Parent Satisfaction

Parent feedback is an integral way of ensuring Macarthur connects with the opinions of those who have a key interest in the well-being of children within the School. In most cases, anecdotal conversation between teaching staff and parents gives a brushstroke of current levels of satisfaction. Where a parent has a significant negative issue, a formal interview will be arranged with Executive staff to ensure the concerns are understood and every option considered in order to resolve any reasonable complaints.

The last formal parent survey was conducted in 2011 by the request of the Headmaster to gather information that would best gauge the current level of satisfaction of Parents. This was carried out by means of an anonymous survey formulated and analysed by MMG Education, Level 4, 191 Clarence Street, Sydney. The review was extensive and covered a wide range of related education areas. It is a costly but worthwhile exercise for such reviews to be carried out by an external professional body, such as MMG Education. Due to the cost, it is not possible, nor productive, to conduct the review across the parent sector every year, however, it is the intention of the Headmaster to offer parents this survey again in the near future.

The information provided below concerning the levels of satisfaction among parents

Parent Satisfaction

For research based opinions of parents, please refer to the Annual Report to the Board of Studies, 2012, for results such as the following:

82% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School

85% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School

92% of parents noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children

82% of parents noted that their expectations were met or exceeded in relation to the academic standards

87% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School

89% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership.
Some examples of comments include including expressions of gratitude from some community members, are shown below. Comments that have resulted from the parent survey upon the withdrawal of a student are identifiable by the question shown in brackets:

I would like to take this opportunity to thank yourself and your staff for everything you have done for us as a family. Your ongoing support, prayers and patience, pastoral care and Christian love have been there for us throughout our time at the school.

D and I are pleased to donate the attached funds to Macarthur Anglican School in recognition of the superb teaching and mentoring which J enjoyed and S continues to enjoy.

I would like to thank the students from your College who kindly cleaned up my garden (in my absence as I was in Victoria.) It was wonderful to arrive home to see the great job that they had done. I really appreciate the effort they put in and it will encourage me to keep going.

Your generous gift of time towards the work of the African Aids Foundation is once more appreciated. The concert was excellent. On behalf of the Board of Directors please accept our sincere thanks for the donation that has been given to our work.

We would sincerely like to thank you for your care of N over the last 6 years. When choosing a suitable high school for him, we were faced with many options to weigh up. In reflection, we feel so fortunate with the choice we made.

We will never forget the impact you have had on our family. Saying a mere thank you seems so inadequate. Please know that you have all made a huge and lasting difference in our lives.

We have been extremely happy with the way the school has cared for and educated our children. . . . Our decision to send our children and to keep sending them to Macarthur, has been one of the best choices we have ever made.

I want to congratulate you for your ongoing initiatives that you and your staff take for the betterment of the school. Without the correct leadership and guidance, staff and children work with complacency and without commitment.

H and I thank you for your courtesy and help shown to our daughter A and your acceptance of our three grandchildren to Macarthur. We are delighted that they will be a part of what we believe to be a superior school in many ways. Both J and T benefited from their time there and we are grateful.

Macarthur Anglican School has helped N through high school. N struggled with his studies but the school helped him though the last few years. [Do you have any dissatisfaction with the school?] Nothing at all.

[Have you been happy with A’s progress at Macarthur Anglican School? Could the school do more to help with academic progress?] Yes, happy. [Do you have any dissatisfaction with the school?] None at all. Love the school.

[Have you been happy with A’s progress at Macarthur Anglican School? Could the school do more to help with academic progress?] Yes, we have been happy, especially with learning support. [Do you have any dissatisfaction with the school?] No.
[Have you been happy with A’s progress at Macarthur Anglican School? Could the school do more to help with academic progress?]

J has progressed reasonably well however, I don’t feel the school encourages mid-stream students as well as it could.

**Student Satisfaction:** As mentioned in the opening statement of this section, a very comprehensive research study of students was carried out in 2015 by MMG Education. The research, which focused on students of Years 7, 9 and 12, covered the areas Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-sport Co-curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources and School Reputation. The report, *2015 Years 7, 9 and 12 Student Review*, provides comprehensive data on each separate year group and comparisons between male and female students.

Students were asked to note the level that their expectations had been met in relation to key areas at Macarthur.

This chart below provides all student’s scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is ‘very high’ (91%) which is above MMG’s student school average benchmark score of 87%
Students were asked to note the level that their expectations had been met in relation to key areas at Macarthur.

This chart provides all student's scores ranked in the order of their expectations met/exceeded.

Overall, expectations met/exceeded is 'very high' (91%) which is above MMG's student school average benchmark score of 87%.
Further Information Concerning Student Satisfaction

Each year, at the annual Speech and Awards Night, students who have completed their entire school education at Macarthur Anglican School receive a Kindergarten to Year 12 Award. In 2015 twenty-three students will graduate receiving this recognition. This is 27% of the cohort as compared to 36% of the cohort in 2014.
From a group of 83 Year 12 students, this number of awards was particularly remarkable in demonstrating the long-term commitment of these families to the school and the satisfaction of the students themselves in attending Macarthur. Three students left Macarthur at the completion of Year 10. Overall, the level of satisfaction is very high and continues to increase as each new survey indicates. These students and their families have shown a high level of loyalty to the school. The enduring outcomes of Macarthur, in producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others, are highly regarded.

**Staff Satisfaction**

Results from the 2011 Staff survey conducted by MMG indicate the following levels of staff satisfaction.

93% of staff noted their expectations were met or exceeded in relation to the quality of teaching at the School.

94% of staff noted their expectations were met or exceeded in relation to the quality of student welfare at the School.

92% of staff noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children.

87% of staff noted that their expectations were met or exceeded in relation to the academic standards.
88% of staff noted that their expectations were met or exceeded in relation to facilities and resources at the School.

88% of staff noted that their expectations were met or exceeded in relation to the Headmasters leadership.

**Further Information Concerning Teacher Satisfaction**

Staff satisfaction is generally measured qualitatively by noting their demeanour while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students. There are also several indicators of the degree to which staff are satisfied with the school:

The high average daily staff attendance rate of 96.5% for 2015 compared with 97% for 2014. This figure is based on sick leave and other forms of personal leave including unpaid leave, but not including leave to attend professional development activities. It is calculated by totaling the number of sick and unpaid leave days from school records and expressing this as a percentage of the total possible days of attendance by staff during the school year.
The number of staff members who have served the school for extended periods. This is shown in the following table:

**Teaching – Periods of Service attained by the end of 2015**

<table>
<thead>
<tr>
<th>Period of Service</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 years</td>
<td></td>
</tr>
<tr>
<td>10-15 years</td>
<td></td>
</tr>
<tr>
<td>15-20 years</td>
<td></td>
</tr>
<tr>
<td>20 or more</td>
<td></td>
</tr>
</tbody>
</table>

At the end of 2015 one long serving staff member retired after 26 years of service to the School.

In all cases, departing employees express gratitude for the opportunities they have had in working at Macarthur in either a teaching or support role.

The number of staff who are involved in activities that entail hours or days of time beyond the classroom, including:

- Duke of Edinburgh Awards Scheme – weekend and vacation treks.
- Annual Snow Sports Programme – winter vacation.
- After school sports training.
- Agriculture Show Team – Kangaroo Valley, Goulburn, Moss Vale, Camden and Royal Easter Show weekends and vacation time.
- Attendance at evening debating and public speaking competitions, award ceremonies etc.
- School production rehearsals and performances after hours, at weekends and in holidays.
- School concerts and drama performances.
- Year 12 Study Camp in vacation time.
- Staff and family social gatherings such as the Year 7 Welcome Barbecue, House Barbecues.
• Attendance at staff professional development activities, some occurring in a staff member’s own time.
• School tours during vacation periods, some overseas tours to the extent of a whole holiday period.
• After-hours student/family formal occasions such as the Year 12 Dinner, Annual School Ball.
• Community Service Programmes after school.

The Macarthur staff is motivated and committed towards engaging students and providing an outstanding and stimulating education, as can be seen in the list above, depicting the extensive involvement of staff during their own time.

The dedication of staff in giving up their time and in being prepared to be away from their own families, sometimes for several days or even weeks, is appreciated by the school and frequently recognised in the comments of parents and feedback from students. Macarthur is never short of willing and enthusiastic staff to support these and similar events, which make up the unique set of opportunities available to the students.