



MACARTHUR ANGLICAN SCHOOL

Established 1984

ANNUAL REPORT TO THE BOARD OF STUDIES

EDUCATIONAL AND FINANCIAL REPORT

2007

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A MESSAGE FROM THE MACARTHUR ANGLICAN SCHOOL COUNCIL

The very nature of schools today is diverse and Macarthur Anglican School is no exception. Contemporary independent schools are faced with a wide range of challenges from political, industrial, and legal as well as the traditional educational, spiritual and financial matters. Some of these challenges come to us from various government bodies, whilst others are directly related to the specific needs and concerns we have for the students and families of Macarthur.

We were delighted to have Dr Geoff Newcombe the Executive Director of the Association of Independent Schools of NSW (AISNSW) accept the invitation to address The School Community at the 2007 Annual Speech and Awards Night. He highlighted many issues facing independent schools today and especially the issue of Commonwealth funding to Independent Schools in the light of the newly elected Australian Government. Our challenges are varied and are ever increasing. The Association of Independent Schools work hard to represent the needs of Independent Schools to peak bodies and as such greatly assist us in the challenges we face.

These challenges can be demanding and it is important that those in leadership remain focused and clear minded in regard to the School's mission. The Macarthur Anglican School Council is a body of men and women entrusted to see that the school's mission is upheld, and that everyone within the Macarthur community has a clear focus. This is not to say that we will not engage in lively debate regarding how the mission is to be achieved but it is to say that we all agree on where it is that we are heading.

The School's mission statement is the reference point in all matters, setting the direction for the school and underpinning all strategic planning and decisions.

Macarthur Anglican School has been founded to provide an education which 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.

(as per The Macarthur Anglican School Ordinance 1982, Preamble)



The Council of Macarthur is made up of men and women with different areas of expertise and gifts. The Council meets monthly as a body, together with the Head. In addition, regular subcommittee meetings are held. There are two subcommittees: The Corporate Governance and Policy Monitoring Committee and the Finance and Property Committee.

We trust you will find this Annual Report informative and interesting and that you will clearly see the outworking of the School's mission throughout the various aspects it addresses.



A MESSAGE FROM THE HEADMASTER

What makes the education offered to our students special?

Immediately, I am drawn to speak of the wealth of opportunities that help to lift the horizons of our students. Whether students are engaged in learning in the classroom, playing on the sporting field, performing in any of the huge array of musical ensembles both locally and overseas or building and developing their leadership, independence, and resilience through outdoor education and pastoral care activities or learning the significance of their service to others, our students understand that they are members of the community both local, regional and international and that, while they have rights as members of this community, they also have responsibilities to others.

Of great importance is the fact that their learning takes place in the context of a Christian framework where the love God has for them as individuals is explained and their faith is nurtured.

How is all this achieved?

It is through the dedicated efforts of our highly qualified and talented staff who are willing to give their very best for their students. I offer my thanks to each member of our staff for their efforts in supporting our students. The success of their efforts is reflected in the achievements of our students and the enjoyment we see reflected each day in our classrooms. I am also blessed with an outstanding executive staff and I thank them for their leadership.

The significant contribution of volunteers to the operation of Macarthur can not be understated, whether they serve in the Junior School canteen, cover books in the library, help out in the Senior cafeteria, coach sporting teams, assist in classrooms, or work on special projects with students. Substantial support to the school also comes from the Macarthur Parents and Friends Association and its dedicated committee led by the President Mrs Patricia Lorenz. The generous efforts of all these committed parents is greatly appreciated and I thank them for their ongoing support.



What does the future hold for this school?

As we approach our twenty fifth anniversary I am regularly reminded of the growth and development that has occurred thus far, but I have a strong sense of all that is still before us.

During Spring term I had the opportunity of taking Sabbatical. It was a wonderful and most valuable time for reflection, learning and refreshment. The international conferences provided me with new perspectives and insights into our place in the global community, and one conference in particular with regard to a Christian Worldview. Every day the lives of each person in Australia is influenced by events that occur beyond our shores. Understanding the associated educational issues that arise from such matters and our place as Christians in the world is paramount as we seek to ensure our students are well placed to take up their position in the global community of the future.

Maintaining the vision and strategic direction of Macarthur is a vital component of school governance and is the work of the School Council. My particular thanks go to Dr Allan Beavis, Chairman of Council, who has been tireless in his efforts for Macarthur this year.

In 2007 there has been much to praise and many achievements to acknowledge. In 2008 Macarthur will continue to provide the very best opportunities to our boys and girls. It is my desire to see the lives of all our students enriched by their learning and that they will grow in confidence, resourceful and their knowledge of God.



STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

THE HIGHER SCHOOL CERTIFICATE

In 2007, Macarthur Anglican School presented 83 students for the Higher School Certificate. Of this group, 46 (55%) were girls and 37 (45%) were boys. Interestingly this was an identical mix with the 2006 cohort.

Thirty subjects were presented at Macarthur in 2007. Of these subjects all fulfilled the requirements for students to gain a Higher School Certificate and a University Admissions Index (UAI). The School did not present any subjects that could not be used for the purpose of gaining a UAI.

A close analysis of our Higher School Certificate results reveals that dramatic gains for a single year (2006-2007) were earned in Mathematics, Economics, and History Extension. Music 1, Business Studies, Design and Technology and Legal Studies results continued to be excellent. These results are illustrated below:

Subject	No. of students	Median HSC mark	Performance band achievement by percentage	
			Bands 4-6	Bands 1-3
Mathematics	23	83/100	School: 96% State: 70%	School: 4% State: 30%
Music 1	9	89/100	School: 100% State: 85%	School: 0% State: 15%
Economics	14	82/100	School: 87% State: 72%	School: 13% State: 28%
History Extension	6	41/50	Bands: E3-E4 School: 100% State: 73%	Bands: E1-E2 School: 0% State: 27%
Design and Technology	14	83/100	School: 86% State: 63%	School: 14% State: 37%
Legal Studies	18	83/100	School: 94% State: 66%	School: 6% State: 34%
Business Studies	25	74/100	School: 72% State: 52%	School: 28% State: 48%



The 2007 Higher School Certificate results saw a number of pleasing improvements on those of the 2006 results. There were nine students who gained a University Admissions Index (UAI) greater than 90. This is one more than in 2006. The 2007 dux of the School was Zachary Brown. Pleasingly, eighteen students achieved a result between 80 and 89. This is nine better than in 2006. The percentage of students with UAI's greater than 80 increased by 12% in 2007, and the percentage of students with UAI's above 70 was 20% greater than in 2006.

Around 72% of students were offered first round positions in a University for 2008. This is an improvement of 8%.

During 2007 a variety of strategies were implemented and refined in an attempt to support students to achieve their best. The Board of Studies Liaison Officer for the Macarthur Region was invited in February to explain the assessment and examination process to parents and students in Years 11. Many parents and students expressed their deep gratitude at having the whole HSC process demystified and their study aims clarified.

Champ Camp was again placed in the first week of the student vacation period. Students worked for 10 hours each day at the very beginning of their study period. This gave them an excellent foundation for the following 2.5 weeks before their examinations. Over 30 staff gave up their holiday time to work with Year 12 students at this time. A number of staff stayed with students the entire week. Many students were propelled to success or 'rescued' at this time by committed staff determined to help students pull things together. Champ Camp is of inestimable value to our students.

Following Champ Camp, at the beginning of Spring Term, two days of seminars were held at the School before allowing for students to spend the final days prior to their examinations studying at home refining their individual needs. Students and teachers found this critical time was best spread between seminars, targeted interviews with teachers and home study. However, the value of these two days needs to be re-explored again in light of the fact that the HSC has been moved forward to the same week as the seminars, giving students less time at home to study immediately prior to their examinations.

The Senior Study Support Programme continued to be a blessing to those students who attended. In 2007 the programme was extended to three evenings per week in Autumn and



Winter terms with great success. The interviewing of students by the Headmaster and Director of Studies in Autumn and Winter Terms also provided timely intervention for those who needed it and encouragement to all. In addition, the Head of Senior School has attended to the individual needs of many HSC students on both pastoral and academic matters. In practice this has meant that opportunities to improve study skills, essay writing skills and analyse tertiary options has been available to students to a greater level, enabling students to capture a vision for their future and work towards it accordingly.

THE SCHOOL CERTIFICATE

In November 2007, 103 students presented for the School Certificate examinations in English Literacy, Mathematics, Science and Australian History, Geography, Civics and Computing skills. This cohort had 10 more students than the cohort for the previous year.

Students performed above the state mean across all subjects. The table below indicates the results attained in each of the examinations and the distribution of grades.

2007 Test	Median exam mark	Performance Band achievement by %		Grades allocated by %	
		Bands 3-6	Bands 0-2	Grades A-C	Grades D-E
English	77	School: 97.06% State: 92.25%	School: 2.91% State: 7.72%	School: 84% State: 75%	School: 16% State: 25%
Mathematics	71	School: 88.32% State: 76.04%	School: 11.64% State: 23.92%	School: 73% State: 68%	School: 26% State: 32%
Science	76	School: 95.13% State: 90.16%	School: 4.85% State: 9.82%	School: 78% State: 73%	School: 19% State: 27%
Geography	76	School: 96.14% State: 89.05%	School: 3.88% State: 10.92%	School: 84% State: 71%	School: 15% State: 29%
History	74	School: 89.3% State: 84.74%	School: 10.67% State: 15.22%	School: 81% State: 57%	School: 19% State: 43%

Macarthur students were significantly more positively represented in the highest level, Band 6, across all subject areas except for Australian Geography where our students still outperformed the State results. In addition to the improvement in Band 6 results, outstanding improvements in English and Mathematics Grade A-C allocations, 10% and 19% respectively were also achieved



by our students. This may be attributed to the greater academic time allocated to these subjects in 2006-2007 under new timetabling structures.

In addition to these examinations, students were presented for the Computing Skills Test in 2007. The results indicated that over 60% of Macarthur students were *'Highly Competent'* as opposed to 58% statewide.

YEAR 7 ELLA and SNAP

In 2007, 110 students in Year 7 participated in state-wide literacy and numeracy testing. The students presented for the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Programme (SNAP). Their results were above state averages across all aspects of the testing. These results are illustrated in the tables that follow.

2007 Test		Macarthur students achieving above bench mark				% Students achieving top two bands	
		2005	2006	2007	% change from previous year	Macarthur	State
ELLA	Writing	99	99	97	-2	96	85
	Reading	98	94	95	+1	95	86
	Language	n/a	n/a	n/a	n/a	99	80
SNAP	Numeracy	91	82	86	+4	79	62

Reporting requirements necessitate the above comparison of benchmark results with the previous year. It is essentially difficult to compare two consecutive years, as this is a comparison of two different cohorts.

The results this year were indeed outstanding, with Macarthur students performing exceptionally in the top bands for Overall Literacy and Overall Numeracy. These results are indicated below.

2007 Test	% Students achieving in the highest band	
	School	State
Overall Literacy	60	35
Overall Numeracy	44	27



BASIC SKILLS TESTING AND PRIMARY WRITING ASSESSMENT

53 Year 3 students and 65 Year 5 students participated in the state-wide Basic Skills Test (BST) and Primary Writing Assessment (PWA). These tests are conducted by the NSW Department of Education and Training Educational Measurement and School Accountability Directorate on an annual basis.

Students are tested on areas of literacy and numeracy, covering areas of Writing, Reading, Language, Number, Patterns and Algebra, Measurement and Data, and Space and Geometry. Student achievement is also reported in terms of their achievement against the National Benchmarks in Reading, Writing (excluding spelling) and Numeracy. Their results in terms of achievement and meeting National Benchmarks are outlined in the tables that follow.

2007 test	Year 3						Year 5					
	Bands 4-5		Bands 2-3		Bands 1		Bands 5-6		Bands 3-4		Bands 1-2	
	School	State	School	State	School	State	School	State	School	State	School	State
Literacy Overall (BST)	59	47	41	45	0	9	55	53	40	42	5	5
Numeracy (BST)	50	46	46	46	4	9	57	55	41	39	2	7
Writing (PWA)	57	48	36	44	0	8	57	55	39	40	3	5

The results are very pleasing with Macarthur students outperforming state results in the highest bands in every aspect of the testing.

	Year 3				Year 5			
	Percentage of students achieving the benchmark				Percentage of students achieving the benchmark			
	2005	2006	2007	% change from previous year	2005	2006	2007	% change from previous year
Reading	98	88	100	+12	82	94	97	+3
Writing	96	94	100	+6	89	94	94	0
Numeracy	98	98	100	+2	89	94	95	+1

Reporting requirements necessitate the above comparison of benchmark results with the previous year. It is essentially difficult to compare two consecutive years, as this is a comparison of two different cohorts.

In Year 3 not one child failed to meet the national benchmarks in Reading, Writing or Numeracy. The results are very pleasing with Macarthur students outperforming state results in the highest bands in every aspect of the testing.

In Year 5 students at Macarthur outperformed state results in the top bands. The results from the testing also provide evidence of the growth in student performance from Year 3 (2005) to Year 5 (2007). The expected growth of all students in the state is approximately one skill band. At Macarthur we were very pleased to note that in Year 5:

- 33% of students exceeded the expected growth in Literacy (Reading and Language).
- 35% of student exceeded the expected growth in Writing.
- 38% of students exceeded the expected growth in Overall Literacy.
- 40% of students exceeded the expected growth in Numeracy.

TEACHER STANDARDS

The 2007 details of all teaching staff responsible for delivering the curriculum for which the School is registered and accredited is outlined in the table below.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution from within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	70
Teachers who have qualifications as a graduate from a higher education institution from within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	7
Teachers who do not have qualifications as described on (a) and (b) but have successful teaching experience or appropriate knowledge relevant to the teaching context.	0

After a long rigorous process requiring extensive documentation and visits by independent supervisors the School was delighted to announce that Mr Scott Bedingfield and Mrs Susan Byers were to be recognised for their *Classroom Professional Excellence* by the Independent Schools Teacher Accreditation Authority. This award is the highest level of Classroom Teacher Accreditation currently available. These teachers are to be congratulated on their achievement - one which recognises the significant contribution they have made to schools in a variety of areas and their ongoing endeavour to develop their professional practice. We are blessed to have teachers of such a high calibre in our school.



PROFESSIONAL LEARNING

To maintain high standards, teachers must constantly improve what they do and each year Macarthur teachers are involved in co-ordinated professional development programme. Educational research highlights the importance of the teacher in the learning of their students and for this reason the focus of professional development in 2007 was *Quality Teaching*. Teachers have learned about new pedagogy and practice which they have been able to incorporate into their teaching.

Several focus areas of whole staff professional development in 2007 included:

- Developing a professional learning culture
- Marketing the School
- Playground duties – a legal perspective
- Early Years Numeracy (K-6)

Throughout the year, many of the staff also engaged in specialist areas of professional development in addition to that mentioned above. These specialist areas are outlined in the table which follows. It was not unusual for staff to participate in a number of these courses during their own time and this has been indicated as appropriate.

Description of the Professional Learning Activity	No. of Staff	Duration	Attendance outside of school hours
Sydney Symphony	1	0.5 day	yes
Teaching in an Anglican School	4	0.5 day	yes
Leading Learning through the School Library	1	1 day	
Economics Teacher Conference	1	2 days	
THRASS Follow-up Workshop	2	1 day	
Web 2.0 for Teacher Librarians: Resources and Connectedness	1	1 day	
Business Studies Teachers Conference	1	2 days	
Supervising New Scheme Teachers	1	2 days	
HICES Gifted and Talented Camp Planning	1	3 x 0.5 days	
Year 5 Programme Development	1	1 day	
Senior First Aid course	3	1 day	yes
Refresh your Literacy	1	1 day	
Classroom management for new teachers	1	1 day	
Supervising New Scheme Teachers	1	1 day	
Macquarie Ancient History Teachers Conference	2	1 day	yes
Teachers Guild of NSW- Induction Programme for teachers commencing in Independent schools. Addressing issues such as culture, curriculum, pastoral care	5	5.5 hours	yes



Safety Planning Day	1	1 day	
Intercultural Language Teaching and Learning in Practice Project	1	6 days	
AIS Visual Arts Conference: Collaborations	1	2 days	
Science Teachers Forum	1	1 day	
Teaching Strategies and Behaviour Support: Autism and Aspergers Syndrome	1	1 day	
JHSAA Infants Co-ordinators Meeting: PE Programming in the Infants School	1	0.5 day	
AIS Librarians Network Meeting	1	1 day	
HICES Heads of Music – Festival Planning	1	1 day	
JSHHA Teacher Librarians Network Meeting	1	0.5 day	
Association of Independent Schools – Diploma of Compliance	1		
E-Trends Conference	1	2 days	
ANSTO Chemistry Day	1	1 day	
Learning Support Teachers: Successful Learning Conference	1	2 days	yes
Coaching Leadership	2	1 day	
Australian Federation of Modern Languages of Australia National Conference	1	4 days	yes
Reaching New Heights: Engaging generation Y, Quality Teaching in PDHPE, Strengthening Leadership	1	2 days	Yes
Exploring Further Frontiers in HSC Biology	1	1 day	
THRASS Advanced Certificate Course	2	3 days	
Linking Science with Literacy using Primary Connections	1	1 day	
ESL Stage 6 Workshop: The New Prescriptions	1	0.5 day	yes
Managing Adolescent Wellbeing	2	2 days	
Infants School Computer Skill Development	2	1 day	
OHS Management Systems Training Secondary Science Laboratories	1	1 day	
HSC Music Performance Marking	1	1 day	
Outdoor Recreation Industry Council Conference	1	2 days	yes
AIS Annual Teacher Librarians Conference	2	1 day	
AHISA Director of Studies Conference	2	2 day	Yes (1 day)
JSHAA Infants Coordinators Meeting-Using Interactive Whiteboards	1	1 days	
Understanding your Student's Behaviour	2	1 days	
ACE seminar- Are there really fireworks? Australian Education Agenda	1	0.5 day	yes
Mathematics Planning day: Implementing the Early Years Project	3	1 day	
Technically Speaking: Renewable energy: Wire guided solar boat	1	1 day	yes, 0.5 day
Science, Maths and Technology Head Teachers Forum, University of Western Sydney	2	0.5 day	yes
International Baccalaureate: Investigating the Primary Years Program	1	1 day	
Year 5 Programme development	1	1 day	
Year 6 Programme development	1	1 day	
ISTAA: Assessment Panel training	1	3 days	
Enhancing Skills for Pastoral Care	1	1 day	
AIS Enhancing Classroom Practice: Interactive Whiteboards	3	0.5 day	yes
Year 3 Programme development	2	0.5 day	
National Seminar on Languages Education	1	2 days	



Mathematics Programme Development: Implementing the Early Years Project	1	1 day	
THRASS Follow up Workshop	1	1 day	
THRASS Accredited Workshop	6	2 days	
Management Systems Training Secondary Science Laboratories	1	1 day	
All my own work- Moodle	2	0.5 day	
NSW English Teachers Association Annual Conference	1	1 day	
Apple Innovative Technology Schools Conference	1	3 days	
ITSC – Shakespeare remixed session	1	3 days	

Professional learning at Macarthur is not limited to traditional inservice training. A significant number of staff continue to be involved at all levels in the Higher School Certificate and School Certificate process - setting examinations, marking and assisting on the Advice-line. The importance of staff being involved in these activities cannot be overstated. These staff members and others have gained valuable insights of which Macarthur students are direct beneficiaries. In 2007, Macarthur staff were engaged in marking in the following courses:

Higher School Certificate	School Certificate
Studies of Religion Earth and Environmental Science Visual Arts Design and Technology Indonesian Agriculture Information Processes and Technology Ancient History Modern History English – Standard and Advanced Physics Economics Business Studies Geography	Science Mathematics

TEACHER ATTENDANCE AND RETENTION

The average daily staff attendance rate in 2007 was 96%. This reflects the tremendous commitment of the teaching staff at Macarthur. For many staff, the school day begins very early and then reaches far beyond the classroom to the many and varied co-curricular activities after school and quite often on weekends and during school holidays. The high rate of staff attendance contributes to the ongoing success of many things at Macarthur through the consistency and the quality of the academic, cultural, sporting and spiritual programs of the school.

At the conclusion of the 2006 academic year, Macarthur sadly farewelled a number of teaching staff. Some of these staff left to pursue new challenges in other schools whilst others have taken up new and different employment pursuits.

- Mr Paul Smart (Head of the Middle School) along with his wife, Mrs Julie Smart (Teacher Librarian) and family left us to take up an appointment in Scone. Mr Smart was appointed the new Head of Scone Grammar School as of the beginning of 2007.
- Mr Peter Waterhouse (PDHPE teacher) and Mrs Joanne Waterhouse (Junior School teacher) relocated to Melbourne to enable Mr Waterhouse to attend theological College in order to pursue a calling to Chaplaincy.

The school prays God's blessing on these and other staff who left at the end of 2006. The retention rate of staff from 2006 into 2007 was 90%.

At the end of 2007 the School happily congratulated those staff of longstanding service. These staff were acknowledged at the Annual Speech and Awards Night in December for their many contributions to the school. In 2007, the school recognised Mr Andrew Kokic and Mr Arthur Pickering for ten years service, and Mr Richard Turnbull for fifteen years service. Mr George Shuter was recognised for an impressive twenty years of service.



STUDENT ATTENDANCE

The average daily student attendance rate for 2007 was 94% across the school. This represented an increase of nearly 2% on the previous year. Students granted special extended leave by the Headmaster and those students on extended sick leave were not included in this calculation.

Daily attendance, along with lateness, and other partial absences is monitored carefully by the Heads of Year and Heads of School, as poor attendance and lateness has the potential to impact negatively on academic progress. Students are also encouraged to be punctual as it reflects a positive attitude to learning.

RETENTION RATES IN THE MIDDLE SCHOOL AND SENIOR SCHOOL

Retention rates have been calculated for:

Cohort 2004: Year 10 (2002) to Year 12 (2004),

Cohort 2005: Year 10 (2003) to Year 12 (2005),

Cohort 2006: Year 10 (2004) to Year 12 (2006),

Cohort 2007: Year 10 (2005) to Year 12 (2007)

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2002/2004	114	77	72	68%	63%
2003/2005	98	68	65	69%	68%
2004/2006	114	83	77	73%	68%
2005/2007	117	84	78	72%	66%

These rates were calculated using enrolment numbers taken on the Commonwealth census date for the given years. The figures show a significant increase in actual retention rate from 2004 to 2005. It is interesting to note that while the actual retention rate remained stable from 2005 to



2006 there was a significant increase in the apparent retention rate, indicating a greater number of students choosing to attend Macarthur for their final years of schooling. Data for the 2005/2007 cohort shows very little variation from the previous years in respect to actual retention. The increased apparent rate of retention of 2004/2006 remained quite steady indicating that Macarthur remains strongly the school of choice particularly for students in Years 11 and 12.



POST-SCHOOL DESTINATIONS

The students who left Macarthur after the School Certificate examination in 2005 and before the Higher School Certificate 2007 fell into several groups. As determined by information provided to the school by students and their families upon leaving, these destinations are outlined in the table below.

Destination	%
Apprenticeship training	32
Other school outside Macarthur vicinity	18
Specific purpose educational institutions	5
Other school within Macarthur vicinity	21
Workforce	10
University foundation courses following Year11	5
Ceased education for health reasons	0

Of the group of students who transferred to other schools outside of the school's vicinity to regional areas and interstate did so as a result of family relocations. In all cases, they re-enrolled in independent schools similar to Macarthur.

Other types of specific purpose educational institutions included private organisations that offer training to be a beautician.

Of the students who transferred to another school within the vicinity of Macarthur some did so to study for the Higher School Certificate, but others generally did so because they were seeking to study less academic subjects not offered at Macarthur.

The group of students who transferred to university foundation courses after completing Year 11 were all international students.

Of the students who completed the Higher School Certificate at Macarthur, 72% of students were offered first round positions at university. This is a greater proportion than was the case in 2006, an increase of 8%. These students are now pursuing a diverse range of courses including Agricultural Science, Applied Science, Arts, Business, Commerce, Early Childhood Education, Engineering, Finance, Information Technology, Law, Medical Science, Psychology, Marine Science, Industrial Design, Music, Nanotechnology, Nursing, Policing, Science and Teaching.



ENROLMENT POLICY

POLICY

Macarthur Anglican School is a co-educational Christian school, providing an education for school age children from Kindergarten to Year 12, both domestic and international students. New enrolments are generally accepted for students from Kindergarten to Year 11, with the main entry points being Kindergarten, Year 5, Year 7 and Year 11. The School's educational programme aims within a Christian environment to prepare its students for university entrance.

RATIONALE

All applications are considered according to a number of criteria. A priority for enrolment will be given to students with a close family connection to the School, such as siblings of students already attending the School, children of former students, children of staff and children of Christian clergy. In addition, other factors may be considered, such as academic ability, the length of time a student has been registered, gender balance, the perceived commitment of parents to support the School, whether the student will benefit from a Macarthur education and whether the school will benefit through the enrolment of the student.

While the School places no religious or denominational bar upon enrolment it is expected that all students participate fully in the School's Christian education programme and be supportive of it.

As part of the School's international focus, (which includes an emphasis on the teaching of foreign languages and provision of opportunities for students to travel and study abroad), the School also enrolls students from overseas and welcomes exchange students.

Once enrolled students are expected to support the School's ethos and in order to maintain their enrolment, are to meet School expectations regarding application to studies, the wearing of school uniform and acceptable behaviour. Parents must also make all payments of fees and associated charges.

The final decision regarding admission of all students lies with the Headmaster.



PROCEDURE

1. All applications are processed according to the School's Enrolment Policy.
2. The day-to-day application of this policy and enrolment procedures is carried out by the Registrar and associated staff.
3. The School accepts the registration of students and maintains a database of family and student details prior to the time for enrolment.
4. Every student seeking admission is interviewed in the company of at least one parent. At the interview, the School's position regarding its Christian philosophy and expected standards of work and discipline, is explained to parents.
5. In the case of International Students
 - a. Interviews are conducted at either an International Exhibition by the Registrar or by an agent on behalf of the school. Students from a non-English speaking background are required to undergo a suitable English language assessment, such as AEAS Test and should reach a standard of proficiency that will indicate the likelihood of success in future studies. In the case of the AEAS Test this is a minimum score of 30.
 - b. The school does not make provision for recognition of prior learning, which may lead to the shortening of a student's course of study.
 - c. The Registrar will inform DEST and DIAC of a student's enrolment in accordance with the ESOS Act 19(1) and ESOS Regulation 3.01 by issuing an electronic Confirmation of Enrolment via PRISMS.
 - d. The Registrar, through PRISMS, will notify DIAC of termination or changes to studies.
 - e. If a student does not commence on the nominated date the Registrar, through PRISMS, will notify DIAC of all relevant details in accordance with ESOS Regulation 3.02.
6. Consideration is given to each applicant's supporting statement and interview responses regarding their ability and willingness to support the School's ethos.



7. Each applicant's apparent educational needs are given due consideration. To do this the school will need to gather information and consult with the parents and other relevant people, view reports and carry out assessments.
8. The admission process also seeks to identify any strategies that may need to be put in place to accommodate the applicant before a decision regarding enrolment is made.
9. Following the admission process, the School will inform parents in writing of their success or otherwise regarding the offer of a place.

Record Keeping

Records of enrolment are maintained by the Registrar and are kept either in electronic form or in hard copy for a minimum period of 5 years.

STUDENT POPULATION PROFILE

Outlined in the table below is information regarding the population profile of the School in 2007.

	GIRLS	BOYS	TOTAL
K-6	184	200	384
7-12	306	273	579
Total	490	473	963

Figures predicting the population profile for 2007 suggested the increased difference in the total female and male enrolments in 2006 to be an anomaly, and that the previous two years of higher female enrolments was certainly not a continuing trend. This prediction was affirmed in 2007 with the difference in the number of girls and boys decreasing by 50%. In 2006 the greatest difference was seen in the students enrolled in Year 6. In 2007, this difference followed the cohort into Year 7 but with the enrolment of new students the ratio of boys to girls decreased.



STUDENT WELFARE POLICY

INCLUDING DISCIPLINE POLICY (Student Behaviour Modification) and COMPLAINTS AND GRIEVANCES POLICY

The table below provides a summary of the policies upon which the School acts to ensure the welfare of all its students. Indeed the breadth of policies that pertain to the welfare of students is significant.

It is important to note that the policy with regard to ‘Discipline’ referred to as the *Student Behaviour Modification Policy (incorporating sanctions and awards)* by the School is presented in conjunction with the Student Welfare Policies. The School’s philosophy is such that ‘Discipline’ is not distinct from Student Welfare but an integral part there of. Changes or amendments to policies that occurred in 2007 are indicated in the table below.

Policy	Changes in 2007	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes 	After annual review process no changes were made.	Full text on staff intranet. Parents may request a copy by contacting the School.
Security policies encompassing <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures 	Lockdown and evacuation policy reviewed and amended in light of emergency drills.	Full text on staff intranet. Parents may request a copy of the policies by contacting the School.
Supervision policies encompassing <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	After annual review process no changes were made.	Full text on staff intranet. Parents may request a copy of the policies contacting the School.
Staff codes of conduct policies encompassing <ul style="list-style-type: none"> • Code of conduct for staff • Workplace bullying • Anti-Sexual harassment • Staff disciplinary procedure 	After annual review process no changes were made.	Full text on staff intranet. Parents may request a copy of the policies by contacting the School.
Student codes of conduct policies encompassing <ul style="list-style-type: none"> • Code of conduct for students • Student anti-bullying policy • Anti-sexual harassment • Student Behaviour Modification policy** • Student Leadership policy 	After annual review process no changes were made.	Full text on staff intranet. Summary in the School diary. Parents may request a copy of the policies by contacting the School.
Pastoral care policies encompassing <ul style="list-style-type: none"> • The pastoral care system • Health care procedures • Critical incident manual • Homework policy 	After annual review process no changes were made.	Full text on staff intranet. Summary in the School diary. Parents may request a copy of the policies by contacting the School.

<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> Formal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet. Parents may request a copy by contacting the School.</p>
<p>Complaints and Grievances Policy encompassing</p> <ul style="list-style-type: none"> Parent, student, staff and the public complaints resolution 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet. Parents may request a copy by contacting the School.</p>

**Students are required to abide by the School's rules and follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances. All disciplinary action that results in sanctions against the student including suspension or expulsion provides processes based on procedural fairness.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement priorities across the school for 2006 were as outlined in the table below.

Area	Priorities	Achievements
Facilities and resources	New shade areas to complete the student and chapel courtyards, and the Junior School canteen	Completed
	Additional seating for students	Partially completed
	Fencing of Dams	Completed-Funded through Commonwealth grant for Improving Schools
	Concreting and widening of pathways	Completed
Teaching and Learning	New South Wales Board of Studies Registration and Accreditation inspection preparation – whole school reflection, evaluation and refinement of teaching programs and assessment of students	Completed. Registration and Accreditation certificate received for the next five years.
	Inaugural Gateway 8 event	Over two days Gateway 8 was held in Winter Term. Eight visiting schools attended the event each fielding teams of 8 students. The Junior School trophy (Years 5 and 6) was won by The Illawarra Grammar School. The Middle School trophy (Years 7 and 8) was won by Bankstown Grammar School.
	Gateway Quest (2 nd event)	Held in October, the fast paced, challenging enrichment and extension programme drew students of similar interests and abilities together from across the Macarthur region.
Staff Professional Development	Implement the New South Wales Institute of Teachers New Scheme Teachers Programme	This has begun and is continuing.
	Staff Preparation for Honours class to begin in Year 7, 2007	Achieved and ongoing.
Outreach and service	Establish the St Michael's fund to support the building of a boys dormitory at the school in Tanzania Focus on raising awareness and fundraising across the whole school through: Crazy hat day, Tanzania Trek, Beatnix concert, and James Morrison concert with Macarthur Band students.	Generous support from the Macarthur family for the many fundraising events saw the target of \$40 000 achieved. Construction is to commence in May 2007.



International Staff and Student exchange	Initiate discussion with Pacific Academy, Vancouver, Canada to establish Teacher and Student exchange programmes.	Discussions held. Further work needed to address issues of various school board and government requirements.
Performance opportunities	Inaugural annual Music Concert to showcase students from the Junior School, Middle School and Senior School.	Successful.
	Development and first performance of the Macarthur Anglican School Orchestra	These students performed at the final year concert. They performed admirably. Further development will continue and increased student numbers will be beneficial.
Sport	To expand on current opportunities for student participation in sport by competing for the first time in the NSW Interschool Skiing and Snowboarding Competition (Year 4 - Year 12).	A very successful start for this new initiative. Students participated as individuals and as teams in various events including: Alpine Grand Slalom, Ski Cross, Moguls, Snowboard Grand Slalom and Board Cross. 10 out of the 25 students who competed in the Competition were invited to compete in the NSW Championships in August. One student later went on to compete in the National Competition.

Macarthur is a dynamic place. Each year brings new challenges in the growth and development of the School. The School determined improvement target areas for 2007 are articulated below.

Area	Priorities
Facilities and resources	<ul style="list-style-type: none"> • Refurbishment of house to provide improved facilities for the Uniform shop, suitable location of the Office of Advancement and the Macarthur Café.
Teaching and Learning	<ul style="list-style-type: none"> • Introduction of the <i>Bounce Back</i> Programme to the Infants School and Junior School curriculum. The programme is designed to support and empower children and the school community to develop a stronger sense of wellbeing and to be more resilient, confident and successful.
Staff Professional Development	<ul style="list-style-type: none"> • Presentation and adoption of the Quality Teaching Framework model
Outreach and service	<ul style="list-style-type: none"> • Inaugural Year 6 Outreach to North Queensland
International Staff and Student exchange	<ul style="list-style-type: none"> • Assist sister school in Hungary with the teaching of English



Performance opportunities	<ul style="list-style-type: none"> • Pipes and drums • Tour of Beijing and Canada • Drama production in addition to annual musical
Sport	<ul style="list-style-type: none"> • Review the weekly sporting competition arrangements in order to improve the standard of performance and enjoyment for students.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The notions of respect and responsibility are not new concepts to the staff or students of Macarthur Anglican School. The School Diary clearly articulates both respect for others and the responsibility of individuals as they relate to the *Macarthur Way*.

The Macarthur motto 'Enter to Learn and Go out to Serve' is a beacon to much that happens in the School, reminding us of the strong Christian Foundation on which the School is based and pointing us to our individual and community responsibility to care for others. In class, in School Chapel services, through weekly Bible studies and through the Macarthur Family Chapel services each Sunday our students and their families learn more of the love God has for them.

In our society many focus upon our rights and obligations, but here at Macarthur we also draw our students to consider their role as members of an affluent society and their responsibilities to those who are unable to provide for themselves, whether that be as a result of physical impairment, poverty or lack of opportunity.

For the first time in 2007 students from Year 6 had the opportunity to travel to Hope Vale and Yarrabah, visiting two aboriginal settlements in Northern Queensland. The visit was in response to an invitation by Bishop Malcolm, the indigenous Anglican Bishop of the region, and allowed our students to experience first hand the challenges facing the children of these communities in gaining education. The Macarthur students learned a great deal about life in these communities and about themselves and the tremendous privileges they enjoy at home. Our Year 6 students enjoyed meeting with the aboriginal students in these communities and developed a new understanding of the needs of others.

Macarthur encourages community service and indeed mandates it for all Year 11 students. These students must complete a programme of 25 hours of Community Service in the first 6 months of Yr 11 with many students happily exceeding this expectation throughout the year. Students in other years are also encouraged to serve the community in local aged care facilities, SES, Bush Fire Brigade and the like. Students are always visible and active in the ANZAC Day ceremonies and Remembrance Day Services in the various surrounding Local Government Areas.



For some years now Macarthur students have combined with those from Pacific Academy, Vancouver to teach and work for the good of others in Thailand. This work continues to be one of the outreach activities of Macarthur and each year students return from it inspired by all they have seen.

The notion of respect is dealt with significantly within the Pastoral Care Programme across the School, as students are encouraged to consider others when deciding on a particular course of action. Considering the impact on others when making decisions is emphasised and doing so within the context of a Christian School environment.

The School's Student Behaviour Modification guidelines contained within the diary give clear directions about respecting others, particularly, the Bullying Protocol that outlines procedures for dealing with such matters. Along with the Peer support programme and the annual training of Peer support leaders these form part of the school's comprehensive pastoral care programme.

During 2006 discussion had been directed towards strengthening the current programmes with regard to respect and resilience. The introduction of the 'Bounce Back' curriculum in the Infants School and Junior School in 2007 has achieved this.

The Bounce Back curriculum aims to:

- Maximise student engagement in learning and their connectedness to school
- Contribute to a positive pro-social school culture in which all students feel safe
- Promote positive relationships and develop social skills that contribute to them
- Develop resilience skills that contribute to coping in the face of adversity
- Develop pro-social values such as respect, compassion, acceptance of differences and friendliness
- Identify student and staff strengths as a starting point for educational and future success
- Help both students and teachers develop a sense of meaning and purpose.

The Bounce Back programme in 2007 was particularly enhanced by the leadership of our House Captains who worked with the Head of Junior School to conduct fortnightly Bounce Back assemblies where they led students in groups from Year 3 to Year 6 in discussions and activities centring around the themes and topics of bullying, goal setting, positive thinking and being successful.



Through each of these experiences and many others, our students learn about being leaders. They build an appreciation of personal differences and begin to rise to the challenge of building a better future not only for themselves, but all the needy of this world. The physical, mental and spiritual challenges the students have faced through these experiences have helped strengthen them as individuals and build their resilience, steadfastness and their appreciation of others.



PARENT, STAFF AND STUDENT SATISFACTION

Each year students enter Macarthur in Transition and a growing number continue through to Year 12. At the end of 2007 nine students had completed their entire education at Macarthur.

What keeps these students and their families here?

It is the commitment of this school to help students achieve their best, the support and encouragement offered throughout their schooling and the demonstrated commitment of the staff which many identify as the key.

PARENT SATISFACTION

We have a dedicated parent body at Macarthur. The support of parents, grandparents and friends in the classroom and at many school events is both tremendous and encouraging. The huge attendances at Grandparent's Day, Mother's Day Breakfast and Father's Day Breakfast are indicative of parent satisfaction. This is in addition to the wonderful support at musicals, concerts, sporting carnivals and especially at the Annual Speech and Awards Night with some 1500 in attendance. It is this ongoing support that contributes to the sense of community at Macarthur.

The Parents and Friends Association has met monthly during the school terms and has provided one of a number of avenues for parents to have their concerns addressed and to express their support for the School. The School is very thankful to the Parents and Friends Association for their hard work and tremendous support.

Numerous enquiries regarding enrolments at the school are made as a direct consequence of the positive conversations parents (and often grandparents) have regarding their child's (grandchildren's) education with members of the wider community. Indeed we are very blessed at Macarthur with a wonderful and dedicated staff and fabulous facilities and resources.

Further to that, it is wonderful to see the enrolment of children whose parents attended the School as students. In 2007, there were 6 families with an alumni parent, with an additional 9 alumni families registered. There can be no greater recognition for the School than to have past students choosing to send their own children to Macarthur.



Of course many of our Alumni do not have children as yet but it is wonderful to be able to catch up with them at the annual 10 year Reunion dinners. These are always very well attended and reflect the positive manner in which these ex–students regard the School. Next year, we look forward to holding our first 20 year Reunion dinner.

TEACHER SATISFACTION

Staff satisfaction cannot be accurately measured quantitatively, rather better measured qualitatively and by informal methods. Indeed there are many indicators, which could represent the degree to which staff are satisfied with the school.

Interestingly, the high average daily staff attendance rate of 96% would be a good quantitative measure of staff satisfaction. This rate clearly indicates that staff are committed, motivated, and feel supported in their professional endeavours.

Already mentioned within this report is the dedication and enthusiasm of staff to be involved in aspects of the school beyond the classroom. Some of the activities may simply see staff responding to the call to cook sausages at a BBQ while others involve a long term commitment and additional hours after school, on weekends and even in holidays. Macarthur is never short of willing and enthusiastic staff to support the events in the school.

2007 saw the introduction of the Pipes and Drums Band and our very first Dads and Daughters weekend. Both of these new innovative programmes came from visionary teaching staff and have been implemented to address perceived needs within the School. They also complement programmes already in place and add to the rich fabric of what Macarthur has to offer its students and families. Both these programmes require a significant time commitment outside of normal school hours. In this we measure teacher satisfaction through their willingness to be involved.

STUDENT SATISFACTION

Every year, the graduating class of Year 12 students are asked to reflect on their time at Macarthur. The students consistently uphold the genuine relationships they have developed not only with their peers but also with staff. Comments consistently express the appreciation of the hard work, support, professionalism and dedication of the staff was also highly regarded.



Their comments provide insight into their experiences at the school and reflect on those aspects of a Macarthur education that the students value. The students draw attention to the richness and variety of experiences that a Macarthur education affords. Such a variety enabling individuals with different interests and skills to feel engaged, connected, and a part of the school family.

Many students speak of their personal growth. In particular, growth in maturity, leadership, confidence and respect for others. They acknowledge that these opportunities have prepared them well to face whatever the future may hold and to contribute positively to the wider community and indeed the world.

A sample of the comments made by Year 12, 2007, provides a glimpse of their level of satisfaction.

At Macarthur I have made many great friends and have enjoyed the opportunity to study in a calm and supportive environment. Using the wonderful facilities provided and enjoying the encouragement to achieve my best offered by teachers has been important

The school camps have been some of the best times for me at Macarthur.

It has been excellent to have great teachers with a genuine concern for my welfare and future.

I value the wealth of opportunities that Macarthur provides. Over my six years at Macarthur I have developed a profound sense of philanthropy and also enjoyed the academic challenges I confronted.

What I love about being at Macarthur...the atmosphere of being in a safe place with those who love you and care about you. Being surrounded by those with a lot of talent and energy to achieve great things, it makes you inspired to achieve higher goals yourself! Most of all I love Macarthur's ability to bring out the most in people encouraging them to try different things.

I have enjoyed participating in the Duke of Edinburgh Scheme, and the range of activities that are available at the school.

I loved being involved with Oasis because I can share my faith with other people

I enjoyed being a member of the equestrian Team as well as the school camps, which provided laughter and fun

I most enjoyed the Agricultural Show team as it gave me a chance to develop leadership skills and to express my keen interests in the field

I learnt how to serve my fellow students and teachers as well as the wider community.

I have most valued the supportive teachers who motivated me and the extra curricular activities the school offers. These have made me a more confident individual and given me many wonderful learning experiences.

Not many schools have school camps every year and I think they are really worthwhile. As well as being a time to get away from regular daily life, it was a time when we could be challenged and learn new skills and lessons of life.



Among the special things for me at Macarthur have been learning English, making new friends and learning about Australian culture.

My most memorable experience is being involved in the Musicals because I have learnt to work as a team.

Whenever I needed help the teachers were always willing to give up their lunch times or even after school to help out.

Developing leadership skills working with younger children through Peer support, allowing me to use the latest technology.

The canteen and library ladies are also fantastic.

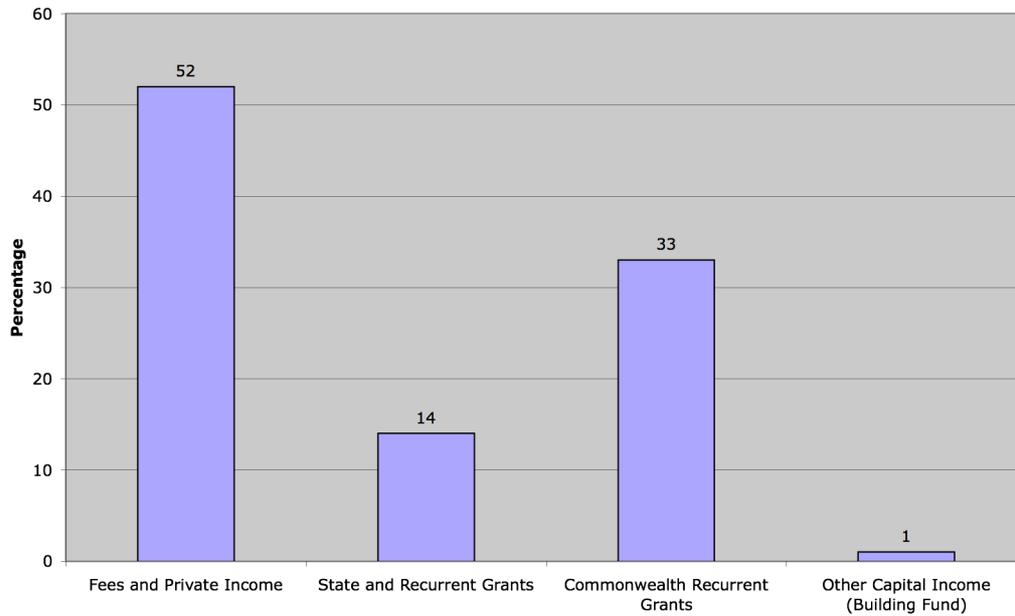
The Tanzanian Trek and help children on the other side of the world was great.



FINANCIAL INFORMATION

The following information is a summary based on detailed information provided by the School to the Commonwealth Government in the annual Commonwealth Financial Questionnaire for the year 2007.

Recurrent/Capital Income



Recurrent/Capital Expenditure

