



# **ARNDPELL ANGLICAN COLLEGE**

**OAKVILLE, NSW**

**REPORT ON THE 2008**

**SCHOOL YEAR**

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## INTRODUCTORY: SCHOOL POLICY ON REPORTING MECHANISMS:

Arndell Anglican College will ensure that:

1. All such data as is required to be reported to the NSW Minister for Education and Training and the Commonwealth Dept. of Education, Science and Training and disclosed to the wider school community and to the NSW Board of Studies will be made available; and
2. Such data will be available by June 30 of each year, commencing in 2006, and will refer to the preceding calendar or school year; and
3. The Headmaster is to be responsible for the collection and final presentation of the data, even though he will delegate<sup>1</sup> the collection of some parts of the data to executive and other members of the College staff; and
4. With help from Arndell I.T. Support staff, the data will be presented as a single package on the Arndell website, will be available in hard copy on request and will be sent electronically to the NSW Board of Studies.
5. Requests from the Australian Government or the NSW state Government for additional data will be met in a timely manner and will be co-ordinated by the Headmaster or by SASC Group Office (the latter for financial data particularly.)

(Reviewed 29 May 2007, footnote 1.added)

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### Footnote 1:

In 2009, for the 2008 Annual School Report, responsibility was allocated thus:

Intro, Section 1	Headmaster
3,4,5,6,7	L.Gillen
8,9,10,11,12	Headmaster
13	SASC Group Office

## **1. MESSAGES FROM KEY SCHOOL BODIES:**

### **1.1 Message from the Headmaster.**

I commend to all readers in the wider Arndell community and in the community at large this report on the College for the year 2008. The report enables us to provide clear and accessible information on a range of matters and to indicate areas that have given great satisfaction:

- Significantly improved HSC results, including measurements by Band 6 results and by UAI scores;
- Strategic planning moving towards 2009 will ensure that the quality of education is enhanced;
- continuing ability to provide a very wide range of activities to enrich the school lives of our students.

I thank all participants – Council, staff, parents and students – for their constant and generous support of Arndell Anglican College.

### **1.2 Message from the Chairman of the College Council, Mr John Lambert AM.**

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 and vocational 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 nine members and over the twelve months to December 2008, had ten meetings.

The College has excellent facilities and is well resourced. The College Council continues to focus upon ways to serve the needs of students in the Hawkesbury.

### **1.3 Message from the President of the Parents' and Friends' Association, Mrs Donna Pellew.**

During 2008 the Parents' and Friends' Association had two main goals. Firstly to build a stronger sense of community throughout the college students, staff and parents. And secondly to raise funds to ensure the College has the ability to purchase extra equipment for the students and also to assist with the maintenance of the college grounds.

2008 saw the return of one of our biggest fundraisers the Equestrian carnival. The combination of the Equestrian Carnival and our other annual events the Family Funday and the Golf Day saw another successful year in raising money for the school and bringing people together creating new friendship and building on existing friendships.

Parents' and Friends' Association have always been behind the school, supporting in many ways, and in the coming years I am sure this will continue. I would like to encourage parents to support the P&F and also the College helping them to achieve all the goals they have set for the school and its students.

## 2. STUDENT PERFORMANCE, 2008:

In this section of the Report, information is provided concerning student performance in the various state-wide tests conducted, namely:

Higher School Certificate	(Year 12 students and accelerants)
School Certificate	(Year 10 students)
NAPLAN Test	(Year 9, 7, 5 & 3 students)

Information is also given in this section, under the heading "Value Added", concerning student performance in HSC 2008 compared to School Certificate 2006.

### 2.1 Higher School Certificate

At Arndell in 2008, 69 students sat for 1 or more subjects, down from 75 in 2007. The total enrolments in vocationally oriented subjects were:

VET	Hospitality	11
VET	Information Technology	11
HSC	Industrial Technology	27
VET	Entertainment Industries	9

Most students pursued traditional academic pathways, often with one of the above subjects included in their program. Enrolments in some of the traditional, academic HSC subjects were:

English Standard	30
Advanced	39
Extension 1	2
Extension 2	1
General Maths	38
Mathematics	22
Extension 1	5
Extension 2	1
Ancient History	13
PDHPE	16
Business Studies	34
Biology	9
Society and Culture	11
Visual Art	11

26 elective subjects were offered, which provides a very broad range of diverse and suitable options.

The following table lists each HSC course for which there was at least one enrolment, the numbers of students achieving a Band 5/6 result, and the mean final exam mark.

Please note that some subjects had very small enrolments (e.g. Music 2: 2 students.)

Subject	Enrolment	Bands 5/6	Exam Mean
Ancient History	13	1	65.5
Biology	9	5	78
Business Studies	34	6	68.1
Chemistry	10	3	62.7
CAFS	5	3	80.8
Drama	7	1	72.2

Standard English	30	0	66.1
Advanced English	39	10	73.5
Extension 1 English	2	N/A	39.5
Extension 2 English	1	N/A	42
Geography	12	7	79.5
Industrial Technology	13	8	80.1
Information Technology	10	3	74.3
Legal Studies	11	3	76.5
General Mathematics	37	4	66.9
Mathematics	22	7	67.6
Extension 1 Maths	5	N/A	45.6
Extension 2 Maths	1	N/A	68
Modern History	12	2	74.5
History Extension	7	N/A	34.2
Music 1	7	2	71.5
PDHPE	16	7	74.5
Physics	8	0	61.5
Senior Science	1	1	89
Society and Culture	11	5	75.1
Software Design	12	3	73
Textiles & Design	5	2	78.4
Visual Arts	11	7	80.2
French Beginners	2	2	82.5
French Continuers	2	0	70
VET Hospitality	9	6	80.7
VET Information Technology	10	3	74.3
VET Entertainment Industry	7	1	75.5

## 2.2 School Certificate

In 2008, 104 students presented for the School Certificate.

The following table lists the number who sat the final test on the due day, the number who scored a Band 5/6 result and the median score on that test for Arndell students.

<b>Subjects</b>	<b>No. of students who sat for SC</b>	<b>Band 5/6</b>	<b>Median Score</b>
English – Literacy	104	53	78.3
Mathematics	104	20	69.6
Science	104	37	74.7
Australian History, Civics	104	21	73.1
Australian Geography, Civics	104	50	78.3

In the Computing Skills Test, sat by 104 Students all students were graded Highly Competent or Competent.

The steady increases in test averages, Band 5/6 numbers and internally assessed grades (see below) are most encouraging.

Grades in the various subjects (core subjects as above, and Electives) are awarded by the College in accordance with clear descriptors provided by the Board of Studies. The following is a list of subjects offered at Arndell in 2008 and the grade distribution.

Subject	A%	B%	C%	D%	E%
English	14	26	53	11	3
Mathematics	13	30	45	12	3
Science	14	24	23	22	21
Australian History, Civics	27	23	27	16	13
Australian Geography, Civics	13	24	34	14	20
French	0.2	0.1	0.4	0.3	-
Commerce	3	2	2	1	0.3
Drama	0.1	0.9	2.4	0.6	-
Music	0.2	0.3	2	0.5	0.1
Visual Arts	0.4	1	2	0.6	
Wood Technology	0.3	0.6	1.2	0.1	0.1
Food Technology	1	1.2	1.2	0.6	-
Graphics Technology	0.1	0.4	0.9	0.7	-
Information Technology	0.4	0.2	0.6	-	-
Textiles Technology	0.4	0.9	1	-	-
PDHPE	11	43	34	14	4

### 2.3 NAPLAN Tests

All students in Year 9,7,5 & 3 undertook the NAPLAN (Literacy) and NAPLAN (Numeracy) tests which were held in a block in May. Given that just over half of our enrolment is new to Arndell in Year 7, these results provide diagnostic, more than summative, information.

#### NAPLAN (Literacy)

This test was sat by 267 students. The following table shows, in percentage terms, how Arndell students performed in overall Literacy, compared to the state average.

		Year 3	Year 5	Year 7	Year 9	Overall Literacy (Average)
High	School%	0	0	3	16	47
	State %	0	0	8	21	14
Proficient	School%	17	71	81	81	62
	State %	20	63	76	73	58
Elementary	School%	21	21	15	4	15
	State%	29	24	12	6	17
Low	School%	62	8	1	0	17
	State%	51	13	4	0	17

**NAPLAN (Numeracy):**

In 2008, 267 students sat for the NAPLAN Test. The following table shows, in percentage terms, how Arndell students performed in Overall Numeracy, compared to the state average.

		Year 3	Year 5	Year 7	Year 9	Overall Numeracy (Average)
High	School%	0	0	13	19	16
	State %	0	0	16	28	22
Proficient	School%	15	57	79	79	57
	State %	18	52	66	68	51
Elementary	School%	32	35	9	2	19
	State%	22	27	16	5	70
Low	School%	53	8	N/A	0	30
	State%	60	20	3	0	27

**2.5 Value Added Information:**

The following comments are drawn from an analysis of the HSC results of 2008 and the School Certificate results of 2008, where the same students can be tracked from the earlier year to the later year at Arndell.

**Academic Profile:**

- Clear rise in School Certificate results – trend upwards
- Clear rise in HSC results – trend upwards
- UAI mean scores rose by 5.53 UAI score points and the median increased by 7.65 UAI score points.
- Whilst a downward shift in the top score – down from 98.95 to 94 there was still an upward trend across all UAI's from 65 onwards.
- Value Added from the School Certificate to the HSC showed an upward trend and an increase in bands 5 and 6. Value Added has been clearly achieved in the HSIE area though the Sciences are under-performing.
- HSC areas of concern: Physics and Chemistry and some Mathematics courses. HSIE – Geography in particular commended for the huge upward shift. VET Hospitality outscored all other subjects for both value and student achievement.
- French Continuers and Beginners together with VET Entertainment, Business Studies and English were very strong whilst Music underperformed.
- A trend away from extension courses was of concern and a recommendation that extension courses be pursued for the benefit of the final UAI.



#### 4. PROFESSIONAL LEARNING AND TEACHER STANDARDS

##### Part 1 Teaching staff Qualifications

1. No of teachers with teaching qualifications from a higher education institution within Australia, or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

73

2. No of teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications

3

3. No of teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed – to teach in NSW before 1<sup>st</sup> October 2004 and – as a teacher during the last 5 years in a permanent, casual or temporary capacity.

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### **Headmaster**

Dr. John Goddard

BA (Hons), Dip.Ed., Ph.D. (Melb.) M.A.C.E.

### **Deputy Headmaster and Head of Senior School**

Mr. James Webb B.Ed (Hons) (London), Dip. Teach. MACE

### **Head of Junior School**

Mr. Rick Harrison B.Ed., Dip. Teach. MACE

### **Director of Studies**

Mrs. Raewyn Dean M.A., B.Ed., Dip. Teach.

### **Compliance Executive and Head of Information Technology**

Mrs. Lynn Gillen B.Sc., Dip. Ed., Grad. Dip. Computing

### **College Chaplain**

The Rev. Graeme Sedorenko D.Th. (Arts), B.Th, Dip. Div & Miss.

### **Academic Staff**

Miss. Jackie Doman	Dip Ed. ( <b>Head of English</b> )
Mr. Graham Smith	B.Sc., Dip Ed. ( <b>Head of Mathematics</b> )
Mr. Bryan Allerton	B.Nat.Res. Dip Ed ( <b>Head of Science</b> )
Mr. Glenn Wilkins	B.Comm. Dip Ed., ASA MACE ( <b>Head of HSIE</b> )
Mrs. Angela Webb	B.A. (London), PGCE, PGTC, UTS ( <b>Head of Languages Other Than English</b> )
Mrs. Michaela Miles	M.Ed. B.Music Ed., ( <b>Head of Creative Arts</b> )
Mrs. Michelle Wilson	BA Dip Ed. ( <b>A/Head of Creative Arts</b> )
Miss. Megan Southwell	B.Ed. ( <b>Head of PDHPE</b> )
Mrs. Roshini David Paul	M.Sc., M.Ed.(Madras University) B.Sc. B. Ed.,APD., Cert 4 Wrk. Place Training ( <b>Head of TAS</b> )
Mrs. Rosemary Cornick	B.Ed (Hons) (Physical Education) Sports <b>Co-ordinator</b>
Mrs. Sandra Daly	B.Ed. Cert. Ed. Teaching Cert. (Sydney) (English) ( <b>Senior Student Advisor</b> )
Mr. Alastair McCallum	BA. Dip Ed. (HSIE) ( <b>Head of Chisholm House</b> )
Mrs. Kathleen Laffin	Cert. Ed. (Christian Living) ( <b>Head of Johnson House</b> )
Mrs. Sarah Robinson	B. of Media, Grad Dip. Ed ( <b>English</b> ) ( <b>Head of Tebbutt House</b> )
Mr. Austin Robinson	Dip. Ed., B.Eng. (Computing) Cert 4 Wrk. Place Training (Information Technology) ( <b>Head of Greenway House</b> )
Mrs. Rebecca Huett	B.A. (Canterbury), Dip.Ed. Cert R.E.(ACU) ( <b>Visual Arts</b> ) ( <b>Head of Macquarie House</b> )
Mr. Philip Kirkwood	B.Ed. Dip. Teach. ( <b>Head of Learning Support</b> )
Mrs. Donna Allen	B.A. Dip.Ed ( <b>Learning Support</b> )
Mr. Peter Gordon	B. Health Sc. Dip.Ed ( <b>PDHPE</b> )
Mr. Steven Burroughs	B.Soc. Sci., Dip Ed.
Mrs. Glenys Goddard	B.Mus.Ed. ( <b>Careers</b> )
Mrs. Vanessa McPhee	B.Sc.Dip.Ed. ( <b>Mathematics</b> )
Mr Stewart Douglas	B. Maths, Dip Ed. ( <b>Mathematics</b> )
Mr. Trent Stephens	B.Ed., B.Sci ( <b>Mathematics</b> )
Mr Philip McKenzie	B.Sci. Dip Ed. AIMM, JP. ( <b>Science</b> )
Mr. Michael Refalo	T.C., B.Ed. ( <b>T.A.S.</b> )
Mrs. Jennifer Daly	B. Ind. Design (Hons) Dip.Ed. ( <b>Graphics/TAS/Visual Arts</b> )
Mrs. Joanna Druitt	B. Teach, B. Music ( <b>Music</b> )
Mr. Alexander Wright	BA (Contemporary Music) Dip Ed., Cert. 111 Live Prod. Cert.IV Training & Assessing ( <b>Music</b> )
Mrs. Michelle Wilson	BA Dip Ed. ( <b>A/Head of Creative Arts</b> )
Mrs. Amy Woodward	BA, B Social Work, Dip Ed. ( <b>HSIE</b> )
Mrs. Pip Hurd	B.A. (Hons) M. Teach ( <b>English</b> )
Mr. Abraham Billeh	BSc. Engineering. M.Ed. Dip Teach. ( <b>Mathematics</b> )
Mr. Phillip Young	B.Sc. ( <b>Science</b> )
Miss Alexis Windon	B Teach. (Secondary) ( <b>HSIE</b> )
Mr. Owen Laffin	B.A., B. Teach. ( <b>HSIE</b> )
Ms. Bridgette Soenen	B.Ed.,B Kinesiology ( <b>English</b> )
Mrs. Cyndy Dyer	Dip.Tch.(Home Economics) Cert.11 Hosp. Cert. IV Workplacement Assessment ( <b>TAS</b> )
Miss Kymberley McPherson	B.Fine Arts, Dip. Ed. ( <b>Art</b> )
Miss Natalie Liddell	B. Tch., B.Phys Ed. ( <b>PDHPE</b> )
Dr. Francois Adolphe	Ph.D.,B.Sc., M.Sc., M. Ed., ( <b>Science</b> )
Miss Marian Dunbar	B.Sc., Dip. Ed.( <b>Maths</b> )
Mrs Elmarie Filmlalter	B.Sc., Dip.Ed.( <b>Science</b> )
Mrs Alisa-Maree Hayden	B. Ed. ( <b>TAS</b> )
Mrs Colleen Kofron	M. Ed. Dip.Ed., B. Eco. ( <b>HSIE</b> )
Mr. Frank O'Brien	M.Ed., M. Music. B. Music Ed.( <b>English</b> )
Mrs Sarah Tabone	B. Soc. Sci.(Psych) Dip.Ed. ( <b>Counsellor</b> )
Miss Jennifer Carey	B.A. (Psych.Hons) B.Ed. ( <b>Counsellor</b> )
Miss Carolyn Schache	B.A. (Hons) B.Th (Hons) M. Div. Dip.Ed. ( <b>LOTE</b> )

The Rev. Greg Peisley	B.Th. Pastor - <b>Arndell Community Church</b>
Mr. John Cowne	Dip. Bible Studies, Dip. Nutrition, Cert. Child and Family Health
Mrs Connie Stephens	Dip.Ed. – Mitchell College of Adv. Ed. ( <b>Librarian</b> )
Mrs Sue Misztal	Teaching Certificate - Bathurst Teachers College (1968)
	B. Ed. - University of Western Sydney (1998)
	<b>(Stage 1 Co-ordinator Kindergarten)</b>
Miss Sarah Cooney	B. Ed (Primary) - University of Tech. Sydney (2007) ( <b>Kindergarten</b> )
Mrs Rosie Harriott	B.Teach - UNE Armidale (2006) ( <b>Kindergarten</b> )
Mrs Alison Coles	B. Ed. – Sydney University (1980) ( <b>Year 1</b> )
Mrs Christine Finn	Teachers Certificate – NSW Dept of Education (1978) ( <b>Year 1</b> )
Mrs Pat Rankin	Dip. Teach. UWS – Nepean (1994) ( <b>Year 2</b> )
Mrs Lesley Thompson	Natal Teach. Snr. Dip. – South Africa (1969) ( <b>Year 2</b> )
Mrs Rene O’Hare	Dip Ed HDEPE - Graaff Reinet, South Africa (1977) ( <b>Year 3</b> )
Mrs Jo Chan	B.Ed., - University of New England (1992)
	Dip, Teach. – University of Western Sydney (1989) ( <b>Year 3</b> )
Mrs Buffie Tolson	B.A. - The Pennsylvania State University(1988)
	Dip.Ed. - University of Sydney (1993) ( <b>Year 3</b> )
Mr James Taylor	B. Ed. - UTS Kuringai (1995) B. Teach. - UTS Kuringai ( 1993) ( <b>Year 4</b> )
Mrs Cassandra White	B. Ed. - The University of Sydney, Sydney (2003) ( <b>Year 4</b> )
Mrs Gerdiene Mouton	HDE - Durban (1996) ( <b>Year 5</b> )
Mrs Elissa Turville	Bachelor of Arts and Dip. Ed. - Macquarie Uni. Dip.Ed (Prim.) ( <b>Year 5</b> )
Mrs Karen Sanderson	BA Dip Ed, - Macquarie University (1985) ( <b>Year 6</b> )
Mr Nathan Walker	Bachelor of Teaching - University of Western Sydney (2002) ( <b>Year 6</b> )
Mrs Elva Miller	Dip. Teach. - Sydney Teachers' College (1974) ( <b>Junior Librarian</b> )
Mrs Nina Chakovan	B.Teach. – Armidale (2004) B.App.Sc (MRA) - Sydney University ( 1989)
	<b>(Junior Learning Support Co-ordinator)</b>
Mrs Thirza Pines	B.Gen.Stud. B.Teach. - University of New England (2008) ( <b>Learning Support</b> )
Mrs Mary Zahn	B.A.. - Sydney University (1979) Dip Ed – Sydney University (1980) ( <b>Year 5,6</b> )

**Part 2 Professional Learning**

1. Number of teachers participating in professional learning activities

76

2. Description of activities in plain language

**Professional Learning.**

In 2008, the whole school staff participated in the following inservice days:

- Staff Day: - Friday 25<sup>th</sup> January and Tuesday 29<sup>th</sup> January 2008
  - Staff Overview
  - Service for all Staff
  - Overview of Smart Board use
  - Group Training on Smart Boards
- Coordinators Seminar – Thursday 15<sup>th</sup> March 2008
  - What to look for in lesson observation
  - Helpful kinds of feedback
- Staff Development Day – Thursday 20<sup>th</sup> March 2008
  - Core Values of Arndell Anglican College
  - ‘Christianity Explained’ - How do we make use of this course to inform our pastoral and academic teaching? Small and whole group discussion.
- IT Days
- Mid year Conference included Faculty time in preparation for BOS Inspection
- Christian Development with Stephen Liggins

Some other professional development days attended by individual staff members are shown in the following table.

Description of Professional Learning Activity	Number of staff participating
IWB Support	2
Introduction to ASD and Mainstream School Strategies	2
AIS K-2 Conference	1
First Aid Course at Arndell	1
Colour Rendering (COROO)	1
T and A Textstyle Forum	1
ACSET Annual Conference	1
Diploma in Health Counseling	1
AHISA Director of Studies, Conference	1
New Scheme Teachers: Supporting a Successful start	1
Pitwater House Schools	1
Teranga PD Course – Blacktown Art Centre	1

Captivating Chemistry Macquarie University	1
AIS K-2 Conference	1
OHS Management Systems Training Sec Science Lab – AIS Conference	1
HSC Marking Simulation Course	1
Design in Photoshop	1
TEA Conference	1
Remote Area First Aid	2
Beginning Teachers' Workshop	1
Educating Students with Acquired Brain Injury	1
Head Start to Extension	1
History Networking Conference	1
Building and leading successful team	1
Using Interactive Whiteboards in Libraries – AIS Conference Centre	1
Ancient History Teacher's Conference 2008	1
A Thinking Classroom: Designing The Dynamics	1
Solid Edge CAD Beginners Course	1
Using Interactive Whiteboards in English 7-12	1
HSC Extension English 2 Day AIS Course	1
Children with Special Needs	1
Using Interactive Whiteboards in Geography	1
Australian School Library Association National Conference	1
Can the Science Teacher have it all – Barker College	6
Managing Conflict and the Difficult Conversation	1
NAFT French Immersion Weekend	2
NAFT Primary French Teachers Workshop	1
Communication in Society and Culture	1
EBE Professional Development Conference	1
An Introduction to Society and Culture	1
OH&S Management Systems Training	1

3. Average expenditure on professional learning per teacher \$209.70

## 5. TEACHER ATTENDANCE AND RETENTION RATES

### Part 1 Average teacher attendance rate

1. Total number of teaching staff including FTEs  
68
2. Non attendance per teacher (any period > 5 days, not including any approved leave)  
0
3. Number of days teaching staff expected to attend school.  
188
4. Average number of days of non-attendance per teacher  
0 %
5. Average number of days attended per teacher  
100%

### Part 2 Teacher Retention rates

1. Total number of teaching staff including FTEs employed on 1<sup>st</sup> Nov 2005  
69
2. Number of same staff still employed on 1<sup>st</sup> March 2006  
57
3. Percentage teacher retention rate  
83%

## **6. STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOL**

### **Part 1 Student attendance**

Average student attendance rate per year is

4.6%

This is similar to the student attendance rate for other reporting years.

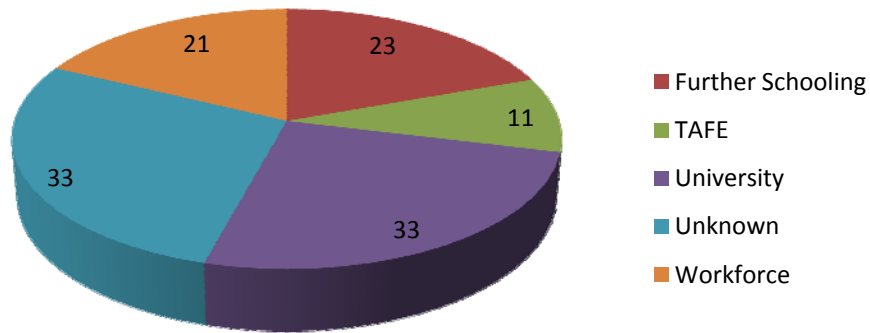
### **Part 2 Student retention rate**

The retention rate of those students who finished Year 10 in 2006 and remained to complete Year 12 in 2008 was 67%.

This is a slight decrease from 2007, due to more students electing to enter the workforce and obtaining apprenticeships from Year 10.

## 7. POST SCHOOL DESTINATIONS

Of the 121 Years 10, 11 and 12 students who left Arndell Anglican College in 2008, the following post school placements have been determined.





## **8. ENROLMENT POLICIES AND PROFILES:**

### **Enrolment Policy**

Arndell Anglican College is a comprehensive, co-educational K-12 Anglican School, operating as one of the Schools of the Sydney Anglican Schools Corporation. It maintains an open enrolment policy: i.e. applications will be processed in order of receipt, and consideration will be given to the following criteria:

- the applicant family's support for the aims and ethos of the College;
- siblings currently attending the College;
- children of staff members of the College;
- the requirements of the Sydney Anglican Schools Corporation Enrolment Policy.

In addition, at the Headmaster's discretion, scholarships for entry may be offered.

Continuing enrolments are subject to continued support for the aims and ethos of the College and to substantial adherence to the rules of the College.

### **Procedures**

1. Applications will be processed in accordance with the College's Enrolment policy, including the requirements of the SASC Enrolment Policy;
2. Applicants' willingness to support the aims and ethos of the College will be assessed at interview, which will be with the Headmaster, Head of Junior School or another member of the College executive;
3. From the application form and the interview above, the College will assess the applicant's educational needs and may ask a member of the Learning Support staff to this interview or to a subsequent interview;
4. As necessary, identify and discuss with the applicant's family, strategies which need to be put into place to support the education of the applicant;
5. Inform the applicant family of the outcomes.

### **Student Population**

In 2008, at the August census date, Arndell had 874 students, of whom 334 were in the Junior School (K-6) and 540 in the Senior School (7-12). There were 425 boys and 449 girls.

Arndell is a 2-stream Junior School, with target enrolments of 56 students (K-2) and 60 students (3-6). In 2008 there were four streams of students in Years 8-10, with a target enrolment of 120 per year group. In Year 7 in 2008, there were three streams with a target enrolment of 90. The growth in recent years at the top end of the College has levelled out somewhat: in 2008, there were 54 students in Year 11 and 69 in Year 12.

Arndell is a comprehensive school drawing students from a range of backgrounds in the Outer Hills and Hawkesbury Districts. There is a small number of students with a language background other than English and a number of students with special needs. At this stage, the school enrolls no EFPOS. The College's aim, to offer a quality, affordable education, has meant that, in 2008, fees even for Year 12 were \$5760 pa, making it accessible to a wide variety of families in the drawing area.

## 9. SCHOOL POLICIES

### **Student Welfare Policies, Discipline Policies, Policies on Reporting Complaints and Resolving Grievances**

#### **Preamble.**

The overarching philosophy of Arndell, based on the mission statement of the SASC, 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 is available from the Headmaster's Assistant. 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.

#### **1. Student Welfare and Discipline.**

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

- minimise the risk of harm to all persons;
- support the academic, social emotional, physical and spiritual needs of students and other members of the School community;
- develop a concept of self-worth and personal growth in all students.

The following policies/programs were in operation in 2008:

##### **a) Code of Conduct**

This policy was extensively re-written in 2004 and includes;

- expected conduct and professional standards for staff;
- expected conduct of students.

It is issued annually to all staff

It is available on request to the Deputy Headmaster of the College.

Changes discussed in 2006 were intended to explicitly include cyber-bullying in the list of student actions requiring college discipline.

##### **b) Supervision of Children**

Details of arrangements are included in the Staff Handbook.

The rationale for such arrangements is also contained in the Code of Conduct.

Both documents are available from the Deputy Headmaster of the College, or the Head of the Junior School.

##### **c) Occupational Health and Safety**

The full policy is available to all staff as part of the College's documents placed in all Staff rooms; it includes full details of roles, responsibilities, and action plans. Mr James Taylor from whom the full policy may be obtained, led the OH & S Working Group in 2008 and reported to the Headmaster on issues and incidents as soon as they arose.

**c) Student Discipline**

Pastoral matters at Arndell are handled through:

- a) Class teachers, Stage Co-ordinators and Head of Junior School for K-6 students;
- b) Class teachers, Tutors, Heads of House and Department, Head of Senior School (Deputy Headmaster) for 7-12 students.

Those involved will vary according to the nature of the issue to be resolved; others, including the Counsellor or Chaplain, will be involved in many cases. The Headmaster is called upon where it is either a very severe issue or where the matter remains unsolved 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

**2. Complaints and Grievances**

Arndell abides by the overall guidelines found in the SASC policy in resolving grievances. This policy is available on the SASC 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 Chairman of The College Council.

**Note:**

An abbreviated form of many of the above policies/practices may be found in the introductory section of the College Diary, issued to all staff and students each year and available at Reception at the College.

- 3.** In 2008, "Learning Support in the Senior School", a document with many implications for student welfare, was extensively re-written. It is available from the Head of Learning Support and from Headmaster's PA.

## 10. SCHOOL DETERMINED IMPROVEMENT TARGETS:

The following targets were listed on the last report for action in 2008.

- |                              |   |   |
|------------------------------|---|---|
| 1. Disability/Discrimination | * | whole school in-services;   |
|                              | * | re-writing senior school learning support.                              |
| 2. Edumate data system       | * | now used for wider range of data storage.                               |
|                              | * | linked to parent/student access.  |
| 3. Academic achievement      | * | Welfare system 2008   |
|                              | * | in Year 12, excellent top end results                                   |
|                              | * | focus in lower secondary years on engagement of students in classrooms; |
|                              | * | further investments in classroom friendly IT.                           |
| 4. North Richmond            | * | some land development, but use for classes put on hold.                 |

In addition, the following further targets were identified in 2007 for further work in 2008:

1. Further development of IT resources, including Smartboards.
2. Publicity development, via print means, website, happenings in public places.
3. Overseas tours project (including existing Northern Territory mission outreach)
4. Development of further leadership opportunities, especially in Junior School.
5. Development of staff expertise in teaching and mentoring Christianly,
6. Increased focus on sporting opportunities.

Targets for 2009:

Due to the resignation of the Headmaster, Dr. John Goddard, targets set for 2009 will be reviewed by the Acting Headmaster, Mr. James Webb.

- Development of further IT through government grants – the College expresses is grateful acknowledgment for this increase in 2008 scheduled for run out in 2009
- Strategic planning to accommodate economic downturn.
- Strategic Planning across all areas of the curriculum
- Professional development in respect to classroom management, interaction and engagement of students
- Community outreach programs – work with the Exodus Kitchens
- Opportunities for student outreach through the success of the Duke of Edinburgh's Award Scheme.
- Improvements in Welfare reporting through Edumate

## 11. RESPECT AND RESPONSIBILITY:

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; for example-

- 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.
- 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 in Year 11.
- Students, often through their Houses, mount various charity fund-raising activities, including for the Red Cross, Leukaemia Foundation, Great Shave etc.
- Junior students are involved in a re-cycling program; and all students in the compulsory years study elements of environmental responsibility.  
An ongoing focus in 2008 on the nature and implications of cyber-bullying, with forums for students, staff and parents.
- An ongoing focus on safe celebrations, with input at Years 10-12 from Windsor Area police and at younger levels through the Christian Living program. New initiatives planned through the Police Website.
- Assemblies that reward effort and corporate endeavours, not only individual achievement.

The College's Anti-Bullying Policy ensures that a swift response is made to any incidents of bullying and most are contained by this prompt action.

## **12. PARENT, TEACHER AND STUDENT SATISFACTION:**

### **12.1 Parent Satisfaction**

In 2007, the Headmaster, members of the executive and several other members of staff attended meetings of the Parents' and Friends' Association, both the committee meetings and the general meetings. This allowed the school to gauge parental satisfaction in a range of forums. The special morning meetings, mainly for Junior School parents were vital in allowing parents with little children to contribute to discussion of school issues.

Some issues expressed during 2007 included communication with parents, the work of Teachers' Aides, the continued provision of facilities, and remedial/gifted education. 2008 provided the College with the opportunity to increase its awareness of parental satisfaction through a large number of meetings with the Parents and Friends association. Opportunities were given in the form of open forums.

The P & F raised around \$60,000 for the year and contributed effectively to a wide range of projects.

### **12.2 Student Satisfaction**

Exit surveys not completed in 2008 – resolve to ensure that this is completed in 2009 and beyond.

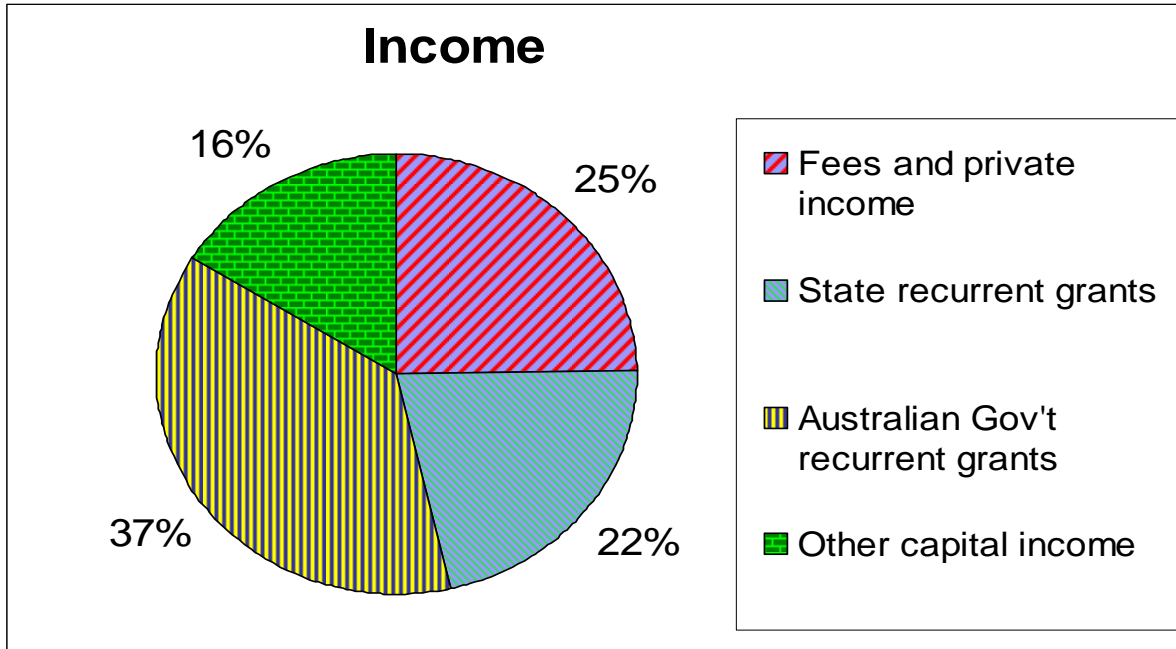
### **12.3 Teacher Satisfaction**

Staff meetings in 2007 (K-6, 7-12 or K-12) allowed staff to air views on a wide variety of subjects and to participate in policy directions. In 2008, a great deal of such time was spent on energetic curriculum development.

13. SUMMARY FINANCIAL INFORMATION:

The following charts represent Arndell's income and expenditure situation for 2008:

a) The following pie chart represents Arndell's income for 2008 –



b) The following pie chart represents Arndell's expenditure for 2008 -

