



ARDEN ANGLICAN SCHOOL

ANNUAL REPORT 2007



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AREA 1 and 2: PRINCIPAL'S REPORT

Over our 85 year history, Arden has been led by successive School Councils and Principals who have lived and planned by the promises in Jeremiah: "For I know the plans I have for you" declares the Lord, "...plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11. The School has grown not only as an educational institution but also as a Christian foundation for our youth, equipping them for their future. We give praise to the Lord for his faithfulness to us as a school.

2007 at Arden has been a year of growth at both campuses.

Two particular events were held to celebrate our anniversary this year. The first was a whole school photograph followed by cake cutting and house games and activities organised by our House Patrons. The second event was a Back to Arden day for former staff and the celebration of the 20th year of the library, now the Margaret Duckworth Resource Centre, at Beecroft. Former staff visited both campuses and reminisced on many happy times. Special guests on this occasion were two former Principals, Miss Mavis Hudson and Miss Margaret Duckworth, who both addressed the students at Beecroft. Miss Hudson and Miss Duckworth presented each student in the school with a specially minted 85th Anniversary badge.

To commemorate the anniversary, Year 5, with Mrs Cathy Lane, our Art Specialist at Beecroft, created a stunning timeline mural depicting the 85 years of Arden's history. This is now proudly mounted on the wall of the library at Beecroft.

We move towards our ninetieth anniversary in 2012 excited about our future.

POPULATION

In 2007 the growth of the school continued to concentrate around the Year 7 entry. The School's drawing area continues to widen with increasing access to both Beecroft and Epping via public transport systems. Students now travel to Epping along the M2 on buses and many arrive from the Northern Line to our campuses by train. The prospect of the Chatswood-Epping rail link has also continued to draw families from the Chatswood and Lane Cove areas. We will begin 2008 with a population of 690.

GOVERNMENT FUNDING

This year we have benefited from the generosity of the Federal Government with funding to support future development at both the Beecroft and Epping Campuses.

Additional Federal Government funding was applied to the completion of the lift and disabled access around the Epping Campus, which was finished in Term 3 2007. We have also been granted additional funding for the development of various facilities at both campuses in 2008. The projects will include enhancing the play spaces at Beecroft and an upgrade of fire and safety at Epping. We are most grateful to the Federal Government for their generosity and assistance with these projects.

SENIOR STUDIES CENTRE

For some time we have been working towards the development of a Senior Studies Centre in the Cambridge Office Park at Epping, where a new pedagogy could be developed preparing senior students for the transition to the workplace and tertiary life. For a period, we encountered opposition to the development eventually forcing us into Land and Environment Court. After a long case, we have now been able to commence the fit out of the teaching and learning areas for commencement in 2008.

LEADERSHIP

Arden School Council has supported the school in its planning of future developments at the Beecroft site in order to expand its facilities. The Council give their time freely to the Arden community in management of the exciting growth as a school. In 2008 they will meet with staff and the community to build on the Master Plan for the Beecroft site and the school as a whole as we enter the next five-year period of growth. We hope to continue to expand the offerings both educationally and physically across both campuses.

This year we established the new positions of leadership in House Patrons at each campus. Activities in support of various charities and House activities have highlighted this aspect of Arden both pastorally and administratively.

We also appointed Mr Richard Doel-Mackaway as IT Manager to oversee the IT at Arden and future development of this rapidly expanding horizon. Mr Chris Woldhuis led the growth of the IT across both campuses for many years and, more specifically laid the foundation of the Epping Campus giving a platform for the future.

Curriculum Development in the form of reporting to the Board of Studies has continued throughout this year. Each faculty under the leadership of the Head of Department submitted curriculum documentation including work samples for the Inspectors. Three inspectors visited the School in Term 3 and they were overwhelmed by the standard of preparation of the documents and were impressed by the growth and development of the school. They were particularly complimentary of the plans for the Senior Studies Centre.

CHRISTIAN MISSION AND PASTORAL CARE

Our Chaplain, Reverend Mark Rundle continued a shadowing programme as part of an initiative with the Anglican Schools Network. The Pastoral Care Committee spent time looking at how to address the needs of individuals through our Counsellor, Mrs Kim Thompson, our Resource Team, led by Mrs Jo Graham and Chaplain, Reverend Mark Rundle. Mr David Kerr joined our staff for the second semester assisting in the counselling at Epping. Staff spend a great deal of time at their staff meetings addressing individual needs of students and minimising the administrivia. Our prayer groups, for both staff and parents, met regularly and saw many answers to prayer. We continue to be blessed by the Lord and feel His presence guiding us as a staff and community. Men's Breakfasts continued to grow with a Dad's and Kids Breakfast during 4th Term. This was very well attended with a message specifically for dads being shared as they experienced the first part of the school day. Coffee and chat mornings gave opportunities for parents and staff to link in fellowship in a less formal setting.

House Services provided opportunities for music performances and worship with staff, students and families, whilst maintaining the link with St Alban's Anglican Church at Epping. Crusaders and lunchtime Christian groups have continued to grow at both campuses led by Rev Rundle and Mr Matt Jacobs, our link youth worker at All Saint's, North Epping. Many students this year made public commitments to their faith through confirmation at their various churches. Staff and students led chapel themes at Epping and Beecroft assemblies as the Gospel message was explained in very practical ways. Teaching of Christian Studies in the school by class teachers and specialist staff gives students the opportunity to question and reflect on the Christian faith.

The Casserole Club supplied meals for parents and families in difficulty, while Class Mothers helped in the organisation of practical support. Students across the school raised funds to support charities and those in need, while choirs and bands performed for nursing homes throughout the area. Our 'Caring and Sharing' is the fundraising and support arm of the School and its Christian ministry. This year, funds raised were in excess of \$18 300 not including the generosity of the community to our 'upside down Christmas tree' and 'Toys and Tucker'. In addition, Mrs Angelique Jefferies led a team of women in the school community to raise a further \$5 000 for the Cancer Council at an evening called "Imagine".

Some of the charities we assisted were: Compassion Australia, Wildlife Warriors, World Vision, Barnados, Smith Family, Anglicare, Moore College, Tear Australia, Cancer Council, Canteen, Bandage Bear, Uniting Care, Shepherd Centre, Crusader Union, Exodus Foundation, CMRI, Youth Works and the Church Missionary Society.

Our Year 11 Mission Tour, which aimed to give students experience sharing God's word with remote communities, visited Cairns. Each morning they would spend time with staff at the Cairns Theological College, learning ways to present the Gospel to the Aboriginal children. Afternoons were spent with children in Mossman Gorge, sharing music, drama and crafts through the Gospel's message. Rev Rundle, Secondary staff and the Bible Society worked to make this activity a reality.

CURRICULUM DEVELOPMENT AND PROFESSIONAL DEVELOPMENT

Mrs Marcia Richards (Beecroft) and Mr Chris Woldhuis (Terms 1-3) established a wonderful atmosphere of teaching and learning through their leadership of classroom teachers and Heads of Department. We congratulated Mrs Maree Skillen, on her appointment to Director of Curriculum - Epping in the later part of the year. Warm congratulations were also extended to Mrs Skillen after being awarded her Doctorate of Philosophy.

Throughout 2007, a whole-school emphasis was placed on using the Quality Teaching and Learning frameworks when planning units of work and using assessment. David Smith (Sydney University) has been instrumental in bringing this professional change and challenge to the staff.

Staff attended a large number of workshops offered by the NSW Board of Studies, Junior School Heads Association (JSHAA), Association of Independent Schools (AIS) and Association of Heads of Independent Schools Australia (AHISA). All staff were trained in Senior First Aid, Asthma, Anaphylaxis care and Occupational Health and Safety.

We were delighted to have a large proportion of our Epping staff involved in both Higher School Certificate and School Certificate marking. Some have also been seconded to committees at the Board of Studies and have been writers for our major state examinations

INITIATIVES

Spelling Mastery was launched for Years 1 to 6. Spelling Mastery has proven to have a significant impact on the overall spelling achievement of students due to its whole-school approach. Students who could have plateaued at a Year 3 level were given the skills and strategies to progress to an advanced level. Students, who were already spelling above their grade level were extended as they acquainted themselves with the interrelationships of spelling, vocabulary, etymology, usage and syntax.

Food Technology and Hospitality have been areas of growth throughout this year and the Department, led by Mr Trevor Bridgland and our teacher of Hospitality, Mrs Debbie Joannides, has flourished, creating experiences envied by most schools. One of these was the work placements of students to major hotels and restaurants throughout Sydney. The Year 11 students were treated as employees for a long period of time giving them valuable insight into the industry. Two students were selected to be a part of the AIS Residential Hospitality Scholarship Programme held in the Blue Mountains Hotel School in Term 4. Samuel Trudgett and Timothy Woodhouse were selected from students throughout the state. Tim won the Top Student Award whilst on the course.

Careers, under the leadership of Mrs Beverley Paskin, have expanded its offerings to all students, and specifically Years 9 to 11. Large numbers of students visited expos, courses and information events learning more about their options for employment in the future. Representatives from universities, TAFEs and public service employment agencies were part of a large number of speakers, particularly to Years 10 and 11. The Year 9 City Experience and Year 10 Work Experience further enhanced these opportunities with our students directly in workplaces. Feedback from all employers shows the wonderful preparation the students have had for these experiences.

Years 10 and 11 Visual Arts students took part in a residential Art Camp at the famous 'Bundanon' Art school in Term 3. Mrs Elizabeth Owen, Head of Department, organized this excursion for students.

GIFTED AND TALENTED

Mrs Bernadette Pratt was appointed as the Gifted and Talented Co-ordinator. During the year a Gifted and Talented Committee and a Junior School Gifted and Talented Policy was launched. Students have also participated in the annual Mathematics Challenge Camp. In Term 4, Dr Graham Barnsley ran an after school Mathematics workshop on Polyominoes for Years 3 and 4. Both a Maths/Engineering and English team entered Tournament of Minds. A number of students also entered the Dorothea Mackellar poetry competition. In Term 2, Arden hosted Stephanie Waites "Dramascene", an after school workshop for students in Years 3 to 6. Arden also hosted one of the Northside Gifted and Talented Drama workshops for JSHAA schools.

At Epping, our Ad Altissima programme provides the opportunity for students to be selected or nominated to mentor and develop skills at the highest level. Students study deBono, CORT Thinking skills and undertake skills through *myArden*, preparing for their Personal Interest Project presented in November. This year's presentations were outstanding with a quantum leap in the creative and exploratory nature of the projects.

AREA 3: STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

LITERACY and NUMERACY ASSESSMENTS IN YEARS 3 and 5

Overall, students have achieved excellent results and such results are used to refine Arden’s teaching/learning programs. Knowledge of School-based assessments and tests combined with these external tests assists us in diagnosing students who require support and/or enrichment in the areas of Literacy and Numeracy. The Basic Skills Tests track student progress from Year 3 to Year 5, revealing significant growth in Literacy and Numeracy skills for many students.

Year 3 results are reported in Skill Bands 1 to 5 with Band 5 reporting the highest achievement. 82% of our Year 3 students recorded in the top two Bands for Literacy, compared to 46% of the State. In Numeracy 77% of our Year 3 students recorded in the top two bands compared to 46% of the State. In Year 5, results are reported in Skill Bands from 1 to 6 with Band 6 reporting the highest achievement. 92% of our Year 5 students recorded in the top Bands for Literacy compared to 53% of the State. In Numeracy 94% of our Year 5 students recorded in the top two bands compared to 55% of the State. The remaining 6% of Year 5 students scored in the overall Skill bands of 3 and 4 compared to 45% of the State.

The Basic Skills report indicated that for most of the question criteria, Arden’s overall percentage was 10% higher than the State. Arden students performed strongly across all stands of Numeracy and results in Reading and Language were particularly high.

Table 2: BST results – percentages in skills bands

2007 Test	Year 3				Year 5			
	Bands 4-5		Bands 1-3		Bands 5-6		Bands 1-4	
Basic Skills Test (BST)	School	Statewide	School	Statewide	School	Statewide	School	Statewide
Aspects of Literacy	82%	46%	18%	54%	92%	53%	8%	47%
Aspects of Numeracy	77%	46%	23%	54%	94%	55%	6%	45%
Primary Writing Assessment	85%	48%	15%	52%	76%	55%	24%	45%

The Basic Skills results together with the International Competitions and Assessments for Schools (ICAS), inform our teaching/learning programs and the intervention programs of both Enrichment/Extension and Learning Support provided by our classroom teachers and the Resource Team. To continue our pursuit of academic excellence we reviewed our approach to teaching Writing for 2008.

The following table records the number of students who achieved a High Distinction or Distinction in 2007 ICAS competitions.

	High Distinction	Distinction
Computer Skills	4	42
Mathematics	10	37
Science	4	36
English	11	49
Spelling (Yr 3-6)	5	27
Writing (Yr 3-6)	3	22

SCHOOL CERTIFICATE

Arden students performed above state level in the four School Certificate tests. 94% were placed in Bands 6, 5 and 4 in English - Literacy compared to 73% of the state, and 74% were placed in Bands 6, 5 and 4 in Mathematics compared to 45% of the state. This is consistent with results achieved in 2006 with our inaugural School Certificate results. Students within the Year 10 cohort exhibited a high level of Computing skills with 89% achieving a Highly Competent Band, which compared to the state mean of 58%.

Table 1: School Certificate Test Results

Test	No. of Students	Performance Band Achievement by %		Grades allocated by %	
		Bands 3-6	Bands 1-2	Grades C-A	Grades E-D
English - Literacy	52	School: 100% Statewide: 97%	School: 0% Statewide: 3%	School: 89%	School: 11%
Mathematics	52	School: 92% Statewide: 76%	School: 8% Statewide: 24%	School: 74%	School: 26%
Science	52	School: 100% Statewide: 90%	School: 0% Statewide: 10%	School: 83%	School: 17%
Australian History, Civics and Citizenship	52	School: 90% Statewide: 85%	School: 10% Statewide: 15%	School: 85%	School: 15%
Australian Geography, Civics and Citizenship	52	School: 98% Statewide: 89%	School: 2% Statewide: 11%	School: 85%	School: 15%

ELLA Test (Year 7)

Overall, Arden students' percentage correct was at least 10 or more points higher than the Year 7 State population for 100 % of the questions attempted.

Achievement levels for Arden students compared to the State population (%) appear below:

	Writing	Reading	Language	Literacy
High	64 (35)	65 (34)	68 (39)	72 (35)
Proficient	35 (50)	35 (51)	30 (41)	28 (49)
Elementary	1 (11)	0 (11)	1 (13)	0 (12)
Low	0 (5)	0 (4)	0 (7)	0 (4)

Students generally demonstrated a good ability to do the following:

- Identifying the function of a symbol in a key
- Inferring the purpose of the key with a map
- Connecting information in a factual text
- Inferring the meaning of a word in context
- Interpreting an image and written text
- Interpreting the meaning of a text convention
- Connecting information on a graph and in written text
- Identifying a pun in a factual text
- Making an inference using a written text and footnote
- Using text convention to identify the writer
- Identifying a simile in a response text
- Interpreting the use of a text convention to create humour
- Inferring the meaning of a word and tone in a literary text
- Locating, interpreting information and inferring meaning in a factual text
- Identifying a sensory image in a literary text
- Interpreting the reason for a character's feelings
- Sequencing events in a factual text
- Spelling and punctuation were generally good

SNAP Test (Year 7)

Overall, Arden students’ percentage correct was at least 10 or more points higher than the Year 7 State population for nearly 100 % of the questions attempted.

Achievement levels for Arden students compared to the State population (%), the State percentage is in brackets below:

	Overall Numeracy	Number	Measurement	Space	Data	Patterns and Algebra
High	54 (27)	52 (27)	57 (28)	61 (31)	52 (28)	46 (26)
Proficient	39 (35)	40 (36)	31 (30)	27 (36)	40 (35)	37 (32)
Elementary	7 (31)	7 (29)	12 (34)	12 (22)	7 (29)	16 (29)
Low	0 (7)	0 (8)	0 (8)	0 (11)	0 (8)	0 (13)

Students generally demonstrated a good ability to do the following:

- Interpret a sector graph to identify a quadrant and express it as a percentage
- Make a prediction about a larger sample of a chance event based on a previously stated probability
- Give a reason to support a prediction which refers to the number of spins and the probability
- Interpret data in a text to represent fractions (tenths) on a spinner and label correctly
- List possible outcomes in a simple chance situation with reference to the distribution of at least 2 numerals on a spinner
- Pose a problem which requires multiple calculations to determine the answer
- Use the correct unit of measurement for length and area
- Estimate and order the lengths of four objects from longest to shortest
- Use a scale to calculate the difference in distance between two routes joining the same points on a map
- Work out the rule and identify two missing numbers in a number pattern involving whole numbers and mixed numerals
- Work out the rule and identify two missing numbers in a number pattern
- Identify and name a 2D shape shown on a plan
- Interpret a sector graph and identify the total percentage of the 3 largest sectors
- Compare the amount of liquid in two measuring devices calibrated in millilitres
- Identify and match data in a two-way table
- Identify and compare two sets of data presented in a combined line graph

We congratulate the students on their achievements and give glory to God.

AREA 4: PROFESSIONAL LEARNING AND TEACHER STANDARDS

Prior to the establishment of the proposed *Institute of Teachers*, reporting of Professional Learning and Teacher Standards should be in terms of the number of teachers in each category listed below:

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	60
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 education qualifications.	1
Teachers who do not have qualifications as described in the above categories, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. The teachers in this category are registered with the NSW Institute of Teachers as transition scheme teachers. One teacher successfully completed the requirements.	1

INFORMATION ABOUT SECONDARY TEACHING STAFF

Name of Teacher	Category	Formal Qualifications	No. of years teaching experience	Full/Part time	Class/Years/Subjects Taught
Mr Colin May	i	B Ed (Deakin), Dip T.G (Teachers Guild) (1976), Grad Dip Ed Stud (Curriculum) FACE, MACEL	32	F/T	Principal
Mrs Fran Fleeton	i	B.Sc. (1977) (USYD), Dip.Ed.(1978) (USYD), MLMed (2005) (UNCLE), MACE, MACEL	31	F/T	Head of Senior School Science Y8
Mr Matthew Mallison	i	B.Ed. (Ind.Arts) (1992) (USYD)	16	F/T	Lower Sec. Co-ord, Industrial Tech Y10 (Timber) Technology Y7
Mr Simon Pryzdacz	i	B.Ed.(1997) (MQ), MLDEd (2003) (MQ), MACE, MACEL	11	F/T	Senior Sec Co-Ord., Geography Y12, Commerce Y10
Dr Maree Skillen	i	B Sc Dip Ed (1992) (UWS), MIMed (2001) (UN), M Ed (1995) (UTAS), PhD (2007) (Curtin), Cert IV Training & Assessment	17	F/T	Director of Curriculum, Maths Y10 & 11
Rev Mark Rundle	i	B.Div (1999) (Moore), Dip. Min. (1999) (Moore) B.A (1987) (USYD), Dip.Ed. (1991) (CSU)	12	0.3 Sec	School Chaplain Studies of Religion Y11 Christian Studies Y7 & 11

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Miss Melissa Black	i	B HPhyEd (2005) B Ed (2006) ACPE	2	0.6	PDHPE Y7, 9 & 10
Mrs Jan Brady	i	B. A (Hons) (1988) (MQ)	22	F/T	Elective History Y9 Australian History Y10 Modern History Y11 & 12
Mr Trevor Bridgland	i	B.Ed (1993) (UniGriffith) DipT (1992) (UniGriffith)	16	F/T	Technology Y7 & 8 Design & Technology Y11 & 12 Christian Studies Y11
Mrs Deborah Cox	i	B.A (MQ), Dip Ed. (MQ) (2004), Dip. Mod. Lang (MQ)	6.5	F/T	French Y7, 8, 9, 11 & 12
Mr Peter Currie	i	B. Ed (Phys Ed) (1985) (KCAE)	21	F/T	PDHPE Y11 & 12, Maths Y9
Mr Richard Doel-Mackaway	i	B. Ed (IA) (1995) USYD	14	F/T	SDD Y12
Mrs Elizabeth Dunn	i	B. Ed (Phys Ed) (2004) (UW)	3	F/T	PDHPE Y 7, 8, 9, 10 PASS Y9
Mrs Rebecca Hall	i	M.A (1999) (USYD) B.A.(1993) (USYD), Dip Ed.(1994) (USYD)	9	0.6	English Y 8, 9, 10, 11 & 12 Christian Studies Y9 & 10
Mr Rodney Henderson	i	B. A (Hons) (2003) (MQ) LLB (Hons) (2005) (ANU) Grad Dip Ed (2006) (MQ), Grad Dip Legal Practice (2002)	2	F/T	History Extension Y12 Ancient History Y12 Legal Studies Y11 & 12 Christian Studies Y7 & 10
Mrs Carolyn Imre	i	B Sc (Hons) (1982) Dip Ed (1983) USYD; COGE (2006) UNSW; Cert HR (1985) TAFE	15	F/T	Y10 Science, Y11/12 Chemistry, Y12 Physics
Mrs Debbie Joannides	i	B.Ed Vis Arts (1982) (CCA), Grad Cert D&T (2000) (USYD), Comm. Cookery Cert III (1996) (TAFE) , Human Resources Cert IV (1997) (TAFE), Workplace Assessment Cert IV (2001) (TAFE), Cert II Hospitality Operations (TAFE) (2002)	14	F/T	Technology Y7 & 8 Food Technology Y9 & 10 Hospitality Y11 & 12
Mrs Lesley Kelfkens	i	B Sc (Hons) (2005) HDipEd (1992) Wits SA	13	F/T	Science Y7, 8, 9 & 10 Physics Y11
Mrs Cathy Killin	i	B.A. Dip. Ed (1982) (UNSW)	19	F/T	Maths Y 7, 10, 11 & 12 Maths Enrichment
Mrs Susan Kim	i	B Sc (Maths) (2005) (UTS) M Teach (2008) (USYD)	1 st year teacher	F/T	Maths Y 9, 11 & 12
Miss Vicky Koletta	i	M.A (1995) (MQ), B.A Dip Ed (1988) (MQ)	20	F/T	English Y 7, 8, 9, 10 & 11
Ms Janice Lawrenz	i	M.Ed (2000) (UNCLE), B.Sc (1976), Dip Ed (1977) (UNSW)	30	F/T	Maths 7, 8, 9, 12 Science Y7
Mrs Kathryn McDonald		BA Dip Ed (1988) Macq; MA Eng Lit (1996) UNSW	20	F/T	English Y7, 8, 9, 10 & 11
Ms Samantha McGowan	i	B.A (2002) (UNE) Dip Ed (2005) (UNE)	3	F/T	English Y 7 & 11 Drama Y9, 10 & 12
Mrs Ruth Miller	i	B.Ed. (Hons) (1992) (UNSW), B.Sc Dip.Ed., (1991) (UNSW)	15.5	F/T	Science Y 7 & 9 Biology Y11 & 12

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Ms Elizabeth Moore	i	M.Mus (2001) (UNSW), B.Mus.Ed (1989) (USYD)	16	0.6	Music Y7, 8, 9, 10, 11 & 12
Mrs Karen Moss	i	B. Ed (1991) (ACU) B. Ec (1996) (MQ)	11	0.7	Geography Y 8, 9 & 10 History Y7
Mrs Victoria Nicolas	i	B. Sc., B. Ed (1994) (UNSW)	11	0.5	Maths Y8 & 12
Mrs Elizabeth Owen	i	B. Ed. (Art) (1980) (Alexander Mackie), Guild Member: Aust. Soc. Calligraphers	29	0.7	Visual Arts Y7, 8, 10 & 12
Miss Sharyn Owen	i	B Ec (1995) Macq; Member Institute Chartered Accountants (1997) DipEd (2006) UNSW	3	F/T	Business Studies Y11 & 12 Commerce Y9 Geography Y8
Mr Brian Scott Page	i	BA Dip Ed (2002) Macq	5	F/T	History Y 7 & 10 Geography Y8, 9 & 10
Ms Beverley Paskin	i	B. Ed (Art) (1984) (SCAE) Post Grad Cert Career Ed (2006) (ACU)	12	0.7	Visual Arts Y 7, 8, 9 & 11 Careers
Mrs Marion Pyrlik	i	M Teach (1991) JLU Giessen	12	F/T	Music Y7 & 8 German Y7 & 8 French Y10
Mrs Ariana Ryan	i	B.Ed (Hons) (1992) (USYD)	16	0.65	English Y8, 9, 10, 11 & 12 English Enrichment
Mr Kristopher Simak	i	B A (2006) (UWS) Dip Ed (2007) Wesley	1 st year teacher	F/T	IPT Y11 & 12 SDD Y11 IST Y 9 & 10 Technology Y7
Mr Gary Watson	i	B. Ed (1998) (UWS) Cert IV Assessment and Workplace Training (2004) (TAFE)	22	F/T	Engineering Y11 & 12 Technology Y 7 & 8 Design & Technology Y9 Christian Studies Y11
Mrs Philippa Wood	i	B. Mus. Ed (Hons) (1997) (USYD)	12	0.4	Music Y8, 9, 10 & 11
Ms Andrea Young	i	B Env Sci (2005) (ACU) Grad Dip Ed (2006) (ACU)	2	F/T	Science Y 8, 9 & 10 Senior Science Y11 & 12

INFORMATION ABOUT TEACHING STAFF – BEECROFT CAMPUS

Name of Teacher	Category	Formal Qualifications	No. of years teaching experience	Full/Part time	Class/Years/Subjects Taught
Mr Dean Smith	i	M.A. Leadership (Columbia University) B.Ed., Dip. Teach. M.A.C.E.L.	16	F/T	Head of Junior School
Mr Derek Armstrong	i	B. App. Science (Speech Path), B.Ed	7	F/T	Year 3
Mrs Tennille Arnold	i	B. Ed (Primary)	5	F/T	Year 2
Mrs Best-Clarke	i	Diploma of Children's Services	8	P/T	Preschool
Mrs Cathy Bigalow Lane	i	B. Design Communications, 1 year Design Dip. Cert TAFE, Educ.	7	P/T	Visual Arts
Miss Melissa Black	i	B. Phys Ed, Dip Ed	3	F/T	K-2 PE, 7-10 PDHPE

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Mrs Marina Clarke	i	B.A. (Hons), Grad Dip. Ed. Primary, Grad Dip Ed LOTE	24	P/T	K-6 French
Mrs Wendy Coggins	i	B.App.SC (Sp Path) MSPAA, CPSP	27	P/T	Speech Pathology
Mr David Collison	i	M. Teach (Primary)	1 st year	F/T	Year 2
Mrs Marilyn Cox	i	T.C. (Balmain Teachers' College)	32	F/T	Year 6, Stage 3 Coordinator
Mrs Ruth Gallagher	i	Dip Teach UTS	20	F/T	Year 4
Miss Laura Geraghty	i	B. Teach (Primary)	10	F/T	Kindergarten
Mr James Giovanelli	i	B.A., Dip Ed.	7	F/T	Year 5
Miss Elise Girdlestone	i	B. Ed Early Childhood	10	F/T	Preschool Director
Mrs Elisabeth James	i	B.Ed. AMus A, L Mus A (Primary)	15	P/T	3-6 Music
Mrs Jo Graham	i	B.Ed., Dip Teach.	27	F/T	Resource Coordinator
Ms Blythe Ledsam	i	B. Teach, B Ed, Grad Cert ICT ED	12	F/T	K-6 ICT
Mrs Anne Low	i	T. Cert (Bathurst) Dip. Teach (Bathurst)	30	P/T	RFF
Ms Nicolette Lucas	i	B. Ed Early Childhood	9	F/T	Year 1
Mrs Shelley McKaysmith	i	B.Teach, B.Ed. (Primary)	7	F/T	Year 5
Mrs Debra Lumsden	i	B.Ed., (Special Ed) Hons	5	F/T	Resource
Mrs Lesley McCann	i	Dip Teach Early Childhood	5	P/T	Preschool
Ms Eliza Monaghan	i	B. Educ. (Primary)	1	F/T	PDHPE (Year 3-6)
Miss Angelina Panov	i	B. Teach Early Childhood, B. Ed	8	F/T	Year 2
Mrs Bernadette Pratt	i	B. Ed, Grad Dip Spec Ed, COEG	?	F/T	G.T Coordinator
Ms Marcia Richards	i	B.Ed (1997) (USYD), Grad Dip. Ed (2004)	11	F/T	Director of Curriculum
Mrs Jenny Rodgers	i	B. Ed (Syd)	20	F/T	Year 3, Stage 2 Coordinator
Rev Mark Rundle	i	B.A. (Syd), Dip.Ed, B.D, Dip. Min., M.A. (Theol)	12	F/T	Chaplain
Mrs Sibyll Russell	i	No formal qualifications	30	F/T	Pre-school assistant
Mrs Lorelle Shelley	i	T.C (Syd) Dip Teach (Mitchell)	40	F/T	Infants Coordinator, Kindergarten
Mrs Amy Smith	i	B. A, Dip Ed	4.5	F/T	Kindergarten
Mrs Kim Thompson	i	B.A. (Psych) M.A. (Pass) (Psych) BAPS	20	P/T	Counsellor
Mrs Jane Tinworth	i	B. Teach (Prim), B.Ed.		F/T	Kindergarten
Mr Luke Tooker	i	B. Arts (Syd), Grad Dip Design Sc (Syd) M. Teach (Syd), Grad Cert Pastoral Care & Boarding Management (Roehampton UK)	4	F/T	Year 4
Miss Phillipa Williams	i	B. Ed.	26	F/T	Year 6
Mrs Fiona Woodhouse	i	B.A, Dip IM (Lib), Dip Ed	8	F/T	K-6 Library
Mrs Louise Yarham	i	B.App.SC (O.T.) MA (Ed.)	24	P/T	Occupational Therapy

Throughout 2007, a whole-School emphasis was placed on the Quality Teaching and Learning Frameworks when planning units of work and using assessment. David Smith (our Educational Consultant from Sydney University) has been instrumental in bringing this professional change and challenge to the staff. Many staff were also involved in a variety of courses including: the New Scheme Teachers' Induction Program, Teachers' and Chaplains' Professional Development Day,

Behavioural Management with Bill Rodgers, and Reading Recovery. Staff were also trained in IT, focusing on myArden, the new moodle web portal. Teachers were encouraged to integrate this technology into the classrooms. All staff were trained in Senior First Aid, Asthma, Anaphylaxis and Occupational Health and Safety.

To further their professional development staff attended a large number of workshops offered by the NSW Board of Studies, Junior School Heads Association Australia (JSHAA), Association of Independent Schools (AIS) and Association of Heads of Independent Schools Australia (AHISA). We were delighted to have a large proportion of our Epping staff involved in both Higher School Certificate and School Certificate marking. Some have also been seconded to committees at the Board of Studies and have been writers for our major State examinations. The average expenditure per teacher on professional learning at the school was \$490.

AREA 5: TEACHER ATTENDANCE AND RETENTION RATES

In 2007, the average daily staff attendance rate was 97%. The proportion of staff retained from 2006 is approximately 85%.

AREA 6: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

In 2007, the average daily student attendance rate was 96%.

AREA 7: POST SCHOOL DESTINATIONS

97 students over the age of 15 were enrolled in Years 10 and 11 at Arden Anglican School in 2007. 55 of these students were enrolled in Year 10 and 42 were enrolled in our inaugural Year 11.

From the 97 students enrolled in Years 10 and 11 in 2007, there were 18 total leavers during the year, accounting for 18.5%. 4 of these leavers were from Year 11 and 14 of leavers were from Year 10.

Given our progressive growth of the Secondary School at Arden, commencing with Year 7 in 2003 and culminating in our first HSC cohort in 2008, there was no Year 12 in 2007. As such there were no school leavers over 15 years of age in 2007 other than those reported for Years 10 and 11.

Based on the information provided, the following data is evident for school leavers from Years 10 and 11 over the age of 15 years in 2007:

- 44% of school leavers over the age of 15 at the end of 2007 went to another Educational Institution such as a Public school citing family, financial or other personal reasons.
- 12% of school leavers over the age of 15 at the end of 2007 went to another Educational Institution such as a school specialising in the Arts/Performing Arts/Vocational Training citing a shift in educational focus (specialisation) or for personal reasons.
- 44% of school leavers over the age of 15 at the end of 2007 went to another Private (Independent or Catholic) school citing family or other personal reasons.

AREA 8: ENROLMENT POLICIES AND PROFILES

Arden is a comprehensive co-educational Pre-school-Year 12, providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the school and other criteria clearly articulated in the Enrolment Policy. Once enrolled, students and their families are expected to be fully supportive of the School's ethos and comply with the School rules to maintain the enrolment.

Procedures

1. All applications will be processed within the School's enrolment policy.
2. Consideration given to each applicant's supporting statement / interview responses regarding their ability and willingness to support the School's ethos.
3. Consideration given to each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/family, previous school(s) and other relevant persons.
4. Inform the applicant of the outcome.

AREA 9: SCHOOL POLICIES

School Policies are available on our school website (www.arden.nsw.edu.au). Additionally, Arden produces handbooks containing policies for each family in both campuses and for the Pre-school. They include: Welfare, Child Protection and Discipline. These are assessed and evaluated by staff and the School community on a regular basis. In 2007, the Discipline Policy was reviewed in both Campuses. OH&S policies developed across the entire School are available for viewing on the School Intranet.

Student Welfare

The protection of children and young people from abuse and neglect is given the highest priority at Arden. The School has a comprehensive Child Protection Policy and it is the responsibility of all staff to apply its contents stringently in accordance with their legal responsibilities. The School Chaplain is responsible for the spiritual welfare of the School community, with particular emphasis on the students and staff. Counselling is available to all students in the School. Senior School students may self-refer or be referred to the School Counsellor by parents or staff.

Student Discipline

Student Discipline takes several forms through the School and is outlined in the Discipline and Positive Behaviour Reinforcement Policy. Encouragement and Commendation awards are taken into account in the House competitions.

Pre-school and Kindergarten students proudly wear awards given by their teachers that reflect good work and positive attitudes. Children in Years 1 and 2 are presented with 'Gold Cards' in assembly each week for efforts worthy of praise or the accumulation of five House points. In the Primary Department 'Merit Certificates' are given for commendable efforts in any sphere of endeavour and are presented each week in Assembly. Three Merit Certificates earns a 'House Certificate' and three House Certificates earns a Principal's 'Seal of Approval'.

In the Secondary School, Commendations are given by staff, which accumulate points towards the award of House Patches and School Patches that are worn on the blazer. Three different levels of awards can be achieved; Bronze, Silver and Gold with the later two being awarded in Assemblies.

When students enter Arden they are expected to fully support the standard of conduct established by the School. Discipline is based on the principle that actions have consequences and accepting responsibility for our actions leads to growth and positive change. The School aims to teach and encourage self-discipline as a form of maturity. Positive reinforcement of Christian values is aimed for, both in and out of the classroom. The School has a zero tolerance approach to bullying. The School will fully investigate all instances of inappropriate behaviour and where necessary will apply discipline procedures in accord with School Discipline Policy. In the Secondary School, levels of punishment are related to the incident. All levels involve some form of counselling.

To ensure that all aspects of the School's mission for providing for a student's welfare are implemented, the following policies and procedures are in place.

Policy	Changes in 2007	Access to Full Text
<p><i>Duty of Care Policy encompassing</i></p> <ul style="list-style-type: none"> • Access & Egress Policy • Adventure Sports policy • Alcohol & Other Drugs Policy • Attendance Policy • Crisis Care & Counselling Policy • Duty of Disclosure Policy • First Aid Policy • OH&S Training Policy • Smoking Policy • Sports & Activities Policy • Stress Management Policy • Sun Safety Policy 	<p>Nil</p>	<p>Full Text on School Intranet</p> <p>Text of Duty of Care Policy & Duty of Disclosure Policy in Staff Handbook</p>
<p><i>Security Policies encompassing</i></p> <ul style="list-style-type: none"> • Accident Policy • Administration of Medication Policy for Outdoor Education & Tours • Amenities Policy • Arden Sport Transportation Policy • Bus Safety Policy • Chemical Safety Policy • Cleaning Staff Policy • Computer & Laptop Computer Policies • Critical Incident Procedure • Electrical Safety Policy • Emergency Evacuation Procedures • Emergency Planning Policy • Errands Policy 	<p>Nil</p>	<p>Full Text on School Intranet</p> <p>Text of Accident Procedure & OH&S Policies in Staff Handbook</p>

<ul style="list-style-type: none"> • Excursions Policy • Extended Excursions Medication Policy • Fire Safety Policy • Incident Report Forms • Lockdown Procedures for each Campus • Playground Management Policy • Risk Assessment Form, Matrix & Checklist • Volunteers Safety Policy • Work Experience Policy 		
<p><i>Student Welfare & Pastoral Care Policy encompassing</i></p> <ul style="list-style-type: none"> • Child Protection Policy • Child Protection Checklist • Positive Behaviour Reinforcement Policy • Bullying Policy • Homework Policy • Student Leadership Program 	<p style="text-align: center;">Nil</p> <p>Student Leadership roles continue to be developed.</p>	<p>Full Text in Staff Handbook</p> <p>Text of Positive Behaviour Reinforcement Policy in Student Diary</p> <p>Text of Bullying Policy & Homework Policy in Parent Information Booklets</p>

Reporting Complaints and Resolving Grievances

Should a member of the School community have a concern or grievance they should follow the procedure outlined below:

1. In areas related to the classroom they should speak with the staff member concerned in the first instance.
2. Should the issue not be resolved then it should be referred to Stage Co-ordinator (Primary School) or Lower/Senior Coordinators (Senior School).
3. If a satisfactory solution has not been reached the Head of the relevant campus should be informed.
4. If the situation is still unresolved the matter should be referred to the Principal.
5. Matters of continued concern should be referred, in writing, to the Chairman of the School Council who will refer the matter to one of the following:
 - Education Committee of School Council
 - School Council

AREA 10: SCHOOL DETERMINED IMPROVEMENT TARGETS**Priorities for 2007**

Arden began its secondary school in 2003 as a result of the continued demand for a school that could accommodate students in Year 7-12. As a result, we are progressing each year through to Year 12 in 2008. A property purchased at Epping and now leased at *Cambridge* has allowed this development to occur. We have been progressively seeking accreditation for each Year level with the Board of Studies and we are delighted to report that approval has been given by the Board of Studies. In 2007, our first group of Year 11 commenced with the writing and teaching of our HSC programmes. Naturally, the Secondary School development has been a priority within the Arden community.

Achievements of priorities for 2007

Area	Priorities	Achievements
Teaching and learning	To raise student competencies with their spelling skills K-6.	A new Spelling Programme, Spelling Mastery, was launched for Years 1 to 6. Spelling Mastery has proven to have a significant impact on the overall spelling achievement of students due to its whole-school approach. Students, who could have plateaued at a Year 3 level, were given the skills and strategies to progress to an advanced level. Students, who were already spelling above their grade level, were extended as they acquainted themselves with the inter-relationships of spelling, vocabulary, etymology usage and syntax.
	Food Technology and Hospitality as a growing high school department.	Food Technology and Hospitality have been areas of growth throughout this year and the Department has flourished creating experiences envied by most schools. One of these was the work placement of students to major hotels and restaurants throughout Sydney. Year 11 students were treated as employees for a long period of time, giving them valuable insight into industry.
	Collaborative Planning K-6	Strategic collaborative planning across stages became a priority. Under the direction of the Director of Curriculum, teachers met to reflect on current teaching and learning practises and implement elements from the Quality Teaching and Learning Framework.
	Tracking of Students academic achievement K-6	In Term 3, the Director of Curriculum and the Resource Team worked closely to put together a standardised assessment package. From here the longitudinal tracking of individual students was reviewed along with an educational report for 2007 being written. In light of this report, a focus for 2008 will be on teaching writing and Mathematics.

Student achievements	Appointed a new Gifted and Talented position on the K-6 campus to raise the profile of Gifted and Talented students.	Phoebe Goto received the University of NSW Medal for a perfect score in the ICAS English Competition. Sophia Mobbs was short listed for the Dorothea Mackellar poetry competition. Audrey Woollett was a finalist in the Young Scientist Competition. Tallulah Waterson, Year 8, was selected to be a part of the 2007 National Academic Talent Search.
Student Welfare	The weekly meeting of the Pastoral Care Committee. Strong development of the Student Representative Council from K-11.	Individual needs were addressed through our Counsellor, our Resource Team, and our Chaplain.
Staff Training	In Quality Teaching and Learning Framework; IT moodle training, Senior First Aid, Anaphalaxis and Asthma.	All staff trained in these areas. In excess of 80 workshops were attended by staff.
Facilities and resources	Development of the Senior School Years 10 and 11 and preparation for Year 12.	Setting up of the Senior Studies Centre at <i>Cambridge</i> for students in Year 10, 11 and 12.

AREA 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

When a child enters Kindergarten, a Year 6 girl or boy is designated as ‘Godparent’. The older children help the younger ones settle in to school and there are special occasions arranged during the year between the Kindergarten children and their ‘Godparents’.

In the Secondary School, Year 10 students undertake Peer Support leadership training and elect to take on this role in Year 11. Year 7 students are divided into small groups and are mentored by two Year 11 Peer Support Leaders through a series of sessions related to belonging, self-discipline and respect of others. Year 11 Peer Support Leaders also develop a link with Year 8 students in a similar way. Senior students regularly visit junior Tutor Groups to develop links between Junior and Senior students that will reinforce the Christian values of the School.

Sharing with others is a practical expression of the School’s Christian ethos. From voluntary giving or special effort, money is collected and placed into a Charity account. Some of the charities we assisted in 2007 were: Anglicare, Compassion Australia, Smith Family, Help Orphans Now, World Vision, Variety Club, Tabitha Foundation, Exodus Foundation, Careflight, Cancer Council, Crusader Union, NSW Guide Dogs, Salvation Army, Church Missionary Society, Jeans for Genes, Wildlife Warriors, CanTeen and TEAR.

From a very early age the students are encouraged to develop a sense of responsibility. The theory is brought into practice by allocating students' duties and providing situations where they are placed in positions of responsibility. Library Monitors are selected from Year 6 students. In Terms, 1, 2 and 3, Year 6 students are given the opportunity to carry out monitor's duties that involve a variety of important organisational tasks around the School. The highest level of responsibility at the Beecroft campus is seen in the Year 6 Student Council, which is elected by a consensus vote from their peer group and staff at the end of each year. Announcement of Student Council Officers for the following year is made towards the end of the year.

At Beecroft and Epping campuses, the Student Representative Council (SRC) continued to work on a variety of projects. The purpose for establishing the SRC is to empower Arden students to actively participate in Target Projects in which they feel they are able to make a constructive difference to the school and wider community, fostering a lifelong desire to be citizens who contribute positively to society as a whole.

The SRC membership consists of

- 1 member per Grade and the Student Council in the Primary School
- 1 member per Year per House in the Secondary School

The Beecroft Campus has focused on recycling, the 'Friend-ship' program and arranging a visit from St Lucy's Special School.

Target Areas

- Christian Outreach
- Environmental Issues
- Community Service/Action
- Student Welfare

Epping Student Representative Council was responsible for designing the new Senior Secondary uniform, organising our first Year 10 Formal and supporting the Sri Lankan orphanages through fundraising.

The coordinators of the SRC at each Campus regularly arrange meetings.

One House Captain will be elected each year from Year 11 students and they will work with the SRC to provide leadership within each House. Year 11 students also nominate to be Peer Support Leaders for younger students within the School.

In 2008, School Captains and Vice Captains will be elected from Year 12 students to lead the School for the year.

A new system for introducing leadership roles was developed at the Epping Campus and was implemented through House Captains commencing in 2007.

AREA 12: PARENT, STUDENT AND TEACHER SATISFACTION

Arden is very proud of its parent involvement. The P&F, led by Mr Bill Bassett, have planned and organised many activities and functions for parents; New Parents' Night, Nine and Dine Golf Day, Family Picnic and the Arden Ball. Term meetings and planning for the 2007 Fair gave an

opportunity for parents to be a part of the fun and fellowship in the School. The success of this biannual event proved that the Arden community works well together for a common purpose when the level of involvement includes not only parents, but also staff and students from every level of the School.

The Epping Auxiliary, led by Mrs Karen Blake, ran a number of events for families across the School. These include: Shakespeare Theatre event for families, Student Film Night and Family Portraits.

The Mothers' Club, led by Mrs Janine Raue, supported the School in so many ways whilst creating opportunities for fellowship through fundraisers such as Pie Drives, Mothers' Day and Fathers' Day stalls, luncheons and outings. A highlight was the Pink Ladies evening where valuable funds were raised for medical research. Arden relies on the partnership with parents for many aspects of the daily program. Whether it is in the classroom, reading groups, on the sporting fields, canteens, clothing pool, working bees, transport, coaching and the School Fair. Parents are valued for all their help.

The Godparent and Peer Support Programs demonstrate the strong sense of belonging within the student population. As the number of enrolments grows steadily, it is interesting to note that more of our students from the Junior Campus move seamlessly onto the Senior Campus as they embark on their Stage 4 studies, rather than move to neighbouring high schools.

Formal communication between parents and teachers is encouraged through the school newsletter, semester reports, parent-teacher interviews and communication in the School diary.

Informal feedback from teachers and discussions with Heads of Department and Stage Coordinators provide opportunity for staff feedback in terms of morale, school operations, work roles and recognition. There has been little movement of staff to other schools and Arden continues to attract staff with experience and a desire to be a part of a new and developing school.

AREA 13: SUMMARY FINANCIAL POSITION

