

MACARTHUR ANGLICAN SCHOOL

Established traditions,

proven success!

CONTINUAL SCHOOL IMPROVEMENT

EMBEDDING EXCELLENCE

2014-2018

(REVISED FOR 2017)

LAST UPDATED 2 DECEMBER 2016



Find your place at Macarthur

*Established
1984*

where opportunities abound

INTRODUCTION

Macarthur Anglican School is committed to planning for the future and aligning policies and practices with the School's Mission, Purpose and Priorities and in so doing, embed continual school improvement throughout the activities of the School. *Continual School Improvement* builds on the previous work of School Council that has established Macarthur as a School of distinction over its first 30 years of operation. *The Macarthur Way* and the *Ten Pillars of Macarthur* (reproduced in the following pages) give substance to the two mottos of the School. First and foremost is the motto 'Through Christ Alone', which gives voice to the Christian spiritual and theological underpinning of the School. 'Enter to Learn and Go Out to Serve' is the practical manifestation encouraged in all students of the Christian worldview encouraged at the School.

Continual School Improvement provides the Macarthur community with clear direction for the next five years. It states the School's Mission, Purpose and Priorities as well as the values as articulated in the *Ten Pillars of Macarthur*. It contains the School's strategic intent and a set of tangible strategies designed to help achieve these strategic outcomes. There has been a process of consultation with students, parents and staff as well as reviewing local, national and international research and trends relating to the future of education.

The School Council and Headmaster are committed to such a process and believe it to be fundamentally important in ensuring the correct allocation of available resources to facilitate sustainable improvement, growth and success of Macarthur Anglican School. In formulating the *Continual School Improvement* plan regard is given to National School Improvement Tool and where appropriate considers the impacts of the other educational documents such as The Melbourne Declaration, the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, the National Safe Schools Framework, the Quality Teachers Inspired Learning document and the BOSTES Registration and Accreditation requirements including Teacher Accreditation.

Continual School Improvement will be reviewed regularly by both the School Council and the Headmaster's Executive. Adjustments will be made based on data collected surrounding academic achievement, student engagement, community engagement, as well as changes in the School's operating environment including enrolments and any new challenges or opportunities that may arise from time to time. This evaluation and monitoring will allow the School to adapt strategically and efficiently as appropriate.

This document stands as testament to the desire of the School Council, Headmaster and Staff of Macarthur Anglican School to be involved in a process of continual improvement through data collection, performance measurement and reflective practice.



Mrs Annabel Michie
Chair of Council

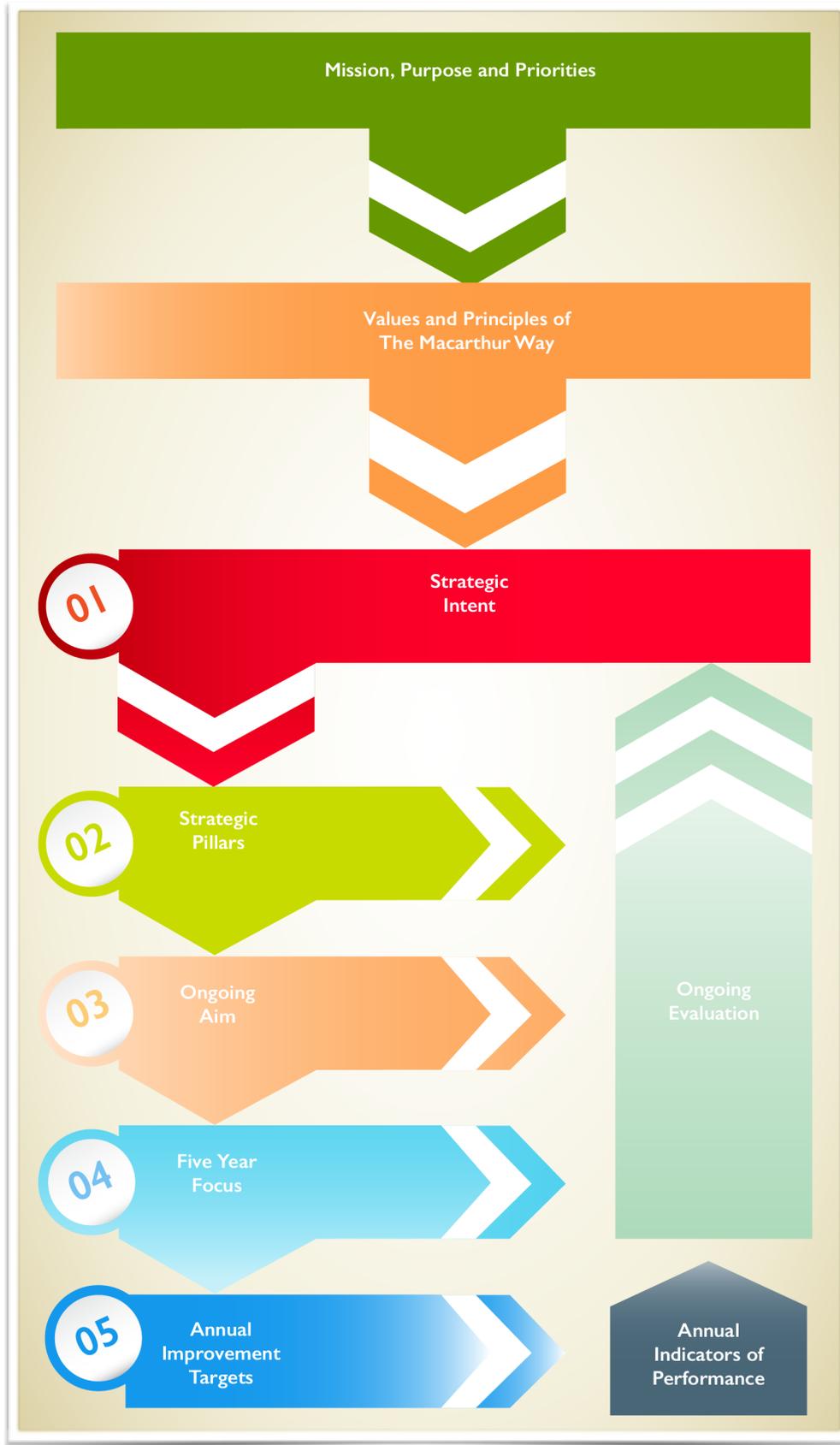


Dr David Nockles
Headmaster

SECTION I

FROM STRATEGIC INTENT TO MEASURING PERFORMANCE

The flow chart below diagrammatically represents how *Continual School Improvement* fits within the School Council's Mission, Purpose and Priorities, how it is to be structured and most importantly how it is to be evaluated and reviewed. Section 3 gives a detailed description of the Strategic Pillars, Ongoing Aims, Five Year Focus and Annual Improvement Targets.



SECTION 2

SCHOOL MISSION

To provide an education that in its content and environment allows for full individual development in the spiritual, academic, physical, artistic/creative and social domains based on a clear biblical perspective in accordance with the doctrines and principles of the Anglican Church of Australia in force in the Diocese of Sydney.

PURPOSE AND PRIORITIES

In pursuit of its Mission, Macarthur Anglican School will:

1. Depending upon God, provide a context of knowledge, support and encouragement without undue pressure, within which students are free to make and maintain such commitment to Jesus Christ and His teaching as would lead them to develop mature Christian lives.
2. Recognise that students have a range of abilities and provide teaching that delivers the appropriate levels of instruction and opportunities to develop skills which will enable them to reach their potentials and pursue further learning throughout their lives.
3. Recognise that students are developing physical beings and provide appropriate programmes that will enable them to:
 - (a) Appreciate the capabilities of the human body
 - (b) Extend and develop their personal abilities, and
 - (c) Develop behaviour and attitudes conducive to living healthy lifestyles
4. Recognise that students have a range of talents and provide appropriate opportunities to encourage them to develop their talents for their own enrichment and that of the School and its community.
5. Recognise that students are social beings and provide its programmes (spiritual, academic, physical and cultural) in a manner that will encourage the development of attitudes, behaviour and standards to enable wholesome relationships with other students, teachers, family and the wider school community.

VALUES AND PRINCIPLES OF THE MACARTHUR WAY

The values and principles that form the basis of 'The Macarthur Way' are articulated within the School community as the 'Ten Pillars of the Macarthur Way'. They are underpinned by the doctrines of the Sydney Diocese of the Anglican Church in Australia and support and reflect the Australian Government's National Framework for Values Education in Australian Schools (2005).

TEN PILLARS OF THE MACARTHUR WAY

Macarthur is a Christian School and its intention and desire is that the values underpinning all that is done in this community is inspired by, can be found within and are expressed through the Bible.

The 'Ten Pillars of the Macarthur Way' give meaning and purpose to the multiple interactions at the School in whatever context that might occur. They guide all that the School does, as the School Council, the Headmaster, staff, students and parents strive to achieve the School's Mission, Purpose and Priorities.

1	Learning	Seek to always grow in knowledge, skills and understanding
2	Wisdom	Apply knowledge in a way that is morally right
3	Excellence	Strive to make everything one does better than before
4	Integrity	Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions
5	Respect	Respect and care for yourself and others and appreciate individual and cultural differences and their uniqueness. Be polite and courteous to others
6	Self-Discipline	Seek to do what is right and proper without the need for external influences and to be polite others
7	Honesty	Seek and communicate the truth. Commit to be trustworthy and reliable in all that you do.
8	Service	Develop an awareness of an individual's vocation to serve God and others
9	Responsibility	Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.
10	Humility	Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God

SECTION 3

STRATEGIC INTENT

In the breadth and complexity of the School there are a wide range of activities that are in operation that make Macarthur the School that it is. It is this rich fabric that gives Macarthur students broad opportunities and is a cornerstone to the School's ongoing success.

SELF ASSESSMENT AND EVALUATION FRAMEWORK

The particular points of foci outlined in *Continual School Improvement* are not intended to encompass all facets of the School but by their nature concentrate on specific areas or programmes with a focus for improvement. As the School's strategic intents are reviewed from year to year the Strategic Pillars outlined below will change, adapt, be added to or removed.

In order for this to occur there needs to be a system of self-assessment. At Macarthur this is done by reflecting on what is done throughout the year. In order to assist with the reflection a number of external agencies and measures are used.

The School Council conducts an annual internal review of its function with an external review conducted every three years. A Council Planning Day takes place each year which also reviews the structures and processes involved in the Governance of the School.

Each Year the School undertakes an external survey, conducted by MMG, of all students towards the end of Year 7, Year 9 and Year 12. The MMG survey produces a significant amount of data about the efficacy of a wide range of school activities including but not limited to academic matters, teaching and learning, sport and co-curricular, music, student welfare and pastoral care including bullying, the House system, and communication.

Feedback from parents is also readily sought through the Parents and Friends groups including Men@Macarthur and Women@Macarthur. Exit surveys of parents whose have withdrawn students from the School are also collated.

Each year a comprehensive external analysis of the HSC examination is conducted. This along with the NAPLAN testing data as well as the Schools own external assessment and student profiling provides considerable data on the academic progress, tracking and efficacy of the School academic programmes.

Regular reports to the Diocese also provides an opportunity to reflect on current practice and allows for improvement to take place as deemed necessary.

Based on this wide array of both internal data and external review the senior staff determines the strategic pillars that need greatest focus and attention and work on the Ongoing Aims, Five Year Focus and Annual Improvement Targets.

As this is an ongoing process this framework assists with both the development of new Improvement targets as well as measuring the success of current Improvement Targets. In Addition, predetermined Strategies for Improvement are developed alongside each Improvement Target for review and evolution at the end of each year.

SECTION 4

STRATEGIC PILLARS

Within a Christian worldview and while retaining the valuable traditions established since foundation, Macarthur seeks to pursue a positive, rigorous and contemporary curriculum and learning community. In so doing, the School will foster an innovative and effective teaching and learning environment that encourages student, staff and parent involvement with an aim to graduate students who will bring Glory to God in their service to others and their successes beyond school.

The following Strategic Pillars form the backbone of the School's Statement of Intent.

1. A Christian Foundation in the tradition of the Anglican Church of Australia as found in the Diocese of Sydney
2. A ubiquitous academic culture of student focused teaching and learning
3. An education that encompasses a wide variety of co-curricular activities from which students are able to pursue a pre-existing passion or to discover a new one
4. An ICT pedagogy and infrastructure strategy that is embedded throughout the School, enhancing quality teaching and learning
5. A programme of Christian and humanitarian outreach to local, national and international communities
6. A clear focus on our Asian neighbours and the world beyond
7. An effective process of Staff Recruitment, Retention and Professional Learning and Development
8. A culture of Community Engagement and Partnership
9. A financial plan that is responsible, stable and robust
10. A Campus Master Plan for building and grounds development

For each of the Strategic Pillars an **Ongoing Aim** has been developed. This gives a general direction for the School Community in areas of key importance. Emergent from each **Ongoing Aim** is the **Five Year Focus** which in discussion with staff give rise to **Annual Improvement Targets** for direct attention. The staff in various sections of the School have developed for the Headmaster's approval a number of **Annual Indicators of Progress** for each **Annual Improvement Target**. These indicators will be used to monitor and evaluate the Strategic Intent of the School on an ongoing basis with regular reports provided to the Headmaster's Executive and then School Council.

SECTION 5

STRATEGIC PILLAR ONE

A Christian Foundation in the tradition of the Anglican Church of Australia as found in the Diocese of Sydney.

ONGOING AIM

The School will communicate and reinforce the foundational Christian values throughout the School community to encourage all to freely make and maintain such a commitment to Jesus Christ and His teachings as would lead them to develop mature Christian lives.

FIVE YEAR FOCUS

1. Deepen the culture of respect throughout the School community to God, others, self and the environment by aligning School policies and practices with the School's Christian principles.
2. Graduate students with a clear understanding of Christian heritage, belief, faith and a Christian world view.
3. Maintain a whole School Biblical Studies Curriculum that provides knowledge acquisition and research skills that provides the foundation to Christian Wisdom.
4. Maintain and develop Christian Ministry that clearly presents the Gospel and engages students in Christian discipleship through weekly Chapel services and various activities and gatherings
5. Develop a whole School approach to Academic and Pastoral Care that is based on Christian Values as articulated in the Ten Pillars of Macarthur emphasising leadership, character development, peer relations, the caring classroom and service to others.

STRATEGIC PILLAR TWO

A ubiquitous academic culture of student focused teaching and learning.

ONGOING AIM

The School will encourage a culture and love of learning by providing rigorous, contemporary, innovative, high-quality learning and teaching focused on academic achievement of excellence relevant to the diverse needs of the students.

FIVE YEAR FOCUS

1. Reinforce the academic culture of high expectations with a growth mindset that aims to build consistent standards of academic discipline, time on task, respectful scholarship, courtesy, safety and care among the students of the School.
2. **Develop** capacity as an academically focused school to promote contemporary and innovative approaches to learning and teaching which emphasise critical and creative thinking through the ongoing development of the Innovation and Research Centre (IRC) for Learning and Teaching.
3. Provide a differentiated learning environment that caters for the gifts and talents of students and those with special needs.
4. Provide systematic and whole-school approach to the teaching of literacy.
5. Reimagine assessment that focusses on assessment for learning, assessment as learning, collaborative enquiry, and different developmental stages of learning and review Academic Reporting to reflect this form of assessment.
6. **Embed** Christian world view principles and educational philosophy throughout the teaching and learning programmes.

STRATEGIC PILLAR THREE

An education that encompasses a wide variety of co-curricular activities from which students are able to pursue a pre-existing passion or to discover a new one

ONGOING AIM

The School will provide a broad range of activities that allow students to develop and enhance the quality of their learning through a balance of co-curricular opportunities including sport, music, other performing and creative arts, outdoor adventure, agriculture and other cultural pursuits.

FIVE YEAR FOCUS

1. Enhance the quality of learning through the co-curricular music programme, peripatetic music lessons and other performance opportunities such as musicals and drama productions.
2. Continue to develop the various Agricultural Show Team opportunities and competitions including exploration of different animals and cropping.
3. Provide a breadth of competitive and recreational sporting opportunities.
4. Enhance the quality of student engagement through the Outdoor Education Camping Programme and other outdoor education opportunities.
5. Develop residential opportunities for students to attend in order to hear the Gospel or to develop Christian discipleship.
6. Develop and enhance the quality of learning and the balance of co-curricular opportunities for all students through sport, music, other performing and creative arts, outdoor experiences, agriculture and other cultural endeavours.

STRATEGIC PILLAR FOUR

An ICT pedagogy and infrastructure strategy that is embedded throughout the School, enhancing quality teaching and learning

ONGOING AIM

Establish the School's ICT pedagogy and infrastructure resources so that they serve the educational and administrative needs of the School

FIVE YEAR FOCUS

1. Establish a clear focus for the ongoing development and promotion of ICT throughout the School.
2. Develop systems, policies and practice to allow the full integration of iPads into the teaching and learning of all students from Year 5 to Year 12.
3. Articulate the pedagogical benefits of iPad technology in teaching and learning.
4. Develop the School's capacity as an innovative School to promote contemporary approaches to learning and teaching through the use of information and communications technology in learning.
5. Set and achieve high standards of service, effectiveness and efficiency in information and communications technology support functions.

STRATEGIC PILLAR FIVE

A programme of Christian and humanitarian outreach to local, national and international communities.

ONGOING AIM

Develop a programme of Christian and Humanitarian outreach that aims to benefit both those visited and the students who participate.

FIVE YEAR FOCUS

1. Continue to develop a sustainable Thailand Outreach Programme that is not reliant on other schools as partners.
2. Establish more permanent links with schools in Far North Queensland so as to establish an annually reproducible programme for an outreach to aboriginal students and communities.
3. Explore the possibility of hosting a group of aboriginal students for a time in the School.
4. Further develop the local Community Support Team as a regular element of the co-curricular programme.
5. Resource the Student Awareness Project for students to raise funds and awareness for various human rights and social justice issues.

STRATEGIC PILLAR SIX

A clear focus on our Asian neighbours and the world beyond

ONGOING AIM

Continue to resource and plan for the ongoing implementation of an Asian and wider world perspective across the whole School.

FIVE YEAR FOCUS

1. To continue promoting an international perspective of the world with students and parents with a particular focus on Asia and our close neighbours.
2. Encourage teachers to integrate studies of Asia in key learning areas.
3. To maintain the teaching of the Indonesian language as a core curriculum subject from Transition to Year 8 and elective in Years 9-12.
4. Continue to develop the International Student Programme, recruiting students from primarily Asia.
5. Establish a self-sufficient short stay study tour programme for students from Asia.
6. Continue and strengthen the various International link school relationships with:
 - a. Lévy József Református Gimnázium - Misolc, Hungary
 - b. Nihon University the Third High School - Tokyo, Japan
 - c. MTSN3 - Jakarta, Indonesia
 - d. St Michael's Secondary School - Kilolo, Tanzania

STRATEGIC PILLAR SEVEN

An effective process of Staff Recruitment, Retention and Professional Learning and Development.

ONGOING AIM

The School will recruit and retain quality staff and improve the capacity of our existing staff to become leading practitioners who display a love of learning and add significant value to the learning experiences of the students and their Christian character of the School.

FIVE YEAR FOCUS

1. Develop and implement a consistent educational philosophy and culture encompassing the spiritual, academic, pastoral, cultural, and physical dimensions of the School.
2. Become an employer of first choice and provided appropriate and attractive facilities and incentives for highly qualified and competent new staff to join the School.
3. Benchmark and review staff performance using core standards, developing and articulating staff policies and procedures, supervising performance and providing feedback.
4. Through the School's 'Professional Learning Practice', build staff capability and individual and collaborative professional learning including: goal setting; professional practice and learning; and reflection, review and feedback; that leads to innovation and creativity in practice.
5. Encourage staff to be involved in observing, analysing and evaluating student learning and to engage in collaborative learning discussions so as to increase the performance, camaraderie and academic engagement of staff.
6. Attract and retain highly skilled Christian teachers and support staff across the School who support and will add to the School's model of Christian Education.

STRATEGIC PILLAR EIGHT

A culture of Community Engagement and Partnership.

ONGOING AIM

The School will strengthen our culture as a welcoming, accessible and outward-looking School through significant partnerships with local, national and global communities.

FIVE YEAR FOCUS

1. Continue our engagement with the Anglican Church in the Diocese of Sydney, families of our community, and our Alumni.
2. Build on the traditions of the School and develop new approaches to enhance community and in particular forge links with friends of the School and Alumni.
3. Strengthen the local, national and international standing of the School by developing strategic partnerships, which benefit our students' learning pathways, the development of staff expertise, and School operations and facilities.
4. Develop the International Student Programme to include more robust enrolment numbers in light of increased registered capacity and short stay students.
5. Coordinate community activities, sponsorship and fundraising by promoting a strong sense of belonging and cohesion among the parent support groups, Alumni and other friends of the School.

STRATEGIC PILLAR NINE

A financial plan that is responsible, stable and robust.

ONGOING AIM

The School will strengthen the financial sustainability across the organisation to create and maintain an outstanding and inspiring place of learning.

FIVE YEAR FOCUS

1. Maintain an effective, rigorous and transparent approach to financial management with an emphasis on auditing, modelling, systems and processes.
2. Set and achieve high standards of customer service, effectiveness and efficiency with an emphasis on maintenance, facility management, operations, finance, human resources and administration.
3. Enhance the School's branding, standing and reputation with an emphasis on opportunities for students, student achievement and traditions of the School.
4. Ensure future growth through an effective whole School Philanthropic program.
5. Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies.

STRATEGIC PILLAR TEN

A Campus Master Plan for building and grounds development

ONGOING AIM

The School will continue to develop the physical amenity of the campus with an intention to create and maintain outstanding purpose built facilities that promote learning as a key function and provide for the needs of all students.

FIVE YEAR FOCUS

1. Develop and maintain outstanding school facilities and equipment to meet the changing needs of the students.
2. Develop playground and sporting fields that promote healthy lifestyle, team work and community amongst the students.
3. Have a scheduled maintenance programme that oversees the cleaning and upkeep of buildings so as to always have safe and secure environments for teaching and learning.
4. Develop and implement a “minor Capital Works Programme” to plan for and improve the amenity for students including pathways, shaded areas and seating.

**SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS
2017**

Strategic Pillar	Targets
1	<p>To enhance Biblical Studies teaching and learning programmes so as to provide robust, stimulating and academically challenging courses (K-9) and Biblical Studies seminars for Year 10, 11 and 12 through broader staff involvement.</p> <p>Provide support and strengthen student involvement in Christian Leadership opportunities and experiences through Scripture Union as well as School based groups such as Oasis, Bible Studies and Faith in Action.</p>
2	<p>Cultivate a growth mindset among students which will help them develop self-efficacy, embrace challenges, see mistakes as learning opportunities and develop scholarly independence by valuing feedback and taking responsibility for their own learning.</p> <p>Enhance the focus on innovation and research in all aspects of the School's teaching and learning environment through the operations of the Innovation and Research Centre (IRC) and seek ways to use the IRC for cross curriculum deep thinking activities.</p>
3	<p>To provide a greater opportunity for students to become involved in co-curricular activities through a diversity of options that will help to engage students outside of the classroom.</p> <p>To increase the involvement of all students, particularly girls in STEM activities, including Computer Programming and Robotics, further building on the existing groups.</p>
4	<p>Continue to improve the communication with the School community via the electronic Bulletin, email and permission notes via 'Parent Paperwork'.</p> <p>Further plan and implement the introduction of a Macarthur Parent Portal improving online communication with parents including the potential for parents to access administration documents and academic reports.</p>
5	<p>Seek a new international educational institution with which to partner allowing Macarthur student the opportunity to support this around the world who are less fortunate than themselves.</p> <p>Establish a 'coalface' activity in the local community that aims to expose the students to needs within the local community and seeks ways to support local initiatives.</p>

**SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS
2016 (CONT)**

Strategic Pillar	Targets
6	<p>Establish a portfolio of Alumni who have engaged with and utilised their Asian language skills or worked in Asian countries to be ambassadors within the School to help promote Asia literacy and its relevance to employment and study opportunities for the students.</p> <p>Look at an Asia study tour (eg Indonesia, China or Japan) for staff to be up skilled in knowledge about Asian countries and enhance their own Intercultural competence/understanding.</p>
7	<p>To implement the recent changes to the Teacher Accreditation Act including the structure and implementation of the new TAA guidelines and further improve the processes around the orientation of teachers, bringing the goals of the orientation in line with NESA Teacher Accreditation Guidelines.</p> <p>To improve School monitoring of teachers seeking maintenance of Accreditation at the 'Proficient Teacher' level by providing NESA endorsed accredited courses and continuing to build staff capacity and individual and collaborative professional learning through the Peer Learning Programme (PLP) and Professional Experience Programme (PEP).</p>
8	<p>Continue the establish programmes of community engagement.</p> <p>Seek ways to better engage Alumni with the School with the potential for them to be involved in sport, co-curriculr as well as academic engagements with students.</p>
9	<p>Develop the online advertising that commenced last year evaluating its success and areas for modification.</p> <p>Regular financial report updates are to be provided to Faculty Heads, relevant supervisors and Senior Staff, communicating current year to date expenditure against approved Budget for their cost centre.</p>
10	<p>Expand the minor Capital works programme of the School so as to provide better amenity for the students.</p> <p>Continue to explore the possibility of a Capital Campaign intended to raise money for the future building needs of the School including GPLAs and well as Science specialist rooms.</p>