These groups continued to feedback to the committee with further small research projects planned for 2016.</td>
</tr>
</tbody>
</table>

## School Determined Goals and Targets for 2016

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years Education</td>
<td>To continue to develop the Junior School Preparatory Department.</td>
<td>Form a Christian Mission focus group in the College who’s main focus is Christian Mission. Application of the focus group is to take a group of students on a Mission Trip.</td>
</tr>
<tr>
<td>To continue to explore and make explicit a blended approach to child development and learning, that has specific reference to the Australian Early Years Framework and the BOSTES Early Years Framework, in creating a Framework for Learning, Flourishing and Community that has explicit root and reference to a pedagogical and Christian worldview particular to Arndell Anglican College.</td>
<td>The Pastoral care group made recommendations regarding updating and collating documentation in a central location.</td>
<td></td>
</tr>
<tr>
<td>To continue to plan for the potential extension of the Preparatory Department (2017) in terms of extent and reference to a pedagogical and Christian worldview particular to Arndell Anglican College.</td>
<td>Pedagogy Committee was formed in Term 3 with focus groups exploring research based teaching pedagogies. These groups continued to feedback to the committee with further small research projects planned for 2016.</td>
<td></td>
</tr>
<tr>
<td>To introduce the 1 x 1 iPad Program to all Early Stage 1 and Stage 1 Students</td>
<td>To facilitate the introduction of a 1 x 1 iPad Program into Early Stage 1 and Stage 1 students through an intentional and incremental process of teacher training, the pre-planned and specifically programmed application by students and through close teacher monitoring, reflection, dialogue and review.</td>
<td>To facilitate the introduction of a 1 x 1 iPad Program into Early Stage 1 and Stage 1 students through an intentional and incremental process of teacher training, the pre-planned and specifically programmed application by students and through close teacher monitoring, reflection, dialogue and review.</td>
</tr>
<tr>
<td>To support curriculum planning, development and monitoring across the Junior School by setting up a network of Curriculum Subject Leaders and specifically subject-allocated curriculum teams involving each member of the Junior School Staff.</td>
<td>To review all subject based scope and sequences in continuing reference to revised BOSTES documentation. To thereby facilitate and affect effective programming, planning, feedback and monitoring that strategically includes each Junior School teacher as part of a Professional Learning Group that has identity, purpose and import across the Junior School.</td>
<td>To review all subject based scope and sequences in continuing reference to revised BOSTES documentation. To thereby facilitate and affect effective programming, planning, feedback and monitoring that strategically includes each Junior School teacher as part of a Professional Learning Group that has identity, purpose and import across the Junior School.</td>
</tr>
<tr>
<td>To continue to create a values framework for the Junior School that allows each student to flourish as part of a relationally connected web of community.</td>
<td>To incrementally introduce the ‘Bounce Back’ Scheme across the Junior School on a term by term basis over 2016.</td>
<td>To incrementally introduce the ‘Bounce Back’ Scheme across the Junior School on a term by term basis over 2016.</td>
</tr>
<tr>
<td>Strengthen Christian Mission</td>
<td>Form a Christian Mission focus group in the College who’s main focus is Christian Mission.</td>
<td>Form a Christian Mission focus group in the College who’s main focus is Christian Mission.</td>
</tr>
<tr>
<td>Create and Implement P-12 Pastoral Care Framework</td>
<td>Report on the pastoral care framework to the College and continue developing programs across P-12 which support this framework.</td>
<td>Report on the pastoral care framework to the College and continue developing programs across P-12 which support this framework.</td>
</tr>
<tr>
<td>Pastoral Care Framework</td>
<td>For staff to share framework for evaluating pastoral care across P-12 and to seek feedback from the College community.</td>
<td>For staff to share framework for evaluating pastoral care across P-12 and to seek feedback from the College community.</td>
</tr>
<tr>
<td>Continue development of the Pedagogy Framework P-12.</td>
<td>Continue developing the work of the Pedagogy, focus group P-12 with the target being to launch the Arndell learning framework in Term 42016.</td>
<td>Continue developing the work of the Pedagogy, focus group P-12 with the target being to launch the Arndell learning framework in Term 42016.</td>
</tr>
</tbody>
</table>
Statutory Requirements

Finance

Income

- Fees & private income: 7%
- State recurrent grants: 33%
- Commonwealth recurrent grant: 43%
- Government capital grants: 17%
- Other capital income: 0%

Expenditure

- Salaries, allowances & related expenses: 32%
- Non-salary expenses: 63%
- Capital expenditure: 5%

The above charts provide the summary financial information for Arndell Anglican College in 2015

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, Employment and Workplace Relations. This reporting includes the public disclosure of the educational and financial performance measures and policies of the College as required from time to time.

Procedures for Annual Report

- Identifying the position of the staff member responsible for co-ordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required
- For each reporting area, identifying the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- Preparation of the report in an appropriate form to send to the Board of Studies
- Setting the annual schedule for delivery of information for each reporting area to the coordinator
- Preparation and publication of the report
- Distribution of the report to the Board of Studies and other stakeholders
- Provision of information for My School website, as requested.

Requests for additional data

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

DEEWR Annual Financial Return

The Sydney Anglican Schools Corporation is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.