



MACARTHUR ANGLICAN SCHOOL

Established 1984

ANNUAL REPORT TO THE BOARD OF STUDIES

EDUCATIONAL AND FINANCIAL REPORT

2008

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A MESSAGE FROM THE MACARTHUR ANGLICAN SCHOOL COUNCIL

2008 was a momentous year in the life of Macarthur Anglican School. It began with the announcement by Mr Riley Warren AM, that he would retire as Headmaster at the end of the year, bringing to a close an outstanding tenure of twenty years. For the school community in general, Mr Warren's decision ushered in a period of uncertainty and speculation as the prospect of a new Headmaster was discussed during the ensuing months. Who would the new Head be? Would the school change? These were important questions for parents and students who had a long association with the school, but who had known no other Headmaster. They were equally important to parents who only recently made the commitment to enrol and whose children had many years of schooling ahead of them.

The selection of a Head is one of the most significant tasks of a school council and the Council of Macarthur Anglican School was very conscious of the consequences for the whole school community that hung upon its choice so it approached this task with great diligence and commitment. Many hours were spent developing a statement that reflected the qualities of the person the school would seek and in deciding on the criteria for assessing applications. The position was advertised nationwide and applications from coast to coast were received. After several detailed interviews, the Council settled on the appointment of Mr David Nockles, the current Deputy Headmaster, as the new Head. Council felt that with his intimate knowledge of the school gleaned over the last seven years as Deputy Headmaster, together with his natural abilities and wisdom, he would be a very fine Headmaster to lead Macarthur into the future. Most importantly, because of his sincere Christian commitment, Council is confident that Mr Nockles will be faithful to the Christian foundations on which the school stands.

The school is indebted to Mr Riley Warren for his faithful service as Headmaster over the last twenty years. When he took up his appointment as Head in 1989, Macarthur was a relatively new, independent secondary Christian school on a campus of limited size, struggling to establish its name in the community. Mr Warren departs from a K-12 school on an expansive new site,



where the school moved in 1997, with an established reputation as the school of choice in the Macarthur region, proud of its fine facilities and outstanding programmes.

2008 was marked by events that honoured Mr Warren in a number of ways and it was a measure of Mr Warren's standing, that for his final Speech and Awards Night as Headmaster, the Archbishop of Sydney and President of the School Council, the Most Reverend Dr Peter Jensen attended as Guest of Honour.

As the year concluded, a chapter closed and another opened, as the School Council and the school's community began to look to the future –

- celebrating the completion of 25 years serving the Macarthur region,
- making a smooth transition to the next phase under new leadership, and
- continuing to fulfill the school's academic goals and Christian mission within the regulatory framework of State and Commonwealth bodies.

In presenting this report, the school takes much pleasure in being able to publicise and highlight the wonderful events and achievements happening within Macarthur. It provides us also with the opportunity to openly give thanks for the Lord's provision to the Macarthur Anglican School community and in particular for the educational leadership already mentioned. We also give thanks for the professionalism and dedication of the Executive staff, the Teaching and Support staff of the school. I wish to acknowledge also the members of the School Council who meet regularly to ensure that the school continues to operate under good governance. It is a privilege to introduce the 2008 Annual Report of Macarthur Anglican School.



A MESSAGE FROM THE HEADMASTER

20 Years of Outstanding Educational Leadership

As the newly appointed Headmaster taking up responsibility in January 2009, writing this report on the achievements and highlights of 2008 is a delightful task. An otherwise impossible task for a new Headmaster is made quite simple by my previous seven years as Deputy Headmaster of this school, serving under the inspiring leadership of Mr Riley Warren, AM.

The Chairman of Council has already made mention of the outstanding service and leadership of Mr Warren and the way the school was able to honour and celebrate his retirement throughout 2008. All I am able to add, is that throughout all of the activities in 2008 relating to the farewell of Mr Warren, the school continued to function in its usual effective and efficient manner, providing an outstanding education for the students of the school.

Value Added Education

It is clearly a hallmark of this fine school that the great strengths and abilities students bring with them as they enter Macarthur are built upon and added to throughout their time at the school. It was wonderful to see students succeed across a wide variety of areas, from winning the Independent Co-Education Schools State wide Chapman Cup for debating, through to the two school musicals, *Alice in Wonderland Jr* and *Oliver*, the outstanding performances of Shakespeare's *A Midsummer Night's Dream*, the success of the Agricultural Show Teams at the Royal Easter Show and the triumphs of our students in a wide range of sporting endeavours. All of these achievements, while wonderful and deserving of praise, are in addition to the outstanding academic successes gained by the students. As you read this report you will no doubt be impressed with the evidence of sustained effort by the students as demonstrated by the NAPLAN, School Certificate and Higher School Certificate results. Macarthur's students continue to demonstrate a capacity to improve their academic results, all which bodes well for them as they prepare to take on the challenges and opportunities of leadership in the community.



The unique and innovative environment that makes up Macarthur Anglican School allows the boys and girls, young men and women, to achieve great things and add to their skills and knowledge throughout their time at Macarthur. Opportunities presented to the students to enable them to develop and mature are in no small way a result of the remarkable teaching staff who work tirelessly and professionally to the benefit of the students who attend this school. Macarthur has a staff that continues to seek greater knowledge and skill as they develop professionally and demonstrate a love of lifelong learning. The school's ability to attract and retain staff of the highest calibre is fundamental to the success achieved by the students across the entire scope of the school.

2009 – Twenty-five Years of Serving the Community

2009 is Macarthur's Twenty Fifth Year of serving this community and it will be a wonderful way of celebrating all that has been achieved in that relatively short timeframe. To see the breathtaking campus with wide open spaces and purpose built buildings, all on a site that was a dairy farm not so many years ago, is a superb testament to the vision and commitment of the men and women who have served and continue to serve on the School Council, those who have made the commitment to teach in this school and above all the students and parents who have contributed remarkable amounts of time and effort in the establishment of what is readily regarded as a school of distinction in the Macarthur area. To all these groups, but especially the School Council under the Chairmanship of Dr Allan Beavis, is owed a great deal of gratitude.

I trust that as you read the remainder of this report, you will get a sense of the 'Macarthur Way' and are able to celebrate the successes of the students who make up this fine school.



STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

THE HIGHER SCHOOL CERTIFICATE

In 2008, Macarthur Anglican School presented 62 students for the Higher School Certificate. Of this group, 28 (45%) were girls and 34 (55%) were boys. Interestingly this was a distribution opposite to that of the 2007 cohort.

Thirty one subjects were presented at Macarthur in 2008. Externally studied subjects include Agriculture and Chinese Background Speakers. Of these subjects, all fulfilled the requirements for students to gain a Higher School Certificate and a University Admissions Index (UAI). The school did not present any subjects that could not be used for the purpose of gaining a UAI.

A close analysis of our Higher School Certificate results reveals that dramatic gains for a single year (2007-2008) were earned in Mathematics Extension 1 (over 18%) and Indonesian Extension (12%). Considerable gains were also achieved in Physics (over 6%) and Extension English 1 (8%). Results in Design and Technology, Economics, Indonesian, History Extension, Legal Studies, Mathematics, Music 1 results and Studies of Religion were most pleasing. These results are illustrated in the table below, which continues on to the next page:

Subject	No. of students	Median HSC mark	Performance band achievement by percentage	
			Bands 4-6	Bands 1-3
Design and Technology	7	82/100	School: 100% State: 71.25%	School: 0% State: 28.75%
Economics	8	79/100	School: 87.5% State: 71.66%	School: 12.5% State: 28.34%
Legal Studies	11	83/100	School: 100% State: 71.9%	School: 0% State: 28.1%



Indonesian Continuers	4	84.5/100	School: 100% State: 76.9%	School: 0% State: 23.1%
Mathematics	13	78/100	School: 92.29% State: 71.93%	School: 7.71% State: 28.07%
Music 1	4	87/100	School: 100% State: 85.1%	School: 0% State: 14.9%
Physics	9	78/100	School: 88.88% State: 65.76%	School: 11.12% State: 34.24%
Studies of Religion	11	41/50	School: 100% State: 77.28%	School: 0% State: 22.72%
			Bands: E3-E4	Bands: E1-E2
English Extension 1	10	43.5/50	School: 100% State: 83.91%	School: 0% State: 16.09%
English Extension 2	3	43/50	School: 100% State: 81.97%	School: 0% State: 18.03%
History Extension	9	41/50	School: 88.88% State: 73.19%	School: 11.12% State: 26.81%
Indonesian Extension	1		School: 100% State: 88.22%	School: 0% State: 11.78%

The 2008 Higher School Certificate results saw a number of pleasing improvements on those of the 2007 results. There were ten students who gained a University Admissions Index (UAI) greater than 90 (16% of the cohort) compared to 11% in 2007 with considerably more above 95 (11% in 2008 compared to 0% in 2007). The top twelve students who attained UAI's of 88 and above had studied an Extension subject. Nineteen students (31% of the cohort) studied at least one extension subject (with 10 students studying two extension subjects.)

The 2008 Dux of the School was Jonathan Hartono, achieving a UAI of 99.25. Both Jonathan Hartono and Thomas Hawthorn received the All-Rounder (Premier's) Award. Macarthur was ranked the first school in the Campbelltown Region by the Daily Telegraph (27 Dec 2008) and was ranked 98th in the *Daily Telegraph's Top 200 Schools for 2008* (20 Dec 2008). Belinda Hopkins was placed fifth in the State for Indonesian Extension.



Twelve students achieved a result between 80 and 89, representing 19% of the cohort compared to 22% in 2007. In 2008, more students (35%) attained results of 80 and above compared to 2007 (32%). The improved performance at the top tier of the cohort is evidenced not only by the higher UAI's attained, but also by the increased number of Distinguished Achievers (students who gained positions in the top Bands, that is, Band 6 or E4). In 2008 students gained Band 6 or E4 results on 49 occasions out of 352 examinations attempted (13.92%), significantly more than the previous two years (5.22% in 2007 and 6.93% in 2006.)

Mean and Median Year 12 Results

	2006	2007	2008
Mean	63.69%	69.29%	69.42%
Median	64%	73.25%	72%

Compared to 2006 and 2007, there was a slight increase in the overall mean of the HSC results in 2008 and a marginal decrease in the Median.

In 2008, boys performed better than girls at the higher end (for example the two scores exceeding 99.0 were achieved by boys) but worse than girls at the lower end. Girls attained a higher overall mean than the boys. See table next page:

2008	Male	Female	Totals
Count	34	28	62
Mean	67.50	71.75	69.42
Std Dev	21.53	17.90	19.93
Max	99.25	95.55	99.25
Min	33.05	36.90	33.05
Median	69.625	76.95	72.00

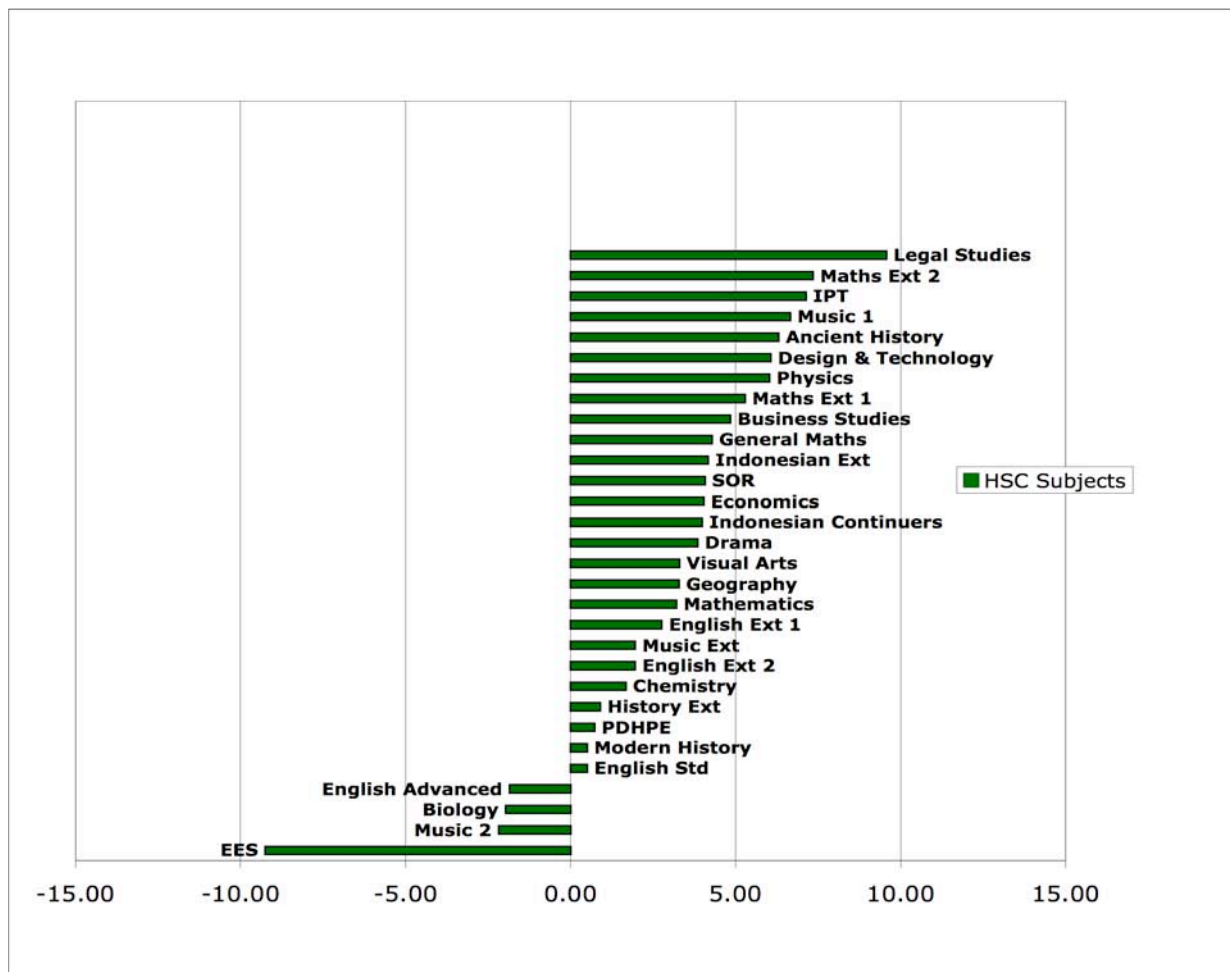
73% of students were offered first round positions in a University for 2009. This is a slight improvement of 1% from 2007.



Variation from State Mean

Most subjects in 2008 were above the State Mean. Variations are being made to the English Advanced programme to help improve student results. It must be noted, however that a higher percentage of students study Advanced English at Macarthur (81%), compared to the State (45%).

It should be noted that 10% of students in 2008 were awarded Special Provisions (mainly for medical reasons), 11% were granted misadventure for one or more subjects and 19% submitted applications for the Educational Access Scheme for a variety of reasons.



During 2008 a variety of strategies were implemented and refined in an attempt to support students to achieve their best:



- Parents and students of Years 11 and 12 were invited to attend an HSC study skills and time management evening in which strategies were presented to help students and parents better prepare for the HSC. A psychologist also presented strategies to help parents and students cope with the pressures of the HSC.
- In addition, The Board of Studies Liaison Officer for the Macarthur Region explained the assessment and examination process to parents and students in Years 11 and 12 early in 2008.
- Prior to the Trial Examinations, Year 12 attended a further study skills session to help better prepare them for their examinations.
- In 2008, a new initiative was introduced to provide students with additional time to focus on their studies. In Autumn Term, students who did not wish to pursue representative sport were able to attend various tutorials offered on a rotational basis by their Year 12 teachers or participate in private study in the school library. Comments from students indicate that the time for additional study and having tutorials was most valuable. Students completing practical subjects also benefited from having increased time to work on their major projects with teacher support.
- An HSC study camp (Champ Camp) was again placed in the first week of the student vacation period leading up to the HSC. Students worked for 10 hours each day. This gave them an excellent foundation for the following 2.5 weeks before their examinations and many students continued to use the Library facility in the lead-up to the HSC.
- Seminar Week (traditionally the week before examinations) was truncated to two days, allowing for students to spend the final days before their examinations studying at home refining their individual needs.
- An after school three hour Senior Study Support Programme was offered to students twice a week. This was beneficial to those students who attended.
- Interviewing of students by the Headmaster and Director of Studies in Autumn and Winter Terms also provided timely intervention and encouragement to those who needed it. In addition, the Head of Senior School attended to the individual needs of many HSC students on both pastoral and academic matters. In practice this has meant that



opportunities to improve study skills, essay writing skills and analyse tertiary options has been available to students to a greater level, enabling students to capture a vision for their future and work towards it accordingly. A far greater proportion of students sought career and tertiary advice than in previous years.

A significant number of staff continue to be involved at all levels in the HSC process – setting and assessing HSC examinations, marking and assisting on the Advice-Line. The importance of staff being involved in these activities cannot be overstated. These staff members and others have gained invaluable insights from which Macarthur students benefit directly.

Macarthur Anglican School continues to have its HSC results analysed by *Academic Profiles*. This analysis continues to be seen by Faculty Heads as facilitating positive change. The Head of Senior School and Director of Studies have been able to repeatedly use this data to advise students on the value or otherwise of retaining 12 units. It provides invaluable objective evidence that can thwart the ill-founded notions of both students and parents.



THE SCHOOL CERTIFICATE

In November 2008, 91 students presented for the School Certificate examinations in English Literacy, Mathematics, Science, Australian History, Geography, Civics and Computing skills. This cohort had 12 fewer students than the cohort for the previous year.

Students performed above the state mean across all subjects and all showed improvement compared to the 2007 cohort. The table below indicates the results attained in each of the examinations and the distribution of grades.

2008 Exam	Variation From State Mean by %		Median exam mark	Performance Band achievement by %		Grades allocated by %	
	2007	2008		Bands 3-6	Bands 0-2	Grades A-C	Grades D-E
English	+3.01	+3.66	81	School: 100% State: 96.15%	School: 0% State: 3.85%	School: 87% State: 77%	School: 13% State: 23%
Mathematics	+3.26	+3.89	74	School: 90.11% State: 79.21%	School: 9.89% State: 20.79%	School: 86% State: 68%	School: 14% State: 32%
Science	+2.23	+2.93	77	School: 97.81% State: 86.72%	School: 2.19% State: 13.28%	School: 78% State: 73%	School: 19% State: 27%
Geography	+1.20	+1.58	75	School: 98.91% State: 89.21%	School: 1.09% State: 10.79%	School: 77% State: 73%	School: 13% State: 17%
History	+1.67	+2.38	70	School: 96.71% State: 82.74%	School: 3.29% State: 17.26%	School: 90% State: 70%	School: 10% State: 30%

Macarthur students were more positively represented in the highest level, Band 6, across all subject areas except for Australian Geography where our students still outperformed the mean State results. In addition to the improvement in Band 6 results, English and Mathematics Grade A-C allocations continued to improve in 2008, by 4% and 3% respectively.



In addition to these examinations, students were presented for the Computing Skills Test in 2008. The results indicated that over 63% of Macarthur students were *‘Highly Competent’* as opposed to 57% statewide. In 2008, the results for computing skills were 3.51% above the State Mean, an increase from 1.82% achieved in 2007.



NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

In 2008, 54 Year 3 students, 61 Year 5 students, 88 Year 7 students and 94 Year 9 students participated in the National Assessment Program -Literacy and Numeracy (NAPLAN). The students presented for English language and literacy tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The test results are given in skill bands indicating levels of achievement. Overall, the school's results were above state average with the exception of spelling in Year 3.

Year 3 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Number, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	412.2	427.8	418.6	416.4	419.5	409.8	408.3	409.6
School Mean	427.5	430.4	403.6	424.6	424.0	429.1	422.7	427.1

This table shows that the school's mean results were higher than the State mean in all areas except Spelling. Despite the lower results in Spelling, the school's mean result in Overall Literacy was still higher than the State mean.

The percentage of students who performed better in the top band for overall literacy was marginally higher than the State but significantly higher for numeracy.

Year 3 2008 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	School	State
Overall Literacy	22	20
Overall Numeracy	28	18

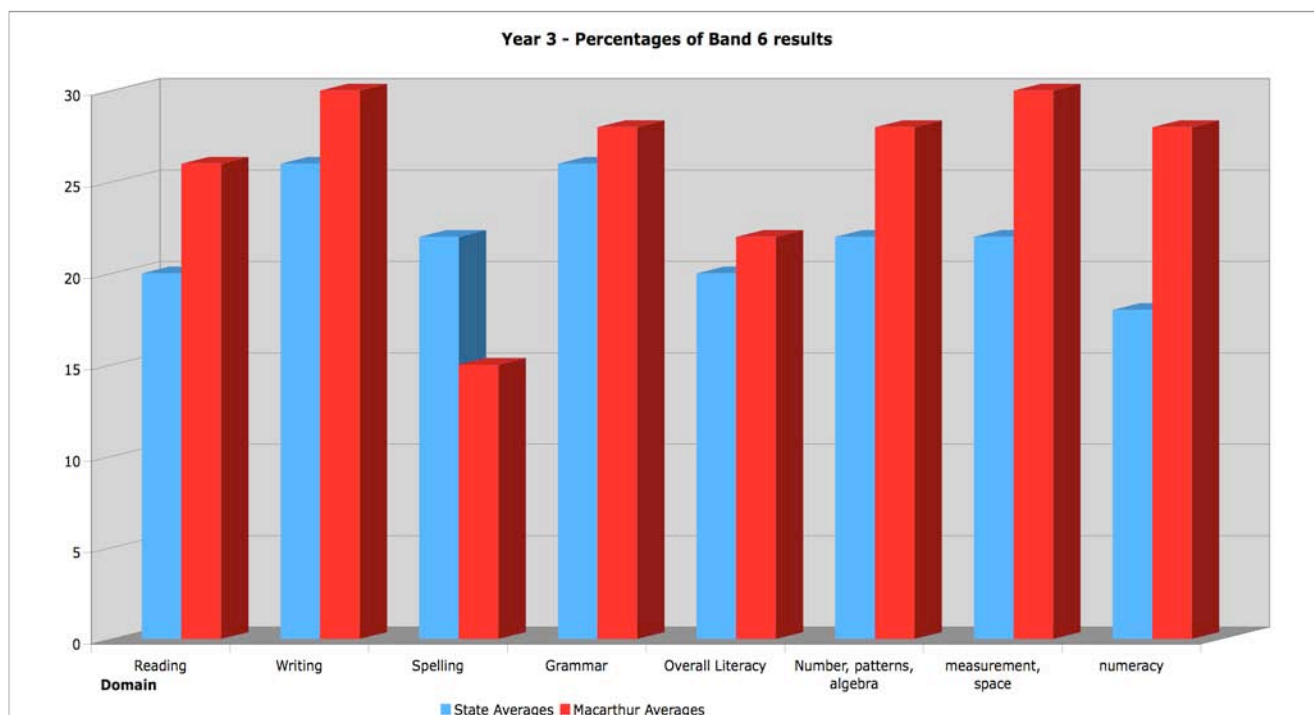
The majority of students achieved well above the National Benchmark for all tests (see table below). The percentage of students who achieved results in the top two Bands also exceeded the



percentage of students in the State who achieved results in the top two Bands in all areas except for Spelling. This is an area that will be reviewed in 2009.

Year 3 2008 NAPLAN Test	Macarthur students achieving at/above National Band 2 Bench mark	% Students achieving top two bands	
		Macarthur	State
Reading	95	63	47
Writing	98	58	54
Spelling	98	30	46
Punctuation	97	52	43
Overall Literacy	98	50	49
Number, Patters & Algebra	100	48	43
Measurement, Data, Space/Geo	98	43	43
Overall Numeracy	100	47	40

The graph below indicates that Macarthur students exceeded the State in the top band for Overall Literacy and Overall Numeracy.



Year 5 NAPLAN Results

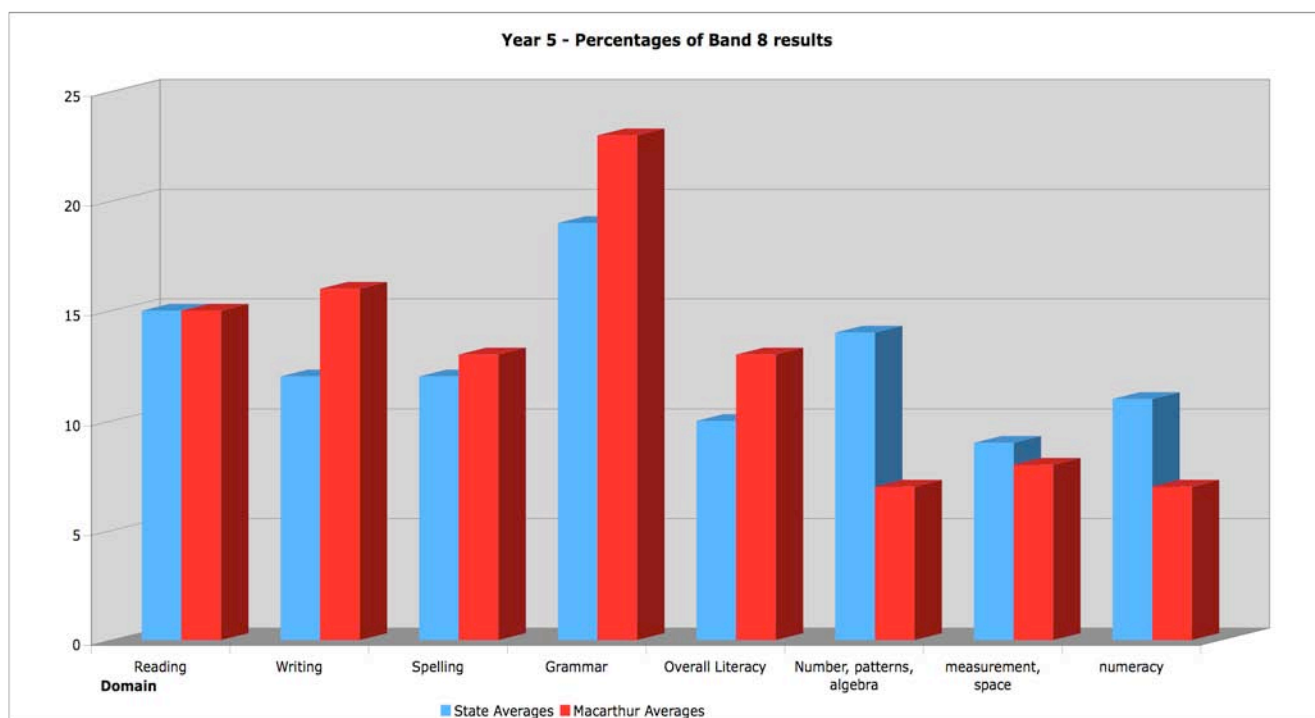
	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	494.4	495.5	498.5	504.5	497.4	489.7	488.0	489.1
School Mean	512.2	514.4	516.4	523.1	515.4	499.2	498.9	498.6

Macarthur students achieved above the State Mean in all tests (indicated in the table above) and the majority of students achieved well above the National Benchmark for all tests. The following table also indicates that the proportion of students in the top two Bands exceeded the proportion of students in the top two Bands in the State. However, while for overall literacy the proportion of students in the top band exceeded the proportion in the State, the proportion of students in the top band for overall numeracy was below the proportion in the State. This is shown in the second table and the graph on the following page. It is an area the school will monitor and seek to improve.

Year 5 2008 NAPLAN Test	Macarthur students achieving at/above National Band 4 Bench mark	% Students achieving top two bands	
		Macarthur	State
Reading	100	36	33
Writing	99	39	30
Spelling	98	47	37
Punctuation	96	43	36
Overall Literacy	100	38	32
Number, Patterns & Algebra	97	32	25
Measurement, Data, Space/Geo	93	31	28
Overall Numeracy	97	33	26



Year 5 2008 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	School	State
Overall Literacy	13	10
Overall Numeracy	7	11



Value Added Data

Value added data tracks student progress for those students who sat both the Year 3 Basic Skills Test in 2006 and the Year 5 NAPLAN in 2008 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth in this time is 80 points.

2008 is the first year in which student progress has been measured by NAPLAN and has been achieved by standardising scores from the 2006 Basic Skills Test. It is noted with some concern that the 2006 Basic Skills Test Writing was marked using different criteria to the 2008 NAPLAN Writing and has yet been 'standardised'.



The Macarthur average of value added growth is set out in the following table. Note that the Independent Schools measured for the region are Frensham (Gib Gate), Tudor House, Wollondilly Anglican College, St Peters, Thomas Hassall Anglican College and Mount Annan Christian College.

	Macarthur Average Value Added Growth	Independent Schools In South Western Sydney/Southern Highlands	State Mean
Overall Literacy	88.5	53.5	80.7
Reading	91.1	54.8	85.6
Writing	74.8	47.7	68.6
Numeracy	76.1	56.8	79.7



Year 7 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Number, Patterns, Algebra	Measurement, Data	Space, Geometry	Overall Numeracy
State Mean	543.2	535.5	549.5	537.3	541.2	554.3	551.9	549.7	552.9
School Mean	574.6	579.1	573.7	590.4	579.3	586.3	601.5	585.4	590.8

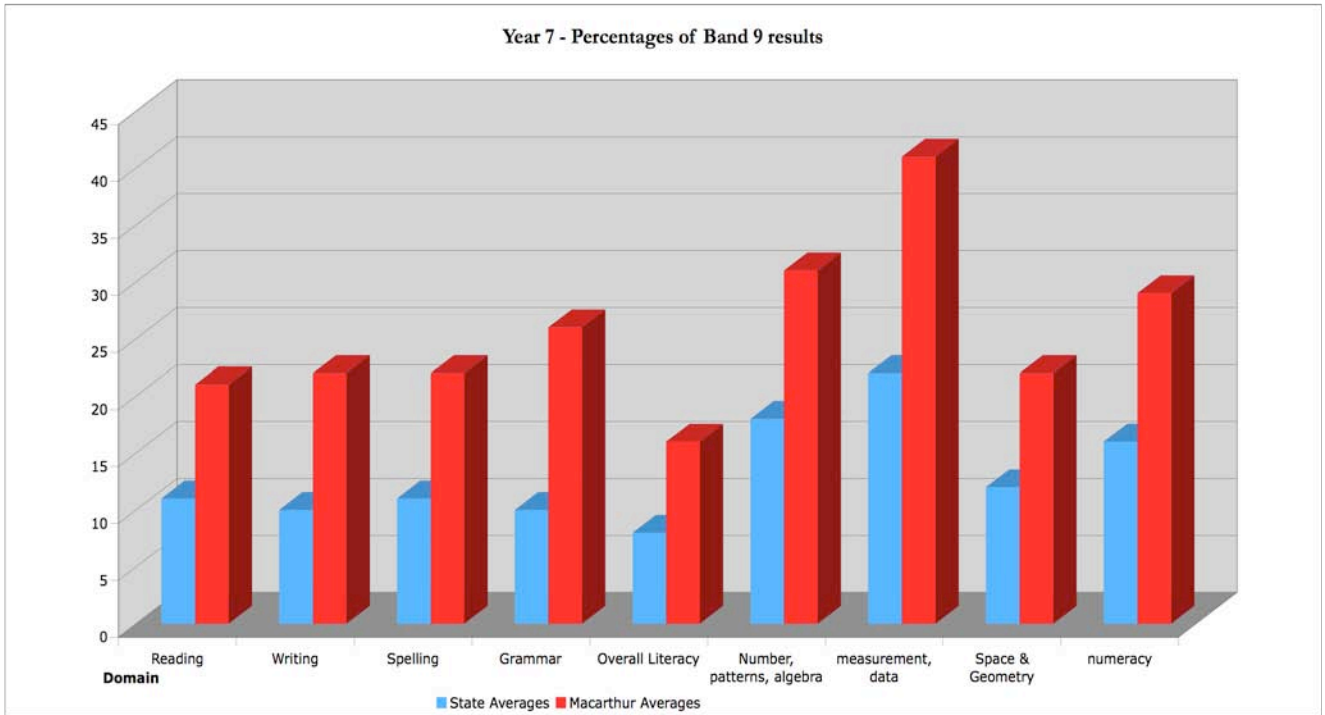
This year, the results were outstanding, with the majority of Year 7 students achieving well above the National Benchmark for all tests. The percentage of Year 7 Macarthur students who achieved results in the top two bands significantly exceeded the percentage in the State. Students also performed above the State Mean in all tests as indicated below:

Test	% Macarthur students achieving at/above National Band 5 Bench mark	% Students achieving top two bands	
		Macarthur	State
Reading	99	47	29
Writing	98	55	29
Spelling	95	47	36
Punctuation / Grammar	98	49	30
Overall Literacy	99	47	26
Number, Patters & Algebra	98	55	33
Measurement, Data	98	54	31
Space, Geometry	99	53	33
Overall Numeracy	100	59	34

They also performed exceptionally well in the top band for Overall Literacy and Overall Numeracy. These results are indicated below.



Overall NAPLAN Results	% Students achieving in the highest band (Band 9)	
	School	State
Overall Literacy	16	8
Overall Numeracy	29	16



Year 9 NAPLAN Results

	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number Data	Patterns Algebra	Measurement Space Geometry	Overall Numeracy
State Mean	584.0	569.8	586.4	578.8	579.5	591.5	599.0	590.0	593.7
School Mean	614.8	631.6	609.7	608.6	618.5	625.8	633.5	615.0	625.0

The majority of Year 9 students achieved results well above the National Benchmark in all tests. The percentage of Year 9 Macarthur students who achieved results in the top two Bands exceeded the percentage in the State quite significantly in all tests.

**NA = Not Available*

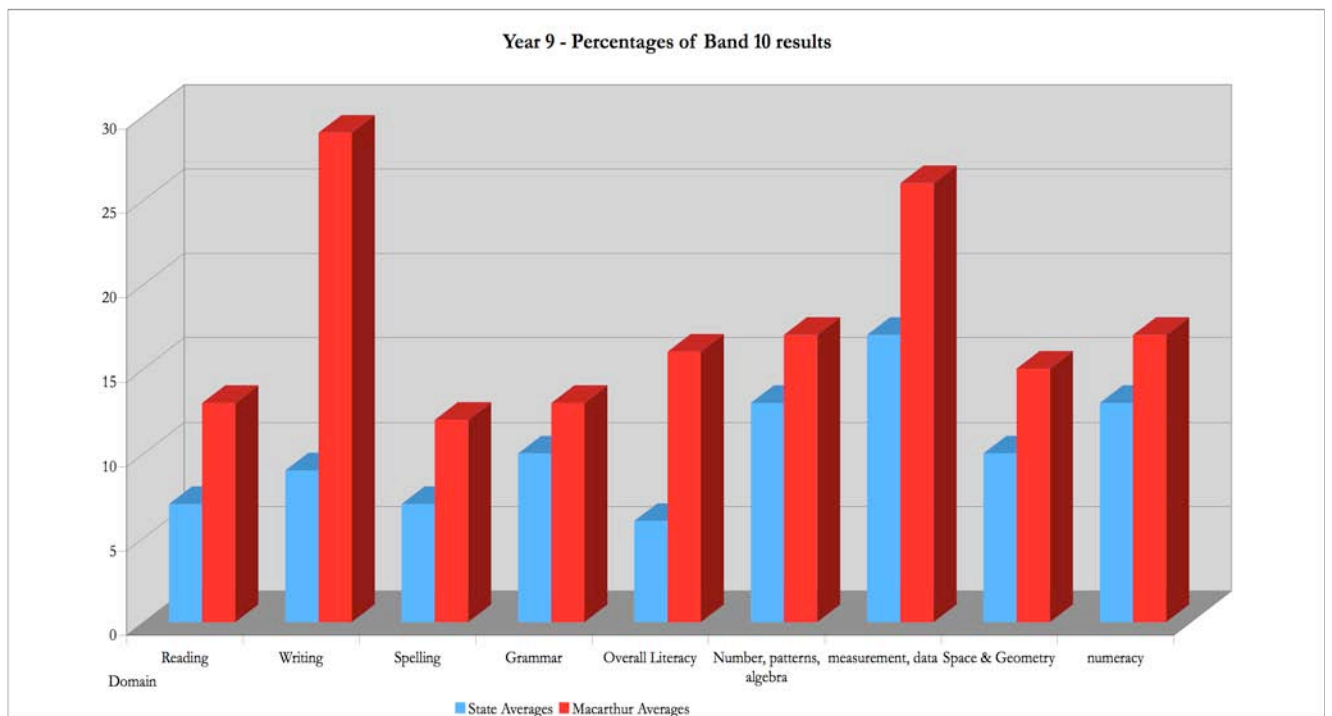
Test	% Macarthur students achieving at/above National Band 6 Bench mark	Median Score	Median %	% Students achieving top two bands	
				Macarthur	State
Reading	98	35/48	73	39	23
Writing	100	34/47	72	51	21
Spelling	97	16/25	64	38	29
Punctuation	97	19/25	76	26	22
Overall Literacy	99	NA*	NA	44	21
Numbers, Data	99	NA	NA	44	27
Patterns, Algebra	97	NA	NA	47	34
Measurement, Space, Geometry	99	NA	NA	38	27
Overall Numeracy	98	42/64	66	40	28

Students also performed exceptionally well in the top bands for Overall Literacy and Overall Numeracy as compared to the State. The results for literacy were particularly strong.



2008 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Overall Literacy	16	6
Overall Numeracy	17	13

The extent of achievement by Macarthur students beyond the results of students across the State is best illustrated in the following column graph:



TEACHER STANDARDS

The 2008 details of all teaching staff responsible for delivering the curriculum for which the school is registered and accredited is outlined in the table below.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution from within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	77
Teachers who have qualifications as a graduate from a higher education institution from within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	5
Teachers who do not have qualifications as described on (a) and (b) but have successful teaching experience or appropriate knowledge relevant to the teaching context.	0

After a long rigorous process requiring extensive documentation and visits by independent supervisors, the school was delighted to announce that Mr Iain Jones and Mrs Rebecca Abdoo were to be recognised as 'Experienced Teachers' by the Independent Schools Teacher Accreditation Authority. These teachers are to be congratulated on their achievement - one which recognises the significant contribution they have made to schools in a variety of areas and their ongoing endeavour to develop their professional practice. We are blessed to have teachers of such a high calibre in our school.



PROFESSIONAL LEARNING

To maintain high standards, teachers must constantly improve what they do and each year Macarthur teachers are involved in a co-ordinated Professional Development Programme. Educational research highlights the importance of the teacher in the learning of their students and for this reason the focus of professional development in 2008 was *Quality Teaching*. Teachers have learned about new pedagogy and practice, which they have been able to incorporate into their teaching.

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

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

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

Description of the Professional Learning Activity	No. of Staff	Duration	Attendance outside of school hours
Sydney Symphony	1	0.5 day	yes
Teaching in an Anglican School	4	0.5 day	yes
Leading Learning through the School Library	1	1 day	
Economics Teacher Conference	1	2 days	
THRASS Follow-up Workshop	2	1 day	
Web 2.0 for Teacher Librarians: Resources and Connectedness	1	1 day	
Business Studies Teachers Conference	1	2 days	
Supervising New Scheme Teachers	1	2 days	
HICES Gifted and Talented Camp Planning	1	3 x 0.5 days	
Year 5 Programme Development	1	1 day	



Senior First Aid course	3	1 day	yes
Refresh your Literacy	1	1 day	
Classroom management for new teachers	1	1 day	
Supervising New Scheme Teachers	1	1 day	
Macquarie Ancient History Teachers Conference	2	1 day	yes
Teachers Guild of NSW- Induction Programme for teachers commencing in Independent schools. Addressing issues such as culture, curriculum, pastoral care	5	5.5 hours	yes
Safety Planning Day	1	1 day	
Intercultural Language Teaching and Learning in Practice Project	1	6 days	
AIS Visual Arts Conference: Collaborations	1	2 days	
Science Teachers Forum	1	1 day	
Teaching Strategies and Behaviour Support: Autism and Aspergers Syndrome	1	1 day	
JSHAA Infants Co-ordinators Meeting: PE Programming in the Infants School	1	0.5 day	
AIS Librarians Network Meeting	1	1 day	
HICES Heads of Music – Festival Planning	1	1 day	
JSHHA Teacher Librarians Network Meeting	1	0.5 day	
Association of Independent Schools – Diploma of Compliance	1		
E-Trends Conference	1	2 days	
ANSTO Chemistry Day	1	1 day	
Learning Support Teachers: Successful Learning Conference	1	2 days	yes
Coaching Leadership	2	1 day	
Australian Federation of Modern Languages of Australia National Conference	1	4 days	yes
Reaching New Heights: Engaging generation Y, Quality Teaching in PDHPE, Strengthening Leadership	1	2 days	Yes
Exploring Further Frontiers in HSC Biology	1	1 day	
THRASS Advanced Certificate Course	2	3 days	
Linking Science with Literacy using Primary Connections	1	1 day	
ESL Stage 6 Workshop: The New Prescriptions	1	0.5 day	yes
Managing Adolescent Wellbeing	2	2 days	
Infants School Computer Skill Development	2	1 day	
OHS Management Systems Training Secondary Science Laboratories	1	1 day	
HSC Music Performance Marking	1	1 day	



Outdoor Recreation Industry Council Conference	1	2 days	yes
AIS Annual Teacher Librarians Conference	2	1 day	
AHISA Director of Studies Conference	2	2 day	Yes (1 day)
JSHAA Infants Coordinators Meeting-Using Interactive Whiteboards	1	1 days	
Understanding your Student's Behaviour	2	1 days	
ACE seminar- Are there really fireworks? Australian Education Agenda	1	0.5 day	yes
Mathematics Planning day: Implementing the Early Years Project	3	1 day	
Technically Speaking: Renewable energy: Wire guided solar boat	1	1 day	yes, 0.5 day
Science, Maths and Technology Head Teachers Forum, University of Western Sydney	2	0.5 day	yes
International Baccalaureate: Investigating the Primary Years Program	1	1 day	
Year 5 Programme development	1	1 day	
Year 6 Programme development	1	1 day	
ISTAA: Assessment Panel training	1	3 days	
Enhancing Skills for Pastoral Care	1	1 day	
AIS Enhancing Classroom Practice: Interactive Whiteboards	3	0.5 day	yes
Year 3 Programme development	2	0.5 day	
National Seminar on Languages Education	1	2 days	
Mathematics Programme Development: Implementing the Early Years Project	1	1 day	
THRASS Follow up Workshop	1	1 day	
THRASS Accredited Workshop	6	2 days	
Management Systems Training Secondary Science Laboratories	1	1 day	
All my own work- Moodle	2	0.5 day	
NSW English Teachers Association Annual Conference	1	1 day	
Apple Innovative Technology Schools Conference	1	3 days	
ITSC – Shakespeare remixed session	1	3 days	

While attendance at Professional Development courses is the primary method of professional learning at Macarthur, it is not limited to this. Teachers new to Macarthur are inducted into the school through a 12-month programme. New Scheme Teachers are assisted with a mentoring programme as they manage the process of accreditation with the NSW Institute of Teachers. A



number of staff are also pursuing other tertiary qualifications; in most cases with the school's assistance.

A significant number of staff continue to be involved at all levels in the Higher School Certificate and School Certificate process - setting examinations, marking and assisting on the Advice-line. The importance of staff being involved in these activities cannot be overstated. These staff members and others have gained valuable insights of which Macarthur students are direct beneficiaries. In 2008, Macarthur staff, were engaged in marking in the following courses:

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



TEACHER ATTENDANCE AND RETENTION

Attendance by the staff of Macarthur Anglican School is always at a very high level. The average daily staff attendance rate in 2008 was 96.6%. The dedication and commitment of the staff is reflected in this figure. Despite the fact that some staff live considerable distances from the school, all staff are punctual and ready for the early start to lessons. Many staff work well beyond the end of lessons giving assistance to students outside of the timetabled lessons, on lesson preparation and to run the vast array of co-curricular activities after school. The presence of staff on campus on weekends and during school holidays is not unusual. Many co-curricular activities involve staff contributing their time for the benefit of Macarthur students at weekends and during vacation periods. The dedication of staff, their punctuality and their high rate of attendance, contribute to the dynamic nature of Macarthur Anglican School as a stimulating educational environment.

During the 2008 academic year, the school farewelled nine individual teachers, who accounted for a FTE of 7.9. Three of these took positions in other independent schools, two took up part-time or casual teaching, three ceased permanent teaching and one pursued other non-teaching employment. The school was grateful for the contribution by all of these teachers, but in particular to:

- Miss Freda Laurenson, Faculty Head of Mathematics for twelve years.
- Mr George Shuter, Faculty Head of PDHPE, after twenty-one years service to the school.

The school acknowledged all of these people and prayed for God's blessing on their future endeavours. The retention rate of staff from 2007 into 2008 was 94.1%.

At the 2008 Annual Speech and Awards Night, the school recognised and thanked staff of longstanding service for their significant contributions to the school. These included: Mr Jonathan Beggs, Mr Jolyon Hordern and Mrs Katharine Morse for ten years service, and Mrs Patricia Low and Mrs Riley Warren, the retiring Headmaster, for twenty years of service.



STUDENT ATTENDANCE

The average daily student attendance rate for 2008 was 93.9%, almost identical to that recorded for the previous year. Students granted special extended leave by the Headmaster were not included in this calculation. This statistic for the whole year is very close to the STATS figure reported to the Commonwealth Government for a four-week period in May 2008, prior to the onset of winter, of 95.1%.

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

RETENTION RATES IN THE MIDDLE SCHOOL AND SENIOR SCHOOL

Retention rates have been calculated for:

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

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

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

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

Cohort 2008: Year 10 (2006) to Year 12 (2008)

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2002/2004	114	77	72	68%	63%
2003/2005	98	68	65	69%	68%
2004/2006	114	83	77	73%	68%
2005/2007	117	84	78	72%	66%
2006/2008	95	62	61	65%	64%



These rates were calculated using enrolment numbers taken on the Commonwealth census date for the given years. The figures show a slight decline in the actual retention rate from the higher levels of 2003/2005 and 2004/2006. Unlike the previous four years, there was little difference between the apparent and actual retention rates, indicating that for this cohort, there was little change brought about by additional enrolments. This is not seen as an indication of any larger trend, but is in fact an aberration from the school's normal experience of gaining additional enrolments at the commencement of Year 11 of students seeking greater academic rigour during their final two years of schooling.



POST-SCHOOL DESTINATIONS

1. Students Leaving the School Before the HSC

The students who left Macarthur after the School Certificate examination in 2006 and before the Higher School Certificate 2008 fell into several groups. As determined by information provided to the school by students and their families upon leaving, these destinations are outlined in the table below.

Destination	%
Other schools within Macarthur vicinity	27
Other schools outside Macarthur vicinity	24
Private Colleges	11
Apprenticeship Training or TAFE Course	16
Workforce	22

Significantly, these figures show a decrease from the previous year in the number of students leaving school with the definite intention of apprenticeship or TAFE training. However, there was an increase in the number who are perhaps less definite about their future and only indicated that they were going out to work. Some of these may have subsequently gained an apprenticeship or enrolled in a TAFE course.

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

Students who transferred to schools beyond Macarthur's drawing area, did so for various family reasons or because of family relocations. In most cases, they re-enrolled in non-government schools – Catholic schools and independent schools similar to Macarthur.

The private colleges are generally those with specific educational purposes such as training in beauty therapy or musical performance.



2. Students Completing the HSC

Of the students who completed the Higher School Certificate at Macarthur, 73% of students were offered first round positions at university, slightly more than the percentage receiving first round offers in 2007. Highlights among the results included:

- Significantly higher proportions of students in the UAI bands of 90+ and 80-89
- One third of the cohort achieving Distinguished Achiever status
- Two students gaining Premier's Awards
- The work of two students nominated for DesignTech and ArtExpress exhibitions
- Two thirds of the cohort gaining a Band 5 or 6 result in at least one subject.
- The school being ranked number 1 in the immediate region by various newspapers

The largest proportion of university offers was for places at the University of Wollongong, followed by the University of Western Sydney and the University of Sydney. These students are now pursuing a diverse range of courses including Arts, Asia and Pacific Studies, Aviation, Business Administration, Commerce, Communications, Computing Science and Technology, Design and Visual Communication, Economics, Engineering, International Studies, Law, Medicine, Information Technology, Journalism, Marine Science, Music, Nursing, Policing, Psychology, Science, Social Work, Teaching and Veterinary Science.

The school is proud of the achievements of its Class of 2008. These outcomes were achieved through considerable effort by the teaching staff and through a number of measures designed to support students to achieve their best, including:

- An HSC study skills and time management evening for students and parents.
- A session by the Board of Studies Liaison Officer to explain the assessment and examination process
- A further study skills session Prior to the Trial HSC Examinations
- Tutorials offered on a rotational basis by Year 12 teachers and increased opportunities to work on their major projects with teacher support.
- Champ Camp (a Year 12 study camp attended by 84% of the cohort) in the first week of the student vacation period prior to the HSC, with over 20 staff giving up holiday time to work with Year 12 students.
- A Senior Study Support Programme available to students several evenings per week.



- Interviewing of students by the Headmaster and Director of Studies in Autumn and Winter Terms to provide timely intervention and encouragement to those who needed it.
- The involvement of a significant number of staff at all levels in the HSC process – setting and assessing HSC examinations, marking and assisting on the Advice-Line.



ENROLMENT POLICY

POLICY

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

RATIONALE

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

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

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

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



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

PROCEDURE

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



- e. If a student does not commence on the nominated date the Registrar, through PRISMS, will notify DIAC of all relevant details in accordance with ESOS Regulation 3.02.
6. Consideration is given to each applicant's supporting statement and interview responses regarding their ability and willingness to support the school's ethos.
7. Each applicant's apparent educational needs are given due consideration. To do this the school will need to gather information and consult with the parents and other relevant people, view reports and carry out assessments.
8. The admission process also seeks to identify any strategies that may need to be put in place to accommodate the applicant before a decision regarding enrolment is made.
9. Following the admission process, the school will inform parents in writing of their success or otherwise regarding the offer of a place.

Record Keeping

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

STUDENT POPULATION PROFILE

Outlined in the table below is information regarding the population profile of the school in 2008.

	GIRLS	BOYS	TOTAL
K-6	180	194	374
7-12	277	261	538
Total	457	455	912

The totals in the table above show a 50/50 ratio between girls and boys in the whole school, while the ratio for K-6 was 48:52 and for 7-12 was 51:49. The largest difference in the gender balance was in Kindergarten with 59% boys and in Year 8 with 60% girls.



STUDENT WELFARE POLICY

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

The table below provides a summary of the policies upon which the school acts to ensure the welfare of all of its students.

It is important to note that the policy with regard to ‘Discipline’ referred to by the school as the *Student Behaviour Modification Policy (incorporating sanctions and awards)* is presented in conjunction with the Student Welfare Policies. The school’s philosophy is such that ‘Discipline’ is not distinct from Student Welfare but an integral part thereof. Changes or amendments to policies that occurred in 2008 are indicated in the table below.

Policy	Changes in 2008	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes 	After annual review process no changes were made.	Full text on staff intranet. Parents may request a copy by contacting the school.
Security policies encompassing <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures 	Lockdown and evacuation policy reviewed and amended in light of emergency drills.	Full text on staff intranet. Parents may request a copy of the policies by contacting the school.
Supervision policies encompassing <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	After annual review process no changes were made.	Full text on staff intranet. Parents may request a copy of the policies contacting the school.
Staff codes of conduct policies encompassing <ul style="list-style-type: none"> • Code of conduct for staff • Workplace bullying • Anti-Sexual harassment • Staff disciplinary procedure 	After annual review process no changes were made.	Full text on staff intranet. Parents may request a copy of the policies by contacting the school.



<p>Student codes of conduct policies encompassing</p> <ul style="list-style-type: none"> • Code of conduct for students • Student anti-bullying policy • Anti-sexual harassment • Student Behaviour Modification policy** • Student Leadership policy 	<p>After annual review process no changes were made, except to the Homework Policy with some minor revisions to the suggested hours of work</p>	<p>Full text on staff intranet.</p> <p>Summary in the School Diary.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<p>Pastoral care policies encompassing</p> <ul style="list-style-type: none"> • The pastoral care system • Health care procedures • Critical incident manual • Homework policy 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet.</p> <p>Summary in the School Diary.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • Formal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
<p>Complaints and Grievances Policy encompassing</p> <ul style="list-style-type: none"> • Parent, student, staff and the public complaints resolution 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>

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

SCHOOL DETERMINED IMPROVEMENT TARGETS

Improvement targets for Macarthur Anglican School for 2007 and the outcomes by the beginning of 2008 are outlined below.

Area	Priorities	Achievements
Facilities and resources	<p>Refurbishment of house to provide improved facilities for the</p> <ul style="list-style-type: none"> • Uniform shop, • suitable location of the Office of Advancement • Macarthur Café. 	<p>Conversion work commenced September 2007 and was completed March 2008. The Uniform Shop is in a far more convenient location and is operating successfully. The new Office of Advancement is proving to be too small and will relocate again in the future. The Café provides a very useful facility for staff, parents and senior students, supplying food and drinks and is also used as a venue for meetings.</p>
Teaching and Learning	<p>Introduction of the <i>Bounce Back</i> Programme to the Infants School and Junior School curriculum. The programme is designed to support and empower children and the school community to develop a stronger sense of wellbeing and to be more resilient, confident and successful.</p>	<p><i>Bounce Back</i> programme was implemented successfully and has now been integrated as part of the curriculum. Assemblies are held with vertical mentoring by students and are proving to be very successful,</p>
Staff Professional Development	<p>Presentation and adoption of the Quality Teaching Framework model</p>	<p>The goal of introducing the Quality Teaching Framework and having it adopted was achieved.</p>
Outreach and service	<p>Inaugural Year 6 Outreach to North Queensland</p>	<p>The first Year 6 outreach was an outstanding success as well as being an important learning experience for any future venture. The Year 6 outreach has now become an annual fixture in the school's promotion of outreach and service.</p>
International Staff and Student exchange	<p>Assist sister school in Hungary with the teaching of English</p>	<p>Once again, two teachers of the Hungarian sister school spent several weeks observing classes at Macarthur, while one Macarthur teacher spent a term in Hungary specifically to introduce the teaching of Mathematics through the medium of English.</p>



Performance opportunities	<ul style="list-style-type: none"> • Tour of Beijing and Canada • Pipes and drums • Drama production in addition to annual musical 	<ul style="list-style-type: none"> • The tour of Beijing and Vancouver, Canada took place to great acclaim by audiences in both venues. • An enthusiastic group of students commenced instruction on bagpipes and drums in the second half of the year, with the help of members of the Ingleburn Pipes and Drums Band. • Oscar Wilde's comedy <i>The Importance of Being Earnest</i>, plus the musical <i>Annie Get Your Gun</i> were performed to a very high standard, both productions highlighting outstanding student talent.
Sport	Review the weekly sporting competition arrangements in order to improve the standard of performance and enjoyment for students.	An outside consultant was engaged to conduct the review. As a result a number of recommendations were made, many of which have been adopted.

Macarthur Anglican School is constantly reviewing its own performance. New challenges, opportunities and priorities emerge every year, changing the focus slightly from one year to the next. The school determined improvement targets for 2008 are listed below.

Area	Priorities
Facilities and resources	<ul style="list-style-type: none"> • Refurbishment of six older demountable classrooms. • Induction of a new cleaning contractor to improve the standard of cleaning. • Establish effective grounds improvement programme. • Commence new bus run from Wattle Grove area. • Improve safety and security arrangements for school property.
Teaching and Learning	<ul style="list-style-type: none"> • Smooth transition from retiring Headmaster to new Headmaster. • Discovery Strings Programme and Macarthur Academy of Music. • Installation of fixed digital projectors in all classrooms. • Effective implementation of NAPLAN testing programme.



	<ul style="list-style-type: none"> • Exploration of broadening subject choice. • Planning introduction of compulsory Studies of Religion course in Year 11. • The consolidation of Technology and Visual Arts into one Faculty.
Staff Professional Development	<ul style="list-style-type: none"> • Incentives for staff to increase their academic qualifications, especially within their own teaching area. • Staff to be refreshed on policies on diverse subjects such as: <ul style="list-style-type: none"> ~ child protection and sexual harassment ~ OH&S and manual handling ~ what makes an effective school. • Establishing a Beginning Teachers programme. • Establishing an Integration programme for teachers new to Macarthur.
Outreach and service	<ul style="list-style-type: none"> • Continue Thailand outreach programme (Year 11/12) in partnership with Pacific Academy Vancouver and the North Queensland outreach by Year 6 • Establishment of a sponsorship programme for staff and students of St Michael's Secondary School, Tanzania.
International Staff and Student exchange	<ul style="list-style-type: none"> • Visit by Principal of St Michael's Secondary School, Tanzania. • Continuation of the very successful exchange programme for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School.
Performance opportunities	<ul style="list-style-type: none"> • Festival of Music Evening. • Production of both 3-6 and 7-12 age level musicals • Production of Shakespearian play.
Sport	<ul style="list-style-type: none"> • Raise the profile and prestige of representing the school in sport. • Raise profile and prestige of captains of teams. • Development of a SnowSports programme.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The promotion of respect and responsibility is a key element in the education of students at Macarthur Anglican School. The development of these values begins at an early age among those who commence their education at Macarthur in the Infants classes, or it is taken up immediately among those who may commence their Macarthur education at a later time such as the beginning of Year 7. For younger children, day-to-day interaction with the class teacher is the main time when these values are developed. While this continues throughout the student's years of schooling, older students have the opportunity to participate in experiences that specifically promote a better understanding of why we should develop respectful attitude and why we should act responsibly.

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

- Respect and Care for Ourselves
attending to personal appearance and hygiene such as being well groomed and wearing the school uniform properly;
rejecting involvement with smoking, alcohol and other drugs
- Respect and Care for Others
speaking appropriately, addressing people in a suitable manner and not calling each other hurtful names
listening to and obeying those in authority, such as teachers, prefects, transport monitors, house captains, canteen and other staff.
- Respect and Care for God's World (Our Environment)
showing pride in our surroundings
nurturing plants and wildlife around the school

The school's camping programme, held during the first term each year, involves students from Years 7 to 12 in Week 1 of the term and Years 3 to 6 in about Week 6 of the term. The camps provide challenges most students would not encounter within their family surroundings. Meeting the challenges, overcoming them, encouraging others to do the same and sharing the joy of accomplishing things together helps to build mutual respect among the students from the beginning of each year.



The Macarthur mottos, 'Through Christ Alone' and 'Enter to Learn – Go out to Serve' continue to guide all that happens in the school, reminding staff, students and their families of the strong Christian Foundation on which the school is based. The school continues to develop in its students a strong sense of the responsibility we have as an affluent nation to provide meaningful help to people in less favourable circumstances. The measure of success of the school's emphasis in this area can be seen in a number of students who have graduated from the school and have chosen to devote their lives to a form of Christian ministry, either in Australia or overseas.

The encouragement to serve others is found in classrooms, assemblies, school Chapel services, through weekly Bible studies and through the Macarthur Family Chapel services each Sunday, where students and their families can learn more of the love God has for them and of the how Christ came to serve us.

In 2008, students from Year 6 built on the pioneering tour of the previous year, by visiting aboriginal settlements in North Queensland. The visit allowed our students to experience first hand the challenges facing the children of these communities, not only in gaining a good education, but also in being able to access all of the advantages of life in Australia that can be experienced by non-indigenous Australians. Our Macarthur students learned a great deal about life in these communities, enjoyed meeting with the aboriginal students and developed some understanding of their needs.

The Year 6 Outreach provides young students with the first taste of what can be achieved if we make an effort to show concern for the well being of others. It is followed by other opportunities for students to serve, simply by helping to raise money for the needy or by actual involvement in an outreach activity. All students are encouraged to contribute to various worthy causes. The school staff and each school House supports a child overseas through World Vision. Funds are raised through a wide range of activities to support the St Michael's School in Tanzania. In 2008, the school forwarded over \$40,000 to St Michael's towards the cost of building a boys' dormitory for the school. A sponsorship scheme was instituted to support students and staff of St Michael's so that they could complete their education or teacher training. Active involvement in the annual Thailand outreach cannot be taken up by every student. But



the presence of this programme is an ongoing reminder to all students that the needs of others are substantial and deserve our consideration.

Apart from fund-raising and activities organised by the school, a number of students serve in the community in their own time. The school seeks to play an active role in encouraging and recognising the work of these students whenever they come to our attention. For example, a musically talented boy has been playing the piano for several years at a singalong every Saturday morning for the residents of a nearby nursing home. Often, the school finds out only incidentally about the service students perform in the community.

A number of other activities take place in the school, with the aim of building respect for Australia's institutions and a sense of responsibility for ourselves, other people and our environment. Noteworthy activities include the following:

- The school's Pastoral Care Programme encourages students to consider consequences for themselves and others when deciding on a particular course of action. Implementing the programme within the context of a Christian school allows Christ's behaviour towards others, who were shunned by the society of his day, to be held up as a model for students to follow.
- A Peer support programme and the annual training of Peer support leaders contributes to the school's comprehensive pastoral care programme.
- The school's Student Behaviour Modification guidelines contained within the diary give clear directions about respecting others and their property.
- A Community Service programme mandates the completion of 25 hours of service during the first six months of Year 11. Many students willingly exceed this expectation.
- Students in other years are encouraged to serve the community in local aged care facilities, the SES, the Bush Fire Brigade and the like.
- Students are always visible and active in ANZAC Day and Remembrance Day Services in the surrounding Local Government Areas and the school conducts its own formal ANZAC Day Service at a Remembrance Wall constructed in the school grounds for this purpose. The service is supported and attended by members of the local RSL Sub-Branched and by the armed forces, who each year provide a Catafalque Party for the service.



- An excursion to Canberra for Year 5 and 6 students aims to acquaint them with and develop respect for the important institutions of democracy.
- Regular assemblies, conducted in a formal style, train students in the correct behaviour for a formal occasion. As well, there is an expectation that appropriate respect is shown in the way that students acknowledge those who are presented with awards.
- Sports Awards are designed to recognise not only performance and achievement, but also fair play and sportsmanship.
- The school encourages students' participation in various leadership forums, sometimes held locally and sometimes at international leadership conventions.
- The Duke of Edinburgh Awards Scheme has run in the school for several years, helping students to appreciate the beauty of the Australian environment and respect the delicate balance within that environment
- The Bounce Back programme mentioned in detail in the 2007 Annual Report, continues to be implemented to maximise student engagement, promote positive relationships, develop social skills, build resilience and develop pro-social values such as respect, compassion, acceptance of differences and friendliness.
- The U-Turn the Wheel programme is delivered to Year 11 and 12 students to increase their sense of responsibility as they begin driving.
- First Aid and Life Saving courses are delivered to senior students



PARENT, STAFF AND STUDENT SATISFACTION

One of the awards given at each annual Speech and Awards Night is the Kindergarten to Year 12 Award, for those students who have completed their entire school education at Macarthur Anglican School. At the end of 2008 six students were presented with this award. 56 of the 62 graduating Year 12 students, or more than 90% of the cohort, had completed all of their secondary schooling at Macarthur. Clearly, these students and their families have shown a high level of loyalty to the school. In the marketing world, such loyalty is sought after and sometimes it is gained through enticements such as reward schemes. In education, parents and students will not give their loyalty for such transient rewards. More enduring outcomes, such as the development of upright character, are more important. At Macarthur, we seek to give all parents and their children an enduring reward for their commitment to the school, by producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others as they seek further education and employment. The commitment of the School Council to provide this type of education, through the careful selection of dedicated staff is the key.

PARENT SATISFACTION

In 2008 the support of parents, grandparents and friends of the school was evident in the help they gave to staff and in their attendance at many school events. Attendances at recitals, performances, carnivals, Grandparents Day, Mothers and Fathers Day Breakfasts were indicative of parents' interest and support of the school. In several ways, feedback is provided by parents who express pleasure and even surprise at the achievement of the student body in general and of their own children. At the Annual Speech and Awards Night an attendance of over 1500 provides further evidence of this interest and satisfaction with the school and its staff.

At a more quantitative level, the comments of parents taken from exit surveys are illuminating. A small sample is provided here, from parents whose children completed their education in 2008, or whose children were withdrawn as a result of family relocations. Any school daring to ask parents for their thoughts will encounter some negativity, but the following comments reflect the feelings of the majority:

<Student> has definitely progressed and learnt much at Macarthur.



<Student> will be very sad to leave. He has enjoyed extremely his development at Macarthur. I know wherever he goes in life, Macarthur has laid very sound foundations for him.

Yes we have been happy with the school and the environment for learning.

Macarthur has always been supportive both academically and socially.

We have been very happy with <Student>'s academic progress.

His personality and manners have been well groomed by the school experience and for that we are pleased.

I am more than happy with <Student>'s academic help with his progress at Macarthur. It has been an outstanding school.

The Parents and Friends Association changed its meeting pattern to one per term, with a greater emphasis on each meeting being a forum for communicating between various staff and the parent body. The meetings are just one avenue for parents to share any concerns or to express their support for the school. The school is grateful to the Parents and Friends Association for their management of the canteens, uniform shop and the café, which was opened early in the year.

Worthy of note is the fact that parents generally feel that the school is approachable if they have any concerns, or if they are seeking information. Telephone calls to ask for information are frequent. Personal visits to the Administration Centre to seek information are also common. The staff often remark on the friendliness and reasonable approach taken by parents when they meet them face-to-face, in situations such as parent-teacher interviews. Macarthur is fortunate in having such a helpful and encouraging group of parents who take a particular interest in the education of their children.

The enrolment of children whose parents attended the school themselves is a growing trend. In 2008, there were 29 students from 14 families with an alumni parent, plus an additional twenty alumni families registered. This is a very large increase on the number reported in 2007 and suggests that as the early graduates of the school find their own children reaching school age, they are turning to Macarthur in increasing numbers. There can be no greater recognition for the school than to have past students choosing to send their own children to Macarthur. Likewise, some 20 members of staff have their own children attending the school.



Ten Year Reunions, which have been running for many years are one of the ways that the school maintains contact with its alumni, leading many to then choose Macarthur for their own children, provided they still reside in the area. In 2008, the first twenty year reunion took place, bringing together a number of the school's first graduates who completed their Higher School Certificate in 1988. With the establishment of an Office of Advancement, the school is now developing a more effective system for maintaining contact with alumni – through events such as family picnic days, reunions, and updates about individual former students in the school's magazine, *Tartan Ties*. This group of people, some of whom become parents of today's students, are a key element in demonstrating their commitment to the school over a long period and can be decisive in building commitment among others.

TEACHER SATISFACTION

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

- The high average daily staff attendance rate of over 96%
- The number of staff who have served the school for extended periods. This is shown in the following table:

Teaching Staff – Periods of Service	Teaching Staff	Non-teaching Staff
Over 20 years	4	1
15 to 20 years	2	3
10 to 15 years	10	4
5 to 10 years	21	13

The number of teachers who have served for more than five years on the staff represents a proportion of 49%

- The number of staff who are involved in activities that entail hours or days of time beyond the classroom, including:
 - ~ Duke of Edinburgh Awards Scheme – weekend and vacation treks
 - ~ Annual Snow Sports Programme – winter vacation
 - ~ After school sports training
 - ~ Agriculture Show Team – Camden and Royal Easter Show weekends and vacation time



- ~ School production rehearsals and performances after hours, at weekends and in holidays
- ~ Year 12 Study Camp in vacation time
- ~ Staff and family social gatherings such as the Year 7 Welcome Barbecue
- ~ Attendance at staff professional development activities, some occurring in a staff member's own time
- ~ School tours during vacation periods
- ~ After-hours student/family formal occasions – Year 12 Dinner, Year 10 Formal.

All of the above are good indicators of a staff that is motivated and committed towards providing an outstanding and stimulating education for their students.

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

STUDENT SATISFACTION

Very detailed surveys were conducted for the first time on Year 8 and Year 10, in addition to the annual survey of departing Year 12 students. The results of the Year 8 and 10 surveys provide invaluable information on the attitudes and perceptions of students as they progress through the school. Responses vary greatly and the depth and breadth of the surveys prohibits a detailed account here. For the same reason, it is not possible to summarise responses into a single general statement. The important point is that the school actively seeks and listens to the views of students regularly.

Every year, when the graduating class of Year 12 students are surveyed, their responses are more mature and reflective with regard to their time at Macarthur. The students consistently uphold the genuine relationships they have developed not only with their peers but also with staff. Responses express appreciation for the work of their teachers and indicate that students feel they have been well prepared academically for the HSC. On the other hand, some students made comments about how they would have liked more support at times they regarded as critical to them, such as when they were unwell or under pressure. While students even of this age have a limited appreciation of the meaning of critical and creative thinking, there were concerns expressed that there were limited opportunities to develop these skills as they perceived teachers



to be bound by the requirements of the syllabus they were teaching. A number of students showed more insight by saying that the development of such skills was linked to the teaching style of the individual teacher.

There was a wide range of comments referring to the degree of feedback students receive on their work, although those who were critical were in the minority. In a pastoral sense, most students felt that they were well supported, especially by their Head of Year or Head of School. The majority of students were positive with regard to the discipline standards of the school but identified bullying as a matter that requires ongoing vigilance of staff. The majority of students also saw their teachers as positive role models and that the school promoted strong moral values and emphasised good manners and decency.

Year 12's comments provide a valuable insight into their experiences at the school and simultaneously indicate the aspects of a Macarthur education they value and the areas that require further consideration by the Executive, by Faculties and by individual teachers. The school appreciates the honesty and maturity with which the students speak as they complete this important survey are their almost completed experience of a Macarthur education.

In a less structured way compared to the survey, which sought a number of standardised responses and ratings, Year 12 students were invited to make a brief comment on their experience of the school for inclusion in the 2008 Yearbook. These comments have the value of being more spontaneous, without too much detailed thinking, and can be taken as a good indication of the student's overall impression of the school or alternatively as an indication of what is at the top of their mind as being the most important of their feelings.

A sample of the comments made by Year 12, 2008, provides a glimpse of their level of satisfaction.

I truly valued the people that I have met at Macarthur. I have had the opportunity to get a good education here.

I gained a sense of independence through the opportunity to travel overseas to places like England and Thailand with the school.

It's been so great to be involved in activities outside the classroom, like ensembles, musicals, drama groups, Christian study groups and a range of sporting activities.



My teachers have been a great influence as they truly care about the students.

I have had opportunities at school that were very special.

I have made great friends at Macarthur. The camps and the Duke of Edinburgh Award have been special.

It has been a long but worthwhile thirteen years at Macarthur. I have been allowed to grow and mature freely, but with guidance.

I have had many unique opportunities that have helped in shaping my present as well as my future.

I feel as though I am now prepared for university due to effective teachers and their commitment to their subjects.

I have valued the friendly relationships with both teachers and peers and knowing that school will always have "something new around the corner".

I will always cherish and remember my times at Macarthur Anglican School. Whether it was the joy of spending time with my friends or the kindness of the teachers I have valued it.

It has been a long and bumpy road but I have learned so much about myself and my peers I shall value that forever.

I have learned a great deal about myself and will take a lot away from my time at Macarthur.

I value the many friends I have made and the opportunity to participate in many school activities. I also value the great staff and resources to do well academically.

I value the teachers at Macarthur and the way they would always go out of their way for you. School camps will remain in my memory as good and challenging times.

Being at Macarthur since Kindergarten, I have had wonderful experiences. I value my group of friends and the support from the teachers over the years.

Macarthur has given me great times shared with friends on school camps and excursions, great teaching, particularly in History and practical subjects where I learned life skills and good friends.

My time at Macarthur was a life changing experience. The friends made and knowledge gained while being at this school will help me through the rest of my life.

I have learned many valuable lessons at Macarthur. I have gained wisdom, and knowledge from my teachers, and also from the experiences I have had at school.

I will remember fun at lunch time, on camp and at sport, making friends and laughing with my mates until I cried, could not breathe and felt sick. I have learned so much.

In the last two years I have adapted myself to the culture and, with aid from the teachers, have achieved more than I expected to be able to. The friends I have made are important to me.

The opportunities that have been offered to me at this school have been great and the friends I have made will last a lifetime.

Camps, lunchtimes, breakfast with teachers, Library 'study periods', carnivals, experiencing it all with a special year group – the fun comes from acting as a group.



What I valued most at Macarthur is the lifelong friendships I have made. The bonds with teachers and the learning experiences were great.

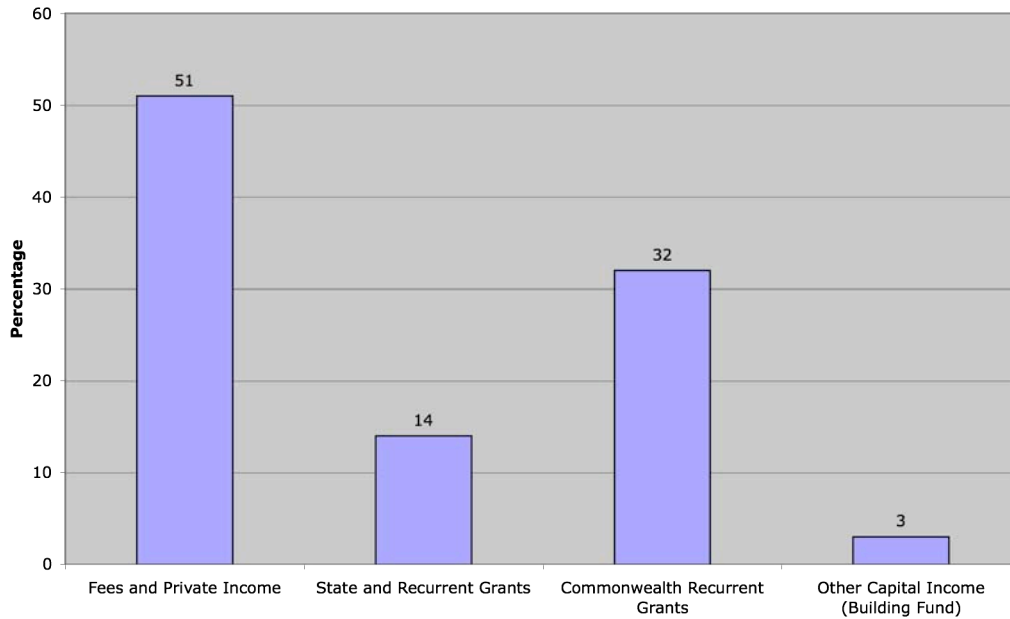
I have grown as a person here. Interacting with people in different contexts has been great, particularly through camps, the Duke of Edinburgh programme and carnivals.



FINANCIAL INFORMATION

The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire for the year 2008.

Recurrent/Capital Income



Recurrent/Capital Expenditure

