



MACARTHUR ANGLICAN SCHOOL

Established 1984

ANNUAL REPORT TO THE BOARD OF STUDIES

EDUCATIONAL AND FINANCIAL REPORT

2009

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Introduction by the Chairman of the School Council

As Chair of the School Council I am keen to ensure that the focus of this 2009 Report is on the achievements of the students and the future direction of the school. As well, it is an opportunity to reflect on how we have dealt with our circumstances as a school and the opportunities we have provided for our students, staff and parents.

It is incumbent upon me, on behalf of the Council to acknowledge the contribution by various members of the School community. In particular, I wish to recognise the students and their parents for the contributions they have made to the School's corporate life. Without them the school has no reason to exist. They give purpose to all that happens, and breathe life into the various programs.

In 2009, the structure of our parents' organization was reviewed and changed and I particularly want to acknowledge the efforts of the restructured Parents and Friends for the establishment of their Macarthur Supporters Group and for their fund-raising achievements.

Second I want to thank all members of staff who have worked tirelessly for the benefit of the students. Macarthur continues to achieve excellent educational results and the key to such achievement is the quality of the teaching staff and the splendid support they receive from the non-teaching staff.

While many individuals could be mentioned, I must highlight the award earned by Ms Melissa Gould-Drakeley, which no doubt will be mentioned in more detail in the body of the Report. This prestigious award for "Best National Achievement: Excellence in Teacher Leadership", was presented by the Commonwealth Government in October to recognize outstanding teacher professionalism. Ms Gould-Drakeley is no isolate, however, and we are indeed blessed at Macarthur by the quality of all of our staff.

2009 was the first year under the Headship of Dr David Nockles and the School Council has been delighted with the leadership he has given. It has been a seamless transition and the School has continued to flourish and grow and maintain the high standards we have come to expect from Macarthur – not only in the academic sphere, but in all aspects of the students' development.

Dr Nockles has provided splendid leadership and example, handling issues as they have arisen with wisdom and professionalism. He has initiated and managed changes to ensure that the School continues to adapt so that it can flourish in its ever-changing circumstances.



It was especially pleasing to congratulate the Headmaster on the conferring of his doctorate from the University of Sydney. This was a splendid reminder to us all that education is a life-long process that doesn't conclude with any particular stage of formal education.

Finally I want to thank my colleagues on the School Council who gave voluntarily and generously of their time throughout 2009 to ensure the good governance of the School. They have fulfilled the two most important and unique functions of a School Council, firstly in representing the School's owners, the Archbishop and Anglican Church in the Diocese of Sydney, and secondly, to husband the School's self-image or self-description – that which ultimately guides all the decisions that are required in the School's day-to-day operations.

Once again, this report allows us to reflect upon a very successful year, a year of transition from the leadership of a former Headmaster to that of a new Headmaster. In the following pages, the achievements of all sections of the school community, most notably those of the students and their teachers, are brought to the fore. But above all, this report will remind us of our Lord's provision to the Macarthur Anglican School community in the form of unique gifts and talents that are nourished by the supportive educational environment. It is a pleasure and a privilege to introduce the 2009 Annual Report of Macarthur Anglican School.

Dr A. K. Beavis, BSc, DipEd (NSW), MEdAdmin, PhD (NE), AMusA, ARCM, FACE
Chairman of Council



Headmaster's Message

Macarthur Anglican School is what it is today because of the work that has gone before us. Thus at the completion of my first year as Headmaster it is a privilege to acknowledge the work of the school's first two Headmasters, Mr David Lloyd (1984 to 1988) and Mr Riley Warren, AM (1989 to 2008).

The completion of 2009 marked the end of a year of celebration at Macarthur Anglican School. This Silver Jubilee year gave us cause to stop and reflect on achievements not only in 2009, but in all years since the school began in 1984. The completion of 25 years of service to the Macarthur Region was marked with a widely acclaimed Foundation Day Celebration, an Open Day and a Thanksgiving Service, all of which showcased to the school family and the wider community, the talents of our students and the glorious campus here at Cobbitty.

The academic success of Macarthur remains its primary focus. Building on the successes of the past, our students have excelled in the NAPLAN results which were consistently above the state average and in all University competitions and challenges. In the Higher School Certificate, the 2009 results yielded the highest level of university offers to date, at over 80%.

A particularly pleasing academic innovation in 2009 was a program involving Year 9 and 10 students who were linked to mentors from the University of Western Sydney. The Socrates Program, a joint venture between Macarthur and UWS, provided profound academic stimulus to the students involved and was a model of closely forged links between a school and nearby university.

In continuing to provide outstanding opportunities in Music and Performance, the school conducted its first Queensland and Northern NSW Music Tour and a performance of the Wizard of Oz involving over 80 students from Years 5 to 12, while planning got under way for another International Music Tour in 2010, this time to New Zealand.

Opportunities for creative pursuits allowed students to enter competitions of national significance, with a group of Year 8 students winning an Indonesian short film competition and another student winning the Best Film prize in the Robin Anderson Awards - a competition for HSC students from across Australia. Several graduating students were nominated for the display of their HSC works due to their innovation and creativity.

While there were many sporting successes, those of the school's rising Snow Sports Team were of note, coming 2nd in the Regional competition, 12th among co-educational schools in NSW and 20th in



Australia. Several students represented the school at the Australian titles.

In terms of the structure of the school, 2009 was a year of change, embraced and supported by staff at all levels. Implementation of this change was guided by the restructured senior executive led by my very capable Deputy, Mr Andrew Kokic and the two new Deans, Mrs Gould-Drakeley, and Mr Cartwright, as well as Mr Oliver as Director of Support Services.

One of the most significant changes in focus through 2009 was a renewed emphasis on student involvement through the bolstering of the House system, which has a unique ability to engage students in a range of activities from Chapels to Public Speaking. Students have become more involved in leading and providing music for Chapels as they became house events rather than year-focussed.

In terms of the capital development of the school, the Federal Government's stimulus funding and the significant additional financial support of many parents, have already brought valuable improvements to the school in the form of a refurbished Technology and Creative Design building and an extended library facility. Planning got well under way in 2009, for the next stage of the BER, the construction of new facilities in 2010.

However, it is the teaching staff who make Macarthur the school that it is. Along with the Chairman, I also wish to acknowledge the outstanding achievement of Mrs Melissa Gould-Drakeley who was presented with arguably the highest professional accolade a teacher in Australia can receive: Australian Best Achievement – Teacher Leadership, presented by the Deputy Prime Minister, the Hon Julia Gillard, MP. Our students are well served with staff of this calibre, supported by a dedicated School Council under the leadership of Dr Allan Beavis, an efficient support staff and an enthusiastic group of supportive parents.

As you read the remainder of this Annual Report to the Board of Studies, which will expand on the few items I have mentioned, I trust it will give a growing sense of understanding of what it means to be part of the Macarthur Anglican School community.

Dr David Nockles, BA, DipEd (USyd), MEd (USyd), EdD (USyd)
Headmaster



CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Macarthur is a co-educational independent Transition (pre-kindergarten) to Year 12 Christian school located near Camden. It has a record of excellent HSC results and a high percentage of students entering university each year.

Academic extension opportunities from Year 1, the GATEway (Gifted and Talented) program in Year 5 and 6 and the Honours Program in Year 7 and 8 cater for the needs of gifted students. Year 9 and 10 gifted students can join the Socrates Program linking them with mentors at a local university. Instrumental string and band programs are included in the curriculum from Year 4 to Year 6 and the peripatetic music program is extensive.

The development of Christian values and attitudes is encouraged through a comprehensive pastoral care program. Student community service and outreach opportunities locally, nationally and overseas are available. The house system develops a sense of community and is the basis for sporting and other competitions.

Representative and non-representative sports, Debating, Public Speaking, Musicals, Choirs, Bands, Orchestras, musical ensembles, Tournament of Minds, Duke of Edinburgh Awards, SnowSports, Rowing, Equestrian, Bible Study groups, Crusaders, Agricultural Show Team and many other activities are available.

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



STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

National Assessment Program Literacy and Numeracy (NAPLAN)

The overall NAPLAN results as reported on the MySchool website are as shown below:

	2009		2008							
	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	▶ 416		429		434		430		426	
	SIM 427	ALL 411	SIM 426	ALL 414	SIM 417	ALL 405	SIM 431	ALL 420	SIM 407	ALL 394
Year 5	▶ 524		508		521		532		511	
	SIM 508	ALL 494	SIM 496	ALL 485	SIM 497	ALL 487	SIM 513	ALL 500	SIM 498	ALL 487
Year 7	▶ 570		568		559		568		575	
	SIM 553	ALL 541	SIM 546	ALL 532	SIM 549	ALL 540	SIM 554	ALL 539	SIM 556	ALL 544
Year 9	▶ 614		595		610		612		627	
	SIM 594	ALL 580	SIM 583	ALL 569	SIM 587	ALL 576	SIM 589	ALL 574	SIM 603	ALL 589

In 2009, 42 Year 3 students, 42 Year 5 students, 84 Year 7 students and 101 Year 9 students 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 skill bands. They indicate levels of achievement. Their results were above state average with the exception of reading in Year 3.

Year 3 NAPLAN Results

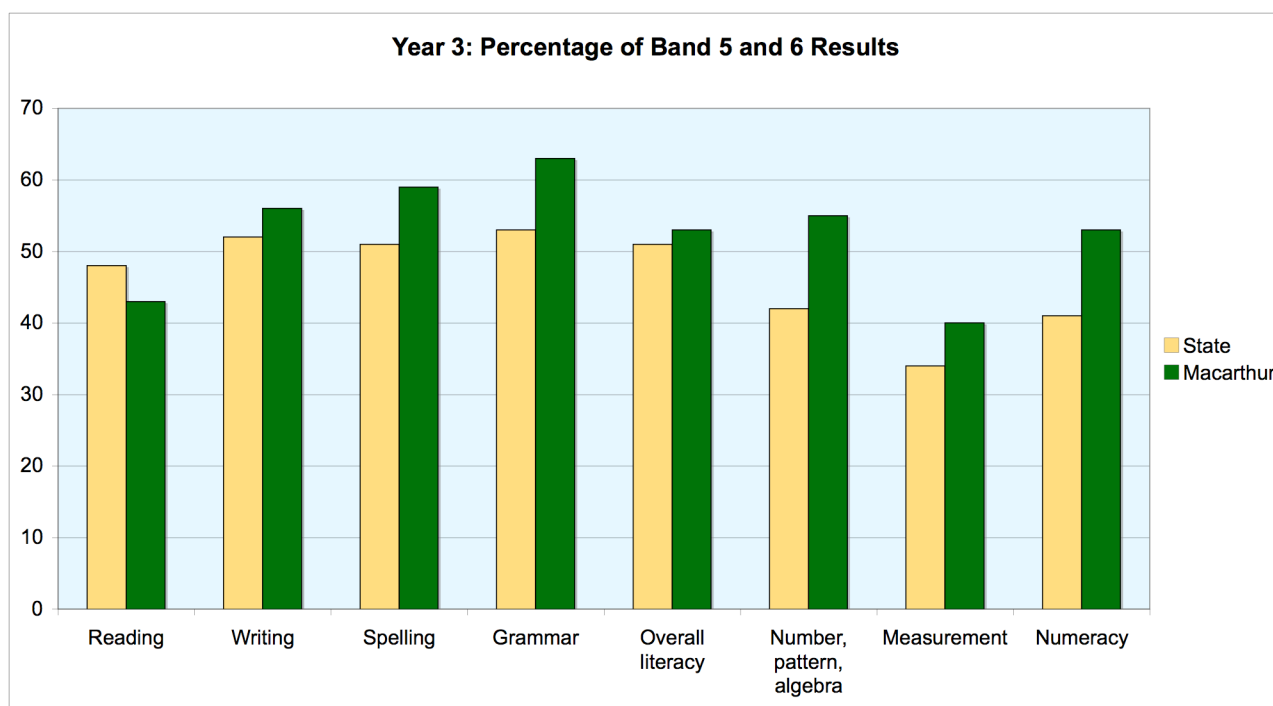
	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	423.8	423.4	424	426.8	424.6	405.6	405.7	406
School Mean	416.4	428.6	433.8	429.5	424.7	436.2	417	426.2



This table shows that the School's mean results were higher than the State mean in all areas except Reading. Macarthur's mean result in Overall Literacy was at State mean whereas the Overall Numeracy results were above State mean.

The majority of students achieved well above the National Benchmark for all tests (see table below). The percentage of students who achieved in the top two bands also exceeded the percentage of students in the State in all areas except Reading.

Year 3 2009 NAPLAN Test	Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands	
		Macarthur	State
Reading	95	43	48
Writing	98	56	52
Spelling	95	59	51
Grammar and Punctuation	95	63	53
Overall Literacy	95	53	51
Number, Pattern and Algebra	100	55	42
Measurement, Data, Space and Geometry	97	40	34
Overall Numeracy	100	53	41



The graph below indicates that the percentage of Macarthur students achieving results in the top band for Overall Numeracy was equal to the number achieved across the State. However, the number of top band results in Overall Literacy was lower than the State. This is an area the school will monitor and seek to improve.

Year 3 2009 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	School	State
Overall Literacy	20	23
Overall Numeracy	18	18

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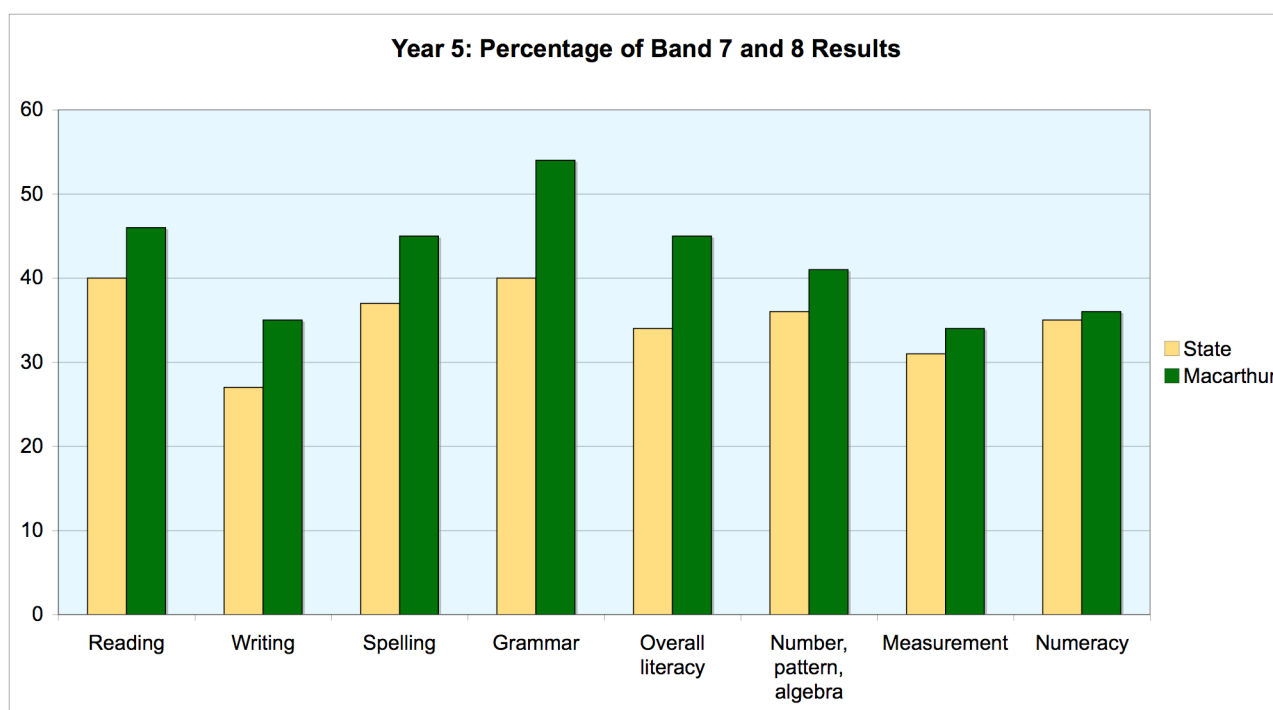
Year 5 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	503.1	491.4	503	507.9	500.4	500.8	503.5	502.8
School Mean	523.5	508	521.3	523.3	519.5	504.9	514.8	510.8

Macarthur students achieved above the State Mean in all tests (indicated in the above table). The table below indicates that the majority of Macarthur students achieved well above the National Benchmark for all tests and that students exceeded the State in the top two Bands in all areas.

Year 5 2009 NAPLAN Test	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
		Macarthur	State
Reading	94	46	40
Writing	98	35	27
Spelling	100	45	37
Grammar and Punctuation	98	54	40
Overall Literacy	100	45	34
Number, Patterns and Algebra	98	41	36
Measurement, Data, Space and Geometry	98	34	31
Overall Numeracy	100	36	35





The graph below indicates that Macarthur students exceeded the State in the top band for overall literacy but not for Overall Numeracy. This is an area the school will continue to monitor and seek to improve.

Year 5 2009 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	School	State
Overall Literacy	12	11
Overall Numeracy	13	16

Value Added Data

Value added data tracks student progress for those students who have sat both the Year 3 Basic Skills Test in 2007 and the Year 5 NAPLAN in 2009 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 represented in the table below. While the identified growth for literacy is above the State, it is lower for Numeracy. This is being monitored.

	2008		2009	
	School	State	School	State
Overall Literacy	88.5	80.7	83.8	77.6
Numeracy	76.1	79.7	95.1	95.3



It is noted with some concern that the 2007 Basic Skills Test Writing was marked using different criteria to the 2009 NAPLAN Writing and has yet been 'standardised'. The validity of this process is questionable.

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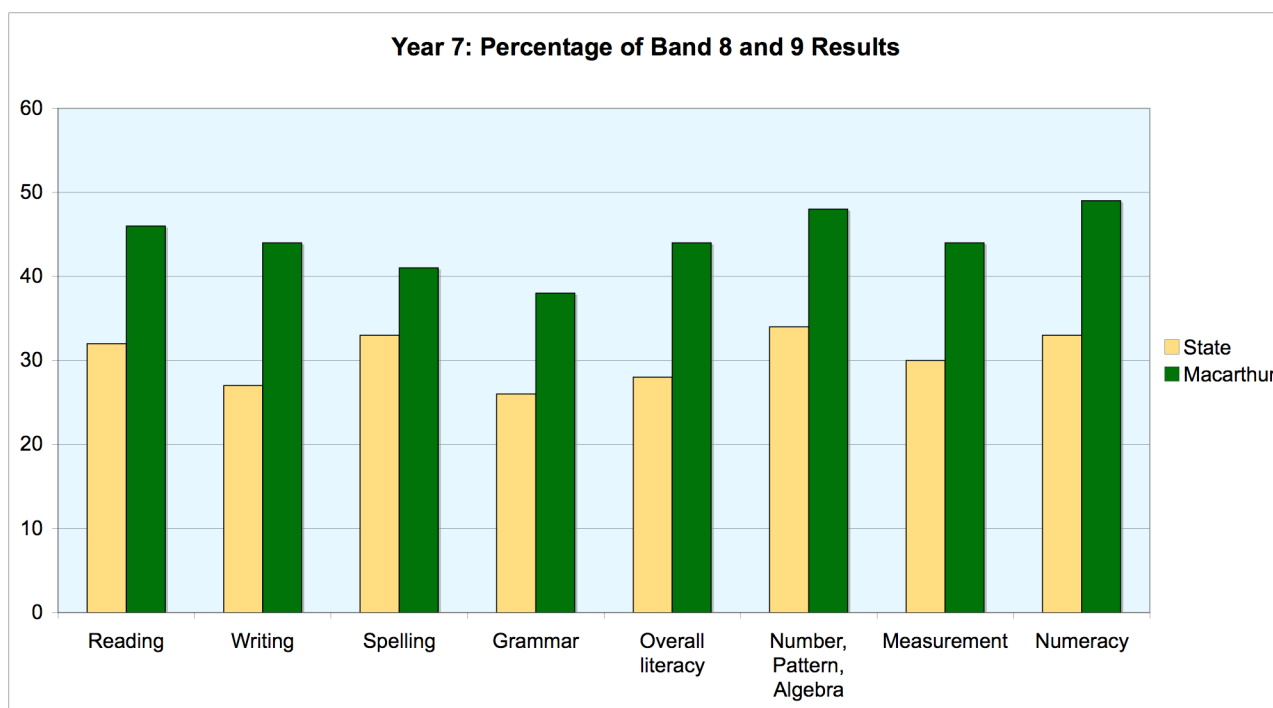
Year 7 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	546.3	531.6	551.3	543	542.2	549.8	551.5	550.7
School Mean	570.4	567.9	558.6	567.8	567.2	575.9	573.2	575.2

Macarthur students achieved well above the State Mean in all tests (indicated in the table above). The table below indicates that the majority of Year 9 students achieved results well above the National Benchmark in all tests. The percentage of Macarthur students who achieved in the top two Bands exceeded the percentage in the State quite significantly in all tests.

Year 7 2009 NAPLAN Test	% Macarthur students achieving at/above National Band 5 Bench mark	% Students achieving top two bands	
		Macarthur	State
Reading	92	46	32
Writing	91	44	27
Spelling	90	41	33
Punctuation / Grammar	95	38	26
Overall Literacy	90	44	28
Number, Pattern, Algebra	92	48	34
Measurement, Data, Space, Geometry	91	44	30
Overall Numeracy	94	49	33





Overall Year 7 NAPLAN 2009 Results	% Students achieving in the highest band (Band 9)	
	School	State
Overall Literacy	10	9
Overall Numeracy	24	14

Value Added Data

Value added data tracks student progress for those students who have sat both the Year 5 Basic Skills Test in 2007 and the Year 7 NAPLAN in 2009 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 represented in the following table. The value added growth for Literacy and Numeracy is significantly above the level of growth for the State.

	2008		2009	
	School	State	School	State
Overall Literacy	66.2	43.6	54.9	42.1
Numeracy	63.9	61.8	63.2	55.2

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Year 9 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	586.1	566.2	586.4	577.9	578.9	599	597.1	598.5
School Mean	613.9	594.8	610.1	611.5	606.5	627.8	625.8	627

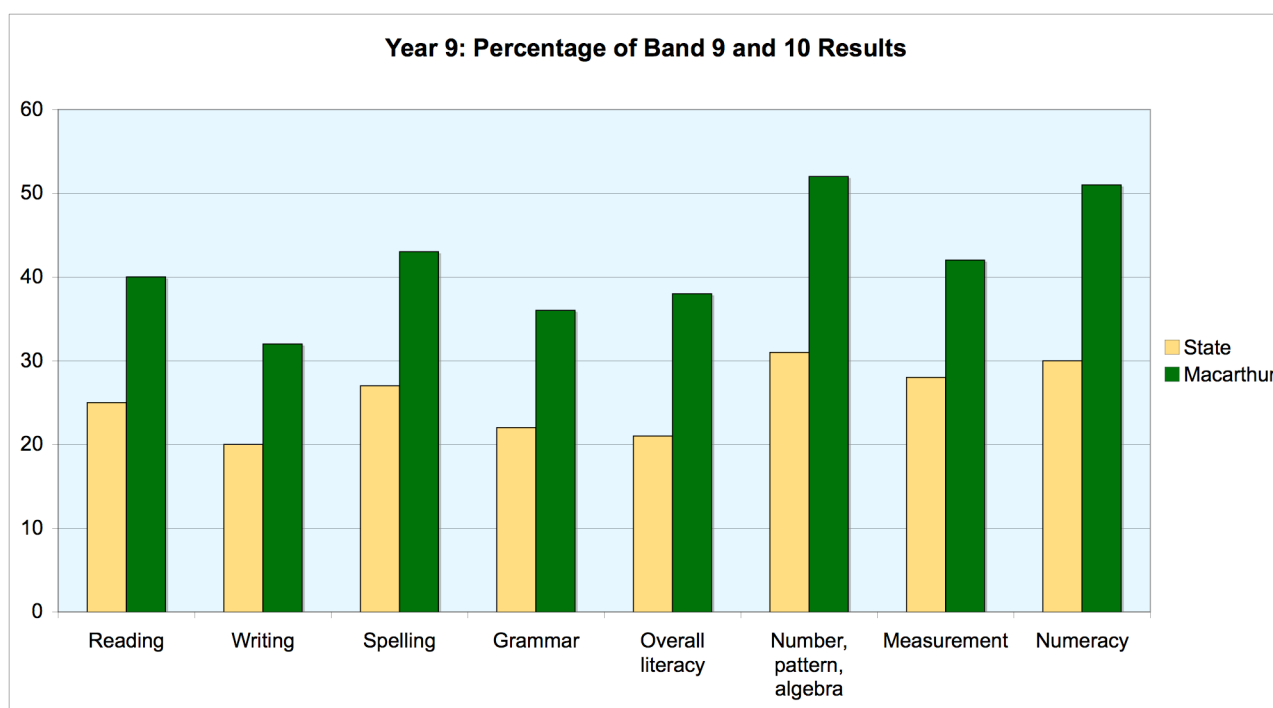
Macarthur students achieved well above the State Mean in all tests (indicated in the table above). The table below indicates that the majority of Year 9 students achieved results well above the National Benchmark in all tests. The percentage of Macarthur students who achieved in the top two Bands exceeded the percentage in the State significantly in all tests.

* *NA = Not Available*

Year 9 2009 NAPLAN Test	% Macarthur students achieving above National Band 6 Bench Mark	Median Score	Median %	% Students achieving top two bands	
				Macarthur	State
Reading	91	36/45		40	25
Writing	83	31/47		32	20
Spelling	91	17/30		43	27
Punctuation	92	17/24		36	22
Overall Literacy	92	NA*		38	21
Numbers, Data, Patterns, Algebra	93	NA		52	31
Measurement, Space, Geometry	93	NA		42	28
Overall Numeracy	96	41/62		51	30

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 significantly exceeded the State for most tests. 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.





2009 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Overall Literacy	8	6
Overall Numeracy	19	12

Value Added Data

Value added data tracks student progress for those students who sat both the Year 7 ELLA and SNAP Tests in 2007 and the Year 7 NAPLAN in 2009 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 represented in the following table. It should be noted that the growth for both Literacy and Numeracy is below the State. This is a concern and is being addressed.

	2008		2009	
	School	State	School	State
Overall Literacy	49	36.7	30.8	33.6
Numeracy	41.9	40	29.2	38.1

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THE HIGHER SCHOOL CERTIFICATE

In 2009, Macarthur Anglican School presented 79 students for the Higher School Certificate. Of this group, 42 (53%) were girls and 37 (47%) were boys. Thirty subjects were presented at Macarthur in 2009. Externally studied subjects include Japanese Continuers and Chinese Background Speakers. All 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. Over 20% of the candidates presented for the HSC in 2009 gained ATARs over 90 with a further 15% gaining results in the 80s. Well over 60% of the candidature from Macarthur gained ATARs over 70. Results in Agriculture, Ancient History, Chemistry, Indonesian Continuers IPT, Legal Studies, Mathematics Extension 1 and 2, Music 1, and Physics, were most pleasing. These results are illustrated in the table below:

Subject	No. of students	Median HSC mark	Performance band achievement by percentage	
			Bands 4-6	Bands 1-3
Agriculture	5	78	School: 100% State: 54.68%	School: 0% State: 45.32%
Ancient History	11	80	School: 90.91% State: 62.26%	School: 9.09% State: 37.74%
Chemistry	10	84	School: 80% State: 62.26%	School: 71.05% State: 37.4%
Indonesian Continuers	3	93	School: 100% State: 80.5%	School: 0% State: 19.5%
Information Process Technology	19	81	School: 84.19% State: 64.56%	School: 15.81% State: 35.44%
Legal Studies	11	82	School: 100% State: 67.14%	School: 0% State: 32.86%
Music 1	7	86	School: 100% State: 87.13%	School: 0% State: 12.87%
Physics	13	84	School: 84.62% State: 68.33%	School: 15.38% State: 31.67%
			Bands: E3-E4	Bands: E1-E2
Mathematics Extension 1	7	92	School: 100% State: 81.55%	School: 0% State: 18.45%
Mathematics Extension 2	5	88	School: 100% State: 89.28%	School: 0% State: 10.72%



The 2009 Higher School Certificate results saw a number of pleasing improvements on those of the 2008 results. 17.7% of students gained an Australian Tertiary Admission Rank (ATAR) greater than 90 compared to 16% in 2008 with 7.5% achieving an ATAR of 95 or above. 36.7% achieved ATARs of 80 or above compared to 35% in 2008. The mean of 73.58 increased from 69.42 in 2008 and the median of 72.50 increased from 69.93 in 2008, while the girls' mean of 74.53 increased (71.75) but the median 73.35 decreased (76.95 in 2008).

26.6% of the students who qualified for an ATAR studied 12+ units, 19% studied 11 units and 54.4% studied 10 units. The percentage of students who included at least 1 extension unit in their pattern of study increased to 32.9 from 30.6% in 2008.

The 2009 dux of the School was Luke Hughes, achieving an ATAR of 98.75 and Laura Willmann achieved first place in Indonesian continuers. In Visual Arts, Design and Technology and Drama, Macarthur students had great success in the practical components of their coursework. George Robson and Jessica Wagner were nominated for OnStage for their Drama performances, Alyse Behringer's children's play centre was nominated for the DesignTech Exhibition and Oscar Morpew's Visual Arts digital media production was featured in ArtExpress.

Mean and Median Year 12 Results

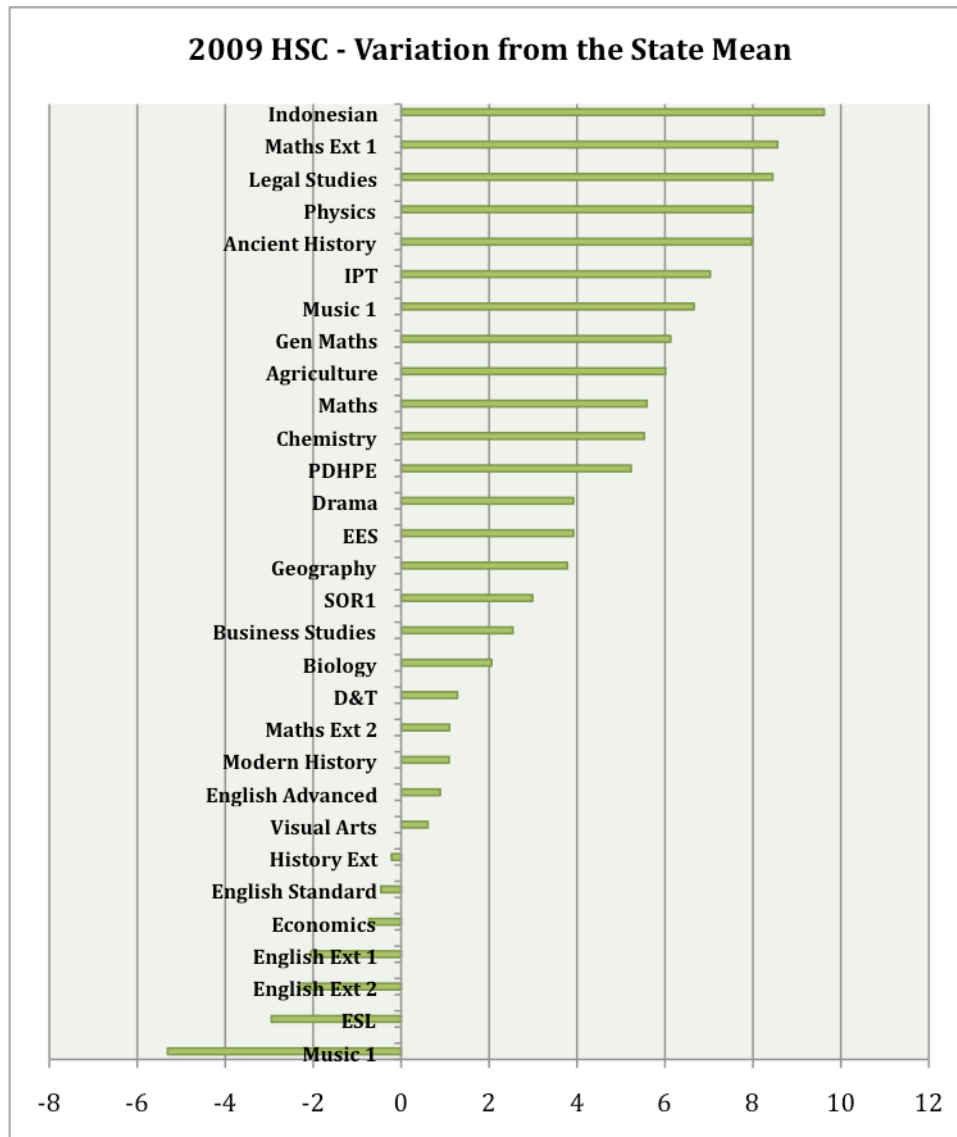
	2006	2007	2008	2009
Mean	63.69%	69.29%	69.42%	73.15
Median	64%	73.25%	72%	72.60

Compared to 2008, there was a pleasing increase in the mean and a slight increase in the median of the HSC results in 2009.



Variation from State Mean

Most subjects in 2009 were above the State Mean, as shown in the following graph.



In 2009, boys performed better than girls at the higher end but worse than girls at the lower end. Girls attained a higher overall mean than the boys. This reflected the trend in 2008.

2009	Male	Female	Totals
Count	37	42	79
Mean	71.58	74.53	73.15
Std Dev	17.96	15.00	16.42
Max	98.75	98.50	98.75
Min	33.95	38.55	33.95
Median	72.50	73.35	72.60

85% of students were offered first round positions in a University for 2010. This was a 12% increase from 2008.

During 2009 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.

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 2009.

Prior to the Trial HSC Examinations, Year 12 attended a further study skills session to help them better prepare for their examinations.

Students were provided 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 by students indicated 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. Teachers made themselves available to Year 12 students during their HSC examination period for one-on-one and small group tutoring as needed.

An after school three hour Senior Study Support Program was offered to students twice a week. This was beneficial to those students who attended. Interviewing of students by the Headmaster and Dean 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 significant number of staff continue to be involved at all levels in the HSC process – 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 Dean of Studies have been able to repeatedly use this data to advise students about subject choice (including the selection of Extension subjects) and the value or otherwise of retaining 12 units. It provides invaluable objective evidence that can correct any ill-founded notions of among both students and parents.



THE SCHOOL CERTIFICATE

In November 2009, 97 students presented for the School Certificate examinations in English Literacy, Mathematics, Science, Australian History Geography and Civics, and Computing Skills. This cohort had 6 more students than the cohort for the previous year. Students performed above the state mean across all subjects and all subjects improved since 2008. The median examination mark increased in all subjects in 2009 except Geography which remained the same. The table below indicates the results attained in each of the examinations.

2009 Exam	Variation from State Mean by %		Median Exam Mark		Performance Band achievement by %		
	2008	2009	2008	2009	Band 6	Bands 3-6	Bands 0-2
English	3.66	3.87	81	82	School: 11.34% State: 5.57%	School: 98.97% State: 95.89%	School: 1.03% State: 4.11%
Mathematics	3.89	4.90	74	76	School: 6.18% State: 6.29%	School: 98.97% State: 80.57%	School: 1.03% State: 19.43%
Science	2.93	3.93	77	79	School: 9.27% State: 7.38%	School: 97.94% State: 89.82%	School: 2.06% State: 10.18%
Geography	1.58	2.57	75	75	School: 7.21% State: 5.31%	School: 95.88% State: 86.78%	School: 4.12% State: 13.22%
History	2.38	4.55	70	78	School: 6.18% State: 5.26%	School: 93.82% State: 85.75%	School: 6.18% State: 14.25%

The School Certificate results were above the State Mean in all subjects. Macarthur students were more positively represented in the highest level, Band 6, across all subject areas except for Mathematics.

In addition to these examinations, students presented for the Computing Skills Test in 2009. The results indicated that over 86% of Macarthur students were '*Highly Competent*' (63% in 2008) as opposed to 61.91% statewide. In 2009, the results for Computing Skills were 6.03 above the State Mean, an increase from 2.52% achieved in 2008.

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SENIOR SECONDARY OUTCOMES

Year 12 Students Undertaking VET Courses

There were no students of Macarthur Anglican School who undertook a VET course in 2009.

Year 12 Students Undertaking the NSW Higher School Certificate

A total of 79 students completed their senior secondary education at Macarthur in 2009, with 100% of the group, i.e. all 79 successfully being awarded the Higher School Certificate.

This information is also available on the My School website at: <http://www.myschool.edu.au>

PROFESSIONAL LEARNING AND TEACHER STANDARDS

The 2009 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	3
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

New staff member Mr Stuart Hughes achieved 'Professional Competence' with the NSW Institute of Teachers. After a long rigorous process requiring extensive documentation and visits by independent supervisors, the school was delighted to announce that Mrs Rebecca Ibrahim was recognised as an 'Experienced Teacher' 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

Educational research highlights the importance of the teacher in the learning of their students and for this reason the focus of professional development in 2010 was 'Reflective Practice'. To maintain high standards, teachers must constantly improve what they do and reflect on their pedagogy. The Headmaster led the staff in articulating School Goals, from which Faculty Heads and Heads of School determined faculty goals. Within the context of faculty goals, all staff constructed personal goals and reflected on the progression of their achievement at various points in the year.

Several focus areas of whole staff professional development in 2009 included:

- Reflective Practice – setting goals (School goals, Faculty goals, personal goals)
- Assessment of Learning, Assessment for Learning
- Child Protection (update)
- AGQTP Project 'Oral Literacy' (K-6)

Staff were also encouraged in their specialist areas to pursue professional development in addition to that mentioned above. These specialist areas are outlined in the table that 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 hrs
School Nurses Annual Conference	1	1.0 day	No
Microsoft Word 2007 - Level 2	1	1.0 day	No
Autism Certificate - University of Wollongong	1	1.0 day	No
Australian Music Centre Library, Syd -HSC Music 2	1	1.0 day	No
Beginning Teacher 7-12	1	2.0 days	No
Career Advises Seminar - University of NSW	1	1.0 day	No
English Faculty Conference	6	1.0 day	No
HICES G and T Meeting - IPSHA G and T Umbrella Group	1	1.0 day	No
IPSHA G and T Umbrella Group	1	1.0 day	No
IPSHA General Meeting	1	1.0 day	No
College of Law Seminar	1	1.0 day	No
Teaching HSC English 2009	1	1.0 day	Yes
IPSHA Music Umbrella Meeting	1	.05 day	No
Career Advisers and Teachers Day - University of Sydney	1	1.0 day	No



Copy Editing and Proofreading - Correspondence	1	1.0 day	Yes
AIS Beginning Teacher 7-12	2	3.0 days	No
THRASS - In School course	2	1.0 day	No
Studies of Religion 1 and 2 Conference	1	1.0 day	No
Art Express Teachers Day	1	1.0 day	No
Teaching Mathematics Extension 2	1	2.5 days	Yes
Solicitor Mandatory Course	1	1.0 day	No
IPSHA Teacher Librarians Umbrella Meeting	1	0.5 day	No
NAPLAN - Teaching and Writing Narrative	7	0.25 day	Yes
BRIDGE Project - Our School Selected	1	3.0 days	Yes
Aspergers Syndrome Beyond Childhood Course	2	1.0 day	No
Junior School Programs (MAS)	1	1.0 day	No
ESL - My Favourite Lessons	1	0.5 day	Yes
OH and S Consultation Training	2	4.0 days	No
HICES Deputies Meeting	1	1.0 day	No
Careers Advisers Day - University of Wollongong	1	1.0 day	No
AIS – English Syllabus Crime Writing	1	1.0 day	No
Financial Institute of Australia - Grant Seeking Seminar	1	0.25 day	No
AIS Drama Conference	1	1.0 day	No
Australian National Maritime Museum Presentation	1	1.0 day	No
AIS - Taking IT Vocal-Podcasting	2	1.0 day	No
Visual Art and Design Educators Association - Workshop Digital Media	2	1.0 day	No
Career Advisors Day - University Of Western Sydney	1	1.0 day	No
Sun Sprint Workshop – University of NSW	1	0.5 day	Yes
AIS - Taking IT Vocal-Podcasting	1	1.0 day	No
FileMaker Pro System Development	1	1.0 day	No
Drama NSW New Graduate Secondary Teachers Day	1	1.0 day	No
Accredited Professional Leader Course	1	3.0 days	No
OH and S Secondary Science	1	1.0 day	No
Legal Studies State Conference 2009	1	2.0 days	No
AIS - Mathematics Stage 3	1	1.0 day	No
Middle Years of Schooling - University of Sydney	1	1.0 day	No
Teaching Mathematics Extension 2	1	1.0 day	No
Stage 3 Planning Day	7	1.0 day	No
OH and S Consultation	1	4.0 days	No
AIS - Planning for Deeper Learning	12	1.0 day	No
HSC English Extension 2	2	1.0 day	No



Re-Certification Senior 1st Aid Certificate	10	1.0 day	No
AIS - Quality Literature Quality Learning	1	0.5 day	Yes
ADAPE Mini Conference	2	2.0 days	No
Felting Workshop - University of NSW	1	1.0 day	Yes
Payroll Setups - Attaché	1	0.5 day	No
Differentiate Curriculum and Assessments	1	2.0 days	No
AIS - Learning to Teach Grammar	2	1.0 day	No
Spirituality for Christian Ministry	1	3.0 days	No
HICES Meeting	1	1.0 day	No
HSC and Career Expo 2009	1	0.5 day	No
Australian Academy Dramatic Art Workshop	1	1.0 day	No
AIS - Special Education Conference	1	1.0 day	No
IWB Training Day	1	1.0 day	No
Computer Studies Teachers Association Inservice	2	1.0 day	Yes
Civics and Citizenship Planning Day	3	1.0 day	No
ACER - Students at Risk	1	1.0 day	No
IPSHA Art Umbrella Group	1	0.25 day	No
Anglican Education Commission - Integral Project	1	0.5 day	Yes
IPSHA Country Weekend	2	2.0 days	Yes
SRE Teachers Inservice Day	1	0.5 day	No
ISTAA Classroom Excellence	6	1.0 day	No
HICES G and T Camp Planning	2	0.5 day	No
AIS - Ayo Maju – Indonesian course	4	1.0 day	No
Enhancing Interpersonal Leadership	1	1.0 day	No
Faculty Programming	4	1.0 day	No
Breakfast Forum - University of Wollongong	1	1.0 day	No
IPSHA - Early Childhood Umbrella	1	1.0 day	No
THRASS Training	2	2.0 days	No
Lecture - Digital Media Course	1	1.0 day	No
Interactive Whiteboard Training Day	1	1.0 day	No
AIS - Curriculum Differentiation	1	1.0 day	No
IPSHA - New Scheme Teachers Meeting	1	1.0 day	No
Mathematics Extension 2 Help	1	1.0 day	No
Australian Council for Health, Physical Education and Recreation - Stage 6 Amendments	1	1.0 day	No
Australian Early Development Index Training	2	2.0 days	No
ICT-Integrators Term 2 Meeting	1	1.0 day	No
Peer Support - Implementation Workshop	2	1.0 day	No



Australian Copyright Training	3	1.0 day	No
Association for Studies of Religion - Annual Seminar Day	1	1.0 day	No
Visual Art and Design Educators Association Conference	1	2.0 days	No
Successful Learning Conference 2009	1	2.0 days	Yes
Independent Schools Leadership Conference - Business Manager Leadership Program	1	4.0 days	Yes
National Languages Conference	1	4.0 days	Yes
Teaching Reading in and for 21st Century Symposium	1	1.0 day	Yes
Department of Lands - On Line Education	1	1.0 day	No
Mathematics Extension 2 Long Course	1	4.0 days	Yes
Scholastics Seminar - Cracking the Hard Class	4	1.0 day	No
Engaging Generation Y through the Mandatory 100hr Program	1	1.0 day	No
Engaging Generation Y through the Mandatory 100hr Program	1	.02 day	Yes
Ken Boston - National Leagues Table Update	2	0.25 day	No
IPSHA - Learning Support Umbrella Meeting	2	0.5 day	No
Computer Studies Teachers Association Inservice	2	1.0 day	Yes
AIS - Pastoral Care Conference 2009	1	2.0 days	No
Peer Support Networking Day	1	1.0 day	No
Theology and Baptising	1	3.0 days	No
Understanding Autism Spectrum Disorder	1	1.0 day	No
Outdoor Education Industry Council Conference	1	1.0 day	Yes
History Faculty Programming Day	4	1.0 day	No
HSC Speaking Skills Training Board of Studies	1	1.0 day	No
ACARA Reference Group Meeting	1	1.0 day	No
Asia Pacific Autism Confer. 2009	1	3.0 days	No
Developing Engaging Science Units	2	1.0 day	No
IPSHA Heads Meeting	2	1.0 day	No
Special Religious Education Training Day - Music and Song	1	1.0 day	No
HICES G and T Camp and Meeting	3	0.5 day	No
Denbigh Development Showcase	1	0.25 day	No
HICES Cyber Safety	1	1.0 day	No
Accreditation at Classroom/Professional Excellence	1	1.0 day	No
HSC D and T Marking	1	1.0 day	No
Science Teachers Association of NSW Young Scientist Awards	1	2.0 days	Yes
Future Directions in Literacy Confer. 2009	1	2.0 days	Yes
Next Generation Leadership Meeting	6	0.5 day	Yes
Mathematics Association of NSW Annual Conference	1	3.0 days	Yes
Sales Representative at school	1	1.0 day	No



Next Generation Leadership Network	2	1.0 day	No
Planning Day	1	1.0 day	No
AIS ICT Integration Conference	1	2.0 days	No
Introduction - Return-To-Work Co-Ord.	1	2.0 days	No
Australia and New Zealand Education Law Association 2009 Conference	1	3.0 days	No
ISTAA - Experienced Teacher Support Session	1	1.0 day	No
AIS - English Extension 2	1	1.0 day	Yes
Engaging Gen Y	1	1.0 day	No
Teacher Professional Exchange	1	2.0 days	No
NIDA - Teaching the Individual Project	1	1.0 day	No
HICES Middle School Heads Meeting	1	1.0 day	No
NSW Electrical Testing Course	1	1.0 day	No
Legal Studies Association - Programming revised Legal Studies	1	1.0 day	Yes
Australian School Library Association - Professional Development Day	1	1.0 day	Yes
AIS - OH and S Consultation Training	1	4.0 days	No
Dean of Studies Planning Day	5	1.0 day	No
IPSHA Meeting	2	1.0 day	No
AIS - Award Information Session	2	0.5 day	No
Nviro 8 Training	1	1.5 days	No
Professional Standard Project Assessment	1	3.0 days	No
Lab Assistants Conference	1	2.0 days	No
Technology Teachers Association - Fibre Reactive Dyeing	1	1.0 day	Yes
Technology Teachers Association - Shibon and Indigo Dyeing	1	1.0 day	Yes
AIS - Bursars Association.- NSW Update Meeting	1	1.0 day	No

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 program. New Scheme Teachers are assisted with a mentoring program 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, judging 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 2009,



Macarthur staff, were engaged in marking in the following courses:

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



WORKFORCE COMPOSITION INCLUDING INDIGENOUS

Composition of the Teaching Staff

The non-indigenous full-time teaching staff as reported in the 2009 Annual Census, consisted of 34 male teachers, including the Headmaster, and 33 female teachers.

Non-indigenous part-time teaching staff consisted of 1 male and 6 female teachers totalling a full-time equivalent of 3.8 .

Composition of the Non-teaching Staff

The non-indigenous full-time non-teaching staff consisted of 7 males and 6 females.

Non-indigenous part-time non-teaching staff consisted of 3 males and 13 females, totalling a full-time equivalent of 12.6

Totals

The full-time equivalent number of teaching staff, including the Headmaster, is therefore 70.8, supported by the full-time equivalent number of non-teaching staff of 25.6

Indigenous Staff

No indigenous staff are employed in the school.

When updated to show 2009 data, this information is also available on the My School website at:

<http://www.myschool.edu.au>

STUDENT ATTENDANCE AND RETENTION RATES

The average daily student attendance rate for 2009 was 93.7%, 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%.

The average attendance rate for the full year 2009 for each grade is shown in the following two tables:

Academic Year	Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	94.5	94.2	95.0	94.9	94.1	92.1	93.3

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	94.2	95.0	94.9	94.1	92.1	93.3

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 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)
- Cohort 2009: Year 10 (2007) to Year 12 (2009)



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%
2007/2009	107	79	77	74%	72%

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 and then a significant increase in the actual retention rate by 8% in 2009. As for 2008 and 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. As for 2008, there was only a slight increase through additional enrolments at the commencement of Year 11.

The improvement in actual retention rate can in part be attributed to:

- the efforts of the school to counsel students about their educational needs and secondly,
- various modifications in the subjects offered for study in Years 11 and 12 to cater for the needs and interests of the students.

POST-SCHOOL DESTINATIONS

1. Students Leaving the School Before the HSC

The students who left Macarthur after the School Certificate examination in 2007 and before the Higher School Certificate 2009 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 2009 cohort, with the percentages for the 2008 cohort in brackets for comparison

Destination	% - 2009 (2008)	
Other schools within Macarthur vicinity	29	(27)
Other schools outside Macarthur vicinity	10	(24)
Private Colleges	6	(11)
Apprenticeship Training or TAFE Course	36	(16)
Workforce	19	(22)

These figures show an increase from the previous year in the number of students leaving school with the definite intention of apprenticeship or TAFE training. Otherwise, the numbers transferring to another school.

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 independent schools similar to Macarthur.

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

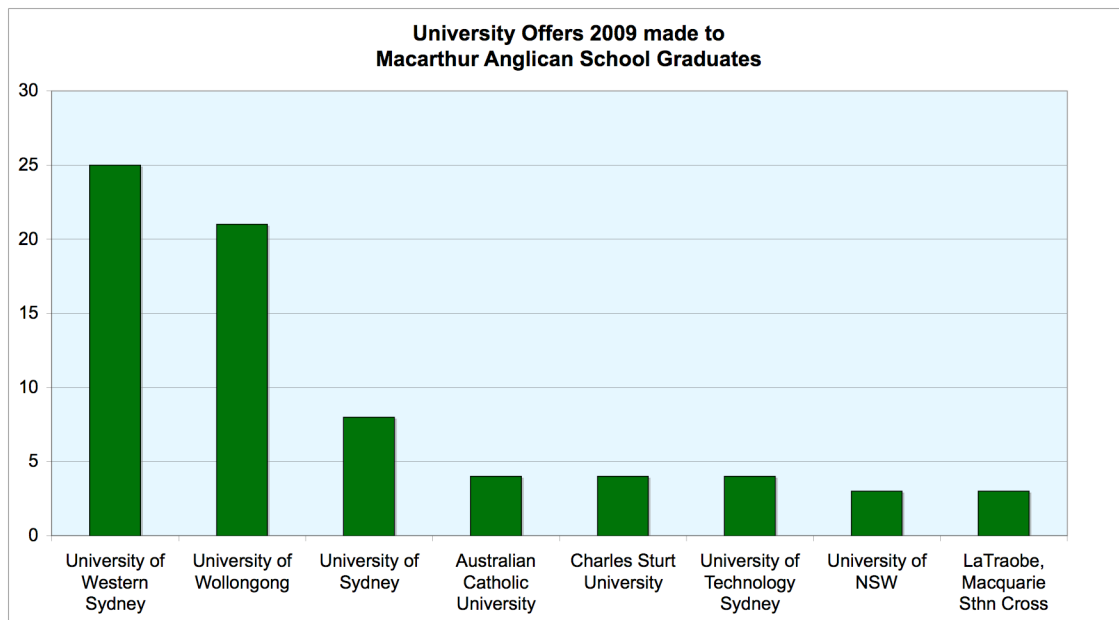
2. Students Completing the HSC

Of the students who completed the Higher School Certificate at Macarthur, 85% were offered first round positions at university, slightly more than the percentage receiving first round offers in 2008. After second round offers were made, a total of 74 out of the whole cohort of 79 (93.7%) had received university offers. This was a record result for the school.

Highlights among the results included:

- Slightly higher proportions of students in the UAI bands of 90+ and approximately the same number in the range 80-89
- A 67% increase in the number of students in the range 70-79 and therefore a much lower proportion of students attaining a UAI of less than 70.
- One quarter of the cohort achieving Distinguished Achiever status
- The work of three students nominated for DesignTech, ArtExpress and OnStage exhibitions, with the student's work for ArtExpress being selected
- 70% 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 proportions of university offers were for courses at the University of Western Sydney (25), and the University of Wollongong (21), reflecting the geographical location of the school and its students.



These students are now pursuing a diverse range of courses including Arts, Architecture, Biology, Business, Commerce, Computing Science, Design, Early Childhood Education, Economics, Engineering, Finance, Health Science and Occupational Therapy, Hospitality and Tourism, International Studies, Mathematics, Media Studies, Medicine and Medical Science, Information Technology, Journalism, Music, Nursing, Pharmacy, Policing, Psychology, Science, Social Work, Teaching, and Veterinary Science.

The school is proud of the achievements of its Class of 2009. 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.
- An extension to the time Year 12 teachers would be available for consultation during normal sport periods.
- 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 Program available to students several evenings per week.
- Interviewing of students by the Headmaster and Dean 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.
- Visits to the school by staff from the University of Sydney, the University of Technology, the University of NSW, the University of Western Sydney and the University of Wollongong to explain courses and opportunities in tertiary education.
- Visits by Year 12 to the campuses University of Wollongong and the University of Western Sydney for Open Days.



ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY

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 program aims within a Christian environment to prepare its students for tertiary study, particularly 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 program 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 Director of Advancement 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 a representative of the school 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 the 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 school will inform DEST and DIAC of a student's impending enrolment in accordance with the ESOS Act 19(1) and ESOS Regulation 3.01 by issuing an electronic Confirmation of Enrolment via the PRISMS system.
 - d. The school, through PRISMS, will notify DIAC of termination or changes to studies.
 - e. If a student does not commence on the nominated date the school, 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 Office of Advancement and are kept either in electronic form or in hard copy for a minimum period of 5 years.

CHARACTERISTICS OF THE STUDENT BODY

Outlined in the table below is information regarding the population profile of the school in 2009 (with the previous year of 2008 shown in brackets).

	Boys	Girls	Total
K-6	185 (194)	162 (180)	347 (374)
7-12	253 (261)	268 (277)	521 (538)
Total	438 (455)	430 (457)	868 (912)

This table shows a 4.8% decrease in enrolments compared to the previous year. The totals show a 51:49 ratio between boys and girls in the whole school, compared to 50:50 in 2008, while the ratio for K-6 was 53:47 (52:48) and for 7-12 was 49:51 (49:51). The largest difference in the gender balance was in Year 4 with 57.2% boys and in Year 9 with 57.0% girls.

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 1055.

From the My School website, the percentage of school families in each socio-educational quartile is as follows:

School ICSEA Value: 1055			
Bottom Quarter	Middle Quarters		Top Quarter
7%	32%	36%	25%

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



MCEETYA Employment Groups			
Group 4	Group 3	Group 2	Group 1
9%	25%	35%	31%

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”. The standard of dress and the general health and wellbeing of the student body indicates that they come from homes where parents show pride and care for their children.

The students themselves generally have aspirations to participate in the opportunities provided by the school, to complete Year 12, then to progress to university. Apart from their studies, many students are involved in various sporting and community activities outside of the school. A number of students have participated in representative sporting quests to national and international levels, and 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, by upholding the school’s support of St Michael’s School, Tanzania and by personal involvement in the activities such as the school’s Community Service group, which operates after school hours.



SCHOOL POLICIES

including policies for Student Welfare, Student Discipline and reporting Complaints And Resolving Grievances

Policies

A summary statement of the policies for the three reporting areas are shown below, with the actual titles of the policies in brackets.

Student Welfare

(Pastoral Care Policy)

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

Rationale

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Program, T-12, which endeavours to promote resilience within students as well 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 crisis before they occur.

Student Discipline

(Student Behaviour Modification Incorporating Sanctions and Awards (Discipline) Policy)

Macarthur Anglican School is committed to the development of a school environment that fosters the dignity, respect and personal development of each member of the community.

Macarthur will not at any time accept corporal punishment as a means of behavioural modification by any staff member and will not sanction the administering of corporal punishment by non-school persons including parents.

The discipline guidelines are set to ensure procedural fairness in accordance with the *Education Act 1990 (NSW)*, particularly, but not exclusively in relation to suspension, expulsion and exclusion.



Rationale

Our motto, 'Through Christ Alone', reminds us that Christ is at the centre of our school life. The expression of our relationship to Him is not merely restricted to our Chapel services, Biblical Studies lessons and other spiritual endeavours; it relates to the whole of our life. The teaching and example of Jesus are the foundation stones of our Christian lifestyle. His standards are absolute and apply throughout the Christian world and therefore to all members of our school community - students, council, parents, friends and staff. The principle of developing and maintaining self-discipline are at the core of the School's expectations of its students. All behavior modification strategies used throughout Macarthur aim to develop within each student self-discipline so that when they move from the structured environment of formal schooling, they are well prepared to function as a positive citizen within the community.

Reporting Complaints and Resolving Grievances (Complaints and Grievances Policy)

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.

Rationale

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.

There are essentially four areas of complaints:

- parents (and guardians);
- students;
- the public, and
- staff.

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.



Location of Policies, Changes Made in 2009, Access to Full Text

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 Incorporating Sanctions and Awards (Discipline) Policy*, is always viewed in conjunction with the Student Welfare (Pastoral Care) Policies. The school's philosophy is such that 'Discipline' is not distinct from Student Welfare but an integral part thereof.

Policy	Changes in 2009	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.	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
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 and personnel changes.	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
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.	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies contacting the school.</p>
Staff codes of conduct policies encompassing		
<ul style="list-style-type: none"> Code of conduct for staff Workplace bullying Anti-Sexual harassment 	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the</p>



<ul style="list-style-type: none"> • Staff disciplinary procedure 		school.
Student codes of conduct policies encompassing		
<ul style="list-style-type: none"> • Code of conduct for students • Student anti-bullying policy • Anti-sexual harassment • Student Behaviour Modification policy** • Student Leadership policy 	After annual review process no changes were made, except to the use of ICT.	<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>
Pastoral care policies encompassing		
<ul style="list-style-type: none"> • The pastoral care system • Health care procedures • Critical incident manual • Homework policy 	After annual review process, changes were made to reflect the changes made to the Executive structure and House system.	<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>
Communication Policy encompassing		
<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 	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
Complaints and Grievances Policy encompassing		
<ul style="list-style-type: none"> • Parent, student, staff and the public complaints resolution 	After annual review process no changes were made.	<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.



The Behaviour Modification Policy is reinforced with a system of positive rewards and encouragements for students who fulfil the school's expectations.



SCHOOL DETERMINED IMPROVEMENT TARGETS

Improvement targets for Macarthur Anglican School for 2008 and the outcomes by the beginning of 2009 are outlined below.

Area	Priorities	Achievements
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 program. • Commence new bus run from Wattle Grove area. • Improve safety and security arrangements for school property. 	<p>5 general classrooms used for the teaching of Social Science and one used for Music were repaired, relined where necessary and painted.</p> <p>The new cleaning contractor completed one year of satisfactory performance and was invited to continue for a further contract period.</p> <p>Areas for improvement were identified so that future projects will lead to an improvement in the classroom surrounds.</p> <p>The Wattle Grove bus run completed its first year of service and grew at a rate that required a second run through Macquarie Links estate and the acquisition of a larger bus.</p> <p>Ongoing OH&S inspections and meetings deal with the safety of the physical environment and with seeing that safe procedures are followed for all school activities.</p>
Teaching and Learning	<ul style="list-style-type: none"> • Smooth transition from retiring Headmaster to new Headmaster. • Discovery Strings Program and Macarthur Academy of Music. • Installation of fixed digital projectors in all classrooms. • Effective implementation of NAPLAN testing program. • Exploration of broadening subject choice. 	<p>A smooth transition was achieved, assisted by the new Head's previous knowledge of the school as Deputy Headmaster.</p> <p>The 8-week Discovery Strings Program for Years 1 and 2 successfully introduced these children to stringed instruments. The Macarthur Academy of Music commenced operations by providing music tuition for students from beyond the school's boundaries.</p> <p>Fixed digital projectors are now available in most classrooms.</p>

	<ul style="list-style-type: none"> • Planning introduction of compulsory Studies of Religion course in Year 11. • The consolidation of Technology and Visual Arts into one Faculty. 	<p>NAPLAN was introduced smoothly.</p> <p>Additional subject choices, including Drama, Society and Culture, Photographic and Digital Media and Studies of Religion II were made available.</p> <p>Studies of Religion replaced the school's own Biblical Studies course.</p> <p>The Technology and Visual Arts Faculties were combined into one faculty known as Technology and Creative Design – the change being celebrated with the 'Create 08' Exhibition.</p>
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 program. • Establishing an Integration program for teachers new to Macarthur. 	<p>The school continues to provide assistance to staff who wish to undertake further study, with a priority for funding assistance awarded to teachers who wish to further their knowledge in their own teaching area.</p> <p>The Annual Staff Conference updated staff understanding on the topics of child protection, sexual harassment, OH&S matters. In addition sessions were conducted on Effective Schools, based on the Headmaster's own doctoral research.</p> <p>The Deputy Headmaster's role includes the duty of mentoring staff who seek to reach the levels of Professional Competence or Experienced Teacher, as defined by the NSW Institute of Teachers. The Deputy is also responsible for the induction of new staff to the school.</p>
Outreach and service	<ul style="list-style-type: none"> • Continue Thailand outreach program (Year 11/12) in partnership with Pacific Academy Vancouver and the North Queensland outreach by Year 6 • Establishment of a sponsorship program for staff and students of St Michael's Secondary School, 	<p>The Thailand Outreach went ahead successfully with students working in a leprosy hospital, teaching English to children at a Chiang Mai school and delivering gifts and teaching dental hygiene to hill tribe people of northern Thailand. The second North Queensland outreach of 15 Year 6 children who visited the Yarranbah community, was also considered a success.</p>

	Tanzania.	The sponsorship program was established and is referred to in the text of Section 12. 20 students were sponsored.
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 program for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School. 	<p>Following the successful visit by Archbishop Mtetemela the previous year, the school hosted a visit by the Headmaster of St Michael's School, Mr Bernard Mgeni. Mr Mgeni addressed students, described progress being made at St Michael's and thanked students and staff for their support.</p> <p>A teacher of the Hungarian sister school spent two weeks observing classes at Macarthur, while one member of the Macarthur staff spent a term in Hungary.</p>
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. • Pipes and drums 	<p>The first Festival of Music was held, featuring the School Band, Orchestra, various ensembles and soloists. The night was very well attended and set a trend for future similar events.</p> <p>A 7-12 production of <i>Oliver</i> in Winter Term and a 3-6 production of <i>Alice in Wonderland Jr</i> in Spring Term were both very well received and highlighted the talents of many students.</p> <p><i>A Midsummer Night's Dream</i> was performed in the Spring Term, providing opportunities for the drama students to perform.</p> <p>The pipes and drums group continued to develop to the point where the first public performances were given.</p>
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 program. 	<p>More than 300 people attended the annual Sports Awards Dinner with a keynote address by Olympic swimmer Sarah Ryan OAM. High achievers in sport, whether played within or outside of the school were recognised at the Awards Dinner, but also regularly throughout the year at Headmaster Assemblies.</p> <p>Captains of various sports – swimming and athletes were appointed through the</p>

		<p>year.</p> <p>40 students made up the first SnowSports Team to compete in the Regional Interschool Championships, with 13 selected for the State Titles and 5 for the National Titles.</p>
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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 2009 are listed below.

Area	Priorities
Facilities and resources	<ul style="list-style-type: none"> • Establishment of cyclic maintenance programs for various tasks such as carpet cleaning, pest control, air conditioner maintenance, etc • Reassess maintenance procedures and standards for air conditioning. • Refurbish fire hydrant system to operating condition. • Reseal main entrance driveway. • In consultation with the school's architects, commence planning for BER P21 and NSP projects. • Refurbishing the Technology and Creative Design precinct of the school to allow for subjects with more appeal to female students. • Relocation of the Junior Library in anticipation of an extension to the Library using BER funding.
Teaching and Learning	<ul style="list-style-type: none"> • Implementation of new subjects to the school curriculum. • Completion of the installation program for fixed digital projectors in all classrooms. • Implementation of compulsory Studies of Religion course in Year 11. • Revising the operation of the Technology and Creative Design Faculty following amalgamation
Staff Professional Development	<ul style="list-style-type: none"> • Introducing teachers to ACARA. • Acquainting teachers with the new HSC ATAR score system. • Repositioning the role of Assessment



	<ul style="list-style-type: none"> • Update of Child Protection • OH&S and Workers Compensation • The 'work / life' balance • Refining the Beginning Teacher Course • Leadership: Principles of middle management for senior staff
Outreach and service	<ul style="list-style-type: none"> • Continue the Thailand outreach program (Year 11/12) but with a new partnership between Macarthur and St Paul's College, Brisbane • Continue and refine the impact of the North Queensland outreach for Year 6 • Consolidate the new sponsorship program for students of St Michael's Secondary School, Tanzania. • Support St Michael's with shipping of uniform items.
International Staff and Student exchange	<ul style="list-style-type: none"> • Development of a closer relationship with the Varee School in Chiang Mai, Thailand. • Development of closer ties with the Thai people through involvement in Bangkok International Student Exhibition • Planning for a study tour by Thai students in the future. • Continuation of the very successful exchange program for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School. • Providing language learning opportunities for students of Indonesian through a visit to Malaysia
Performance opportunities	<ul style="list-style-type: none"> • Utilising performance opportunities beyond the school, such as at the opening of new housing estates. • Production of a combined Year 3 to 12 musical • Preparation of displays and performances for 25 Year Celebrations
Sport	<ul style="list-style-type: none"> • Raise profile and participation in House competition Sport • Introduction of new sport banners for carnivals • Introduce whole school cross country and swimming carnivals
Pastoral and Academic Care	<ul style="list-style-type: none"> • Introduction of a system of Colours for student achievement • Implementation of change to the Tutor Group system from Year based to House based • Introducing House barbecues



	<ul style="list-style-type: none"> • Driver Safety – U Turn the Wheel
Advancement	<ul style="list-style-type: none"> • Raise the profile of Alumni and the roles they now fulfil. • Inauguration of the Friends of Macarthur group to provide financial support • Breakfast with the Headmaster • Introduction of the first Annual Giving Program • Increased social activities including fund-raising events for the parents body



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 Junior School – Kindergarten to Year 4), 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 a respectful attitude and why we should act responsibly.

The manner in which students are expected to conduct themselves as a member of the Macarthur Anglican School community has become known as *The Macarthur Way*. In 2009, a draft statement titled *Values and Principles of the Macarthur Way* was issued. The statement notes the following:

The values and principles that form the basis of 'The Macarthur Way' are articulated within the School community as 'The Ten Pillars'. They are underpinned by the doctrines of the Sydney Diocese of the Anglican Church in Australia and support and reflect the Australian Government's National Framework for Values Education in Australian Schools (2005). The Ten Pillars give meaning and purpose to the multiple interactions at School in whatever context that might occur. They guide all that the School does, as the School Council, the Headmaster, staff, students and parents strive to achieve the School's Mission, Purpose and Priorities.

In addition, the purposes and priorities of the school were set out, with Point 5 clearly relating to the development of respect and responsibility:

In pursuit of its Mission, Macarthur Anglican School will:

- 1 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.
- 2 recognise that students have a range of abilities and provide appropriate levels of knowledge and opportunities to develop skills which will enable them to reach their potentials and pursue



further learning throughout their lives.

- 3 recognise that students are developing physical beings and provide appropriate programs 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.
- 4 recognise that students have a range of talents and provide appropriate opportunities to encourage them to develop their talents for their own enrichment and that of the School and its community.
- 5 recognise that students are social beings and provide its programs (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.

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

In the school diary issued in 2009, the Ten Pillars of *The Macarthur Way* were reprinted for access by students for the first time. They are:

- 1 Learning Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.



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

Among practical activities, 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 2009, students from Year 6 built on work of the previous two years, by visiting aboriginal settlements in North Queensland. The visit allowed our students to experience first hand the challenges facing the children of these communities, not only in gaining a good education, but also in being able to access all of the advantages of life in Australia that can be experienced by non-indigenous Australians. Our Macarthur students learned a great deal about life in these communities, enjoyed meeting with the aboriginal students and developed some understanding of their needs.

The Year 6 Outreach provides young students with 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. For older students, the annual Thailand Outreach provides a further opportunity for service to others. Held in March for the last five years, the Thailand Outreach open to Year 11 students. They visit a Christian school in Chiang Mai and various institutions where they can provide practical help.

All students are encouraged to contribute to various worthy causes. Funds are raised through a wide range of activities to support the St Michael's School in Tanzania. In 2009, the school forwarded over \$15,700 to St Michael's towards the cost of completing 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, giving \$12,470 in sponsorship.

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.

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 vertical tutor group arrangement, involving students together from Years 7 to 9 and from Years 10 to 12, allows for the mentoring of younger students by those who are older.
- A Peer support programme and the annual training of Peer support leaders 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.
- The involvement of students in ANZAC Day and Remembrance Day Services in the surrounding Local Government Areas. The school conducts its own formal ANZAC Day Service at a Remembrance Wall constructed in the school grounds for this purpose. The service is supported and attended by members of the local RSL Sub-Branches and by the armed forces, who each year provide a Catafalque Party for the service.
- School and community service and leadership are recognised through the award of 'Colours' – full colours and half colours – that are embroidered on school blazers
- 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.
- Students' participation is encouraged 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
- A focus on issues such bullying (Year 7), choices concerning alcohol and drugs (Year 9), and about dealing with stress (Year 11) is made through dramatic presentations by Brainstorm Productions.
- Visits by people who can enlighten students about conditions in other parts of the world. In 2009, a visit by a Sudanese family acquainted students with the difficulties of living in war-torn Sudan and the plight of refugees, while another visit by missionaries highlighted the issues facing different cultural groups in Australia and Tanzania.

PARENT, STUDENT AND TEACHER SATISFACTION

At the annual Speech and Awards Night, Kindergarten to Year 12 Awards, for those students who have completed their entire school education at Macarthur Anglican School were awarded to eleven students in 2009. A further 14 students in the Year 11 cohort have also studied at Macarthur since their commencement in Kindergarten. The Year 12 group was the highest number of such awards and from a group of 79 students was remarkable in demonstrating the long-term commitment of these families to the school. Further to this, 70 of the 79 graduating Year 12 students, almost 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. The enduring outcomes of Macarthur, in producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others are highly regarded. 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 2009 the support of parents, grandparents and friends of the school was most evident in the very successful celebrations that were held to mark 25 years of service to the community by Macarthur Anglican School. Notable among the celebrations was the 25th Anniversary Open Day held on Saturday 20 June, the school's traditional Foundation Day with over one thousand people attending. In addition, there was a highly successful Dinner Dance, the best attended P and F Trivia Night, a P and F Christmas Craft Night, and the successful start to a new format for the school's Annual Ball with over 200 attending. Attendances at long-standing school events, such as recitals, performances, carnivals, Grandparents Day, Mothers and Fathers Day Breakfasts continued to be indicative of parents' interest and support of the school.

Innovations during the year included the formation of the Friends of Macarthur group, with an inaugural dinner for those who support the school through financial contributions. The group is growing as more and more people catch the vision for supporting the work of the school philanthropically. Secondly, the restructure of the school's House system led to the commencement of House Barbecues, where the students of two house groups and their parents are invited to attend a social gathering on a Friday evening. These events have been very positively received and well attended.



In line with the changed structure of Macarthur into three divisions, the Junior School from Kindergarten to Year 4, the Middle School from Year 5 to Year 9 and the Senior School from Year 10 to Year 12, the annual end of year functions were modified. A Kindergarten to Year 4 Presentation Day was held during school hours, while the Annual Speech and Awards Night was held along traditional lines the following evening at the State Sports Centre at Homebush. This event, which included student displays, performances and prize giving, attracted an attendance of over 1200 parents and students, even though Years 3 and 4 were no longer in attendance. All of these events provide 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 either completed their education in 2009, or whose children were withdrawn as a result of family relocations. Daring to ask parents for their thoughts will elicit some negativity, but the following comments reflect the feelings of the majority:

We have been extremely happy with <student>'s progress . . . a balanced approach to academic and other facets of life was important to us.

Our time at Macarthur has been a great experience all round and the children have always been happy under the care of your staff and made great friends.

Thank you kindly for all the support you have given <student> and my family over the past six years. You have provided him with a quality education that I hope he will take with him to his new school.

We have been very pleased with <student>'s progress. Any problems have been rectified immediately.

We have been very happy with <Student>'s progress academically. He has really grown up and matured in this time.

<Student> has a great rapport with his teacher and has the utmost respect for her. <Student> has made some wonderful friends and I hope those friendships will continue.

Thank you from the bottom of my heart for all that you have done for my girls whilst under your care. It has always been so much appreciated..

Parents generally feel that the school is approachable if they have any concerns, or if they are seeking information. Telephone calls for information and personal visits to the Administration Centre are frequent. The school's extended office hours from 7.45 am to 5.00 pm facilitate the access parents have to the school staff when seeking help or information. The positive relationship between the staff and parents is apparent in the frequent remarks by staff 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 close and supportive interest in the education of their children. In turn, the school does its best to keep parents informed of school news through a fortnightly newsletter, which is available online through the



school's website at:

http://www.macarthur.nsw.edu.au/publications_reports

The Parents and Friends Association continued its pattern of one meeting per term, with an emphasis on each meeting being a forum for communicating between various staff and the parent body. During 2009, the Parents and Friends Association was transformed in that it continues under the title Macarthur Anglican School Parents and Friends. The implication of this change is that the 'Association', which was subject to increasingly complex employment and insurance liabilities, was wound up, and its business responsibilities – the operation of the school's Uniform Shop and canteens – taken over by the school. The focus of the Parents and Friends is now to build community within the school family of students, staff, parents, former students and their families, and the Friends of Macarthur. The school is grateful to the parents who held office or contributed as members of the former Parents and Friends Association for their management of the canteens and uniform shop, and continues to appreciate the work of parents under the new banner of Macarthur Anglican School Parents and Friends.

The enrolment of children whose parents attended the school themselves continues as a growing trend. In 2009, there were 31 students from 15 families with an alumni parent, plus an additional 26 alumni families registered. This is a slight increase on the number reported in 2008 for enrolled students and a marked increase in the number of registered alumni families. The numbers continue to show that as the early graduates of the school find their own children reaching school age, they are turning to Macarthur. There can be no greater recognition for the school than to have past students choosing to send their own children to Macarthur. Likewise, some 22 members of staff in 2009 had their own children attending the school, a total of 33 students.

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 2009, the second twenty-year reunion took place, bringing together a number of the school's early graduates who completed their Higher School Certificate in 1989. They were the first group to complete the HSC after commencing in Year 7 when the school opened in 1984. One member of this cohort now holds the position of Mayor of Camden.

Through the Office of Advancement, the school continues to develop more effective systems 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 can be decisive in building commitment among others considering enrolment of their children at Macarthur.



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 96.3%. This figure is based on sick leave and other forms of personal leave including unpaid leave, but not including leave to attend professional development activities. It is consistent with the previous year.
- The number of staff members who have served the school for extended periods. This is shown in the following table:

Teaching Staff – Periods of Service attained by the end of 2009	Teaching Staff	Non-teaching Staff
20 or more years	3	4
15 to 20 years	2	1
10 to 15 years	9	4
5 to 10 years	21	11

The number of teachers who have served for more than five years on the staff represents a proportion of 48%

- 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
 - ~ Attendance at evening debating and public speaking competitions, award ceremonies etc
 - ~ 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 and House Barbecues



- ~ Attendance at staff professional development activities, some occurring in a staff member's own time
- ~ School tours during vacation periods, some overseas tours to the extent of a whole holiday period
- ~ 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

The school actively seeks and listens to the views of students. Every year, when the graduating class of Year 12 students is surveyed, their responses are reflective with regard to their time at Macarthur. Students consistently uphold the genuine relationships they have developed not only with their peers but also with their teachers. Their responses highlight the dedication of the teaching staff and indicate that the school is fulfilling its task of adequately preparing students academically for the HSC.

Year 12 student 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. Students generally respond with honesty and maturity when completing a survey that takes in the whole of their experience of a Macarthur education.

A sample of the comments made by Year 12 2009, for inclusion in the annual Yearbook provides a glimpse of the level of satisfaction among students. These comments have the value of being spontaneous, without too much detailed thinking, and can be taken as a good indication of the student's overall impression of the school. On examination, three themes stand out among the reflections of these students:

- The importance of peer friendships during the school years and the hope that these friendships will continue into the future;



- The value placed on the role of their teachers, especially for the support and encouragement they provided;
- An appreciation for the extensive range of opportunities and experiences the school provided in everything from school camps, sporting involvement and leadership to musicals, student exchanges and overseas tours.

The following comments illustrate these themes repeatedly:

I have valued the friends made and the relationships I have developed with my teachers at Macarthur. My teachers have made my time at School enjoyable and a lot easier.

I have made great friends at Macarthur and they have made school a special time for me. I have some special memories including being a Peer Support leader.

I have broadened my horizons at Macarthur. Everyone has made my time here memorable.

. I have been challenged on school camps where I have learnt a lot about myself. Thailand Outreach allowed me to experience a different culture and help make a difference.

Macarthur has giving me many opportunities in sport and music, the most valuable experience I had was going on the Hungarian Exchange Programme.

The Global Youth Leadership Conference in Washington opened my eyes to the issues and conflict in the world and how powerful understanding other cultures can be.

The teachers at Macarthur have been a great support.

The thing I value most about Macarthur is the kind and caring attitude of the teachers and their dedication and commitment to getting you to reach your full potential.

At Macarthur I found that I was able to excel in all the things that I took on as I had the ongoing support of teachers and other students.

I appreciate the range of opportunities available and recognition received at Macarthur. As well as great friends, the teachers always showed a friendly interest in our studies, taking some of that stressful edge off school.

I have made many wonderful friends at Macarthur and I appreciate that the teachers are willing to help you excel in your subjects.

I have appreciated the help offered by my teachers and the training received in managing stress and time planning. I will miss seeing my classmates everyday.

I have valued the supportive teachers and the lifelong friendships that I have made.

When I came in Year 11, I was amazed by the range of experiences available to students at Macarthur.

The School has firm rules, but it has helped to build us into a group of good people who are sure to go far.



It has been good to learn in a safe environment and have access to teachers who genuinely care about you. The support of my friends throughout this year has meant that the stresses of the HSC have become less consuming.

I have loved Macarthur for all the opportunities I was given to perform, travel, lead, play sport and grow within myself. My friends here were just amazing as was the support given by the teachers.

I will always remember my teachers and how much they encouraged me. Even though some of them had a hard exterior, they had a soft spot for all of us.

I have learned about Australian culture and values. Camps were a wonderful experience for me and I enjoyed all of the activities. [International Student]

With help from the teachers I developed an appreciation of many things. Thanks teachers! [International Student]

I have also gained an understanding of our world and the way in which it works. The Europe Tour was unforgettable, experiencing the culture, the people and the food of foreign cultures.

I want to thank all the teachers that have supported me in my studies and in building my character. The impact that teachers and friends have on me will remain with me forever.

The music tour to Canada and China was an awesome experience and we made friends with those on tour and with those we met in both countries.

My best experience at Macarthur was learning about Australian culture which will really help wherever I am in the future. I will not forget the Year 11 camp, it was my first time at a real camp. [International Student]

My teachers were inspirational and were always keen to help me when I needed it.

I have valued not only the close friendships I have made, but also the opportunities given through sport, music, peer support, and leadership.

The China and Canada Music Tour was fascinating and enjoyable and will be remembered forever.

The things that I have valued most from my time here has been the musicals and performances where I was able to show a part of myself most people don't see.

I most value the school spirit and sense of community, and through this, the support from my friends and teachers. My most memorable opportunity with the School was definitely my time as an exchange student in Hungary.

There has never been a dull moment with my time spent at Macarthur. Having such a strong friendship group has enabled me to get the most out of my school achievements. I have learned to never give up and to pursue my dreams with a Christian approach.

Throughout my thirteen years of being a part of the Macarthur family, I have build strong relationships with my peers and teachers who have influenced my studies positively. Being a part of the Macarthur family has played a major role in forming the person I am today.

I have grown mentally and spiritually, especially because of the leadership opportunities provided.

I appreciate the knowledge I have gained through the experiences and opportunities that Macarthur has given me. I enjoyed spending my days with wonderful friends and caring teachers.



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 for the year 2009.

