



MACARTHUR ANGLICAN SCHOOL

Established 1984

ANNUAL REPORT TO THE BOARD OF STUDIES

Educational and Financial Report

2012

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A MESSAGE FROM KEY SCHOOL BODIES

Introduction by the Chairman of the School Council

This is the last time I will introduce an Annual Report. 2012 has been my last year as Chair of the Macarthur Anglican School Council as my time on Council will conclude during 2013. I wish to acknowledge once again the achievements of our students, the staff and the school community in general, including my Council colleagues for the many hours have been given to ensure that the school remains true to its charter and is able to provide quality education not just to the current generation of students but also to future generations.

A school can only provide such an offering if it has staff who are sufficient for the task – both teaching and ancillary staff. At Macarthur we are greatly blessed in the quality of our staff who throughout the year did outstanding work, which was greatly appreciated. This begins at the top with the Headmaster and the senior staff he has developed around him. When the former Headmaster, Mr Riley Warren AM retired, the Council was set the task of finding a successor and it was my privilege to Chair the Council charged with that task. Dr Nockles has proved himself many times over that Council made the right choice. He is providing outstanding leadership in today's difficult and turbulent environment in which the school must function. Furthermore he is highly respected by his peers who have trusted him to be their representative on significant forums in the broader field of education. Dr Nockles has Council's full support and we have every confidence that he will successfully guide this school through the next stages of its evolution.



So I conclude by expressing my appreciation to my Council colleagues for the time and effort they have given voluntarily to the affairs of the school during the 2012 year and for all of the previous years when we have served the school together. I commend the Headmaster and staff for all their efforts throughout 2012. And I commend the students and parents for the unique contributions they made to this great school. May Macarthur Anglican School continue to flourish as an Anglican school to serve generations to come.

As with previous reports, we will read much about the contributions of students, staff and parents to the life of Macarthur Anglican School in 2012 and I am sure it will remind parents of some of the reasons why they entrusted this school with the education of their children. On behalf of the School Council, I would like to express appreciation for the contribution of the parent body to the life of this great school.

I trust that all readers of this report will find it informative and enlightening with regard to what happened through the 2012 school year at Macarthur Anglican School.

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



A Message from the Headmaster

Based on this research, one can appreciate the great benefit in having an all round general education, such as that offered by Macarthur Anglican School, where the variety of subjects stimulate different parts of the brain. There is great wisdom in the old world concept of the Renaissance learner, where a student has a liberal education in academics, the arts, culture and physical pursuits as well as in matters of the spiritual world.

The emphasis Macarthur places on sport, co-curricular opportunities, the comprehensive Music Programme, and the mandatory Outdoor Education Programme is not accidental and is not designed to simply keep students busy. By encouraging all students to take part, or by developing existing talents and interests, our students' academic development is greatly enhanced. Breadth of opportunity is more than just fun; it enhances learning, because the brain has developed multiple pathways of thinking.



At Macarthur, I encourage activities such that the school relies not just on its well-established traditions but to be innovative as well. I am seeking to provide new and interesting ways of teaching and learning based on this brain theory. Innovation for innovation sake is the same as change for change's sake and little more than disruption is the outcome. However educational innovation that improves the processes of teaching and learning, is well worth pursuing.

Macarthur is proud of and committed to our established traditions. It is a place of Proven Success, a school where opportunities for students abound. Those established traditions set a sure and steady course for the school, a course where the school does not jump on the latest bandwagon or innovation simply because it's there. Rather, Macarthur builds on our well-established traditions in a carefully considered way that is uniquely innovative.

There are many areas where innovation takes place. The structure of our school is innovative and draws interest from other schools. Having Year 5 and 6 maintain a primary style classroom while included in wider school activities with Year 7 – 12 has been very positive. Having Year 10 as the first year of the Senior School rather than the last of the Middle School enables us to focus far more on academic preparation in the lead up to the HSC. Ramping up the Houses and events such as the House Regatta and the House Mascots are innovative in establishing and maintaining House and School Spirit.

In 2012, we continued with the annual outreach trips to North Queensland and Thailand and planned future study



tours including the fifth History study tour to Europe and an Indonesian Language Study Tour for 2013. For the first time in 2012, a Science study tour to Queensland gave students the opportunity to observe first hand a solar eclipse.

Innovations in the physical pursuits such as rowing, snow sports and equestrian events continued in 2012. A few years ago Macarthur was on the receiving end of a few laughs regarding AFL but now it's an integral part of Macarthur Independent Schools Association, and the junior equivalent IPSSO. Other schools have now put up AFL posts! The mandatory Outdoor Education camping programme was once again enjoyed by students and is another great innovation with self-evident benefits to the students.

Our pioneering approach to music and performance continued this year, with wonderful performances by the School Orchestra and Band at school and around the community, a delightful musical production of Beauty and the Beast Jr. and drama performances including Charles Dickens' A Christmas Carol. These activities gave students a great sense of achievement as well as equipping them for further growth beyond their school days. In 2012 it was an honour to follow Jayden Sierra, during his experience on the X-Factor television programme. I am convinced that in addition to his innate ability, the opportunities provided at Macarthur have been significant in the development of Jayden's talent.

One of the most extraordinary innovations in 2012 was the opportunity for students to travel to the United States of America representing Macarthur in the FIRST Technology Challenge World Championship, a robotics competition. Macarthur is the first Australian school selected to take part in this competition. Late in 2012, the team competed and won once again, paving the way for a return to the United States to compete in 2013. A truly wonderful achievement.

All these innovations are encouraged and take place so that students can pursue their passion or in many cases discover a passion for the first time. The potential positive impacts on brain development are immeasurable.

The work of individuals throughout Macarthur is many and varied and the obvious success of the school has depended on different people achieving a variety of personal successes. At Macarthur, we are blessed with a staff and faculty who have shown in 2012 that they are committed to excellence and that as professionals, they seek to develop their skill in and beyond the school, adding to the broader educational landscape.

It is important to acknowledge and thank the individuals who volunteer their time to govern our school. The men and women who make up the School Council serve the school in many unseen ways, bringing their considerable experience in a broad array of life's fields to the policy formation and strategic development of this school. In particular, I would like to acknowledge the remarks of the Chairman in his message for this Annual Report. Dr Beavis has been on Council for seventeen years and has been Chairman since 2006. His service to the school has been outstanding and I think it appropriate that as Headmaster I acknowledge and thank Dr Beavis for his wonderful contribution.



I would also like to acknowledge the wonderful work of the Parents and Friends within the school this past year. The Parents and Friends continue to be a great support to the school and I am delighted in their successes and innovations. I also want to acknowledge and thank the families that have contributed to the Building Fund this last year as well as the other funds. Their generosity creates a great legacy.

I am indebted to Mr Andrew Kokic, the Deputy Headmaster for his ever-present support and to the entire staff of Macarthur for making 2012 such a wonderful year of learning and development. The many achievements by staff and students, some of which I acknowledged at Speech and Awards Night, always inspire me and give me purpose as an educator.

As always we thank God for his ongoing care of the School as we seek to bring him glory in this place. I am sure this report will allow you to see what a wonderfully creative place of opportunity Macarthur is.

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



CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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



Academic extension opportunities from Year 1 onwards, the GATEway (Gifted and Talented) Programme in Year 5 and 6 and the Honours Programme in Year 7 and 8 cater for the needs of gifted students. Year 9 and 10 gifted students can join the Socrates Programme linking them with mentors at the University of Western Sydney, Campbelltown. Instrumental string and band programmes are included in the curriculum from Year 4 to Year 6 with an extensive peripatetic music programme allowing students to further their studies in music, including voice training.

The school also operates a very active Learning Support Programme catering for the needs of students who have experienced early learning difficulties in Literacy and Numeracy.

The development of Christian values and attitudes is encouraged through a comprehensive pastoral care programme. 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. In recent years, there has been a strong focus on building House spirit among students and staff.



Representative and non-representative sports, Debating, Public Speaking, Musicals, Choirs, Bands, Orchestras, musical ensembles, Duke of Edinburgh Awards, Snow Sports, Rowing, Equestrian, Bible Study groups, Crusaders, Clubs such as Photography and Robotics, Agricultural Show Team and many other activities are available.

Parents who enrol their children at Macarthur are generally aspirational and are seeking the best



educational outcomes possible for their children. Conscious of this, the school seeks to tap the interest and enthusiasm of the parent body, as well as those associated with the school in a myriad of other ways, to create a learning environment that will enhance opportunities for personal growth and future prospects.

The school has been active in pursuing funds to assist in its development and during 2012, secured three 'partners' in education who provide significant support.

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



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

National Assessment Programme Literacy and Numeracy (NAPLAN)

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

2008	2009	2010	2011	2012						
Colour Scheme Red & Green : Submit					Alternate view: Results in graphs					
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	463 441 - 485		426 408 - 444		456 438 - 476		473 450 - 496		438 420 - 456	
	SIM 451 442 - 460	ALL 420	SIM 434 425 - 442	ALL 416	SIM 435 427 - 444	ALL 414	SIM 454 445 - 464	ALL 424	SIM 422 413 - 430	ALL 396
Year 5	527 508 - 546		501 483 - 519		508 491 - 525		515 495 - 535		523 507 - 539	
	SIM 521 512 - 530	ALL 494	SIM 495 487 - 503	ALL 477	SIM 511 503 - 519	ALL 495	SIM 529 511 - 530	ALL 491	SIM 513 505 - 521	ALL 489
Year 7	580 568 - 594		555 540 - 570		571 557 - 585		587 571 - 603		590 577 - 603	
	SIM 567 560 - 575	ALL 542	SIM 543 534 - 551	ALL 518	SIM 561 553 - 569	ALL 543	SIM 574 566 - 583	ALL 546	SIM 566 558 - 574	ALL 538
Year 9	617 606 - 628		592 577 - 607		624 612 - 636		612 599 - 625		624 614 - 634	
	SIM 606 599 - 613	ALL 575	SIM 589 580 - 599	ALL 554	SIM 602 594 - 610	ALL 577	SIM 606 597 - 614	ALL 573	SIM 617 610 - 624	ALL 584

In 2012, 38 Year 3 students, 41 Year 5 students, 67 Year 7 students and 91 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 indicating levels of achievement. The chart above displays the average NAPLAN scores for each domain in 2012. Macarthur's results are above or substantially above State average compared to all Australian Schools in all domains for Years 3, 5, 7 and 9. The comparison with like-schools indicated that Macarthur performed better in most domains in Years 3 and all domains in Years 5, 7 and 9.

Year 3 NAPLAN Results

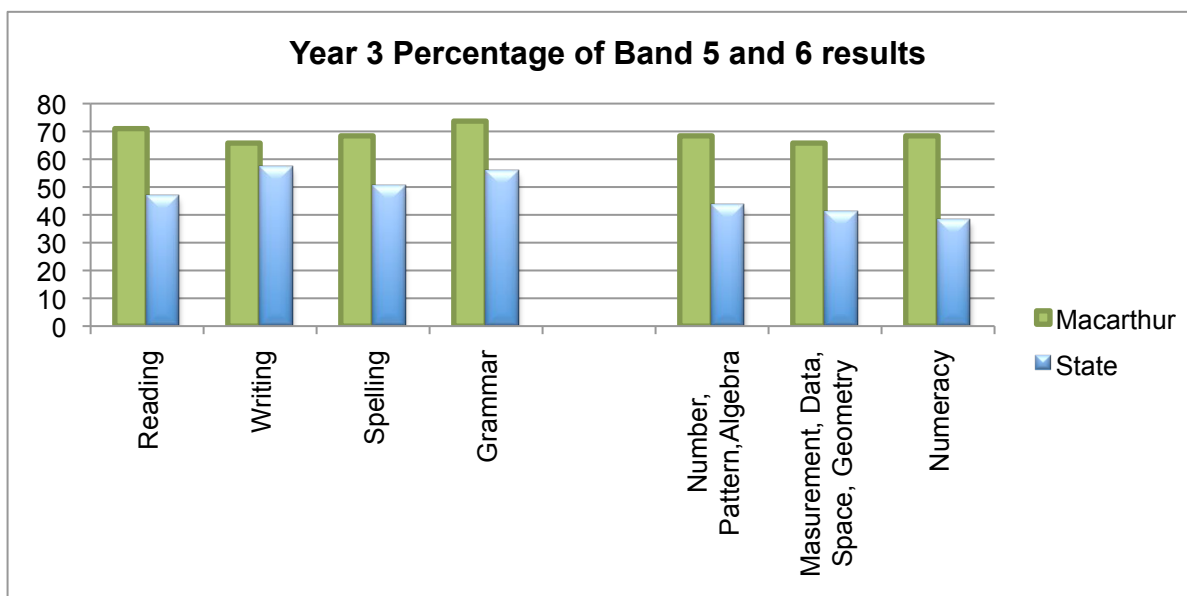
	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Numeracy
State Mean	426.9	425.0	428.1	434.5	407.6	402.3	405.7
School Mean	463.3	443.2	450.6	472.8	435.7	436.3	438.2

All Year 3 students were present for the tests and no students were exempted or withdrawn from the tests.

The table above shows that the School's Year 3 mean results were well above the State mean for all domains. The majority of students achieved well above the National Minimum Standards for all tests (see table below). This was higher than the performance in 2011.

Year 3 2012 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	2.6	97.4	71	46.7
Writing	2.6	94.8	65.8	57.2
Spelling	2.6	94.4	68.4	50.3
Grammar and Punctuation	2.6	97.4	73.7	55.7
Number, Pattern and Algebra	N/A	97.4	68.4	43.2
Measurement, Data, Space and Geometry	N/A	94.7	65.8	41.1
Numeracy	0	94.7	68.4	38.9

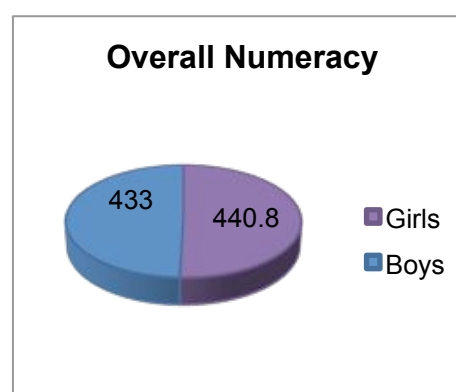
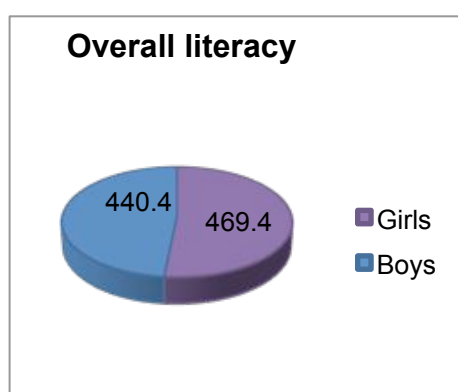




The graph above shows the percentage of students who achieved in the top two bands exceeded the percentage of students in the State in all domains. The table below indicates that the percentage of Macarthur students achieving results in the top band for Numeracy, Reading, Spelling and Grammar and Punctuation exceeded the State but were lower in Writing. The School will monitor and seek to improve in this area.

Year 3 2012 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	School	State
Numeracy	23.7	17.7
Reading	36.8	26.4
Writing	10.5	15.9
Spelling	39.5	30.1
Grammar and Punctuation	39.5	33.7

Girls significantly outperformed boys in the Literacy tests (although boys performed better in reading) and outperformed them slightly in overall Numeracy (refer to pie chart). There was an increase in both the overall literacy and numeracy for both boys and girls compared to 2011. This was especially the case for the boys.



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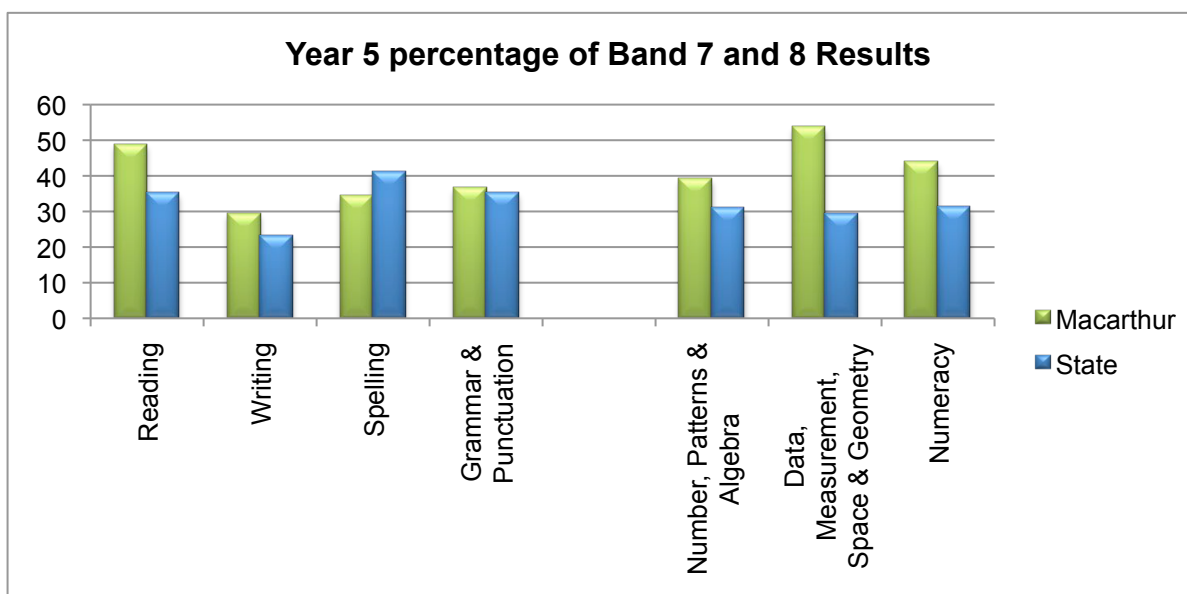
Year 5 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Numeracy
State Mean	500.1	486.2	507.6	503.7	500.0	497.3	498.8
School Mean	526.9	500.9	508.2	514.6	519.8	525.9	523.5

All Year 5 students were present for the tests and no students were exempted or withdrawn from the tests.

The table above indicates that Macarthur students achieved above the State Mean in all tests. The table below indicates that the majority of Macarthur students achieved well above the National Benchmark for all tests. For all domains apart from Spelling, there was a greater percentage of students achieving results in the top two bands (Bands 7 & 8) compared to the State.

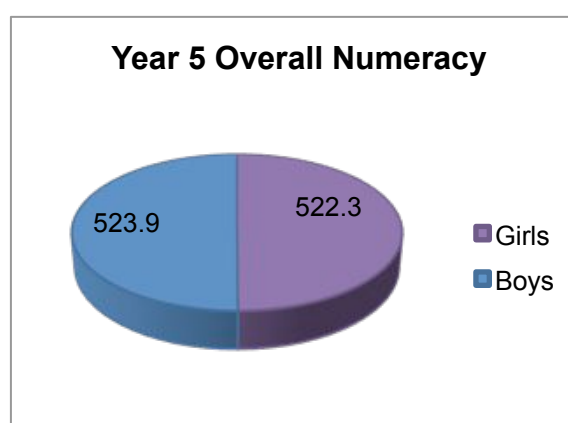
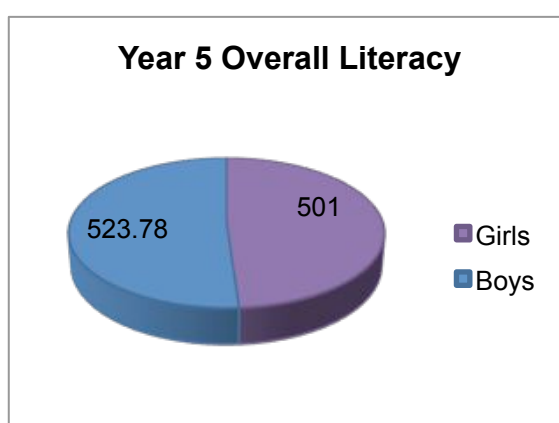
Year 5 2012 NAPLAN Test	% of Macarthur students below national minimum standards	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	2.4	95.1	48.8	35.1
Writing	0	97.6	29.3	23.2
Spelling	0	89.8	34.2	41
Grammar and Punctuation	2.4	87.9	36.6	35.2
Number, Patterns and Algebra	N/A	92.8	39.1	30.9
Data, Measurement, Space and Geometry	N/A	92.8	53.7	29.3
Numeracy	2.4	92.7	43.9	31.2



The graph above shows that Macarthur students exceeded the State in the top two bands in Spelling, Number, Patterns and Algebra and Numeracy. The table below indicates that Macarthur students exceeded the State in the top band all domains except Spelling.

Year 5 2012 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	School	State
Numeracy	26.8	15.8
Reading	17.1	13.6
Writing	9.8	8.7
Spelling	12.2	16.5
Grammar and Punctuation	22.0	20.7

Girls outperformed boys in the literacy tests and boys marginally outperformed girls in the numeracy tests (see pie chart below).



Value Added Data

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2010 and the Year 5 NAPLAN in 2012 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 Reading and Numeracy is well above the State average, it is noted with concern that this is lower for Spelling, Grammar and Punctuation. This is being monitored. Data is unavailable for writing as students completed a different writing text type.

	2011 – Average Scale Score - Growth		2012 – Average Scale Score - Growth	
	School	State	School	State
Reading	79.1	72.2	92.5	77.8
Writing	N/A	N/A	N/A	N/A
Spelling	68.2	74.2	89.4	94.3
Grammar and Punctuation	69.3	82.2	71.8	79.2
Numeracy	80.5	94.3	111.2	96.6

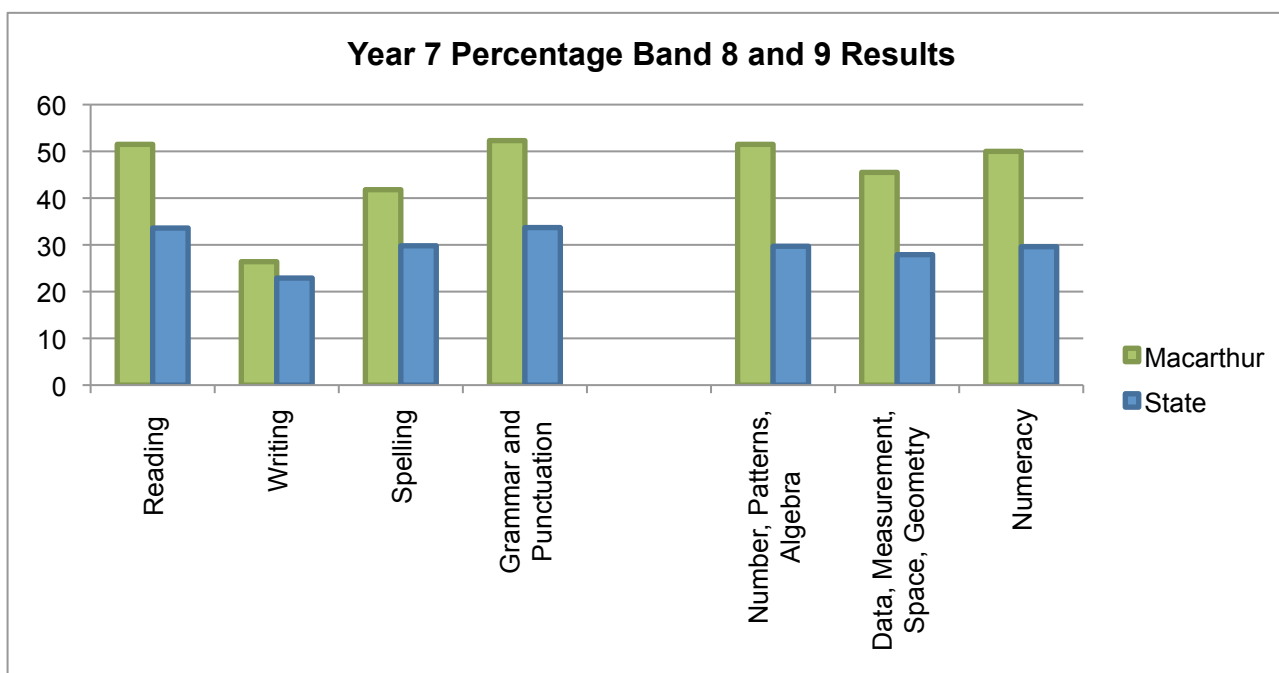
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Year 7 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Numeracy
State Mean	546.7	521.1	555.4	552.8	545.5	545.3	545.6
School Mean	580.1	554.9	570.7	586.6	586.3	587.6	589.6

Macarthur students achieved above the State Mean in all tests (indicated in the table above). The table below indicates the majority of Year 7 students achieved results well above the National Benchmark in all tests. One student was absent from the Reading and Numeracy tests. No students were withdrawn or exempted from the tests.

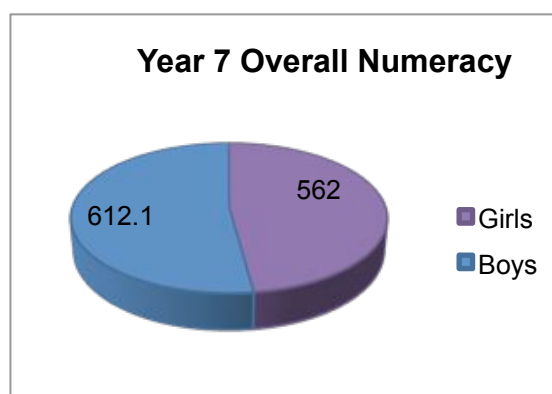
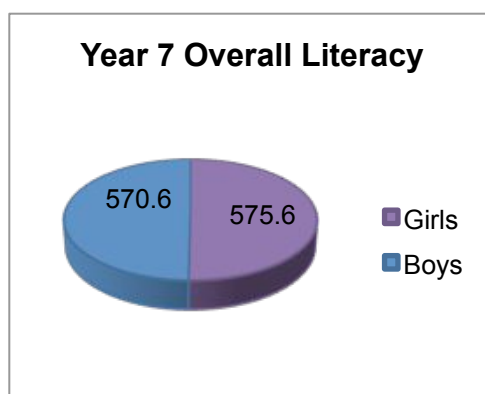
Year 7 2012 NAPLAN Test	% Of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 5 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	1.5	95.5	51.5	33.6
Writing	1	93.6	26.4	22.9
Spelling	1.5	92.5	41.8	29.8
Grammar and Punctuation	1.5	97.1	52.3	33.7
Number, Pattern, Algebra	N/A	96.6	51.5	29.7
Data, Measurement, Space, Geometry	N/A	97	45.5	27.9
Numeracy	0	95.5	50	29.6



The graph above shows the percentage of Macarthur students who achieved in the top two bands exceeded the percentage in the State in ALL tests. The table below indicates Macarthur students exceeded the State in the top band for Numeracy, Reading, Grammar and Punctuation.

Overall Year 7 NAPLAN 2012 Results	% Students achieving in the highest band (Band 9)	
	School	State
Numeracy	22.7	14.5
Reading	21.2	11.5
Writing	10.4	7.5
Spelling	17.9	11.9
Grammar and Punctuation	26.9	14.8

Girls marginally outperformed boys in all Literacy tests. Boys significantly outperformed girls in the Numeracy tests.



Value Added Data

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2010 and the Year 7 NAPLAN test in 2012 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 Grammar, Punctuation and Numeracy are significantly above the level of growth for the State. However, it is noted with concern that this is below the growth for Reading and Spelling. This is being monitored. Data is unavailable for writing as students completed a different writing text type. The overall 2012 growth was higher than the growth in 2011 (refer table below).

	2011 – Average Scaled Score – Growth		2012– Average Scaled Score – Growth	
	School	State	School	State
Reading	35.8	40.7	35.1	49.8
Writing	N/A	N/A	N/A	N/A
Spelling	35.5	44	45.1	53.4
Grammar and Punctuation	21.6	30.1	49.3	39.5
Numeracy	51.0	46.8	63	45.6

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Year 9 NAPLAN Results

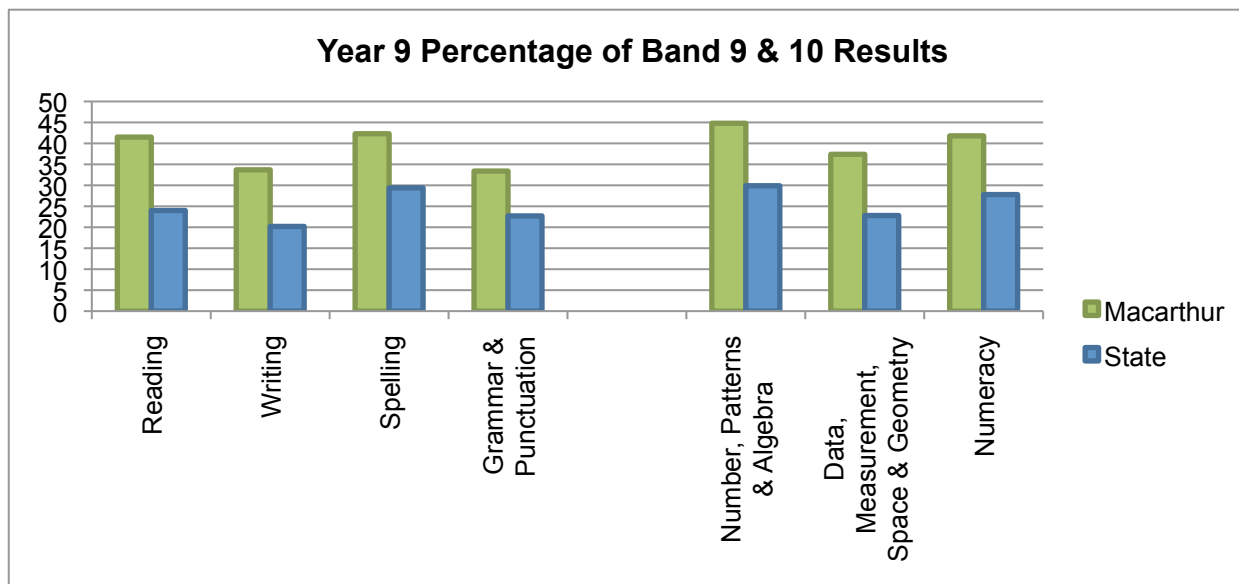
	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Numeracy
State Mean	579.5	557.6	586.5	578.8	596.8	592.4	594.8
School Mean	617.3	591.6	624.3	611.8	632.4	613.5	623.6

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 with only a small minority of students not reaching the National Minimum Standards on most tests and 6.7% of students not reaching the minimum standards in writing. Two students were absent from the writing tests. One student was absent from the Spelling, Grammar and Punctuation tests. No students were withdrawn or exempted.

* NA = Not Available

Year 9 2012 NAPLAN Test	% of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 6 Bench Mark	Median score for items tested	Median %	% Students achieving top two bands	
					Macarthur	State
Reading	1.1	94.4	35	73%	41.5	24
Writing	6.7	73	34	71%	33.7	20.2
Spelling	3.3	94.5	18	60%	42.3	29.4
Punctuation	2.2	81.1	21	75%	33.4	22.7
Numbers, Patterns, Algebra	N/A	93.2	N/A	N/A	44.8	29.9
Data, Measurement, Space, Geometry	N/A	83.6	N/A	N/A	37.4	22.8
Numeracy	1.1	89.1	37	58%	41.8	27.8

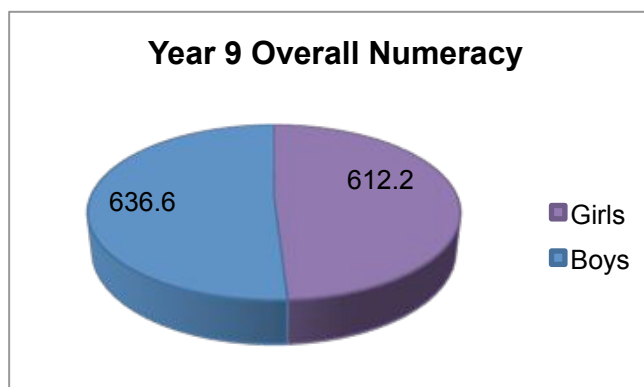
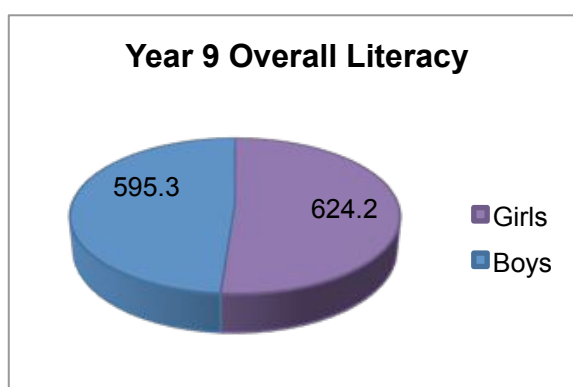




The percentage of Year 9 Macarthur students who achieved results in the top two bands significantly exceeded the State for all tests, especially in Numeracy. The results for Reading, Spelling and Numbers, Patterns and Algebra were particularly strong. The table below indicates Macarthur students exceeded the State in the top band in all areas.

2012 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Numeracy	17.6	13.1
Reading	14.3	7.5
Writing	20.2	11.2
Spelling	15.6	7.6
Grammar and Punctuation	15.6	7.5

Girls outperformed boys in all areas of Literacy whereas boys outperformed girls in all areas of Numeracy.



Value Added Data

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2010 and the Year 9 NAPLAN in 2012 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. Data is unavailable for writing as students completed a different writing text type.

There has been greater average growth for Macarthur students compared to the State in Reading, Spelling and Numeracy. Growth for Grammar and Punctuation is below the State growth level.

	2011 – Average Scaled Score - Growth		2012 – Average Scaled Score - Growth	
	School	State	School	State
Reading	41.9	37.3	30.3	29.1
Writing	N/A	N/A	N/A	N/A
Spelling	40.5	37	42.3	30.6
Grammar and Punctuation	29.8	32.3	32.1	37.5
Numeracy	46.5	39.6	42.1	40.6

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THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA)

In 2012, 81 students satisfied the requirements of the RoSA with an additional Year 9 student completing Stage 5 Mathematics as an accelerated student. The RoSA results were pleasing with most subjects having a greater percentage of A and B grades compared to the State. There were some outstanding results, notably Courtney Cross and Mackenzie Edgington who achieved A grades in every subject.

School vs State Grading Comparison – % 'A' & 'B' Grades				
	A Grades		B Grades	
Subject	Macarthur	State	Macarthur	State
English	26	12	31	27
Mathematics	23	14	37	23
Science	22	13	22	24
Australian Geography	23	13	25	24
Australian History	17	13	27	23
PDHPE	19	14	49	29
Agricultural Technology	7	11	27	25
Commerce	27	19	30	32
Design & Technology	14	16	32	30
Geography	22	25	39	37
History	24	26	49	31
Indonesian	50	41	29	26
Information Software Technology	27	15	42	29
Music	33	25	50	31
Photographic & Digital Media	8	16	31	29
Visual Arts	17	15	39	30

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RESULTS OF THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate

In 2012, Macarthur Anglican School presented 85 students for the Higher School Certificate. Of this group, 46 (54%) were girls and 39 (46%) were boys. Thirty-five subjects were presented at Macarthur in 2012. Chinese Background Speakers, Modern Greek Continuers and Modern Greek Extension were studied externally. 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. 13% of candidates presented for the HSC in 2012 attained ATARs over 90 and 35.3% achieved ATARs in the 80s. This is lower than the 2011 results but higher than the 2010 results.

Students appeared on the HSC Honour roll more than 40 times for achieving Band 6 or E4 results with one quarter of all students recognised as Distinguished Achievers. One student was presented with a Premier's All Rounder Award for achieving Band 6 results for every subject.

A quarter of students achieved Band 6 results (lower than 2012 but the same as 2010) and 77% of students gained results of Band 5 and above (an slight increase from 2011). 72% of tracked students were at or above the Value Added Benchmark. Positive academic growth was evident across the ability range.

	2010	2011	2012
Students who achieved a Band 6 result	25%	33%	25%
Students who achieved a Band 5 result	70%	75%	77%

In 2012, 22.4% of the students who qualified for an ATAR studied 12+ units (a slight decrease), 24.7% studied 11 units (a slight increase decrease) while 52.9% studied 10 units (same as 2011). The percentage of students who included at least one extension unit in their pattern of study increased by 8.3% to 37.6%.

The 2012 dux of the School was Arlene Dowling, achieving an ATAR of 97.15. Benjamin Mackenzie was nominated for Encore for his Music 2 composition.

Mean and Median Year 12 Results

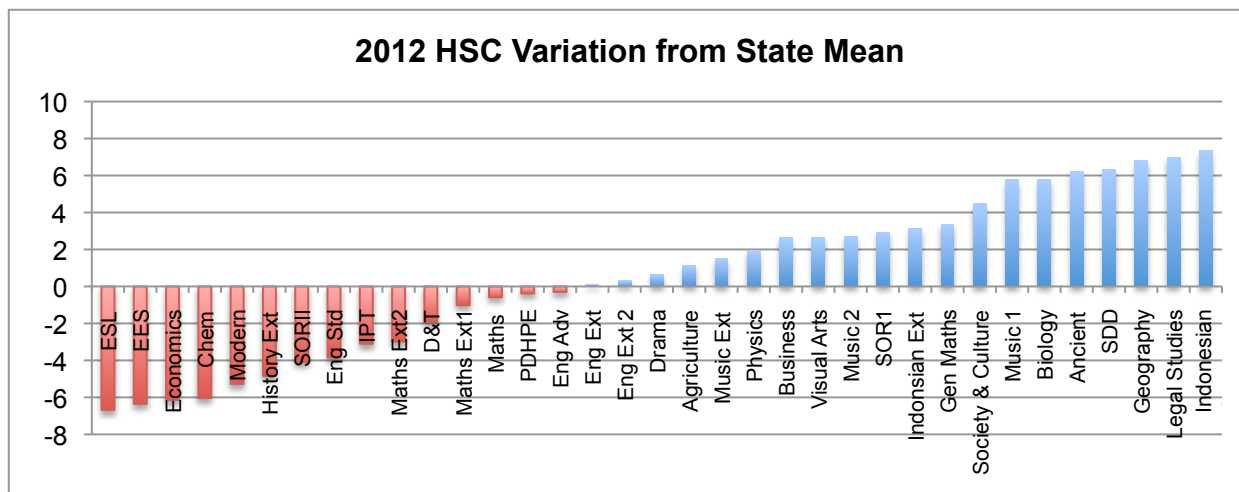
	2008	2009	2010	2011	2012
Mean	69.42	73.15	70.51	74.41	69.29
Median	72	72.60	69.75	77.43	75.15



While the Mean and Median Year 12 ATAR results are lower than 2011, the Median is the second highest recorded in the past five years.

Variation from State Mean

Two thirds of the subjects in 2012 were above the State Mean with Indonesian Continuers, Legal Studies, Geography, Software, Development and Design and Biology leading the field. as shown in the following graph.



In 2012, there was a similar distribution of both boys (12.8%) and girls (13%) in the 90-100 Band. In the 80-90 bands of distribution there was a much smaller percentage of boys (12.8%) compared to girls (30.4%) whereas in the tail of the distribution there was a much greater percentage of boys (33.9%) compared to girls (10.9%). Both the mean and median for boys decreased by 10 points from 2011 to 2012. The mean ATAR for girls decreased slightly from 2011 to 2012 whereas the median increased slightly. 88% of students were offered first round positions in a University for 2011.

2012	Male	Female	Totals
Count	39	46	85
Mean ATAR	64.49	73.35	69.29
Std Dev	21.76	15.87	19.20
Max	97.15	96.90	97.15
Min	26.30	36.0	26.30
Median	69.90	77.38	75.15

ATAR	2010	2011	2012
Highest	98.15	98.3	97.15
Mean	70.51	74.41	69.29
Median	69.75	77.43	75.15



During 2012 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 2012.
- Students were provided with additional time to focus on their studies as well as a range of study skills and strategies to help them with their examinations. In Autumn Term, students who did not wish to pursue representative sport were able to attend various subject-based 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 valuable. Students completing practical subjects also benefited from having increased time to work on their major projects with teacher support.
- Motivational speakers and experts in time management and study skills provided students with a wide range of useful strategies prior to their Trial examinations.
- An HSC study camp (Champ Camp) was 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 Programme 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 being involved in the standards setting process as judges. 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.

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PROFESSIONAL LEARNING AND TEACHER STANDARDS

Teacher Qualifications

The 2012 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	69
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	1
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

Professional Learning

In 2012 we experimented with a new format of professional learning on our Staff Development Days that was widely informative and highly engaging. Our Dean of Studies, Mrs Gould-Drakeley, borrowed the concept of a 'Teach Meet' from a format she saw at a Languages conference she attended. The format differs markedly from typical presentations in that speakers are allowed either two or seven minutes to present to the audience. Deeper follow up on ideas and concepts that are presented is then encouraged during the informal times of the days (i.e. morning tea and lunch).

The format was highly successful in that it allowed staff to cover a wide variety of topics superficially, while allowing deep learning on topics of greater relevance and interest. Topics covered areas such as New Pedagogies, New Technologies, Australian Curriculum, Christian Worldview, Strategies for Gifted and Talented Education, Inquiry Learning, Positive Behaviour Strategies, Academic Culture, Quality Assessment and Movie Making. . . just to name a few. One could not hop to cover such a broad spectrum of ideas using traditional conference models. It was a great success and teachers enjoyed the two days.

From these two days, staff were inspired to meet with each other formally and informally in the following weeks and months to deepen their understanding of the topics presented. Requested for some technology workshops also emanated from the Teach Meet, with great enthusiasm and success. Allowing staff to drive their own professional development was both exciting and rewarding.



Macarthur encourages reflective practice of teaching. The Headmaster meets with each Faculty Head annually to discuss learning goals and teacher practice. Consequently, staff at Macarthur have been involved in a myriad of professional learning experiences on almost every subject imaginable. This is illustrated also in the following list of courses attended by staff over the 2012 school year.

Professional Courses Attended by Staff

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place among Macarthur staff. Of the total time spent on professional development, 21% was carried out within the school and 79% in locations outside of the school.

Description of Professional Learning Activity	Nº of Staff	Hours
Accidental Counsellor Course	1	13
ADAPE (Association of Development and Alumni Professionals in Education) Development Ideas Exchange	1	5
Administration Assistants Conference	1	7
ADR (Alternative Dispute Resolution) Conference	1	7.5
AEF (Australian Education Foundation) Study Tour - Indonesia	4	21
AEF Study Tour and Jakarta School Visit	4	20
AGQTP (Australian Government Quality Teacher Program) Leadership Day	1	6
AIS (Association of Independent Schools) Developing Independent Learners	1	6
AIS Masterclass	1	7.5
AIS State Forum for School Leaders	1	1.5
AITSL (Australian Institute for Teaching and School Leadership) Video Project - Illustration of Practice	4	6
ALEA (Australian Literacy Educators Association) Annual General Meeting	1	3.5
ALEA Creative Writing Classrooms	1	2
ALEA Research Grant Planning Day	3	6.5
ALEA Research Grant Day	6	7
All About e Books	1	8
Anglican Schools Australia Conference	1	25
Attaché End of Year Updates	1	3
Augmented Realty Workshop	1	6
Aus-Asia School Partnerships - Supporting	1	7
Biblical Studies Evening for Teacher Heads	1	4
Biology Workshop for Teachers	1	9
Business Studies Teachers Conference	1	12
Canberra Show Visit	2	7
Careers Advisers Conference	1	8



CEN Conference	1	14
Children and Services Conference	1	8
CIS (Combined Independent Schools) Hockey Governors Meeting	1	6
Creative Writing Workshop - Primary Teachers	1	7
Debt Collection Techniques - Advanced School	2	4.5
Economic Teachers Conference	1	12
Education IT Summit	2	15
Educational Leadership Workshop - UNSW	1	7
Enhancing Skills for Pastoral Care	1	6.5
ESL (English as a Second Language) English Stage 6 Teaching	2	6
ESL Programming	1	6
Evening with Dr Mike Goheen	2	2
Gifted Differentiation	2	3
Grammar and Writing Course by Webinar	3	7
History Skills for Primary HSIE Classroom	2	7
HSC D and T Marking	1	38
HSC Indonesian Committee Meeting	1	8
HSC IPT Marking Day	1	8.5
HSC Marks Explained	1	3.5
HSC Music Practical Marking	1	
HSC PDHPE Successful Processes	1	5
HSC Visual Arts Marking Development Day	1	3.5
Ian Thompson Visit - Teaching of Grammar	5	1
Ian Thompson Visit - Teaching Comprehension	15	2.5
Immunisation Update	1	3
Improvement in Literacy Whole School	5	6
IPad Results from 1:1 Deployment	1	2
IPSHA (Independent Primary Schools Heads Association) Curriculum Coordinators Umbrella Group	2	2.5
IPSHA Executive Meeting	1	5.5
IPSHA Members Professional Development Study Grant	1	
IT Consultants Meeting	5	4
IT Managers Day	2	8
Lakes Grammar Visit	1	6
Languages Differentiated Learning	1	7
Legal Studies Information Night	1	1.5



Live Life Well at School	4	12
Mathematics Understanding Scaling	1	3
Mentoring and Reflecting Languages Educators	1	16
Mind and Its Potential	1	17
National Science Teachers Summer School	1	50
WH and S (Work Health and Safety) Laws - New	1	7
PDHPE (Personal Development Health and Physical Education) Innovative Ways to teach Years 7-10	1	6
Physic Teachers Conference	1	6
PIP (Personal Interest Project) Sessions - Society and Culture Assoc	1	7
Planning Day Numeracy Support 7-12	5	6
Planning Day Year 4	2	4.5
Preparing for Mathematics Extension 2	1	2
Promise and Peril: Cautionary tales for navigating literacy	1	1.5
Robotics in the Classroom	1	7
School Garden Teacher Day	1	7
Science of Enquiry	1	6
Social Media - Implementing for Careers	1	5
Studies of Religion Teaching for newly initiated	1	6.5
Survival Guide for Teachers New Independent Schools	2	3.5
Sydney University Practical Teaching Advice - Languages	1	4
Teaching Middle School	1	8
Teaching SOR (Studies of Religion) for the Newly Initiated	1	5
Toward Technology Confident Schools	1	8
TTA (Technology Teaches Association) Solar Plate Etching	1	4
Visual Arts Planning Day	3	6.5
Visual Learning - John Hattie	3	9
Writing for the National Curriculum	1	4

While attendance at Professional Development courses is the primary method of professional learning at Macarthur, it is not limited to this. Teachers new to Macarthur are inducted into the school through a 12-month programme. New Scheme Teachers are assisted with a mentoring programme as they manage the process of accreditation with the NSW Institute of Teachers. A number of staff are also pursuing other tertiary qualifications, in most cases with the school's assistance.

A significant number of staff continue to be involved at all levels in the Higher School Certificate 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 2012, Macarthur staff, were engaged in marking in the following courses:

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

WORKFORCE COMPOSITION

Composition of the Teaching Staff

The non-indigenous full-time teaching staff as reported in the 2012 Annual Census, consisted of 31 male teachers, including the Headmaster, and 31 female teachers.

Non-indigenous part-time teaching staff consisted of 2 male and 6 female teachers totalling a full-time equivalent of 4.2.

Composition of the Non-teaching Staff

The non-indigenous full-time non-teaching staff consisted of 8 males and 4 females.

Non-indigenous part-time non-teaching staff consisted of 6 males and 13 females, totalling a full-time equivalent of 12.5

Totals

The full-time equivalent number of teaching staff, including the Headmaster, is therefore 66.2, supported by the full-time equivalent number of non-teaching staff of 24.3

Indigenous Staff

No indigenous staff are employed in the school.

When updated to show 2012 data, this information is also available on the My School website at:

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

SENIOR SECONDARY OUTCOMES

Year 12 Students Undertaking VET Courses

Two Year 12 students at Macarthur Anglican School undertook a Preliminary HSC VET Construction course in 2012.

Year 12 Students Undertaking the NSW Higher School Certificate

A total of 85 students completed their senior secondary education at Macarthur in 2012, with 100% of the group, i.e. all 85 successfully being awarded the Higher School Certificate.

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

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Attendance

The average daily student attendance rate for 2012 was 91.46%. This is slightly less than the attendance rate reported for the previous year (93.61%), but is accounted for by a more accurate method for extracting attendance data from the school database. Students granted special extended leave by the Headmaster were not included in this calculation, although absences incurred because of family holidays were included.

The average attendance rate for the full year 2012 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	92.37%	91.05	93.34	91.41%	93.49%	90.56%	90.18%

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	95.35%	90.05%	94.42%	87.88%	89.46%	89.81%

Daily attendance, along with lateness, and other partial absences is monitored carefully by the 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 OF YEAR 10 TO YEAR 12

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)
- Cohort 2010: Year 10 (2008) to Year 12 (2010)
- Cohort 2011: Year 10 (2009) to Year 12 (2011)
- Cohort 2012: Year 10 (2010) to Year 12 (2012)

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%
2008/2010	95	70	64	74%	67%
2009/2011	98	92	85	94%	87%
2010/2012	101	86	85	85%	84%

These rates were calculated using enrolment numbers taken on the Commonwealth census date for the given years.

Although not as high as the previous year, the figures show a continued increase in the apparent and actual retention rates from the previous highest levels of 2003/2005 and 2004/2006. This retention rate, together with factors such as a higher attendance rate than previous Year 12 cohorts and among the best academic results achieved by a cohort, which are discussed elsewhere in this report, is yet another indicator that the Class of 2012 was an exceptional group. Additional enrolments at the commencement of Year 11 accounted for the difference between the apparent and actual retention rates.



POST-SCHOOL DESTINATIONS

Students Leaving School Before the HSC

The students who left Macarthur after the School Certificate examination in 2010 and before the Higher School Certificate in 2012 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 2012 cohort, with the percentages for the 2010, 2009 and 2008 cohorts in brackets for comparison

Destination	% (2011, 2010, 2009, 2008)
Other schools within Macarthur vicinity	25% (20%; 36%; 29%; 27%)
Other schools outside Macarthur vicinity	13% (59%; 24%; 10%; 24%)
Private Colleges	0% (7%; 4%; 6%; 11%)
Apprenticeship Training or TAFE Course	37% (7%; 24%; 36%; 16%)
Workforce	25% (7%; 12%; 19%; 22%)

These figures show that the proportion of students transferring to other schools whether local or well beyond the Macarthur area has not real pattern but fluctuates from year to year. Likewise, the proportion with the definite intention of pursuing an apprenticeship, TAFE training or directly entering the workforce fluctuates, although the number shown as entering the workforce may be inflated by the assumption they entered the workforce, when no specific information was provided at the time the student left the school. Of the students who transferred to another school, most did so in order to continue studying for the Higher School Certificate. In some cases they did so 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.

Students Completing the HSC

As the results of various graduating year groups depend upon the total academic ability of the group, so it may be expected that there will be fluctuations in the statistics surrounding results. In the case of the 2012 graduating class, results could not be said to be comparable to those achieved by the previous 2011 cohort. Of the students who completed the Higher School Certificate at Macarthur in 2012, 79% were offered first round positions at university, compared to 88% the previous year. Second round offers increased the number who received university offers to 88%.

Aspects of these results included:

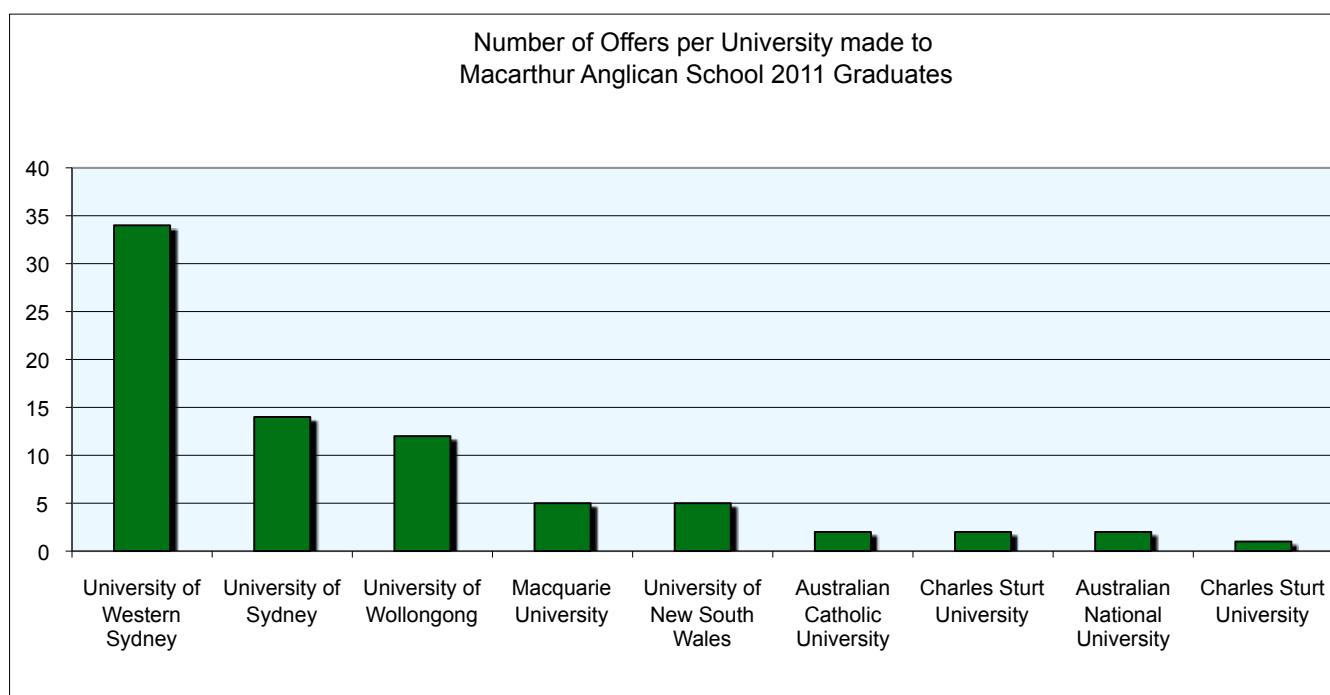
- 13% of students in the ATAR bands of 90+
- Over 50% of students with an ATAR of 80+



- Over 40 appearances on the HSC Honour Roll (receiving either a Band 6 or E4)
- 25% of students recognised as Distinguished Achievers – twice the proportion of the previous year
- 77% of students received a Band 5 result, up from 74% the previous year.
- The median ATAR rose significantly from an historical average of 69.75 to 75.15 – the second consecutive year over 75.
- A corresponding decrease in the number of students in the ranges of 70 – 79 and less.
- Outstanding individual achievements, with one student receiving a Premiers Award, and another receiving an 'Encore' nomination for Music 2 Composition.

By far, the greatest proportion of university offers were for courses at the University of Western Sydney, the University of Sydney and the University of Wollongong, reflecting the geographical location of the school and its students, with offers to the University of Western Sydney once again exceeding offers by the University of Wollongong.

These students are now pursuing a diverse range of courses including Applied Science, Architecture, Arts, Asian and Pacific Studies, Business, Commerce, Construction, Creative Arts, Design, Economics, Education, Engineering, Equine Studies, Health Science, Information Technology, International Studies, Journalism, Law, Liberal Arts, Applied Finance, Media Studies, Music, Nursing, Occupational Therapy, Pharmaceutical Science, Policing, Politics, Psychology, Social Science, Science, Speech Pathology, Tourism and Visual Arts.



The school is very proud of the achievements of its Class of 2012. 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
- The availability of the school's library during vacation time and after normal lesson times for private study and access to resources
- 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.
- Motivational speakers arranged for students of Year 12.
- Champ Camp (a Year 12 study camp attended by 86% of the cohort) in the first week of the student vacation period prior to the HSC, with over 16 staff giving up holiday time to work with Year 12 students.
- A three-hour Senior Study Support Programme available to students on two 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 several universities, including 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 of the 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 programme 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 programme and be supportive of it. This includes, but is not limited to, Biblical Studies classes, Chapel and participation in the school's Outdoor Education Programme.

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 correct 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.

Records of enrolment are maintained either electronically or in hard copy for a minimum period of 5 Years.

Guidelines and 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 Headmaster, Deputy Headmaster and Registrar.



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:
 - Interviews are conducted at either an International Exhibition by a representative of the school (usually the Headmaster or the Director of Business and Advancement), 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.
 - The school does not make provision for recognition of prior learning, which may lead to the shortening of a student's course of study.
 - 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.
 - The school, through PRISMS, will notify DIAC of termination or changes to studies.
 - 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 Deputy Headmaster and Registrar 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 on the next page is information regarding the population profile of the school in 2012 (with the previous year of 2011 shown in brackets).



	Boys	Girls	Total
K-6	157 (155)	131 (142)	288 (297)
7-12	230 (254)	234 (251)	464 (505)
Total	387 (409)	365 (393)	752 (802)

This table shows a 6.2% decrease in enrolments compared to the previous year. The totals show a 52:48 ratio between boys and girls in the whole school, almost the same as in 2011, while the ratio for K-6 was 55:45 (52:48) and for 7-12 was 50:50 (50:50). The largest difference in the gender balance was in Year 4 with 59% boys and in Year 12 with 55% 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 1105. This is three points lower than the previous year.

From the My School website, the percentage of school families in each socio-educational quartile have varied from the previous year, trending towards the middle of the range. The socio-educational quartiles for 2012, with equivalent figures for 2011 in brackets, are as follows:

School ICSEA Value: 1108			
Bottom Quarter	Middle Quarters		Top Quarter
6% (10%)	19% (17%)	30% (36%)	46% (37%)

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

MCEETYA Employment Groups			
Group 4	Group 3	Group 2	Group 1
9%	18%	35%	38%

Anecdotal Information

Database information also shows that the families from which the students come include parents who may generally be described by the terms 'professional', 'white collar employee', 'self-employed' or 'managerial'. Some families could



be described as quite wealthy and a number of students are fortunate to have experienced overseas family holidays. The dress, general health and wellbeing of the student body indicates that they come from homes where parents show pride and care for their children. There are also several students who come from families where the parents make a very significant sacrifice for their children to attend Macarthur and who in many cases are supported by the school through its scheme of scholarship and bursarial assistance. However, through its pastoral care programme, members of staff become aware that several families experience difficult emotional and relational issues, as one would expect to find in any community.

The students themselves generally have aspirations to participate in the opportunities provided by the school, to complete Year 12, 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 Anglicare, Varee Christian School in Chiang Mai, Thailand, St Michael's School, Tanzania and by personal involvement in 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 is 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 Programme.

Rationale

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Programme, T-12, which endeavours to promote resilience within students as well 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 behaviour modification strategies used at Macarthur aim to develop self-discipline within each student 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 has 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 2012 and Access to Full Text

The table commencing on the next page 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 2012	Access to full text
Child Protection Policy encompassing		
<ul style="list-style-type: none"> • Child protection, prevention and awareness • Mandatory reporting of at risk children • Exchange of information between agencies • Screening procedures • Reportable conduct • Duty of care and legal liability 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
Security Policies encompassing		
<ul style="list-style-type: none"> • Security Policy • Property and Facilities Policy • Emergency Procedures Manual • Critical Incident Manual • Venue and Safety Information for Visitors Manual 	<p>Policies reviewed with minor editorial attention. Lockdown and evacuation policy reviewed and amended in light of emergency drills and personnel changes.</p> <p>The last two of these were introduced to improve security and safety of personnel on site.</p>	<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"> • Work, Health and Safety Manual • Supervision of Students Manual • Venue and Safety Information for Visitors Manual 	<p>Policy reviewed with some editorial changes.</p> <p>These policies were introduced to improve security and safety of personnel on site.</p>	<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"> • Staff Code of Conduct • Staff Welfare Policy • Workplace Bullying and Harassment Policy • Anti-Sexual Harassment Policy 	<p>Moderate review with clearer and more emphasis on staff dress and bearing requirements.</p> <p>Annual review with minor editorial changes.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the school.</p>



<ul style="list-style-type: none"> • Staff Discipline Policy 		
Student Codes Of Conduct Policies encompassing		
<ul style="list-style-type: none"> • Student Code of Conduct • Student Anti-bullying Policy • Anti-sexual Harassment Policy • Student Behaviour Modification Policy ** • Student Leadership Policy • Student Pastoral Care Policy • Student Acceleration Policy • Student Referral Policy 	After annual review process no substantive changes were made, only very small editorial changes.	<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"> • Student Pastoral Care Policy • Health Care Policy • Critical Incident Manual • Homework and Assignments Policy • Water Based Activities Policy 	After annual review process no substantive changes were made, only very small editorial changes.	<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

Outcomes for Targets Set in 2011

Improvement targets for Macarthur Anglican School for 2011 and the outcomes by the beginning of 2012 are outlined below.

Area	Priorities	Outcomes
Facilities and Resources	<ul style="list-style-type: none"> Continue to maintain and improve the entrance to the school, especially in the standard of the roadway by progressively resealing the pavement with asphalt. Complete the school's \$2.5m Building the Education Revolution (BER) P21 projects, entailing an extension to the Stoddart Library, four new classrooms and a Multipurpose Hall. Conduct an appropriate opening and dedication ceremony for the new buildings. Relocate the Accounts Office and School Clinic so that both operate in more suitable locations. Re-establish an office for the Heads of School following completion of building work. Using newly available space, establish a more suitable area for Learning Support. Resurface the Junior asphalt play area. Establish an onsite fitness gymnasium in available demountable building space, using the school's equipment together with recently donated equipment. Continue the Digital Education Revolution (DER) project funded by the Commonwealth Government, particularly through the introduction of iPad computers in classrooms. 	<ul style="list-style-type: none"> A programme to progressively asphalt the entire surface of Lone Pine Drive was deferred until funds are available Building work was completed by March 2011. The school is highly satisfied with the performance of the architects and the building contractor. The buildings were fully occupied by students from the second term. An official opening ceremony was conducted in May 2011. A refurbishment of a section of the Administration Centre provided a better location for the Accounts section. A remodelling of two demountable classrooms provided office and clerical space plus interview rooms for the Heads of School. Two classrooms, made available with the opening of the BER buildings, now provide adequate space for Learning Support. This area was resurfaced as planned. Using equipment donated to the school, two vacant rooms were converted to a gymnasium used by students on sport days and by staff at other times. This programme continued and plans were made for the introduction of iPads for classroom use.

<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Refinement of new style school reports showing Semester 1 and 2 results in all Annual Reports. • Gain feedback from parents on the usefulness of the new style reports. • Ongoing planning for the introduction of the National Curriculum through staff development activities. • Continue work towards an 'Assessment for Learning' model by modifying and improving assessment tasks to reflect formative assessment. • Modify assessment schedules and report formats to bring about better assessment reporting. • Commence planning involved in the posting of assessment tasks on the school's website 	<ul style="list-style-type: none"> • This process was completed. • Parents have responded positively to the reports. • This has been a matter for continuous staff development • This has been a matter for continuous staff development. • Assessment schedules were appropriately modified. • An assessment calendar has been incorporated into the school's website.
<p>Staff Professional Development</p>	<ul style="list-style-type: none"> • Familiarise teaching staff with AITSL (Australian Institute for Teaching and School Leadership). • Acquaint teachers with additional features of the MySchool website and its implication for the school. • Repositioning the role of Assessment. • Annual update on Child Protection legislation. • Annual update on OH&S legislation and Workers Compensation • Completion of preparations for the 2011 Registration and Accreditation Inspections • Reflective Practice – goal setting 	<ul style="list-style-type: none"> • Completed during staff professional development sessions • Completed during staff professional development sessions. • Completed during staff professional development sessions. • Completed during staff professional development sessions. • Completed during staff professional development sessions. • Much work was completed at all levels of the staff to prepare the school for this process. The results were excellent with much praise being expressed by the Board of Studies inspectors and the school being granted a further full five years of Registration and Accreditation. • Completed during meetings of Senior Staff, including all Faculty Heads, Heads of House, Heads of Sport, etc
<p>Outreach and Service</p>	<ul style="list-style-type: none"> • Expansion of the Community Service Programme to include a Community Service camp at the beginning of the year for all 	<ul style="list-style-type: none"> • This camp has been highly successful and much appreciated by residents of Ulladulla where the camp takes place.

	<p>students not involved in Year 7 Peer Support.</p> <ul style="list-style-type: none"> • Establish an after-school community service programme. • Continue the Thailand Outreach Programme (Year 11/12) in partnership with St Paul's College, Brisbane. • Continue and refine the impact of the North Queensland outreach for Year 6. • Consolidate the sponsorship programme for students of St Michael's Secondary School, Tanzania. • Support St Michael's with shipping of clothing items. 	<ul style="list-style-type: none"> • A small but dedicated group of students have worked on Friday afternoons at a nursing home in Menangle. • Thailand Outreach went ahead successfully with the school's partner in this outreach – St Paul's College • The fifth North Queensland outreach by Year 6 children visited the Yarranbah community, repeating the success of earlier years. • The sponsorship programme continued with very positive feedback and appreciation from the students and teachers of St Michael's School. Several members of staff and House groups contribute. • The school arranged for the transport of several new unopened T shirts that were donated by a commercial supplier.
<p>International Activities and Student Exchange</p>	<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 and Burmese people through involvement in Bangkok and Myanmar International Student Exhibitions • Prepare for and host the second Study Tour by Thai students from the St Dominic's School, Bangkok. • Continue the long-standing relationship with the Nihon University Third High School Tokyo, by hosting a visit by the Nihon students. • Continuation of the very successful exchange programme for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School. • Provide language learning opportunities for students of Indonesian through a visit to Malaysia 	<ul style="list-style-type: none"> • The relationship with this school continues to grow through the school's commitment to maintaining the annual outreach programme. • The Headmaster attended for a third time an International Student Exhibition in Bangkok with a view to securing enrolment of Thai students. • A 4-week Study Tour by a group of Thai students took place in April 2011. • The visit took place and was considered a great success, with many very positive friendships forming with the Japanese students and their teachers. • Two students of Lévy József Református Gimnázium attended Macarthur for 9 months, while two Macarthur students attended Lévy József for three terms. • The visit to Malaysia took place in the Autumn Vacation, providing students with abundant opportunities for language learning and for absorbing many aspects of

	<ul style="list-style-type: none"> Enhance the study of Modern and Ancient History through the organisation of a History Tour to Europe, visiting Great War battlefields, museums and other historic sites such as Rome and Pompeii. 	<p>Malaysian culture.</p> <ul style="list-style-type: none"> A group of more than thirty senior students travelled to London, visiting the Imperial War Museum, then to the Somme battlefields in France and on to Rome and Pompeii in Italy. Their return to Australia was delayed by the dislocation of flights caused by the eruption of a volcano in Iceland.
Performance opportunities	<ul style="list-style-type: none"> Provide performance opportunities for school vocal and instrumental groups through a country tour, with performances planned for Scone Grammar School, Coffs Harbour and at Seaworld, on the Gold Coast. Production of a combined Year 7 to 12 musical – <i>The Boyfriend</i>. Employ the talents of the school's musicians by holding the first Benefit Concert in the Camden Civic Centre. Expand the musical horizons of the students by hosting the Nihon University Third High School Band, in addition to the annual visit mentioned above. Provide several opportunities for vocal and instrumental groups to perform for the school and wider community – Courtyard Concerts, Harrington Grove Concert, Senior Citizens Concert, String and Band Concerts and the School Annual Concert. 	<ul style="list-style-type: none"> The tour to North Coast included several successful performances in schools. A senior student production of <i>The Boyfriend</i> in Winter Term was very well received and highlighted the talents of many students. Several students assisted backstage, and with costuming and makeup. More than \$2000 in funds was raised and donated to the African Aids Foundation. The band of the Nihon University Third High School is one of excellent standard. Their performance was a great example to the Macarthur students, demonstrating what can be achieved through commitment and practice. Instrumental groups took up opportunities to perform at the Harrington Grove Estate, in addition to in-school performances and performances in nearby centres such as Camden.
Sport	<ul style="list-style-type: none"> Continue raising the profile and participation in the House sport competition. Continue whole school cross-country, athletics and swimming carnivals. 	<ul style="list-style-type: none"> Each House now has a House banner, displayed with pride at all swimming and athletics carnivals. All six House shields have also been prominently displayed in the School Gymnasium. Wearing House colours at carnivals and developing House songs has been encouraged. Whole school participation in cross-country, athletics and swimming carnivals continues to foster House participation.

	<ul style="list-style-type: none"> • Employ specialist coaches in certain areas of sport. • Enhance interest in sport choices by instituting a system of online selection of activities. 	<ul style="list-style-type: none"> • Specialist coaches are employed in tennis and martial arts. • This system was implemented and well received.
Pastoral and Academic Care	<ul style="list-style-type: none"> • Raise School and House spirit through the engagement of students and recognition of their efforts using the School Colours system. • Add interest and fun to Foundation Day through an inaugural House Regatta, where students make their own 'boats' to race on the school oval. • Continue to maximise the help available to HSC students through the annual Champ Camp study and teacher assistance programme during the Spring Vacation, just prior to the HSC. • Continue to refine operation of the House based Tutor Group system • Continue developing and promoting House barbecue events • Continue Driver Education through the 'U Turn the Wheel' Programme. • Continue sessions with students on Study Skills, Cyber Bullying and Anxiety. • Plan Chapel and other Christian and pastoral activities, during the interregnum following the resignation of the School Chaplain. 	<ul style="list-style-type: none"> • The system of colours, at three levels: half colours, full colours and crown colours, continued into its third year of operation. Many students now proudly displaying an extensive list of awards in the embroidered text beneath their blazer pockets. • This was an outstanding event – enjoyed by all and bound to become an annual event. • Champ Camp is much appreciated by HSC students with around 90% of all students attending this voluntary activity. • The new system has been implemented and operating successfully. • These are a continuing annual event, bringing teachers, students and families together. • The 'U Turn the Wheel' Programme has been appreciated in teaching driver safety to senior students who are approaching or are in the process of gaining a licence. • Sessions were carried out and were appreciated by those who attended. • The school appreciated the services of several people who helped with Chapels and the Christian education programme while the search for a Chaplain continued.
Advancement	<ul style="list-style-type: none"> • Continue raising the profile of Alumni and the roles they now fulfil. • Refine activities of the Friends of Macarthur group to provide 	<ul style="list-style-type: none"> • An alumni member is selected to address students at the annual Year 12 Luncheon. This event is a great encouragement and helps students to see the achievements possible on completion of the HSC. A feature on alumni is an enduring inclusion in the school's semi-annual publication <i>Tartan Ties</i>. • The Friends of Macarthur concept has successfully maintained links with parents,

	<p>financial support.</p> <ul style="list-style-type: none"> Promote the activities of the M@M and W@M groups Continue Mothers Day, Fathers Day, Grandparents Day activities to enhance the school's contact with the wider community. Continue the Breakfast with the Headmaster Programme. Continuation of the Annual Giving Programme and the Annual Dinner as means of fundraising. 	<p>staff and community members who may no longer have a direct link with the school through their children or employment. It fosters an ongoing interest in the life of the school from a source of people who can provide invaluable experience and support to the school. The principal activity is a very successful Annual Dinner at which donated items are auctioned. The benefits of contributing to the school's Building, Scholarship and Library Funds are also highlighted.</p> <ul style="list-style-type: none"> These activities are promoted through the school Bulletin and very well attended. These activities attract large numbers of parents and grandparents of the students. Although they entail lots of preparation, they are well appreciated. Breakfasts with the Headmaster allow the opportunity for small groups of parents to meet the Head in a social atmosphere, to hear his vision for the school and to express their ideas. They are held in the Macarthur Café up to three times per term with around four to six families at a time. The Annual Giving Programme taps into the generosity of Macarthur supporters who want to contribute to the future of students by providing for the development of the school beyond that which can be funded by tuition fees and government grants which are consumed by operational costs. This programme is in its early stages of development but is growing in acceptance.
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Targets Set for 2012

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 2012 are listed below. Outcomes will be reported in the next Annual Report.

Area	Priorities
Facilities and Resources	<ul style="list-style-type: none"> Continue to maintain and improve the entrance to the school, especially in the standard of the roadway by progressively resealing the pavement with asphalt as funds become available. Provide an additional set of playground equipment for the Junior School



	<p>children.</p> <ul style="list-style-type: none"> • Begin the development of a Junior School Sustainable Farmyard, by fencing an area close to the St Thomas classrooms. • Plan and raise funds for the installation of a digital signage system to be erected around the school. • Purchase a new bus to provide convenient transport for students from areas north of the school site. • Continue the Digital Education Revolution (DER) project funded by the Commonwealth Government, particularly through the introduction of iPad computers in classrooms.
Teaching and Learning	<ul style="list-style-type: none"> • Begin a literacy review throughout the school with a view to improving literacy levels from Kindergarten to Year 4. • Establish academic committees as follows: Literacy and ICT Integration; Academic Culture; Innovation. • Ongoing planning for the introduction of the National Curriculum through staff development activities. • Establish a senior position to oversee literacy development in the school. • Continue work towards an 'Assessment for Learning' model by modifying and improving assessment tasks to reflect formative assessment.
Staff Professional Development	<ul style="list-style-type: none"> • Familiarise teaching staff with AITSL (Australian Institute for Teaching and School Leadership). • Professional Development focus on National Curriculum implementation. • Annual update on Child Protection legislation. • Annual update on WH&S legislation and Workers Compensation • Continue to implement the recommendations of the 2011 Registration and Accreditation Inspection. • Reflective Practice – goal setting
Outreach and Service	<ul style="list-style-type: none"> • Expansion of the Community Service Programme to include a Community Service camp at the beginning of the year for all students not involved in Year 7 Peer Support. • Establish an after-school community service programme. • Continue the Thailand Outreach Programme (Year 11/12) in partnership with St Paul's College, Brisbane. • Continue and refine the impact of the North Queensland outreach for Year 6. • Consolidate the sponsorship programme for students of St Michael's Secondary School, Tanzania.
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 and Burmese people through involvement in Bangkok and Myanmar International Student Exhibitions • Prepare for and host the Study Tours by Thai and Indonesian students. • Continue the long-standing relationship with the Nihon University Third High School Tokyo, by hosting a visit by the Nihon students.

	<ul style="list-style-type: none"> Continuation of the very successful exchange programme for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School. Provide language learning opportunities for students of Indonesian through a visit to Malaysia Commence planning for a History Tour to Europe, visiting Great War battlefields, museums and other historic sites such as Rome and Pompeii in 2013.
Performance Opportunities	<ul style="list-style-type: none"> Provide performance opportunities for school vocal and instrumental groups through a country tour, with performances planned for Scone Grammar School, Coffs Harbour and at Seaworld, on the Gold Coast. Production of a Junior musical – <i>Beauty and the Beast</i>. Employ the talents of the school's musicians by holding the first Benefit Concert in the Camden Civic Centre. Provide several opportunities for vocal and instrumental groups to perform– Courtyard Concerts, Harrington Grove Concert, Senior Citizens Concert, String and Band Concerts and the School Annual Concert. Widen the number of opportunities for students to perform in the community at Macarthur Square, the Camden Show Ball, Rotary and Lifeline functions.
Sport	<ul style="list-style-type: none"> Continue raising the profile and participation in the House sport competition. Introduce House mascots to enhance the first point above. Continue whole school cross-country, athletics and swimming carnivals. Employ specialist coaches in certain areas of sport. Enhance interest in sport choices by instituting a system of online selection of activities.
Pastoral and Academic Care	<ul style="list-style-type: none"> Raise School and House spirit through the engagement of students and recognition of their efforts using the School Colours system. Add interest and fun to Foundation Day through an inaugural House Regatta, where students make their own 'boats' to race on the school oval. Continue to maximise the help available to HSC students through the annual Champ Camp study and teacher assistance programme during the Spring Vacation, just prior to the HSC. Continue to refine operation of the House based Tutor Group system Continue developing and promoting House barbecue events Continue Driver Education through the 'U Turn the Wheel' Programme. Continue sessions with students on Study Skills, Cyber Bullying and Anxiety. Plan Chapel and other Christian and pastoral activities, during the interregnum following the resignation of the School Chaplain.
Advancement	<ul style="list-style-type: none"> Continue raising the profile of Alumni and the roles they now fulfil. Refine activities of the Friends of Macarthur group to provide financial support.

	<ul style="list-style-type: none"> • Promote the activities of the M@M and W@M groups • Continue Mothers Day, Fathers Day, Grandparents Day activities to enhance the school's contact with the wider community. • Continue the Breakfast with the Headmaster Programme. • Continuation of the Annual Giving Programme and the Annual Dinner as means of fundraising.
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INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

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

School Captain (one student); School Vice-Captain (two students); School Prefect (sixteen students)
House Captains (six students); Middle School Prefect (eight students); Year 6 Student Leader (ten students);
Captains of Activities (four students – Swimming, Athletics, Cross Country and Snow Sports);
Christian Ministry Leader (one student); Music Leaders (three students – Choirmeister, Bandmeister, Orchestrmeister).

All students appointed to a leadership position are presented with insignia, such as a badge, at an assembly in front of their peers. Together they must then make a pledge by reading an oath of office as follows:

I am aware that being a Student Leader of Macarthur Anglican School requires me to not only set an example, but to maintain school standards. I promise to act as a positive role model for all students. I will endeavour to respect all members of the school and wider community, and use the authority entrusted to me wisely. I will at all times represent the school with honour, and will take the responsibilities of office with sincerity and conscientiousness. I pray that God will guide me in performing these duties.

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

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

The school also encourages senior students to participate where possible in Youth Leadership Conferences. For several years, 2012 included, a number of students have participated in the conferences which are typically held in Washington DC or New York, USA.



The Macarthur Way

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

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

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

In pursuit of its Mission, Macarthur Anglican School will:

- in dependence upon God, provide a context of knowledge, support and encouragement without undue pressure, within which students are free to make and maintain such commitment to Jesus Christ and His teaching as would lead them to develop mature Christian lives.
- recognise that students have a range of abilities and provide appropriate levels of knowledge and opportunities to develop skills, which will enable them to reach their potentials and pursue further learning throughout their lives.
- recognise that students are developing physical beings and provide appropriate programmes that will enable them (a) to appreciate the capabilities of the human body, (b) to extend and develop their personal abilities, and (c) to develop behavioural attitudes conducive to living healthy lifestyles.
- recognise that students have a range of talents and provide appropriate opportunities to encourage them to develop their talents for their own enrichment and that of the School and its community.
- recognise that students are social beings and provide its programmes (spiritual, academic, physical and cultural) in such a manner as will encourage the development of attitudes, behaviour and standards to enable wholesome relationships with other students, teachers, family and the wider school community.

School Expectations

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

- Respect and Care for Ourselves:
doing our best in all curricular and co-curricular activities to develop our intellect, abilities and talents;
reinforcing school learning by completing all required homework.
- Respect and Care for Others:
appreciate the value, the achievements and contribution of other students; enhance the reputation of the school by the proper wearing of school uniform and behaving appropriately in and out of school.



- **Respect and Care for God's World (Our Environment):** placing all litter in bins and encouraging others to do the same; keeping classrooms, change rooms, toilets and public places neat, clean and tidy

In the school diary issued in 2012, the Ten Pillars of The Macarthur Way were reprinted for access by students. They are:

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

Student Involvement

Practical activities, in particular the school's camping programme in the first term each year, involves students from Years 7 to 12 in Week 1 of the term and Years 3 to 6 generally in Week 6 of the term. Camps provide challenges most students would not encounter within their family surroundings. Meeting the challenges, overcoming them, encouraging others to do the same and sharing the joy of accomplishing things together helps to build mutual respect among the students from the beginning of each year. It is interesting to note that student reminiscences at farewell events always prominently feature the exploits and fun of the annual camps.

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 the strong sense of the responsibility we have as an affluent nation to provide meaningful help to people in less favourable circumstances. The measure of success of the school's emphasis in this area can be seen in a number of students who have graduated from the school and have chosen to devote their lives to a form of Christian ministry, either in Australia or overseas.



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 how Christ came to serve us.

In 2012, students from Year 6 built on work of the previous five years, by visiting aboriginal settlements in North Queensland. The visit allowed our students to experience first hand the challenges facing the children of these communities, not only in gaining a good education, but also in being able to access all of the advantages of life in Australia that can be experienced by non-indigenous Australians. Our Macarthur students learned a great deal about life in these communities, enjoyed meeting with the aboriginal students and developed some understanding of their needs.

The Year 6 Outreach provides young students with their first taste of what can be achieved if we make an effort to show concern for the well being of others. It is followed by other opportunities for students to serve, simply by helping to raise money for the needy or by actual involvement in an outreach activity. For older students, the annual Thailand Outreach provides a further opportunity for service to others. Held in March for the last nine years, the Thailand Outreach is open to Year 11 students. They visit a Christian school in Chiang Mai and various institutions where they can provide practical help.

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 Secondary School in Tanzania. In 2012, the school raised over \$8,334 for St Michael's. A sponsorship scheme continues to support students and staff of St Michael's so that they may complete their education. \$12,350 was given under the sponsorship scheme.

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 the attention of staff.

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

- The school's Pastoral Care Programme encourages students to consider consequences for themselves and others when deciding on a particular course of action. Implementing the programme within the context of a Christian school allows Christ's behaviour towards others, who were shunned by the society of his day, to be held up as a model for students to follow.
- A vertical tutor group arrangement, involving students together from Years 7 to 9 and from Years 10 to 12, allows for the mentoring of younger students by those who are older.
- A Peer Support Programme and the annual training of Peer support leaders contribute to the school's comprehensive Pastoral Care Programme.
- 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 30 hours of service during the first six months of Year 11. Many students willingly exceed this expectation.
- Students in other years are encouraged to serve the community in local aged care facilities, the SES, the Bush Fire Brigade and the like.
- An Easter Service prior to Good Friday each year focuses on the central tenet of Christianity – Christ's sacrifice and the example he gave us in serving others.
- Regular Chapel Services inculcate moral standards and promote the example of Christ.
- While a Christian school like Macarthur will naturally encourage students to consider the teachings of Christ, the school promotes an understanding and respect for people of other religions. For example, the school's enrolment policy allows for the enrolment of students from all backgrounds. Also, as part of its curriculum, the school teaches the course Studies of Religion in Years 11 and 12. In addition, a number of resources are available to students who wish to find out about other religions and cultures.
- The involvement of students in ANZAC Day and Remembrance Day Services in the surrounding Local Government Areas. The school conducts its own formal ANZAC Day Service at a Remembrance Wall constructed in the school grounds for this purpose. The service is supported and attended by members of the local RSL Sub-Branched and by the armed forces, who each year provide a catafalque party for the service.
- The Headmaster's Address at assemblies is often an address by another person at the Headmaster's request. In this way, a wide range of people, predominantly students, has addressed assemblies leading to a greater understanding of and respect for the achievements or commitments of the person speaking. The close attention of the student body as various students have addressed them has been a sign of the success of this approach. Topics have included students speaking on causes they feel passionate about and want to support, disabilities the speaker may live with and uncommon background experiences.
- 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 continues for students in Kinder to Year 6 and is 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 provided for senior students.



- A focus on issues such as 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.
- Master classes invite parents and students to attend a lecture style forum to educate in matters of social networking, study skills, anxiety and depression. These forums coincide with Parent/Teacher Interview evenings and have been very well attended.
- Visits to Durham Green Retirement Village and Nursing Home in Menangle have given the opportunity for students to help and for music groups to perform for the entertainment of residents.
- Residents from local retirement villages and nursing homes have been invited to attend dress rehearsal performances of musical productions. This is free of charge and a gift to the community, with the school sometimes arranging for the transport of the elderly to and from the school.
- Involvement in community projects is encouraged. In 2012, the school accepted the challenge of restoring a historic four-wheeled cart, which is normally displayed outside the Council of Camden offices in John Street Camden.



PARENT, STUDENT AND TEACHER SATISFACTION

During 2011, the Headmaster, Dr David Nockles, initiated a cycle of independent review of the views, needs and expectations of the school's parent body, staff and students. The requirements of this section of the Board of Studies Annual Report were part of the underlying reasons for commissioning this research. The review was carried out by means of an anonymous survey formulated and analysed by MMG Education, Level 4, 191 Clarence Street, Sydney. The review was extensive and covered a wide range of related education areas. It is also a costly but worthwhile exercise for such reviews to be carried out by an external professional body, such as MMG Education. Due to the cost, it is not possible, nor productive, to conduct the review across all sectors every year, apart from the students themselves. It is therefore the school's intention to conduct these reviews on a cyclic basis and to provide the latest results available in each report. The following details are taken from the document *Extracts from 2011 Research* provided by MMG Education on 23 September 2011.

Macarthur Anglican School places high importance on the views and expectations of parents, staff and students as part of its annual performance review and input to the School's operational and strategic plans. In the research conducted in August 2011, 320 parents, 109 staff and 559 students completed questionnaires and provided views on such areas as academic performance, teaching, Christian education, student welfare, co-curricular activities, sports programme, facilities and resources, school communication and other key areas. The following represents the latest information available on the views of these groups.

Parent Satisfaction

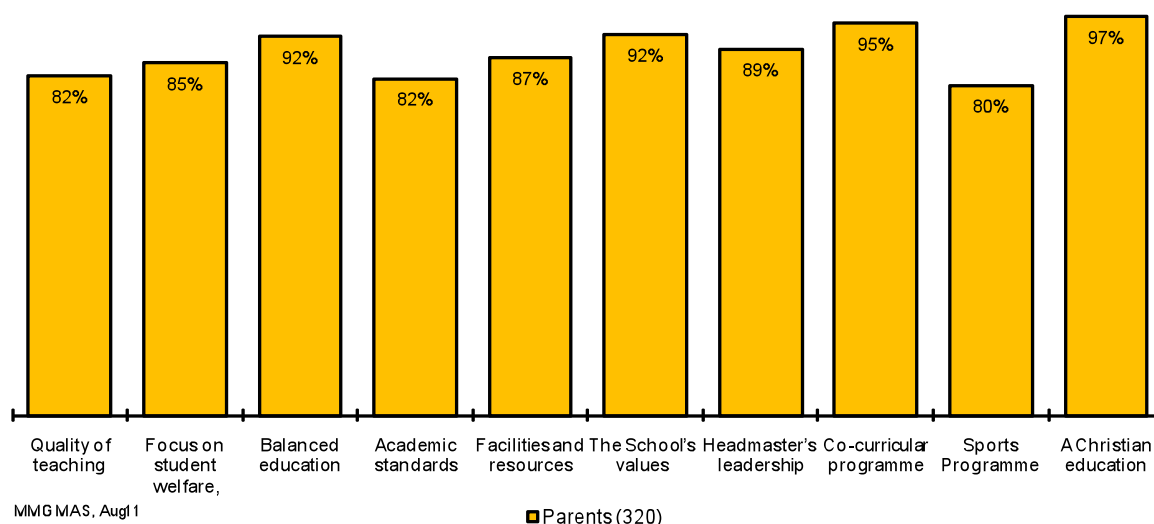
The following represents some feedback from parents (Junior School, Middle School and Senior School)

- 82% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School
- 85% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School
- 92% of parents noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children
- 82% of parents noted that their expectations were met or exceeded in relation to the academic standards
- 87% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School
- 89% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership

These findings are represented in the graph on the following page.



2011 MAS Parents- Expectations Met and Exceeded



Some comments by parents provide further insight into these results:

- Overall, fantastic teachers who are able to create genuine and caring relationships with students while delivering high quality education. The commitment and high level of teaching performance strongly influenced the subjects my child has chosen for year 11 and 12.
- The friendliness of staff and the family atmosphere.
- The academic focus and Christian values with supportive pastoral care.
- Macarthur has been a great choice of school for my son. I feel he has benefited from the values instilled in the students and has been exposed to experiences he may otherwise not have had.
- My child is happy to attend school. Schoolwork is challenging and stimulating. There is a personal feel when dealing with a Macarthur employee. Students seem to have pride in their school.
- The nurturing my child has received academically and emotionally and the amazing opportunities offered. We will leave with many fond memories and a happy, successful child/young adult.

Staff Satisfaction

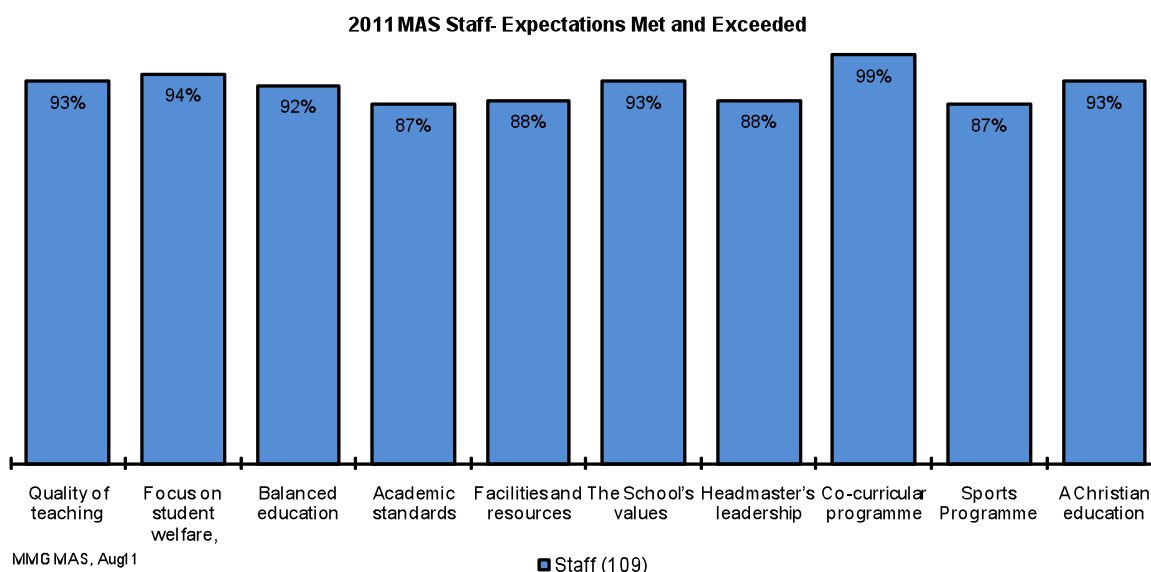
The following represents some feedback from staff (Junior School, Middle School and Senior School)

- 93% of staff noted their expectations were met or exceeded in relation to the quality of teaching at the School
- 94% of staff noted their expectations were met or exceeded in relation to the quality of student welfare at the School
- 92% of staff noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children
- 87% of staff noted that their expectations were met or exceeded in relation to the academic standards
- 88% of staff noted that their expectations were met or exceeded in relation to facilities and resources at the School



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

These findings are represented in the graph below:



In addition, staff noted 'high' satisfaction with the following aspects of their employment at Macarthur Anglican School:

- Staff welfare – 73%
- Caring and safe environment – 76%
- Staff morale – 77%
- Leadership and administration of the School – 75%

Some comments by staff provide further insight into these results:

- *The positive standards it sets and the support that it gives to staff and students in all sorts of situations. The quality of the education that Macarthur provides. The relationships I have with students and staff.*
- *The school has always provided a supportive and caring environment for staff and students, both in personal and academic matters. Both groups are encouraged to pursue excellence and to apply a Christian worldview to their lives. I have grown enormously both spiritually and professionally in my time at Macarthur, thanks to the encouragement of those in authority and my colleagues.*
- *Witnessing the integrity and commitment of the staff, as they strive towards providing quality education on many levels.*
- *What I value most is the recognition I have received for my work - the individual acknowledgement, usually in private, that shows that my efforts have been noticed and appreciated.*
- *The Schools commitment to quality in all areas, the general goodwill of all staff, friendly atmosphere between staff and between staff and students.*
- *The Executives willingness to search out and understand staff difficulties and take effective action.*

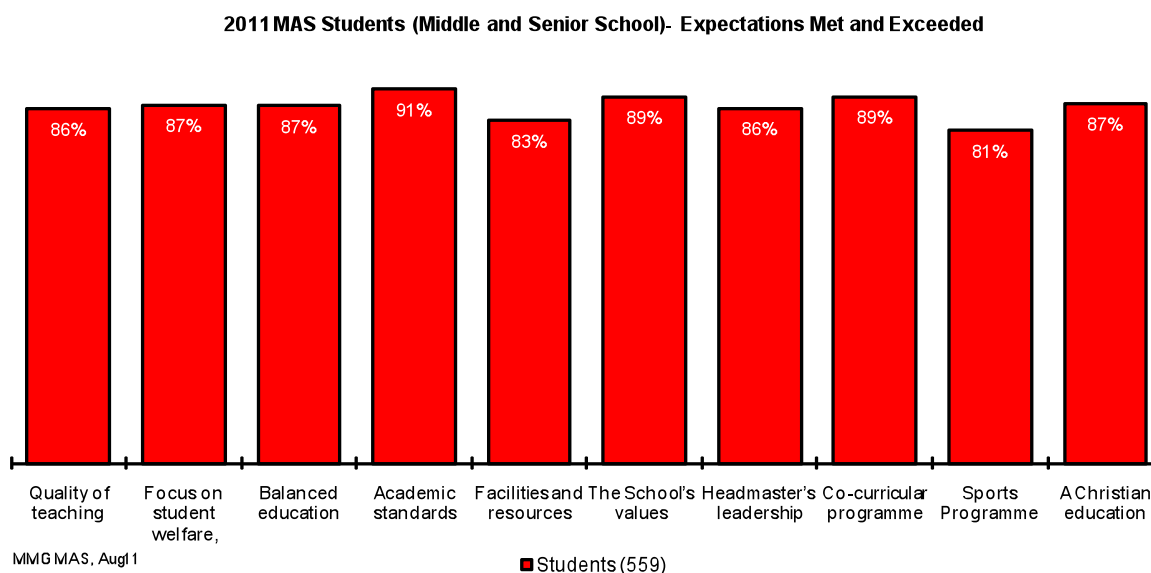
- *I value the opportunity for students to participate in an academically challenging and inspiring environment with teachers who are experts in their field.*
- *I value the fact that academic excellence is the underpinning foundation at Macarthur and that Macarthur is informed by a Christian worldview. Providing students with a safe learning environment, which stimulates ideas, intellectual inquiry and discover for students is of paramount importance to me. I also value the way the School is outward looking and has a strong international focus.*

Student Satisfaction

The following represents some feedback from students (Middle School and Senior School)

- 86% of students noted their expectations were met or exceeded in relation to the quality of teaching at the School
- 87% of students noted their expectations were met or exceeded in relation to the quality of student welfare at the School
- 87% of students noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children
- 91% of students noted that their expectations were met or exceeded in relation to the academic standards
- 83% of students noted that their expectations were met or exceeded in relation to facilities and resources at the School
- 86% of students noted that their expectations were met or exceeded in relation to the Headmasters leadership

These findings are represented in the graph below:



Some comments by students provide further insight into these results:

- *'The opportunities I have been able to undertake and the relationships that we have been able to make with friends and staff'.*



- *'Student-Teacher relationships, school spirit and the friendliness of all students'.*
- *'The relationships between students, and with the teachers. Provides not only a great education, but how you present and feel about yourself in the future after schooling. GO SCHOOL!'*
- *'The friends I've made. I came to the school and I was coming close to last in most subjects, now I'm coming first in a lot of assessments and stuff'.*
- *The opportunities it has presented to me to grow in strength and spirit as a person and provide these to adopting a bigger role that Jesus can have in my future.*
- *'I value that it is not only academic but also a sporting school, where the teachers and students are friendly and are always there to help'.*
- *'I have genuinely loved my time at Macarthur. Up until now in my life Macarthur has been the best thing in my life'.*
- *'It has been very rewarding and has allowed me to grow in confidence. The school has allowed me to be much happier and I have met numerous people that I am very happy to have met'.*
- *'The general environment of the school, the way the teachers care about students and are willing to help us get the best marks. Co-curricular activities have been very rewarding and the resources available I feel are better than I would get at another school'.*
- *'It has been very rewarding and has allowed me to grow in confidence. The school has allowed me to be much happier and I have met numerous people that I am very happy to have met'.*

Further Information Concerning Teacher Satisfaction

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

- The high average daily staff attendance rate of 95.7%. 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 2012	Teaching Staff	Non-teaching Staff
20 or more years	4	5
15 to 20 years	2	2
10 to 15 years	16	14
5 to 10 years	20	12

The number of teachers who have served for more than five years on the staff represents a proportion of 52%.

- The comments of staff at farewell functions when they leave the school. In all cases, departing employees express gratitude for the opportunities they have had in working at Macarthur in either a teaching or support role.
- 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
 - School concerts and drama performances
 - Year 12 Conference and Study Camp in vacation time
 - Staff and family social gatherings such as the Year 7 Welcome Barbecue, 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.
 - Community Service Programmes after school.

All of the above are good indicators of a staff that is motivated and committed towards engaging and 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.

Further Information Concerning Student Satisfaction

Each year, at the annual Speech and Awards Night, students who have completed their entire school education at Macarthur Anglican School receive a Kindergarten to Year 12 Award. 18 students in 2012 – compared to 21 in the previous year – satisfied requirements for this award. From a group of 86 Year 12 students, the number of awards was remarkable in demonstrating the long-term commitment of these families to the school and the satisfaction of the students themselves in attending Macarthur. Further to this, 75 of the 86 graduating Year 12 students, more than 87% of the cohort, completed all of their secondary schooling at Macarthur. These students and their families



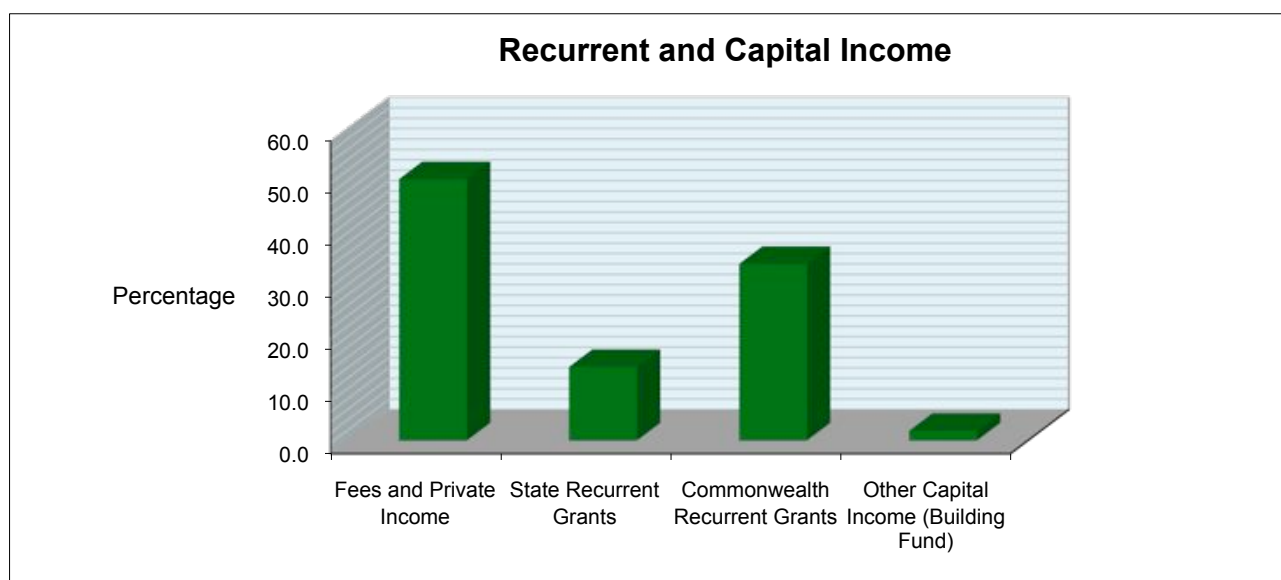
have shown a high level of loyalty to the school. The enduring outcomes of Macarthur, in producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others are highly regarded.



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 2012.

Income



Expenditure

