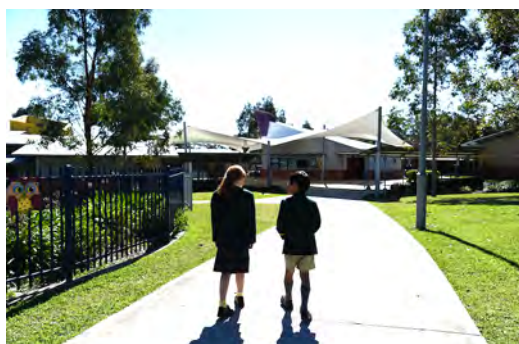




# MACARTHUR ANGLICAN SCHOOL

## Annual Report to the Board of Studies



## Educational and Financial Report

2013



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## A MESSAGE FROM KEY SCHOOL BODIES

### Introduction by the Chair of the School Council

It gives me pleasure to write this message at the beginning of the 2013 Annual Report for Macarthur Anglican School. 2013 was an excellent year in the life of Macarthur Anglican School and there was much to celebrate and much for which we may be grateful to God. In this 2013 Annual Report, we have the opportunity to review and appreciate the achievements of individuals, groups and the school as whole.



If it takes a village to raise a child, it takes a school to educate one. And Macarthur Anglican School is a community in the same way a village is a community. One of the groups of volunteers that works behind the scenes to help the school function is the School Council. All members are people of strong Christian faith and represent a range of industries including (but not limited to) finance, education, ministry and business. The School Council met regularly throughout 2013 to observe the school's performance and monitor its progress. On these pages, I would like to thank all our Council members for the time they donate and their commitment to the life of Macarthur. Their expertise and faithfulness is valued.



2013 brought about a significant change in the School Council with the retirement of Dr Allan Beavis, OAM, who served on the Council for eighteen years and in the role of Chair for seven years. Dr Beavis ushered in a new era of governance at Macarthur which sharpened the focus of Council in its responsibilities while at the same time further empowering the Head. Dr Beavis brought an unfailing commitment to Anglican education as well as a wealth of experience to the role and led the Council with a calm sense of purpose.

2013 was the thirtieth year for Macarthur, a year which saw an increase in enrolments, careful financial management and outstanding leadership and management of the school. Remarkably, this was in the face of uncertain political environments and a funding environment which bordered on the intolerable. Despite this, Macarthur continued to emerge as a school of choice in the region.

The Macarthur School Council continues to be delighted by the performance of the Headmaster, Dr David Nockles. Dr Nockles is surrounded by an outstanding executive team and staff. I would like to acknowledge and thank all of the teaching and non-teaching staff for their efforts throughout 2013, especially with the introduction of the National Curriculum and the

implementation of new technologies in the classroom, such as iPads. In speaking with individual staff members I have been thoroughly impressed by the way in which teaching staff approached this change and saw it as an opportunity to review teaching practices and update resources.

This Annual Report highlights the outstanding achievements of the school, its staff, the students and how effectively all have worked together as a community. The more I read on matters such as genetic engineering, the more I realise that the graduates we need today in this field and indeed in so many others, are people tooled up in the sciences, skilled in corporate understanding and articulate around ethical issues. At Macarthur, we aim to see that all this is underpinned by a Christian faith which bring compassion, humility and a Gospel focus.

This is where Macarthur Anglican School excels. Acknowledging first and foremost our dependence on our Lord God, Macarthur seeks to provide an education which is rich in information, understanding and life experiences. It aims to prepare students to take on the challenges of further education and to prepare them well to be responsible and considerate citizens, well-prepared to face the ethical challenges of the future. We have much to be thankful for and I trust that each section in this report will be informative and enlightening with regard to what happened through the 2013 school year at Macarthur Anglican School.

**Mrs Annabel Michie, BA (Macq)**  
**Chair of Council**

## A Message from the Headmaster

The completion of 2013, as reviewed in this Annual Report, coincides with the completion of thirty years of continuous service by Macarthur Anglican School to the families of the Macarthur region and beyond. Since the first classes began in February 1984, about four thousand eight hundred students, including those currently enrolled, have attended the school. The great majority of these students resided within a twenty kilometre radius of the school, while some have also attended from the South Coast and Southern Highlands and from abroad as International and Exchange Students. A growing number of former students now continue their association with the school through the enrolment of their own children.



Looking back over those thirty years, it is quite remarkable to think of the 'reach' the school has had in touching the lives of so many people in that time. However, the purpose of this 2013 Annual Report is to look at the most recent events in the life of the school and to comment on the measures required by the NSW Board of Studies. I trust that the various sections of the report will allow you to gain a glimpse into the many facets of life at Macarthur in 2013.

The Chair of Council, Mrs Annabel Michie, has already commented on the fact that 2013 contained a significant change in the governance of Macarthur Anglican School with the retirement from the School Council of Dr Allan Beavis, OAM. Dr Beavis gave eighteen years service to the School Council, seven as Chairman. I would also like to acknowledge in this report the time Dr Beavis spent on Council and his leadership over many years as Chair. His service to the School was outstanding.

The men and women of the School Council serve the school in unseen ways, bringing considerable experience to policy formation and strategic development. In 2013, I once again enjoyed putting the visions and policies of the Council into action and wish to thank them for their wise governance. I thank the Chair, Mrs Michie for her ongoing support and her leadership of the School Council.

I would also like to acknowledge in this report the contribution of the Foundation Headmaster, Mr David Lloyd, BA, DipEd, FACE, who died in August 2013. Mr Lloyd served as Headmaster for the first five years of the school's life from 1984 to 1988. The school is deeply indebted to Mr Lloyd for his work in setting the school on the path to its stature we experience today.

I have the privilege each day of interacting with tomorrow's generation of leaders. What I see in the lives of our students, both the very young and those who are now young adults, fills me with great hope. During my doctoral research recently published, I was delighted that the students'



vision and hope for the future were so obvious and palpable. Younger people strive to use technological advances to address problems and to improve the world. Although there is an interesting tension between cautious control of emerging technologies and the hope that lies in them, 2013 was a year of intense learning for our staff and students as together we embraced the iPad world as an integrated learning platform. As a result, we saw significant changes and potential improvements in the pedagogical approach to learning.

I find it fascinating as I walk around the school, frequently noticing students making videos or taking photos as part of everyday lessons. In class, I have been fascinated to see how the students have developed individual and creative ways of taking notes, presenting work and collaborating in their learning. I am confident that the students at Macarthur are well prepared for the future and look forward to its challenges and opportunities.

Our students are well aware that I expect them to strive for excellence in all they do, because if we are to do as instructed in the scriptures we are to do everything for the Glory of God. From 1 Corinthians 10: 31 –

*So whether you eat or drink or whatever you do, do it all for the Glory of God. Be excellent not because it brings you honour or esteem but rather because it rightfully brings Glory to God.*

Of course the opportunities that are made available to the students do not just happen but are planned and driven by committed and excellent staff. Once again I would like to thank the extraordinary staff and faculty that we are blessed with at Macarthur. The teachers and support staff are committed to excellence throughout the school. Our teachers are consummate professionals and seek to develop their skill not only in the school, but beyond, adding to the broader educational landscape.

The Parents and Friends continued to be a great support to the school in 2013. As part of this message I wish to express my appreciation for the considerable contribution by parents who volunteer their time and effort to the benefit of the students at Macarthur. The Parents and Friends, along with the school's other fundraising activities, contributed to a great deal of work around the school campus in 2013, improving facilities to the benefit of students. This ongoing support and the commitment of families who gave to the Building, Library and Scholarship Funds will contribute a great legacy beyond this generation of students to the benefit of those yet to come.

We thank God for his ongoing care of the school as we seek to bring him glory through the work of this school. I am sure this report will allow you to see what a wonderful year it was in 2013, as Macarthur completed its first thirty years of service to the Macarthur Region and beyond.

**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. Indeed during 2013, some of the school's extensive land holdings, which could not be developed for future school use, were purchased by a building company to develop for further housing on the school's boundary



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 8, 9 and 10 gifted students can join the Aristotle and Socrates Programmes involving them in deep learning tasks and often linking them with mentors at the University of Western Sydney, Campbelltown. Choirs and Instrumental programmes involving string and band instruments 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 believes that the introduction of music training at a very young age is beneficial in the intellectual development of children.

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. During 2013, there was a relocation of the classroom used for the Learning Support Programme, providing sufficient space and an encouraging learning environment.



The development of Christian values and attitudes is encouraged through a comprehensive pastoral care programme and the availability of a wide range of voluntary Christian activities. Student community service and outreach opportunities locally, nationally and overseas are available. The school continues to introduce young students of the Year 6 cohort to the concept of mission and service to others through a North Queensland Outreach trip. Older

students, generally when they are in Year 11, can take part in the Thailand Outreach, when the group has experience of working with children from a different culture and who are significantly

underprivileged. The House system develops a sense of community and is the basis for sporting and other competitions. The focus in recent years on building a strong House spirit among students and staff has been very successful.

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, Oasis Christian groups, Clubs such as Photography and Robotics, Agricultural Show Team, Junior School co-curricular activities 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. Active parent groups, known as Women at Macarthur (W@M) and Men at Macarthur (M@M) have successfully operated bringing parents together

at a number of social occasions, while at the same time contributing both financially and in kind towards improvements in the school amenities.



The school continued to be active in pursuing funds to assist in its development and during 2013, increased to five the number of '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	2013					
Colour Scheme <div>Red &amp; Green</div> <div>Submit</div> <div>Alternate view: <a href="#">Results in graphs</a></div>										
	Reading		Persuasive Writing		Spelling	Grammar and Punctuation		Numeracy		
Year 3	<b>422</b> 401 - 442		<b>413</b> 396 - 430		<b>416</b> 397 - 434		<b>427</b> 406 - 449		<b>412</b> 395 - 429	
	SIM <b>450</b> 441 - 459	ALL <b>419</b>	SIM <b>437</b> 429 - 445	ALL <b>416</b>	SIM <b>433</b> 424 - 441	ALL <b>411</b>	SIM <b>458</b> 449 - 468	ALL <b>428</b>	SIM <b>423</b> 415 - 432	ALL <b>397</b>
	<b>521</b> 505 - 538		<b>496</b> 480 - 512		<b>512</b> 496 - 527		<b>522</b> 504 - 541		<b>520</b> 506 - 535	
Year 5	SIM <b>527</b> 519 - 536	ALL <b>502</b>	SIM <b>500</b> 492 - 508	ALL <b>478</b>	SIM <b>514</b> 506 - 522	ALL <b>494</b>	SIM <b>528</b> 519 - 537	ALL <b>501</b>	SIM <b>513</b> 505 - 521	ALL <b>486</b>
	<b>579</b> 567 - 590		<b>545</b> 532 - 557		<b>581</b> 569 - 592		<b>590</b> 577 - 603		<b>583</b> 571 - 594	
	SIM <b>568</b> 560 - 575	ALL <b>541</b>	SIM <b>546</b> 537 - 554	ALL <b>517</b>	SIM <b>570</b> 563 - 578	ALL <b>549</b>	SIM <b>567</b> 558 - 576	ALL <b>535</b>	SIM <b>572</b> 564 - 579	ALL <b>542</b>
Year 7	<b>614</b> 600 - 627		<b>590</b> 572 - 607		<b>607</b> 592 - 622		<b>606</b> 591 - 622		<b>625</b> 612 - 637	
	SIM <b>609</b> 602 - 616	ALL <b>580</b>	SIM <b>590</b> 581 - 600	ALL <b>554</b>	SIM <b>606</b> 598 - 614	ALL <b>583</b>	SIM <b>612</b> 603 - 620	ALL <b>573</b>	SIM <b>621</b> 613 - 628	ALL <b>584</b>

In 2013, 44 Year 3 students, 50 Year 5 students, 90 Year 7 students and 61 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 2013. Macarthur's results are above or substantially above State average compared to all Australian Schools in all domains for Years 5, 7 and 9. The comparison with like-schools indicated that Macarthur performed better in Numeracy in Years 3 and all domains in Years 5, 7 and 9.

### Year 3 NAPLAN Results

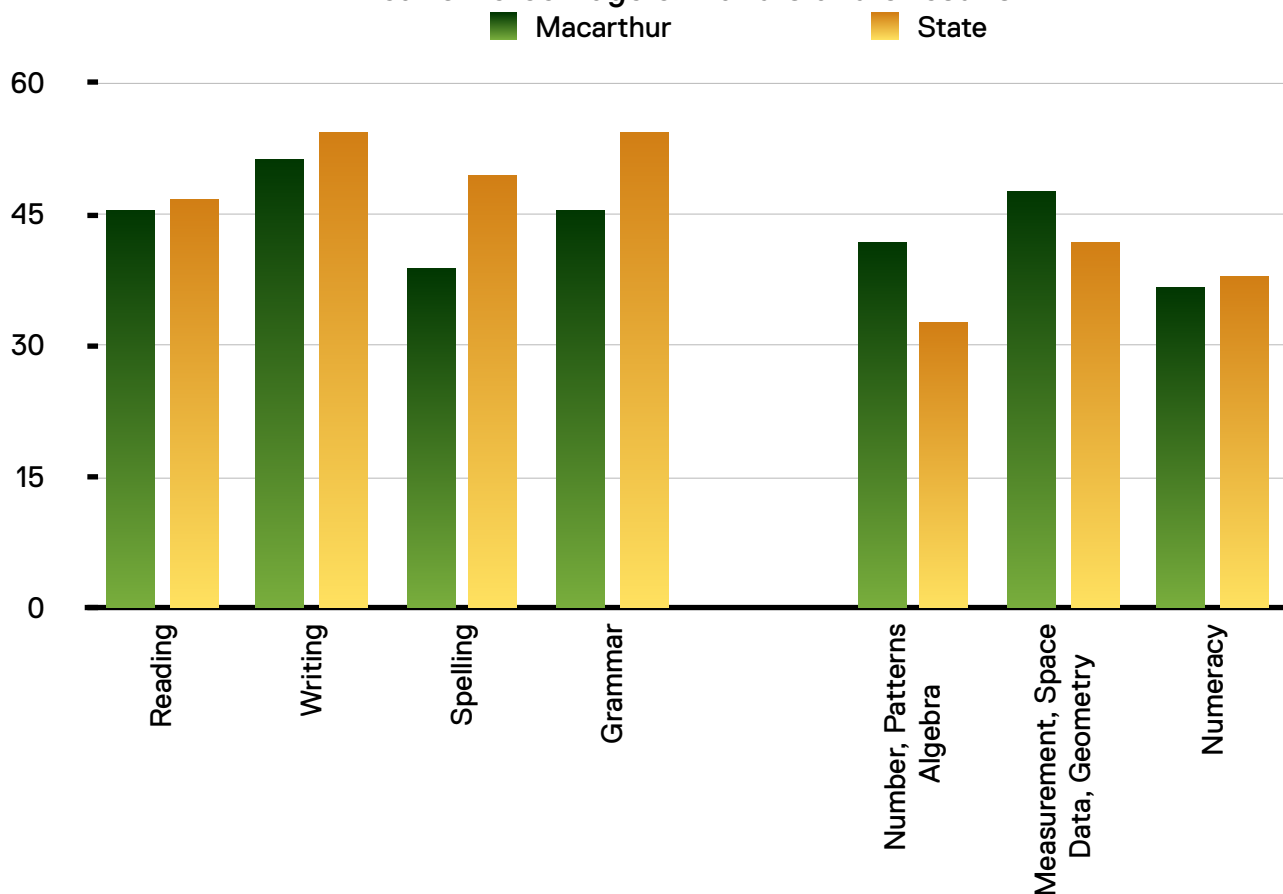
	Reading	Writing	Spelling	Grammar and Punctuation	Number, Patterns and Algebra	Measurement, Data, Space and Geometry	Numeracy
State Mean	424.8	422.7	423.0	437.0	406.0	403.0	4054.6
School Mean	421.6	412.8	415.9	427.5	419.3	406.9	412.0



In Year 3, one student was absent from all tests, two students were absent from the Writing test, one student was exempt and one was withdrawn. The table above shows that the School's Year 3 mean results were above the State mean for all domains in Numeracy. The majority of students achieved well above the National Minimum Standards for all tests (see table below).

Year 3 2013 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands  Macarthur	% Students achieving top two bands  State
Reading	2.2	86.4	45.4	46.6
Writing	2.3	90.7	51.2	54.2
Spelling	8.9	90.0	38.7	49.6
Grammar and Punctuation	4.4	90.9	45.5	54.4
Number, Patterns and Algebra	n/a	95.4	41.8	32.6
Measurement, Data, Space and Geometry	n/a	90.9	47.7	41.8
Numeracy	4.4	94.4	36.6	32.6

Year 3 Percentage of Band 5 and 6 results



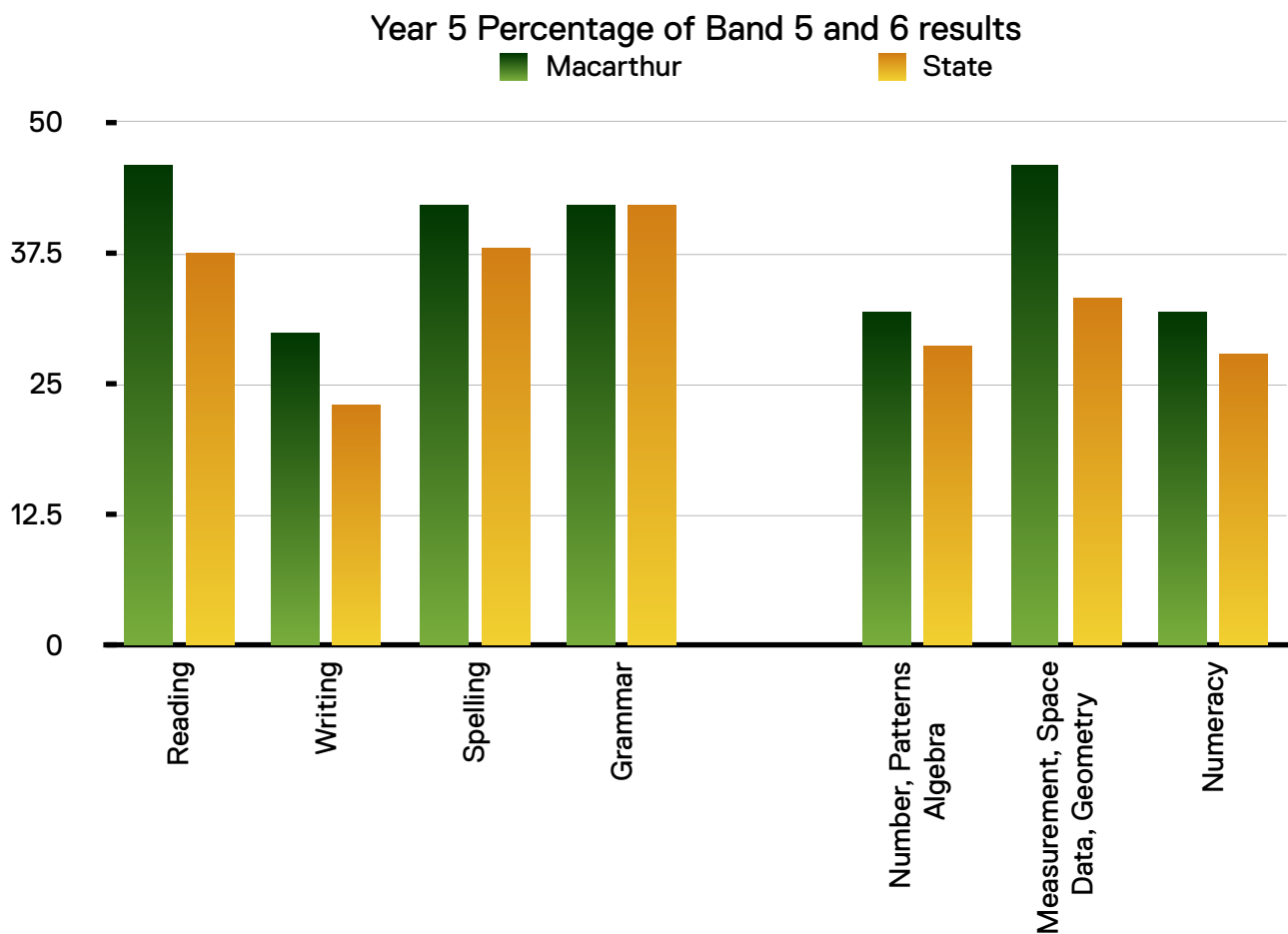
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## Year 5 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Number, Patterns and Algebra	Measurement, Data, Space and Geometry	Numeracy
<b>State Mean</b>	507.0	484.1	504.6	508.4	494.9	494.8	494.9
<b>School Mean</b>	521.3	496.5	511.5	522.4	514.2	526.0	514.2

One Year 5 student was absent for the tests. 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 Grammar and Punctuation, (which was the same as the State Average) there was a far greater percentage of students achieving results in the top two bands (Bands 7 and 8) compared to the State.

Year 5 2013 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands Macarthur	% Students achieving top two bands State
<b>Reading</b>	0	89	46	37.4
<b>Writing</b>	2	90	30	23.0
<b>Spelling</b>	0	92	42	37.9
<b>Grammar and Punctuation</b>	0	94	42	42.1
<b>Number, Patterns and Algebra</b>	n/a	90	32	28.7
<b>Measurement, Data, Space and Geometry</b>	n/a	92	46	33.1
<b>Numeracy</b>	0	90	32	27.8



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

	% Students achieving in the highest band (Band 6)	% Students achieving in the highest band (Band 6)
	Macarthur Anglican School	New South Wales
Numeracy	26	14.8
Reading	10	15.3
Writing	10	7.8
Spelling	18	13.2
Grammar and Punctuation	26	19.0

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



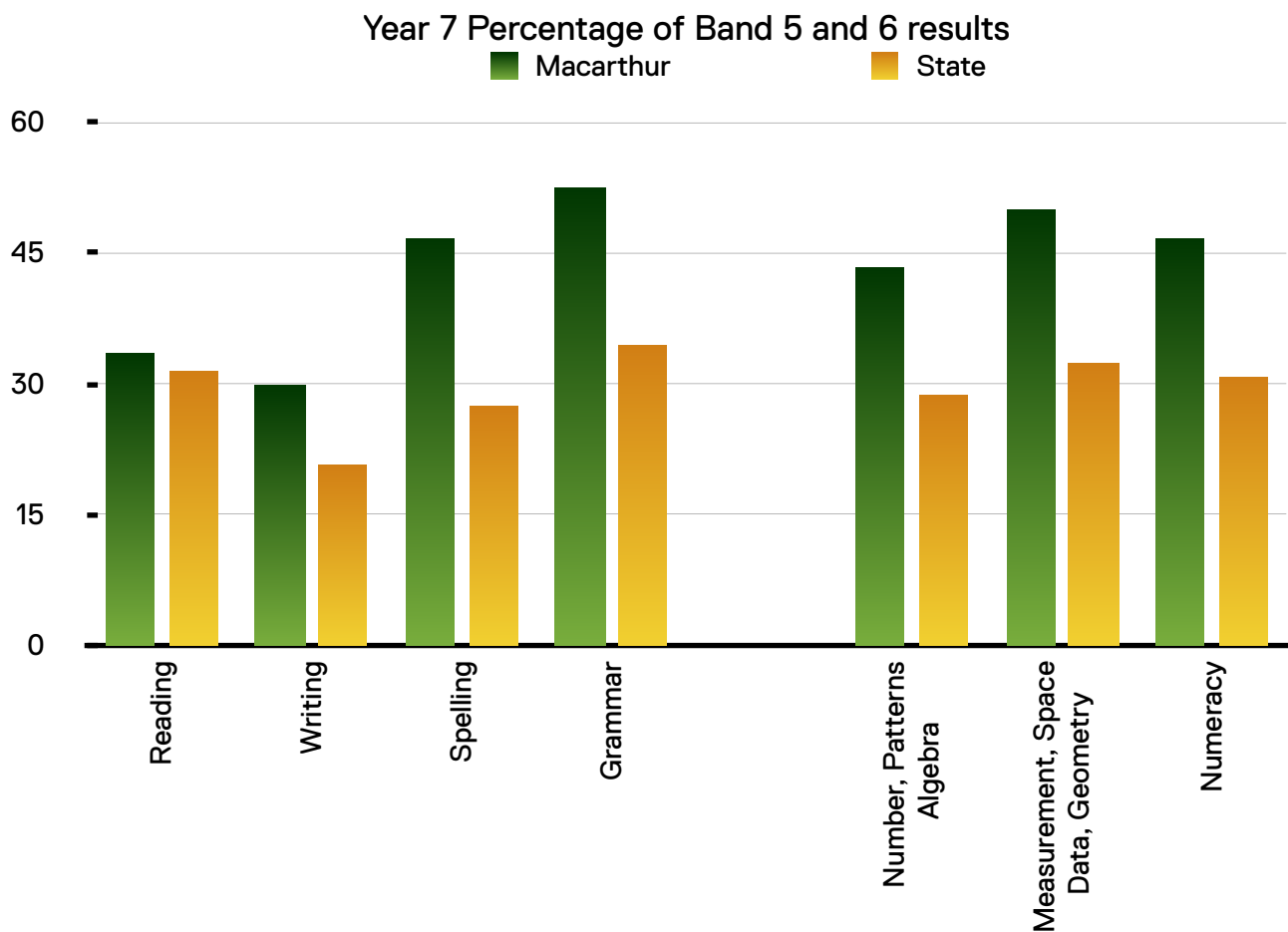


## Year 7 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Number, Patterns and Algebra	Measurement, Data, Space and Geometry	Numeracy
<b>State Mean</b>	544.5	516.9	559.4	542.0	548.0	550.7	549.5
<b>School Mean</b>	578.5	544.6	580.9	590.0	577.7	587.6	582.6

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. No students were absent or exempted from tests. One student was withdrawn from the tests.

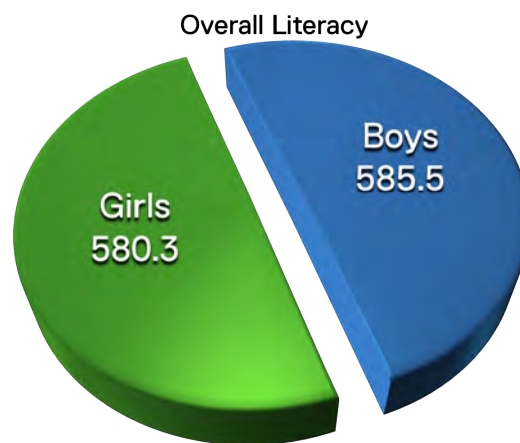
Year 7 2013 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands Macarthur	% Students achieving top two bands State
<b>Reading</b>	0	95.6	33.6	31.5
<b>Writing</b>	3.3	82.3	30.0	20.8
<b>Spelling</b>	0	91.1	46.7	27.5
<b>Grammar and Punctuation</b>	5.6	91.1	52.3	34.5
<b>Number, Patterns and Algebra</b>	n/a	96.7	43.3	28.7
<b>Measurement, Data, Space and Geometry</b>	n/a	93.3	50	32.2
<b>Numeracy</b>	0	97.8	46.6	30.9



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 all domains, Numeracy, Reading, Writing, Spelling and Grammar and Punctuation exceeded the percentage of students in the State as a whole.

	% Students achieving in the highest band (Band 6)	% Students achieving in the highest band (Band 6)
	Macarthur Anglican School	New South Wales
<b>Numeracy</b>	24.4	14.6
<b>Reading</b>	22.2	11.4
<b>Writing</b>	11.1	6.0
<b>Spelling</b>	20.0	13.1
<b>Grammar and Punctuation</b>	25.6	15.1



The pie graphs above show that girls significantly outperformed boys in all Literacy tests. Boys marginally 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 2011 and the Year 7 NAPLAN test in 2013 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 all domains except Spelling (which is marginally lower) are significantly above the level of growth (especially Numeracy) for the State (refer table below).

	2011 Average Scale Score Growth Macarthur	2011 Average Scale Score Growth State	2012 Average Scale Score Growth Macarthur	2012 Average Scale Score Growth State	2013 Average Scale Score Growth Macarthur	2013 Average Scale Score Growth State
Reading	35.8	40.7	35.1	49.8	53.7	48.4
Writing	n/a	n/a	n/a	n/a	30.8	24.5
Spelling	35.5	44.0	45.1	53.4	59.7	61.3
Grammar and Punctuation	21.6	30.1	49.3	39.5	56.9	33.2
Numeracy	51.0	46.8	63.0	45.6	90.0	48.6

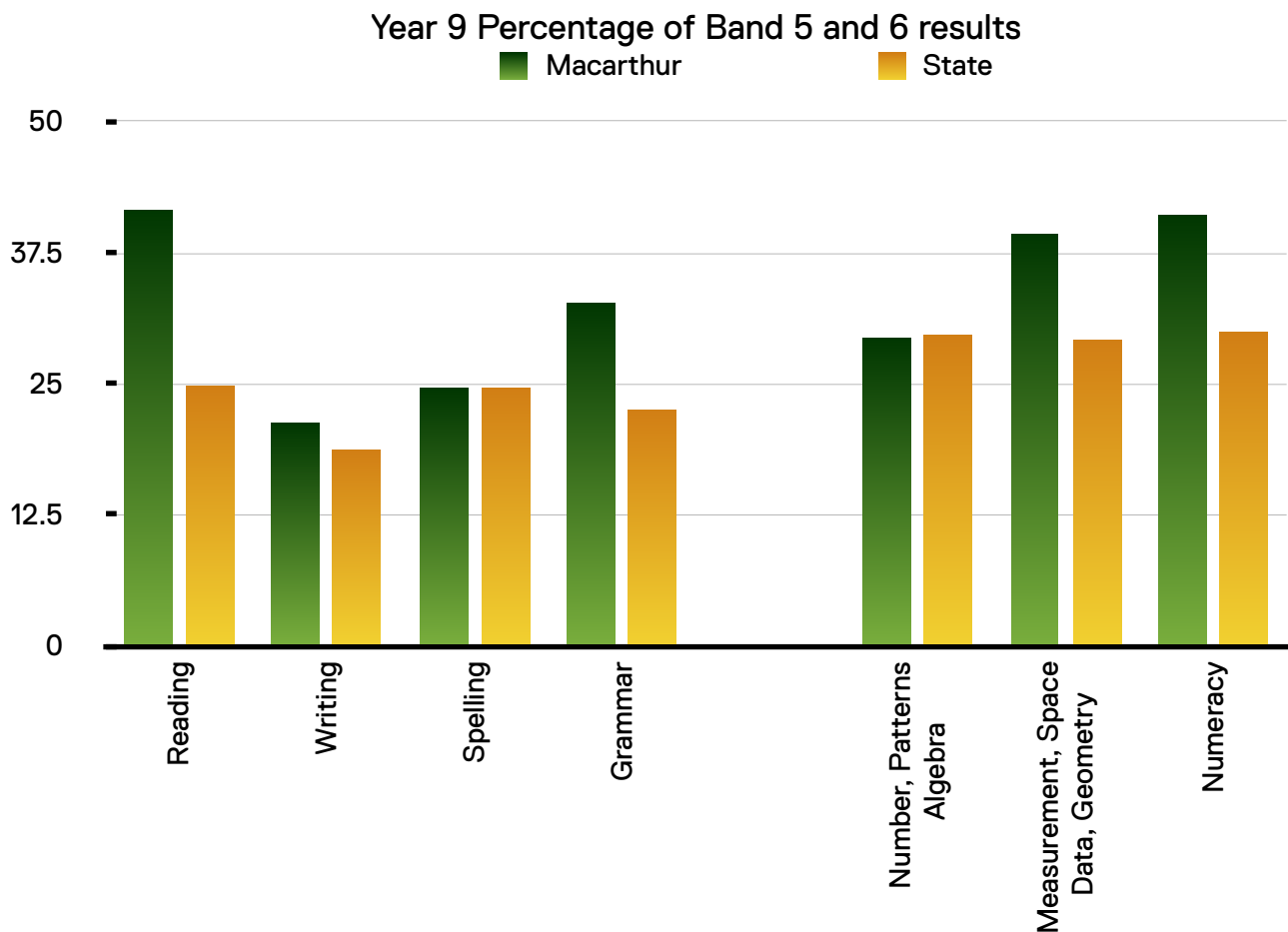
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## Year 9 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Number, Patterns and Algebra	Measurement, Data, Space and Geometry	Numeracy
<b>State Mean</b>	585.6	554.2	591.8	579.3	596.8	595.1	596.0
<b>School Mean</b>	613.6	589.5	607.1	606.2	606.2	625.7	624.9

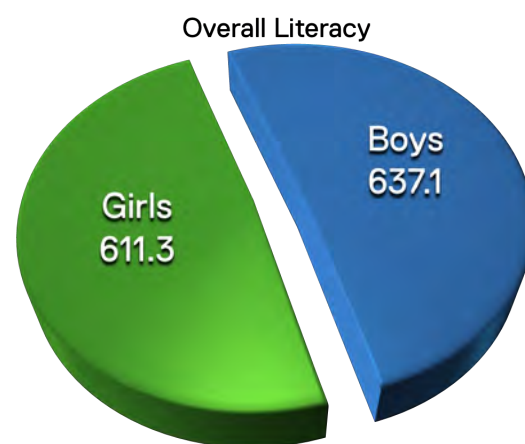
Macarthur students achieved well above the State Mean in all tests (indicated in the table above). The table below indicates that the majority of Year 9 students achieved results well above the National Benchmark in all tests. One student was absent from the reading test. No students were withdrawn or exempted.

Year 9 2013 NAPLAN Test	% 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	% Students achieving top two bands State
<b>Reading</b>	1.7	86.6	35	73	41.6	24.8
<b>Writing</b>	1.6	82.0	33	69	21.3	18.6
<b>Spelling</b>	0	91.8	19	63	24.6	24.6
<b>Grammar and Punctuation</b>	3.3	81.9	21	75	32.8	22.6
<b>Number, Patterns and Algebra</b>	n/a	85.3	n/a	n/a	39.4	29.6
<b>Measurement, Data, Space and Geometry</b>	n/a	86.9	n/a	n/a	39.4	29.1
<b>Numeracy</b>	0	86.9	36	58	41.0	29.9



The graph above shows that 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 Numeracy, Reading and Grammar and Punctuation but was lower than the State in the top band for Writing and Spelling. This is an area that will be monitored.

	% Students achieving in the highest band (Band 6)	% Students achieving in the highest band (Band 6)
	Macarthur Anglican School	New South Wales
<b>Numeracy</b>	24.6	16.3
<b>Reading</b>	8.3	5.9
<b>Writing</b>	4.9	7.9
<b>Spelling</b>	6.6	9.8
<b>Grammar and Punctuation</b>	11.5	10.3



## THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT

### The Record of School Achievement (RoSA)

#### Stage 5

In 2013, 92 students satisfied the requirements of the Stage 5 RoSA. 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 Robert Archer, Jacklyn Favretti, Tracy Gidiess, Dayna Girven, Ellen House, Tahlia McCroary and Alanah Monger who achieved 'A' grades in every subject.

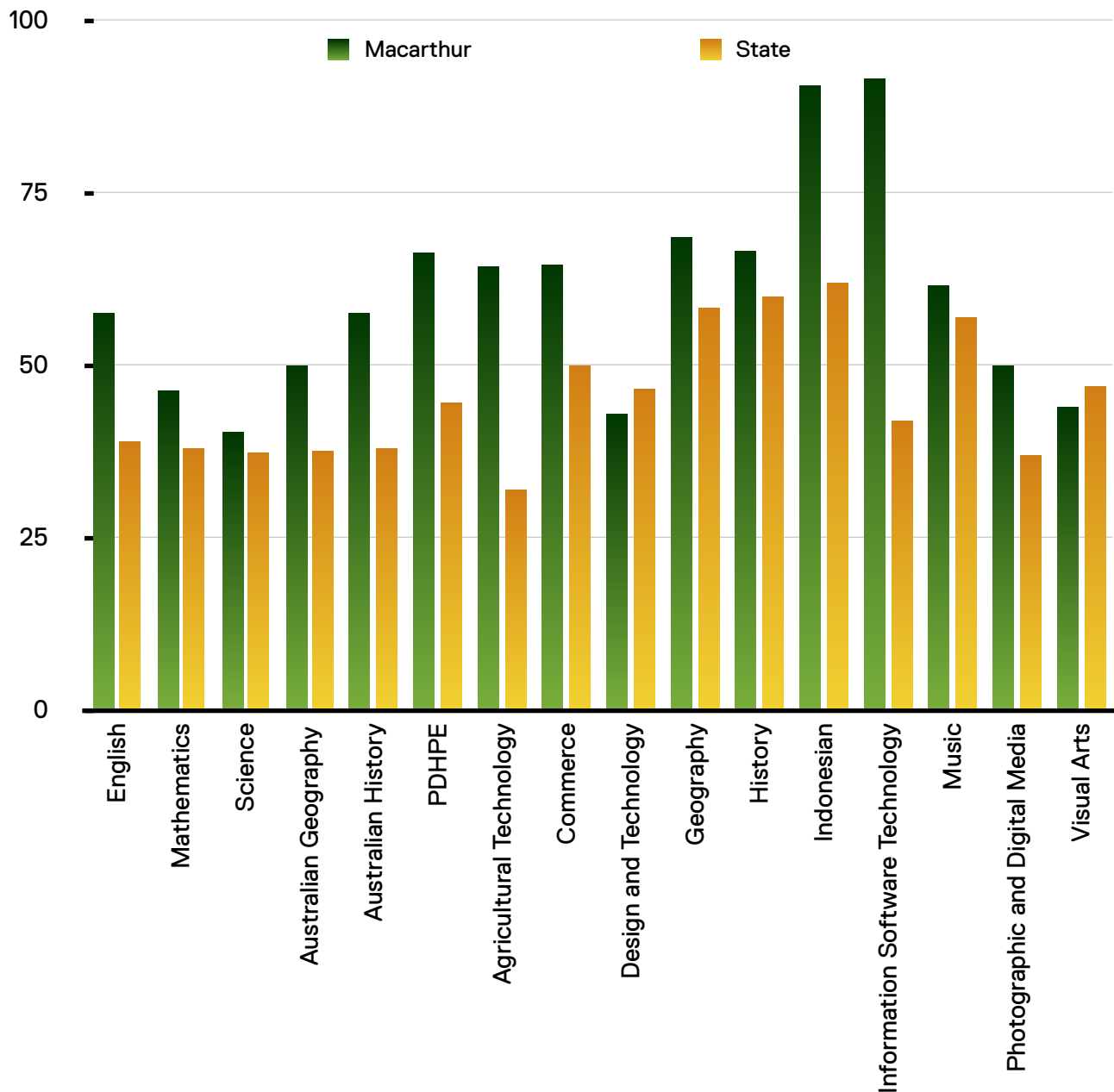
#### 2013 Stage 5 School vs State Grading Comparison – % 'A' and 'B' Grades

Subject	A Grades	A Grades	B Grades	B Grades
	Macarthur	State	Macarthur	State
English	25.00	12.43	32.61	26.37
Mathematics	16.48	14.89	29.67	22.83
Science	16.30	13.17	23.91	23.97
Australian Geography	23.91	12.96	26.09	24.69
Australian History	23.91	13.45	33.70	24.47
PDHPE	17.39	14.14	48.91	30.39
Agricultural Technology	50.00	9.08	14.29	22.92
Commerce	35.48	18.82	29.03	30.90
Design and Technology	14.29	16.90	28.57	29.60
Geography	31.58	29.04	36.84	29.13
History	27.78	27.92	38.89	32.10
Indonesian	61.90	36.87	28.57	25.14
Information Software and Technology	25.00	14.48	66.67	27.30
Music	15.38	31.88	46.15	25.04
Photographic and DigitalMedia	16.67	18.43	33.33	18.43
Visual Arts	12.50	15.69	31.25	31.10

The percentage of A and B grades combined for Macarthur compared to the State is shown in the graph on the following page.



School vs State Grading Comparison showing total percentages of 'A' and 'B' Grades



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## RESULTS OF THE HIGHER SCHOOL CERTIFICATE

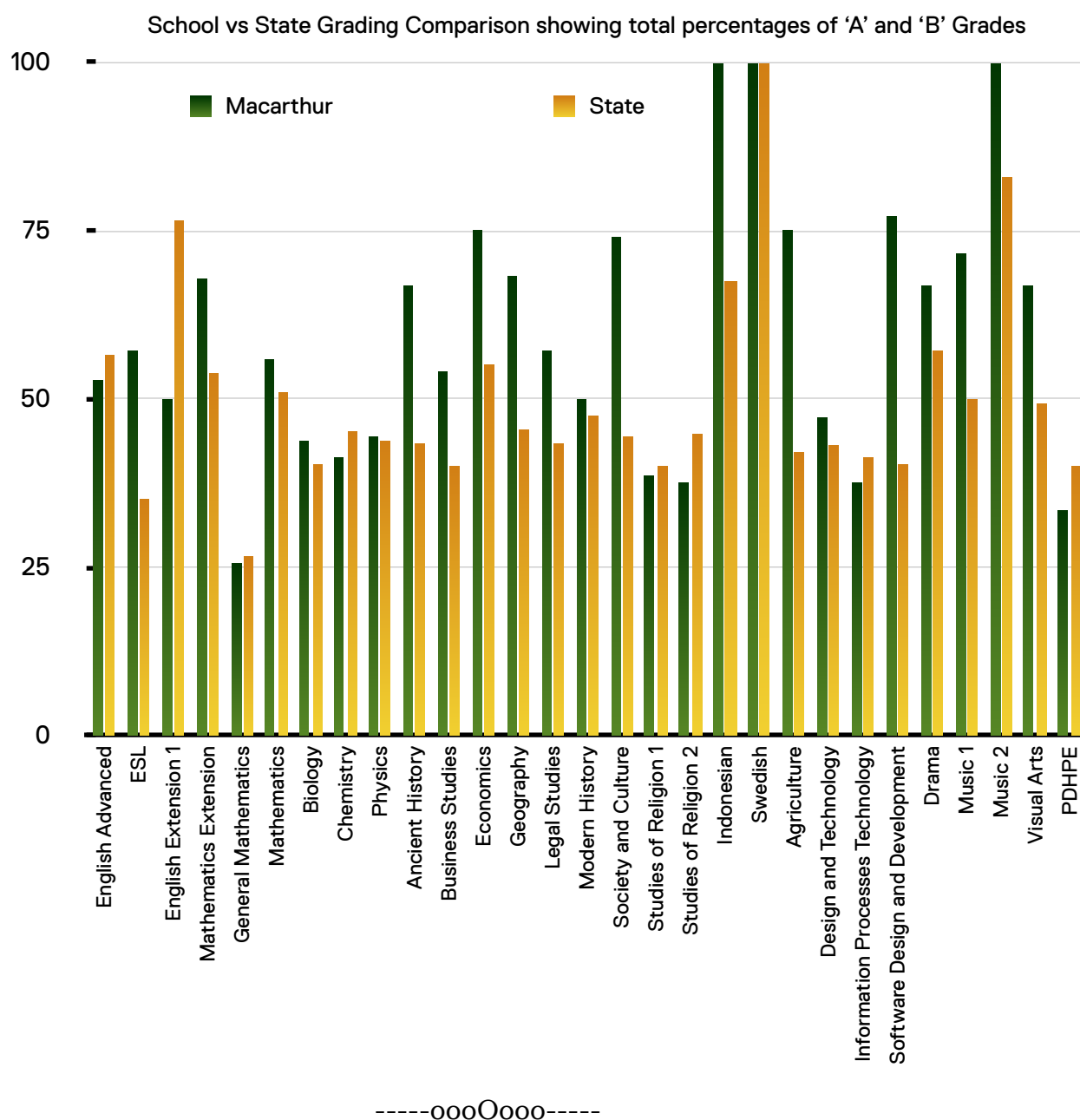
### Preliminary HSC

In 2013, 81 students satisfied the requirements of the Preliminary HSC. An additional student completed Mathematics and Mathematics Extension as an accelerant. The Preliminary results were pleasing with most subjects having a higher percentage of A and B grades compared to the State. Mackenzie Edgington achieved 'A' grades in every subject.

### 2013 Preliminary HSC School vs State Grading Comparison – % 'A' and 'B' Grades

Subject	A Grades Macarthur	A Grades State	B Grades Macarthur	B Grades State
English Advanced	17.57	18.60	35.14	38.01
ESL	28.57	11.43	28.57	23.79
English Extension 1	22.73	35.63	27.27	40.75
Mathematics Extension	38.71	27.23	29.03	26.62
General Mathematics	5.13	7.22	20.51	19.35
Mathematics	34.88	25.47	20.93	25.58
Biology	25	13.07	18.75	27.39
Chemistry	5.88	17.06	35.29	28.22
Physics	5.56	16.06	38.89	27.57
Ancient History	50	15.46	16.67	27.77
Business Studies	16.67	13.42	37.5	26.59
Economics	0	23.26	75	31.92
Geography	27.28	17.03	40.91	28.36
Legal Studies	21.43	16.93	35.71	26.52
Modern History	18.18	18.3	31.82	29.32
Society and Culture	30.43	15.42	43.48	29.11
Studies of Religion 1	7.96	14.31	30.77	25.60
Studies of Religion 2	12.5	15.39	25	29.29
Indonesian	50	41.89	50	25.68
Swedish	100	80	0	20
Agriculture	37.5	19.43	37.5	22.53
Design and Technology	17.65	16.18	29.41	26.86
Information Processes Technology	12.5	14.73	25	26.46
Software Design and Development	48.57	15.89	28.57	24.56

Subject	A Grades Macarthur	A Grades State	B Grades Macarthur	B Grades State
Drama	11.11	20.47	55.56	36.74
Music 1	28.57	17.22	42.86	32.68
Music 2	50	46.07	50	36.82
Visual Arts	16.67	19.01	50	30.35
PDHPE	20	13.5	13.3	26.38



## The Higher School Certificate

In 2013, Macarthur Anglican School presented 75 students for the Higher School Certificate. Of this group, 35 (47%) were girls and 40 (53%) were boys. Thirty-eight subjects were presented at Macarthur in 2013. Chinese Background Speakers and Swedish Continuers were studied externally. 74 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. 11% of candidates presented for the HSC in 2013 attained ATARs over 95 and 40% achieved ATARs over 80.

Students appeared on the HSC Honour roll 47 times for achieving Band 6 or E4 results with one third of all students recognised as Distinguished Achievers. One student was presented with an All Rounder Award for achieving Band 6 results for every subject.

Almost a third of students achieved Band 6 results and 75% of students gained results of Band 5 and above. 67% of tracked students were at or above the Value Added Benchmark. Positive academic growth was evident across the ability range.

	2010	2011	2012	2013
Students who achieved a Band 6 result	25%	33%	25%	32%
Students who achieved a Band 5 result	70%	75%	77%	75%

In 2013, 31.5% of the students who qualified for an ATAR studied 12+ units (an increase), 20.5% studied 11 units (a slight decrease) while 47.9% studied 10 units (a slight decrease). The percentage of students who included at least one extension unit in their pattern of study increased by 3.5% to 41.1%.

The 2013 dux of the School was Amit Dogra, achieving an ATAR of 99.1. Amit attained first place in Indonesian Extension. Adrian Guy was nominated for OnStage for his Drama monologue. Other top achievers include Eamonn Kearney (1<sup>st</sup> in the State in Swedish Continuers), Elizabeth Stone (2<sup>nd</sup> in Indonesian Extension), Katherine Harris (3<sup>rd</sup> in Indonesian Extension and Eve House (5<sup>th</sup> place in Indonesian Continuers)..

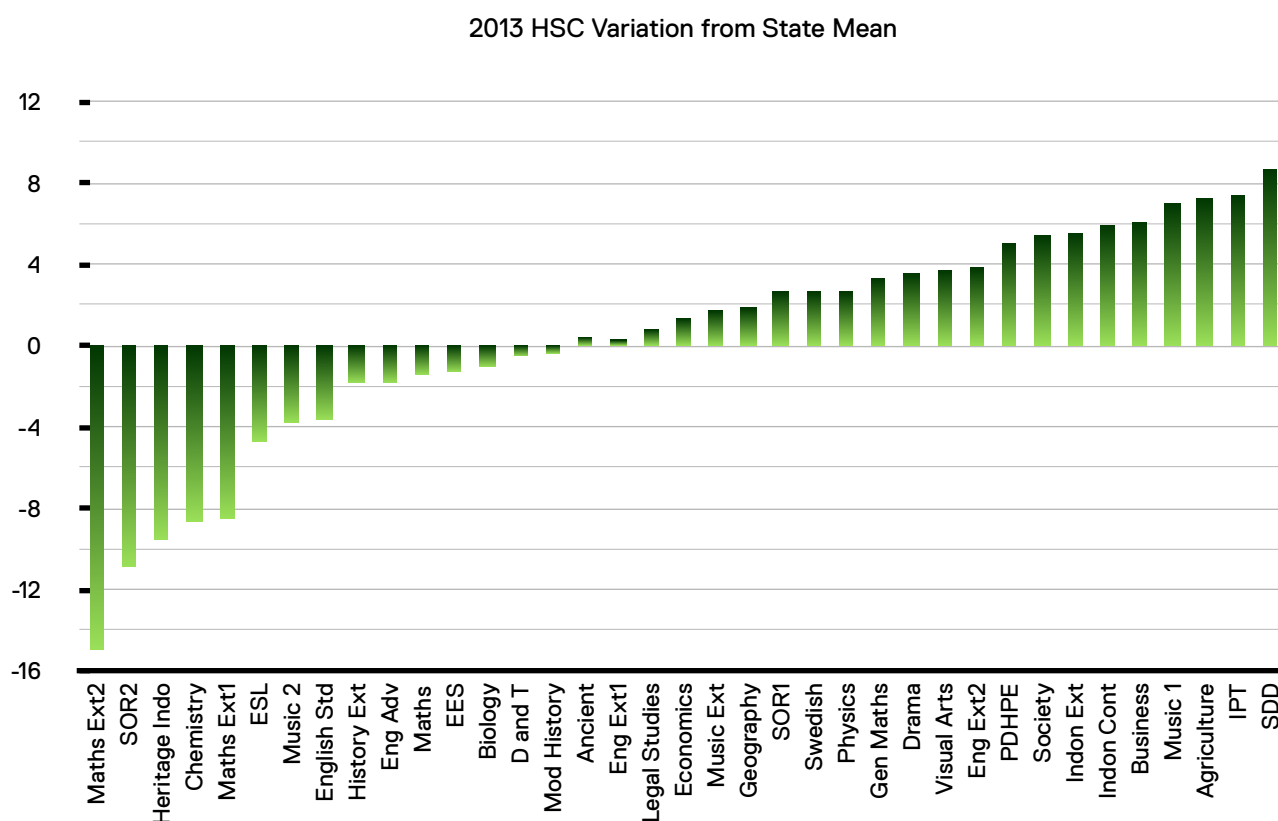
## Mean and Median Year 12 HSC Results

	2008	2009	2010	2011	2012	2013
Mean	69.42	73.15	70.51	74.41	69.29	72.70
Median	72.00	72.66	69.75	77.43	75.15	75.00

The Mean of the Year 12 ATAR results is higher than 2012 and the Median is similar to 2012.

### Variation from State Mean

Two thirds of the subjects in 2013 were above the State Mean with Software Design and Development, Information Processes Technology, Agriculture, Music 1, Business Studies, Indonesian Continuers and Extension, Society and Culture and PDHPE leading the field. as shown in the following graph.



### ATAR Distribution

In 2013, more girls (8.2%) than boys (5.5%) attained ATARs in the 90-100 range. More girls (16.45%) than boys (11%) also attained ATARS in the 80-90 range. There was a greater percentage of boys (4.1%) compared to girls (2.7%) who attained ATARs below 40. The mean for boys increased by 6.63 points and the median increased by 4.25 points from 2012 to 2013. The mean ATAR for girls increased by 1.05 from 2012 to 2013 and the median increased by 2.63. 80% of students were offered a position in a university for 2014. Of the students who applied for university, 97% of the students were offered a place.

2013	Male	Female	Totals
Count	40	35	75
Mean ATAR	71.13	74.41	72.70
Standard Deviation	17.53	19.59	18.49
Maximum	99.1	99.0	99.1
Minimum	30.75	34.55	30.75
Median	74.15	80.00	75.00

ATAR	2010	2011	2012	2013
Highest	98.15	98.30	97.15	99.1
Mean	70.51	74.41	69.29	72.70
Median	69.75	77.43	75.15	75.00

## Support Strategies

During 2013 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 2013.
- ♦ Students were able to apply for a study coach to work closely with them, helping to motivate them, and assisting them with time management and study strategies for tests and examinations. Twenty students were assigned a study coach.
- ♦ 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. Alternatively they could 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 Higher School Certificate 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 two and a half weeks before their examinations and many students continued to use the library facilities 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
- ♦ The school's library was open and available during all vacation periods and after normal lesson times for private study and access to resources.
- ♦ Tutorials offered on a rotational basis by Year 12 teachers helped solve problems and increased opportunities for students to work on their major projects with teacher support.
- ♦ Visits to the school by staff from several universities, including the University of Western Sydney and the University of Wollongong helped to explain courses and opportunities in tertiary education as well as providing motivation to keep studying.

- ♦ Visits by Year 12 to the campuses of the University of Wollongong and the University of Western Sydney for Open Days also helped to keep students focused on the goals of their studies.

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## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Teacher Qualifications

The 2013 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	72
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	0
Teachers who do not have qualifications as described on (a) and (b) but have successful teaching experience or appropriate knowledge relevant to the teaching context.	0

### Professional Learning

*(This section contributed by the Deputy Headmaster, Mr Andrew Kokic.)*

It is getting harder to become a teacher. which is a worthwhile change. Macarthur has embraced the National Standards on what makes a 'Proficient Teacher'. New Teachers have three to four years to reach these standards or leave the profession. By 2018 existing teachers will be automatically accredited but will be required to maintain their 'Proficient' status by completing one hundred hours of professional development every five years.

Each of the seven standards expected of teachers cover three domains: Professional Knowledge, Professional Practice and Professional Engagement. These standards are listed below:

#### Professional Knowledge

1. Know students and how they learn
2. Know the content and how to teach it

#### Professional Practice

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

#### Professional Engagement

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

It will not do for teachers to be effective in one or two domains. They will need to be 'Proficient' across *all* standards.

As a further measure of improving teacher quality, entrants to NSW undergraduate teaching programmes will require HSC Band 5 results in a minimum of three subjects, one of which must be English. This is certainly setting the academic bar high for would-be teachers.

The intention of all of these measures is to improve teacher quality. This can only be a good thing for students and the ultimate welfare of our country. After all, it is great teachers that make the most difference to a student's educational outcomes.

Macarthur teachers receive a extensive amount of on-the-job training in their early years. Senior staff regularly meet with them and mentor them. They observe lessons and monitor progress against the National Standards. This makes Macarthur a supportive environment for new teachers.

Further, as a school we are delighted to encourage our suitable students into the profession we love. And in some cases they even return to us on the teaching staff! Mrs K Elling, Mrs R Freestone, Mrs B Grady, Mr T Clarke, Mrs S McGlinn, Mrs E Looyen, and Mr D Hordern are all former students who are now permanent staff making wonderful contributions. Of course this list does not include the great number of former students who also work as support staff or in a casual capacity at the school.

It is a wonderful testimony of the school that so many desire to return and make their contribution to the next generation. And with the new National Accreditation Standards things can only get better.

Finally, Macarthur Anglican School is proud to report that the following teachers reached the standard of 'Proficient Teacher' in 2013, according to the Board of Studies Teaching and Educational Standards, (formerly provided by the NSW Board of Studies, and the NSW Institute of Teachers): Mrs Elma Stassen (Junior School Teacher), Mrs Anna Rhodes (Faculty of Science), Mrs Susie McGlinn (Librarian) and Mrs Sarah Piggott (Faculty of Music).

### **Professional Courses Attended by Staff**

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place in 2013 among Macarthur staff. Of the total time spent on professional development, a total of 1,580 hours when all internal professional development activities are included, 77.4% was carried out within the school and 22.6% in locations outside of the school.

Description of Professional Learning Activity	N° of Staff	Hours/ Person	Total
ABC Splash Live - Digital Ideas for the Classroom	1	6.5	6.5
Australian Charities and Not-for-Profits Commission NSW Information Session	1	3	3
Advanced Comparative Study - Frankenstein and Blade Runner	1	5.5	5.5
Agreement Interpretation Workshop	1	5.5	5.5
Association of Independent Schools (AIS) Charting a course to HSC Music	1	6	6
Association of Independent Schools (AIS) Child Protection	1	6	6
Association of Independent Schools (AIS) Creating Safer Independent Schools	2	6	12
Association of Independent Schools (AIS) Enhancing Your Child Protection Investigation Skills	1	7.5	7.5
Association of Independent Schools (AIS) Planning for Implementation	1	6.5	6.5
Association of Independent Schools (AIS) Teachers Mentoring Training Day	1	5	5
Association of Independent Schools (AIS) Workers Compensation Understanding Premium Calculations	1	2	2
Anaphylaxis Refresher Workshop	1	2	2
Asian Languages	1	6	6
Australian School Library Association Conference	1	24	24
Beginning Teachers 2 Part Workshop	1	6	6
Big Write and VCOP (Vocabulary, Connectives, Openers, Punctuation)	1	6	6
Chemistry - A Continuum of Learning	1	7	7
Conflict in Europe - Equipping teachers for teaching	1	6	6
Connected Learners Conference	1	7.5	7.5
Cracking the Hard Class	3	6.5	19.5
Creo 2.0 Training	1	12	12
Department of Education and Communities Touch Football Level 1 Coaching Accreditation	1	6.5	6.5
Developing Inquiry Learning in Science	1	6.5	6.5
Differentiation Strategies for Science	1	6	6
Digital Photography 1	1	6	6
Digital Record Keeping on a Limited Budget	1	4	4
Duke of Edinburgh Awards Training	2	6	12
Earth and Senior Science Teachers Conference	1	7.5	7.5
Embracing Change and Innovation in Music	1	7	7

Description of Professional Learning Activity	N° of Staff	Hours/ Person	Total
Engaging Readers Through Response	1	2.5	2.5
Engaging Students with Number Session	1	2	2
Engaging With Contemporary Indonesia	3	7	21
English Extension 1 – Imaginative Writing	1	6.5	6.5
English K-10 Implementing NSW Syllabus Primary	1	6	6
Exercise Physiology and Biomechanics	1	6	6
Explicit Teaching Strategies for Reading Comprehension	1	2.5	2.5
FileMaker Solutions iPad and iPhone	1	8	8
Financial Management Seminar	1	4	4
Firing Up Biblical Studies Anglican Education Commission	2	6	12
Focusing on Phonemic Awareness	1	2.5	2.5
Focusing on Spoken Language	1	2.5	2.5
Google Digital Technology Curriculum	1	9	9
Graduate Certificate of Asian Languages	1	130	130
Grammar - Writing Course by Webinar	1	8	8
Grammar Years 2 – 6	1	6	6
Guiding Behaviour in Secondary School	1	6	6
HSC Advanced English Insights	1	5.5	5.5
HSC Creative Writing - Resourced	2	5.5	11
HSC English - Inside HSC Marking	1	5	5
HSC PDHPE Marking Simulation Workshop	2	6.5	13
iBook Author Training	1	8	8
iPad Art Digital Dilemmas	1	16	16
iPad for Designers	1	6	6
iPad for Educators	1	5.5	5.5
iPads in Maths Lessons	1	12	12
Independent Primary School Heads of Australia (IPSHA) K–2 Umbrella Meeting	1	2.5	2.5
IT Curriculum Planning Day	3	6.5	19.5
Laboratory Management in the 21st Century	1	7	7
National Boys Education Conference	1	14	14
Oxford Education Conference	2	7	14

Description of Professional Learning Activity	N° of Staff	Hours/ Person	Total
Primary English Teaching Association Australia (PETAA) Conference	1	7	7
Planning and Programming New Science Syllabus 7–10	1	6	6
Planning Day for New Science Syllabus K–6	1	6.5	6.5
Resource Description and Access (RDA) Workshop	1	6	6
RoboCup Junior Workshop	1	5	5
Robotics in Action	1	6	6
Sydney Anglican School Chaplains Association (SASCA) Annual Archbishops Day	1	5.5	5.5
School Law	1	4	4
School Library Association Conference Australia	1	24	24
Sold Works Seminar CAD	1	7	7
State Library of NSW Day	1	6.5	6.5
Sum Times Face To Face	1	6.5	6.5
Teacher Librarians Conference	1	7	7
Teaching Mathematics Extension 1	1	6	6
University of Western Sydney (UWS) Astronomy Insight	1	2	2
Work Health and Safety (WHS) Consultation Course	2	15	30
Workers Compensation - Understanding and Paying	1	3	3
		Total	728.5

Attendance at Professional Development courses is the primary method of professional learning at Macarthur, although 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 2013, Macarthur staff were engaged in marking in the following courses:

	Subjects in which teachers undertook HSC marking	
Agriculture	English – Advanced	Mathematics
Ancient History	English – Standard	Music 1
Biology	Geography	Music 2
Business Studies	History Extension	Physics
Chemistry	Indonesian	Society and Culture
Design and Technology	Information Processes and Technology	Visual Arts
Economics		

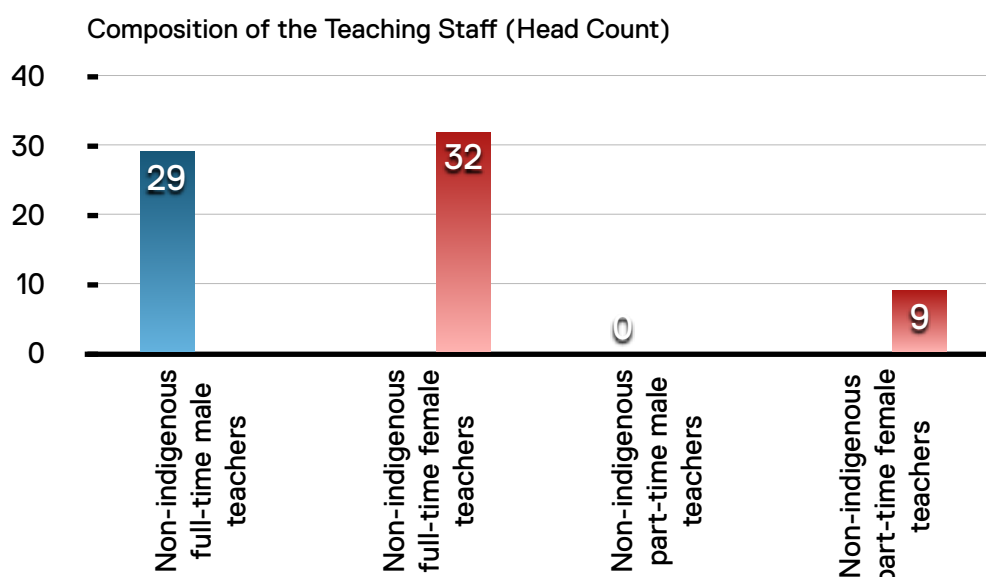
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## WORKFORCE COMPOSITION

### Composition of the Teaching Staff – 2013

The non-indigenous full-time teaching staff as reported in the 2013 Annual Census, consisted of 29 male teachers, including the Headmaster, and 32 female teachers.

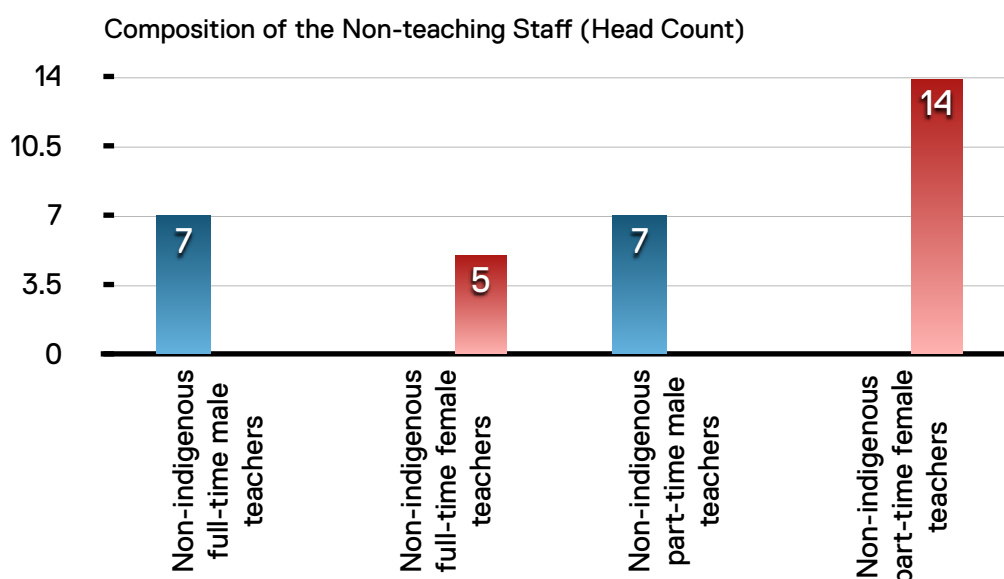
Non-indigenous part-time teaching staff consisted of no male teachers and 9 female teachers, totalling a full-time equivalent of 5.7.



### Composition of the Non-teaching Staff

The non-indigenous full-time non-teaching staff consisted of 7 males and 5 females.

Non-indigenous part-time non-teaching staff consisted of 7 males and 14 females, totalling a full-time equivalent of 12.4



## Totals

The full-time equivalent number of teaching staff, including the Headmaster, is therefore 66.7 (0.5 more than in 2012), supported by the full-time equivalent number of non-teaching staff of 24.4 (0.1 more than in 2012)

## Indigenous Staff

No indigenous staff are employed in the school.

When updated to show 2013 data, this information is also available on the My School website at:  
<http://www.myschool.edu.au>

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## SENIOR SECONDARY OUTCOMES

### Year 12 Students Undertaking VET Courses

There were no Year 12 students undertaking a VET course although there was one Year 11 student completing the VET course *Retail Services*.

### Year 12 Students Undertaking the NSW Higher School Certificate

Of the 76 students enrolled in Year 12 and completing their senior secondary education at Macarthur in 2013, a total of 75 students were registered with the Board of Studies to sit the Higher School Certificate, with 99% of this group, i.e. 74 students successfully being awarded the Higher School Certificate.

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

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## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

### Attendance

Cohort	From	Year	To	Year
2004	Year 10	2002	Year 12	2004
2005	Year 10	2003	Year 12	2005
2006	Year 10	2004	Year 12	2006
2007	Year 10	2005	Year 12	2007
2008	Year 10	2006	Year 12	2008
2009	Year 10	2007	Year 12	2009
2010	Year 10	2008	Year 12	2010
2011	Year 10	2009	Year 12	2011
2012	Year 10	2010	Year 12	2012
2013	Year 10	2011	Year 12	2013

The average daily student attendance rate for 2013 was 93.95%. This is higher than the attendance rate reported for 2012 of 91.46%, but much closer to the attendance rate for the previous year of 2011 (93.61%). The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2013 to the Australian Government Department of Education. Rates calculated for Kindergarten, Years 11 and 12 (below) and the school as a whole (above) have been calculated separately. Students granted special extended leave by the Headmaster were not included in this calculation, although absences incurred because of family holidays were included.

The average attendance rate for 2013 for each grade is shown in the following two tables:

#### Primary Cohorts

Academic Year	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	94.1%	95.56%	95.07%	93.31%	95.71%	95.45%	90.54%

#### Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	95.94%	95.20%	95.51%	94.17%	93.01%	89.42%

The attendance rates above reflect quite closely rates of previous years, however, a noticeable improvement can be seen in the Year 11 cohort compared to its attendance rate as the Year 10 cohort of 2012.

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

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## RETENTION OF YEAR 10 TO YEAR 12

Retention rates have been calculated for previous cohorts and the 2013 cohort as shown in this table:

The following table shows apparent retention rates (based on total enrolments) and actual retention rates (based on students enrolled in Year 10 who remained in Year 12).

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%
2011/2013	87	76	71	87%	82%

The apparent and actual retention rates for Cohort 2013, although slightly lower than the two previous years, are in line with the rates for the two previous cohorts, all of which are significantly higher than the rates recorded in the years up to Cohort 2010. This can be attributed to an increased offering of subject choices for Years 11 and 12, which coincided with government regulations increasing the school leaving age. It is also probable that the abolition of the School Certificate examinations has also encouraged more students to continue to the HSC.

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## POST-SCHOOL DESTINATIONS

### Students Leaving School Before the HSC

The students who left Macarthur after the final School Certificate examination in 2011 and before the Higher School Certificate in 2013 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 2013 cohort, with the percentages for the 2012, 2011, 2010, 2009 and 2008 cohorts in the adjacent column for comparison.

Destination	Percentage	Previous Years: 2012, 2011, 2010, 2009, 2008
Other schools within Macarthur vicinity	14%	25% 20%; 36%; 29%; 27%
Other schools outside Macarthur vicinity	24%	13% 59%; 24%; 10%; 24%
Private Colleges	19%	0% 7%; 4%; 6%; 11%
Apprenticeship Training or TAFE Course	29%	37% 7%; 24%; 36%; 16%
Workforce	14%	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 no 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 it may be that 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 or to return to a home country in the case of some international students.

### 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 2013 graduating class, overall results were an improvement on those of 2012, based on mean ATAR scores and the number of Band 6 grades and were almost comparable to those achieved by the 2011 cohort.

Aspects of these results included:

- ♦ 11% of students attained an ATAR of 95 or above;

- ♦ 30% of students attained an ATAR of 85 or above;
- ♦ 52% of students attained an ATAR of 75 or above;
- ♦ 50 appearances on the HSC Honour Roll (receiving either a Band 6 or E4);
- ♦ 33% of students recognised as Distinguished Achievers – an increase of 8% on the previous year;
- ♦ 75% of students received a Band 5 result, consistent with 74% and 77% in previous years;
- ♦ recognition in the local media as the top performing school in the Camden district;
- ♦ the median ATAR remaining at a pleasing level of 75.00 – the third consecutive year it has remained at this level or above.
- ♦ Outstanding individual achievements, with Amit Dogra, the Dux of 2013, achieving an ATAR of 99.1, first places in the State achieved in the Swedish Continuers course, the most outstanding achievement of first, second and third places in the Indonesian Extension course, one student receiving the Premier's All Rounder Award and one student nominated for OnStage - Drama.

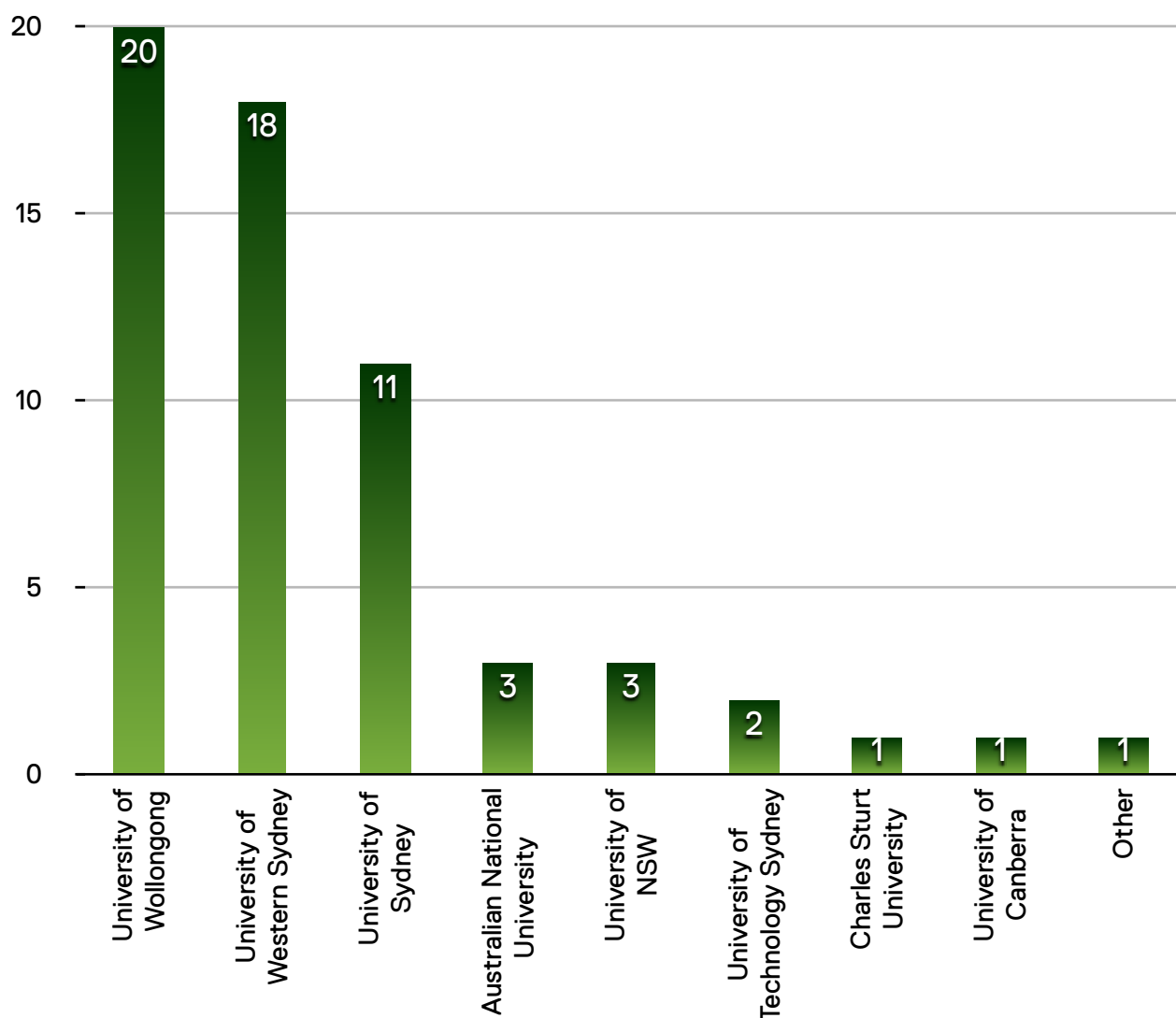
A total of eighty-three main round and other round offers were made to Macarthur students who qualified for an ATAR, resulting in sixty students of the cohort taking up university places or 81% of this group. By far, the greatest proportion of university places were for courses at the University of Wollongong, the University of Western Sydney, and the University of Sydney, reflecting the geographical location of the school and its students, with places taken up at the University of Wollongong once again exceeding places at the University of Western Sydney as it did in 2011, whereas in 2012 the greatest number of places were taken up at the University of Western Sydney.

The distribution of university places taken up by the students of the 2013 Cohort may be seen in the chart on the next page.

These students are now pursuing a diverse range of courses including Agriculture Business Management, Arts, Asian and Pacific Studies, Bank and Financial Services, Biomedical Science, Business, Commerce, Computer Science, Creative Arts, Graphic Design, Economics, Education, Engineering, Equine Studies, Health Science, Information Technology, International Studies, Journalism, Law, Liberal Arts, Applied Finance, Medical Science, Media Studies, Natural Science, Nutrition and Dietetics, Science, Physiotherapy, Psychology, and Tourism.

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Distribution of Places Taken up by students of the 2013 Cohort



The school is very proud of the achievements of its Class of 2013. 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. These have been listed under the heading 'Support Strategies' in the section headed Results of the Higher School Certificate, on Page 29.

## 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 below is information regarding the population profile of the school in 2013 (with the previous year of 2012 shown in brackets.)

	Boys	Girls	Totals
K-6	159 [157]	139 [131]	298 [288]
7-12	231 [230]	240 [234]	471 [464]
Totals	390 [387]	379 [365]	769 [752]

This table shows a 2.3% increase in enrolments compared to a 6.2% decrease in the previous year. The totals show a 51:49 ratio between boys and girls in the whole school, slightly more balanced than in 2012, while the ratio for K-6 was 53:48 (55:45) and for 7-12 was 49:51 (50:50). The largest difference in the gender balance was in Year 1 with 64% boys and in Year 10 with 57% 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 1103. This is two points lower than for 2012, which was three points lower than the previous year.

From the My School website, the percentage of school families in each socio-educational quartile have varied only slightly from the previous year, with a slight change towards the top quartile of the range. The socio-educational quartiles for 2013, with equivalent figures for 2012 in brackets, are as follows:

### School ICSEA Value (with previous year shown in brackets):

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
5% [6%]	16% [19%]	30% [30%]	49% [46%]

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 (with previous year shown in brackets)

Group 4	Group 3	Group 2	Group 1
7% [6%]	22% [18%]	36% [35%]	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 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. 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, with some competing in competitions at national and even international level. A number of students have participated in cultural and leadership activities locally, nationally and internationally. There is a strong desire to be involved in community service activities, by helping with fund-raising appeals, by upholding the school's support of Anglicare, Varee Christian School in Chiang Mai, Thailand, the African Aids Foundation and by personal involvement in activities such as the school's Community Service group, which operates after school hours.

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## 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 as providing a caring environment and assistance when students encounter difficulties within their lives. Pastoral Care at Macarthur is both proactive and re-active in that it responds to crisis within students and their parents' lives as well as preparing them to deal with crises before they occur.

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 2013 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 2013	Location
<b>Child Protection Policy encompassing:</b> <ul style="list-style-type: none"> <li>• Child protection, prevention and awareness</li> <li>• Mandatory reporting of at risk children</li> <li>• Exchange of information between agencies</li> <li>• Screening procedures</li> <li>• Reportable conduct</li> <li>• Duty of care and legal liability</li> </ul>	<p>Updated to reflect legislative changes in the Child Protection (Working With Children) Act (2012)</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
<b>Security Policies encompassing</b> <ul style="list-style-type: none"> <li>• Security Policy</li> <li>• Property and Facilities Policy</li> <li>• Emergency Procedures Manual</li> <li>• Critical Incident Manual</li> <li>• Venue and Safety Information for Visitors Manual</li> </ul>	<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>
<b>Supervision Policies encompassing</b> <ul style="list-style-type: none"> <li>• Work, Health and Safety Manual</li> <li>• Supervision of Students Manual</li> <li>• Venue and Safety Information for Visitors Manual</li> </ul>	<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 by contacting the school.</p>
<b>Staff Codes Of Conduct Policies encompassing</b> <ul style="list-style-type: none"> <li>• Staff Code of Conduct</li> <li>• Staff Welfare Policy</li> <li>• Workplace Bullying and Harassment Policy</li> <li>• Anti-Sexual Harassment Policy</li> <li>• Staff Discipline Policy</li> </ul>	<p>Following review in the previous year which led to more emphasis on staff dress and bearing requirements, actual dress requirements were added, together 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>

Policy	Changes in 2013	Location
<b>Student Codes Of Conduct Policies encompassing</b> <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Student Anti-bullying Policy</li> <li>• Anti-sexual Harassment Policy</li> <li>• Student Behaviour Modification Policy **</li> <li>• Student Leadership Policy</li> <li>• Student Pastoral Care Policy</li> <li>• Student Acceleration Policy</li> <li>• Student Referral Policy</li> </ul>	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>
<b>Pastoral Care Policies encompassing</b> <ul style="list-style-type: none"> <li>• Student Pastoral Care Policy</li> <li>• Health Care Policy</li> <li>• Critical Incident Manual</li> <li>• Homework and Assignments Policy</li> <li>• Water Based Activities Policy</li> </ul>	After annual review process no substantive changes were made, only very small editorial changes.	Parents may request a copy of the policies by contacting the school.
<b>Communication Policy encompassing</b> <ul style="list-style-type: none"> <li>• Formal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being</li> </ul>	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<b>Complaints and Grievances Policy encompassing</b> <ul style="list-style-type: none"> <li>• Parent, student, staff and the public complaints resolution</li> </ul>	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the 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. Any disciplinary action resulting in sanctions against the student, including suspension or expulsion, involves 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.

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## SCHOOL DETERMINED IMPROVEMENT TARGETS

### Outcomes for Targets Set in 2012

Improvement targets for Macarthur Anglican School for 2012 and the outcomes by the beginning of 2013 are outlined below.

Area	Priorities	Outcomes
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Provide an additional set of playground equipment for the Junior School children.</li> <li>Begin the development of a Junior School Sustainable Farmyard, by fencing an area close to the St Thomas classrooms.</li> <li>Plan and raise funds for the installation of a digital signage system to be erected around the school.</li> <li>Purchase a new bus to provide convenient transport for students from areas north of the school site.</li> <li>Continue the Digital Education Revolution (DER) project funded by the Commonwealth Government, particularly through the introduction of iPad computers in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>This was not achieved due to delays in the subdivision and development of proposed residential areas surrounding the school property.</li> <li>Installed and used by delighted children on a daily basis.</li> <li>Area fenced and ready for the start of the garden.</li> <li>Planning completed and funds available.</li> <li>Bus purchased and ready for the new run at the start of 2013.</li> <li>Partially completed but on target.</li> </ul>

Area	Priorities	Outcomes
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Begin a literacy review throughout the school with a view to improving literacy levels from Kindergarten to Year 4.</li> <li>• Establish academic committees as follows: Literacy and ICT Integration; Academic Culture; Innovation.</li> <li>• Ongoing planning for the introduction of the National Curriculum through staff development activities.</li> <li>• Establish a senior position to oversee literacy development in the school.</li> <li>• Continue work towards an 'Assessment for Learning' model by modifying and improving assessment tasks to reflect formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• This began and is an ongoing process.</li> <li>• Committees established and continue to meet regularly.</li> <li>• This is an ongoing process.</li> <li>• The position was established and continues.</li> <li>• This is an ongoing process.</li> </ul>
<b>Staff Professional Development</b>	<ul style="list-style-type: none"> <li>• Familiarise teaching staff with AITSL (Australian Institute for Teaching and School Leadership).</li> <li>• Professional Development focus on National Curriculum implementation.</li> <li>• Annual update on Child Protection legislation.</li> <li>• Annual update on WH and S legislation and Workers Compensation</li> <li>• Continue to implement the recommendations of the 2011 Registration and Accreditation Inspection.</li> <li>• Reflective Practice – goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• This is an ongoing process.</li> <li>• Ongoing process.</li> <li>• Completed.</li> <li>• Completed.</li> <li>• Recommendation were implemented.</li> <li>• Ongoing process.</li> </ul>

Area	Priorities	Outcomes
<b>Outreach and Service</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Establish an after-school community service programme.</li> <li>• Continue the Thailand Outreach Programme (Year 11/12) in partnership with St Paul's College, Brisbane.</li> <li>• Continue and refine the impact of the North Queensland outreach for Year 6.</li> <li>• Consolidate the sponsorship programme for students of St Michael's Secondary School, Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>• The Community Service camp was conducted successfully in association with the Anglican Church, Ulladulla.</li> <li>• A group of students helped out at a nearby retirement village and nursing home in Menangle.</li> <li>• A successful Thailand Outreach took place with many students reporting how it changed their perspective on the needs of underprivileged communities.</li> <li>• The fifth North Queensland outreach by Year 6 children visited the Yarranbah community, repeating the success of earlier years.</li> <li>• The focus of giving to St Michael's shifted from funding capital building to sponsorship of students.</li> </ul>
<b>International Activities and Student Exchange</b>	<ul style="list-style-type: none"> <li>• Development of a closer relationship with the Varee School in Chiang Mai, Thailand.</li> <li>• Development of closer ties with the Thai and Burmese people through involvement in Bangkok and Myanmar International Student Exhibitions</li> <li>• Prepare for and host the Study Tours by Thai and Indonesian students.</li> <li>• Continue the long-standing relationship with the Nihon University Third High School Tokyo, by hosting a visit by the Nihon students.</li> <li>• Establish procedures for the acceptance of short-term International Students as a way of promoting the international programmes of the school</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship with this school continues to grow through the school's commitment to maintaining the annual Thailand Outreach programme.</li> <li>• The Director of International Programmes attended exhibitions in Bangkok and in Myanmar.</li> <li>• A visit by a group of Indonesian students from a school in Jakarta took place.</li> <li>• This productive relationship continues with many very positive friendships forming with the Japanese students and their teachers.</li> <li>• These procedures and relationships with overseas agents were established.</li> <li>•</li> </ul>

Area	Priorities	Outcomes
<b>International Activities and Student Exchange (cont.)</b>	<ul style="list-style-type: none"> <li>Continuation of the very successful exchange programme for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School.</li> <li>Provide language learning opportunities for students of Indonesian through a visit to Malaysia</li> <li>Commence planning for a History Tour to Europe, visiting Great War battlefields, museums and other historic sites such as Rome and Pompeii in 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Two female students of Lévy József Református Gimnázium attended Macarthur for nine months, while two Macarthur students attended Lévy József for three terms.</li> <li>This visit took place during the Autumn Vacation, with a group of ten students and two teachers.</li> <li>The planning and preparation took place with a group of thirty-five students signed on for the tour in 2013.</li> </ul>
<b>Performance opportunities</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Production of a Junior musical – <i>Beauty and the Beast</i>.</li> <li>Employ the talents of the school's musicians by holding the second Benefit Concert in the Camden Civic Centre.</li> <li>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.</li> <li>Widen the number of opportunities for students to perform in the community at Macarthur Square, the Camden Show Ball, Rotary and Lifeline functions.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>This tour took places with successful performances in the places mentioned.</li> <li>The musical was a great success with sellout crowds at most performances.</li> <li>The concert was a success with significant amounts raised and donated to the African Aids Foundation.</li> <li>The first Harrington Grove concert was well attended and provided a valuable performance opportunity for students early in the year.</li> <li>In addition to the other concerts mentioned above, several ensembles performed in local shopping centres and at the Camden Show Ball.</li> </ul>

Area	Priorities	Outcomes
<b>Sport</b>	<ul style="list-style-type: none"> <li>• Continue raising the profile and participation in the House sport competition.</li> <li>• Introduce House mascots to enhance the first point above.</li> <li>• Continue whole school cross-country, athletics and swimming carnivals.</li> <li>• Employ specialist coaches in certain areas of sport.</li> <li>• Enhance interest in sport choices by instituting a system of online selection of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an ongoing process.</li> <li>• The mascots have proven to be very popular, especially with the younger children</li> <li>• Continuing.</li> <li>• Specialist coaches were employed for Soccer and Netball.</li> <li>• The system was introduced and will need to be further refined.</li> </ul>
<b>Pastoral and Academic Care</b>	<ul style="list-style-type: none"> <li>• Raise School and House spirit through the engagement of students and recognition of their efforts using the School Colours system.</li> <li>• Add interest and fun to Foundation Day through an inaugural House Regatta, where students make their own 'boats' to race on the school oval.</li> <li>• 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.</li> <li>• Continue to refine operation of the House based Tutor Group system</li> <li>• Continue developing and promoting House barbecue events</li> <li>• Continue Driver Education through the 'U Turn the Wheel' Programme.</li> <li>• Continue sessions with students on Study Skills, Cyber Bullying and Anxiety.</li> <li>• Plan Chapel and other Christian and pastoral activities, during the interregnum following the resignation of the School Chaplain.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an ongoing feature of the school.</li> <li>• This was a very popular activity with the students and will continue in future years.</li> <li>• Champ Camp is much appreciated by HSC students with around 90% of all students attending this voluntary activity.</li> <li>• This is ongoing.</li> <li>• These events took place but will not continue.</li> <li>• This valuable programme for senior students continues annually.</li> <li>• These sessions are held annually and are considered valuable.</li> <li>• This continued until the commencement of the new School Chaplain, The Reverend David Hayman, in May 2012.</li> </ul>

Area	Priorities	Outcomes
<b>Advancement</b>	<ul style="list-style-type: none"> <li>Continue raising the profile of Alumni and the roles they now fulfil.</li> <li>Refine activities of the Friends of Macarthur group to provide financial support.</li> <li>Promote the activities of the M@M and W@M groups</li> <li>Continue Mothers Day, Fathers Day, Grandparents Day activities to enhance the school's contact with the wider community.</li> <li>Continue the Breakfast with the Headmaster Programme.</li> <li>Continuation of the Annual Giving Programme and the Annual Dinner as means of fundraising.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>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>.</li> <li>The Friends of Macarthur concept has successfully maintained links with parents staff and community members who may no longer have a direct link with the school through their children or employment, fostering an ongoing interest in the life of the school from a source of people who can provide invaluable experience and support to the school.</li> <li>These are promoted through the School Bulletin and well attended.</li> <li>Large numbers of parents and grandparents attending these functions make them very worthwhile.</li> <li>This programme continued through 2012 but will be discontinued for 2013 in favour of other relationship programmes.</li> <li>This programme is in its early stages of development but is growing in acceptance, In 2012 the Annual Appeal raised \$9150, down a bit from the previous year, but with a larger number of donors. The Fundraising Dinner raised \$15,910 and Community Partners contributed \$10,750.</li> <li></li> </ul>

### Targets Set for 2013

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 2013 are listed on the next page. Outcomes will be reported in the next Annual Report for 2014.

Area	Priorities
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>• Continue to maintain and improve the entrance to the school, especially in the standard of the roadway by resealing the pavement with asphalt as funds become available.</li> <li>• Provide shade sails over the recently installed seating near the Junior Canteen.</li> <li>• Provide seating in the Junior School vegetable garden, then provide seeds and seedlings for Junior School students to begin growing their plants.</li> <li>• Installation of a digital signage system in the Administration Centre and around the school.</li> <li>• Commencement of a new bus route for areas north of the school site.</li> <li>• Plan for a new bus route from the Southern Highlands.</li> <li>• Continue the Digital Education Revolution (DER) project funded by the Commonwealth Government, including the first stage of the introduction of iPad computers in classrooms.</li> <li>• Plan for a basketball ring in the Middle School play area.</li> <li>• Plan for a pathway to provide disabled access to the Faculty of Technology and Creative Design building.</li> <li>• Plan path extensions from Junior School buildings to the Staff Centre and from the Administration Centre to the Staff Centre.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Continue a literacy review throughout the school with a view to improving literacy levels from Kindergarten to Year 4.</li> <li>• Maintain and continue the work of academic committees as follows: Literacy and ICT Integration; Academic Culture; Innovation.</li> <li>• Establish a Professional Learning Practice Committee</li> <li>• Ongoing planning for the introduction of the National Curriculum through staff development activities.</li> </ul>
<b>Staff Professional Development</b>	<ul style="list-style-type: none"> <li>• Continue Professional Development focus on National Curriculum implementation.</li> <li>• Annual update on Child Protection legislation.</li> <li>• Annual update on WH and S legislation and Workers Compensation</li> <li>• Reflective Practice – goal setting</li> <li>• Seek accreditation as an Endorsed Professional Development Provider with the Quality Teaching Council.</li> </ul>

Area	Priorities
<b>Outreach and Service</b>	<ul style="list-style-type: none"> <li>• Continue the Community Service Programme to include a Community Service camp at the beginning of the year for all Year 11 students not involved in Year 7 Peer Support.</li> <li>• Continue the after-school Community Service Programme by taking on the restoration of an historic horse drawn dray on behalf of the Camden Council..</li> <li>• Continue the Thailand Outreach Programme (Year 11/12) no longer in partnership with St Paul's College, Brisbane, but independently.</li> <li>• Continue and refine the impact of the North Queensland outreach for Year 6.</li> <li>• Review the sponsorship programme for students of St Michael's Secondary School, Tanzania.</li> </ul>
<b>International Activities and Student Exchange</b>	<ul style="list-style-type: none"> <li>• Continue the close relationship with the Varee School in Chiang Mai, Thailand.</li> <li>• Development of closer ties with the Chinese people through involvement in Beijing, Shanghai and Guangzhou International Student Exhibitions</li> <li>• Prepare for and implement a study tours by Macarthur students to Malaysia.</li> <li>• Proceed with fifth History Tour to Europe, visiting WWI battlefields, Berlin, Rome and Naples.</li> <li>• Plan for a study tour in 2014 to Indonesia, following the relaxation of Australian Government travel advisories regarding Indonesia.</li> <li>• Continue the long-standing relationship with the Nihon University Third High School Tokyo, by hosting a visit by the Nihon students.</li> </ul>
<b>Performance Opportunities</b>	<ul style="list-style-type: none"> <li>• Provide performance opportunities for school vocal and instrumental groups.</li> <li>• Production of a Senior musical – <i>The Sound of Music</i>.</li> <li>• Employ the talents of the school's musicians by holding the third Benefit Concert in the Camden Civic Centre with proceeds to the African Aids Foundation.</li> <li>• Continue 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.</li> <li>• Continue to widen the number of opportunities for students to perform in the community at Macarthur Square, the Camden Show, Rotary and Lifeline functions.</li> </ul>



Area	Priorities
<b>Sport</b>	<ul style="list-style-type: none"> <li>• Continue raising the profile and participation in the House sport competition.</li> <li>• Continue using the House mascots to enhance the first point above.</li> <li>• Introduce House points for NASSA level competition</li> <li>• Continue whole school cross-country, athletics and swimming carnivals.</li> <li>• Enhance interest in sport choices by refining the system of online selection of activities.</li> </ul>
<b>Pastoral and Academic Care</b>	<ul style="list-style-type: none"> <li>• Raise School and House spirit through the engagement of students and recognition of their efforts using the School Colours system.</li> <li>• Add interest and fun to Foundation Day by continuing the House Regatta, where students make their own 'boats' to race on the school oval.</li> <li>• Run the Athletics Carnival 100 metre finals on Foundation Day.</li> <li>• Continue to maximise the help available to HSC students through the annual Champ Camp study and teacher assistance just prior to the HSC.</li> <li>• Continue developing and promoting House barbecue events</li> <li>• Continue Driver Education through the 'U Turn the Wheel' Programme.</li> <li>• Continue sessions with students on Study Skills, Cyber Bullying and Anxiety.</li> <li>• Hand over responsibility for Chapel and other Christian and pastoral activities to the newly-appointed School Chaplain.</li> </ul>
<b>Advancement</b>	<ul style="list-style-type: none"> <li>• Continue raising the profile of Alumni and the roles they now fulfil.</li> <li>• Refine activities of the Friends of Macarthur group to provide financial support.</li> <li>• Promote the activities of the M@M with a focus on monthly breakfasts, and W@M with a focus on social activities.</li> <li>• Continue Mothers Day, Fathers Day, Grandparents Day activities to enhance the school's contact with the wider community.</li> <li>• Continuation of the Annual Giving Programme and the Annual Dinner as means of fundraising.</li> <li>• Raise seed funding for the next major building project.</li> <li>• Establish a new supporters group for grandparents.</li> </ul>

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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)
- ♦ Middle School Prefect (eight students);
- ♦ Year 6 Student Leader (ten students);
- ♦ House Captains (six students);
- ♦ Captains of Activities (four students – Swimming, Athletics, Cross Country and Snow Sports);
- ♦ Christian Ministry Leader (one student);
- ♦ Music Leaders (three students – Choirmeister, Bandmeister, Orchestrameister);
- ♦ Peer Support Leaders (approximately twenty-four students).
- ♦ Peer Mentors (varying numbers) with senior students offering support in reading to younger students. (New in 2013).

Students appointed in the first three categories above (Prefect or Year 6 Leader) are presented with insignia, such as a badge, at an assembly in front of their peers. Together they must then make a pledge by reading an oath of office as follows:

*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, 2013 included, a number of students have participated in the Global Youth Leadership Conferences which are held in New York City, Washington, DC, Beijing, Hangzhou, Shanghai, Vienna, Prague and Berlin, but typically, Macarthur students attend the conferences 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 the fifth point 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 2013, 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, involve students from Years 7 to 12 in Week 1 of the term and Years 3 to 6 generally in Week 5 or 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 encouragement to serve others is found

in classrooms, assemblies, school Chapel services, and through weekly Bible studies, where students learn more of the love God has for them and of how Christ came to serve us. 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. A number of students have chosen to spend a GAP year in Thailand or in some other form of community service, following the experience they have had as a Macarthur student, taking part perhaps in the Thailand Outreach.

In 2013, students from Year 6 built on work of the previous six 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 ten 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, including the Agape Orphanage and the Blessing House Orphanage.

All students are encouraged to contribute to various worthy causes. Funds are raised through a wide range of activities to support sponsorship of students at the St Michael's Secondary School in Tanzania. In 2013, the school raised over \$5,563 in the sponsorship scheme for St Michael's and holds another sum in reserve for any other needs of the school.

Apart from fund-raising and activities organised by the school, a number of students serve in the community in their own time. For example, students are known to serve others by coaching teams, visiting nursing homes and helping with fund-raising for charities. 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 thirty 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 usually 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. The latter includes talks by some of the school's International Students. There have also been addresses which are reports by students who have been on Duke of Edinburgh treks or on one of the school's outreach programmes.

- School and community service and leadership are recognised through the award of 'Colours' – Crown 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 our 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, such as the Global Young Leaders Conferences.
- 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. Every year several senior students reach the highest standard and are awarded the Gold Duke of Edinburgh Award by the Governor of New South Wales.
- The Bounce Back Programme continues for students in Kindergarten to Year 6 and, because of increasing use of technology, is now supplemented with the Positive Online Behaviour strand of the Positive Relationships Programme.
- 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 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.



- ♦ 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 2013, the students continued with the challenge of restoring a historic four-wheeled cart, which was normally displayed outside the Council of Camden offices in John Street, Camden. The School received an initial \$5,000 grant for this work, which is expected to continue throughout 2014.
- ♦ Students take part in an experience with their local council (Camden Council) in the programme 'Mayor for a Day'.
- ♦ Year 6 Leaders visited the NSW Parliament House, Sydney, at the request of the local Member for Camden, Mr Christopher Patterson, MP, himself a former student of Macarthur.
- ♦ The School Captains attended a function at Government House, Sydney, as guests of the Governor of NSW, Dame Marie Bashir, AD, CVO
- ♦ The School Captains and Prefects attended the Prefect Service for prefects from Anglican Schools, at St Andrew's Cathedral, Sydney.

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## PARENT, STUDENT AND TEACHER SATISFACTION

An independent survey of the views, needs and expectations of the school's parent body, staff and students was carried out in 2011. With that step, the Headmaster, Dr David Nockles, initiated a cycle of regular external reviews of parents students and teachers. The requirements of this section of the Board of Studies Annual Report were part of the underlying reasons for commissioning this research. The review in 2011, which touched on all three areas of concern - that is, levels of satisfaction by parents, students and teachers, 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 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. 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 2011 and 2012 Annual Reports therefore included details taken from the document *Extracts from 2011 Research* provided by MMG Education on 23 September 2011. For this report, details will be provided from an extensive report on research conducted by MMG Education, but which focuses entirely on the student body. The information provided below concerning the levels of satisfaction among parents and teachers are therefore of a more anecdotal nature for this report, but will be based in future years on detailed research, when that information is available.

Macarthur Anglican School places high importance on the views and expectations of parents, students and staff as part of its annual performance review and input to the school's operational and strategic plans. The research conducted in September 2013, surveyed students only and resulted in a very detailed report of 106 pages. The report, titled *2013 Years 7, 9 and 12 Student Review*, is labelled 'Commercial-in-Confidence' and is therefore not freely available unless a request is approved by the Headmaster. However, for this report, the mean satisfaction levels on a number of measures surveyed in the Review will be disclosed, but without the level of detail included in the report which would be far beyond the scope of this Annual Report.

### Parent Satisfaction

For research based opinions of parents, please refer to the *Annual Report to the Board of Studies, 2012*, for results such as the following:

- ♦ 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

More recent comments by parents have been taken from letters received by members of staff, in particular in correspondence to the Headmaster, and also in parent surveys which are offered to parents to complete upon the occasion of a student withdrawing from the school. The latter are useful in that they sometimes divulge the diverse range of concerns parents have for issues such as access to certain library books, for example the Harry Potter series, student access to the internet and Facebook while at school, and class sizes.

Some examples of comments include including expressions of gratitude from some community members, are shown below. Comments that have resulted from the parent survey upon the withdrawal of a student are identifiable by the question shown in brackets:

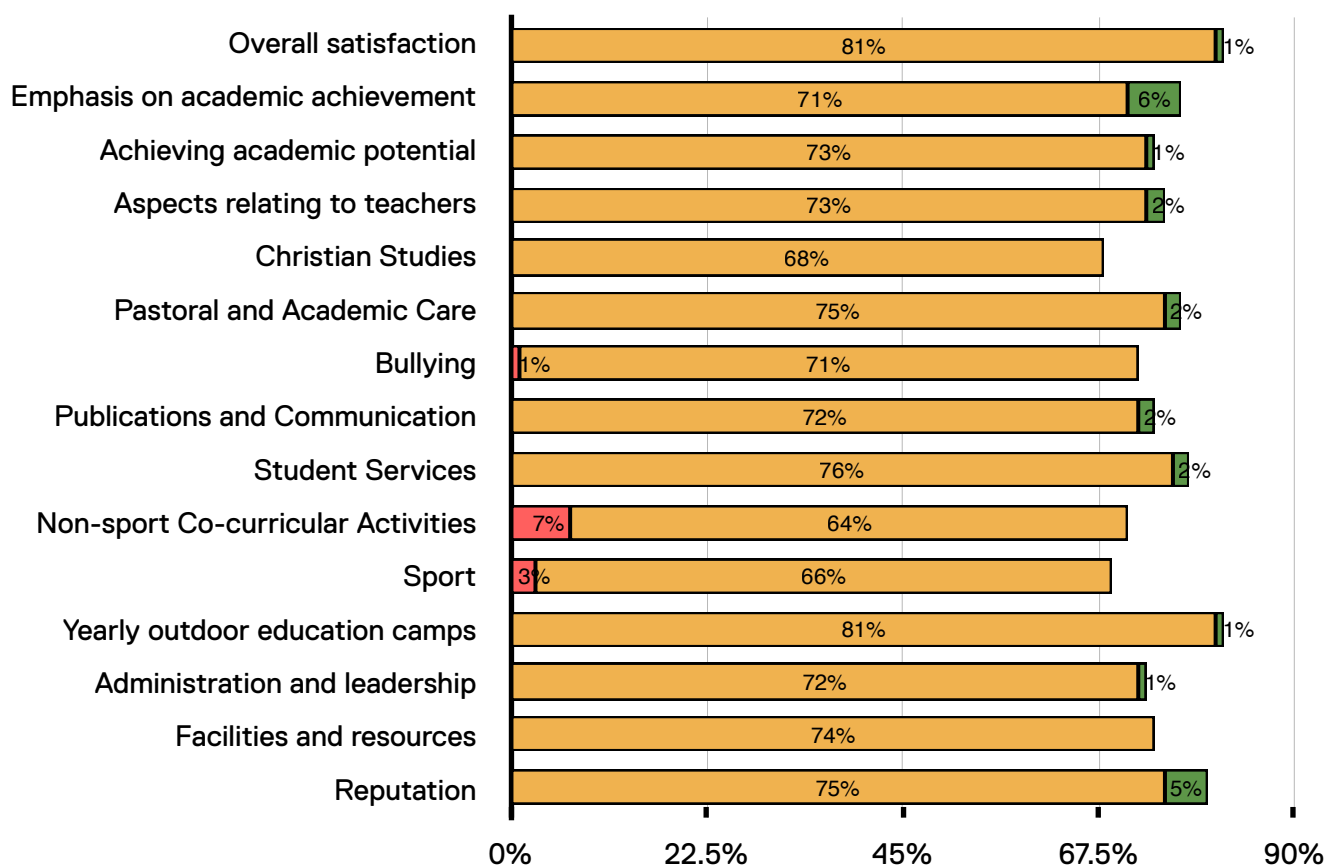
- ♦ *I would like to take this opportunity to thank yourself and your staff for everything you have done for us as a family. Your ongoing support, prayers and patience, pastoral care and Christian love have been there for us throughout our time at the school.*
- ♦ *D and I are pleased to donate the attached funds to Macarthur Anglican School in recognition of the superb teaching and mentoring which J enjoyed and S continues to enjoy.*
- ♦ *I would like to thank the students from your College who kindly cleaned up my garden (in my absence as I was in Victoria.) It was wonderful to arrive home to see the great job that they had done. I really appreciate the effort they put in and it will encourage me to keep going.*
- ♦ *Your generous gift of time towards the work of the African Aids Foundation is once more appreciated. The concert was excellent. On behalf of the Board of Directors please accept our sincere thanks for the donation that has been given to our work.*
- ♦ *We would sincerely like to thank you for your care of N over the last 6 years. When choosing a suitable high school for him, we were faced with many options to weigh up. In reflection, we feel so fortunate with the choice we made.*

- ♦ *We will never forget the impact you have had on our family. Saying a mere thank you seems so inadequate. Please know that you have all made a huge and lasting difference in our lives.*
- ♦ *We have been extremely happy with the way the school has cared for and educated our children. . . . Our decision to send our children and to keep sending them to Macarthur, has been one of the best choices we have ever made.*
- ♦ *I want to congratulate you for your ongoing initiatives that you and your staff take for the betterment of the school. Without the correct leadership and guidance, staff and children work with complacency and without commitment.*
- ♦ *H and I thank you for your courtesy and help shown to our daughter A and your acceptance of our three grandchildren to Macarthur. We are delighted that they will be a part of what we believe to be a superior school in many ways Both J and T benefited from their time there and we are grateful.*
- ♦ *Macarthur Anglican School has helped N through high school. N struggled with his studies but the school helped him though the last few years. [Do you have any dissatisfaction with the school?] Nothing at all.*
- ♦ *[Have you been happy with A's progress at Macarthur Anglican School? Could the school do more to help with academic progress?] Yes, happy. [Do you have any dissatisfaction with the school?] None at all. Love the school.*
- ♦ *[Have you been happy with A's progress at Macarthur Anglican School? Could the school do more to help with academic progress?] Yes, we have been happy, especially with learning support. [Do you have any dissatisfaction with the school?] No.*
- ♦ *[Have you been happy with A's progress at Macarthur Anglican School? Could the school do more to help with academic progress?] J has progressed reasonably well however, I don't feel the school encourages mid-stream students as well as it could.*

## Student Satisfaction

As mentioned in the opening statement of this section, a very comprehensive research study of students was carried out in 2013 by MMG Education. The research, which focused on students of Years 7, 9 and 12, covered the areas Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-sport Co-curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources and School Reputation. The report, *2013 Years 7, 9 and 12 Student Review*, provides comprehensive data on each separate year group, comparisons between male and female students and comparisons in the case of Year 9 and Year 12 students with their own responses taken during the research carried out in 2011. For the purposes of this Annual Report, the combined results of all year groups, male and female, together with the percentage change from previous results in 2011 is shown in the chart below:

### Key Results of 2013 MMG Education Research on Students



The chart above shows the mean satisfaction percentage scores for each item, with a green section showing the percentage improvement over the previous data and the red section, the percentage decline. It is important to note that the first measure of overall satisfaction is not a summation of all the other measures, but an individual measure in its own right. The results show that there is a high level satisfaction among all students of all year groups, with an increasing trend on most measures, while the main areas for concern are confined to non-sport co-curricular and sporting activities. An insignificant decline is registered in the area of bullying.

Some comments by students provide further insight into these results. Below is a sample of exit survey comments made by Year 12 students of 2013, who have the perspective to look back over several years of schooling at Macarthur:

- *The teachers are genuine people that the students can rely on both in and out of school. They take time to help students and give positive feedback.*
- *I thoroughly appreciated the efforts of the staff to create a professional yet approachable environment to maximise our schooling.*
- *The teachers made the whole experience of Year 12 much easier. They always try to be available when needed and are so helpful.*
- *Performing at events with the Concert and Stage Bands was always enjoyable and humorous. School camps were also full of fun.*
- *My schooling at Macarthur would not have been as great as it was without the support and encouragement of the teachers and other staff.*

- ♦ *Over the fourteen years I attended Macarthur, the school has guided me through life and provided many opportunities.*
- ♦ *Building friendships was always a struggle for me but here I was able to establish strong and meaningful relationships.*
- ♦ *If it weren't for the teachers, my time at Macarthur would have been more difficult. I couldn't have done it without their dedication and support.*
- ♦ *The teachers really do care about your education and are great mentors for any assignment.*
- ♦ *One of the best memories for me will be the Duke of Edinburgh scheme, especially at the Gold level with the practice hike and the New Zealand trip which was outstanding.*
- ♦ *It is incredible to be surrounded by people who encourage you to be your best and achieve your best. All of the teachers always make the effort to go beyond what you would expect. I appreciated the countless opportunities I have been given at Macarthur.*
- ♦ *As a student who does not use English as my first language, my English teacher was a great help in improving my English writing and speaking skills.*
- ♦ *My time at Macarthur taught me to take all the chances and opportunities that are available, for they widen your experience and you to gain knowledge and friendships along the way.*

### **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. 21 students in 2013 – compared to 18 in the previous year (28% of the cohort vs 21% in the previous year) – satisfied requirements for this award. From a group of 76 Year 12 students, this number of awards was particularly 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, 65 of the 76 graduating Year 12 students, more than 85% of the cohort, completed their secondary schooling from Year 7 to Year 12 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.

### **Staff Satisfaction**

Once again, for research based opinions of staff, please refer to the Annual Report to the Board of Studies, 2012, for results such as the following:

- ♦ 93% of staff noted their expectations were met or exceeded in relation to the quality of teaching at the School .
- ♦ 94% of staff noted their expectations were met or exceeded in relation to the quality of student welfare at the School .

- ♦ 92% of staff noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children.
- ♦ 87% of staff noted that their expectations were met or exceeded in relation to the academic standards.
- ♦ 88% of staff noted that their expectations were met or exceeded in relation to facilities and resources at the School.
- ♦ 88% of staff noted that their expectations were met or exceeded in relation to the Headmasters leadership.

### Further Information Concerning Teacher Satisfaction

Staff satisfaction is generally measured qualitatively by noting their demeanour 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 95.5%. 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 calculated by totalling the number of sick and unpaid leave days from school records and expressing this as a percentage of the total possible days of attendance by staff during the school year. The attendance rate shown above 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 and Non-teaching Staff – Periods of Service attained by the end of 2013

Period of Service	Teaching Staff	Non-teaching Staff
20 or more years	4	4
15 to 20 years	4	4
10 to 15 years	17	7
5 to 10 years	27	16

- ♦ The number of teachers who have served for more than five years on the staff represents a proportion of 57%. At the end of 2013, one experienced teacher retired from the staff after serving for six years.

- ♦ 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 – Kangaroo Valley, Goulburn, Moss Vale, 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 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 such as the Year 12 Dinner, Annual School Ball.
  - Community Service Programmes after school.

The Macarthur staff is motivated and committed towards engaging students and providing an outstanding and stimulating education, as can be seen in the list above, depicting the extensive involvement of staff during their own time.

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. 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.

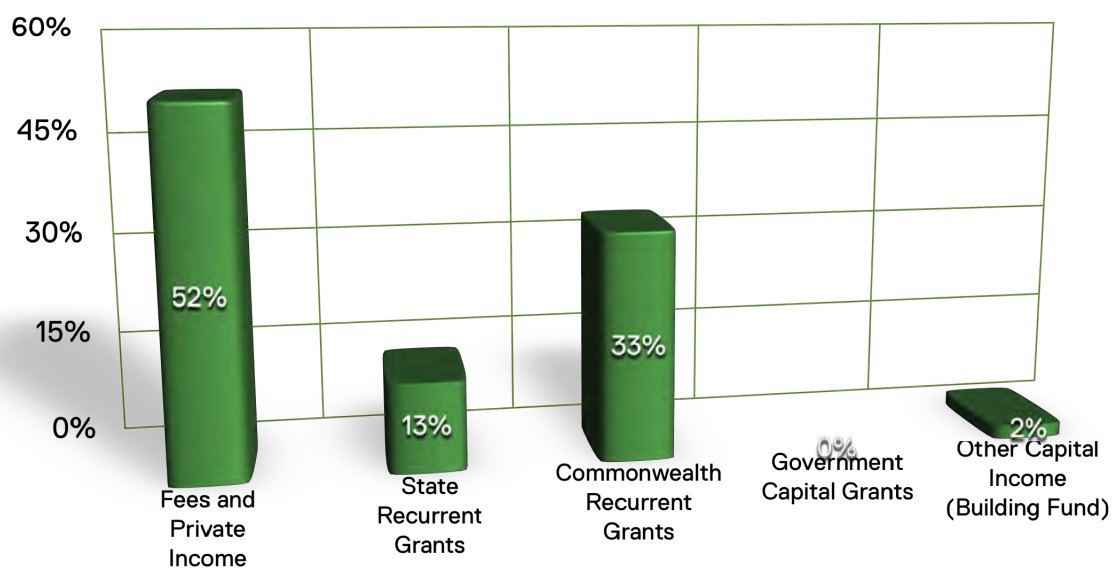
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## SUMMARY FINANCIAL INFORMATION

The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire for the year 2013.

### Recurrent and Capital Income



### Recurrent and Capital Expenditure

