

Macarthur Anglican School, like all schools, plays a key role in promoting respect and responsibility among its students. At Macarthur, respect and responsibility are promoted from the moment a child enrolls, whether that is at an early age among those who enroll in the Junior School – in Transition or Kindergarten to Year 4 – or at a later time, such as the beginning of Year 7 or any other level if they transfer from another school.

### **Leadership Opportunities**

Opportunities to practise leadership are an important element in developing responsibility, while at the same time, there is an onus upon others to show respect for those who lead. From among Year 6 are chosen the first group of Student Leaders (usually 10 students) giving relatively young students their first experience in handling this responsibility. Clearly, older students have more opportunity to contribute to the school through leadership, but the system at Macarthur allows for a graded progression from Year 6 Leaders, through to the levels of Middle School Prefect (chosen from among Year 9 students) and finally School Prefect when students reach Year 12 (approximately 20 students).

In addition, the school has created a number of other leadership positions reflecting the wide range of sporting and cultural activities carried in the school. The full list of school leadership positions is as follows:

- School Captain (one student); School Vice-Captain (two students); School Prefect (twenty students)
- Middle School Prefect (eight students);
- Year 6 Student Leader (ten students);
- House Captains (six students);
- Captains of Sporting Activities (Swimming, Athletics, Cross Country and Snow Sports)
- Christian Ministry Leader (one student);
- Music Leaders (four students – Choirmaster, Bandmaster, Orchestrator and Drum Major);
- Peer Support Leaders –Pastoral (approximately twenty-four students).
- Peer Academic Mentors (varying numbers) with senior students offering support in developing study programmes for Year 7.
- Students appointed in the first three categories above (Prefect or Year 6 Leader) are presented with insignia, such as a badge, at an assembly in front of their peers. Together they must then make a pledge by reading an oath of office as follows:

#### **Oath of Office**

Revised 2014

*Headmaster:* Do you promise to be a positive role model for students at Macarthur Anglican School and for the wider community?

***Prefects:* I promise to strive towards the high standards the School expects of me and to set an example for others to follow.**

*Headmaster:* Do you promise to lead wisely and humbly?

**Prefects: I promise to lead as Jesus has taught us, through service to others.**

Headmaster: Do you promise to treat all members of the School and wider community with patience and respect?

**Prefects: I will respect all members of the School and wider community and treat them as I would want to be treated.**

Headmaster: Do you promise to take the responsibilities of office with sincerity and work for the benefit of those you serve?

**Prefects: I promise to strive to do my best as I fulfill my leadership responsibilities.**

Headmaster: May God guide and empower you to perform the promises that you have made this day.

In addition, each student leader is presented with a small card on which is printed a Bible text, which they are required to refer to as a statement of how leadership is to be carried out:

*Be shepherds of God's flock that is under your care, watching over them — not because you must, but because you are willing, as God wants you to be; not pursuing dishonest gain, but eager to serve; not lording it over those entrusted to you, but being examples to the flock. 1 Peter 5: 2 – 3*

The school also encourages senior students to participate where possible in Youth Leadership Conferences. For several years, 2014 included, a number of students have participated in:

- Global Youth Leadership Conferences
- UN Youth Debate
- Local Council Youth Leadership Conference
- U-Turn the Wheel
- Young Leaders Day – Homebush
- Middle School and Year 6 Leadership Training Day

### **The Macarthur Way**

How students are expected to conduct themselves as a member of the Macarthur Anglican School community has become known as The Macarthur Way. A statement titled Values and Principles of the Macarthur Way outlines this concept:

*The values and principles that form the basis of 'The Macarthur Way' are articulated within the School community as 'The Ten Pillars'. 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). The Ten Pillars give meaning and purpose to the multiple interactions at 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.*

In addition, the purposes and priorities of the school were set out, with the fifth point clearly relating to the development of respect and responsibility

In pursuit of its Mission, Macarthur Anglican School will:

- in dependence 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.
- recognise that students have a range of abilities and provide appropriate levels of knowledge and opportunities to develop skills, which will enable them to reach their potentials and pursue further learning throughout their lives.
- recognise that students are developing physical beings and provide appropriate programmes that will enable them (a) to appreciate the capabilities of the human body, (b) to extend and develop their personal abilities, and (c) to develop behavioural attitudes conducive to living healthy lifestyles.
- 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.
- recognise that students are social beings and provide its programmes (spiritual, academic, physical and cultural) in such a manner as will encourage the development of attitudes, behaviour and standards to enable wholesome relationships with other students, teachers, family and the wider school community.

### **School Expectations**

- The School Diary outlines very clearly the school's expectations concerning respect and care. Under three headings, a comprehensive set of points provides clear advice to students so that they can develop in a desirable manner. The contents of the diary are reviewed annually and updated as the social context in which the school and its students operate changes continually. The three headings with some samples of the points are as follows:

#### *Respect and Care for Ourselves:*

doing our best in all curricular and co-curricular activities to develop our intellect, abilities and talents; reinforcing school learning by completing all required homework.

#### *Respect and Care for Others:*

appreciate the value, the achievements and contribution of other students; enhance the reputation of the school by the proper wearing of school uniform and behaving appropriately in and out of school.

*Respect and Care for God's World (Our Environment):*

placing all litter in bins and encouraging others to do the same; keeping classrooms, change rooms, toilets and public places neat, clean and tidy.

In the School Diary issued in 2015, the Ten Pillars of The Macarthur Way were printed for access by students. They are:

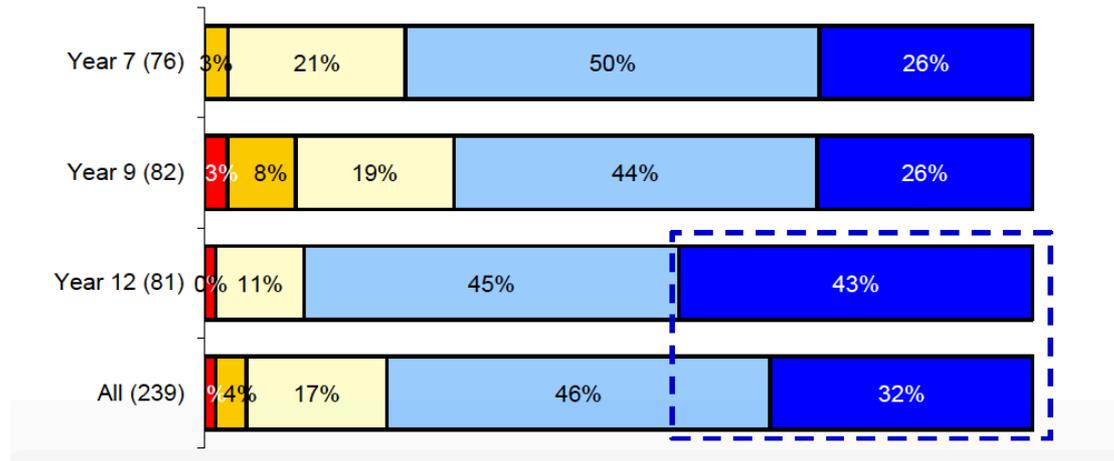
1. Learning: Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.
2. Excellence: Strive to make everything one does better than before.
3. Integrity: Act in accordance with principles of moral and ethical conduct, and ensure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

### **Student Involvement**

Practical activities, in particular the school's camping programme in the first term each year, involve students from Years 7 to 12 in Week 1 of the term and Years 3 to 6

generally in Week 5 or 6 of the term. Camps provide challenges most students would not encounter within their family surroundings. Meeting the challenges, overcoming them, encouraging others to do the same and sharing the joy of accomplishing things together helps to build mutual respect among the students from the beginning of each year. It is interesting to note that student reminiscences at farewell events always prominently feature the exploits and fun of the annual camps.

**2015 MAS Students - Overall Satisfaction with the 2015 Outdoor Education Camp - Year Group**



The Macarthur mottos, ‘Through Christ Alone’ and ‘Enter to Learn – Go out to Serve’ continue to guide all that happens in the school, reminding staff, students and their families of the strong Christian foundation on which the school is based. The encouragement to serve others is found in classrooms, assemblies, school Chapel services, and through weekly Bible studies, where students learn more of the love God has for them and of how Christ came to serve us. The school continues to develop in its students the strong sense of the responsibility we have as an affluent nation to provide meaningful help to people in less favourable circumstances.

The measure of success of the school’s emphasis in this area can be seen in a number of students who have graduated from the school and have chosen to devote their lives to a form of Christian ministry, either in Australia or overseas. A number of students have chosen to spend a GAP year in Thailand or in some other form of community service, following the experience they have had as a Macarthur student, taking part perhaps in the Thailand Outreach. In 2015, 36 students participated in the Thailand Outreach programme which continues to build on the success and relationships developed from previous years.

For older students, the annual Thailand Outreach provides a further opportunity for service to others. Held in March for the last eleven years, the Thailand Outreach is open to Year 11 students. They visit a Christian school in Chiang Mai and various institutions where they can provide practical help, including the Agape Orphanage and the Blessing House Orphanage.



In 2015, students from Year 6 built on work of the previous seven years, by visiting aboriginal settlements in North Queensland. The visit allowed our students to experience first hand the challenges facing the children of these communities, not only in gaining a good education, but also in being able to access all of the advantages of life in Australia that can be experienced by non-indigenous Australians. Our Macarthur students learned a great deal about life in these communities, enjoyed meeting with the aboriginal students and developed some understanding of their needs.

The Year 6 Outreach provides young students with their first taste of what can be achieved if we make an effort to show concern for the well being of others. It is followed by other opportunities for students to serve, simply by helping to raise money for the needy or by actual involvement in an outreach activity.

All students are encouraged to contribute to various worthy causes. Funds are raised through a wide range of activities to support sponsorship of students at the St Michael's Secondary School in Tanzania. In 2015, the school raised over \$3500 in the sponsorship scheme for St Michael's and holds another sum in reserve for any other needs of the school.

Apart from fund-raising and activities organised by the school, a number of students serve in the community in their own time. For example, students are known to serve others by coaching teams, visiting nursing homes and helping with fund-raising for charities. The school seeks to play an active role in encouraging and recognising the work of these students whenever they come to the attention of staff.

A number of other activities take place in the school, with the aim of building respect

for Australia's institutions and a sense of responsibility for other people, our environment and ourselves. Noteworthy activities include the following:

- The school's Pastoral Care Programme encourages students to consider consequences for themselves and others when deciding on a particular course of action. Implementing the programme within the context of a Christian school allows Christ's behaviour towards others, who were shunned by the society of his day, to be held up as a model for students to follow.
- A vertical tutor group arrangement, involving students together from Years 7 to 9 and from Years 10 to 12, allows for the mentoring of younger students by those who are older.
- A Peer Support Programme and the annual training of Peer support leaders contribute to the school's comprehensive Pastoral Care Programme.
- In 2014, Peer mentoring was divided into Pastoral and Academic care. This provided additional levels of leadership for Year 11 students and gave Year 7 extra input into managing the rigours of examinations and assessment tasks..

The School's Student Behaviour Modification guidelines contained within the diary give clear directions about respecting others and their property.

A Community Service Programme mandates the completion of thirty hours of service during the first six months of Year 11. Many students willingly exceed this expectation.

Students in other years are encouraged to serve the community in local aged care facilities, the SES, the Bush Fire Brigade and the like.

An Easter Service prior to Good Friday each year focuses on the central tenet of Christianity – Christ's sacrifice and the example he gave us in serving others.

Regular Chapel Services inculcate moral standards and promote the example of Christ.

While a Christian school like Macarthur will naturally encourage students to consider the teachings of Christ, the school promotes an understanding and respect for people of other religions. For example, the school's enrolment policy allows for the enrolment of students from all backgrounds. Also, as part of its curriculum, the school teaches the course Studies of Religion in Years 11 and 12. In addition, a number of resources are available to students who wish to find out about other religions and cultures.

The involvement of students in ANZAC Day and Remembrance Day Services in the surrounding Local Government Areas. The school conducts its own formal ANZAC Day Service at a Remembrance Wall constructed in the school grounds for this purpose. The service is supported and attended by members of the local RSL Sub-Branched and by the armed forces, who each year provide a catafalque party for the service.

The Headmaster's Address at assemblies is usually an address by another person at the Headmaster's request. In this way, a wide range of people, predominantly students, has addressed assemblies leading to a greater understanding of and respect for the achievements or commitments of the person speaking. The close attention of the student body as various students have addressed them has been a sign of the success of this