



Macarthur Anglican School

2024

Annual Educational and Financial Report (NESA)

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Enter to Learn, Go out to Serve

Chairman's Opening Address

Our wonderful school has been in full flight this year and it has been beautiful to see.

Early in the year we celebrated some truly remarkable HSC results with 84% of last year's cohort achieving an ATAR over 80 and 36% achieving an ATAR over 90! Isn't that phenomenal? Widespread success like that is only possible when everyone is working together. Teachers, students and parents.

This united and collaborative approach to learning is one of Macarthur's strengths. And I'm sure this year's graduating students will benefit greatly from it as well.

But a Macarthur education is about so much more than just academic success. To quote a line from our School Mission statement,

"We challenge and equip our students and staff to grow in understanding, ability and character. We encourage and inspire lifelong learning across spiritual, academic, creative, physical, social and emotional domains."

In other words, it is our explicit goal as a School Council for Macarthur to be a School that develops the whole person. And we want this not just for our students but for our staff as well and indeed for all of us who form part of the Macarthur community.

As such, the school year is full of opportunities for growth.

Seminars and camps,
Sporting competitions and carnivals,
Arts festivals and performances,
Worship services and mission trips,
Cultural exchanges and international food days,
Opportunities to design, and build,
Occasions to engage with nature and agriculture,
and all manner of creative expression.

These are chances to explore new areas of life and culture, to develop new skills, to broaden our perspectives and to gain fresh insight into ourselves.

All this co-curricular activity is so valuable, and yet it doesn't happen by itself. The Macarthur staff go above and beyond to achieve it. They strive for excellence and give selflessly of their time. And they do it out of love for their students. And so, on behalf of the whole school community I would like to thank the staff of Macarthur for your amazing contribution to the life of our school.

This staff culture doesn't happen by accident; it is modelled and embodied by the Headmaster, and his executive team. Their strong supportive relationship sets the tone, and that positive culture flows out to the rest of the staff.

I'd like to give special acknowledgement this year to Mr Kokic who served as acting headmaster during Dr Nockles long service leave in Term 1.

Well done Mr Kokic, in fact thank you for the fantastic job you do year in and year out. You are a gifted and insightful leader. And our school is blessed to have you.

I would also like to thank my fellow members of the council for their dedication and commitment to the work of governance this year. It was a joy to welcome Mrs Emma Tippet onto the Council in June, she brings a wealth of experience and insight to the table, which is great because we've had quite a full year of stimulating strategic discussion and planning.

The school is growing rapidly which creates lots of challenges, but in God's mercy, we are improving as we grow. So thank you for the work you do, you are a big part of why the school is thriving.

I'd especially like to thank The Reverend Chris Moroney, who after 8 ½ years of faithful service on the council will be stepping down at the end of the year. Chris, you have contributed so much to the school over those years, you have helped us stay focused on the important and helped us avoid mission drift. You have left a wonderful legacy, and we thank you for your service.

Of course, the most strategic decision the School Council gets to make is the appointment of a new Headmaster...

And it gives me great pleasure to announce that there is nothing new to report on that front!

We are in a rapidly changing environment, which is why it is so crucial to have an experienced and stable leader at the helm. As you know, Dr Nockles is such a man, he

is a secure leader and a pillar of stability for the School. He is also an exceptionally adaptable leader, who is himself always growing and striving for improvement.

This is a great combination to have and we are blessed to have him leading the school.



Enter to Learn, Go out to Serve

A welcome from the Headmaster, Dr Nockles

It is an extraordinary privilege to lead a school that, while holding onto valuable traditions established since its foundation, is innovative, forward-thinking and maintains a passion for teaching and learning. Our staff are committed to assisting each child to develop as well-rounded individuals ready to lead and participate in their communities. Whether in the classroom, on the sporting field, in music ensembles, other performance opportunities, through outdoor education or any of the diverse range of other activities available, Macarthur students can broaden their interests and enhance their skills. Involvement in these activities helps students to enjoy school and cultivate a more positive outlook on life.

The emphasis the School places on sport, co-curricular opportunities, the comprehensive Music Programme from Year 3 onwards, and the Year 3 to Year 12 mandatory Outdoor Education Programme are not accidental and not simply in place to keep students busy. By encouraging all students into experiences that they might not have chosen for themselves, or by developing already existing talents and interests, a student's academic development is greatly enhanced.

In the developing years, the brain is an organ that craves stimulation and the more opportunities an individual can experience, the greater complexity the brain will develop in its thinking and processing abilities. The breadth of opportunity is more than just fun; it enhances learning.

Service to others is a key element of life at Macarthur and from their earliest years, Macarthur students learn about supporting and assisting others. They are involved in raising funds for charitable organisations both here and overseas and, in their senior years, lend practical support to those in need through our Community Service and Outreach Programmes.

Macarthur staff are a wonderfully diverse group of professionals who bring their strengths and commitment to their area of expertise. They are life-long learners, with many undertaking

additional study and modelling a love of learning to the students. A Macarthur education celebrates diversity and opportunities for all to be involved. Whether students and staff, current or former parents, or former students, the Macarthur family can come together to develop and strengthen their Macarthur friendships through the various Parents and Friends groups, the Alumni Association and other support groups.

When young men and women graduate from Macarthur we are justifiably proud of who they have become. We look forward to hearing news of post-school achievements because we believe we have laid the foundations for Macarthur graduates to make a difference - no matter how big or small - to the world in which we live.

I hope that this website will be helpful to you as you explore its pages and discover all that is on offer at this school.

Dr David Nockles



Enter to Learn, Go out to Serve

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

2.1 School Context

Macarthur is a co-educational independent Transition to Year 12 Christian school located in the semi-rural area of Cobbitty, near Camden. It has a record of excellent HSC results and a high percentage of students entering university each year. The surroundings of the school are rapidly changing with a number of new residential developments underway within a five-kilometre radius of the school.

Macarthur has two mottos, 'Through Christ Alone' which emphasises the Christian heritage of the School and 'Enter to Learn, Go out to Serve' which is the practical manifestation of the values Macarthur encourages within students. Macarthur is well established, commencing in 1984, offering excellent facilities and opportunities for students to develop their academic, musical, sporting, community responsibility and leadership skills in a safe and caring environment. The School is outward-looking and has a strong international focus with Sister Schools in Hungary and Japan and is part of the Asia Education Foundation's Bridge programme, fostering ties with Indonesia. The School adheres to traditional values as contained in and expressed throughout the Bible and has a proven track record of strong academic success for learners across the academic spectrum.

The teachers are highly qualified and experienced, with many recognised leaders in their field of expertise. Providing opportunities for students to 'grow their learning' and value-add throughout their time at the School is the driving force behind the School's desire to constantly improve the focus on teaching and learning. To better focus on the needs of students Macarthur is divided into a Junior School (Transition - Year 4), Middle School (Year 5 - Year 9) and Senior School (Year 10 - Year 12), each led by a Head of School who provides a close link with families. The Heads of School, together with the Dean of Studies, monitor student progress through a range of academic assessments and testing. These tests include SENA 1, DIBELS and DORF (K-6) and CELF-4 in Kindergarten, PAT Maths and reading (Years K-6) twice per year, and YARC Comprehension. To complement the NAPLAN testing in Years 3, 5, 7, and 9, the School employs Academic Assessment Services Pty Ltd to conduct testing for students in Years 4, 6, 8 and 10. The latter of these includes a Career Assessment.

The purpose-built and extensive facilities available are designed specifically for the developmental learning and social needs of the students across the School, with Transition and Kindergarten being specifically set apart and fenced for the youngest learners. Macarthur students have a record of excellent HSC results with an exceptionally high percentage of students entering university each year. Academic and pastoral care is a strong feature of the School. Year 7 and 12 Year advisers along with Heads of House provide students in Years 5-12 with additional academic and pastoral care. The development of Christian values and attitudes is encouraged through a comprehensive pastoral care programme and the availability of a wide range of voluntary Christian activities. Student community service and outreach opportunities locally, nationally and internationally are available. The School continues to introduce young students of the Year 6 cohort to the concept of mission and service to others through a North Queensland Outreach trip. Year 11 students can take part in the Thailand Outreach, in which they have the experience of working with children from a different culture and who are significantly underprivileged. The House system develops a sense of community and is the basis for sporting and other competitions. The focus in recent years on building a strong House spirit among students and staff has been very successful.

Opportunities for academic extension are also available. The GATEway (Gifted and Talented Education) programme in Year 5 and 6 provide a fast-paced, challenging learning environment for academically capable and gifted students. High-potential learners in Year 8 can participate in the Aristotle Programme which fosters critical and creative thinking and research skills. In years 9 and 10 high potential learners can join the Socrates Programme, which often links them with former students and university mentors. Mathematically gifted students have the opportunity to be accelerated from Year 9 with the aim of completing the HSC for Mathematics when they are in Year 10 or Year 11. Students with musical ability are encouraged to participate in one of the many music ensembles on offer. The Orchestra, String Orchestra, Preparatory Orchestra, Stage Band, Concert Band, Preparatory Band, Choir and Vocal Ensemble are just some of the performance groups available. Instrumental string and band programmes are included in the curriculum from Year 4 to Year 6 and the peripatetic music programme is extensive. The School believes that the introduction of music training at a very young age is beneficial for the intellectual development of children.

The School also operates a very active Learning Support Programme catering to the needs of students who have experienced early learning difficulties in Literacy and Numeracy. In K-6, this is overseen by the Heads of School and the Co-ordinator of Learning and Literacy K-6. In 7-12, this is overseen by the Dean of Studies and Co-ordinator of Learning and Literacy 7-12. Teachers' aides also support the students with their literacy and numeracy needs. Staff are also provided with strategies to differentiate learning tasks. Students with disabilities are assessed by the learning support team and in some cases, in consultation with parents, educational plans are devised so these students can access the curriculum.

Macarthur offers an unparalleled diversity of sporting, co-curricular and Outdoor Education opportunities for students in the southwest of Sydney. Providing opportunities for students to have experiences in areas where they might not have initially realised an interest and talent is central to the School's co-curricular, sporting and Outdoor Education programmes. The broad range of sporting experiences has led some students to gain State and National representative honours. Team and individual sports are provided from Year 3 onwards including Swimming, Cross Country, Athletics, Soccer, Basketball, AFL, Hockey, Netball, Cricket, Volleyball, Snowsports, and Equestrian competitions. There are a wide range of other activities available covering adventure, school and community service as well as academic interest areas. The Agricultural Show Team, Community Service Teams, Debating, Public Speaking, Musicals, GATEway 8, Robotics, Model making, Movie making, Duke of Edinburgh's Award Scheme, Bible Study groups, Crusaders, and many other activities are among the opportunities available. A signature event of the School is the Annual Benefit Concert which showcases our students' musical abilities and raises funds for African Aids Foundation. There are also international History, Art, Music and Indonesian study tours which help deepen student learning. Students are encouraged to compete in State, national and international competitions such as the ICAS tests for English, Mathematics and Computing, Language World Championships, the Australian Maths Olympiad, the Australian History Competition and the Young Scientist competitions.

Student achievement across school life is recognised through the awards system with Middle School and Senior School students awarded Colours acknowledging success, which appear on the School Blazer. There are many opportunities for training in student leadership in the Middle School and Senior School. School Prefects, House Captains, as well as a range of activity Captains, are highly sought-after leadership positions. Those who demonstrate leadership in the various musical ensembles, sporting pursuits or other activities are recognised formally as student leaders and are encouraged to foster School and House spirit in that area of activity. In the Middle School, the appointment of Middle School Prefects provides leadership opportunities for students to begin refining their leadership skills, while students in Year 6 have an opportunity to be Student Leaders and activity monitors, assisting K-6 students.

Parents who enrol their children at Macarthur are generally aspirational and are seeking the best educational outcomes possible for their children. Conscious of this, the School seeks to tap the interest and enthusiasm of the parent body, as well as those associated with the school in a myriad of other ways, to create a learning environment that will enhance opportunities for personal growth and future prospects. Active parent groups, known as Women at Macarthur (W@M) and Men at Macarthur (M@M) have successfully operated bringing parents together on a number of social occasions, while at the same time contributing both financially and in-kind towards improvements in the school amenities and fundraising for external charities such as Cancer Council's Pink Ribbon and Black Dog Institute. Whilst we request community support we also give back to our community through Sponsorship. The School sponsored a number of community events including the Harrington Park Community Christmas Carols, Camden Show and Camden Show Ball. In recent years the School commenced a Community Partner Programme. Three businesses are offered the opportunity to connect with the School for a minimum period of 12 months. These companies are acknowledged both in print and verbally at major School events.

2.2.Characteristics of the Student Body

Outlined in the table below is information regarding the population profile of the school in 2024 (with the previous year of 2023 (shown in brackets) as provided from census.

Gender distribution

	Boys	Girls	Totals
K-6	232 [204]	244 [204]	476 [408]
7-12	275 [315]	354 [254]	629 [569]
Totals	507 [519]	598 [488]	1105 [977]

Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	10.79% [12.14%]	24% [26%]	1% [1%]

Index of Community Socio-Educational Advantage (ICSEA)

The ICSEA for Macarthur Anglican School, as shown on the My School website at <http://myschool.edu.au> is 1125. The socio-educational quartiles for 2024, with equivalent figures for 2023 in brackets, are as follows:

School ICSEA Value (with previous year shown in brackets)

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
3% [4%]	15% [16%]	33% [32%]	48% [48%]

MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
43% [43%]	31% [31%]	13% [14%]	3% [3%]	5% [5%]	4% [4%]

From the school's database, the percentages of parents in the employment groups, as disclosed in the MCEETYA data collection, follow the trend above. The above table suggests that the students come from socio-educational backgrounds that could be described as generally middle to upper-middle and high levels.

Anecdotal Information

Database information also shows that the families from which the students come include parents who may generally be described by the terms 'professional', 'white-collar employee', 'self-employed' or 'managerial'. Some families could be described as quite wealthy and a number of students are fortunate to have experienced overseas family holidays. The dress, general health and well-being of the student body indicate that they come from homes where parents show pride and care for their children. There are also several students who come from families where parents make a very significant sacrifice for their children to attend Macarthur and who in many cases are supported by the school through its scheme of scholarships and bursaries assistance. Through its pastoral care programme, members of staff become aware that several families experience difficult emotional and relational issues, as one would expect to find in any community.

The students themselves generally have aspirations to participate in the opportunities provided by the school, to complete Year 12, and then to progress to university. Apart from their studies, many students are involved in various sporting and community activities outside of school, with some competing in competitions at the national and even international level. A number of students have participated in cultural and leadership activities locally, nationally and internationally. There is a strong desire to be involved in community service activities, by helping with fund-raising appeals, upholding the school's support of Anglicare, Varee Christian School in Chiang Mai, Thailand, the African Aids Foundation and by personal involvement in activities such as the School's Community Service group, which operates after school hours.

For further information about Macarthur Anglican School available on the My School website, go to: <http://www.myschool.edu.au>



Enter to Learn, Go out to Serve

STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2024

National Assessment Programme Literacy and Numeracy (NAPLAN)

Scales

NAPLAN results are reported using measurement scales for each of the assessment areas of numeracy, reading, writing, spelling, and grammar and punctuation (spelling, grammar and punctuation together are called conventions of language). There are 5 scales in all.

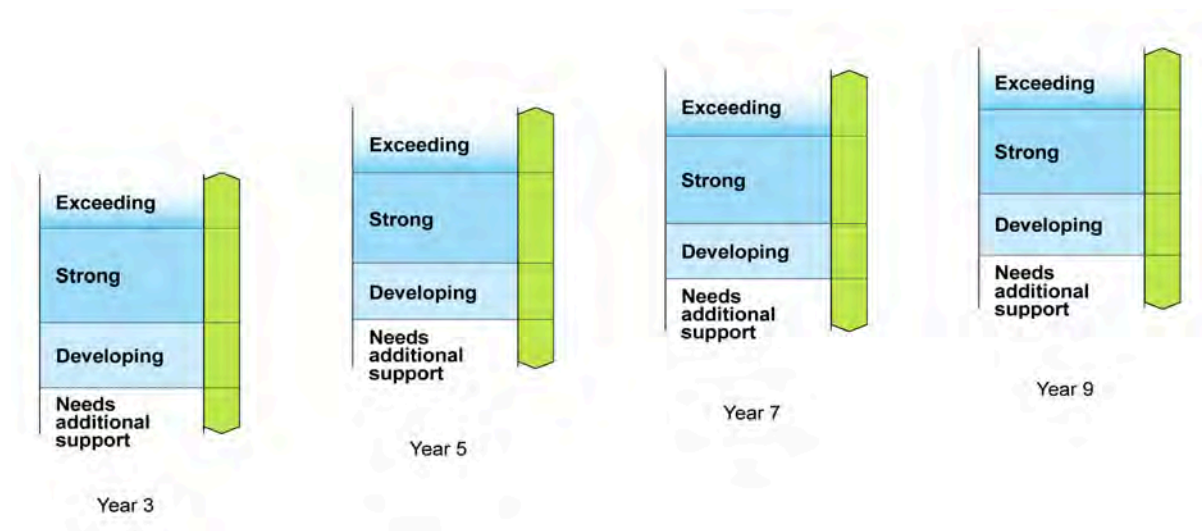
Proficiency standards

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The diagram below illustrates the progression of proficiency levels from Year 3 to Year 9. It shows an average of the five assessment areas.

Diagram: NAPLAN measurement scales averaged across domains



In 2024, students from Years 3, 5, 7 and 9 participated in the National Assessment Program - Literacy and Numeracy. The students presented for English language and literacy tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

The test results are given in proficiency levels indicating levels of achievement. Macarthur had the following student numbers participating in each grade. Macarthur’s results are above or well above the State average in all domains for Years 3, 5, 7 and 9. For more details please refer to the MySchool website. <http://www.myschool.edu.au>

NOTE: Results from 2024 on cannot be directly compared to results from 2008 to 2022.

Year Group	Number of Students
Year 3	69
Year 5	72
Year 7	113
Year 9	101

YEAR 3 NAPLAN RESULTS

In Year 3, no students were absent, and two students were exempt.

State Average Comparison

The table below shows that the School's Year 3 mean results were above the State mean for all domains.

Table 1

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	404	416	401	409	404
School Mean	459	455	449	469	443

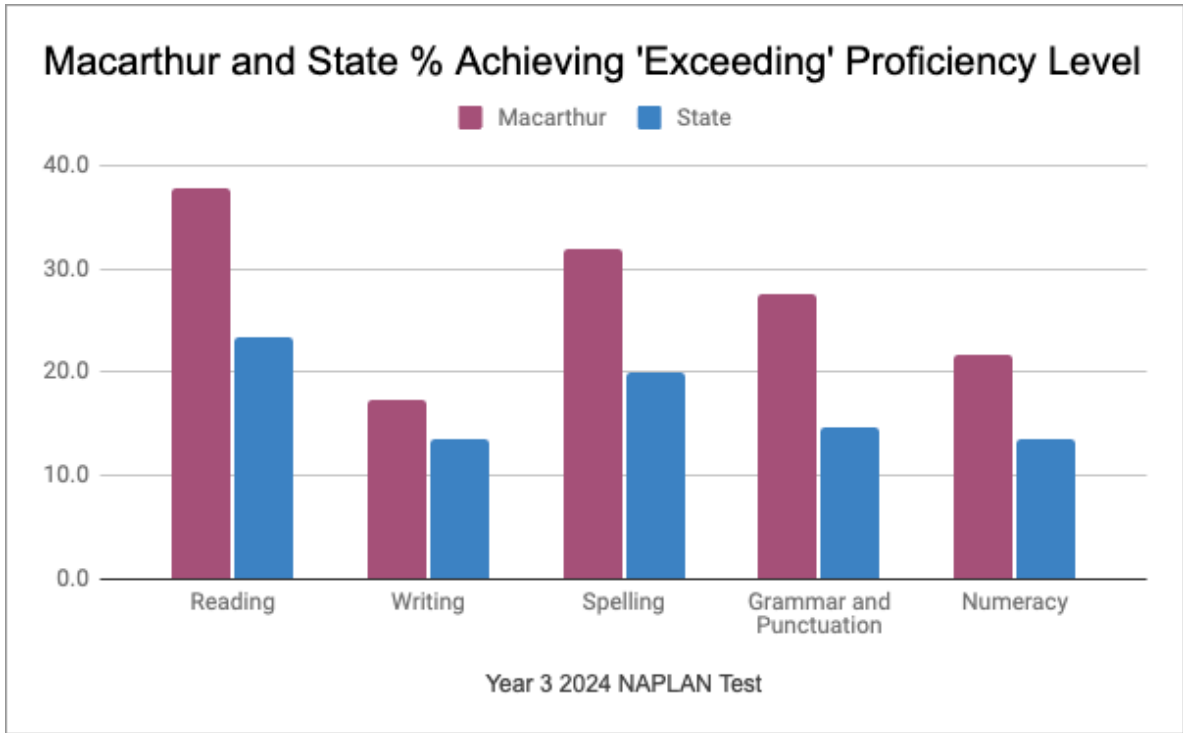
National Benchmark

The majority of Year 3 students achieved well above the National Minimum Standard for all tests (see Table 2 below).

Table 2

YEAR 3	% of Students achieving each measurement scale (Strong/Exceeding/Developing/Needs Additional Support), Macarthur vs State									
	Exceeding	Exceeding	Strong	Strong	Developing	Developing	Needs Additional Support	Needs Additional Support	Exempt	Exempt
	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State
Reading	37.7	23.4	50.7	45.6	11.6	18.4	0.0	10.9	0.0	1.7
Writing	17.4	13.5	75.4	68.3	5.8	11.6	1.4	4.8	0.0	1.8
Spelling	31.9	19.9	47.8	45.4	18.8	23.6	1.4	9.4	0.0	1.7
Grammar and Punctuation	27.5	14.6	42.0	43.5	29.0	25.2	1.4	15.0	0.0	1.7
Numeracy	21.7	13.5	58.0	52.9	20.3	23.2	0.0	8.7	0.0	1.6

Graph 1



YEAR 5 NAPLAN RESULTS

In Year 5, no students were absent, exempt or withdrawn.

State Average Comparison

Table 3 indicates that Macarthur students achieved above the State Mean in all tests.

Table 3

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	492	485	486	498	489
School Mean	542	525	530	550	548

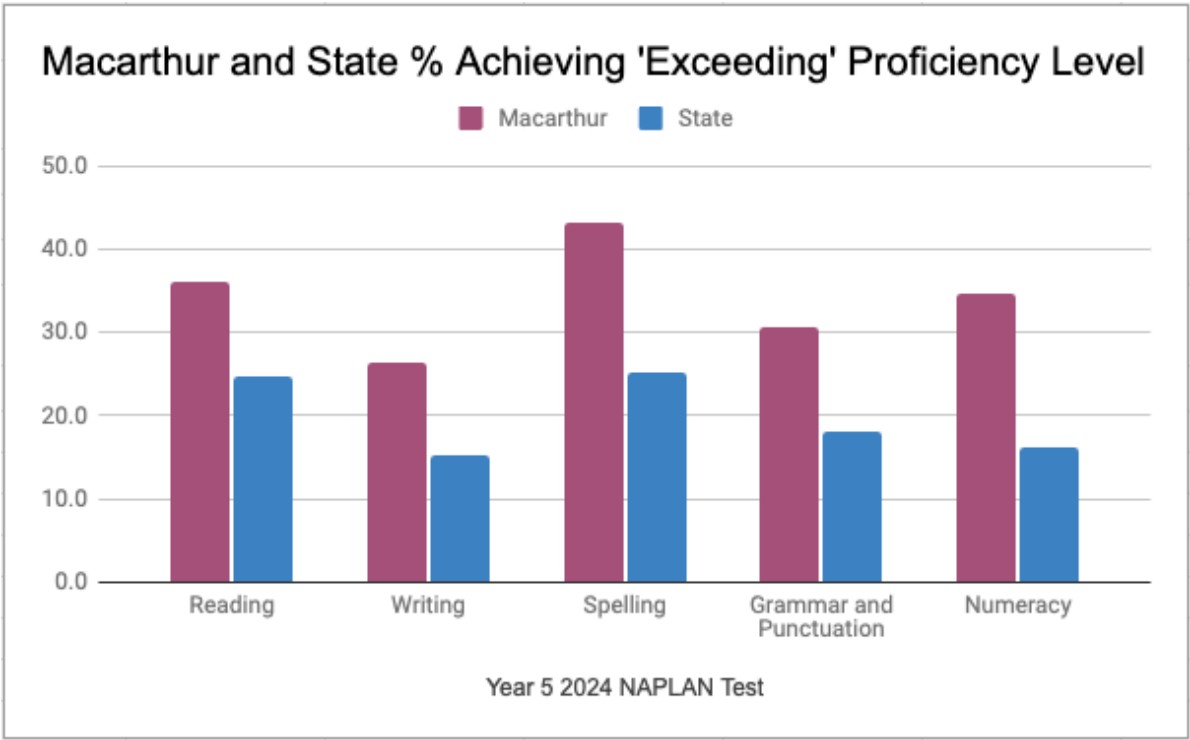
National Benchmark

The majority of Year 5 students achieved well above the National Minimum Standard for all tests (see Table 4 below).

Table 4

YEAR 5	% of Students achieving each measurement scale (Strong/Exceeding/Developing/Needs Additional Support), Macarthur vs State									
	Exceeding	Exceeding	Strong	Strong	Developing	Developing	Needs Additional Support	Needs Additional Support	Exempt	Exempt
	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State
Reading	36.1	24.7	54.2	48.1	9.7	16.8	0.0	8.8	0.0	1.5
Writing	26.4	15.3	58.3	57.4	13.9	18.5	1.4	7.3	0.0	1.6
Spelling	43.1	25.2	37.5	46.3	18.1	18.5	1.4	8.4	0.0	1.6
Grammar and Punctuation	30.6	18.1	55.6	49.0	12.5	21.9	1.4	9.4	0.0	1.6
Numeracy	34.7	16.3	56.9	53.3	8.3	21.1	0.0	7.8	0.0	1.5

Graph 2



YEAR 7 NAPLAN RESULTS

In Year 7, no students were absent, exempt or withdrawn.

State Average

Macarthur Year 7 students achieved well above the State Mean in all tests with the exception of reading (indicated in table 7 below).

Table 5

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	535	540	540	537	540
Macarthur Anglican School Mean	580	582	582	578	597

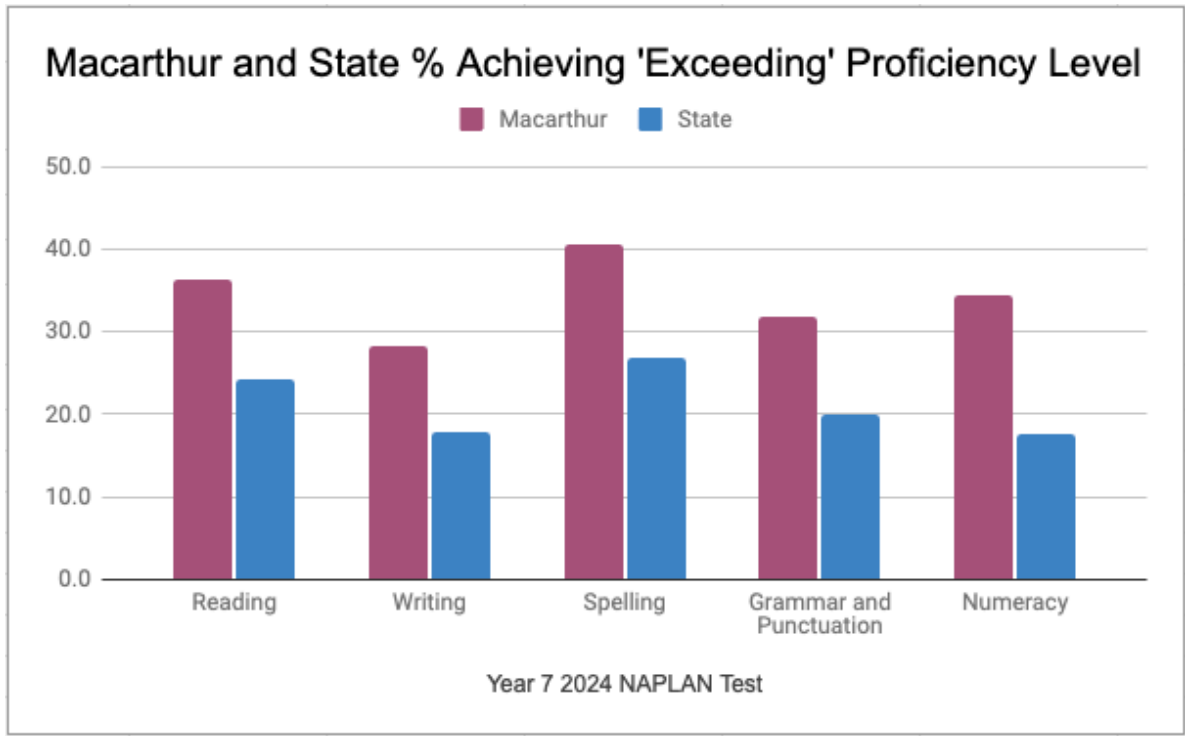
National Benchmark

Table 8 below indicates the majority of Year 7 students achieved results well above the National Benchmark in all tests.

Table 6

YEAR 7	% of Students achieving each measurement scale (Strong/Exceeding/Developing/Needs Additional Support), Macarthur vs State									
	Exceeding	Exceeding	Strong	Strong	Developing	Developing	Needs Additional Support	Needs Additional Support	Exempt	Exempt
	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State
Reading	36.3	24.3	50.4	46.3	9.7	18.4	2.7	9.5	0.9	1.6
Writing	28.3	17.8	54.9	51.0	14.2	22.1	1.8	7.6	0.9	1.6
Spelling	40.7	26.9	51.3	49.5	5.3	15.3	1.8	6.7	0.9	1.6
Grammar and Punctuation	31.9	20.0	48.7	43.9	13.3	23.4	5.3	11.1	0.9	1.6
Numeracy	34.5	17.7	51.3	52.7	9.7	20.4	3.5	7.6	0.9	1.6

Graph 3



YEAR 9 NAPLAN RESULTS

In Year 9, no students were absent, and two students were exempt.

State Average

Macarthur Year 9 students achieved well above the State Mean in all tests with the exception of reading (indicated in Table 7 below).

Table 7

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	565	574	567	555	565
Macarthur Anglican School Mean	615	618	596	614	628

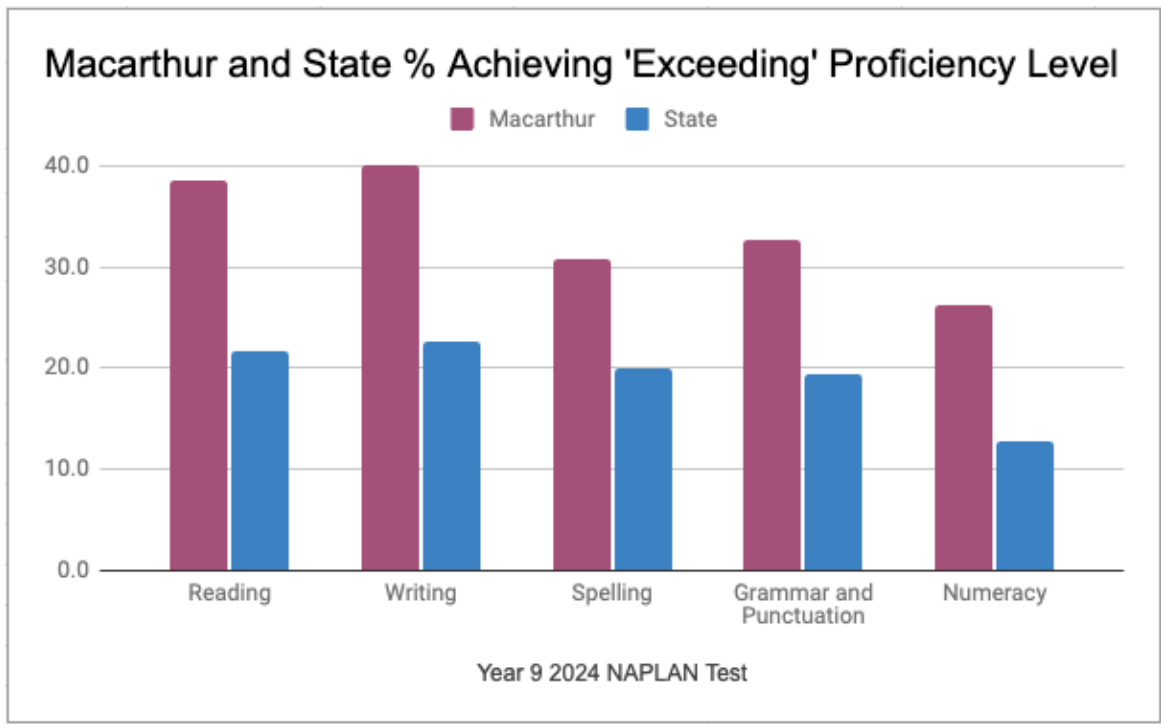
National Benchmark

Table 8 below indicates the majority of Year 9 students achieved results well above the National Benchmark in all tests. Macarthur Year 9 students achieved significantly more “Exceeding” Proficiency Levels in all domains compared to the State.

Table 8

YEAR 9	% of Students achieving each measurement scale (Strong/Exceeding/Developing/Needs Additional Support), Macarthur vs State									
	Exceeding	Exceeding	Strong	Strong	Developing	Developing	Needs Additional Support	Needs Additional Support	Exempt	Exempt
	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State	Macarthur	State
Reading	38.6	21.6	48.5	44.6	10.9	21.9	2.0	10.1	0.0	1.9
Writing	40.0	22.6	41.0	42.2	18.0	25.3	1.0	8.1	0.0	1.9
Spelling	30.7	19.9	57.4	56.5	8.9	15.4	3.0	6.3	0.0	1.9
Grammar and Punctuation	32.7	19.4	47.5	39.1	17.8	27.1	2.0	12.5	0.0	1.9
Numeracy	26.3	12.7	61.6	54.8	11.1	22.1	1.0	8.5	0.0	1.9

Graph 4



Percentage of Year 9 Students Achieving Top Band

Table 8 and Graph 4 indicate the percentage of Year 9 Macarthur students who achieved results in the top Proficiency Level exceeded the State for all tests and considerably performed better at the top level in Reading and Writing.



Macarthur Anglican School

RoSA, HSC & SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA) Stage 5

In 2024, 107 students satisfied the requirements of the Stage 5 RoSA. A number of Stage 5 200 hour subjects continued including Geography Elective, History Elective 200 hours and Visual Arts 200 hours.

Students in the vast majority of subjects achieved a higher percentage of combined A and B grades compared to the State.

2024 Stage 5 School vs State Grading Comparison – % 'A' & 'B' Grades				
Subject	A Grades		B Grades	
	Macarthur	State	Macarthur	State
English	17.59	12.17	42.59	29.48
Mathematics	22.22	14.95	35.19	22.55
Science	29.63	12.9	31.48	24.28
Commerce 100 hours	14.58	19.18	64.58	33.58
Geography Elective 100 hours	11.11	32.81	44.44	36.86
Geography Elective 200 hours	25	46.08	50	29.89
Mandatory Geography 100 hours	20.18	14.82	45.87	29.28
History Elective 100 hours	40.54	24.29	51.35	32.39
History Elective 200 hours	3.57	30.65	64.29	33.26
Mandatory History 100 hours	25.69	14.92	49.54	28.36
Indonesian 200 hours	40	42.62	50	30.33
Agricultural Technology 100 hours	42.86	9.39	28.57	24.11
Design & Technology 100 hours	17.86	25.3	25	34.9
Information Software Technology 100 hours	42.31	25.95	50	34.35
Drama 100 hours	22.22	21.77	55.56	36.25

Music 100 hours	31.58	16.03	31.58	29.34
Visual Arts 100 hours	7.14	17.6	64.29	34.26
Visual Arts 200 hours	18.42	28.2	34.21	35.01
Personal Development, Heath, PE 200 hours	26.61	12.43	65.14	34.99

Preliminary HSC

In 2024, 97 students satisfied the requirements of the Preliminary HSC. The Preliminary results indicated that most subjects have a higher percentage of A and B grades compared to the State.

2024 Preliminary HSC School vs State Grading Comparison – % 'A' & 'B' Grades				
Subject	A Grades		B Grades	
	Macarthur	State	Macarthur	State
English Advanced	9.09	19.92	37.5	46.28
English Extension 1	8.33	40.83	41.67	43.6
EAL/D	-	9.54	100	29.96
English Standard	-	4.13	55.56	27.27
Mathematics Advanced	15.69	26.82	25.49	26.63
Mathematics Extension	19.35	28.91	32.26	31.75
Mathematics Standard 2	15.69	9.16	21.57	22.09
Biology	37.21	12.65	34.88	28.24
Chemistry	31.25	18.53	62.5	28.69
Earth and Environmental Science	33.33	11.22	33.33	27.02
Physics	17.65	16.47	35.29	29.86
Ancient History	16.67	15.31	62.5	27.49
Business Studies	19.44	12.24	30.56	28.97
Economics	8.33	20.35	41.67	34.75
Geography	28.57	17.1	42.86	31.56
Legal Studies	-	17.68	46.67	29.32
Modern History	32.14	16.02	32.14	31.53
Society and Culture	38.89	16.58	11.11	31.72
Studies of Religion 1	17.14	14.62	31.43	33.58
Studies of Religion 2	50	14.83	-	35.38
Indonesian Continuers	50	42.19	25	32.81

Agriculture	33.33	19.81	41.67	25.29
Design and Technology	18.18	20.63	27.27	31.41
Enterprise Computing	50	20.8	-	32.09
Software Engineering	14.29	23.46	28.57	29.73
Textiles and Design	27.27	22.36	27.27	30.52
Drama	16.67	32.36	50	37.6
Music 1	45.45	19.7	27.27	35.82
Music 2	100	51.21	-	36.8
Visual Arts	33.33	21.19	50	36.09
PDHPE	23.08	11.37	25.64	27.46

The Higher School Certificate

In 2024, Macarthur Anglican School presented 96 students for the Higher School Certificate. Thirty-one subjects were presented at Macarthur in 2024. 96 students fulfilled the requirements to gain a Higher School Certificate and an Australian Tertiary Admission Rank (ATAR). The School did not present any subjects that could not be used for the purpose of gaining an ATAR.

Macarthur was ranked 78th overall out of over 800 schools which had candidates sit the HSC in 2024 and was the top-scoring school in the region. Macarthur was ranked 40th out of all NSW Independent Schools.

Of the 96 students who sat the HSC, 113 Distinguished Achievement results were recorded on the NESA HSC Honour Roll for Students who attained a Band 6 or Band E4 Extension results.

11.5% of students who presented for the HSC in 2024 attained ATARs of 95 and over. 32% of students received an ATAR of 90 or higher. 56% of students received an ATAR of 80 or higher. 73% of students received an ATAR of 70 or higher.

Table 3	2024	2023	2022	2021	2020
Students who achieved a Band 6 result	51%	25%	38%	40%	44%
Students who achieved a Band 5 result or above	78%	88%	85%	90%	85.4%

Ryan Watson was the Dux for 2024. Ryan achieved an ATAR of 99.80. Ryan is still considering his options for tertiary study. Some of these options include a Bachelor of Education, Engineering Studies or something in the Mathematics domain.

Ryan Watson (ATAR 99.80), along with Grace Sun (ATAR 98.65), Lilly Ferrari (ATAR 97.70) and Jacinta Johnson (ATAR 97.70) were recognised as 'All Rounders' for attaining Band 6/E4 results in at least 10 units.

Top Achievers

- Ryan Watson received 1st in the State for Indonesian Continuers
- Ryan Watson received 1st in the State for Indonesian Extension
- Grace Sun received 5th in the State for Visual Arts

Student Work Selected for Statewide Recognition

Grace Sun, Jasmin Smith, and Ella Young were nominated for HSC 'ART Express' (Visual Arts) showcase, Toby Gill was nominated for HSC 'ENCORE' (Music 1), Elliott Price was nominated for HSC 'SHAPE' (Design & Technology), and Amy White was nominated for HSC 'TEXTSTYLE' (Textiles & Design).

Mean, Median, Highest Year 12 ATAR Results

Table 4	2024	2023	2022	2021	2020
Mean	78.86	77.84	78.22	79.25	77.40
Median	80.45	78.60	79.30	80.45	80.20
Highest	99.80	99.60	99.15	99.65	98.90

Variation from State Mean

Macarthur was more than 5% above the state mean for 48.5% (17/35) of courses.

Some of these courses included Software Design & Development (11.63%), Studies of Religion II (10.65%), Drama (10.30%), Legal Studies (10.14%), Music 1 (9.91%), Ancient History (9.85%),

The percentage of Macarthur students who achieved Band 5 and 6 results exceeded the State in the vast majority of subjects.

Subject	% Band 5 & 6 results at Macarthur	% Band 5 & 6 results in State	School/State Variation
Agriculture	16.66	30.89	-14.23
Ancient History	57.13	36.84	20.29
Biology	70.96	35.42	35.54
Business Studies	51.61	37.07	14.54
Chemistry	25.00	38.69	-13.69
Design & Technology	49.99	47.93	2.06
Drama	100.00	61.80	38.20
Earth and Environmental Science	69.22	32.42	36.80
Economics	33.33	51.47	-18.14
English Advanced	61.61	67.53	-5.92
EAL/D	0.00	24.69	-24.69
English Extension 1	94.44	95.39	-0.95
English Extension 2	87.50	87.23	0.27
English Standard 2	20.00	13.35	6.65
Geography	72.72	37.72	35.00

History Extension	100.00	86.27	13.73
Indonesian Continuers	100.00	87.09	12.91
Indonesian Extension	100.00	100.00	0.00
Information Processes & Tech	40.00	30.57	9.43
Legal Studies	81.81	43.22	38.59
Mathematics Advanced	40.46	49.96	-9.50
Mathematics Extension 1	85.70	80.18	5.52
Mathematics Extension 2	100.00	86.27	13.73
Mathematics Standard 2	46.51	28.59	17.92
Modern History	47.36	38.93	8.43
Music 1	100.00	67.22	32.78
PDHPE	49.99	34.61	15.38
Physics	37.50	38.25	-0.75
Science Extension	100.00	81.55	18.45
Society and Culture	87.50	45.24	42.26
Software Design & Development	75.00	38.30	36.70
Studies of Religion 1	100.00	43.65	56.35
Studies of Religion 2	100.00	46.60	53.40
Textiles and Design	66.66	49.49	17.17
Visual Arts	90.00	66.75	23.25



Enter to Learn, Go out to Serve

PROFESSIONAL LEARNING AND TEACHER STANDARDS

In the view of Macarthur's Headmaster and School Council, professional learning is extremely important to the development and growth of all teachers and their learning. It is crucial teachers are modelling learning to students and keeping up to date with current research. Research demonstrates that quality teaching is the single biggest influence on educational outcomes.

In 2024, two (2) teachers became Experienced Teacher under the Association of Independent School's ISTAA Accreditation system. They moved from Band 2 to Band 3 under the Teaching Staff Agreement (MEA). Macarthur has had five (5) Teachers move from Provisional to Proficient Teacher Band 2 under the Association of Independent School's ISTAA Accreditation system.

Teacher Qualifications

The 2024 details of all teaching staff responsible for delivering the curriculum for which the School is registered and accredited is outlined in the table below. The 2023 figures are in brackets.

School Staff

Teaching staff	104 [99]
Full-time equivalent teaching staff	99.8 [94.5]
Non-teaching staff	55 [52]
Full-time equivalent non-teaching staff	46.8 [45]

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	104
Teachers who have qualifications as a graduate from a higher education institution from within Australia or are recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
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

Macarthur Conference 2024: Teaching Diverse Learners

In 2024, there was a continued commitment to fostering inclusive and effective teaching practices at the annual Macarthur Staff Conference. Held under the theme of "Teaching Diverse Learners," the conference aimed to enhance educational outcomes for all students across the curriculum.

Day one of the conference featured insightful workshops and discussions focused on strategies for accommodating diverse learning needs. Sessions included specialised approaches to support students with Autism Spectrum Disorder, Anxiety and Depression, emphasizing personalised learning pathways and adaptive instructional techniques.

Additionally, the conference highlighted the integration of Generative AI (assistive technologies) and the role of differentiated instruction in optimising student engagement and achievement. Staff explored practical tools and resources to promote inclusive classrooms, ensuring every student has equitable access.

The following professional learning forums were held for staff across the school Transition to Year 12 in 2024:

Transition to Year 12

Child Protection Training - 1 hour

Online Anaphylaxis Training - 1 hour

2 x forums on Aboriginal History & Culture - 1 hour each

1 x CRICOS Focussed Forum - 1 hour

Professional Courses Attended by Staff

The specialist areas outlined in the following table indicate the diversity of professional learning in 2024 amongst Macarthur staff.



Description of Professional Development Learning Activities	Hours per Staff	No of Staff
Assessment and task design in languages	0	1
NSW Indonesian teachers Workshop 2024 by DOE	7	1
Textile Weaving Workshop	5	1
Self-paced at home - Data informed teaching	5	1
The Morphology Masterclass with Lyn Stone	6	2
2024 MLTA Conference	7.46	1
High Impact Teachers NESA-accredited PD	5	1
High Impact Teachers Online PD Course Data-Informed Evidence-Based Teaching Self-paced course	5	1
AISNSW Visual Arts Conference 2024 - Future Focused Visual Arts Education	5.3	1
AIS Middle Leaders Course	18	1
AISNSW Stage 6 Health and Movement Science Conference	5.3	1
AISNSW ICT Management and Leadership Conference 2024 - Future Ready	48	2
AISNSW Visual Arts Conference 2024 - Future Focused Visual Arts Education	6.5	1
Data Science in the New 7-10 Syllabus	4	1
AIS Stage 6 Health and Movement Science Conference	7.6	1
Technology Stage 4 - Planning and Programming	5	1
Planning and Programming with the new English 3-6 Syllabus - Self-Paced Learning Experience	8	1
GST, FBT & Salary Packaging Day	6.5	1
AIS Chemical Safety in Schools Basic Induction	1.3	1

AIS Chemical Safety training course	3	1
ICT Management in Focus: Records and Data Management in schools	5	1
AISNSW Student Information System Showcase	7	1
AIS: Invitation to Google Webinar: Secure your School with Google Workspace	2	1
AISNSW Stage 6 Health & Movement Science Conference	6.5	1
AIS Visual Arts Conference 2024	6	1
AIS ICT Conference	48	1
AIS NCD Whole School	6	1
NCCD and a whole school approach Support for developing new units of learning for the new Technology Mandatory Syllabus	5	1
AISNSW Extension History Symposium	6	1
Teaching Writing in History	6.5	2
ETA - Teaching Writing Through The Stages	5	1
ETA: Teaching Australian Literature	6	1
ETA NSW Conference	15	1
English Teachers Association 2024 Annual Conference	15	1
English ETA Writing Day	6	1
SMH Informa Summit Conference	8	1
Dyscalculia Seminar	1.5	1
Teaching Math to Students with Dyscalculia: Strategies and Resources with Leanne Woodley	1.5	1
Differentiated Mathematics Instruction	3.5	1
IPSHA Umbrella Art Workshop	2.3	1

IPSHA Conference - Canberra	0	1
Umbrella Group - Dyscalculia - specific learning disability in Mathematics	0	1
IPSHA Country Weekend - Canberra	0	1
Disabilities and the NCCD	1	21
Aboriginal History & Culture T-6 Focus	1	22
Child Protection Training 2024	1	84
Reflective Teachers for Diverse Learners	1	85
Reflective Teachers for Diverse Learners by Professor Mary Ryan	100	1
Assessment and task design in languages	0	1
Effective Quality Assessment Practice Yrs 7-12 - Shane Chapman	1	35
Developing Quality Assessment Practices in Primary Classrooms - Shane Chapman	1	14
Chaplain's Network Lunch	4	1
Economic Literacy Centre Business Studies Teacher's Conference	6	1
2 hour video tutorial on Autism - Learning Difficulties coalition	2	1
Workers Comp for payroll	8	1
High Impact Teaching - self-paced course	5	1
Musical Futures Conference	7.5	1
Musical Futures	7	1



Enter to Learn, Go out to Serve

WORKFORCE COMPOSITION

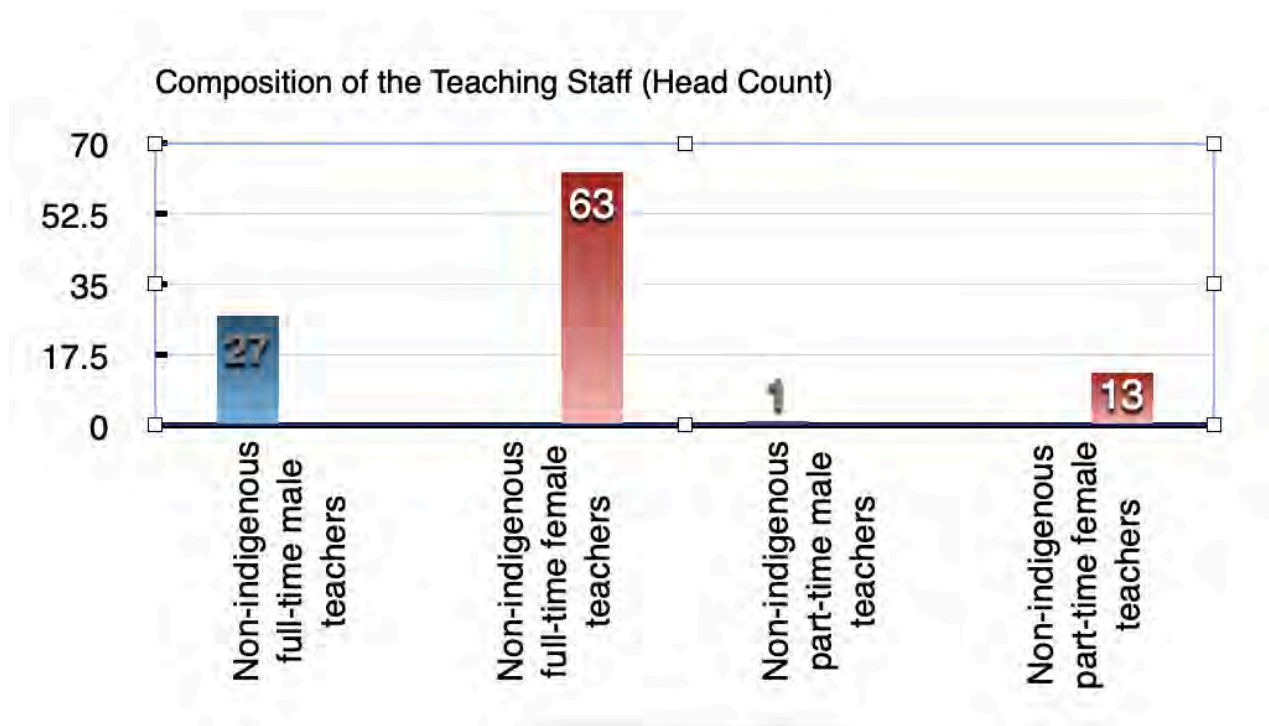
Teacher Accreditation - 2024

Level of Accreditation	No of Teachers
Conditional	5
Provisional	3
Proficient Teacher	86

Composition of the Teaching Staff – 2024

The non-indigenous full-time teaching staff as reported in the 2024 Annual Census, consisted of 26 male teachers, including the Headmaster, and 59 female teachers.

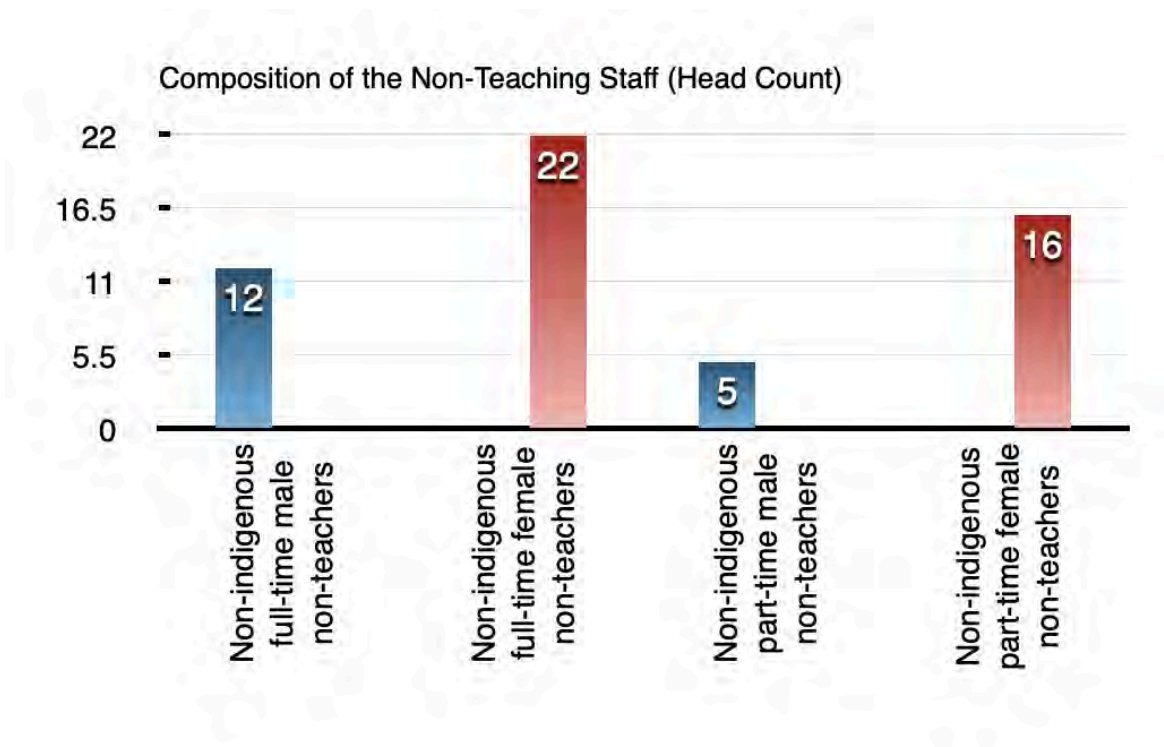
Non-indigenous part-time teaching staff consisted of 1 male teacher and 13 female teachers, totalling a full-time equivalent of 9.80



Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 12 males and 22 females.

Non-indigenous part-time non-teaching staff consisted of 5 males and 14 females, totalling a full-time equivalent of 14.0



Totals

The full-time equivalent number of teaching staff, including the Headmaster, is 94.80, supported by the full-time equivalent number of non-teaching staff of 43.58

Indigenous Staff

No indigenous staff are currently employed in the school.

When updated to display 2024 data, this information is also available on the My School website at: <http://www.myschool.edu.au>



Macarthur Anglican School

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Attendance

The average daily student attendance rate for 2024 was 93.06%. This is higher than the attendance rate reported for 2023 of 91.6%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2024 to the Australian Government Department of Education. Rates calculated for Kindergarten, Years 11 and 12 (below) have been calculated separately. Students granted special extended leave by the Headmaster were not included in this calculation, although absences incurred because of family holidays were included.

The average attendance rate for 2024 for each grade is shown in the following two tables:

Primary Cohorts

Academic Year	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	93.6%	94.1%	91.4%	91.6%	94.8%	94.6%	93.2%

Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	94.1%	94.0%	92.0%	92.5%	89.0%	94.5%

Daily attendance, along with lateness and other partial absences, is monitored carefully by the Heads of School, as poor attendance and lateness have the potential

to impact negatively on academic progress. Students are also encouraged to be punctual, reflecting a positive attitude to learning. A reminder to parents is emailed when a student does not provide an explanation from the parent or guardian explaining their absence following their return to school. If an explanation is still not forthcoming within seven days a further letter is emailed to parents.



Macarthur Anglican School

2025 RETENTION 10-12 and POST-SCHOOL DESTINATIONS

Year 10 and 11 Students Who Left School in 2024

Percentage of School Leavers			
Students who left at the end of Year 10		Students who left at the end of Year 11	
2024	2023	2024	2023
2/109	3/102	7/104	0/98

Seven (7) Year 11 students left Macarthur in 2024 before completing their HSC. Two (2) students left at the end of Year 10. 1 student left during the course of their Year 12 studies.

The 2024 Year 10 leavers 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. Percentages are shown for the 2024 cohort, with the percentages for the past five years' cohorts in the adjacent columns for comparison.

Destination for Students Who Left at the End of Year 10	Previous Years					
	2024	2023	2022	2021	2020	2019
Other schools within the Macarthur area	-	16%	18%	16%	18%	22%
Other schools outside the Macarthur area	50%	24%	20%	22%	26%	28%
Private Colleges	-		-	-	-	-
Apprenticeship Training or TAFE courses	-	36%	40%	42%	40%	28%
Workforce	50%		-	-	-	-
Unknown	-	24%	22%	20%	16%	22%
Overseas	-		-	-	-	-

These figures show that in 2024, the main reason for students leaving was to attend other schools outside the Macarthur area and students wanting to enter the workforce.

Students Completing the HSC

A total of 97 students completed their senior secondary education at Macarthur in 2024, with 100% of the group successfully awarded the Higher School Certificate.

Post-School Pathways

All of the Year 12 students applied for an ATAR.

Of these, 94% of students received university offers, and 90% received an early-round offer.

Other university offers included 39% at the University of Wollongong, 26% at the University of Technology Sydney, 19% at Western Sydney University, 6% at Newcastle University, 5% at Macquarie University, and 5% at other institutions.

Tertiary Courses

These students are now pursuing a diverse range of courses, including (but not limited to) Business, Law, Data Science, Psychology, Health Sciences, Speech Pathology, Medicine, Engineering, Information Technology, Architecture, Aerospace Engineering, Economics and Commerce, Media and Communications, Agriculture, Education and Teaching, Political Science, International Relations, Nursing, and Visual Arts.

A small percentage of Year 12 students who completed their HSC are entering the workforce (7%). This is a little more than in previous years.



Enter to Learn, Go out to Serve

Policy Overview

Macarthur Anglican School has a suite of Enrolment and School Policies that are available for public viewing on our Web site.

As required by the NESA Annual Report, Macarthur has Included in this report the following key policies.

- Enrolment Policy and Procedures
- Student Enrolment Collection Notice
- Complaints and Grievances (Executive Summary)
- Student Health and Welfare Management
- Student Mental Health Management
- Student Behaviour and Discipline Policy (Executive Summary)
- Child Safe Policy (Executive Summary)
- Procedures for Handling Allegations of Misconduct and Reportable Conduct

Enrolment Policy and Procedures (M)

Introduction	<p><i>The School's policies, which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the NESMA Manual for the Registration and Accreditation of non-Government Schools.</i></p> <p>Macarthur Anglican School is an independent, co-educational Christian school, providing education for school-age children from Transition (pre-Kindergarten) to Year 12. Macarthur also provides a preparatory school experience in its pre-Kindergarten Transition Programme.</p> <p>In general, a child can commence Transition if they turn four years of age on or before 1 March or Kindergarten at the beginning of the school year if they turn five on or before 1 March in that year (depending on Macarthur's assessment of the student's readiness). Readiness includes but is not limited to being toilet-trained. By law, all children must be enrolled in school by their sixth birthday. New enrolments are generally accepted for students from Transition to the beginning of Year 11, with the main entry points being Transition (pre-Kindergarten), Kindergarten, Year 5, Year 7 and the beginning of Year 11. Macarthur does not enrol students for the final HSC year, nor does it enrol students who have extensively completed Year 11 at another educational institution.</p> <p>The School's educational programme aims, within a Christian environment, to prepare students for opportunities for life-long learning, including (though not limited to) further education at university and other tertiary institutions. Parents enrolling children at Macarthur should be aware that the School's academic programme and subject offerings in Years 11 and 12 are designed to enable all students the opportunity to matriculate to university.</p>
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<p>Rationale - General Enrolment Criteria</p>	<p>General Enrolment Criteria</p> <p>The final decision regarding enrolment of all students lies with the Headmaster.</p> <p>Apart from a limited number of students awarded an Academic and/or Music Scholarship each year, Macarthur does not select students exclusively on ability (academic or otherwise).</p> <p>All applications for enrolment are considered according to a number of criteria. The chief general criterion is based on the notion of mutual benefit. Macarthur desires to enrol students who will benefit from a Macarthur education and from whom Macarthur will benefit by their enrolment.</p> <p>Students who will best benefit from a Macarthur education will be those whose who will be willing to:</p> <ul style="list-style-type: none"> • Abide by all the rules of Macarthur Anglican School as they apply from time to time. • Participate fully in the School's academic programme, including the completion of homework and assessments. • Participate fully in the Christian education programme, including but not limited to Chapel, Biblical Studies and the School's Outdoor Education Programme. • Wear the School Uniform in accordance with the uniform policy and comply with the School's dress standards at school and to and from school. • Participate in the School's diverse co-curricular programme. <p>For students seeking enrolment at Macarthur after a period of attending another school, a demonstrated compliance to the above expectations at their previous place of learning will be a minimum prerequisite for entry.</p> <p>Macarthur Anglican School will also benefit from enrolling students with demonstrated compliance in the above areas. The school will further benefit from students whose parents and families:</p> <ul style="list-style-type: none"> • Co-operate and support the School in matters of student discipline, dress and bearing and student participation in the School's academic, co-curricular, and Christian programmes.
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	<ul style="list-style-type: none"> ● Fulfil their financial obligations to the school by making all payments of fees and associated charges at designated times. <p>For families seeking enrolment at Macarthur after a period of attending another school, a demonstrated compliance to the above expectations at their child's previous place of learning will be a minimum prerequisite for entry.</p> <p>Parents or Guardians enrolling a student at Macarthur are expected to agree to all the terms outlined in 'The Conditions of Enrolment – Transition to Year 12' which forms part of the Letter of Offer for Enrolment (See below).</p>
Priority Enrolments	<p>From time to time the Headmaster will need to determine the priority or suitability of certain enrolments.</p> <p>A priority for enrolment will be given to students in the following ways:</p> <p>First priority (in no particular order) will be given to :</p> <ul style="list-style-type: none"> ● Siblings of students already attending the School ● Children of Christian clergy and Macarthur Staff ● Children of former students ● Children with close family and/ or historical connections to the School ● A family enrolling multiple children to the School ● A family affiliation with the Anglican Church ● A family affiliation with another Christian denomination <p>Second priority (in no particular order) will be given to:</p> <ul style="list-style-type: none"> ● The gender balance within a cohort ● Suitability and perceived commitment of students/parents to support the school's ethos and expectations. ● Date of application. <p>In addition, other factors may be considered, such as a student's readiness for school, past academic or behavioural records, the gender balance within the cohort where enrolment is sought and the perceived</p>

	<p>commitment of students and/or parents to support the School's ethos and expectations.</p> <p>A staged approach to the offer process will be enacted whereby successful applicants will be informed of an interview in multiple rounds (typically 2 weeks prior to the end of each term). The Head of Admissions will then keep a Year Group Waiting List and advise those on the list when a vacancy becomes available.</p>
Enrolment of International Students	<p>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 is a CRICOS registered institution and enrolls students from overseas. Macarthur also welcomes short-term students from overseas locations.</p>

Enrolment of
Students with
Disabilities

Macarthur supports the enrolment of students with a disability and acknowledges and supports the rights of parents and carers to be fully informed and actively participate in key decisions relating to their child's education.

Any decisions about enrolment or participation will be made on the basis that reasonable adjustments will be made where necessary, within the means of the School, so that the student with a disability is treated on the same basis as a student without a disability.

In accordance with the Disability Standards for Education 2005 when a parent/ caregiver indicates on the enrolment application that a student has a disability they will be treated on the same basis as a student without a disability.

When a student is identified as having a disability on the Enrolment Application Form the Learning Enrichment Coordinator and relevant Head of School will be advised. Parents/ caregivers will be asked to complete the 'Consent Form prior to Enrolment' to gather further information from relevant health professionals and the student's previous educational settings. This may include and is not limited to requesting further documentation, contacting Health Professionals, conducting internal tests such as YARCs and SENA and visiting the student's current setting.

The Learning Enrichment Coordinator will engage in a collaborative planning process with the parent/ caregiver and student, and relevant professionals to determine the student's educational needs and identify the adjustments required for the student to participate in all areas of school life.

Based on the information gathered during the collaborative planning process the Learning Enrichment Coordinator will make an assessment of the student's needs and the reasonable adjustments that can be made by the School to support the student's access to the curriculum, achieve curriculum outcomes and participation in school life. Parents and carers can use this information to make an informed decision on enrolment.

If the student requires additional services and facilities because of the disability and the provision of these services and facilities by the School

	<p>would cause unjustifiable hardship, the enrolment may be refused by the Headmaster on that basis.</p> <p>Referral Process</p> <p>Should a student appear to have a disability or be diagnosed with a disability subsequent to enrolment, demonstrate academic difficulties or demonstrate non-typical behaviours, the matter is referred to the Learning Enrichment Coordinator and the relevant Head of School.</p> <p>A Student Referral form is available on the School database for teachers to complete titled T-12 Student Referral. Where appropriate the Head of School should refer the matter to the Dean of Studies or the Dean of Students.</p> <p>The Learning Enrichment Coordinator will work with parents and carers, conduct internal testing and refer for outside specialist testing where appropriate, to determine the needs of the student and the capacity of the School to provide appropriate individual adjustments for the student. In particular, the School will assess the level of special services or facilities and the learning support required under the Commonwealth Government's Disability Standards for Education 2005.</p>
Record Keeping of Enrolment Data	<p>The day-to-day application of this policy and enrolment procedures is carried out by The Head of Admissions, The Deputy Headmaster and other delegated staff from the Admissions Team.</p> <p>The School accepts the enrolment of students from the day following their birth date and maintains an electronic database of family and student details prior to the time of commencement. Throughout their time in the school students remain on the electronic database and a hard copy of their critical files is kept in the School's compactus.</p> <p>Records of past students are also maintained on the database and copies of critical files are stored electronically on online servers. In the first twelve months following a student's departure, any hard copy files are transferred to the online server. Thereafter they are filed as archives indefinitely.</p>

Enrolment Guidelines and Procedures	All applications are processed according to the School's Enrolment Policy and the following Guidelines and Procedures.
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The Process of Enrolment

Application for Enrolment

As the first step, families seeking a place for their child at Macarthur may submit an Application of Enrolment together with an Application Fee of \$250 following their child's birth date. Parents are encouraged to apply for enrolment as soon as their child is born.

An 'Application of Enrolment' does not in itself secure a place, but ensures that the Child is placed on the Enrolment list for their cohort year. The Online Application Form is on the School's website. The Application will be acknowledged by a member of the Admissions Team.

School Invitation for Interview with Student and Family

Approximately 12-18 months before the anticipated commencement date parents and guardians will be invited, in priority order, via email by a member of the Admissions Team to an enrolment interview.

Parents and/or guardians will need to respond to the invitation within 10 working days to keep their priority listing. At this time they will also be required to submit the following documentation online:

For All Students

- A copy of the child's birth certificate
- A copy of the Australian Immunisation Register for their child
- A copy of proof of citizenship (if born overseas) or
- A copy of the applicable VISA that allows for domestic fee charges

For students who have attended previous schools

- A Copy of the last two School Reports
- A Copy of NAPLAN Results (if applicable)
- A Copy of Psychometric/Learning Support Reports including Speech
- Therapy Reports (if applicable)

School Interview with Student and Family

Every student seeking admission is interviewed in the company of at least one parent within 18 months before enrolment. At the interview the following matters are discussed:

- The nature of the academic programme of the School and the academic history of the student (if applicable)
- The Christian philosophy and practice of the School and the family's preparedness for their child(ren) to participate
- The philosophy and practice of the School's co-curricular programme
- Any critical health matters related to the student
- The expected standards of work, discipline and dress and bearing of the student.
- The history of any learning difficulties or disabilities (if applicable).
- The fee structure of the school and the financial expectations of the School.

Consideration is given to each applicant's supporting statements, documentation, references and interview responses regarding their ability and willingness to support the School's ethos and the 'Conditions of Enrolment'.

Each applicant's apparent educational needs are given due consideration. To do this the School will gather documentary information and consult with the parents and other relevant people, view reports and carry out assessments.

The admission process also seeks to identify any strategies that may need to be put in place to accommodate the applicant if the enrolment is made.

The Letter of Offer, Payment of Enrolment Fee and Confirmation Fee

Following the admission process, the School will inform parents in writing of their success or otherwise regarding the offer of a place in a given year. It is NOT possible to defer the acceptance of an enrolment place to a later year.

Provided that the School is satisfied that parents and the students can meet the demands of the General Enrolment Criteria (see above) a Letter of Offer of Enrolment will be sent to the family. The Letter of Offer and the

associated Enrolment Fee and Confirmation Fee must be accepted and paid within 7 days of the letter being sent.

The Enrolment Fees and Confirmation Fees are all non-refundable. In the case of the Confirmation Fee, the amount paid will be deducted from the student's first official year of schooling at Macarthur. In the case of students who enter Transition, the first official year of schooling to which the deduction will be applied is their Kindergarten year.

English and Additional Language Students

In the case of domestic 'English as Additional Language' students:

Where a student has not been taught in English as the mode of instruction for at least two years and are seeking enrolment at Macarthur, a condition of enrolment will be:

1. Commit to academic testing to measure their child's English proficiency.
2. Commit to enrolling the child in additional EAL tutoring classes as requested by the School.

Fees associated with both the testing and the associated tutoring will be borne by the enrolling parent who will be informed of these expectations and associated costs at the enrolment interview.

International Students

In the case of international students:

1. Macarthur is registered under the ESOS Act to provide courses to overseas students.
2. Detailed information on the enrolment of international students is contained in the International Student Manual.

Students with Disabilities

	In the case of enrolment of students with disabilities please also consult Macarthur's Disability Policy and Disability Guidelines and Procedures.
Conditions of Enrolment (T-12)	The Terms and Conditions of Enrolment have been developed in order to make as harmonious as possible the joint work of family and School in the education of a child. One of the features of the School's approach is the importance of cooperation and partnership with mutual understanding.
Interpretation	'Parents' include guardians or any other person who has Registered a child for future enrolment or enrolled a child at the School and, where the child has only one parent, means that parent.
Fees	<ol style="list-style-type: none"> 1. Parents agree to pay <ol style="list-style-type: none"> a. the applicable Enrolment Fee, Enrolment Confirmation Fee and Capital Contribution by the due date; and b. all the School fees for Tuition, the Student Activity Fee, additional fees for excursions, camps and the supply of goods and services to the student as determined by the School and as advised by the School from time to time. 2. All fees are due upon receipt of the annual school fees invoice sent to parents in January of each year. 3. Parents agree that: <ol style="list-style-type: none"> a. if they do not pay the fees in full by 15 February they must complete and submit to the Accounts Office a Paysmart™ payment form; and b. if the fees are not paid in full by 15 February and parents have not completed and submitted a Paysmart™ payment form by the same date, the fees account will then be overdue. 4. Where fees are paid by the same person a sibling discount applies to the second, third and subsequent children where these students are enrolled at the School at the same time. 5. If an account for fees and/or charges is overdue the student's enrolment may be suspended and the School may subsequently without further notice refuse entry to the student or terminate his/her enrolment until the overdue fees account is paid. 6. Immediate contact should be made with the Business Manager if parents anticipate any difficulty in the payment of fees.

	<p>7. A full term's notice in writing must be given to the Headmaster before any student is withdrawn from the School. The notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, parents agree to pay one term's fees plus GST. This amount is a genuine pre-estimate by the School of the loss that it would suffer due to forward planning if parents do not provide the required notice.</p> <p>8. No remission of fees, either in whole or in part, will be made if the student is absent due to illness, leave or suspension including attendance at camps, excursions, online learning or overnight trips that form part of the compulsory curriculum of the School.</p> <p>9. Parents agree to pay all medical and ambulance expenses incurred on behalf of the student.</p>
Expectations and Behaviour	<p>10. Parents must support the School and understand that the School is a Christian community and that behaviours and attitudes based on Christian values are encouraged. All communication between students, parents, visitors and staff members should be conducted in a courteous and respectful manner. Confrontation and criticism in public are to be avoided and parents accept that there is no place in the School community for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments whether in person, in writing or online.</p> <p>11. The School encourages parents to be actively involved in the School through attendance at parent-teacher interviews and parent events, participation in courses offered by the School relevant to the student's education and assistance to the School in a voluntary capacity from time to time.</p> <p>12. Parents agree to support the values of the School and to abide by the rules of the School as set out in various publications including the School Diary. Students must do the same and parents agree to encourage students in this. The School has specific requirements in relation to discipline, homework, uniform, attendance and leave, which parents must understand and which they must agree to support.</p> <p>13. The School may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. All students must participate in and/or attend the following activities, as determined by the Headmaster:</p> <ol style="list-style-type: none"> Chapel Services, Biblical Studies and Christian Education Programmes and Assemblies;

	<ul style="list-style-type: none"> b. co-curricular activities; c. the School sports and music programmes including required attendance as spectators or audience at events as directed by the School; d. important school events such as the end of year prize giving assemblies, Speech and Awards Night and House functions and other events as required by the Headmaster from time to time; e. various camps including the annual Outdoor Education Camp for each year group from Years 3 to 12; and f. excursions, including overnight excursions, that occur from time to time as an integral part of the School curriculum. <p>14. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a term and/or late return from breaks are considered only in the most extreme cases and must be applied for in writing to the Headmaster.</p>
Exclusion From the School	<p>15. If the Headmaster, or any person deputising for the Headmaster, considers that a student is guilty of a serious breach of the School rules or has otherwise engaged in conduct that is prejudicial to the School or its students or staff, or where the parent or the student have failed to comply with these conditions of enrolment, the Headmaster or his deputy may exclude the student permanently or temporarily at their absolute discretion.</p> <p>16. If the School Council or the Headmaster believes that a mutually beneficial relationship of trust and co-operation between a parent and the School has broken down to the extent that it adversely impacts that relationship, then the School Council or Headmaster may require the parent to remove the student from the School.</p> <p>17. The Headmaster may, by giving parents reasonable notice, ask that they remove the student from the School at the end of a school year where the student has, in the Headmaster's opinion, failed to meet the requirements of the New South Wales Education Standards Authority (NESA) or has otherwise failed to make satisfactory progress in his or her academic work.</p> <p>18. The student and the parents with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond. No remission of fees will apply in any case of permanent exclusion of a student.</p>

Health,
Safety,
Welfare and
Wellbeing

Parents acknowledge and agree that:

19. They have supplied to the School all information prior to the enrolment of their child that may impact on the student's full participation in the School's educational, sporting, co-curricular and outdoor education programmes and that they have fully disclosed any special needs (including but not limited to any medical, physical, learning or psychological needs) which the student has;
 - a. they will notify the School immediately where any disclosed special needs change or where any special needs arise, or there are any changes to the information
 - b. they have supplied and will on an ongoing basis provide to the School copies of medical reports or developmental assessments, such as reports from paediatricians, psychologists, speech therapists, occupational therapists, or other professionals, pertaining to the student's development; and
 - c. they will complete the student's medical information accurately and provide regular updates to the School via the online Parent Lounge portal.
 - d. Failure to supply this information may result in the exclusion of the student from the School where parents have chosen not to disclose such information or sought to mislead the School by not providing all relevant information.
20. Parents agree to give the School notice of any change in contact details as soon as practical.
21. The School seeks to maintain an environment that is safe for all students and in which learning can take place. Parents agree that to this end the Headmaster or his nominee may search the student's bag, locker or other possessions where there are reasonable grounds to do so.
22. If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if parents are not readily available to authorise such treatment, parents authorise the Headmaster or, in his absence, a responsible member of the school staff, to give the necessary authority for such treatment. Parents agree to indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.
23. The School requires parents to observe School security procedures as they apply from time to time for the protection of students.
24. If parents wish to collect their children for early departure or speak in person to them they are to report to the Heads of School Office or the Administration Centre.

	<p>25. A student's personal property is not insured by the School and the School does not accept any responsibility for loss.</p>
Privacy	<p>26. The School may from time to time collect personal information about parents and students which may be necessary for the School's function or activities. Parents authorise the School to use and disclose information in such a manner as the Headmaster may deem appropriate for the purposes of the student's education, health, care, welfare or development. Parents acknowledge they have read the School's Privacy Policy and Standard Collection Notice available for download from the School website.</p> <p>27. Parents give permission for photographs and videos of the student to be placed in the School's records, displayed from time to time around the School, and published in School publications, on its website, on the School's social media sites, and in other marketing and promotional material.</p> <p>28. Where relevant, parents agree to provide to the School all current Family Court or other court orders relating to the School and/or the student. The School's Privacy Policy deals with the confidentiality of such information.</p>
General	<p>29. The School reserves the right to change these conditions from time to time.</p> <p><i>This policy is reviewed annually. The last textual change to the policy was August 2022</i></p>

Student Enrolment Collection Notice (M)

Student Enrolment Collection Notice

This Information Collection Notice explains in general terms how we protect the privacy of the personal information you provide when you are enrolling your child or your child is enrolled at Macarthur Anglican School. In reviewing this Information Collection Notice and providing us with your personal information, you consent to our collection, use and disclosure of that information in the manner set out below, unless you tell us otherwise.

1. Macarthur Anglican School collects personal information, including sensitive information about students and parents or guardians and family members before and during the course of a student's enrolment at Macarthur Anglican School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable Macarthur Anglican School to meet its educational, administrative and duty of care responsibilities to the student to enable them to take part in all the activities of Macarthur Anglican School.
2. Some of the information Macarthur Anglican School collects is to satisfy the School's legal obligations, particularly to enable Macarthur Anglican School to discharge its duty of care.
3. Laws governing or relating to the operation of Macarthur Anglican School require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. Macarthur Anglican School may request medical reports and health information about students from time to time to discharge its legal duty of care to the student and to other students and staff. This includes a student's asthma and anaphylaxis action plans, as well as any other health or medical information which is reasonably likely to impact on Macarthur Anglican School's ability to provide educational, first aid and related services.
5. A student's health and medical information will be disseminated and used within Macarthur Anglican School to best meet Macarthur Anglican School's duty of care responsibilities. This may include the use of photographs with health action plans to facilitate the identification of students who may be at heightened risk. Health information about students is sensitive information within the terms of the Australian Privacy Principles (APPs) under the Privacy Act 1988.
6. Macarthur Anglican School may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). Third parties may include but are not limited to:
 - Exploring Tree Macarthur (for children in T- Year 6)
 - government departments;
 - third party outdoor education providers contracted by the School
 - third party service providers that provide online education and assessment. support services or applications (apps), which may include email and instant messaging;
 - another school or college to facilitate the transfer of a student;

- medical practitioners, and people providing educational support and health services to the School, including specialist visiting teachers, sports coaches, volunteers, counsellors and providers of learning and assessment tools;
- assessment and educational authorities, including the NSW Education

Standards Authority and Australian Curriculum, Assessment and Reporting Authority;

- people providing administrative and financial services to Macarthur Anglican School;
- anyone you authorise Macarthur Anglican School to disclose information to; and
- anyone to whom Macarthur Anglican School is required or authorised to disclose the information to by law, including under child protection laws.

7. If this information is not provided to us, Macarthur Anglican School views this as an unacceptable risk and will not proceed with the enrolment as it cannot fulfill its duty of care.
8. Macarthur Anglican School will engage in fundraising activities from time to time. Information received from you may be used for these purposes. It may also be disclosed to Macarthur Anglican School's Parent & Friends Association who assist in the fundraising activities of Macarthur Anglican School. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
9. Macarthur Anglican School may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These servers may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia. Macarthur Anglican School's Privacy Policy contains further information about its use of cloud and other third party service providers and any of their overseas locations.
10. Macarthur Anglican School's Privacy Policy is accessible via the Macarthur Anglican School website. The policy sets out how parents, guardians or students may seek access to, and correction of their personal information which Macarthur Anglican School has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, or may result in a breach of Macarthur Anglican School's duty of care to the student, or where students have provided information in confidence. Any refusal will be notified in writing with reasons if appropriate.
11. Macarthur Anglican School's Privacy Policy sets out how parents, guardians, students and families can make a complaint about a breach of the APPs and how the complaint will be handled.
12. On occasions, information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines, on physical displays throughout the School and on our public website, intranet, Facebook and Instagram pages. This may include, (but is not limited to), photographs and videos of student activities such as academic and sporting events, School camps and excursions.
13. Macarthur Anglican School will obtain separate permissions from the student's parent or guardian (and from the student if appropriate) prior to including such photographs or videos or other identifying material in our promotional material.
14. If you provide Macarthur Anglican School with the personal information of others, such as other family members, doctors or emergency contacts, we encourage you to inform them

that you are disclosing that information to Macarthur Anglican School and why, that they can request access to and correction of that information if they wish and to also refer them to Macarthur Anglican School's Privacy Policy for further details about such requests and how Macarthur Anglican School otherwise handles personal information it collects and complaints it receives.

The last textual change to the policy was made in March 2023.

Complaints and Grievances (Executive Summary) (M)

Introduction	<p>Macarthur Anglican School is committed to the development of a complaints and grievance procedure that allows parents, students, members of the public and staff to make complaints when dissatisfied with an aspect of the school.</p>
Rationale	<p>In order to meet the guidelines of best practice Macarthur Anglican School has developed complaint guidelines and procedures to help resolve and where possible avoid potential dissatisfaction.</p> <p>There are essentially four areas of complaints:</p> <ul style="list-style-type: none">• parents (and guardians);• students;• the public, and• staff. <p>It is a condition of Accreditation and Registration, that a school has a dispute resolution procedure. While parents will often wish to raise issues on behalf of their children, there are other issues, which students may choose to raise on their own behalf, and which are best raised by them. Complaints from members of the public will be treated in a similar way to complaints from parents, although most complaints from the public will normally be referred directly to the Headmaster or the Deputy Headmaster.</p>
Complaint Handling Principles	<ul style="list-style-type: none">• The School is committed to effective complaints handling and values feedback through complaints.• Complaints will be taken seriously and dealt with appropriately.• Where complaints involve criticisms or allegations against other staff, students, parents or volunteers the principles of Procedural Fairness will apply.• Complaints will be dealt with in a timely manner with an appropriate degree of urgency and the complainant is kept informed throughout the process.• After a complaint is received the complainant will be contacted within five business days confirming receipt of the complaint

	<p>and the proposed process to be followed in dealing with it subject to appropriate consultation with the complainant as to the process.</p> <ul style="list-style-type: none">● Complaints will be dealt with in an objective and unbiased manner.● Personal information related to complaints will be confidential.● Opportunities for further review of the complaint will be made available to the complainant and respondent.
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Parental Complaints

In order to maintain an open organisation it is essential that parents believe that the school is willing to hear their concerns. The interests of the school are better served when parents are able to express their concerns to a member of staff as opposed to sharing their dissatisfaction with others. It is important that parents believe they are valued, involved and encouraged to express their concerns.

An open school is one that:

- Listens to parents and students;
- Provides an environment in which parents feel comfortable in contacting the Headmaster or other Senior Staff, Heads of School, Heads of House, House Tutors and Class Teachers, and
- Staff are comfortable in dealing with complaints.

An effective complaints procedure can diffuse problems and can provide the School with helpful information. Complaints treated as constructive suggestions can be used to improve standards and may prevent further complaint. Even unjustified complaints may indicate areas that can be improved.

What constitutes a Complaint

A complaint is an expression of dissatisfaction with a real or perceived situation. A complaint may be made by a parent if a parent thinks that the School or one of its employees has, for example:

- Done something wrong;
- Failed to do something it should have done, or
- Acted unfairly or impolitely.

A complaint may be made about:

- The School as a whole;
- A particular facet of the School or group within the School, or
- An individual member of staff.

All complaints need to be handled seriously. A gentle expression of concern, or a simple query, may grow into a major matter if parents feel that they have not been taken seriously or brushed aside. Often

matters that have the potential to become very problematic can fade into insignificance if they are handled well in the initial stage. Procedures need to be flexible to handle both formal complaints and the informal raising of issues. Complaints against members of staff need particularly sensitive handling. All complaints need to have written records kept.

Lines of Approach

As Macarthur Anglican School provides a system of Pastoral Care, initial contact by parents would normally be made by the parent to the Class Teacher, Faculty Head, Head of House or Head of School. In all instances an appropriate member of senior staff is to be informed of any parental complaints. The appropriate Senior Staff member will ensure that the matter is brought to the attention of the Headmaster or Deputy Headmaster if required. If staff are approached about a matter that lies outside their area of responsibility, it should be referred to the appropriate person. The parents who made the complaint are to be informed when a matter is referred. Matters incapable of resolution at a particular level should be referred to the appropriate senior person, with parents kept informed of the action being taken. Senior staff will refer such issues directly to the Headmaster, with whom the responsibility for dealing with most complaints lies.

There may be some parents who will wish to go directly to the Headmaster with their concerns, and this may be requested. However, it should be explained that the Headmaster may be delayed in responding to the concern. Written responses to parental complaints are to be discussed with the Deputy Headmaster and should be signed by either the Dean of Studies, Dean of Students, Deputy Headmaster or Headmaster.

Reducing Anxiety

As the person making the complaint may feel vulnerable, the School can reduce anxiety by taking the matter seriously and dispelling uncertainty about how the complaint will be dealt with. The following factors will assist in reducing anxiety:

- Information about the complaints procedure should be clear;
- Complaints are to be acknowledged as soon as practical, but within a maximum of five days. Staff are to inform parents what

is happening to their concern or complaint and, if a more detailed response is needed, by what date it will be received.

The issue is to be dealt with as quickly as possible, and

- The nature of the complaint and what is concerning the complainant should be clear. If it is not immediately obvious:
 - The parents may need more time to explain;
 - They could be asked to put their complaint in writing, and
 - It may be helpful to discuss possible outcomes.

Recording

The School is to keep an effective record of complaints and other parental concerns. This may be required because:

- It may become the cause of future legal action;
- Patterns in the record may indicate a need for action, and
- Senior Staff should be able to check the records in the student files.

Any record of a complaint is to be filed and is to contain the following:

- Date when the issue was raised;
- Name of parent;
- Name of student;
- Brief statement of the issue;
- Member of staff handling the issue, and
- Brief statement of the outcome including to whom it has been referred if appropriate.

Procedural Fairness

In all complaints matters the principles of procedural fairness will apply where allegations are made against another person whether that be a parent, student or teacher.

Confidentiality

Confidentiality is an important issue for students, parents and staff. It is essential that any complaint is treated in a confidential manner and with respect. Parents often seek an assurance of confidentiality before

expressing their concerns. It should be made clear to all concerned that it is the School's practice that the Headmaster or Deputy Headmaster are informed of complaints made by parents and that their complaint will not rebound adversely on their children. Similarly, complaints raised by students should not rebound on them or on other students unless disciplinary action is required. The question of confidentiality should be discussed sensitively and on an individual basis with the parents and the School's practice is to be carefully explained. It may be possible to deal with a problem without naming individuals. However, even if no names are given, the source of the complaint may be clear. Depending on the nature of the complaint and on the circumstances, it may be impractical to investigate without identifying the member of staff or the student.

Members of staff are rightly concerned that they should know about complaints that might be damaging to their reputation. Such complaints, where appropriate, will be made known to them and those who need to be consulted. The school will ensure that support is made available to help staff deal not only with complaints made to them, but also with complaints that are made about them. The school is also aware

there is a need to provide support for staff against whom a complaint is made. The School will provide free counseling support through Access Programmes for staff members who feel a need. Speaking with the Deputy Headmaster can access this support. If there is a situation involving the Police, the Headmaster, or the next most senior staff member, if the Headmaster is unavailable, must take responsibility for action in the school.

Anonymous Complaints

Anonymous complaints may be where there is no indication of either name or address, or where the complainants say that they do not wish to be identified. They may come from members of the public, parents or from students. Complaints from the public about the behaviour of a group of students will normally be dealt with on a general basis, with reminders to all about school expectations.

Parents and students are encouraged to give their names and should be given reassurance on the issue of confidentiality. If they persist in wishing to remain anonymous, it is at the Headmaster's discretion as

to what action, if any, should be taken. Anonymous allegations about Reportable Conduct should be monitored closely but no action taken until there is more certainty about the veracity of the allegation. As a general practice, the Headmaster will disregard anonymous allegations and complaints.

Resolution

Sometimes the very acknowledgment of an issue by the School brings relief to parents. Satisfaction for a complaint may come from any of the following:

- Knowing that changes have been made, and that matters will be different in the future;
- Knowing that the School is now alert to a possible problem;
- Feeling that their concern has been considered seriously, and
- An outcome which may be different from the one they sought, but which they perceive to be well-considered.

If time has been needed to consider matters, parents should receive a letter from either the Headmaster or Deputy Headmaster. This should cover:

- The issues raised;
- How the issues were considered;
- The people consulted, and
- The action that is to be taken.

Intractable Complaints

There may be a small minority of persistent or aggressive complainants who will never be satisfied. The School may discover on investigation that the complaint was without foundation, motivated by malice or without sufficient evidence. Nevertheless, it is wise to treat all complaints seriously and to follow the procedures. Most complaints can be resolved if approached positively. If a complaint becomes intractable, it may be due to its nature or the way in which it was handled. It may of course be possible that the parent perceives the school to have 'closed ranks' against him or her.

	<p>In most cases of intractable complaints the Headmaster will raise the matter with the School Council. If the concern relates directly to a member of the Executive, the parents should make an appointment with the Headmaster to discuss this matter.</p> <p><i>Support</i></p> <p>Given the diverse nature of complaints, the School is to provide support, so that all staff can carry out their responsibilities and feel supported. Access to counselling is obtained by meeting with the Deputy Headmaster.</p>
Student Complaints	<p>The principles that apply to parental complaints should also apply to complaints and concerns from students. There are, however, differences in approaches. One important difference is that students should be able to raise concerns with any member of staff with whom they feel comfortable. It is essential that staff make students aware that staff at the School possess limited confidentiality and may be required, depending on circumstance, to inform the Deputy Headmaster or Headmaster of their complaint.</p> <p>In more complex situations, once the matter is resolved, a member of staff should discuss the outcome with the student. To make sure that it is fully understood, a written record may be shown to the student. Complaints that appear trivial still need to be handled seriously. Young people may test the complaints procedures on relatively minor issues before finding the confidence to raise something distressing, such as bullying. If the issue is a distressing one, or if investigation of it is taking time, a student may need support from another student or from an adult. Students should be encouraged to choose a person with whom they feel comfortable to provide support.</p> <p>Complaints, and ways of dealing with them, also need to be explained to students. Personal and Social Education programmes can be of use, not only in teaching students how they support and act as mentors to others, but also in encouraging them to understand that their views matter. The appropriate Head of School will oversee such action.</p>

Review	<i>The last review and textual change to this policy was made in May 2023.</i>
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Student Health & Welfare (Executive Summary) (M)

All schools and teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and the Headmaster not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury.

Macarthur has developed the following policies in response to student health and welfare risks that we have identified. Key risk areas are addressed below.

Pastoral Care

Macarthur Anglican School is committed to the development of the whole student, spiritually, academically, physically, socially and effectively through the development and implementation of a Pastoral Care Programme.

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Programme, T-12, which endeavours to promote resilience within students as well as providing a caring environment and assistance when students encounter difficulties within their lives.

Pastoral Care at Macarthur is both proactive and re-active in that it responds to crisis within students and their parents' lives as well as preparing them to deal with crises before they occur.

Depending on their stage of development and nature and seriousness of the care required, students may receive pastoral care support from:

- Their classroom teacher
- Their House Tutor
- Their Head of House
- Their Head of School
- The Chaplain
- The Dean of Students
- The Dean of Studies
- The Deputy Headmaster and
- The Headmaster

Allergy Awareness and Students at Risk of Anaphylaxis

Allergies occur when the immune system reacts to substances (allergens) in the environment, which are usually harmless. Anaphylaxis is the most severe form of allergic reaction. Individuals can have a mild, moderate or severe allergy. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life-threatening.

We are committed to providing a safe learning environment for all our students. We recognise that while policies and procedures to reduce the risk of an allergic reaction can be developed and maintained they cannot achieve a completely risk-free environment. Risk can be reduced but not eliminated. All our staff who regularly supervise or have contact with students at risk of an anaphylaxis have up-to-date anaphylaxis training and know how to prevent, recognise and treat

anaphylaxis. This includes how to reduce the risk of a reaction, how to recognise a reaction and then respond to any emergency.

Asthma Management

Asthma attacks must be identified quickly and treated correctly to ensure the best outcome for students affected. All staff are aware of the symptoms, triggers and best practice management of asthma so that they can assist their asthmatic students. We are committed to supporting students who suffer from asthma and assisting them to participate in all regular activities. It is our policy that we:

- provide a clear set of guidelines for the management of asthma
- have established procedures for responding to, and dealing with, students who have been diagnosed with asthma
- have established procedures for responding to an asthma attack
- identify and, where possible, minimise asthma triggers
- where possible, encourage students with asthma to self-administer medication and keep it on their person
- where necessary, modify activities for the student with asthma in accordance with their needs.

Individual Health Care Plans

Many of our students have special health issues that may need to be managed through the development of Individual Health Care Plans. Individual Health Care Plans will be developed for:

- severe asthma, type 1 diabetes, epilepsy, allergies that can progress to anaphylaxis (such as a food and insect allergy)
- any student who is diagnosed as having a condition that may require an emergency response
- any student who requires the administration of health care procedures.

We have practices and procedures to manage students who need Individual Health Care Plans. Parents and carers should contact the Principal if they require further information.

Sun Protection

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of developing skin cancer.

It is our policy that we use a combination of sun protection strategies to assist students to be responsible for their own sun protection including:

- checking sun protection times
- making shade available
- wearing hats that protect their face, neck and ears when they are outside
- wearing sunscreen
- wearing sunglasses

- staff modelling appropriate sun protection behaviour
- incorporating sun protection and skin cancer awareness education into the curriculum
- including sun protective clothing in our uniform.

The last textual change to this policy was made in March 2023

Student Health & Welfare (Executive Summary) (M)

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- The Dean of Studies
- The Deputy Headmaster and
- The Headmaster

Allergy Awareness and Students at Risk of Anaphylaxis

Allergies occur when the immune system reacts to substances (allergens) in the environment, which are usually harmless. Anaphylaxis is the most severe form of allergic reaction. Individuals can have a mild, moderate or severe allergy. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life-threatening.

We are committed to providing a safe learning environment for all our students. We recognise that while policies and procedures to reduce the risk of an allergic reaction can be developed and maintained they cannot achieve a completely risk-free environment. Risk can be reduced but not eliminated. All our staff who regularly supervise or have contact with students at risk of an anaphylaxis have up-to-date anaphylaxis training and know how to prevent, recognise and treat

anaphylaxis. This includes how to reduce the risk of a reaction, how to recognise a reaction and then respond to any emergency.

Asthma Management

Asthma attacks must be identified quickly and treated correctly to ensure the best outcome for students affected. All staff are aware of the symptoms, triggers and best practice management of asthma so that they can assist their asthmatic students. We are committed to supporting students who suffer from asthma and assisting them to participate in all regular activities. It is our policy that we:

- provide a clear set of guidelines for the management of asthma
- have established procedures for responding to, and dealing with, students who have been diagnosed with asthma
- have established procedures for responding to an asthma attack
- identify and, where possible, minimise asthma triggers
- where possible, encourage students with asthma to self-administer medication and keep it on their person
- where necessary, modify activities for the student with asthma in accordance with their needs.

Individual Health Care Plans

Many of our students have special health issues that may need to be managed through the development of Individual Health Care Plans. Individual Health Care Plans will be developed for:

- severe asthma, type 1 diabetes, epilepsy, allergies that can progress to anaphylaxis (such as a food and insect allergy)
- any student who is diagnosed as having a condition that may require an emergency response
- any student who requires the administration of health care procedures.

We have practices and procedures to manage students who need Individual Health Care Plans. Parents and carers should contact the Principal if they require further information.

Sun Protection

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of developing skin cancer.

It is our policy that we use a combination of sun protection strategies to assist students to be responsible for their own sun protection including:

- checking sun protection times
- making shade available
- wearing hats that protect their face, neck and ears when they are outside
- wearing sunscreen
- wearing sunglasses

- staff modelling appropriate sun protection behaviour
- incorporating sun protection and skin cancer awareness education into the curriculum
- including sun protective clothing in our uniform.

The last textual change to this policy was made in March 2023

Student Health & Welfare (Executive Summary) (M)

All schools and teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and the Headmaster not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury.

Macarthur has developed the following policies in response to student health and welfare risks that we have identified. Key risk areas are addressed below.

Pastoral Care

Macarthur Anglican School is committed to the development of the whole student, spiritually, academically, physically, socially and effectively through the development and implementation of a Pastoral Care Programme.

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Programme, T-12, which endeavours to promote resilience within students as well as providing a caring environment and assistance when students encounter difficulties within their lives.

Pastoral Care at Macarthur is both proactive and re-active in that it responds to crisis within students and their parents' lives as well as preparing them to deal with crises before they occur.

Depending on their stage of development and nature and seriousness of the care required, students may receive pastoral care support from:

- Their classroom teacher
- Their House Tutor
- Their Head of House
- Their Head of School
- The Chaplain
- The Dean of Students
- The Dean of Studies
- The Deputy Headmaster and
- The Headmaster

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Student Mental Health Management (M)

<p>Rationale</p>	<p>Macarthur Anglican School is committed to creating and maintaining systems of work that protect the health, safety and well-being of all children at the School. The effective management of student mental health issues and the provision of appropriate mechanisms of support are critical factors in providing an environment that can assist students to overcome mental distress and illness and minimise the risk of self-harm.</p> <p>Macarthur seeks to provide an environment in which student learning is optimised and all children are healthy, happy and safe, and grow up to have opportunities to reach their full potential. A significant inhibitor to student health and learning is mental distress and illness. This will vary from mild distress, which may occur for a short period of time in a significant number of young people, to a prolonged mental illness that may lead a young person to engage in risk-taking behaviours, self-harm or in extreme cases, suicide.</p>
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Distress vs Depression

Mild distress, which may occur for a short period of time, is common to all people, including children and young people. It is often linked to particular triggers (eg a family upset or examination stress). Once the trigger has been satisfactorily managed, the distress typically passes.

Depression is more than just a mild distress or low mood – it is a serious (but often curable) illness affecting the mood centres of the brain. It is essentially caused by a chemical imbalance in the brain. Consequently, depressed people experience low mood intensely, for long periods of time and often without reason. It can be accompanied with uncontrollable anxiety and repetitive negative thoughts. Because it is an illness, depression sufferers cannot simply 'snap out of the mood' they are in by willing themselves to do so. People with depression can find it hard to function every day and may be disinterested or reluctant to participate in activities they once enjoyed. Depression is one of the most common of all mental health problems. Around one million Australian adults and 100,000 young people live with depression each year. On average, one in six people will experience depression in their lifetime - one in five females and one in eight males.

Different types of depression often have slightly different symptoms and may require different treatments. The five main types of depression are listed below.

- Major depression - a depressed mood that lasts for at least two weeks. This may also be referred to as clinical depression or unipolar depression.
- Psychotic depression - a depressed mood which includes symptoms of psychosis. Psychosis involves seeing or hearing things that are not there (hallucinations), feeling everyone is against you (paranoia) and having delusions.

- | | |
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| | <ul style="list-style-type: none">• Dysthymia - a less severe depressed mood that lasts for years.• Mixed depression and anxiety - a combination of symptoms of depression and anxiety.• Bipolar disorder - (formerly known as manic depressive illness) - involves periods of feeling low (depressed) and high (manic). |
|--|--|

Depression requires medical intervention. Treatments usually include some combination of medication and/or cognitive therapies and self-help (eg getting enough sleep and exercise).

Identifying students in distress and/or at risk - The Observable Warning Signs

There are a number of behaviours that may indicate distress and/or that a student is at risk. These can include, but are not limited to:

- Unexpected reduction of academic performance
- Ideas and themes of depression, death and suicide in student work
- Change in mood
- Observable grief about a significant loss
- Withdrawal from relationships and activities
- Physical symptoms with emotional cause
- High-risk behaviours

Students in distress or at risk can demonstrate an unusual failure to complete assignments, become apathetic in class, receive lower than expected grades, be extremely disappointed at being rejected for a course or demonstrate abrupt changes in attendance, such as increased absences, tardiness, or truancy.

Reading selections, written essays, conversation, and artwork containing themes of depression, death and suicide can also be an indicator of significant distress. Statements or suggestions that he/she would not be missed if he/she was gone is also a warning sign. Such students sometimes collect and discuss information on suicide methods and may begin by giving away prized possessions (possibly with some elevation in mood). Previously demonstrated direct or indirect suicide threats or attempts are also matters to be noted.

Withdrawal from friends, the sudden onset of tearfulness, and remarks which indicate profound unhappiness, despair, hopelessness, helplessness, anger at self, increased irritability, moodiness, inability to sleep and aggressiveness are all hallmarks of mental distress and illness. Lack of interest in surroundings and activities and marked emotional instability will often accompany these feelings. In some cases students will involve themselves in

high-risk activities and will show greater degrees of carelessness in this regard (eg severe intoxication/drug taking, dangerous driving). Alternately, a depressed student could lose interest in extra-curricular activities and may drop out of sports and other clubs altogether. Lethargy can overcome a depressed person to the point where they do not want to get out of bed.

The recent disintegration of the family or a recent death or suicide in the family or amongst friends can be a trigger for more profound mental distress as can sudden changes in relationships with significant friends and classmates. Students at risk may begin to spend long periods of time alone.

Mental illness can also manifest in physical disturbances, particularly reduced personal hygiene, eating disorders or chronic physical complaints, such as headaches, stomach aches, fatigue and body aches. In extreme cases scratching or marking of the body, or other self-destructive self-harming acts can manifest.

The significance of the risk factors above may be accentuated in young people who lack emotional connections and engagement at home or at school.

How to Respond to Student Distress and Mental Illness (Mechanisms of Referral)

A Head of House, (Class Teacher K-6) or a Head of School should be the first point of contact for staff when they are concerned with students who may have matters of mild distress. Where a Head of House is the first point of contact it is important for them to keep the Head of School informed of developments. In most cases a phone call to parents is an appropriate and effective way to communicate the concern and have it monitored at home.

The mental health checklists available on the [beyondblue](https://www.beyondblue.org.au/the-facts/anxiety-and-depression-checklist-k10) or the mind matters website are useful tools to determine whether a student has mild distress or could possibly be mentally ill with depression or anxiety. See below:

<https://www.beyondblue.org.au/the-facts/anxiety-and-depression-checklist-k10>

For more profound matters of distress, staff should notify the Head of School who will confer with the Dean of Students and will keep the Deputy Headmaster informed of developments. If it is likely that the distress may have impact on the student's academic studies the Dean of Studies will also be informed.

In serious and ongoing cases of student mental illness the Head of School or Dean of Students may refer a student and their family to the Pastoral Care Liaison as a communication conduit between students, their families, the school and their healthcare providers. Students should not be directly referred to the Pastoral Care Liaison without the knowledge of the Head of School and/or the Dean of Students. It is the role of the Pastoral Care Liaison to keep all stakeholders informed of the student's progress.

In cases of noticed self-harm or potential self-harm the Dean of Students or Deputy Headmaster **MUST** be informed directly (ie the same day the self-harm or

potential self-harm was disclosed). The Deputy Headmaster, Dean of Students or their delegate MUST, wherever possible, inform the parents of their child's condition prior to the end of the school day.

The Deputy Headmaster, or delegate will keep the appropriate staff (Dean of Studies, Head of School, Pastoral Care Liaison, Head of House, School Sister) informed of developments. For serious cases of self-harm or if staff are concerned of potential serious harm the Headmaster MUST be notified immediately.

It is important to note that no teachers (including Executive teachers) are academically qualified to conduct serious counselling sessions with a student suffering from profound distress or mental illness and should not attempt to provide anything more than a supportive role in assisting the student to find appropriate help. Typically, this will be via parental access to professional counselling services. To avoid a potential unhealthy student dependency on a particular staff member teachers need to navigate a line of care and concern for a student, and actively refrain from allowing an environment of time-consuming, dependent behaviour to develop.

The Headmaster, Deputy Headmaster, Dean of Students, Dean of Studies, Head of School or School Sister may indicate to a parent the need for medical, counselling or educational referral. No other staff members are permitted to suggest such a course of action to parents without the express permission of one of the Executive staff members listed above. In the case of suspected mental illness (depression, anxiety and other disorders) parents should be directed to consult their general medical practitioner first. It must always be remembered that conditions such as clinical depression are illnesses that must be treated by medical professionals.

From time to time parents also seek counselling services for their child or family and/or need to be

	<p>referred to such services. In such cases Executive staff may suggest services from an 'approved' list of providers. It is important to note, however, that the 'Approved List of Providers' is NOT a recommended list. So far as it is possible Executive staff should merely provide a list of services available that are known to the school and NOT make specific recommendations. The 'Approved List of Providers' is attached to the end of this policy. Such a list should NOT be placed on School letterhead.</p> <p>To assist with the management of their child parents should be encouraged to provide any reports (including Mental Health Plans) by Health professionals and external educational services to the School. For students with known mental health plans the Head of School will follow up with parents (through sending a letter) to ensure the mental health plan is provided to the school.</p> <p>The failure of parents to provide support to a mentally ill child who requires medical intervention could be deemed as 'neglect'. Such cases should be reported to the Headmaster directly.</p>
<p>Other Methods of Management of Student Mental Health</p>	<ul style="list-style-type: none"> ● Students are addressed on mental health management is addressed in the K-12 curriculum, especially via the PDHPE syllabuses. ● Years 7-12 House Groups also provide a regular opportunity for pastoral care. ● There is advice in the student diary to students on where to seek help if they are feeling stressed or depressed. <p>The Beyond Blue organisation provides a list of support services available for those suffering with mental illness.</p>

	<p>https://www.beyondblue.org.au/get-support/national-help-lines-and-websites</p>
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	<p>Suggested Mental Health Services</p>
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Student Behaviour and Discipline Policy (M) - Executive Summary

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This section of the diary establishes the expectations Macarthur Anglican School has of its students and the rules that must be followed to create the optimum learning environment.

As students grow in age and maturity so do they grow in responsibility. It is Macarthur's expectation that older students will set good examples in all aspects of school life and lead younger students to do the same.

Promoting Good Behaviour and Discipline

We seek to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- ✓ clearly setting expectations with respect to student behaviour
- ✓ establishing specific teaching and learning programs
- ✓ communicating expectations with the wider community
- ✓ acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- ✓ maintaining records with respect to student behaviour.

Macarthur's strategies for promoting good behaviour and discipline are outlined in the Student Diary.

The Guiding Principles of the School's Expectations



Macarthur Anglican School is a Christian School. Consequently, student expectations are built on three key Christian Principles:


1. Each and every person is made in the image of God (*Gen: 1:26-28; 5:1-3; 9:6*) and is to be afforded the dignity that the Creator has bestowed upon them.
2. Jesus' taught that the second greatest commandment from God is to, "Love our neighbour as ourselves" (*Mt 22:39; Mk 12:31; Gal 5:14*).
3. The principal way we can fulfil the second commandment is to follow the Golden Rule: "Do to others as you would have them do to you" (*Mt 7:12; Lk 6:31*). The wisdom of this rule is so universal that it appears in some form in most belief systems.

The Pillars of the Macarthur Way

The '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.

The 'Pillars' are based on three underlying foundational values of Grace, Perseverance and Service and are outlined below.

	Respect	Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.
	Integrity	Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions.
	Honesty	Seek and communicate the truth by committing to be trustworthy and reliable in all that you do.
	Excellence	Strive to make everything one does better than before.
	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.
	Self-Discipline	Seek to control your feelings and actions so that you do what is right and proper without the need for external influences and encourage others to do the same.

	Responsibility	Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.
	Humility	Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God.
	Generosity	Seek to be generous in time and resources to those that are less fortunate than ourselves.

Specific Student Behavioural Expectations and Procedures

Incident Reports

Where possible for any incident in which a student is involved or is a witness, an Incident Report must be completed. For the youngest children, this is most often completed by the teacher as a record of the child's recollection of the event. Older children are expected to complete these forms themselves. These Incident Report forms are available from the Administration Centre or from the Heads of School Office and once completed become part of the child's Student File held in the Administration Centre. The incident report form is used where necessary in the Behaviour Modification of students as outlined below.

Where a member of staff is witness to an incident, they too are required to complete an Incident Report Form which will become part of the investigation procedure. From time to time these reports are submitted by email.

All reports are held in the electronic database of student records or temporarily (for 12 months) in the student files until they are copied to the electronic database.

Anti-Bullying Procedures

The staff at Macarthur is keen to identify, understand and deal appropriately with bullying incidents in the School. Students, staff and parents are encouraged to report all incidents of bullying. The School is unable to take action if acts of bullying are not reported. All bullying incidents are dealt with seriously and the School reserves the right to discipline students whose behaviour is unacceptable.

The School identifies bullying in the following way:

“Bullying is when a student is exposed repeatedly and over a period of time to negative actions on the part of one or more other persons. Bullying may be committed in person or via communication technologies.”

Bullying can take many forms, all of which cause distress. Examples of bullying include:

Physical	hitting, pushing, tripping, kicking, spitting on others
Verbal	Extortion: threatening to take someone’s possessions, food or money; teasing, using offensive names, ridiculing, spreading
Non-Verbal	rumours writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures
Exclusion	Deliberately excluding others from the group; refusing to sit next to someone
Property	stealing, hiding, damaging or destroying property
Cyber	(emails, SMS, chat rooms, social media sites; using offensive/ threatening /hurtful comments, rumour spreading

Procedures:

1. If you believe that you or someone that you know is being bullied you are encouraged to report your concerns immediately.
2. The report should be made to the relevant Head of School or Head of House. 3. The Head of School or Head of House will report it to the Dean of Students.
4. Any reported bullying incident will be followed up sensitively and actions taken and documented.

The reporting of anti-social behaviour is one way you can defend and protect your peers and the School’s positive culture.

Uniform Requirements

Students are expected to wear their school uniform according to the requirements outlined below. Students who are out of uniform will have a 'U' written in your diary with a brief explanation. Three uniform infringements will result in a Misbehaviour Note (MN) being issued.

Shoes: All students must wear black leather regulation lace-up shoes with a regular heel e.g. Clarks or similar. No coloured stitching or other decoration such as buckles.

Jewellery: No jewellery other than watches, medic-alerts and approved badges relating to Macarthur Anglican School is permitted (including earrings of any description). This also includes all types of 'religious' jewellery including crosses or articles typically worn by other faiths. If you wish to have your ears pierced you must do so at the beginning of the long vacation period to obviate the need of wearing studs or sleepers on return to school. Permission to wear earrings for any reason will be denied. The School has a policy of confiscating jewellery and keeping it in the school safe until the end of term.

Uniform Infringements: If you are out of uniform a 'U' is written in your diary with a brief explanation. Three uniform infringements will result in a Misbehaviour Note (MN) being issued.

Hats: All Transition - Year 6 students must wear an approved school sun hat or sports hat when involved in PE, sport, recess or lunch play. Sunblock is advised on hot days.

School Bags: All requirements for the day should be carried in the school backpack. This should be graffiti free and well-maintained. An additional school sports bag may be used if necessary. You will be asked to remove any graffiti seen on bags.

Note: Whenever you wear your uniform in public (eg travelling to and from school, shopping with parents etc) wearing the uniform incorrectly at any time brings discredit to the School and to yourself and will not be tolerated.

Hair and Grooming: Extreme hairstyles such as excessive undercuts, messiness and conspicuous use of colour, gel or other hair product are not compatible with the school uniform. As a general rule, students' hair colour should be as close as possible to their natural colour and is to be a single colour. Boys' hair must be neat and tidy - short enough to allow it to clear the collar and face and not touch the ears (No. 3 clipper guard produces the minimum acceptable hair length.) Girls' hair must be neat and tidy - clear of the face, and if long enough, be tied back with a black, yellow, bottle green or Macarthur tartan hair ribbon. Hair clips etc should be of the same colour. No other colour is acceptable.

- Boys in Years 7-12 are to be clean-shaven at all times.

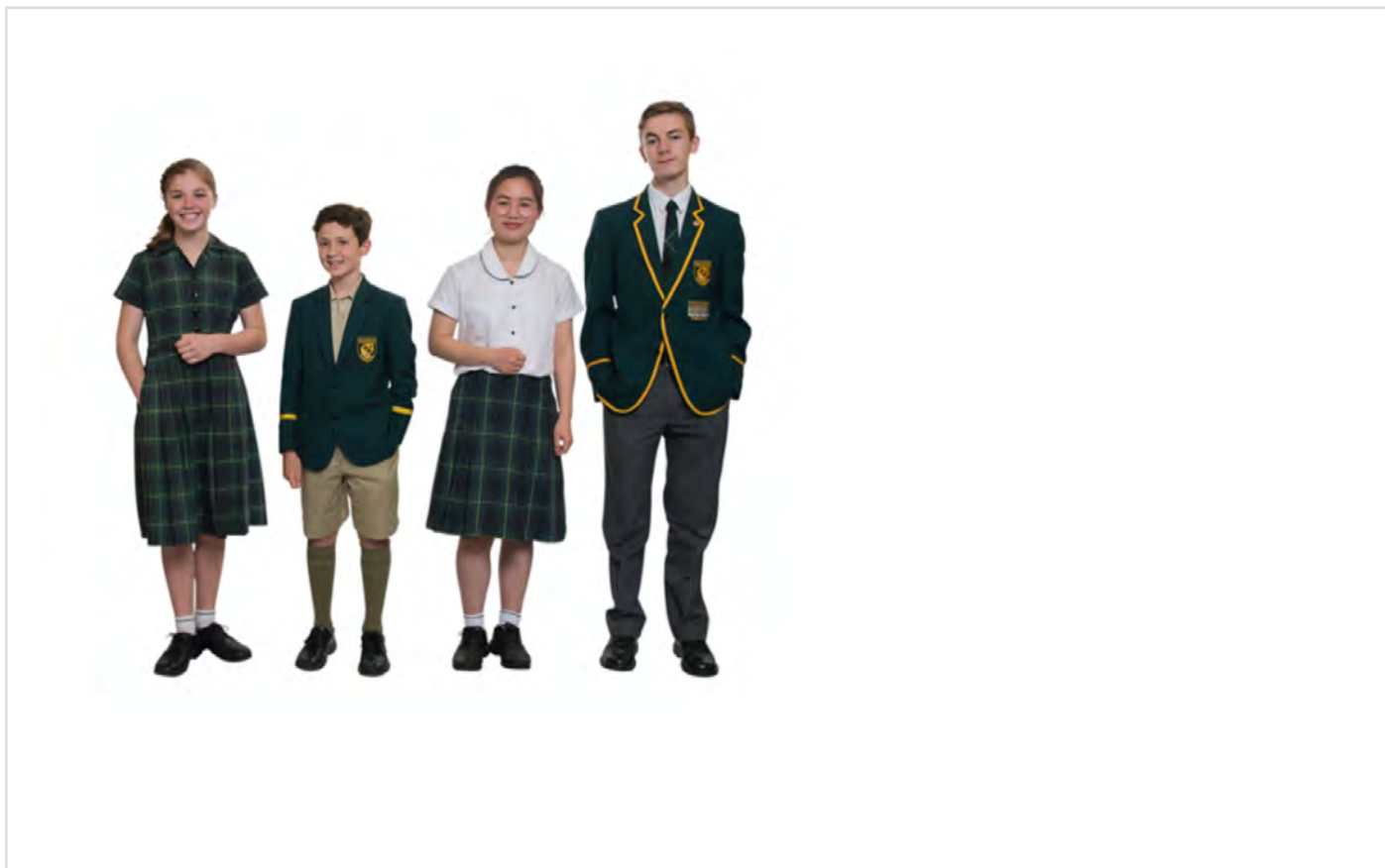
Students are reminded that clothes worn under their uniform need to be plain white and must not protrude beyond the boundaries of their shirt.

Fingernails: Should be clean, well-trimmed and an appropriate length. False fingernails and nail polish are not permitted.

Make-up: Not permitted.

Summer Uniform:

Middle School (L) and Senior School (R)



Summer Uniform:

Junior School

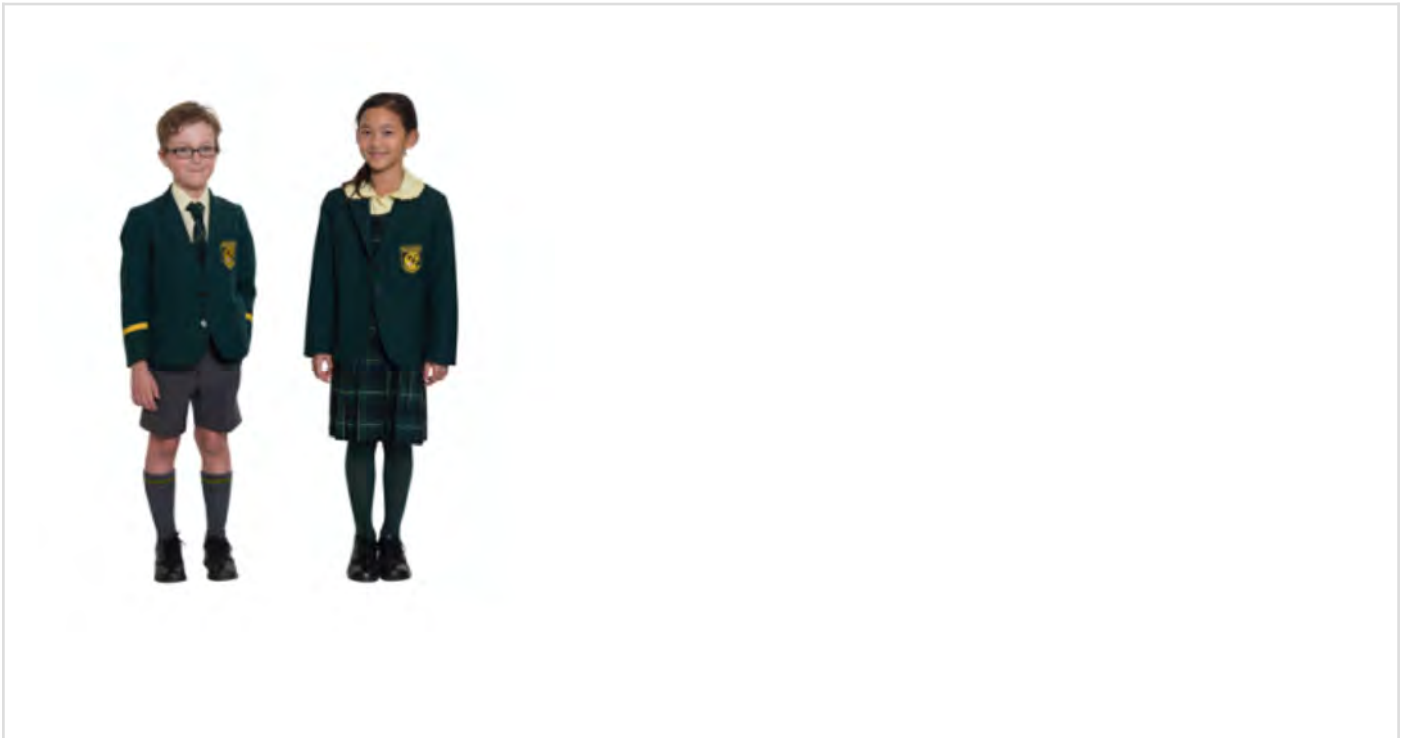


Winter Uniform:
Senior School (L) and Middle School (R)



Winter Uniform:

Junior School



SPORT UNIFORM

Note: While it is not compulsory, the school sport uniform may be worn to and from school on Sport Days only. You may wear either your sport uniform or your House shirt to and from school on

Carnival days. You must change into your PE uniform at school and will be given time to change into full school uniform prior to the PE lesson finishing.

Middle School and Senior School



Junior School



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Please note that Transition wear this uniform each day.

Personal Boundaries

Inappropriate displays of affection are not permitted between students at any time, whether at school or travelling to or from school.

Respect and Care for School Property and the Environment

God's creation is intended for the entire Macarthur community to enjoy. It is our responsibility to look after it by:

- Keeping our school and the community clean.
- Showing pride in our surroundings.
- Nurturing plants and wildlife around the School.
- Placing all litter in bins and encouraging others to do the same.
- Keeping classrooms, change rooms, toilets and public places neat, clean and tidy.
- Fostering a safe environment in which to learn and stay in school boundaries, and
- Taking care of the property including the prevention of graffiti.

Behavioural Expectations at Formal Occasions

It is important for the social development of all students that you learn how to behave appropriately on formal occasions such as assemblies, Speech and Awards Night, Chapel and church services, school musical evenings and theatre productions. Proper conduct at such events includes waiting quietly for events to begin, standing quietly while an official party enters and leaves, applauding appropriately without whistling, screaming or calling out, and not talking or moving about during the programme.

Fighting and Violence

No student, regardless of the reason, is to be involved in physical violence or fighting of any kind. Students involved in fighting should expect to be suspended. Repeated or serious instances of violence will likely result in expulsion.

Dangerous Weapons

The possession of knives, offensive weapons, slingshots, ball-bearing guns, cartridges, fireworks, explosives or any dangerous weapons of any kind is forbidden. Such items will be confiscated and students should expect to be suspended or expelled from school.

Smoking/Vaping/Alcohol/Illegal Drugs

No student, regardless of age, is permitted to consume alcohol, smoke tobacco/vape or take illegal drugs or be in possession of these items (including matches and lighters) on the school

premises, at school functions (including social functions) within or outside the school, on school buses, or on trains, when dressed in school uniform or any occasions when control of the student is the direct responsibility of the School authorities. If students are involved in such activities, particularly if they distribute such items to others, can expect to be suspended or expelled from school.

Appropriate Use of ICTs at School (some general principles)

- You must not seek to damage or disable ICT devices that belong to the school or other students or the school network and related infrastructure.
- You should not use ICTs in a way that disrupts your own learning or the learning of others. ICTs should only be accessed on the direction of the classroom teacher for the purposes the classroom teacher decides is appropriate.
- You should ensure that all ICT devices or services are not used for any unauthorised activities including commercial activities, political lobbying, online gambling or any unlawful purpose.
- You should be aware that all internet traffic is both filtered and monitored and can be traced to specific users.

Managing Your Online Safety and Security and the Safety and Security of Others

- Always keep your passwords confidential and do not share them.
- Always respect the confidentiality of computing device passwords, which become known to you by accident or in any other way.
- Do not make any attempt to learn other people's passwords.
- You should not allow others to use your accounts.
- You should not deliberately use the electronic identity of another person for any purpose. • Log off at the end of each session on school computers to ensure nobody else can use your account.
- Consider the public nature of the internet. You should not disclose personal details about yourself or another person including name, address, phone numbers or photos unless instructed to do so by a teacher.
- Tell teachers promptly if you suspect you have received a computer virus or spam (unsolicited email) or if you receive a message that is inappropriate or makes you feel uncomfortable.
- No student is to set up private networks to access unauthorised websites, especially social media, gaming and pornographic websites.
- You should not disable settings for virus protection, spam and internet filtering that have been applied by the school and not attempt to evade them through the use of proxy sites. • You should not enter chat or social networking sites without the explicit permission of a teacher.
- You should not take photos or videos of members of the school community without consent and direction from a teacher, nor should you load them onto websites without teacher consent.

Managing Your Online Communication

- Occasionally for administration purposes the School or staff members will communicate to you through your school-allocated email account. You should check this account regularly.
- When corresponding online with teachers, you should use your school-allocated email account where this is possible.
- You should only expect teachers to respond briefly to their emails. Many teachers will want to respond to student requests in the usual manner – in person. This is especially the case with complex issues.
- You should not interact or respond to unsolicited emails sent to you by strangers.
- You should never give out personal information via email especially addresses and telephone numbers.
- You should never meet with a person introduced to you via email or the internet.
- You should alert appropriate staff to any harassment you experience via email whether it be bullying or teasing by other students or correspondence you are uncomfortable receiving.
- You should never open attachments to emails from people you don't know as they may contain computer viruses. Such emails are to be deleted immediately.

Cyber-Bullying

- When using school or personal ICTs and services you must not harass, humiliate, extort or intimidate others through the use of social media, internet websites, email, messaging or any other electronic service. Such behaviour will be deemed as 'Cyber-Bullying'. Cyber-bullying, just as any other type of bullying may include (but is not limited to):
- Making unacceptable, hurtful or unlawful remarks, including offensive and/or discriminatory comments about another student or teacher.
- Uploading unacceptable, hurtful or unlawful material, including photographs or video content of another student or teacher without their consent.
- Making threatening, bullying or harassing material or making unreasonable or unlawful demands of another person.
- Posting false or defamatory information about a person or organisation that damages their reputation.
- Creating false personal profiles created in social media environments with the intent of impersonating another person's identity.

Appropriate Use of School iPads

- You should not use your iPad in a way that disrupts your own learning or the learning of others. ICTs should only be accessed on the direction of the classroom teacher for the purposes the classroom teacher deems appropriate. Therefore, playing games or accessing any ICT function for any other non-school related purpose is prohibited during class time without the explicit permission of the classroom teacher.

- Do not use your iPad while walking or standing unless directed by a teacher in circumstances such as filming or audio recording.
- Ensure backing up of iPad data is done regularly.
- You may be asked to delete non-school material from your iPad if it begins to run out of storage space.
- No inappropriate material may be loaded onto iPad devices, e.g. rude or offensive images, video or audio.
- Do not give or lend your iPad to another person.
- Covers must remain on iPads at all times.
- You will be liable for any damage or breakages of your iPad. Any damage or breakages need to be reported to IT Support.
- You need to accept your parent's authority in determining times and use of the iPad at home.

Appropriate Use of Mobile Phones

Students are permitted to bring mobile phones and other portable technology to school as long as they comply with the following guidelines and procedures:

- That teaching and learning in the classroom are not interrupted, nor are students distracted by the uninvited intrusion of mobile phone calls.
- That mobile phones be switched off or be placed on 'silent' during school hours.
- That the School is aware of problems related to your illness, upset or disturbance prior to contacting your parents.
- That you do not make unauthorised calls, send sms messages to friends or family, at inappropriate times or upload or download images or videos to the internet for a range of inappropriate reasons.
- That you accept responsibility for the care and use of mobile phones. The School cannot accept responsibility for the loss, damage or theft of students' mobile devices or other mobile technology.
- During examinations students are to place phones and other communication devices at the front of the examination room before the examination begins.
- That the privacy and dignity of others always be respected. Therefore photographs and videos should not be taken or transmitted without permission and any photographs or videos taken should not be published so as to bring the School or any of its staff or students into disrepute.
- If you need to contact your parents urgently you should report to Student Reception in the Administration Centre. In emergency situations (7-12) and in all situations (T-6) one of the administrative staff members will make the initial contact with your parents. For less urgent cases, students can, with permission, make use of their mobile phones in the Student Foyer.

Maintaining Academic and Personal Integrity

- You should maintain academic and personal integrity through the use of ICTs by not plagiarising or stealing the creative work of others (eg copying written 'academic' work or 'ripping' music and movies).
- You should not plagiarise or violate copyright law. Information regarding copyright can be sought from the library staff.

Sanctions for Inappropriate Use of ICTs

If you breach any of these guidelines and procedures you may be:

1. Subject to disciplinary action by the School, and/or
2. Liable to legal action or prosecution if the inappropriate usages of the network, or actions taken, are considered to be of a criminal nature.

General Consequences for Poor Behaviour

There are a range of consequences that students will face if they fail to meet expectations, breach School rules or are disobedient. Such consequences are subject to the principle of procedural fairness (see below). These include but are not limited to:

- ✓ warnings or reprimands (verbal or written in the Student Diary)
- ✓ time outs and/or isolated seating in class
- ✓ clean-up duties
- ✓ cancellation of privileges
- ✓ withdrawal from School activities
- ✓ lunchtime detentions
- ✓ after school detentions
- ✓ Extended detentions (Saturday or School Holidays)
- ✓ in-school or home suspension
- ✓ expulsion

Behaviour Modification and Sanctions - The Process (Transition - Year 4)

The School embraces a positive behaviour management approach. From time to time, however, some students need extra guidance in developing self-discipline and following the rules of the School. All students are encouraged to improve behaviour and are given support and counselling. A number of strategies will be used to help students achieve the expected behaviour.

Strategy 1

Teachers may adopt a variety of corrective measures with students, eg movement to a different place in the room, verbal reminder. Minor misbehaviour in the classroom or playground and uniform infringements will be recorded in the student's diary. Parents are to sign the diary at the end of each week to acknowledge their awareness of their child's conduct.

Strategy 2

Inexcusable or repeated misbehaviour may result in a lunchtime detention. This detention will be served on the day of the misbehaviour. If the misbehaviour takes place in the afternoon the detention will be served on the following day. The detention will take place in the detention room supervised by the Head of School. The Head of School will note that the detention has been served in the Student's Diary. Parents are expected to talk with the student about the behaviour and sign the diary overnight to acknowledge this has taken place.

Strategy 3

For students who do not respond to the first two strategies, a system of daily report may be implemented. This system may apply solely to the classroom or the playground or both areas depending on the type of misbehaviour. Students will be encouraged to take responsibility for their own behaviour. They will carry a card on which their behaviour in each session of the day will be noted. The student will collect the card from the Head of School. At the conclusion of the day the student will report to the Head of School to discuss their behaviour. This system will remain in place until the student shows improvement in overall behaviour. Parents will be notified in writing that the student is on daily report and will be expected to attend an interview with the class teacher and Head of School as soon as possible.

Strategy 4

If a student shows no improvement in behaviour as a result of the above strategies or engages in extreme, inexcusable behaviour, other measures may be taken. These may include:

- Withdrawal from class and/or the playground
- Withdrawal from other aspects of school life (eg sport, excursions, other school functions)
- Referral to the Dean of Students for consideration of formal suspension from school

Parents will be notified in writing if any of the above actions are to take place. They will be expected to attend an interview with the Head of School and Dean of Students as soon as possible.

Behaviour Modification and Sanctions - The Process (Year 5 - Year 12)

This system of discipline is designed to discourage conduct that is contrary to Macarthur Anglican School standards and procedures. Each step is taken with the intention of correcting unacceptable behaviour, thus bringing about a positive change in the student.

Step 1

Teachers may adopt a variety of corrective measures with students whose behaviour is unsatisfactory, eg lunchtime detention. Inexcusable or repeated misbehaviour will not be tolerated

and will be noted in the Teachers' Notes section of the Student Diary for the day. These are called Misbehaviour Notes (MN's).

Step 2

Receiving three (3) Misbehaviour Notes (MN's), requires the student to attend an interview with the Head of House. This will normally result in a Friday Detention. Friday Detentions are held on Friday between 2.45 pm and 4.15 pm. Parents are required to sign the Diary in the space provided to indicate their knowledge of the detention prior to it being served. Non-attendance at a Friday Detention without prior written notice to the Head of Schools or Dean of Students will normally earn a further detention.

Step 3

If a student has received three (3) Friday Detentions within an academic year, and then receives another detention, that detention will normally be converted into an Extended Detention. An Extended Detention may be scheduled on a Saturday or during a vacation period. Some conduct will automatically be disciplined by way of an instant Extended Detention. The Headmaster, Deputy Headmaster, Dean of Students, Dean of Studies and Heads of School are the only authorised staff to issue an instant Extended Detention.

Step 4

Subsequent misbehaviour will be dealt with accordingly, eg. withdrawal from class, isolation from peers, suspension, a misbehaviour comment on report, exclusion from school functions. Students whose record demonstrates a continued failure to correct and improve misbehaviour place their position in the School at risk.

Note: Instant Detentions may be given by a member of staff for serious student misconduct usually after consultation with a senior member of staff. A detention is an important form of school discipline which students will rarely be permitted to postpone. A specific enquiry about detentions should be directed to the Head of School at least a day prior to the set date. A further Behaviour Modifications strategy is the use of Daily Reports. A Head of House or Head of School may place a student on a Daily Report at any time. Being placed on Daily Report will usually be preceded by a letter to parents and may be followed by a parent interview. The Daily Report is intended to be a short-term strategy, usually over a week. Prefects have authority to recommend a Misbehaviour Note (MN) or Detention in which case the recording of such in the student's diary will be completed by the Prefect Master.

Suspension and Expulsion

We have developed specific procedures when considering the suspension or expulsion of a student. A decision to suspend a student will be made by the Dean of Students, The Deputy Headmaster or the Headmaster. The decision to expel a student will be made by the Headmaster or his delegate.

Further information about Macarthur's consequences for unacceptable behaviour are outlined in the Student Diary. However, parents/caregivers may request the full-text version of the Student

Discipline Policy or the Suspension, Expulsion and Exclusion Policy by contacting the Deputy Headmaster.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- ✓ know what the rules are and what behaviour is expected of them
- ✓ be informed of, and have an opportunity to respond to, any allegations against them ✓ know the process by which the matter will be considered
- ✓ be heard before a decision is made
- ✓ have decisions determined by a reasonable and unbiased person
- ✓ have a decision reviewed (but not to delay an immediate punishment).

Corporal punishment of students is prohibited in all forms. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Raising Issues, Concerns and Making Complaints

Students are free to respectfully raise any issues or concerns with any teacher with whom they feel comfortable. This will typically be a Faculty Head, Head of House or Head of School, but students are not limited in which staff member they can speak to for advice, guidance or to make a complaint. Who students choose to speak to may depend upon the nature of the issue; how important or sensitive it is, their relationship with the staff member and whether it is an academic or pastoral matter.

Staff members cannot always keep a student's matter confidential. Depending on the nature of a complaint or issue, it may need to be referred to a more senior member of staff (eg. The Dean of Students, The Dean of Studies, The Deputy Headmaster or the Headmaster).

Students are encouraged to seek the help of senior staff when required. Although sometimes students may need to book a time to see them, they are never too busy to see a student in need.

Child Safe Policy (Executive Summary) (M)

Statement of Commitment to Child Safety

Macarthur Anglican School is committed to providing education and care to children and young people to assist them to develop into high-achieving, well-adjusted students, positively connected to each other and to the communities in which they live and which they will serve.

The School is committed to ensuring the safety, welfare and wellbeing of all children and young people at the School and is dedicated to protecting them from abuse and harm.

Macarthur has a zero tolerance for child abuse. The School regards its child protection responsibilities with the utmost importance, and as such is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintain a safe and supportive physical and online School environment for all children and young people.

Responsibilities

The safety of children is everyone's responsibility. At the School, all members of the School Council, the teaching and support staff, volunteers, third-party contractors and external education providers have a shared responsibility for contributing to the safety and protection of children and young people.

Our Child Safe Policy

In order to comply with our responsibilities in relation to Child Safety, we have established a suite of child safe policies and practices that enable us to comply with our legal and regulatory requirements. We are committed to the effective implementation of our child safe policies and ensuring that they are appropriately reviewed and updated regularly.

Child Safe Human Resources Practices

We are committed to ensuring that our human resources practices create a safe environment for our students. To this end, we have established procedures for recruiting and screening employees, our governing body members, volunteers and third-party contractors. Any worker who engages in child-related work that involves direct contact (physical or face-to-face contact) with a child must undergo a Working with Children Check prior to commencing their role at the school.

Reporting Concerns

Students, Parents/Carers and Community Members

Students at the School who have child safety concerns about themselves or any other child, young person or student aged 18 or over can:

- disclose the child safety incident or concern to any staff member, Volunteer or Contractor.
This might be done:
 - verbally
 - in writing

- through electronic means (such as email)
- indirectly (such as in written assignments, in artworks or in any other way)
- use the School's anonymous Care Box, which is located on the wall of the Integrated Research Centre near the Faculty Head's office to disclose anonymously
- contact
 - Kids Helpline (Anytime. Any Reason) Tel. 1800 55 1800 or Chat: <https://kidshelpline.com.au/get-help/webchat-counselling/>
 - The eSafety Commissioner <https://www.esafety.gov.au/young-people>
 - The Police: Tel. 000
- For more information, refer to our Student Diary (T-Year 12), a link on Student Kiosk (Years 7-12) and on Posters (T-Year 6).

Parents/carers, family members and other community members who have child safety concerns or who suspect that a child or young person associated with the School may be subject to abuse or other harm can contact:

- the Headmaster, Dr David Nockles, by phoning (02) 4629 6204 or emailing headmaster@macarthur.nsw.edu.au; or
- if the concern relates to the Headmaster, the Chair of School Council by telephoning the Reverend David Barrie 0425 348 368.

Any person can also contact the Headmaster or the Chair of School Council if they have concerns regarding the School's leadership in relation to child safety.

Communications will be treated confidentially on a "need-to-know basis" and without the threat of punishment or victimisation.

If you have any questions regarding our school's child protection policies and procedures, and how they apply to you, our Deputy Headmaster or Headmaster can answer any questions.

The last textual change to this policy was made in March 2023

Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct

Introduction

Complaints regarding allegations of staff misconduct and reportable conduct are managed in a different manner to other complaints received by the School. This is because often these complaints are of a sensitive nature and raise potential privacy and confidentiality issues.

Purpose and Objectives

The School requires all staff to comply with a Code of Conduct and standards of behaviour that are intended to prevent staff misconduct and reportable conduct, and staff are encouraged to report any breaches of the Code or standards. It is also critical that the broader School community reports staff misconduct and reportable conduct (both defined below) to ensure the safety and wellbeing of students, and that the School complies with its legislative reporting obligations. The School has a legal obligation to investigate and report to the NSW Children's Guardian all allegations of reportable conduct made against staff at the School as defined by the Children's Guardian Act 2019 (Children's Guardian Act).

Scope

For the purposes of this Policy, "staff" and "staff member" is defined to include teaching and non-teaching staff, Board members, volunteers, contractors and external providers.

Responsibilities

There are no specific roles or responsibilities associated with these Procedures.

Policy

This section is not applicable.

Procedures

Making a Complaint or Allegation of Staff Misconduct or Reportable Conduct

If you would like to make a formal complaint or allegation of staff misconduct or reportable conduct, you can do so by:

1. Sending an email to headmaster@macarthur.nsw.edu.au
2. Writing a letter to the School addressed to the Headmaster
3. Telephoning the School and asking to speak to the Headmaster

If the Headmaster is the subject of your complaint or allegation of misconduct or reportable conduct, please contact the Chair of School Council.

Investigating and Managing Staff Misconduct and Reportable Conduct

The School initially investigates all complaints and allegations to determine whether the conduct in question amounts to staff misconduct, as defined in this Policy, or reportable conduct that must be further investigated and reported to the NSW Children's Guardian. All investigations uphold the principles of procedural fairness and confidentiality - information is only shared with those who need to know.

Staff Misconduct

When a complaint or allegation does not include conduct that is defined as reportable conduct following the School's initial investigation, and it is determined through the School's investigation that staff misconduct has occurred, the School will notify the complainant of the finding and corrective actions that will be taken. Staff misconduct is managed through our Human Resources policies and procedures relating to internal grievances, discipline and termination.

Reportable Conduct

After the Headmaster becomes aware of a reportable allegation or conviction against an employee they must ensure that an appropriate investigation of the reportable allegation or conviction is conducted and completed within a reasonable time.

The Headmaster must notify the Children's Guardian of the findings of the School's internal investigation into the matter within seven (7) days.

The Headmaster must inform the affected child and their parents/carers about any reportable conduct investigation unless it is "not in the public interest" to inform them.

Sometimes, where reportable conduct obligations arise, the School will also have other mandatory reporting obligations. In these situations, the School will prioritise its procedures for mandatory reporting to the Department of Communities and Justice and/or to Police and will seek advice from those agencies on the best way to proceed with the reportable conduct internal investigation.

Making a Finding of Reportable Conduct

If the School's internal investigation results in a finding of reportable conduct, following the School's notification to the NSW Children's Guardian, we will conduct a final risk assessment of the conduct, the staff member and the circumstances, and take action to mitigate ongoing risks.

Disclosing Information to the School Community

A parent or carer has a legitimate interest in being told of the process that is being followed to investigate an allegation that their child was a victim of staff misconduct or reportable conduct.

Section 57 of the Children's Guardian Act imposes disclosure obligations and prohibitions on the Headmaster.

The disclosure obligations and prohibitions apply to information about a reportable conduct investigation. This includes information about the progress of an investigation, the findings and any action taken in response to the findings.

The Headmaster or an investigator working for the Headmaster must inform the affected child and their parents/carers about the reportable conduct investigation unless it is “not in the public interest” to inform them.

The Headmaster or an investigator working for the Headmaster must not disclose information about a reportable conduct investigation to anyone other than the affected child and their parents/carers. However, there are some exceptions to this rule. Disclosures can be made to certain people and entities, such as investigators and carers, if the disclosure is made to promote the safety or wellbeing of the child.

Implementation

This section is not applicable.

Breach of this Policy and Procedures

This section is not applicable.

Definitions

Term	Definition
Staff Misconduct	<p>The School defines “staff misconduct” as conduct by a staff member that:</p> <ul style="list-style-type: none">• breaches the School’s Code of Conduct or other key policies/procedures• displays purposeful neglect of duties/responsibilities• involves alcohol and/or other substance abuse• is physically, verbally or emotionally abusive• endangers the safety or wellbeing of students or others at the School.
Reportable Conduct	<p>The Children’s Guardian Act defines reportable conduct as including:</p> <ul style="list-style-type: none">• any sexual offence or sexual misconduct, committed against, with or in the presence of a child (including child pornography offences or an offence involving child abuse material) including grooming behaviours• any assault, ill-treatment or neglect of a child• any behaviour that causes significant emotional or psychological harm to a child. <p>Some examples of conduct that would not constitute reportable conduct include touching a child to get their attention, guide them or comfort them, a teacher raising their voice to attract attention or restore order in a classroom, or conduct that is established to be accidental.</p>

Source of Obligation

- Children's Guardian Act 2019
- Registered and Accredited Individual Non-Government Schools Manual, 3.6.1

Related Policies and Procedures

There are no related policies applicable to these Procedures.

Privacy Program

There are no related documents applicable to these Procedures.

References

The NSW Children's Guardian provides information on reportable conduct and the School's obligations to report. For more information about the School's policies and procedures relating to staff misconduct, reportable conduct or complaints handling generally, please contact the School.

Policy History and Schedule

This policy is reviewed annually. The last review and textual change to this policy was made on 19 March 2023.



Our Plan 5 year
plan
towards 2028

Macarthur Anglican School

Our Vision

To see Macarthur graduates well equipped for a life which honours God and serves others in confidence and hope.



Our Mission

We challenge and equip our students and staff to grow in understanding, ability and character.

We encourage and inspire lifelong learning across the spiritual, academic, creative, physical, and, social and emotional domains.

In all things, we seek to be living witnesses to the Gospel of Jesus Christ.

Our Strategic Plan

Our Vision

To see Macarthur graduates well equipped for a life which honours God and serves others in confidence and hope.

Our Mission

- We challenge and equip our students and staff to grow in understanding, ability and character.
- We encourage and inspire lifelong learning across the spiritual, academic, creative, physical, and, social and emotional domains.
- In all things, we seek to be living witnesses to the Gospel of Jesus Christ.

Our Ambitions

Macarthur Graduates are encouraged to develop:

- i) Holistically
- ii) Maturity in character
- iii) Personal integrity and conviction
- iv) A personal Faith position
- v) Skill clusters for career development

Learning and Teaching develops:

- i) Capacity for lifelong learning
- ii) Well-rounded programs that develop the whole person.
- iii) Student mental health programmes
- iv) Programmes for high-needs students
- v) Micro-credentialing of student achievement

Christian Ministry seeks to:

- i) Improve integration
- ii) Disciple Christian students
- iii) Encourage student engagement with the faith
- iv) Encourage student service
- v) Minister to the broader school community
- vi) Provide sector-wide leadership

Staff Growth aims to achieve:

- i) A culture of best practice
- ii) Purposeful and directed professional development
- iii) Exemplary staff satisfaction and welfare
- iv) Christian maturity in the staff
- v) Superb student care
- vi) Recruitment of excellent staff
- vii) More mid-level leadership positions

Campus Development will provide:

- i) Purpose-designed learning spaces
- ii) Environmentally sustainable facilities
- iii) Parkland open space
- iv) Continual campus improvement
- v) State-of-the-art spaces
- vi) A safe and secure campus
- vii) Inspiring spaces
- viii) Provide adequate after-school care facilities

Providing for and sustaining the Business Operations will

- i) Manage the finances in a sustainable way
- ii) Understand the marketplace
- iii) Develop and market the brand
- iv) Grow community relations and Fundraising
- v) Investigate the optimal size of the school





Ambition
Actions

MG

Macarthur Graduates

are encouraged to develop:

i) Holistically	Inspire students to explore and foster a wide range of interests and to develop as their best selves - mentally, physically, spiritually, emotionally and socially.
ii) Maturity in character	Assist students to develop tolerance and respect for others; to display fortitude during times of adversity; to foster strong principles; to provide experience, learning, and the opportunity to develop and refine character.
iii) Personal integrity and conviction	Develop wise judgement and moral courage, enabling each student to build and refine a strong sense of self, so that graduates will be young people not easily led astray, but looked to for guidance in times of challenge.
iv) A personal faith position	All graduates are to have engaged with and be able to articulate, the Christian gospel. Christian students leave well-equipped for a life of faith in the secular world.
v) Skill clusters for career development	Help graduates explore career opportunities that are focused on future skill clusters rather than current job opportunities.



Ambition
Actions

Learning and Teaching

develops:

i) Capacity for lifelong learning	Provide each student with a broad and challenging education that will develop their capacity for life-long knowledge, learning and perseverance.
ii) Well-rounded programs that develop the whole person.	Deliver programs that inspire creativity and innovation; embrace digital technology; generate interaction with industry and professions; develop leadership and responsibility; enhance and reward endeavour; give opportunity for student's to extend their physical abilities and to develop the knowledge and attitudes conducive to a healthy lifestyle; cultivate self in relation to others; instil social, civic, and environmental responsibility.
iii) Student mental health programmes	Continuing to refine the approach to student mental health care.
iv) Programmes for high-needs students	Improve services to high-needs students and explore the potential of creating 'a school within a school' to cater for diverse learners.
v) Micro-credentialing of student achievement	Review the Stage 5 curriculum and explore and potentially implement micro-credentialing electives in Year 10.

L&T



Ambition
Actions

CM

Christian Ministry

seeks to:

i) Improve integration	Link Christian ministry more tightly with the pastoral care and teaching programmes across faculties.
ii) Disciple Christian students	Extend the student leadership and discipleship programmes.
iii) Encourage students engagement with the faith	Promote more opportunities for free-flowing and safe discussion about the Christian faith.
iv) Encourage student service	Investigate the possibility of further Christian service opportunities for the students.
v) Minister to the broader school community	Review and optimise ministry to parents and alumni.
vi) Provide sector-wide leadership	Establish Macarthur as a centre for excellence in Christian education through sector-wide leadership initiatives.



Ambition
Actions

SG

Staff Growth

aims to achieve:

i) A culture of best practice	Promote a workplace culture that empowers staff to pursue excellence in their own role, to collaborate generously with their peers and to contribute to the success of the school as a whole
ii) Purposeful and directed professional development	Continue to provide opportunities for professional learning both in school and off campus
iii) Exemplary staff satisfaction and welfare	Cultivate a working environment that is rewarding and has a sustainable workload
iv) Christian maturity in the staff	Continue to provide opportunities for staff to engage with teaching from a Christian worldview regularly and be disciplined in their faith
v) Superb student care	Reduce face-to-face teaching commitments to enable staff to focus more meaningfully on spiritual, pastoral and academic care
vi) Recruitment of excellent staff	Improve the school's ability to recruit passionate, inspiring, and talented Christian staff by repositioning Macarthur as a school that offers superior working conditions and development opportunities
vii) More mid-level leadership positions	Further resource leadership positions across the school to allow maintenance and the improvement of culture



Ambition
Actions

CD

Campus Development

will provide:

i) Purpose-designed learning spaces	Provide a range of spaces, designed to test and refine the physical, mental, intellectual, and spiritual development of each student.
ii) Environmentally sustainable facilities	Wherever possible, design buildings with environmental sustainability as a factor.
iii) Parkland openspace	Preserve and enhance the open parkland campus.
iv) Continual campus improvement	All students and staff are accommodated in a permanent building when the school is full at 3-stream K-6 / 5-stream 7-12.
v) State-of-the-art spaces	Maintain and update facilities regularly to provide leading industry resources and learning opportunities to prepare students to meet future challenges.
vi) A safe and secure campus	Monitor and continue providing a place where students feel safe and where WHS and campus design promote safety.
vii) Inspiring spaces	Provide a school designed to stimulate and inspire students with new ways of embracing knowledge, innovation, and experience in line with pedagogy.
viii) Provide adequate after-school care facilities	Provide buildings to allow Exploring Tree to operate ASC for the growing Junior School and changing community trends.



Ambition
Actions

BO

In order to achieve this the School needs to be good financial stewards enabling and supporting the ambitions of the School.

Business Operations

will:

i) Manage the finances in a sustainable way	Guide the activities of the school so that finances support the strategic plan and operational continuity.
ii) Understand the marketplace	Continually evaluate the school's fee position in the marketplace as the population grows and new schools open.
iii) Develop and market the brand	Ensure the school's value proposition remains well understood as the surrounding community grows and evolves
iv) Grow community relations and Fundraising	Grow the donor base through educating parents and the broader community as to the benefits of financially contributing to the school campus development.
v) Investigate the optimal size of the school	Thoroughly investigate the pros and cons of expanding the school beyond 3-stream / 5-stream



Macarthur Anglican School

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ABN 58 390 019 481 CRICOS 02269K

Empowering students for their tomorrow

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Promoting Respect and Responsibility

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 enrol 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 (approximately twenty students)
- Middle School Prefect (approximately eight students);
- Year 6 Student Leader (approximately 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, Orchestraster 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:



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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 'Nine 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). The 'Nine Pillars of the Macarthur Way' 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.

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.

PURPOSES AND PRIORITIES

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 potential 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.



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THE 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 '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.

The 'Pillars' are based on three underlying foundational values of Grace, Perseverance and Service and are outlined below.

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.

Excellence - Strive to make everything one does better than before.

Integrity - Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions.

Respect - Respect and care for yourself and others, appreciate individual and cultural differences and their uniqueness by always being polite and courteous to others.

Self-Discipline - Seek to control your feelings and actions so that you do what is right and proper without the need for external influences and encourage others to do the same.

Honesty - Seek and communicate the truth by committing to be trustworthy and reliable in all that you do.

Responsibility - Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.

Humility - Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God. **Generosity** - Seek to be generous in time and resources to those that are less fortunate than ourselves.

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STUDENT WELFARE AND CONDUCT AT MACARTHUR

YEAR 5 - YEAR 12

Macarthur aims to create a safe, caring and enjoyable learning environment. This aim can be achieved only if we respect and care for ourselves, respect and care for other people and respect and care for our environment.

RESPECT AND CARE FOR OURSELVES

It's very hard to love others when we don't value ourselves. The Bible tells us in many places that we are all loved by God and are valuable to Him. We can respect and care for ourselves by:

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;
- Attending to personal appearance and hygiene such as being well-groomed and wearing the school uniform properly;
- Speaking appropriately without swearing or blaspheming; and
- Rejecting involvement with smoking, alcohol and other drugs.

RESPECT AND CARE FOR OTHERS

Jesus taught us, 'Love your neighbour as yourself' (*Mk 12:31*) and 'in everything, do to others what you would have them do to you' (*Mt 7:12*). This teaching of Jesus sums up Macarthur's expectations of students in their dealings with others. Therefore all students should:

- Allow others to enhance their learning to develop their talents and abilities by respecting teachers' authority and directions and assisting other students in their learning.
- Appreciate and value the achievements and contributions of other students.
- Be considerate towards each other by not fighting or injuring one another particularly by resisting bullying and reporting incidents of it.
- Speak appropriately, addressing people in a suitable manner and not calling each other hurtful names.
- Not use or take anyone else's property without prior permission.
- Enhance the reputation of the School by the proper wearing of school uniform and behaving appropriately in and out of school.
- Listen to and obey those in authority, such as teachers, prefects, transport monitors, house captains, canteen and other staff.

RESPECT AND CARE FOR GOD'S WORLD (OUR ENVIRONMENT)

God's creation is intended for all people to enjoy. It is our responsibility to look after it by:

- Keeping our school and the community clean.
- Showing pride in our surroundings.
- Nurturing plants and wildlife around the School.
- Placing all litter in bins and encouraging others to do the same.
- Keeping classrooms, change rooms, toilets and public places neat, clean and tidy.
- Fostering a safe environment in which to learn and stay in school boundaries, and



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- Taking care of the property including the prevention of graffiti.

Learning is not an end in itself, but a means by which you can use your gifts in service. Hence our school motto, 'Enter to Learn, Go out to Serve' is a living reality. You are given many opportunities to serve the school and the community and are being prepared for a life of service. Service is practised on mission trips, in sport, in Houses, in performances, in the Duke of Edinburgh's Award, as Prefects and in leadership roles in other co-curricular programmes. In Year 11 all students are expected to complete Community Service. Our desire to develop an ethic of service is modelled on the life of Christ, who, although He was the Creator of the universe, did not come to earth to be served but to serve. Learning to serve will help all of you become better leaders. Our hope is that you will take leadership roles in your life that will bless your home, workplace and community and we want to prepare you for that.

The curriculum at Macarthur has an international focus. You are encouraged to look beyond the southwest of Sydney, indeed beyond these shores. In Years 9 and 10 every student is expected to study either world Geography or World History. Students also have the opportunity to learn Indonesian. We have link schools in Hungary, Canada, Japan, Tanzania and Indonesia. Student and teacher visits and exchanges with these schools are encouraged. You also have the opportunity to visit other countries in Europe, Asia and the Americas through Mission Outreach, Music tours, History tours and cultural tours. A number of international students study alongside our Australian students. We want you as Macarthur graduates to be global citizens equipped to take your place in the world.

Research consistently shows that engaged students are happy students. For that reason, Macarthur provides you with a rich co-curricular programme. Macarthur's music programme is of world-class quality. Outstanding musicals and dramas are a regular feature of our co-curricular programme. Peripatetic music classes are available and many students benefit from the one-on-one tuition this provides. Other opportunities for you exist in a whole range of sports, adventure activities, public speaking and debating activities, the Thailand Outreach, The Duke of Edinburgh's Award, Community Service Team and The Drama Club are just a few of the many opportunities available for you to get involved in your school.

Macarthur is a Christian school. We don't just try to impart knowledge, but wisdom. Therefore, the teaching of all our subjects occurs within an ethical framework. We don't always have much choice in what we teach you, but you can be assured that the ideas you are presented with are challenged and tested in light of Christ's teachings. For that reason Biblical Studies, School Camps and Chapels are an essential part of being a Macarthur student. Christian students or inquiring students have the freedom to learn more about God in Bible studies and other voluntary Christian groups the School provides. Students are reminded that the Bible tells us one day knowledge will pass away, but God's love and wisdom will have an eternal value.

You are made in the image of God. He cares for you and your teachers care for you. They want you to share in the hope they have in Christ as Saviour. Our pastoral care programme is designed to make sure all children are cared for. Each student has a Class Teacher or House Teacher. Each student is in a



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House that provides a sense of belonging and opportunity for involvement. Your Head of House and Head of School have a direct concern to ensure your learning and pastoral needs are being met.

At Macarthur, we endeavour to educate the whole person. That is, we want your academic, physical, emotional and spiritual qualities to grow and mature. Your attitude plays a large role in helping us make this happen. If you take advantage of the opportunities you are given, a Macarthur education will provide you with a rich resource from which you can draw upon all experiences you will face in life. My expectation and my prayer is that you will take these opportunities. To do so is to be educated in the Macarthur Way!



Macarthur Anglican School

Parent Satisfaction

Parent feedback plays a crucial role in ensuring Macarthur remains connected with the perspectives of those most invested in the well-being of its students. In most cases, informal conversations between parents and teaching staff provide a general sense of satisfaction levels within the school community. However, if a parent raises a significant concern, a formal meeting with Executive staff is arranged to fully understand the issue and explore all reasonable solutions.

The most recent formal parent survey was conducted in 2024 at the request of the Headmaster to assess overall parent satisfaction. This anonymous survey was designed and analyzed by MMG Education, Level 4, 191 Clarence Street, Sydney. The review was comprehensive, covering a broad range of educational aspects. While engaging an external professional body like MMG Education is a valuable and insightful process, it is also a significant investment. As a result, such reviews are not conducted annually. Nevertheless, parent feedback remains essential in evaluating how well Macarthur meets the needs and expectations of students and their families.

In 2024, 165 parents and 291 students from selected year groups participated in surveys and provided views on areas such as academic performance, pastoral & academic care, Christian life, co-curricular activities, sport, communications, reputation and facilities.

Parents

A selection of the parents top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1. 93% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
2. 92% of parents noted their expectations were met or exceeded in relation to the Focus on student welfare, providing a safe and caring environment
3. 98% of parents noted their expectations were met or exceeded in relation to The School's values
4. 95% of parents noted their expectations were met or exceeded in relation to The School's management & leadership

5. 96% of parents noted their expectations were met or exceeded in relation to the Academic Culture

Further comments by Parents

- Beautiful campus/school with good facilities for the students.

emphasis on good Christian values, encouraging doing your best in anything you undertake, offering opportunities for students in/out of schools to nurture their interests/develop skill sets.

- My child is happy to go to school and loves her teachers and friends. Highest attention is provided to the child's learning capabilities and education potential.

- Academia, Education, supportive community and effective communication

- I appreciate the high calibre of resources, buildings and equipment at the School. With a few exceptions, the teachers overall are very professional and provide a high-quality of education. The grounds of the school are excellent and well-maintained. The number of extracurricular activities is very good. My children like the school and have made good friends.

- I know my children are being well looked after and have values being instilled in them. I am proud to be a member of the schools community.

- I value that the school offers an outstanding Academic Programme in a Christian environment that develops intelligent and holistic citizens of the world. Inclusiveness of the school for the students and families. Encouragement to all students to be their best academically, psychologically and spiritually. The dedication of the teachers to work with the students and parents.

- It is a place where my children are valued and cared for, and encouraged in their faith journey. I appreciate the many teachers who create a safe space for students to learn, and encourage them to value hard work.

- My child's growth and development and the opportunities he is offered to discover what he enjoys and to actively participate in those activities. Macarthur has some wonderful staff who have connected with my son and who I regard as important lighthouse adults in his life. He didn't stand a chance in the public system he was moved from.

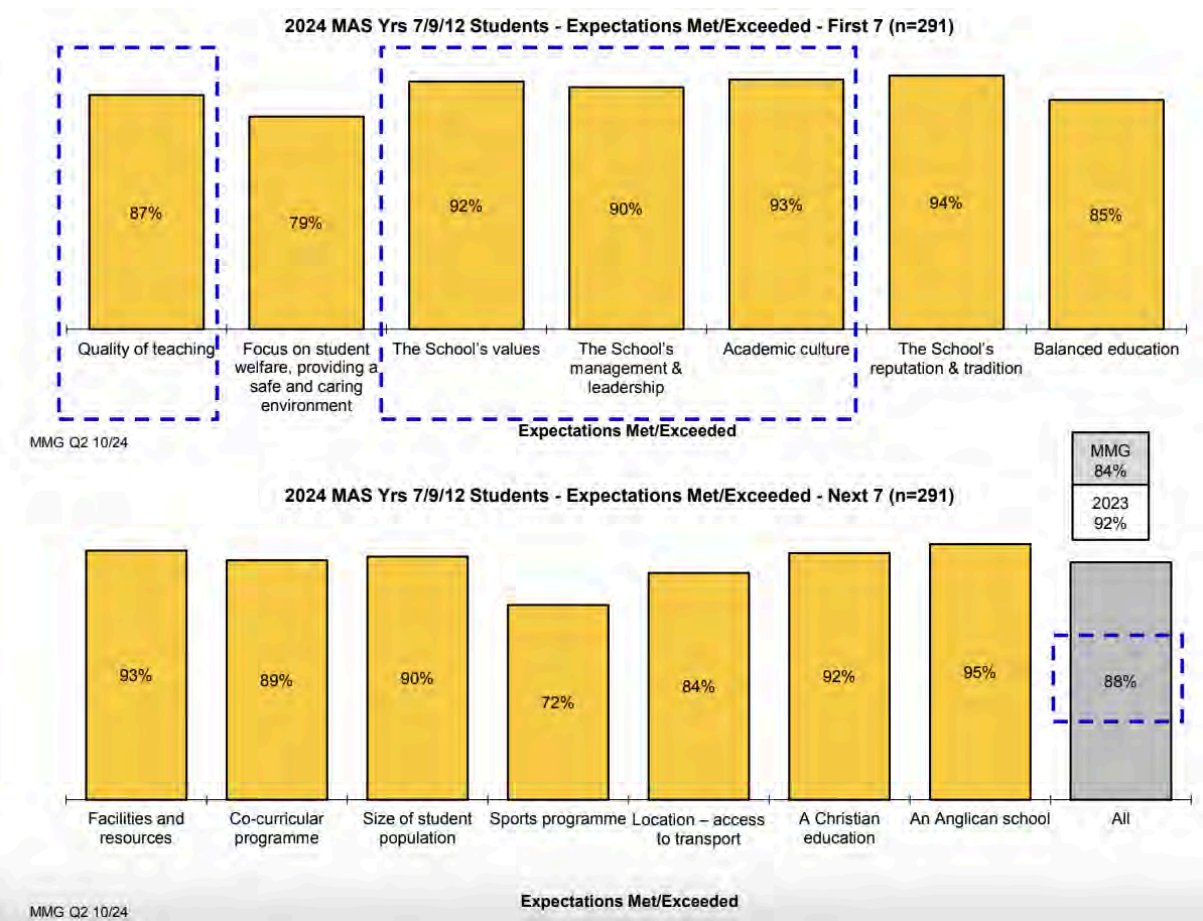
Student Satisfaction

Students completed the surveys during their scheduled yearly exams, ensuring they were conducted under exam conditions without collaboration. This structured approach maintained the integrity of the data collected.

The research focused on students in Years 7, 9, and 12, covering key areas such as the Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-Sport Co-Curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources, and School Reputation.

The 2024 survey provided detailed insights into each year group, along with comparisons between male and female students. Students were asked to assess the extent to which their expectations were met across these key areas at Macarthur.

This chart below provides all student’s scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is ‘very high’ (88%) which is above MMG’s student school average benchmark score of 84%

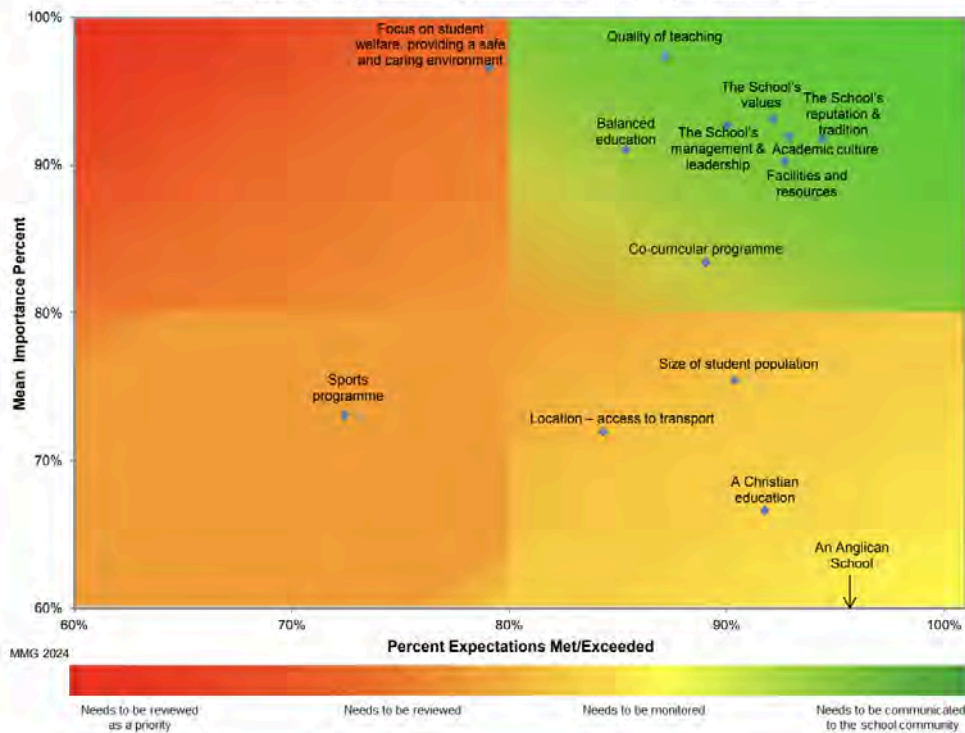


Expectations Met/Exceeded vs. Importance - All Students



2024
Student
Report

2024 MAS Yrs 7/9/12 Students - Expectations Met/Exceeded by Importance (n=291)



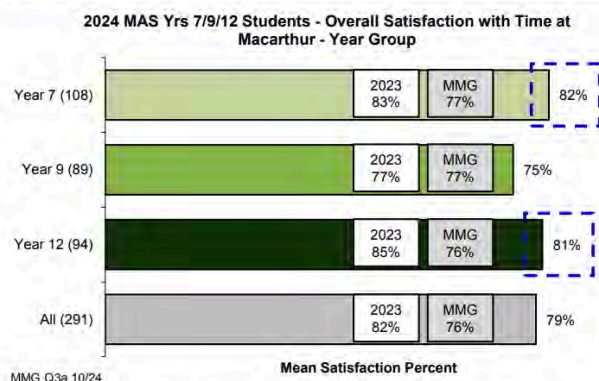
The scatter chart provides an overview of key areas for students.

The vertical axis shows parents' importance and the horizontal axis the percent of students' expectations met/exceeded.

Areas identified in the top left segment need attention as a priority where applicable.

Areas identified in the top right segment represents 'very high' levels of expectations met/exceeded on most important areas and may well represent 'differentiators' for the School.

Overall Satisfaction with Macarthur - Year Group, Gender & Commencement Year



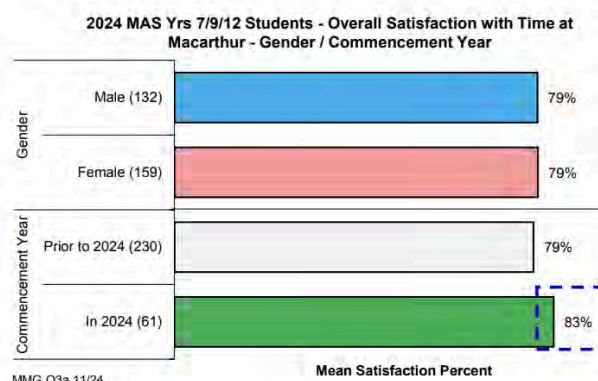
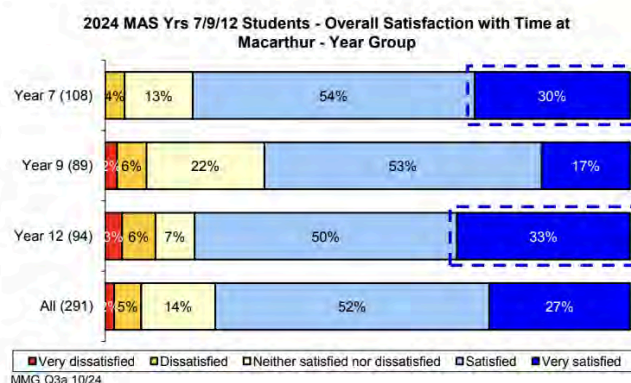
These charts show students' overall satisfaction with their time at the School by year group, gender and commencement year.

The top chart shows the mean scores and the bottom left chart the distribution of scores.

The overall satisfaction score is 'high' (79%).

Male and female students noted the same satisfaction score (79%/79%).

Students who commenced in 2024 noted a higher satisfaction score than those who commenced prior to 2024 (83%/79%).



Out of a cohort of 97 Year 12 students, 22 were honored with the K-12 Award, recognizing their long-term enrollment at Macarthur. This significant number highlights the deep commitment of these families to the school and reflects the high level of student satisfaction.

Overall, student satisfaction remains exceptionally high and continues to rise with each successive survey. The loyalty demonstrated by these students and their families underscores their positive experience at Macarthur. The school's enduring impact is evident in the well-educated, skilled, confident, and service-minded young men and women it produces—an outcome that is widely valued and respected.

Staff Satisfaction

The Headmaster encourages staff to meet with him to discuss issues as they arise and he proactively seeks to encourage and support all staff serving within the School. A survey was provided for all staff to complete at the beginning of 2024 and the following comments give an indication of staff satisfaction:

Results from past Staff surveys indicate the following levels of staff satisfaction.

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

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

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

87% of staff noted that their expectations were met or exceeded in relation to the academic standards.

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

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

Further Information Concerning Teacher Satisfaction

Staff satisfaction at Macarthur is often observed qualitatively through their engagement in the workplace, participation in meetings, and willingness to take on additional responsibilities beyond their core teaching duties. These factors contribute to a dynamic and enriching educational experience for students. Several indicators reflect the high level of staff satisfaction within the school:

- Departing employees consistently express gratitude for the professional opportunities and experiences gained while working at Macarthur, whether in teaching or support roles.
- Many staff members voluntarily dedicate significant time beyond the classroom to various programs and activities, including:
 - **Duke of Edinburgh Award Scheme** – weekend and vacation treks.
 - **Annual Snow Sports Programme** – winter vacation.
 - **After-school sports training.**
 - **Agriculture Show Team** – events at Kangaroo Valley, Goulburn, Moss Vale, Camden, and the Royal Easter Show, including weekends and holiday periods.
 - **Debating and public speaking competitions** – evening events and award ceremonies.
 - **School productions** – rehearsals and performances after hours, on weekends, and during holidays.
 - **Concerts and drama performances.**
 - **Year 12 Study Camp** – held during vacation time.
 - **Staff and family social gatherings** – including the Year 7 Welcome Barbecue and House Barbecues.
 - **Professional development** – some training sessions occur in staff members' own time.

- **School tours** – including overseas trips, sometimes spanning entire holiday periods.
- **After-hours formal occasions** – such as the Year 12 Dinner and Annual School Ball.
- **Community Service Programmes** – conducted after school hours.

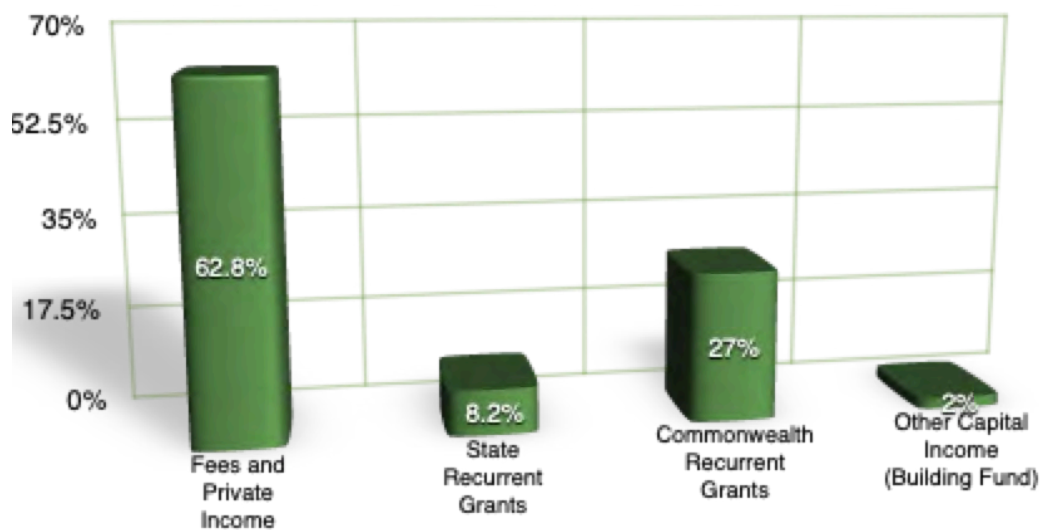
The dedication of Macarthur staff is evident in their enthusiasm and commitment to student engagement. Their willingness to sacrifice personal time, often spending days or weeks away from their own families, is deeply valued by the school and regularly acknowledged by parents and students. Macarthur continues to have no shortage of passionate and committed staff eager to support these and other enriching experiences, ensuring students have access to an exceptional range of opportunities.



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SUMMARY 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, as submitted June 2025.



Recurrent and Capital Expenditure

