



**Arndell**  
Anglican College

# 2020 ANNUAL REPORT

# Contents

Message from Key School Bodies	3
Contextual Information About the School	7
Characteristics of the Student Body	8
Student Outcomes – NAPLAN	8
Senior Secondary Outcomes: Student Achievement	8
Teacher Professional Learning, Accreditation and Qualifications	16
Workforce Composition	17
Student Attendance and Retention Rates	18
Post School Destinations	18
Enrolment Policies	19
Other School Policies	22
School Priority Areas	23
Initiatives Promoting Respect and Responsibility	24
Parent, Student and Teacher Satisfaction	25
Summary Financial information	29
Publication Requirements	30



# Message from School Bodies

## Message from Chair of Council: Mrs Brenda King

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

Our Council and the College work together to provide a high quality academic educational experience for our students with the context and ethos which models and teaches the Christian faith, and engages and equips students to be lifelong learners who also have a clear understanding of their value as God's created children.

The College Council is currently comprised of seven Christian men and women. Eight meetings were held over the 12 months ending December, 2020. Due to the constraints of Covid-19, most of these meetings were held via Zoom.

Our College and Council continue to focus on comprehensively serving the needs of students across the Hawkesbury and outer shires, as well as fostering links throughout the wider community. With a particular focus on governance, Council members serve in overseeing the financial management of the College and its resources, as well as keeping abreast of current NESA and AIS requirements. Council members attend governance training as a NESA requirement and also complete online training modules. During the course of 2020, our Council worked together with our Headmaster and Staff Executive to create the College's new Strategic Plan for the following 5 years. As a College and Council, we take great pride in continuing to provide and maintain excellent, well-resourced facilities for the benefit of our student community and staff. The activities of Council are guided and underpinned by our shared Christian faith and committing the College community into God's hands through prayer.

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





## Message from the Headmaster: Dr Gareth Leechman

2020 was one of the most challenging years on record, the impact of the COVID-19 pandemic was felt by all members of our community, the Australian community and more broadly the global community. The work undertaken by our staff to move to an online platform was truly herculean and they are congratulated for their efforts. The success so many of our students experienced in 2020 was as a direct result of their willingness to be resilient and work with their teachers under very trying circumstances. Well done to all.

Despite these challenges 2020 continued to be a year of growth within the College; the 2021-2025 Strategic Plan: *Love, Faith, Hope* was developed, the new executive structure was implemented to support the continued enrolment growth of the College and we have further implemented a culture of educational improvement within the life of our College.

Educationally we remain committed to developing the whole child. At the core of what we do is the presentation of a strong and rigorous academic curriculum. But, an Arndell Anglican College education is more than just learning to read, write and count. It is making sure that our students have the opportunity to 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 decide about it.

I thank the College Council, staff, parents, students and the wider community for their constant and generous support of Arndell Anglican College over the course of 2020.

**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:**

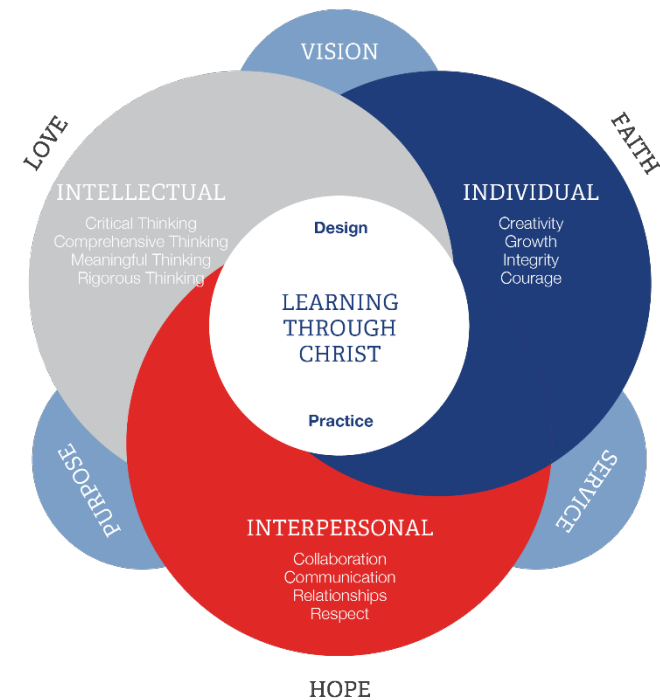
- Our shared Christian faith
- A culture of lifelong learning
- An open and respectful community
- Our connectedness to the Hawkesbury region

**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 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





# Contextual Information About the School

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

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 at the centre of 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 The Arts, Agriculture and Sport. We develop a positive relationship with our community through the Duke of Edinburgh's Award Scheme and through links with local parishes. 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>)



## Characteristics of the Student Body

Arndell Anglican College is a comprehensive coeducational Prep to Year 12 school providing an education underpinned by Christian values, operating within the policies and guidelines of the NSW Education Standards Authority, and reporting to The Anglican Schools Corporation. The College has (P-12)1214 students, 46 in Prep, 469 in K to Year 6, and 699 in Years 7 to 12. The Junior School (K-6) is triple streamed whilst the secondary school operates six classes Year 7, and five classes 8-12. There are approximately equal numbers of boys and girls throughout the College and they come from a wide variety of socioeconomic backgrounds as the College aims to keep fees at an affordable level for most families. There are a number of Aboriginal Torres Strait Islander students (3%) and students with special needs.

## Student Outcomes

### Literacy and Numeracy

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relating to NAPLAN 2019 can be found on My School (<http://www.myschool.edu.au>).

### Senior Secondary Outcomes: Achievement

#### Record of School Achievement

The formal record of School Achievement credential was awarded by NESA to 21 students in 2020.

#### Higher School Certificate

In 2020, 76 Arndell students presented for the Higher School Certificate in at least one subject. 100% of these students attained the HSC across a range of 36 subjects. Of these, 3 students studied a school Based Apprenticeship in Retail Services (Certificate III in Retail) and 5 students studied Hospitality Certificate II in Kitchen Operations. The following table provide the data for each subject over the past three years against the state.





Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Agriculture	2020	18	School: 17 (94%) statewide: (83%)	School: 1 (6%) statewide: (17%)
	2019	9	School: 9 (100%) statewide: (83%)	School: 0 (0%) statewide: (17%)
	2018	9	School: 9 (100%) statewide: (82%)	School: 0 (0%) statewide: (18%)
Ancient History	2020	3	School: 3 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
Biology	2019	3	School: 3 (100%) statewide: (85%)	School: 0 (0%) statewide: (15%)
	2018	8	School: 8 (100%) statewide: (85%)	School: 0 (0%) statewide: (15%)
	2020	16	School: 16 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
Business Studies	2020	32	School: 29 (91%) statewide: (37%)	School: 3 (9%) statewide: (17%)
	2019	35	School: 33 (94%) statewide: (84%)	School: 2 (6%) statewide: (16%)
	2018	35	School: 12 (92%) statewide: (88%)	School: 1 (8%) statewide: (12%)
Chemistry	2020	11	School: 10 (91%) statewide: (91%)	School: 1 (9%) statewide: (9%)
	2019	6	School: 6 (100%) statewide: (88%)	School: 0 (0%) statewide: (12%)
	2018	5	School: 5 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)

## Band Analysis

In 2020:

- 51 Band 6/E4 results were achieved {49 (2019), 36 (2018), 21 (2017)}
- 122 Band 5 results were achieved {123 (2019), 120 (2018), 120(2017)}
- 6 E3 results in Extension subjects {10 (2019) 14 (2018), 20 (2017)}
- 20 subjects achieved Band 6 results {20 (2019), 14 (2018), 17 (2017)}
- 4 subjects achieved E4 results {3 (2019), 3 (2018), 1 (2017)}

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Community and Family Studies	2020	9	School: 9 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
	2019	12	School: 12 (100%) statewide: (91%)	School: 0 (0%) statewide: (11%)
	2018	5	School: 5 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
Design and Technology	2020	1	School: 1 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Drama	2020	6	School: 6 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2019	16	School: 16 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2018	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Earth and Environmental Science	2020	15	School: 15 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2019	7	School: 73 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
Economics	2020	10	School: 9 (90%) statewide: (91%)	School: 1 (10%) statewide: (9%)
	2019	10	School: 8 (80%) statewide: (93%)	School: 2 (20%) statewide: (7%)
	2018	10	School: 9 (90%) statewide: (92%)	School: 1 (10%) statewide: (8%)
English Advanced	2020	39	School: 39 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2019	52	School: 50 (96%) statewide: (99%)	School: 2 (4%) statewide: (1%)
	2018	60	School: 60 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)

## Subjects Achieving Band 6/E4

Agriculture  
 Biology  
 Business Studies  
 Chemistry  
 Community and Family Studies  
 Drama  
 Economics  
 English Advanced  
 English Standard  
 English Extension 1  
 English Extension 2  
 Geography  
 Legal Studies  
 Mathematics Advanced  
 Mathematics Standard  
 Mathematics Extension 1  
 Modern History  
 Music 1  
 PDHPE  
 Physics  
 Society and Culture  
 Software Design and Development  
 Textiles and Design

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
English Standard	2020	38	School: 36 (95%) statewide: (89%)	School: 2 (5%) statewide: (11%)
	2019	29	School: 28 (97%) statewide: (88%)	School: 1 (3%) statewide: (12%)
	2018	14	School: 12 (86%) statewide: (85%)	School: 2 (14%) statewide: (15%)
French Beginners	2020	4	School: 4 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2019	3	School:36 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2018	4	School: 3 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
French Continuers	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
	2019	3	School: 2 (67%) statewide: (97%)	School: 1 (33%) statewide: (3%)
	2018	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
Geography	2020	23	School: 21 (91%) statewide: (87%)	School: 2 (9%) statewide: (13%)
	2019	24	School: 20 (83%) statewide: (88%)	School: 4 (17%) statewide: (12%)
	2018	10	School: 9 (90%) statewide: (92%)	School: 1 (10%) statewide: (8%)
Hospitality	2020	5	School: 5 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2019	5	School: 5 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)
	2018	4	School: 3 (75%) statewide: (86%)	School: 1 (25%) statewide: (14%)

### Individual Student Achievement

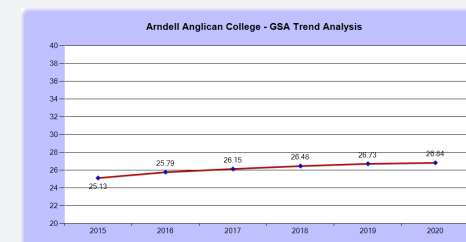
- 20 Students were listed in the High Achievers
- **Deniel Havenga**  
*HSC All Rounder*  
(Band 6 in 10 or more units)
- **Joel Denning**  
Nominated for *Encore*  
All musical pieces
- **Rachel McMurray**  
Nominated for *OnStage*  
Drama individual performance
- **Mitchell Gale**  
Nominated for *InTech*  
Industrial Technology Timber
- **Caleb Clark**  
*International Youth Math Challenge-*  
Top 2% of competitors and highest in Australia



Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Industrial Technology	2020	4	School: 4 (100%) statewide: (81%)	School: 0 (0%) statewide: (19%)
	2019	4	School: 4 (100%) statewide: (80%)	School: 0 (0%) statewide: (20%)
	2018	9	School: 9 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)
Information Processes and Technology	2020	9	School: 9 (100%) statewide: (82%)	School: 0 (0%) statewide: (18%)
Legal Studies	2020	11	School: 11 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)
	2019	12	School: 12 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2018	16	School: 14 (87%) statewide: (86%)	School: 2 (13%) statewide: (14%)
Mathematics Advanced	2020	20	School: 20 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
Mathematics Standard 2	2020	45	School: 41 (91%) statewide: (76%)	School: 4 (9%) statewide: (24%)
	2019	38	School: 37 (97%) statewide: (84%)	School: 1 (3%) statewide: (16%)
Modern History	2020	8	School: 8 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2019	19	School: 15 (79%) statewide: (77%)	School: 4 (21%) statewide: (23%)
	2018	18	School: 18 (100%) statewide: (85%)	School: 0 (0%) statewide: (15%)

### The Grand School Average

The grand school average is the average of all students based on 1 unit (mark out of 50) over a moving period of 6 years.



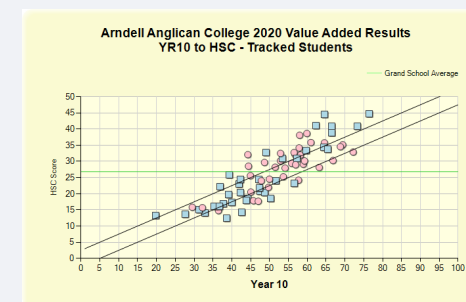
The average mark per unit of 27.15 in 2020 replaced the lower mark of 26.48 from 2014 used in the calculation of this rolling average.

The GSA continues to improve, demonstrating the continued growth in student achievement.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Music 1	2020	3	School: 3 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2019	13	School: 13 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2018	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
PDHPE	2020	29	School: 29 (100%) statewide: (89%)	School: 0 (0%) statewide: (14%)
	2019	21	School: 21 (100%) statewide: (88%)	School: 0 (0%) statewide: (12%)
	2018	17	School: 17 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
Physics	2020	7	School: 6 (86%) statewide: (86%)	School: 1 (14%) statewide: (14%)
	2019	4	School: 4 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2018	9	School: 8 (89%) statewide: (87%)	School: 1 (11%) statewide: (13%)
Retail Services	2020	3	School: 3 (100%) statewide: (83%)	School: 0 (0%) statewide: (17%)
	2019	1	School: 1 (100%) statewide: (87%)	School: 0 (0%) statewide: (15%)
Society and Culture	2020	10	School: 10 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2019	12	School: 12 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2018	9	School: 9 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)

### Value Added

The grand school average is the average of all students based on 1 unit (mark out of 50) over a moving period of 6 years.



In 2020, 77% of the students reached or exceeded the value-added benchmark {54%}.

76% of the boys {61%} and 78% of the girls {49%} demonstrated positive academic growth from Y10 to Y12.

7 students exceeded this benchmark by a significant margin while none were significantly below it.

Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands 3- 6	Bands 1- 2
Software Design and Development	2020	9	School: 9 (100%) statewide: (98%)	School: 0 (0%) statewide: (12%)
	2019	4	School: 4 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2018	3	School: 2 (67%) statewide: (89%)	School: 1 (33%) statewide: (11%)
Studies of Religion I	2020	9	School: 8 (89%) statewide: (94%)	School: 1 (11%) statewide: (6%)
	2019	10	School: 10 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
	2018	8	School: 7 (87%) statewide: (93%)	School: 1 (13%) statewide: (7%)
Textiles and Design	2020	3	School: 3 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
	2019	9	School: 9 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
Visual Arts	2020	13	School: 13 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2019	11	School: 11 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2018	11	School: 11 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
Italian Beginners	2020	1	School: 1 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)

## Individual Subjects

In 2020, apart from Subject Areas with fewer than 10 results, the best results with respect to performance were recorded by the Mathematics and TAS Subject Areas.

In 2020, the best results with respect to achievement were recorded by the Mathematics and Science Subject Areas.

In 2020, the results improved with respect to both performance and achievement in the Mathematics, Social Studies and TAS Subject Areas.



Subject	Year	No. of students	Performance Band Achievement by Number and Percentage	
			Bands E3 - E4	Bands E1 - E 2
English Extension 1	2020	7	School: 6 (86%) statewide: (93%)	School: 1 (14%) statewide: (7%)
	2019	9	School: 7 (78%) statewide: (94%)	School: 2 (22%) statewide: (6%)
	2018	8	School: 7 (88%) statewide: (96%)	School: 1 (12%) statewide: (4%)
English Extension 2	2020	3	School: 3 (100%) statewide: (82%)	School: 0 (0%) statewide: (18%)
Mathematics Extension I	2020	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
	2019	3	School: 2 (67%) statewide: (97%)	School: 1 (33%) statewide: (3%)
	2018	3	School: 3 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
Mathematics Extension 2	2020	1	School: 1 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2019	2	School: 2 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2018	2	School: 2 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
History Extension	2020	3	School: 2 (67%) statewide: (76%)	School: 1 (33%) statewide: (24%)
	2019	2	School: 2 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)
	2018	2	School: 2 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)

Students who achieve in the HSC have demonstrated the following traits:

- Have a desire to learn for its own sake (intrinsically motivated)
- Take on teacher feedback as a positive opportunity
- Communicate clearly with their teachers and ask important and complex questions in class
- Openly share their knowledge with peers who are struggling
- Are interested in how their knowledge can be applied in a variety of situations
- Practise for mastery, not just getting it right once

# Teacher Professional Learning, Accreditation and Qualifications

Professional Learning covers the processes in the classroom, induction of new staff, professional development and teacher accreditation. The College development over the past eight years has meant that we have inducted over 100 new staff including teachers, teacher's aides, administrative and maintenance staff. The induction program covers orientation, the school IT system (Edumate), welfare procedures, effective use of SmartBoards, teacher accreditation debriefing sessions and evaluation and the College Learning Framework.

The focus for Executive professional development from the beginning of this year was the development of the new College Strategic Plan for 2021-2025, the continued implementation of the Arndell Anglican College Learning Framework, *The Learning Journey*, and the development of the Pastoral Care Framework.

Within the Learning Journey framework, teaching and learning communities (TLC's) form an important part of professional learning within the College. These learning communities provide time for teachers to have professional discourse about learning in both the academic and pastoral realms of student learning outcomes. In 2020, the foci included: Pastoral Care: Staff and Student Wellbeing; Boys Education; Developing a Thinking Culture; The Learning Journey Framework. In addition to this, due to COVID-19 the final week of Term One focussed on assisting all staff (teaching and non-teaching) to prepare for the introduction of an Off-Campus learning program in Term Two. This included intensive workshops on blended learning pedagogy, the use of SeeSaw and CANVAS, Zoom and video production.

Overall, the impact of COVID-19 hindered the normal range of professional development attended by staff, with total expenditure for 2020 being \$20,246.00. {2019 (163,159.00)}

Table: Summary of Professional Development Accessed in 2020

Assessing Creative & Critical Thinking	NAPLAN Online 2020 Training	The Educator's Leaders Summit	Meet the Markers
Teaching Stage 6 CAFS	School Law for New and Aspiring Leaders	THRASS Foundation Level training	Supporting Teachers Through Accreditation
Child Studies Workshops	Supervisor's day NSL	Teacher Leaders	After the Fact History in a Post Truth World
AHISA Director of Studies Web conference	In Pursuit of Excellence (EdComm)	AIS Annual Briefing	Business Reports and Case Studies
Experienced Teacher	Lawsense School Law	Language and Literacy in the Classroom	PASS Webinar
A Balanced Reading Programme	Seven Steps to Writing Success	HSC Feedback Day	Supervising Teachers Progressing to Proficient Teacher
Becoming Accredited at Experienced Teacher	Creating Your Experienced Teacher Digital Portfolio	HSC Disability Provisions: The What, Why and How it Happens	Introduction to Leadership Coaching
Edval Education Timetabling	ASLA Summit	Maximising HSC Marks	Introduction to Leadership Coaching
Communicating with Presence Online	UTS School Based Experienced Conference	SASMA Archbishops Day	Alcohol and other drugs: what do teachers and others who work with young people need to know?
		Copyright for Educators	

Accreditation Summary

Conditional	2
Provisional	5
Proficient	97
Highly Accomplished	2
Lead Teacher	0

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines, or	106
Teacher's having a Bachelors Degree from a higher institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

# Workforce Composition

In 2020, the number of staff at Arndell Anglican College was:

- Teaching staff – 103.6 FTE of which 1 identifies as Aboriginal or Torres Strait Islander
- 20.8 FTE for non-teaching staff of which 1 identifies as Aboriginal or Torres Strait Islander.





# Student Attendance, Retention Rates and Post-School Destinations

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

Process:

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

Average Daily Attendance Prep to Year 12 and Whole School

Year	Attendance (%)
<b>Pre-Kindergarten (2 days)</b>	96.4%
<b>Pre-Kindergarten (3 days)</b>	95.4%
<b>Kindergarten</b>	96.1%
<b>Year 1</b>	95.6%
<b>Year 2</b>	96.4%
<b>Year 3</b>	95.5%
<b>Year 4</b>	94.4%
<b>Year 5</b>	96.6%
<b>Year 6</b>	94.9%
<b>Year 7</b>	94.3%
<b>Year 8</b>	93.8%
<b>Year 9</b>	91.5%
<b>Year 10</b>	92.4%
<b>Year 11</b>	93.0%
<b>Year 12</b>	94.5%
<b>Whole School</b>	94.2%

Retention Rates

Years	Retention %
<b>2018 Year 10 to 2020 Year 12</b>	67.0%
<b>2017 Year 10 to 2019 Year 12</b>	75.4%
<b>2016 Year 10 to 2018 Year 12</b>	63.6%
<b>2015 Year 10 to 2017 Year 12</b>	66.0%

The table above shows that numbers of students continuing on to higher schooling education to complete the Higher School Certificate at Arndell Anglican College is consistent. In 2020, the retention rate has decreased indicating the differences of interest of this cohort of students in the Hawkesbury area to further their education into Stage 6.

Many who left at the end of Year 10 pursued vocational training. Students who left school at the end of Year 12 following completion of their school education, continued to tertiary studies (63%), or pursued full-time employment (14%) with a further (23%) to other destinations such as gap year, travel or uncertain.

# Enrolment Policies

## Enrolment Policy

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

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

### 1. Enrolment Criteria

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

### 2. Policy Statement

Enrolment applications will be assessed against the following criteria:

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

### 3. Procedures for Enrolment

The College's normal enrolment entry points include,

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

We will consider applications for entry outside of these cohorts where places are available. Due to the high demand for places, we advise parents to submit an Arndell Anglican College Application for Enrolment form for their child well in advance of the desired year of entry.

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

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

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

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

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

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

### 4. Enrolment Contracts

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

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

#### 5. Privacy of Information Supplied

Please refer to the current "Collection Notice" and the College's privacy policy.

#### 6. Parents' Declaration

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

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

#### 7. Guardians or Carer's Enrolling Students

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

#### 8. Changes to the Policy

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

#### 9. Continued Enrolment

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

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 or the College business Manager for these back fees and charges to be paid; or
- the Headmaster declares the student's place vacant, following the application of the College's Student Welfare Procedures and Guidelines.

The College Prospectus can be found on the College website.

[www.arndell.nsw.edu.au](http://www.arndell.nsw.edu.au)



# Other School Policies

Arndell Anglican College seeks to maintain a safe, supportive environment for students, staff and other adult or child visitors to the College.

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## Summary of Policy

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### **Anti-Bullying**

Arndell College's Anti-Bullying Policy aims to:

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

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

No changes were made in 2020. This policy is due for review in 2021.

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

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### **Student Welfare - Discipline**

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

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

Across the College, we have a staged approach to identifying and dealing with behaviour management issues. K to Year 6 operate a 4-level system and Years 7-12 a 5-level system. All students commence on level 0. This is a positive level where achievement in all learning and social areas is acknowledged, valued and recorded. When behaviour changes, from time to time, facility exists for students to be assisted to recover and to develop a personal responsibility for adjusting these behaviours so as to fall in line with the rights of all within the College. Throughout the placement of students on various levels, parents will be informed and will be expected to play a major role in the modification of their child's behaviour.

*Pastoral matters at Arndell are handled through:*

Junior School: Class teachers, Leaders of Learning and Assistant Head of Junior School, Deputy Headmaster: Head of Junior School and Deputy Headmaster Operations P-12.

Secondary School: Class teachers, Tutors, Heads of House, Heads of Department, Assistant Head of Secondary School and Deputy Headmaster Secondary School and Deputy Headmaster Operations P-12.

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.

There was no update to this policy in 2020. This policy is due for review in 2021.

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### **Child Protection**

The safety, protection and well-being of all students is of fundamental importance to Arndell Anglican College (the College). All children and young people have the right to be protected from abuse and harm. The College has a common law duty of care to protect all students from reasonably foreseeable risk of harm while at the College. The College is committed to providing a safe environment for all students. It is our policy that:

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

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

<https://www.arndell.nsw.edu.au/content/reports-policies> This policy was updated in 2020.

### **Complaints and Grievances**

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

The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and provides processes for raising grievances by staff, students and parents. This policy can be accessed from the school website and intranet.

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

There was no update to this policy in 2020.

### **Other Policy Updates 2020**

<b>Policy Name</b>	<b>Version No.</b>	<b>Approved By</b>	<b>Approval Date</b>	<b>Effective Date</b>
Excursion Policy	1.0	AAC Council	1/03/2020	1/03/2020
Private Tutor Policy	1.0	AAC Council	11/03/2020	12/03/2020
Pandemic Disease Policy	1.0	AAC Council	11/03/2020	11/03/2020
Uniform Policy	1.0	AAC Executive	1/10/2020	1/10/2020
Communication Policy	1.0	AAC Executive	11/03/2020	12/03/2020
Child Protection Policy	1.0	AAC Council	10/06/2020	11/06/2020
Social Media Policy	1.0	AAC Executive	1/03/2020	1/03/2020
Excursion Guideline	1.0	AAC Executive	1/03/2020	1/03/2020
Working from Home Guidelines	1.0	AAC Executive	6/04/2020	6/04/2020
Concussion Guideline	1.0	AAC Executive	1/10/2020	1/10/2020

# School Priority Areas

## Achievement of School Determined Goals and Targets for 2020

Goals	Targets	Achieved
To continue to implement the AAC Learning Framework alongside the Pastoral Care Framework so they work in synergy to support student learning and wellbeing.	Design a rewards system which acknowledges student achievement and demonstration of the character and learning attributes in the frameworks. To create a document which clearly articulates both frameworks for students, staff and parents. Create an online course for induction of new staff for the Frameworks.	Continuing Continuing Continuing
To continue the development of the Christian Thinking Framework.	Create a document which provides staff with a foundational document about Christian Thinking.	Continuing
To develop the next Strategic Plan.	Consultation and report on current strategic plan. Consult with College Council, staff and student groups. Documented strategic plan 2021 - 2025	Achieved
To develop the College Masterplan.	Documented AAC 15-year Masterplan	Continuing
To become NESAs approved/accredited for professional development	Consultative processes with staff and NESAs to develop the Arndell Anglican College Academy	Stopped due to changes in NESAs and eTAMS
To continue to develop cultural and pastoral frameworks in the Junior School.	Revision of the Junior School House system Revision of school assemblies Development of the revised PDH Program with particular focus on Grow Your Mind.	Continuing



# Initiatives Promoting Respect and Responsibility

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













*Learning Through Christ*



RUOK Day 2020

*At Arndell we demonstrate respect by valuing the thoughts and opinions of others. We listen carefully when our friends or teachers speak, giving our full attention. We are considerate and polite and treat others as though they are important. We are open to understanding and valuing the differences in others.*

## The Learning Journey

Individual	Interpersonal	Intellectual
<p><b>Courage</b> Takes initiative when trying new things, is resilient when facing challenges. Takes risks in the pursuit of excellence and asks questions for growth and progress.</p> 	<p><b>Collaboration</b> Works with others toward a common goal. Demonstrates flexible leadership through trust, responsibility and equity. Is an active participant.</p> 	<p><b>Critical Thinking</b> Identifies and analyses questions and problems. Systematically reflects and evaluates information through flexible, open-minded thinking.</p> 
<p><b>Growth</b> Sees learning as a lifelong journey. Perseveres; reflects on mistakes, sets new goals, measures progress and takes action by applying prior knowledge and effective strategies.</p> 	<p><b>Communication</b> Shares information, thoughts and/or opinions through speech, writing or a variety of media. Strives for clarity and accuracy. Listens to another's point of view with empathy and understanding.</p> 	<p><b>Comprehensive Thinking</b> Recognises that a well-rounded knowledge comes from being an active participant in a wide range of learning experiences. Analyses all possibilities and supports ideas with related evidence.</p> 
<p><b>Integrity</b> Pursues honesty, fairness, empathy, sincerity and justice. Is responsible and trustworthy in all actions.</p> 	<p><b>Relationship</b> Builds connections in a caring and supportive community. Values and accepts each person's individual learning and life experiences.</p> 	<p><b>Meaningful Thinking</b> Makes connections between what is already known and new information. Applies and reflects on relevant information to develop a deep understanding of ideas, concepts and skills.</p> 
<p><b>Creativity</b> Thinks flexibly by making connections between seemingly unrelated things. Observes, questions and experiments to generate new ideas. Shows curiosity by asking the why and how questions.</p> 	<p><b>Respect</b> Treats people with courtesy, kindness and politeness. Demonstrates care, concern and consideration for self and others' needs or feelings.</p> 	<p><b>Rigorous Thinking</b> Aims for mastery, rather than "just getting it right". Practises with intention, care, diligence and patience.</p> 

# Parent, Student and Teacher Satisfaction

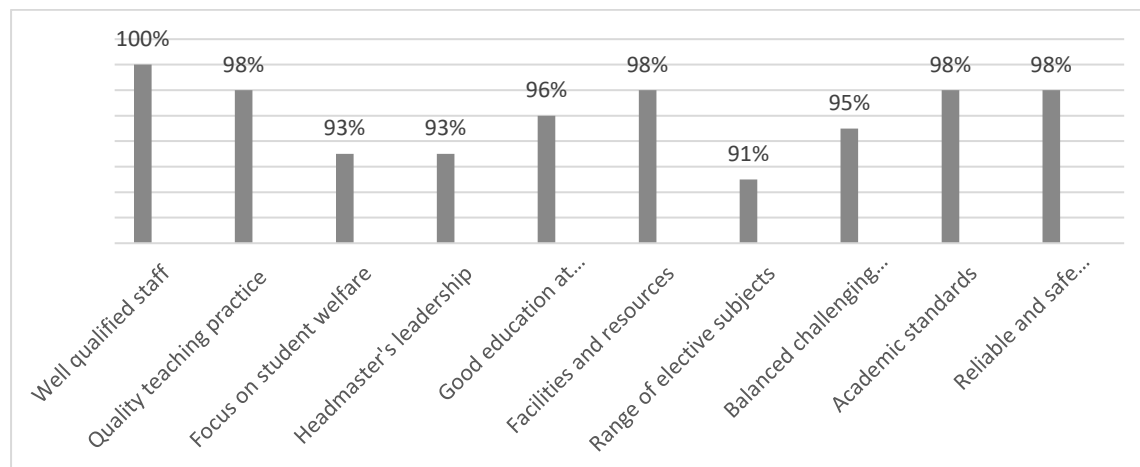
Arndell Anglican College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

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

In 2020, 122 Year 7 & 12 parents and 203 Year 7 & 12 students participated in surveys and provided views on such areas as academic performance, student welfare, biblical studies, co-curricular, sport, communications, reputation and facilities.

## Parents Year 12

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



2020 AC Year 12 Parents - Expectations Met/Exceeded – Top10 (n=45)

In relation to the top five areas Year 12 parents noted as most important, expectations met/exceeded are:

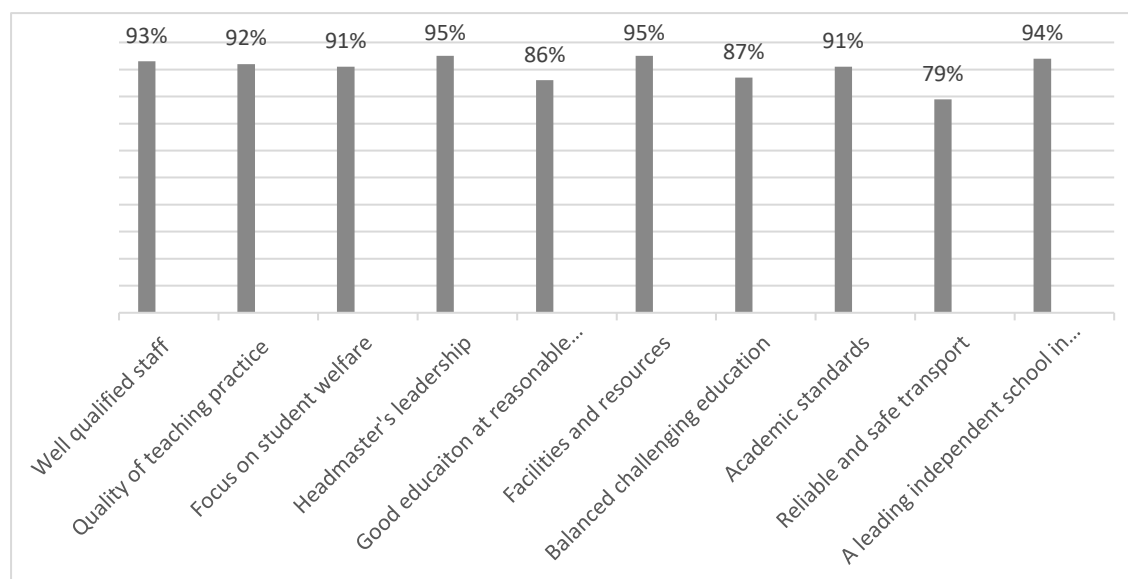
- ◆ 100% of parents noted their expectations were met or exceeded in relation to well qualified staff
- ◆ 98% of parents noted their expectations were met or exceeded in relation to the quality of teaching practice
- ◆ 93% of parents noted their expectations were met or exceeded in relation to the focus on student welfare
- ◆ 93% of parents noted their expectations were met or exceeded in relation to the Headmaster's leadership
- ◆ 96% of parents noted their expectations were met or exceeded in relation to good education at reasonable expense

*“That the College has provided such a positive learning environment for our child and encouraged him to be the best that he can be.”*



## Parents Year 7

A selection of the Year 7 parents' top-level findings is detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:



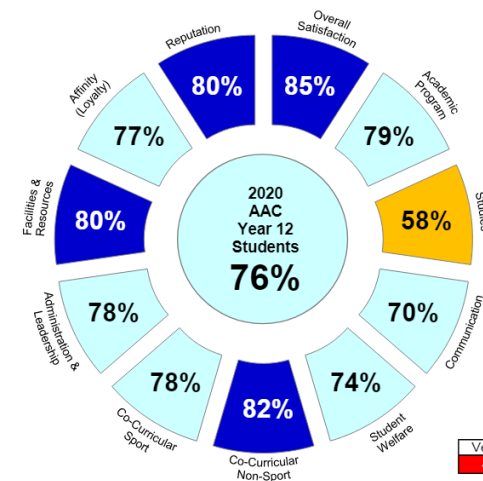
In relation to the top five areas Year 7 parents noted as most important, expectations met/exceeded are:

- ◆ 93% of parents noted their expectations were met or exceeded in relation to well qualified staff
- ◆ 92% of parents noted their expectations were met or exceeded in relation to the quality of teaching practice
- ◆ 91% of parents noted their expectations were met or exceeded in relation to the focus on student welfare
- ◆ 95% of parents noted their expectations were met or exceeded in relation to the Headmaster's leadership
- ◆ 86% of parents noted their expectations were met or exceeded in relation to good education at reasonable expense

*“All the staff are respectful and approachable. My child enjoys going to school every day. It is a safe environment and I know they are being educated well and the school is helping them grow and thrive.”*

Students Year 12

*“That I have been with Arndell ever since kindergarten, and that I can say I have built amazing relationships with teachers through my education at the college. My education was always supported whether I was struggling or exceeding expectations”*



The 'MMG wheel' reflects average scores for 2020 Year 12 students in key areas.

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

The overall score is 'high' (76%).

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

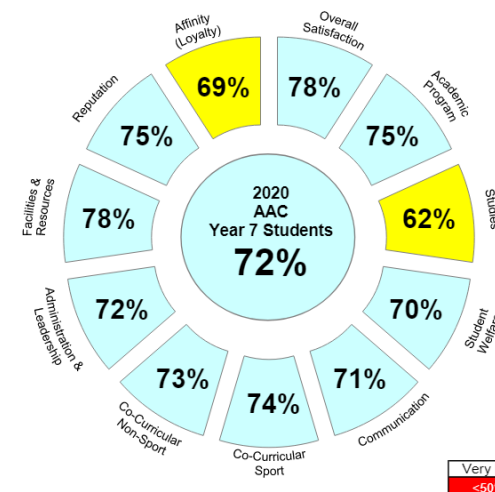
School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status i.e. 80% or higher.

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

Students Year 7

*“How everyone is very caring about each individual person.”*

*“that you have so many opportunities to pursue what you want to do and how you want to do them along with the support of the college”*



The 'MMG Wheel' reflects the average scores of the 2020 Year 7 students in key areas.

Students noted 'high' score for 9 of the 11 key areas and 'moderate' scores for the remaining 2 areas.

The overall score is 'high' (72%).

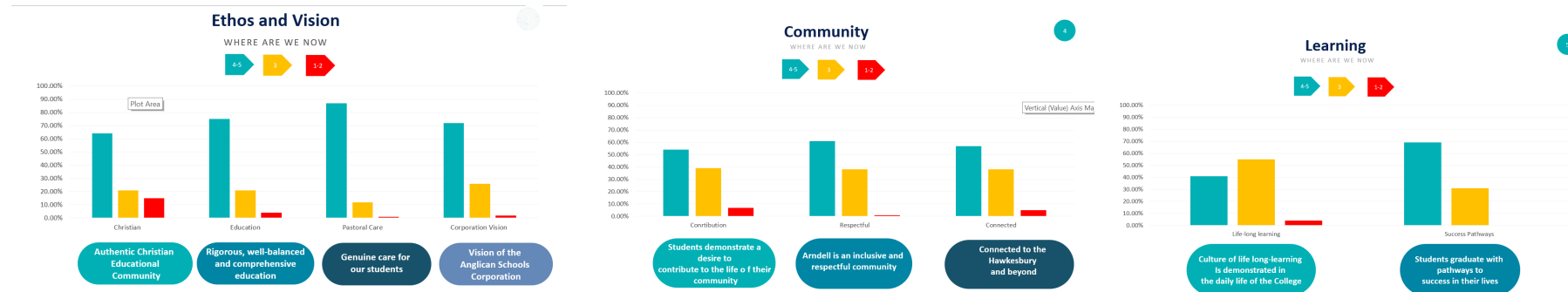
These scores suggest that from a Year 7 student perspective, the College is in 'good' overall health, but below the 80% overall MMG 'hurdle' level.

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

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

## Staff

In preparation for the new strategic plan, staff were invited to provide feedback on the current “health” of the College in relation to the previous Strategic Plan, *The Arndell Way 2014-2019*. Staff were asked to respond to a range of questions via a survey, which also provided a forum for open responses.



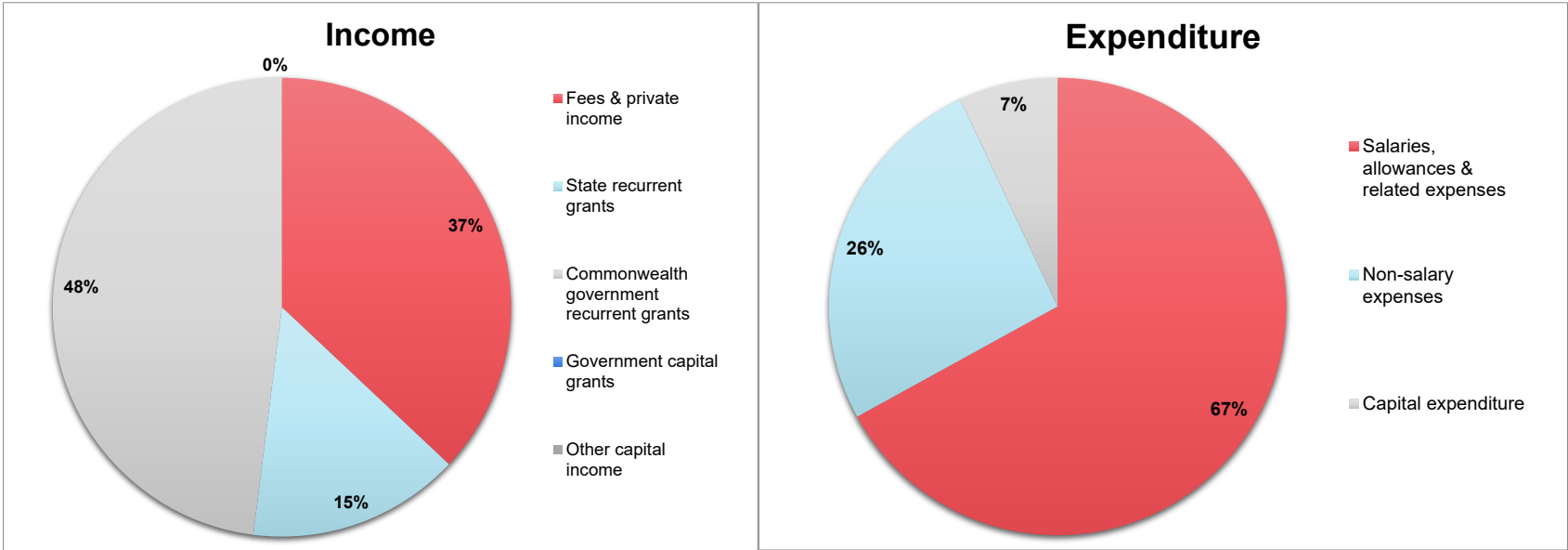
## Staff Open Responses

*“Staff who genuinely desire opportunities to make meaningful contributions that will improve the quality of what we do at Arndell and will lead to improved outcomes for our students”*

*“Arndell has a strong Christian emphasis which is open to all families in the Hawkesbury area and beyond. The school aims to be an affordable option. There is a strong desire to strive for excellence and develop a love of learning in the children who attend. There are many opportunities for children to develop their strengths through a wide range of subjects being offered and extra-curriculum activities”*

*“The school is very strong with developing opportunities for staff to up skill, provide PD opportunities for staff and a strong Pedagogy framework. There is a strong pastoral framework for students. We have a highly capable and dedicated Junior School teaching staff.”*

# Summary Financial Information



The above charts provide the summary of financial information for Arndell Anglican College in 2020.



# Publication Requirements

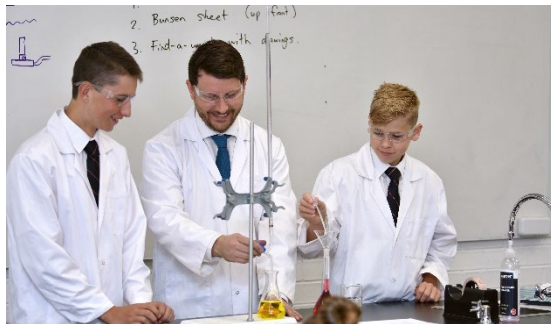
## Policy

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



## Procedures for Annual Report

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



## Requests for Additional Data

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

## DEEWR Annual Financial Return

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

