

A MESSAGE FROM THE CHAIR OF COUNCIL

It gives me pleasure to write this message following another 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. Over this year we have had 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 the year 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 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.

Annabel Michie

A welcome from Dr Nockles

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

The traditions on which Macarthur is built are diverse and dynamic, presenting students with opportunities to pursue their passion or indeed discover new ones! These traditions have created a School that respects the individual, engages with them and encourages and challenges each one to be the best that they can be. There is no 'typical' Macarthur student, but all boys and girls, young men and young women have the opportunity to develop values that enrich the intellect, develop social responsibility and service, create healthy lifestyles and promote integrity and confidence in them - all while encouraging them to explore the eternal benefits of the Christian faith. As a Christian school, Macarthur seeks to honour God every day, bringing the word of God to the students and teaching them of Jesus' saving love for each individual.

The emphasis the School places on sport, co-curricular opportunities, the comprehensive Music Programme from Year 3 onwards, and the Year 3 to Year 12 mandatory Outdoor Education Programme are not accidental and are not simply in place to keep students busy. By encouraging all students into experiences that they might not have chosen for themselves, or by developing already existing talents and interests, a student's academic development is greatly enhanced. In the developing years the brain is an organ that craves stimulation and the more opportunities an individual can experience the greater complexity the brain will develop in its thinking and processing abilities. Breadth of opportunity is more than just fun; it enhances learning.

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

The Macarthur staff is a wonderfully diverse group of professionals who bring their own strengths and commitment to their area of expertise. They are life long learners, with many undertaking additional study and modelling a love of learning to the students. A Macarthur education celebrates diversity and opportunities for all to be involved. Whether students and staff, current or former parents or former students the Macarthur family can come together to develop and strengthen their Macarthur friendships through the various Parents and Friends groups, the Alumni Association and other support groups.

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

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

Dr David Nockles

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

2.1 School Context

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

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

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

The purpose built and extensive facilities available are designed specifically for the developmental learning and social needs of the students across the School, with a Centre for Early Childhood being specifically set apart and fenced for the youngest learners. Macarthur students have a record of excellent HSC results with an exceptionally high percentage of students entering university each year. Pastoral care is a strong feature of the School. Year 7 and 12 Year advisers along with Heads of House provide students in Years 5-12 with additional academic and pastoral care. The development of Christian values and attitudes is encouraged through a comprehensive pastoral care programme and the availability of a wide range of voluntary Christian activities. Student community service and outreach opportunities locally, nationally and 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.

Opportunities for academic extension are available from Year 1 onwards. The GATEway (Gifted and Talented Education) programme in Year 5 and 6 and the Honours Programme in Year 7 and 8 provide a fast-paced, challenging learning environment for gifted students. Year 8 students with a talent in one or more subject can participate in the Aristotle Programme which fosters critical and creative thinking and research skills. Year 9 and 10 gifted students can join the Socrates Programme, which often links them with mentors from university. Students with musical ability are encouraged to participate in one of the many music ensembles on offer. The Orchestra, String Orchestra, Preparatory Orchestra, Stage Band, Concert Band, Preparatory Band, Choir and Vocal Ensemble are just some of the performance groups available. Instrumental string and band programmes are included in the curriculum from Year 4 to Year 6 and the peripatetic music programme is extensive. The school believes that the introduction of music training at a very young age is beneficial 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. In K-6, this is overseen by the Heads of School and the Co-ordinator of Learning and Literacy K-6. In 7-12, this is overseen by the Dean of Studies and Co-ordinator of Learning and Literacy 7-12. Teachers aides also support the students with their literacy and numeracy needs. Staff are also provided with strategies to differentiate learning tasks. Students with disabilities are assessed by the learning support team and in some cases, in consultation with parents, educational plans are devised so these students can access the curriculum.

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

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

Parents who enrol their children at Macarthur are generally aspirational and are seeking the best educational outcomes possible for their children. Conscious of this, the school seeks to tap the interest and enthusiasm of the parent body, as well as those associated with the school in a myriad of other ways, to create a learning environment that will enhance opportunities for personal growth and future prospects. Active parent groups, known as Women at Macarthur (W@M) and Men at Macarthur (M@M) have successfully operated bringing parents together at a number of social occasions, while at the same time contributing both financially and in kind towards improvements in the school amenities. Whilst we request community support we also give back to our community through Sponsorship. We have sponsored a number of community events including the Harrington Park Community Christmas Carols, Camden Show, Australian Decorative and Fine Arts Society and local Baby prom. In recent years we commenced our Community Partner Programme. We offer 5 businesses the opportunity to connect with us for a minimum period of 12 months. These businesses provide financial assistance to the School. We acknowledge these companies both in print and verbally at major School events. We have maintained the 5 current companies for the past 4 years and nurture these relationships throughout the year.

2.2.Characteristics of the Student Body

Outlined in the table below is information regarding the population profile of the school in 2015 (with the previous year of 2014 shown in brackets)

Gender distribution

	Boys	Girls	Totals
K-6	140 [158]	142 [142]	282 [300]
7-12	202 [202]	256 [247]	458 [449]
Totals	342 [360]	398 [389]	740 [749]

This table shows a 1.2% decrease in enrolments compared to the 2.6% decrease in 2014. The totals show a 46:54 ratio between boys and girls in the whole school, which is similar to the 48:52 ratio in 2014. The ratio for K-6 was 49:51. There were more boys compared to girls in 2014 (53:47). For 7-12, the ratio of boys to girls was 46:54 which is similar to the 2014 ratio.

Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	3.1%	13%	1%

Index of Community Socio-Educational Advantage (ICSEA)

The ICSEA for Macarthur Anglican School, as shown on the My School website at <http://myschool.edu.au> is 1110. This is three points lower than 2014. From the My School website, the percentage of school families in each socio-educational quartile have varied only slightly from the previous year. The socio-educational quartiles for 2015, with equivalent figures for 2014 in brackets, are as follows:

School ICSEA Value (with previous year shown in brackets)

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
6 [5]	15 [15]	30 [30]	49 [50]

MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
38%	30%	16%	7%	6%	3

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

Anecdotal Information

Database information also shows that the families from which the students come include parents who may generally be described by the terms 'professional', 'white collar employee', 'self-employed' or 'managerial'. Some families could be described as quite wealthy and a number of students are fortunate to have experienced overseas family holidays. The dress, general health and 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.

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

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

National Assessment Programme Literacy and Numeracy (NAPLAN)

In 2015, 40 Year 3 students, 48 Year 5 students, 76 Year 7 students and 87 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 2015. Macarthur's results are above or substantially above State average compared to all Australian Schools in all domains for Years 5, 7, 9 with the exception of writing for Year 5. Please refer to further details on the MySchool website <http://www.myschool.edu.au>

2015 Year 3 NAPLAN Results

State Average Comparison

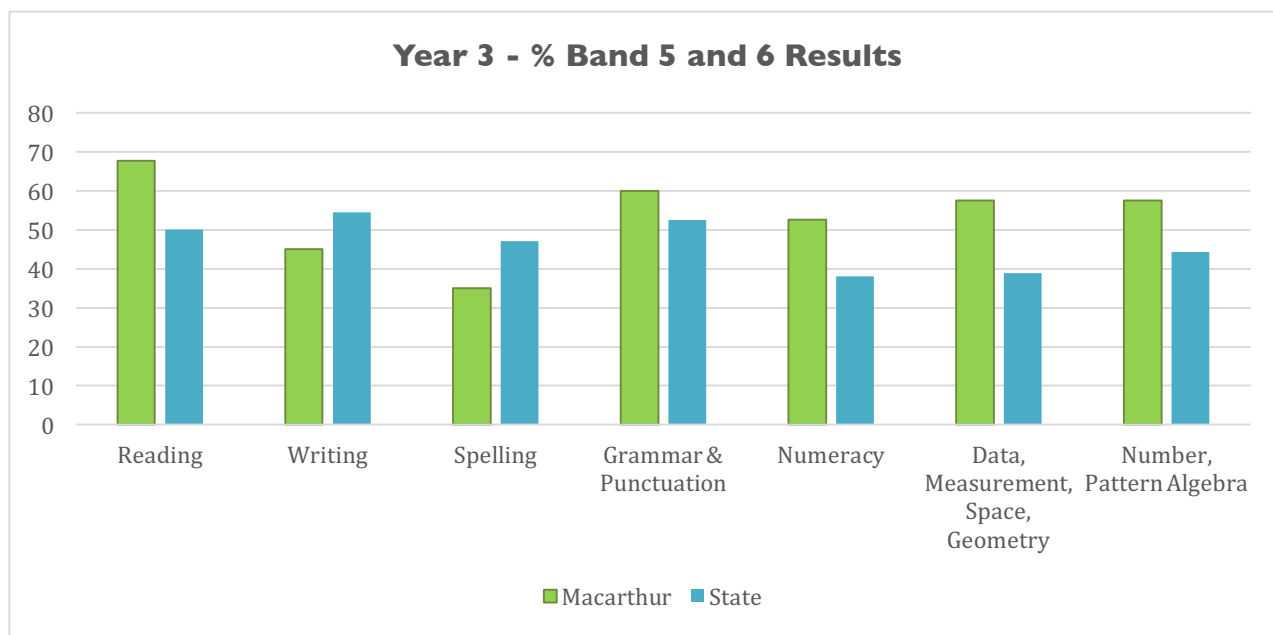
The table below shows that the School's Year 3 mean results were above the State mean for all domains except Spelling. The previous year's writing results improved by 26 points.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space, Geometry	Number, Patterns & Algebra
State Mean	430.3	423.1	418.5	439.7	402.5	400.7	405.1
School Mean	455.5	425.0	409.6	442.9	416.7	408.4	426.5

National Benchmark, Top 2 Bands

In Year 3, no students were absent, exempt or withdrawn. The majority of students achieved well above the National Minimum Standards for all tests and there was a significant improvement in writing with all students above the minimum benchmark (see table below).

Year 3 2015 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	97.5	67.5	50
Writing	0	100	45	54.5
Spelling	0	90	35	47.2
Grammar and Punctuation	5	87.5	60	52.5
Numeracy	5	82.5	52.5	38.1
Data, Measurement, Space and Geometry	2.5	82.5	57.5	38.9
Number, Pattern and Algebra	5	90	57.5	44.2



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 except Spelling and Writing.

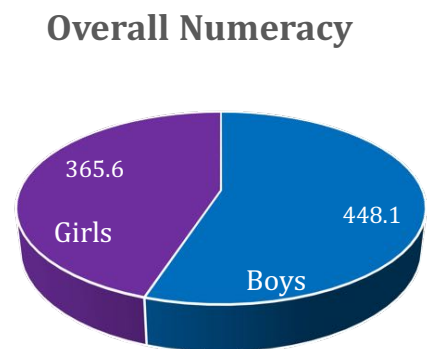
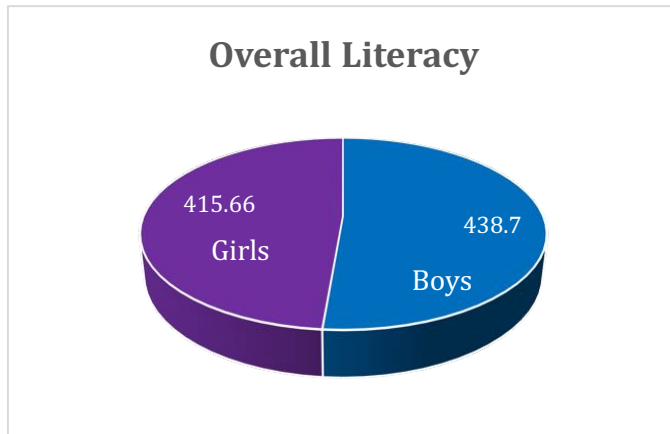
Percentage of Students Achieving Top Band

The table below indicates that the percentage of Macarthur students achieving results in the top band were above State average for all areas except for Spelling.

Year 3 2015 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	Macarthur	State
Reading	40	30.5
Writing	17.5	16
Spelling	17.5	27.1
Grammar and Punctuation	32.5	32.1
Number, Patterns and Algebra	27.5	18.8
Data, Measurement, Space and Geometry	15	13
Numeracy	32.5	25.2

Gender Comparison – Year 3

The pie chart below shows that boys significantly outperformed girls in both the Literacy and Numeracy tests. This was the first year that boys outperformed girls in both areas.



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2015 Year 5 NAPLAN Results

One Year 5 student was absent and one student was withdrawn. No students were exempt from the tests.

State Average Comparison

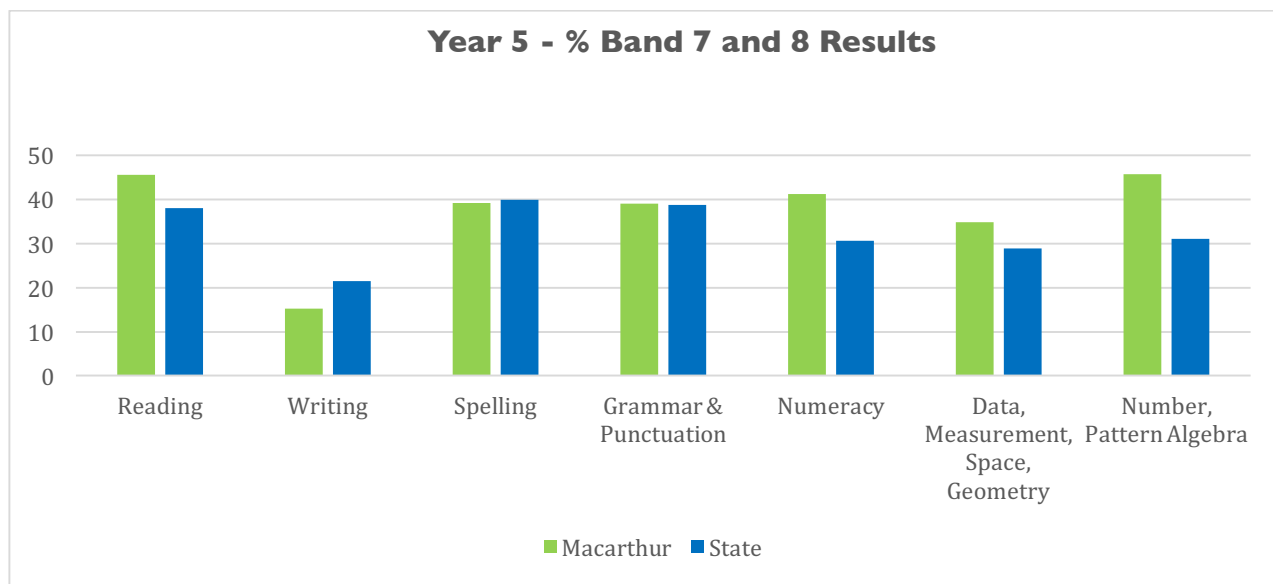
The table below indicates that Macarthur students achieved above the State Mean in all tests except Writing.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Measurement, Data, Space, Geometry	Number, Patterns, Algebra
State Mean	502	483.5	506.4	509.1	498.5	496.9	500.5
School Mean	520.1	479.3	516.6	515.6	521.5	519.1	526

National Benchmark, Top 2 Bands

The table below indicates that the majority of Macarthur students achieved well above the National Benchmark for all tests. There was a greater percentage of students achieving results in the top two bands (Bands 7 & 8) for all domains except Writing compared to the State.

Year 5 2014 NAPLAN Test	% of Macarthur students below national minimum standards	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	95.6	45.6	38
Writing	6.5	89.1	15.2	21.5
Spelling	0	87	39.2	39.9
Grammar and Punctuation	2.2	95.7	39.1	38.7
Number, Patterns and Algebra	0	91.3	45.7	31.1
Data, Measurement, Space and Geometry	0	93.5	34.8	28.9
Numeracy	0	87	41.3	30.7



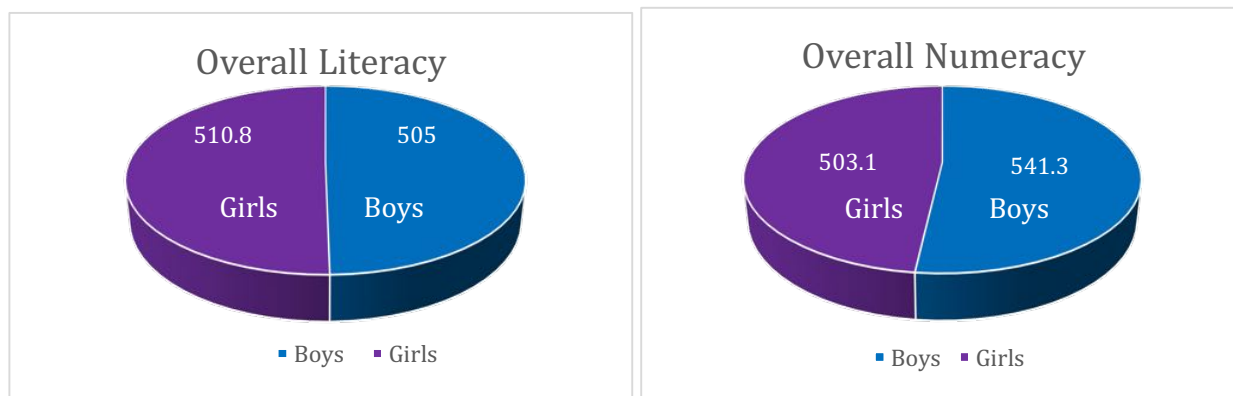
Percentage of Students Achieving Top Band

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

Year 5 2015 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	Macarthur	State
Reading	13	17.5
Writing	6.5	6.3
Spelling	10.9	12.9
Grammar and Punctuation	15.2	18.1
Numeracy	17.4	14.1
Data, Measurement, Space, Geometry	23.9	12.4
Number, Patterns, Algebra	19.6	16.1

Gender comparison – Year 5

Girls outperformed boys in the literacy tests and boys outperformed girls in the numeracy tests (see pie chart below). This is the same trend as the State.



Value Added Data – Year 5

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2013 and the Year 5 NAPLAN in 2015 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth is represented in the table below. Growth for reading, spelling and numeracy is above the State average growth. Writing is below State Average. This was affected by a major decline in growth of one student. Punctuation and Grammar is below State average and needs to be monitored as this is the third time in the past 4 years this has been the case.

	2012 Average Scale Score - Growth		2013 Average Scale Score Growth		2014 Average Scale Score - Growth		2015 – Average Scale Score – Growth	
	School	State	School	State	School	State	School	State
Reading	92.5	77.8	93.5	83.2	68.3	78.4	87.8	77.7
Writing	N/A	N/A	73	55.4	66	49.8	49.8	61.2
Spelling	89.4	94.3	96.4	84	76.1	79.4	83.5	83.8
Grammar & Punctuation	71.8	79.2	89.6	77.7	69.5	78.2	69.4	72.4
Numeracy	111.2	96.6	100.1	88.5	94.1	88.8	101	94.1

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Year 7 NAPLAN Results

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

State Average

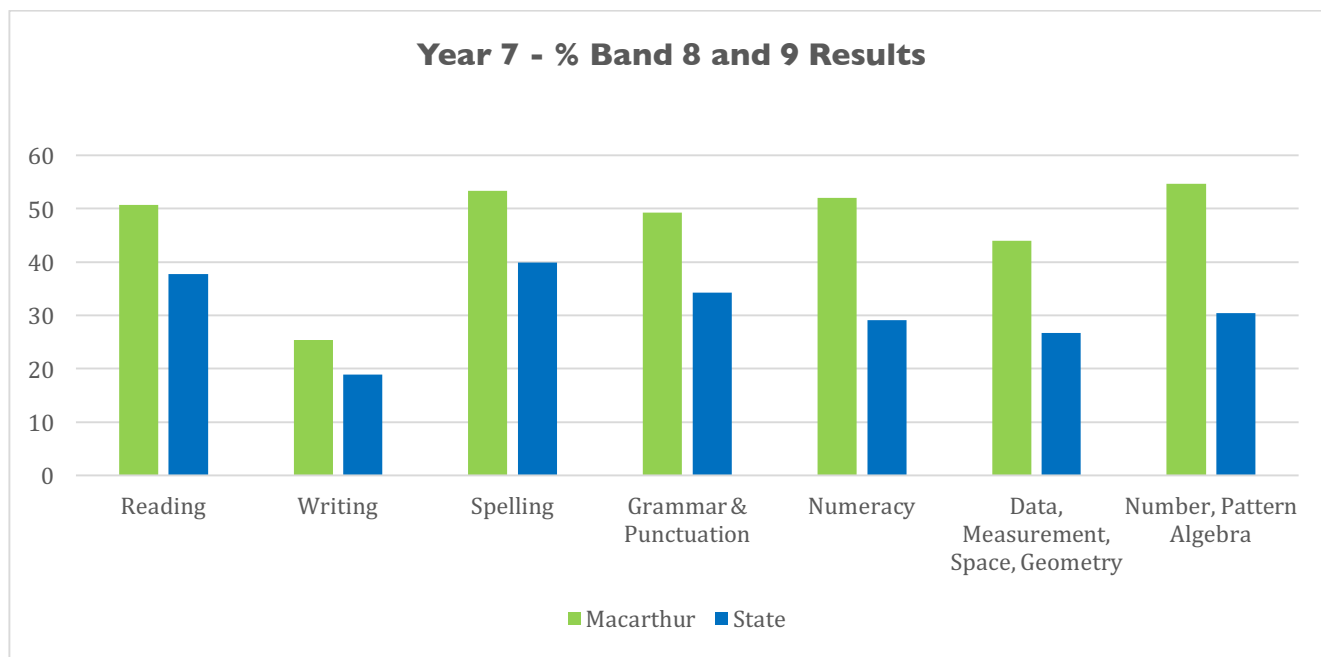
Macarthur Year 7 students achieved above the State Mean in all tests (indicated in the table below).

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Numeracy
State Mean	549.5	511.5	555.1	546.6	551.2	546.3	548.9
School Mean	588.3	538.5	575.4	576.6	600.2	581.9	591.1

National Benchmark, Top 2 Bands

The table below indicates the majority of Year 7 students achieved results well above the National Benchmark in all tests. Macarthur students performed better than the State in the top two bands for all domains.

Year 7 2015 NAPLAN Test	% Of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 5 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	93.3	50.7	37.8
Writing	4	81.3	25.4	18.9
Spelling	4	89.3	53.3	39.9
Grammar and Punctuation	1.3	92	49.3	34.3
Numeracy	0	97.3	52	29.1
Data, Measurement, Space, Geometry	0	96	44	26.7
Number, Pattern, Algebra	0	94.8	54.7	30.4



The graph above shows the percentage of Macarthur students who achieved in the top two bands exceeded the percentage in the State in ALL tests.

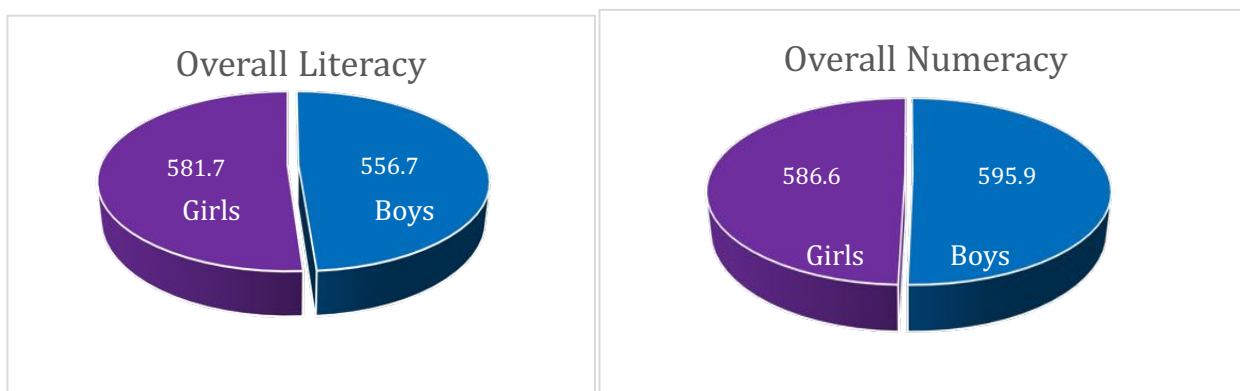
Percentage of Students Achieving Top Band

The table below indicates Macarthur students who exceeded the State in the top band for Numeracy, Reading, Spelling and Grammar and Punctuation.

Overall Year 7 NAPLAN 2015 Results	% Students achieving in the highest band (Band 9)	
	School	State
Reading	26.7	11.9
Writing	6.7	4.5
Spelling	16	11.6
Grammar and Punctuation	24	15.9
Numeracy	28	13.3
Data, Measurement, Space & Geometry	22.7	11.7
Number, Patterns & Algebra	34.7	17.2

Gender Comparison – Year 7

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



Value Added Data – Year 7

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2013 and the Year 7 NAPLAN test in 2015 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 Reading and Writing are above the level of growth for the State (refer table below but the other areas are lower. Individual students whose academic growth declined in 2015 will be monitored.

	2012 – Average Scaled Score – Growth		2013– Average Scaled Score – Growth		2014– Average Scaled Score – Growth		2015– Average Scaled Score – Growth	
	School	State	School	State	School	State	School	State
Reading	35.1	49.8	53.7	48.4	41.4	49.1	55	42.5
Writing	N/A	N/A	30.8	24.5	40	26.8	32.1	27.7
Spelling	45.1	53.4	59.7	61.3	44.4	45.3	41.6	50/7
Grammar and Punctuation	49.3	39.5	56.9	33.2	48.4	45.8	37.1	38.4
Numeracy	63	45.6	90	48.6	64.3	53.1	51.6	53.1

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Year 9 NAPLAN Results

One student was absent from Writing, Spelling, Grammar and Punctuation. No students were withdrawn or exempted.

State Average Comparison

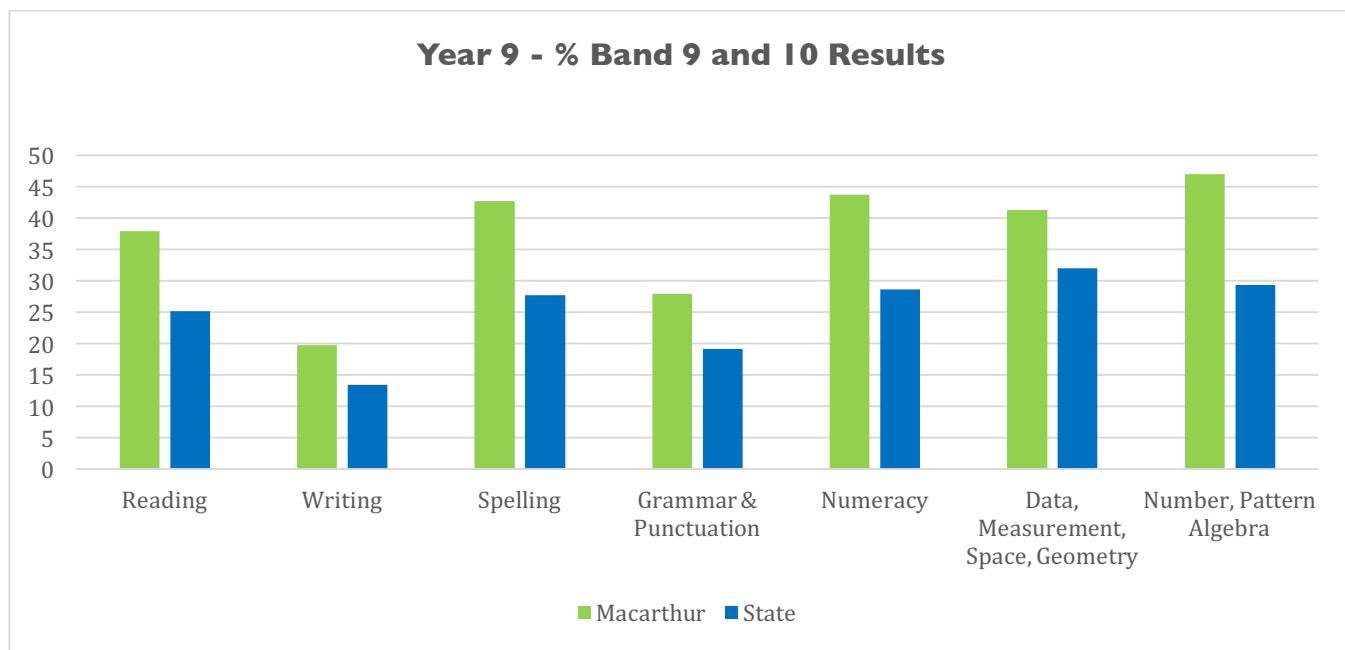
Macarthur students achieved well above the State Mean in all tests (indicated in the table below).

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Numeracy
State Mean	584.1	545.0	591.9	571.5	600.2	598.1	599.6
School Mean	611.5	583.4	617.1	610.0	635.6	620.6	630.0

National Benchmark, Median, Top 2 Bands

The table below indicates that the majority of Year 9 students achieved results well above the National Benchmark in most tests.

Year 9 2015 NAPLAN Test	% of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 6 Bench Mark	Median score for items tested	Median %	% Students achieving top two bands	
					Macarthur	State
Reading	1.1	90.9	36	72%	37.9	25.2
Writing	8.1	74.5	33	69%	19.8	13.5
Spelling	3.5	88.4	19	63%	42.7	27.7
Grammar and Punctuation	2.3	86.1	19	68%	27.9	19.2
Numeracy	0	97.7	35	58%	43.7	28.6
Data, Measurement, Space, Geometry	0	92	N/A	N/A	41.3	32
Numbers, Patterns, Algebra	0	96.6	N/A	N/A	47	29.4



Percentage of Year 9 Students Achieving Top Band

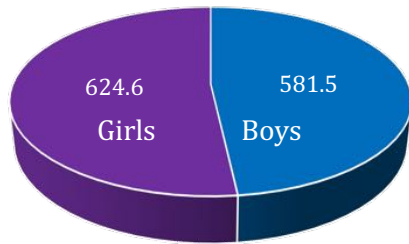
The percentage of Year 9 Macarthur students who achieved results in the top two bands significantly exceeded the State for all tests. The table below indicates Macarthur students who exceeded the State in the top band in all domains.

2015 Year 9 NAPLAN	% Students achieving in the highest band (Band 10)	
	School	State
Numeracy	23	13.1
Reading	9.2	8.2
Writing	12.8	5.6
Spelling	10.5	9
Grammar and Punctuation	12.8	6.3

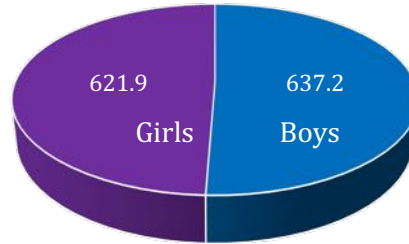
Gender Comparison – Year 9

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

Overall Literacy



Overall Numeracy



Value Added Data – Year 9

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2013 and the Year 9 NAPLAN in 2015 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth is represented in the following table.

There has been greater average growth for Macarthur students in Writing and Spelling compared to the State but the other areas are lower. Individual students whose academic growth declined in 2015 will be monitored.

	2012 – Average Scaled Score - Growth		2013– Average Scaled Score - Growth		2014 – Average Scaled Score - Growth		2015 – Average Scaled Score - Growth	
	School	State	School	State	School	State	School	State
Reading	30.3	29.1	57.2	40.4	40.7	39	34.5	38.6
Writing	N/A	N/A	42.1	25.3	40.4	27.2	40.1	27.2
Spelling	42.3	30.6	54.8	43.9	42.1	34.7	38.8	31.7
Grammar and Punctuation	32.1	37.5	45.4	40.1	35.2	25.1	20.9	27.7
Numeracy	42.1	40.6	56.2	43.7	43.3	50.1	44.6	47.6

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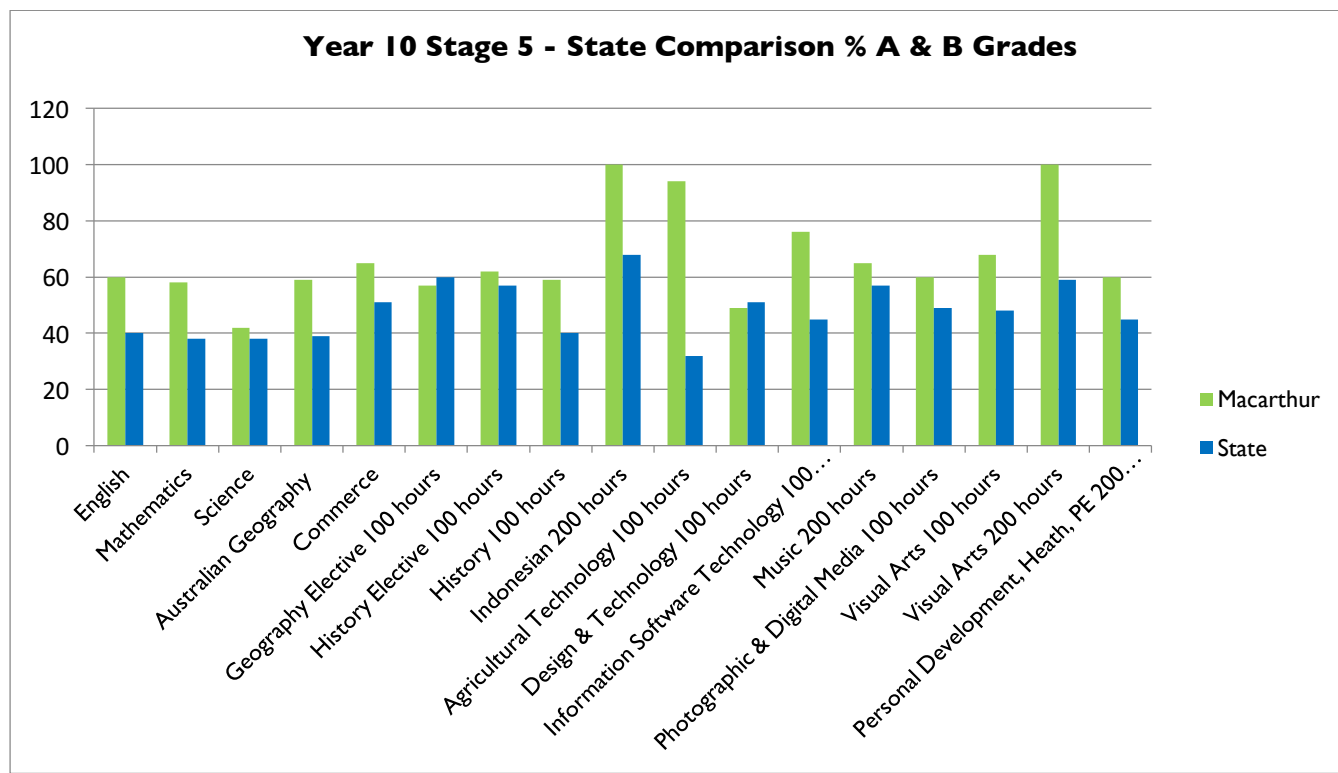
SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA)

Stage 5

In 2015, 76 students satisfied the requirements of the Stage 5 RoSA. The RoSA results were pleasing with all subjects having a greater percentage of A and B grades compared to the State. There were some outstanding results, notably Sarah Alexander, Noah Gray, Julia Kokic, Laura Perich and Kaitlin Taylor who achieved 'A' grades in every subject.

2015 Stage 5 School versus State Grading Comparison – % 'A' & 'B' Grades				
	A grades		B grades	
Subject	Macarthur	State	Macarthur	State
English	24	13	36	27
Mathematics	28	15	30	23
Science	17	13	25	25
Australian Geography	17	13	42	26
Commerce	43	18	22	33
Geography Elective 100 hours	21	28	36	32
History Elective 100 hours	26	24	36	33
History 100 hours	21	14	38	26
Indonesian 200 hours	50	34	50	34
Agricultural Technology 100 hours	56	11	38	21
Design & Technology 100 hours	10	21	39	30
Information Software Technology 100 hours	41	15	35	30
Music 200 hours	18	26	47	31
Photographic & Digital Media 100 hours	30	20	30	29
Visual Arts 100 hours	21	16	47	32
Visual Arts 200 hours	0	27	100	32
Personal Development, Health, PE 200 hours	17	13	43	32



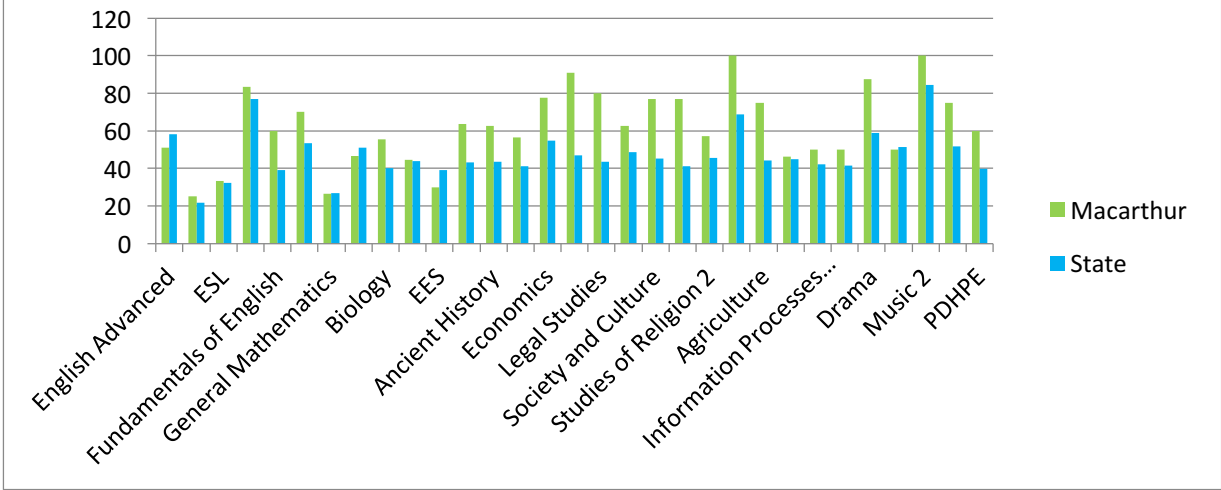
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Preliminary HSC

In 2015, 63 students satisfied the requirements of the Preliminary HSC. An additional two student completed Mathematics and Mathematics Extension as accelerants. The Preliminary results were pleasing with most subjects having a higher percentage of A and B grades compared to the State (see graph below). Madeline Elliott achieved 'A' grades in every subject.

2015 Preliminary HSC School vs State Grading Comparison – % 'A' & 'B' Grades				
	A grades		B grades	
Subject	Macarthur	State	Macarthur	State
English Advanced	15.09	18.43	35.85	39.86
English Standard	0	2.95	25	18.68
ESL	16.67	8.97	16.67	23.41
English Extension I	16.67	34.26	66.67	42.87
Fundamentals of English	0	8.72	60	30.39
Mathematics Extension	25	25.81	45	27.58
General Mathematics	6.45	7.5	19.94	19.44
Mathematics	24.24	25.14	24.24	25.81
Biology	22.22	12.95	33.33	27.34
Chemistry	11.11	17.52	33.33	26.28
EES	0	12.65	30	26.42
Physics	18.18	16.74	45.5	26.32
Ancient History	37.5	15.3	25	28.42
Business Studies	17.39	13.32	39.13	27.71
Economics	11.11	22.29	66.67	32.62
Geography	36.36	18.3	54.55	28.61
Legal Studies	26.67	16.24	53.33	27.36
Modern History	33.33	18.37	29.17	30.17
Society and Culture	46.15	16.24	30.77	29.10
Studies of Religion I	38.46	13.59	38.46	27.74
Studies of Religion 2	28.57	15.74	28.57	29.78
Indonesian	50	30.11	50	38.71
Agriculture	0	19.29	75	25.04
Design and Technology	23.08	16.90	23.08	27.92
Information Processes Technology	16.67	15.29	33.33	26.97
Software Design and Development	33.33	15.78	16.67	25.83
Drama	25	22.84	62.5	36.09
Music I	0	17.42	50	34.07
Music 2	50	49.05	50	35.35
Visual Arts	33.33	19	41.67	32.76
PDHPE	30	12.63	30	27.30

Preliminary HSC - State Comparison % of A & B Grades



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The Higher School Certificate

In 2015, Macarthur Anglican School presented 80 students for the Higher School Certificate. Of this group, 33 (41%) were girls and 47 (59%) were boys. Thirty-five subjects were presented at Macarthur in 2015. No subjects were studied externally. All students fulfilled the requirements to gain a Higher School Certificate and an Australian Tertiary Admission Rank (ATAR). The School did not present any subjects that could not be used for the purpose of gaining an ATAR.

28% of students who presented for the HSC in 2015 attained ATARs of 90 and over with 16% of students gaining ATARs of 95 and above. 38% of students gained an ATAR of 85 and over and 56% achieved an ATAR of 75 and over. 39% of students recognised as Distinguished Achievers for attaining Band 6 or E4 result and 83% of students gained Band 5 or E3 results. Students also appeared on the HSC Honour roll 85 times.

Two students were presented with an All Rounder Award for achieving Band 6 results for ten units.

69% of tracked students were at or above the Value Added Benchmark. Positive academic growth was evident across the ability range.

	2011	2012	2013	2014	2015
Students who achieved a Band 6 result	33%	25%	32%	43%	39%
Students who achieved a Band 5 result	75%	77%	75%	82%	83%

The 2015 Dux of the School was Robert Archer, achieving an ATAR of 99.1. Robert also achieved 2nd place in the State in Indonesian Continuers and, along with Alanah Monger (ATAR 98.9), was recognised as an All Rounder for achieving Band 6 results in 10 units. Other top achievers include Ellen House (ATAR 98.6) for placing 1st in the State in Indonesian Extension, 3rd in the State in Indonesian Continuers and 8th in the State in English Extension.

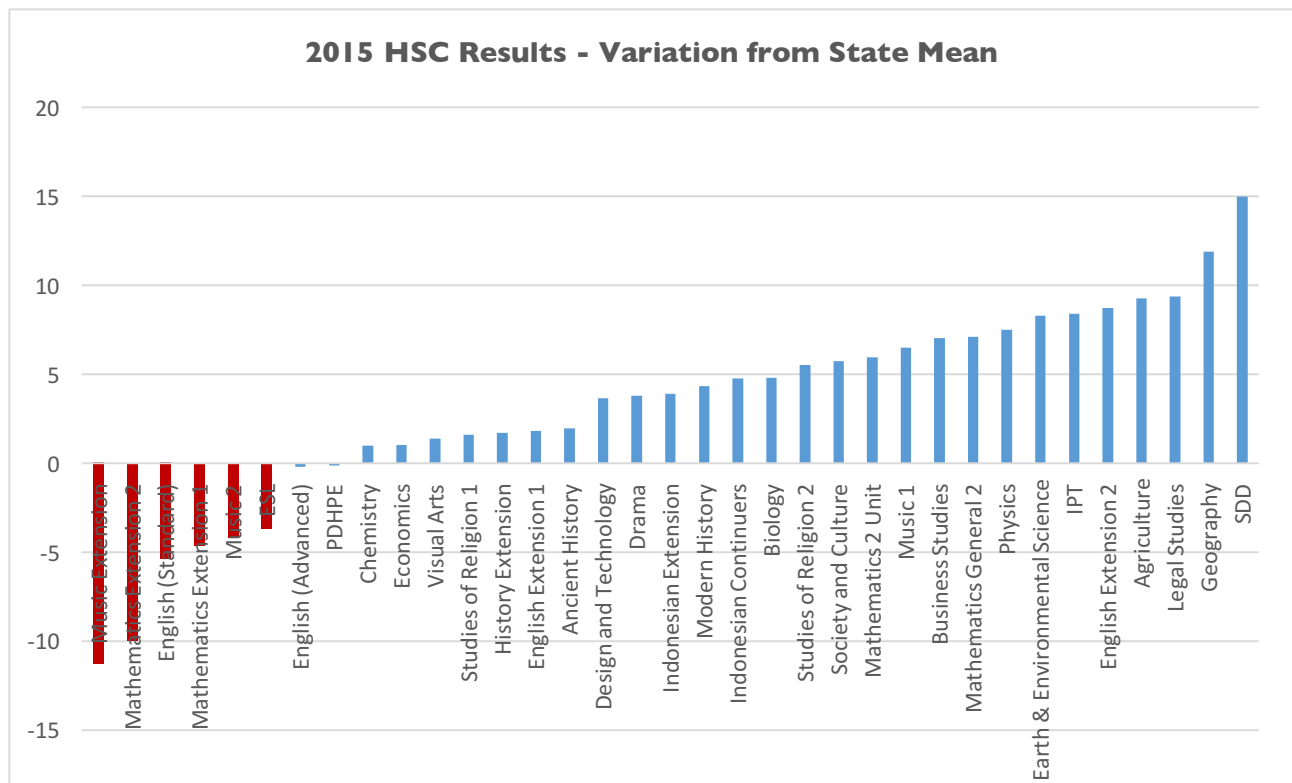
Mean and Median Year 12 Results

	2011	2012	2013	2014	2015
Mean	74.41	69.29	72.7	75.41	75.29
Median	77.43	75.15	75	76.90	79

The 2015 Mean of the Year 12 ATAR results was similar to 2014. The Median is higher than previous years.

Variation from State Mean

For the vast majority of subjects, the results are well above the State Average with Software Design and Development, Geography and Legal Studies, leading the field. These same subjects were also among those leading the field in 2014. The number of subjects above the State Mean is similar to 2014.



Highest Mark & ATARS Achieved by Macarthur Students per Subject and Comparison of 2015 Band 5 and 6 Results Compared to the State

In 2015, students achieved a Band 6 result in most subjects. Students achieved an HSC mark of 95 or more in Geography, Indonesian Continuers, Legal Studies, Mathematics General 2, Mathematics, Society and Culture and Software Design and Development and 45 or more in English Extension I, English Extension 2, Mathematics Extension I, Indonesian Extension and Studies of Religion I

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

Subject	Highest HSC mark achieved by Macarthur Student		Highest ATAR attained by Macarthur student		% Band 5 & 6 results at Macarthur		% Band 5 & 6 results in State	
	2014	2015	2014	2015	2014	2015	2014	2015
Agriculture	87	93	88.45	98.15	50	71.42	25	28.35
Ancient History	96	91	98.20	97.65	47	37.5	33	32.6
Biology	93	91	99.15	99.1	43	40	28	27.96
Business Studies	94	94	98.25	95.65	40	49.99	37	35.88
Chemistry	92	87	99.15	95.65	67	42.85	46	41.05
Design and Technology	92	91	88.45	96.75	80	54.54	38	35.98
Drama	91	91	88.45	89.05	88	66.66	41	42.36
Earth & Environmental Science		85		77.5		100		42.59
Economics	83	83	98.30	94.55	29	50	44	45.85
English (Standard)	84	67	85.20	62.05	12	0	8	8.31
English (Advanced)	95	94	99.30	99.1	48	52.04	59	57.81
ESL	96	67	99.15	45.8	20	0	28	25.9
English Extension I	44/50	48	98.80	99.1	71	100	93	94
English Extension 2	37/50	50	83.80	99.1	100	100	77	82.37
Geography	96	95	98.80	96.75	65	92.85	44	41.3
Indonesian Continuers	93	96	94.95	99.1	100	80	64	55.55
Indonesian Extension	46/50	47	94.95	98.15	100	100	92	75
IPT	94	91	87.90	95.15	43	66.66	28	32.03
Legal Studies	96	95	99.3	96.90	82	70	40	40.12
Mathematics General 2	95	96	98.80	96.05	40	43.74	25	25.64
Mathematics 2 Unit	96	95	99.30	99.1	69	80	54	52.31
Mathematics Extension I	99	91	99.30	98.95	100	76.46	84	84.11
Mathematics Extension 2	95	87	99.15	98.95	100	75	86	86.14
Modern History	93	90	99.30	95.95	50	54.16	42	43.65
History Extension	46/50	44	98.20	96.9	86	100	78	78.14
Music I	91	94	93.75	93.3	86	100	59	61.84
Music 2	83	89	88.45	88.7	50	100	87	88.03
Music Extension	46/50	32	88.45	61.1	100	0	99	93.15
PDHPE	93	93	98.25	93.3	20	31.81	30	29.62
Physics	93	93	99.15	98.95	25	54.54	31	28.75
Society and Culture	97	95	99.30	97.65	90	61.1	45	46.93
SDD	92	95	96.60	95.15	67	66.66	28	30.35
Studies of Religion I	44/50	46	98.20	96.9	44	50	49	50.87
Studies of Religion 2	89	87	95.25	94.55	25	60	44	39.96
Visual Arts	94	91	94.80	96.05	78	64.28	39	53.4

ATAR Distribution

The same high percentage of students attained ATARS in the 90-100 range in 2015 as they did in 2014.

36.2% of girls are represented in this band range, similar to 2014 (34.2%). 15.2% of boys are in this range compared to 17.9% in 2014. In 2014, 19.1% of girls attained ATARs in the 80-90 range compared to 18.5% in 2014. 24.2 % of boys attained ATARs in this range which is similar to 2014 (23%). 10.6% of girls attained ATARs below 40 which was higher than 2014 as no girls achieved ATARs in this range. 152% of boys attained ATARs in this range. This was lower compared to 2014 (17.9)

The mean for boys (72.05) increased from 2014 (70.73) and the median (77.56) also increased from 2014 (74.3). The mean ATAR for girls (77.56) decreased from 2014 (80.21) but the median (83.2) remained the same (83.1). 96% of students applied for university in 2015. Of these, 97% were offered a position in a University for 2015. 94% of the total cohort were offered a place at university for 2016.

2015	Male	Female	Totals
Count	33	47	80
Mean ATAR	72.05	77.56	75.29
Std Dev	17.96	18.05	18.11
Max	99.1	98.95	99.10
Min	29.80	42.95	28.80
Median	73.85	83.20	79
	74.30	83.10	76.9

ATAR	2011	2012	2013	2014	2015
Highest	98.3	97.15	99.1	99.30	99.1
Mean	74.41	69.29	72.70	75.41	75.29
Median	77.43	75.15	75	76.90	79

Initiatives for Year 12 students

During 2015 a variety of strategies were implemented and refined in an attempt to support students to achieve their best:

Students of Years 11 and 12 attended an HSC Study Skills and Time Management seminar in which strategies were presented to help students better prepare for the HSC.

The Head of Senior School and Dean of Studies explained the assessment, examination and scaling process to parents and students in Years 11 and 12 early in 2015.

Students were able to apply for a Study Coach to work closely with them, helping motivate them, assisting them with time management and study strategies for tests and examinations. 40 students (50% of the year group) had a study coach. In 2014 there were 37 students (48% of the year group) with a study coach. Students who worked with a study coach gained an average ATAR of 80.2. This was slightly lower than those who had a study coach in 2014 (ATAR of 82); however more students were involved. Students who did not have a study coach attained an average ATAR of 71.20. It is evident that the study coaching programme is highly beneficial to students.

Students were provided with additional time to focus on their studies as well as a range of study skills and strategies to help them with their examinations. In Autumn Term, students who did not wish to pursue representative sport were able to attend various subject-based tutorials offered on a rotational basis by their Year 12 teachers or participate in private study in the School Library. Comments by students indicated that the time for additional study and having tutorials was valuable. Students completing practical subjects also benefited from having increased time to work on their major projects with teacher support.

Motivational speakers and experts in time management and study skills provided students with a wide range of useful strategies prior to their Trial examinations.

An HSC study camp (Champ Camp) was placed in the first week of the student vacation period leading up to the HSC. Students worked for 10 hours each day. This gave them an excellent foundation for the following 2.5 weeks before their examinations and many students continued to use the Library facility in the lead-up to the HSC. Teachers made themselves available to Year 12 students during their HSC examination period for one-on-one and small group tutoring as needed.

An after school three-hour Senior Study Support Programme was offered to students twice a week. This was beneficial to those students who attended. Interviewing of students by the Headmaster and Dean of Studies in Autumn and Winter Terms also provided timely intervention and encouragement to those who needed it. In addition, the Head of Senior School attended to the individual needs of many HSC students on both pastoral and academic matters. In practice, this has meant that opportunities to improve study skills, essay writing skills and analyse tertiary options has been available to students to a greater level, enabling students to capture a vision for their future and work towards it accordingly.

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

Macarthur Anglican School continues to have its HSC results analysed by Academic Profiles. This analysis continues to be seen by Faculty Heads as facilitating positive change. The Head of Senior School and Dean of Studies have been able to repeatedly use this data to advise students about subject choice (including the selection of Extension subjects) and the value or otherwise of retaining 12 units

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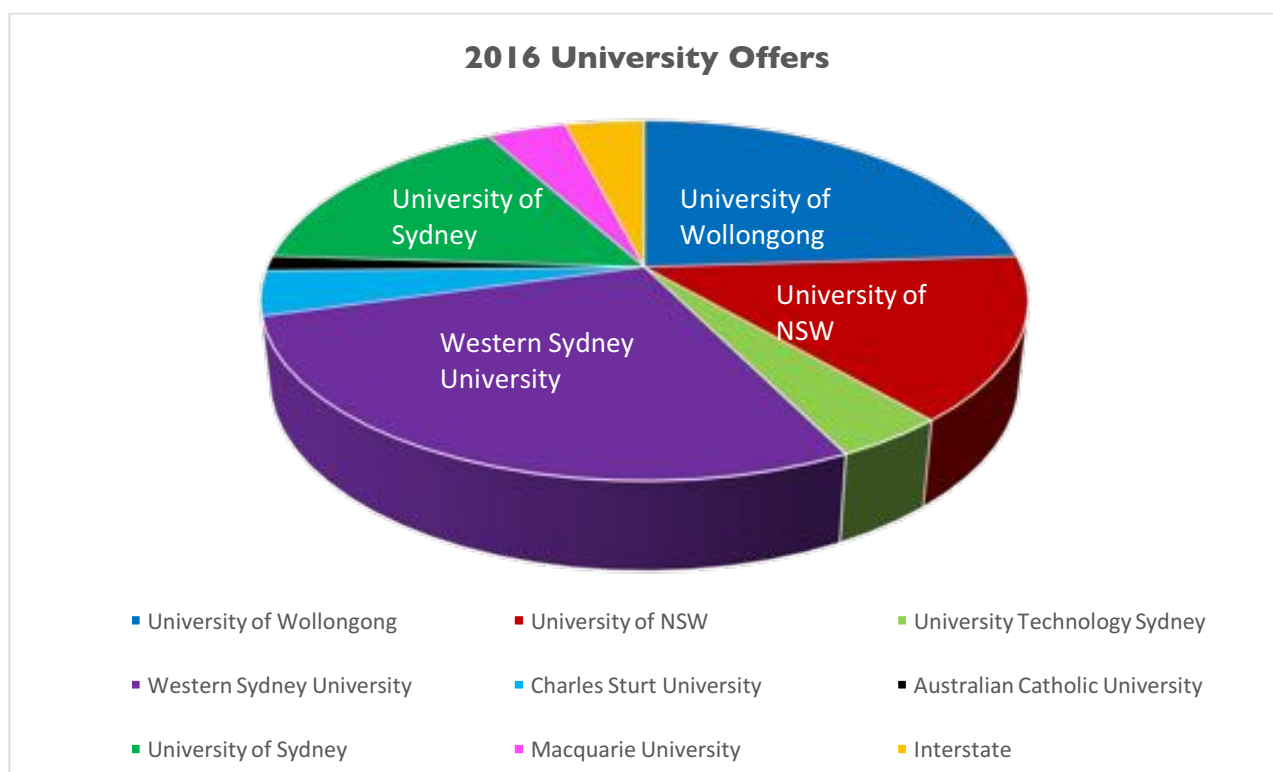
Year 12 Students Undertaking the NSW Higher School Certificate

A total of 80 students completed their senior secondary education at Macarthur in 2015, with 100% of the group successfully being awarded the Higher School Certificate.

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

Post School Pathways

77 of the 80 Year 12 students applied for an ATAR. Of these, 75 students (97%) received university offers and 62% received an early round offer. 28% of students have enrolled at Western Sydney University, 24% at the University of Wollongong, 16% at the University of Sydney and 15% at the University of NSW. Refer pie chart below.



PROFESSIONAL LEARNING AND TEACHER STANDARDS

In an effort to improve teacher professionalism, since October 2004 all new teachers in NSW have been legally required to be registered and accredited by the NSW Institute of Teachers. From January 2014 the Institute came under the auspices of the NSW Board of Studies and Teacher Education (BoSTES). Today, thirty-two teachers, about one-third of Macarthur's teaching staff, are members of BoSTES. The NSW Government wants all teachers to be accredited by the end of 2017 and has introduced legislation to make it mandatory.

In the view of Macarthur's Headmaster and School Council this emphasis on teaching is rightly placed, as research demonstrates that apart from one's natural abilities, quality teaching is the single biggest influence on educational outcomes.

Given the fact that lawyers, accountants, architects and psychologists are among many professions that already require accreditation, it is entirely appropriate that an accreditation process is extended to such an important and influential group as those within the teaching profession.

Within the last twelve months two achieved accreditation as 'Proficient Teachers': Mrs Watson and Mrs Wong.

Once accredited at the Proficient Teacher level, teachers are then required to maintain their accreditation every five years by completing one hundred hours of professional development courses, 50 hours of which must be from an accredited provider. In the last twelve months Mrs Joel, Mrs Tor and Mr Blake completed their maintenance of accreditation. These three teachers, together with Mrs Cowper will successfully move from Band 2 to Band 3 and became 'Experienced Teachers' in 2016 under the Association of Independent School's ISTAA Accreditation system. Mrs Tor completed the requirements for becoming an 'Experienced teacher' through Action Research and received an Award of Excellence for this by the Association of Independent Schools.

Teacher Qualifications

The 2015 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

Staff Professional Learning in 2015

This year, staff at Macarthur worked together to continue to build a strong academic environment for our students. In July 2015 Simon Brooks from Masada College led staff with a programme 'Creating a Culture of Thinking'. His inspirational lecture built neatly on the concepts of 'deep thinking' for 'enduring understanding' that underpins Macarthur's academic programme. Staff professional development focussed on this theme, and establishing how to embed this in teaching programmes. As an addendum to this underlying theme T-6 staff worked on the concept of 'Building a Community of Writers'. Teachers of Years 7-12 teachers continued working with Simon Brooks and also explored how to create quality differentiated classrooms with Leanne Woodley and Rhonda Rickards from the AIS. Years 5-12 teachers also worked with international presenter, Joe Dale, creating lessons that promote higher order thinking using a range of educational apps.

Macarthur continued as a Board of Studies Teaching and Educational Standards endorsed provider for teachers at the Proficient level and ran a suite of courses including "Reflective Teaching -Professional Learning Practice", "Developing a Consistent understanding of standards -Aligning student work samples to grades", "Teaching Thinking Skills Using Socratic Questioning Techniques" and "How to use iPads effectively in the classroom".

TeachMeets were also a well-attended professional development activity run each term. These provided staff with opportunities to share innovative teaching and learning strategies.

Administrative staff also attended a sessions on improving customer service and experience. All staff also completed an online AIS self-paced learning module 'Obligations in Identifying and Responding to Children and Young People at risk' and ASCIA's 'Anaphylaxis e-training for Australasian Schools.'

Many staff also attended workshops and seminars run by the Association of Independent Schools, University of Western Sydney, Pearson Australia and various professional associations. In addition to this, 50% of the senior school staff were selected to assess, mark or judge the HSC practical or written examination papers. Several Macarthur staff were also selected to be pilot markers, senior markers or Judges this year. This professional learning is invaluable for both our staff and students.

Professional Courses Attended by Staff

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place in 2015 among Macarthur staff. In addition to these courses, twenty one Macarthur staff participated in an Instructional Rounds project with Academics from Western Sydney University in which they observed colleagues' classes, and collected and analysed data around identified 'problems of practice'. One staff members also completed post-graduate units in Curriculum and Assessment at the University of NSW and one staff member completed a Master in Educational Leadership at the University of NSW.

Description of Professional Learning Activity	N° of Staff	Hours/ Person
Abbotsleigh Teacher Librarians Conference	7	2
AEC AGORA Forum - Positive Psychology	2.5	3
AEC AGORA Meeting	2.5	1
AEC Biblical Studies PD Day	7	2
AHISA Director of Studies Conference	9	1
AICES Meet Manager Course	5.5	3
AIS Designing for Deeper Learning	7	1
AIS IT Managers Professionals Conference	20	3
AIS Registration & Accreditation Briefing	2	1
AIS Registration & Accreditation Workshop	2	1
AIS Science Conference	7.5	1
AIS Special Education Conference	16	1
AIS Teacher Librarians Network Meeting	3	1
AIS The Art of Travel (Advanced English)	6.5	1
AIS Thinking Routines, Establishing patterns of thinking in the classroom	7	1
AIS Transforming Literacy Through Drama	6.5	1
AIS Using Technology in the Secondary Science Classroom	7	1
ALEA Writing, Creativity & Technology	2	5
ALEA Developing a visual metal language using picture books	1.5	4
ALEA National Conference	32	1
ALEA Writing process in a digital environment (Aust Literacy Educators Assoc)	2	8
Anaphylaxis Refresher Workshop (Sydney Children's Hospital)	4	1
Ancient History Teachers Conference (Macquarie University)	7	1
Arduino Esplora Platform Training	2	1
ASBA - PD Day (Assoc of School Business Administrators)	5.5	1
Assessment in Schools Conference (UNSW Global Pty Ltd)	13	1
Australian Super Business Briefing	2	1
BOSTES Teacher's Accreditation Workshop	2	1
BOSTES Consistent Teacher Judgement Workshop	3	2
BOSTES Senior Years Mathematics Consultation Meeting	2	1
Chemwatch/Chemgold - ASET - NSW	7	2

Description of Professional Learning Activity	N° of Staff	Hours/ Person
DEC - Volleyball Level I Coaching Accreditation	7	2
DEU Ex Photos Photomedia Conference	6	1
Disability Education Plans	6	1
DOS Conference	6	1
Drawing in Stage 6 Classroom	6	1
Early Start Conference (Early Start)	19	1
Educate Plus NSW Conference	16	1
ETA Annual State Conference	6.5	1
Fine Arts Personal Professional Extension (Deus Ex Photos Photomedia)	6	2
How Technology is re-wiring children's brains	6	1
IPSHA K-2 Umbrella Meeting	3	2
IPSHA Curriculum Coordinators Umbrella Group	2	1
IPSHA General Meeting	6	2
IPSHA Learning Support Umbrella Meeting	1.5	2
IPSHA Performing Arts Festival Meeting	2	2
ISTAA Experienced Teacher Action Research Project	7.5	11
Leading Change in Schools (UNSW)	6	1
ETA Annual State Conference	6.5	1
Fine Arts Personal Professional Extension (Deus Ex Photos Photomedia)	6	2
How Technology is re-wiring children's brains	6	1
IPSHA K-2 Umbrella Meeting	3	2
IPSHA Curriculum Coordinators Umbrella Group	2	1
IPSHA General Meeting	6	2
IPSHA Learning Support Umbrella Meeting	1.5	2
IPSHA Performing Arts Festival Meeting	2	2
ISTAA Experienced Teacher Action Research Project	7.5	11
Leading Change in Schools (UNSW)	6	1
SASMA Annual Archbishops Day (Syd Anglican Schools Ministry Assoc)	6	1
School Nurses Annual Conference (School Nurses Assoc of NSW)	8	1
Sculpture at Scenic World (Scenic World Katoomba)	6	1
Senior First Aid Course (Surf Life Savings Services Pty Ltd)	6	17

Description of Professional Learning Activity	N° of Staff	Hours/ Person
Sing It Stage It (Hal Leonard Aust)	7	3
Society and Culture Assoc PD Day	5	2
STANSW Teachers Conference	14	1
Sydney Autism & Asperger (Sue Larkey)	7	1
UNSW Biology Teachers PD Day	6	2
Visual Arts Teachers Symposium Masterclass	6	1
Western Sydney University Mentoring Course	4	15
Wheel Thrown Ceramics (TAFE NSW)	27	1
Wollongong Regional Ministry Conference	7	1
Yogyakarta Language School - Indonesian Language Lessons	1	12

Attendance at Professional Learning 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 and teachers new to Macarthur 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.

A significant number of staff (50%) continue to be involved at all levels in the Higher School Certificate process - setting examinations, marking and judging. 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 2015 Macarthur staff were engaged in marking in the following courses:

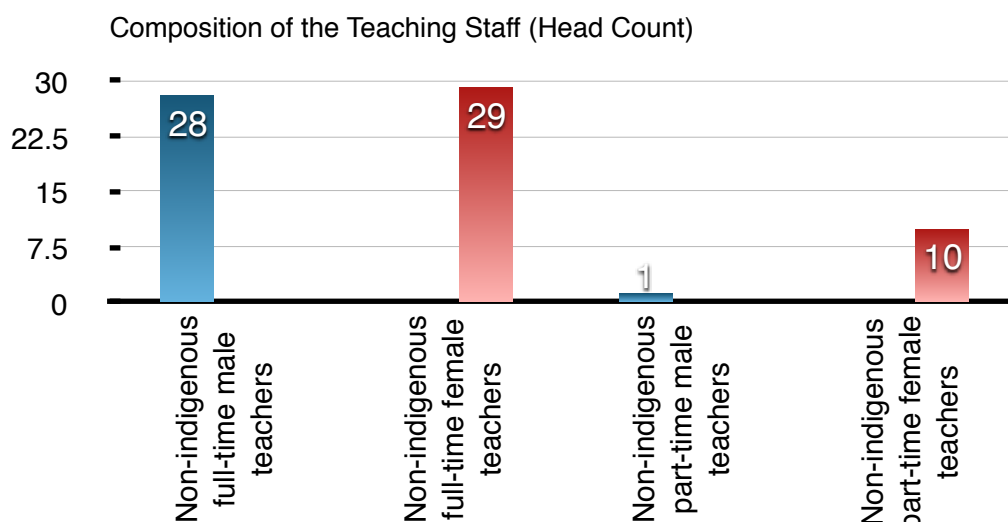
	Subjects in which teachers undertook HSC marking	
Agriculture	English – Advanced	Mathematics Ext 2
Ancient History	English – Standard	Music Practical
Biology	Geography	Music Written
Business Studies	History Extension	Physics
Chemistry	Indonesian	Society and Culture
Design and Technology	Information Processes and Technology	Software Design
Drama	Mathematics	Visual Arts
Economics	Mathematics (General)	

WORKFORCE COMPOSITION

Composition of the Teaching Staff – 2015

The non-indigenous full-time teaching staff as reported in the 2015 Annual Census, consisted of 28 male teachers, including the Headmaster, and 29 female teachers.

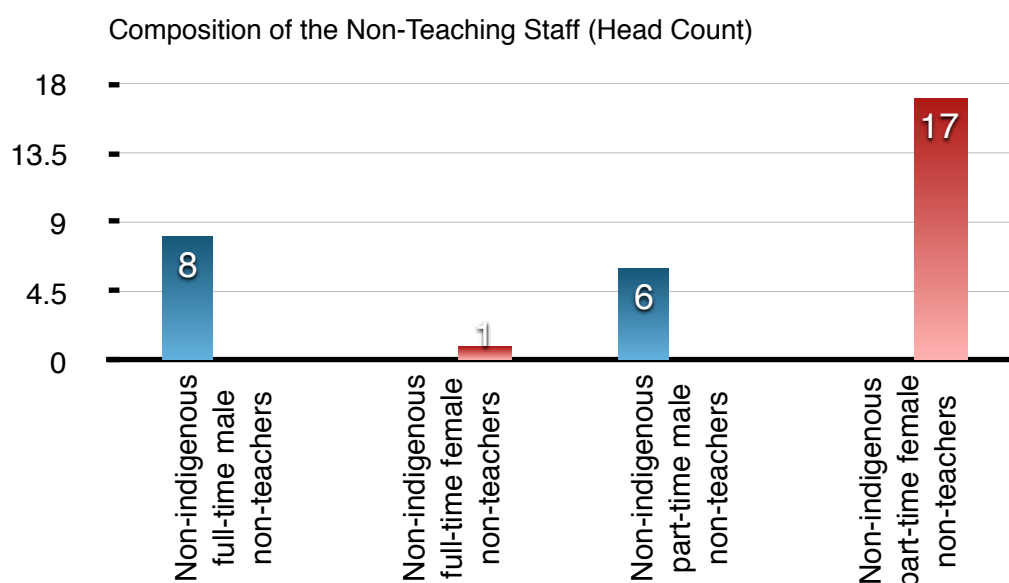
Non-indigenous part-time teaching staff consisted of 1 male teacher and 10 female teachers, totalling a full-time equivalent of 7.1



Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 8 males and 1 female.

Non-indigenous part-time non-teaching staff consisted of 6 males and 17 females, totalling a full-time equivalent of 15.5



Totals

The full-time equivalent number of teaching staff, including the Headmaster, is therefore 64.1 (3.8 less than the prior year), supported by the full-time equivalent number of non-teaching staff of 24.5 (0.8 less than the prior year).

Indigenous Staff

No indigenous staff are employed in the school.

When updated to show 2015 data, 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

The average daily student attendance rate for 2015 was 95.45%. This is higher than the attendance rate reported for 2014 of 94.22%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2015 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 exemptions to attend school by the Headmaster were not included in this calculation.

The average attendance rate for 2015 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	94.95	94.79%	95.22%	95.6%	96.35%	94.24%	94.81%

Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	96.33%	95.4%	95.76%	94.88%	95%	95.45%

The attendance rates above reflect quite closely rates of previous years, however, a noticeable improvement can be seen in the Year 2 and Year 12 cohorts (almost 3%) compared to the previous year.

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. Where a student does not provide explanation from a parent or guardian explaining their absence following their return to school, a reminder to parents to provide an explanation is first sent via students in House groups. If an explanation is still not forthcoming within seven days a formal request by way of a letter home is posted.

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RETENTION OF YEAR 10 TO YEAR 12

Retention rates have been calculated for previous cohorts and the 2015 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%
2012/2014	94	82	78	89%	83%
2013/2015	79	81	75	93%	86%

The apparent and actual retention rates for Cohort 2015 is the strongest it has been since the high point of 2011 and reflects continued growth in this area. This can be attributed (at least partly) to increasingly academically aspirational students wanting to stay with Macarthur's academically challenging and successful programme. The growth of the last few years also coincides with government regulations changing the leaving age conditions. It is also probable that the abolition of the School Certificate examinations and the implementation of the more flexible reporting programme of the Record of School Achievement (ROSA) has also encouraged more students to continue to the HSC.

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POST SCHOOL DESTINATIONS

Students Leaving School Before the 2015 HSC

A small number of students left Macarthur in 2015 prior to completing the Preliminary HSC (7 students) or HSC (3 students). This was similar to 2014 for Year 11 but slightly higher for Year 12. Of the students who left in Year 12, two continued their studies at TAFE and one international student returned to his home country.

Percentage of leavers			
Year 11		Year 12	
2015	2014	2015	2014
11.1%	11.7%	3.61%	2.59%

The 2015 Year 11 and 12 leavers fell into several groups as determined by information provided to the School by students and their families upon leaving. These destinations are outlined in the table below. Percentages are shown for the 2015 cohort, with the percentages for the past five years' cohorts in the adjacent column for comparison

Destination for leavers	%	Previous Years				
		2014	2013	2012	2011	2010
Other schools within the Macarthur area	20%	-	14%	25%	20%	36%
Other schools outside the Macarthur area	10%	8%	24%	13%	59%	24%
Private Colleges	0%	16%	19%	-	7%	4%
Apprenticeship Training or TAFE courses	40%	43%	29%	37%	7%	24%
Workforce	-	25%	14%	25%	7%	12%
Unknown	10%	8%				
Overseas	20%					

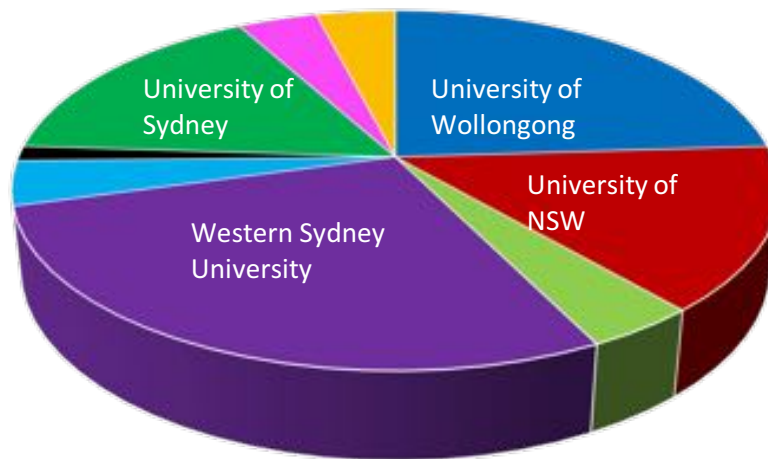
These figures show that over the past two years, the main reason for students leaving prior to Year 11 or 12 was to pursue an apprenticeship or TAFE training. Over the past four years, the percentage of students transferring to another school has been relatively stable but represents a sharp decline from 2011. The students who transferred to another School in the Macarthur region (2 students), indicated that they wanted to study more vocationally-oriented subjects not offered at Macarthur. One student transferred to a school outside the region in order to pursue elite sport. Two international students returned to their home country.

Students completing the HSC

A total of 80 students completed their senior secondary education at Macarthur in 2015, with 100% of the group successfully being awarded the Higher School Certificate. This information is also available on the My School website at: <http://www.myschool.edu.au>

77 of the 80 Year 12 students applied for an ATAR. Of these, 75 students (97%) received university offers and 62% received an early round offer. 28% of students have enrolled at Western Sydney University, 24% at the University of Wollongong, 16% at the University of Sydney and 15% at the University of NSW. Refer pie chart on the following page.

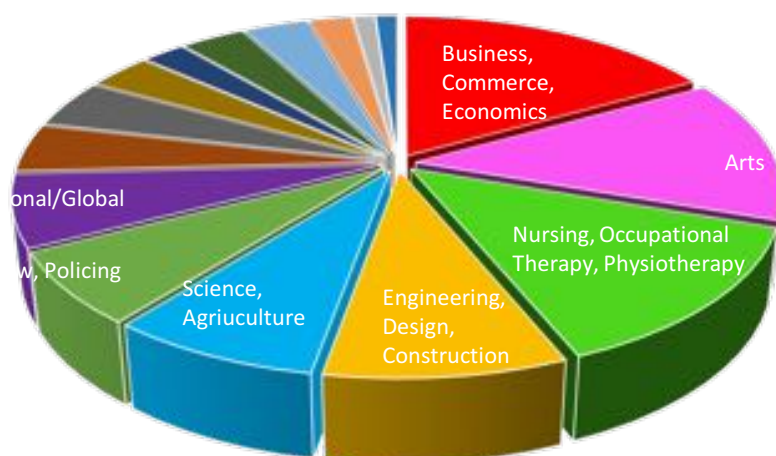
2016 University Offers



- University of Wollongong
- University of NSW
- University Technology Sydney
- Western Sydney University
- Charles Sturt University
- Australian Catholic University
- University of Sydney
- Macquarie University
- Interstate

These students are now pursuing a diverse range of courses including Agriculture, Arts, Business, Commerce, Computer Science, Communications, Creative Arts, Economics, Education, Engineering, Fine Arts, Information Technology, International/Global Studies, International Securities, Interior Architecture, Journalism, Languages, Law, Landscape Architecture, Medical Science, Music, Nursing, Psychology, Social Science, Social Work, Science, Policing, Tourism and Veterinary Science. The chart on the following page indicates the courses chosen by the students pursuing tertiary study.

Tertiary Courses



- Business, Commerce, Economics
- Arts
- Nursing, Occupational Therapy, Physiotherapy
- Engineering, Design, Construction
- Science, Agriculture
- Law, Policing
- International/Global Studies, SEcurities
- Communication, Media
- Social Work, Psychology
- Education
- Veterinary Science
- Computing, Information systems
- Social Science
- Creative/Fine Arts
- Music
- Languages

The most popular courses were in the fields of Business/Commerce/Economics, Arts and Nursing, and Occupational Therapy.

A small number (3) of Year 12 students who completed their HSC are either going into the workforce (1), attending private colleges (1) or attending TAFE (1).

Enrolment Policy

The School's policies, which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the BOSTES for registration of the School.

Macarthur Anglican School is an independent, co-educational Christian school, providing an education for school age children from Kindergarten to Year 12. Macarthur also provides a preparatory school experience in its pre-Kindergarten Transition Programme.

A child can start Kindergarten at Macarthur at the beginning of the school year if they turn five on or before 31 July in that year. By law, all children must be enrolled in school by their sixth birthday. New enrolments are generally accepted for students from Kindergarten to the beginning of Year 11, with the main entry points being Transition, Kindergarten, Year 5, Year 7 and the beginning of Year 11. Macarthur does not enroll students for the final HSC year, nor does it enroll students who have extensively completed most of their Preliminary HSC year at another educational institution.

The School's educational programme aims, within a Christian environment, to prepare students for opportunities of life-long learning, including (though not limited to) further education at university and other tertiary institutions. Parents enrolling children at Macarthur should be aware that the school's academic programme and subject offerings in Years 11 and 12 are designed to enable all students the opportunity of matriculation to university.

Rationale

General Enrolment Criteria

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

Apart from a limited number of students awarded an Academic and/or Music Scholarship each year, Macarthur does not select students exclusively on ability (academic or otherwise).

All applications for enrolment are considered according to a number of criteria. The chief general criterion is based on the notion of mutual benefit. Macarthur desires to enroll students who will benefit from a Macarthur education and from whom Macarthur will benefit by their enrolment.

Students who will best benefit from a Macarthur education will be those who will be willing to:

1. Abide by all the rules of Macarthur Anglican School as they apply from time to time.
2. Participate fully in the School's academic programme, including the completion of homework and assessments.
3. Participate fully in the Christian education programme, including but not limited to Chapel, Biblical Studies and the School's Outdoor Education Programme.
4. Wear the School Uniform in accordance with the uniform policy and comply with the School's dress standards at school and to and from school.
5. Participate in the School's diverse co-curricular programme.

For students seeking enrolling in Macarthur after a period of attending another school demonstrated compliance to the above expectations at their previous place of learning will be a minimum pre-requisite in any consideration of enrolment.

Macarthur Anglican School will also benefit from enrolling students with demonstrated compliance in the above areas. The school will further benefit from students whose parents and families:

- Co-operate and support the School in matters of student discipline, dress and bearing and student participation in the School's academic, co-curricular, and Christian programmes.
- Fulfill their financial obligations to the school by making all payments of fees and associated charges at designated times.

For families seeking enrolment at Macarthur after a period of attending another school demonstrated compliance to the above expectations at their child's previous place of learning will be a minimum pre-requisite in any consideration of such an enrolment.

Parents or Guardians enrolling a student at Macarthur are expected to agree to all the terms outlined in 'The Conditions of Enrolment – Transition to Year 12' which forms part of the Letter of Offer for Enrolment (See Enrolment Guidelines and Procedures for a copy of this document).

Priority Enrolments

From time to time the Headmaster will need to determine the priority or suitability of certain enrolments.

A priority for enrolment will be given to students who are:

- Siblings of students already attending the School
- Children of former student
- Children of Christian clergy or Teaching Staff
- Children with close family and/or historical connections to the School.

In addition, other factors may be considered, such as the length of time a student has been registered to attend Macarthur, a student's past academic or behavioral record, the gender balance within the cohort where enrolment is sought and the perceived commitment of students and/or parents to support the School's ethos and expectations.

Enrolment of International Students

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.

Enrolment of Students with Disabilities

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

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

Record Keeping of Enrolment Data

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

References

- Enrolment Guidelines and Procedures.
- The Education Act 1990
- The Disability Discrimination Act 1992 (Commonwealth)

- The Disability Standards for Education 2005 (Commonwealth)
- Disability Policy
- Disability Guidelines and Procedures
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2007).
- Student Attendance Policy
- Student Attendance Guidelines and Procedures
- Student Attendance Guidelines and Procedures
- ESOS Act

This policy is reviewed annually. The last textual change to the policy was February 2016.

SUMMARY OF 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.

ANTI-BULLYING POLICY (STUDENT ANTI-BULLYING 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 and as such does not tolerate bullying in any form.

Rationale

Students and staff members at Macarthur are expected to work together to create a culture and environment characterised by safety, trust, mutual respect and professionalism. In such an environment, the School considers that bullying is inappropriate and unacceptable behaviour. Consequently, the School is committed in its attempt to providing a school environment that is free from bullying.

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 2014 AND ACCESS TO FULL TEXT

The critical policies above are reviewed annually. In 2015 only minor editorial changes were made to these policies. Access to the full text of each of these policies is available upon request to the Headmaster or Deputy Headmaster. The policies are located on Macarthur's intranet and are regularly reviewed by the Headmaster's Executive and updated by the Headmaster's Personal Assistant.

MACARTHUR ANGLICAN SCHOOL

Established traditions,

proven success!

CONTINUAL SCHOOL IMPROVEMENT

EMBEDDING EXCELLENCE

2014-2018

(2015)

LAST UPDATED 5 NOVEMBER 2014



*Established
1984*

Find your place at Macarthur

where opportunities abound

INTRODUCTION

Macarthur Anglican School is committed to planning for the future and aligning policies and practices with the School's Mission, Purpose and Priorities and in so doing, embed continual school improvement throughout the activities of the School. *Continual School Improvement* builds on the previous work of School Council that has established Macarthur as a School of distinction over its first 30 years of operation. *The Macarthur Way* and the *Ten Pillars of Macarthur* (reproduced in the following pages) give substance to the two mottos of the School. First and foremost is the motto 'Through Christ Alone', which gives voice to the Christian spiritual and theological underpinning of the School. 'Enter to Learn and Go Out to Serve' is the practical manifestation encouraged in all students of the Christian worldview encouraged at the School.

Continual School Improvement provides the Macarthur community with clear direction for the next five years. It states the School's Mission, Purpose and Priorities as well as the values as articulated in the *Ten Pillars of Macarthur*. It contains the School's strategic intent and a set of tangible strategies designed to help achieve these strategic outcomes. There has been a process of consultation with students, parents and staff as well as reviewing local, national and international research and trends relating to the future of education.

The School Council and Headmaster are committed to such a process and believes it to be fundamentally important in ensuring the correct allocation of available resources to facilitate sustainable improvement, growth and success of Macarthur Anglican School. In formulating the *Continual School Improvement* plan regard is given to National School Improvement Tool and where appropriate considers the impacts of the other educational documents such as The Melbourne Declaration, the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, the National Safe Schools Framework, the Quality Teachers Inspired Learning document and the BOSTES Registration and Accreditation requirements, including Teacher Accreditation.

Continual School Improvement will be reviewed regularly by both the School Council and the Headmaster's Executive. Adjustments will be made based on data collected surrounding academic achievement, student engagement, community engagement, as well as changes in the School's operating environment including enrolments and any new challenges or opportunities that may arise from time to time. This evaluation and monitoring will allow the School to adapt strategically and efficiently as appropriate.

This document stands as testament to the desire of the School Council, Headmaster and Staff of Macarthur Anglican School to be involved in a process of continual improvement through data collection, performance measurement and reflective practice.



Mrs Annabel Michie
Chair of Council

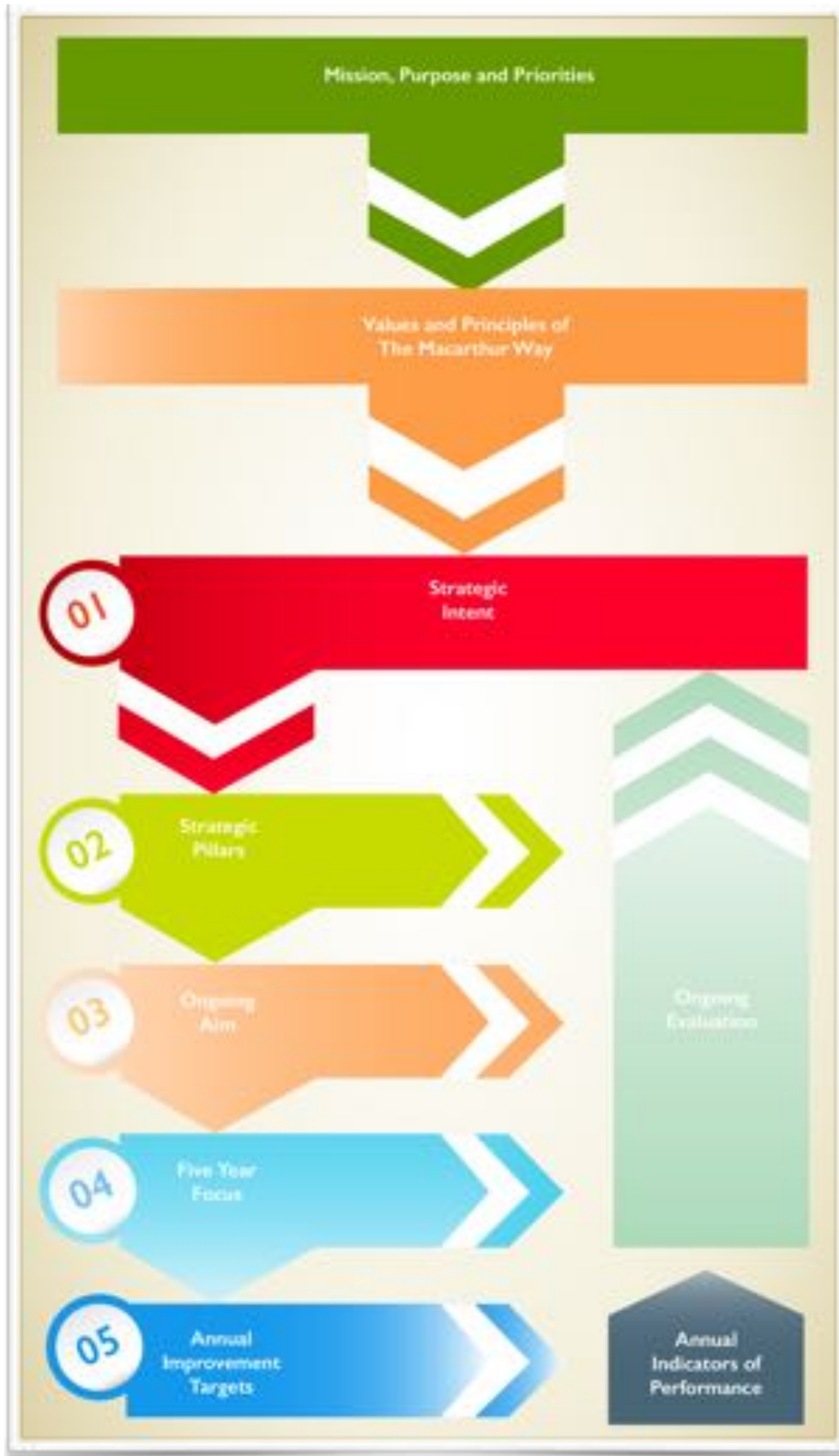


Dr David Nockles
Headmaster

SECTION I

FROM STRATEGIC INTENT TO MEASURING PERFORMANCE

The flow chart below diagrammatically represents how *Continual School Improvement* fits within the School Council's Mission, Purpose and Priorities, how it is to be structured and most importantly how it is to be evaluated and reviewed. Section 3 gives a detailed description of the Strategic Pillars, Ongoing Aims, Five Year Focus and Annual Improvement Targets.



SECTION 2

SCHOOL MISSION

To provide an education that in its content and environment allows for full individual development in the spiritual, academic, physical, artistic/creative and social domains based on a clear biblical perspective in accordance with the doctrines and principles of the Anglican Church of Australia in force in the Diocese of Sydney.

PURPOSE AND PRIORITIES

In pursuit of its Mission, Macarthur Anglican School will:

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

VALUES AND PRINCIPLES OF THE MACARTHUR WAY

The values and principles that form the basis of 'The Macarthur Way' are articulated within the School community as the 'Ten Pillars of the Macarthur Way'. They are underpinned by the doctrines of the Sydney Diocese of the Anglican Church in Australia and support and reflect the Australian Government's National Framework for Values Education in Australian Schools (2005).

TEN PILLARS OF THE MACARTHUR WAY

Macarthur is a Christian School and its intention and desire is that the values underpinning all that is done in this community are inspired by, can be found within and are expressed through the Bible.

The 'Ten Pillars of the Macarthur Way' give meaning and purpose to the multiple interactions at School in whatever context that might occur. They guide all that the School does, as the School Council, the Headmaster, staff, students and parents strive to achieve the School's Mission, Purpose and Priorities.

1	Learning	Seek to always grow in knowledge, skills and understanding
2	Wisdom	Apply knowledge in a way that is morally right
3	Excellence	Strive to make everything one does better than before
4	Integrity	Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions
5	Respect	Respect and care for yourself and others and appreciate individual and cultural differences and their uniqueness. Be polite and courteous to others
6	Self-Discipline	Seek to do what is right and proper without the need for external influences and to be polite others
7	Honesty	Seek and communicate the truth. Commit to be trustworthy and reliable in all that you do.
8	Service	Develop an awareness of an individual's vocation to serve God and others
9	Responsibility	Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.
10	Humility	Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God

SECTION 3

STRATEGIC INTENT

In the breadth and complexity of the School there are a wide range of activities that are in operation that make Macarthur the School that it is. It is this rich fabric that gives Macarthur students broad opportunities and is a cornerstone to the School's ongoing success.

SELF ASSESSMENT AND EVALUATION FRAMEWORK

The particular points of foci outlined in *Continual School Improvement* are not intended to encompass all facets of the School but by their nature concentrate on specific areas or programmes with a focus for improvement. As the School's strategic intents are reviewed from year to year the Strategic Pillars outlined below will change, adapt, be added to or removed

In order for this to occur there needs to be a system of self-assessment. At Macarthur this is done by reflecting on what is done throughout the year. In order to assist with that reflection a number of external agencies and measures are used.

The School Council conducts an annual internal review of its function with an external review conducted every three years. A Council Planning Day takes place each year which also reviews the structures and processes involved in the Governance of the School.

Each Year the School conducts an external survey of all students towards the end of Year 7, Year 9 and Year 12. The MMG survey produces a significant amount of data about the efficacy of a wide range of school activities including but not limited to academic matters, teaching and learning, sport and co-curricular, music, student welfare and pastoral care including bullying, the House system, and communication.

Feedback from parents is also readily sought through the Parents and Friends groups including Men@Macarthur and Women@Macarthur. Exit surveys of parents whose have withdrawn students from the School are also collated.

Each year a comprehensive external analysis of the HSC examination is conducted. This along with the NAPALN testing data as well as the Schools own external assessment and student profiling provides considerable data on the academic progress, tracking and efficacy of the School academic programmes.

Regular reports to the Diocese also provides an opportunity to reflect on current practice and allows for improvement to take place as deemed necessary.

Based on this wide array of both internal data and external review the senior staff determines the strategic pillars that need greatest focus and attention and work on the Ongoing Aims, Five Year Focus and Annual Improvement Targets and felt necessary.

As this is an ongoing process this framework assist with both the development of new Improvement targets as well as measuring the success of current Improvement Targets. In Addition, predetermined Strategies for Improvement are developed alongside each Improvement Target for review and evolution at the end of each year.

SECTION 4

STRATEGIC PILLARS

Within a Christian worldview and while retaining the valuable traditions established since foundation, Macarthur seeks to pursue a positive, rigorous and contemporary curriculum and learning community. In so doing, the School will foster an innovative and effective teaching and learning environment that encourages student, staff and parent involvement with an aim to graduate students who will bring Glory to God in their service to others and their successes beyond school.

The following Strategic Pillars form the backbone of the School's Statement of Intent.

1. A Christian Foundation in the tradition of the Anglican Church of Australia as found in the Diocese of Sydney
2. A ubiquitous academic culture of student focused teaching and learning
3. An education that encompasses a wide variety of co-curricular activities from which students are able to pursue a pre-existing passion or to discover a new one
4. An ICT pedagogy and infrastructure strategy that is embedded throughout the School, enhancing quality teaching and learning
5. A programme of Christian and humanitarian outreach to local, national and international communities
6. A clear focus on our Asian neighbours and the world beyond
7. An effective process of Staff Recruitment, Retention and Professional Learning and Development
8. A culture of Community Engagement and Partnership
9. A financial plan that is responsible, stable and robust
10. A Campus Master Plan for building and grounds development

For each of the Strategic Pillars an **Ongoing Aim** has been developed. This gives a general direction for the School Community in areas of key importance. Emergent from each **Ongoing Aim** is the **Five Year Focus** which in discussion with staff give rise to **Annual Improvement Targets** for direct attention. The staff in various sections of the School have developed for the Headmaster's approval a number of **Annual Indicators of Progress** for each **Annual Improvement Target**. These indicators will be used to monitor and evaluate the Strategic Intent of the School on an ongoing basis with regular reports provided to the Headmaster's Executive and then School Council.

SECTION 5

STRATEGIC PILLAR ONE

A Christian Foundation in the tradition of the Anglican Church of Australia as found in the Diocese of Sydney.

ONGOING AIM

The School will communicate and reinforce the foundational Christian values throughout the School community to encourage all to freely make and maintain such a commitment to Jesus Christ and His teachings as would lead them to develop mature Christian lives.

FIVE YEAR FOCUS

1. Deepen the culture of respect throughout the School community to God, others, self and the environment by aligning School policies and practices with the School's Christian principles.
2. Graduate students with a clear understanding of Christian heritage, belief, faith and a Christian world view.
3. Maintain a whole School Biblical Studies Curriculum that provides knowledge acquisition and research skills that provides the foundation to Christian Wisdom.
4. Maintain and develop Christian Ministry that clearly presents the Gospel and engages students in Christian discipleship through weekly Chapel services and various activities and gatherings
5. Develop a whole School Pastoral Care programme and approach to learning that is based on Christian Values as articulated in the Ten Pillars of Macarthur emphasising leadership, character development, peer relations, the caring classroom and service to others.

STRATEGIC PILLAR TWO

A ubiquitous academic culture of student focused teaching and learning.

ONGOING AIM

The School will encourage a culture and love of learning by providing rigorous, contemporary, innovative, high-quality learning and teaching focused on academic achievement of excellence relevant to the diverse needs of the students.

FIVE YEAR FOCUS

1. Reinforce the academic culture of high expectations to build consistent standards of academic discipline, time on task, respectful scholarship, courtesy, safety and care among the students of the School.
2. Develop capacity as an academically focused school to promote contemporary and innovative approaches to learning and teaching which emphasise critical and creative thinking.
3. Provide a differentiated learning environment that caters for the gifts and talents of students and those with special needs.
4. Provide systematic and whole-school approach to the teaching of literacy
5. An approach to assessment that focusses on assessment for learning, collaborative enquiry, and different developmental stages of learning.
6. Implement Christian world view principles and educational philosophy throughout the teaching and learning programmes.

STRATEGIC PILLAR THREE

An education that encompasses a wide variety of co-curricular activities from which students are able to pursue a pre-existing passion or to discover a new one

ONGOING AIM

The School will provide a broad range of activities that allow students to develop and enhance the quality of their learning through a balance of co-curricular opportunities including sport, music, other performing and creative arts, outdoor adventure, agriculture and other cultural pursuits.

FIVE YEAR FOCUS

1. Enhance the quality of learning through the co-curricular music programme, peripatetic music lessons and other performance opportunities such as musicals and drama productions.
2. Continue to develop the various Agricultural Show Team opportunities and competitions including exploration of different animals and cropping.
3. Provide a breadth of competitive and recreational sporting opportunities.
4. Enhance the quality of student engagement through the Outdoor Education Camping Programme and other outdoor education opportunities.
5. Develop residential opportunities for students to attend in order to hear the Gospel or to develop Christian discipleship.
6. Develop and enhance the quality of learning and the balance of co-curricular opportunities for all students through sport, music, other performing and creative arts, outdoor experiences, agriculture and other cultural endeavours.

STRATEGIC PILLAR FOUR

An ICT pedagogy and infrastructure strategy that is embedded throughout the School, enhancing quality teaching and learning

ONGOING AIM

Establish the School's ICT pedagogy and infrastructure resources so that they serve the educational and administrative needs of the School

FIVE YEAR FOCUS

1. Establish a clear focus for the ongoing development and promotion of ICT throughout the School.
2. Develop systems, policies and practice to allow the full integration of iPads into the teaching and learning of all students from Year 5 to Year 12.
3. Articulate the pedagogical benefits of iPad technology in teaching and learning
4. Develop the School's capacity as an innovative School to promote contemporary approaches to learning and teaching through the use of information and communications technology in learning.
5. Set and achieve high standards of service, effectiveness and efficiency in information and communications technology support functions.

STRATEGIC PILLAR FIVE

A programme of Christian and humanitarian outreach to local, national and international communities.

ONGOING AIM

Develop a programme of Christian and Humanitarian outreach that aims to benefit both those visited and the students who participate.

FIVE YEAR FOCUS

1. Continue to develop a sustainable Thailand Outreach Programme that is not reliant on other schools as partners.
2. Establish more permanent links with schools in Far North Queensland so as to establish an annually reproducible programme for an outreach to aboriginal students and communities.
3. Explore the possibility of hosting a group of aboriginal students for a time in the School.
4. Further the develop the local Community Support Team to be a regular element of the co-curricular programme.
5. Resource the Student Awareness Project for students to raise funds and awareness for various human rights and social justice issues.

STRATEGIC PILLAR SIX

A clear focus on our Asian neighbours and the world beyond

ONGOING AIM

Continue to resource and plan for the ongoing implantation of an Asian and wider world perspective across the whole School.

FIVE YEAR FOCUS

1. To continue promoting an international perspective of the world with students and parents with a particular focus on Asia and our close neighbours.
2. To maintain the teaching of the Indonesian language as a core curriculum subject from Transition to Year 8 and elective in Years 9-12.
3. Continue to develop the International Student Programme, recruiting students from primarily Asia.
4. Continue and strengthen the various International link school relationships with:
 - a. Lévy József Református Gimnázium - Miskolc, Hungary
 - b. Nihon University the Third High School - Tokyo, Japan
 - c. MTSN3 - Jakarta, Indonesia
 - d. St Michael's Secondary School - Kilolo, Tanzania

STRATEGIC PILLAR SEVEN

An effective process of Staff Recruitment, Retention and Professional Learning and Development.

ONGOING AIM

The School will recruit and retain quality staff and improve the capacity of our existing staff to become leading practitioners who display a love of learning and add significant value to the learning experiences of the students and there Christian character of the School.

FIVE YEAR FOCUS

1. Develop and implement a consistent educational philosophy and culture encompassing the spiritual, academic, pastoral, cultural, and physical dimensions of the School.
2. Become an employer of first choice and provide appropriate and attractive facilities and incentives for highly qualified and competent new staff to join the School.
3. Benchmark and review staff performance using core standards, developing and articulating staff policies and procedures, supervising performance and providing feedback.
4. Through the School's 'Professional Learning Practice', build staff capability and individual and collaborative professional learning including: goal setting; professional practice and learning; and reflection, review and feedback; that leads to innovation and creativity in practice.
5. Encourage staff to engage in collaborative learning discussions to increase the performance, camaraderie and academic engagement of staff.
6. Attract and retain highly skilled Christian teachers and support staff across the School who support and will add to the School's model of Christian Education.

STRATEGIC PILLAR EIGHT

A culture of Community Engagement and Partnership.

ONGOING AIM

The School will strengthen our culture as a welcoming, accessible and outward-looking School through significant partnerships with local, national and global communities.

FIVE YEAR FOCUS

1. Continue our engagement with the Anglican Church in the Diocese of Sydney, families of our community, and our Alumni.
2. Build on the traditions of the School and develop new approaches to enhance community and in particular forge links with friends of the School and Alumni.
3. Strengthen the local, national and international standing of the School by developing strategic partnerships, which benefit our students' learning pathways, the development of staff expertise, and School operations and facilities.
4. Develop the International Student Programme.
5. Coordinate community activities, sponsorship and fundraising by promoting a strong sense of belonging and cohesion among the parent support groups, Alumni and other friends of the School.

STRATEGIC PILLAR NINE

A financial plan that is responsible, stable and robust.

ONGOING AIM

The School will strengthen the financial sustainability across the organisation to create and maintain an outstanding and inspiring place of learning.

FIVE YEAR FOCUS

1. Maintain an effective, rigorous and transparent approach to financial management with an emphasis on auditing, modelling, systems and processes.
2. Set and achieve high standards of customer service, effectiveness and efficiency with an emphasis on maintenance, facility management, operations, finance, human resources and administration.
3. Enhance the School's branding, standing and reputation with an emphasis on opportunities for students, student achievement and traditions of the School.
4. Ensure future growth through an effective whole School Philanthropic program.
5. Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies.

STRATEGIC PILLAR TEN

A Campus Master Plan for building and grounds development

ONGOING AIM

The School will continue develop the physical amenity of the campus with an intention to create and maintain outstanding purpose built facilities that promote learning as a key function and provide for the needs of all students.

FIVE YEAR FOCUS

1. Develop and maintain outstanding school facilities and equipment to meet the changing needs of the students.
2. Develop playground and sporting fields that promote healthy lifestyle, team work and community amongst the students.
3. Have a scheduled maintenance programme that oversees the cleaning and upkeep of buildings so as to always have safe and secure environments for teaching and learning.



SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS

2015

Strategic Pillar	Priorities	Achievements
1	<p>To provide a 'holiday club' Christian ministry opportunity to students in the primary years</p> <p>To provide Christian leadership training opportunities for students in the secondary years</p>	<p>Teamed up with Crusader Union to run a Cru Day Camp during the mid year break for students in the primary years. Over 90 children attended.</p> <p>The Cru Day Camp provided an opportunity for 20 students to receive leadership training in the lead up to the Day Camp as well as implement those skills during the Day Camp</p>
2	<p>Create an academic culture in that focuses on Enduring Understanding, Deep Thinking and Visible Thinking.</p> <p>Continue to improve engaging with high potential non performing students.</p>	<p>Conduct PD and Teach Meet sessions that explore and share ways to improve teaching methodologies that foster Enduring Understanding and Deep Thinking.</p> <p>Begin the first year of a three year project with the AIS and London University Innovation Unit Programme (Elevate) dealing with High Potential Learners.</p>
3	<p>To provide an opportunity for further development off the Agricultural Show Team through the Sheep Stud.</p> <p>Re structure the Co-Curricular music ensembles to allow students to better develop their skills.</p>	<p>Continue to provide resources to allow the ongoing establishment of the Sheep Stud and the Agricultural Show Team.</p> <p>Strengthened the Preparatory Orchestra and restructured the Preparatory Band into the Swing Band. Restructured the Choir into several smaller choirs that could join together in a massed choir when needed.</p>
4	<p>Continue to develop and articulate iPad pedagogy in classroom context.</p> <p>Introduce the electronic diary</p>	<p>PD opportunities for staff to become more familiar with Apps as well as how best to integrate it into their teaching.</p> <p>Introduced the e-Diary and piloted it for 6 months before ending the pilot due to dissatisfaction. Began exploring other ICT solutions for better communication with home.</p>
5	<p>Maintain the development of the Thailand Outreach.</p> <p>Continue to fine tune the Northern Queensland Outreach</p>	<p>Over 35 students attended the Thailand Outreach .</p> <p>Began exploring with Hope Town School the opportunity to have some of their students visit Macarthur.</p>

6	<p>Students develop intercultural competence.</p> <p>Broaden the International Student Programme</p>	<p>Increase the diversity of the international students origins so as to create a greater cultural diversity in the school.</p> <p>Continued to develop short term and medium term study tours for both groups and individuals.</p>
7	<p>Produce advertising that is far more descriptive of the school on the website and introduce online application process</p> <p>Introduce the Peer Learning Programme of reflective practice to staff following 12 moth development</p>	<p>Established an online application process for Teaching Staff that saw an increase application for vacant positions.</p> <p>The PLP committee introduced the process to staff and a small pilot group of staff began working through the process and resources with the aim of implanting it further through 2016.</p>
8	<p>Increase community involvement with the School through various sporting opportunities.</p> <p>Continue to promote the Annual Fundraising Dinner</p>	<p>Agreed to allow “Little Kickers” to use the Gymnasium to provide soccer skills for 1-4 year olds.</p> <p>Ran a Sports Development week involving AFL, Soccer Football, Netball and Basketball which was open to the community. Over 100 children attended.</p> <p>The Annual Fundraising Dinner grew in number of attendees, funds raised on the night as well as community sponsorship.</p>
9	<p>Provide greater clarity as to sources of income and areas of expenditure to the School Community.</p> <p>Keep fee increases to a minimum.</p>	<p>Information was provided with the fees statements indicating sources of income as well as information about the major expenditure areas.</p> <p>The 2015 Budget had fee increases set at an average of 5% with Kindergarten and Year 7 fees remain unchanged.</p>
10	<p>Communicate the revised Campus Master Plan as part of the Annual Appeal</p> <p>Further explored the possibility of entering a Capital Campaign in the next year or so for the Science Centre and GPLAs</p>	<p>The Annual Appeal brochure and the Tartan Ties magazines provided information about the Campus Master Plan and fundraising appeal.</p> <p>A feasibility study was conducted to explore the best ways forward in regards to a Capital Campaign for future building and the planning continued to begin in the near future.</p>

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 enroll in the Junior School – in Transition or Kindergarten to Year 4 – or at a later time, such as the beginning of Year 7 or any other level if they transfer from another school.

Leadership Opportunities

Opportunities to practise leadership are an important element in developing responsibility, while at the same time, there is an onus upon others to show respect for those who lead. From among Year 6 are chosen the first group of Student Leaders (usually 10 students) giving relatively young students their first experience in handling this responsibility. Clearly, older students have more opportunity to contribute to the school through leadership, but the system at Macarthur allows for a graded progression from Year 6 Leaders, through to the levels of Middle School Prefect (chosen from among Year 9 students) and finally School Prefect when students reach Year 12 (approximately 20 students).

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

- School Captain (one student); School Vice-Captain (two students); School Prefect (twenty students)
- Middle School Prefect (eight students);
- Year 6 Student Leader (ten students);
- House Captains (six students);
- Captains of Sporting Activities (Swimming, Athletics, Cross Country and Snow Sports)
- Christian Ministry Leader (one student);
- Music Leaders (four students – Choirmeister, Bandmeister, Orchestrameister and Drum Major);
- Peer Support Leaders –Pastoral (approximately twenty-four students).
- Peer Academic Mentors (varying numbers) with senior students offering support in developing study programmes for Year 7.
- Students appointed in the first three categories above (Prefect or Year 6 Leader) are presented with insignia, such as a badge, at an assembly in front of their peers. Together they must then make a pledge by reading an oath of office as follows:

Oath of Office

Revised 2014

Headmaster: Do you promise to be a positive role model for students at Macarthur Anglican School and for the wider community?

Prefects: **I promise to strive towards the high standards the School expects of me and to set an example for others to follow.**

Headmaster: Do you promise to lead wisely and humbly?

Prefects: I promise to lead as Jesus has taught us, through service to others.

Headmaster: Do you promise to treat all members of the School and wider community with patience and respect?

Prefects: I will respect all members of the School and wider community and treat them as I would want to be treated.

Headmaster: Do you promise to take the responsibilities of office with sincerity and work for the benefit of those you serve?

Prefects: I promise to strive to do my best as I fulfill my leadership responsibilities.

Headmaster: May God guide and empower you to perform the promises that you have made this day.

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, 2014 included, a number of students have participated in:

- Global Youth Leadership Conferences
- UN Youth Debate
- Local Council Youth Leadership Conference
- U-Turn the Wheel
- Young Leaders Day – Homebush
- Middle School and Year 6 Leadership Training Day

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.

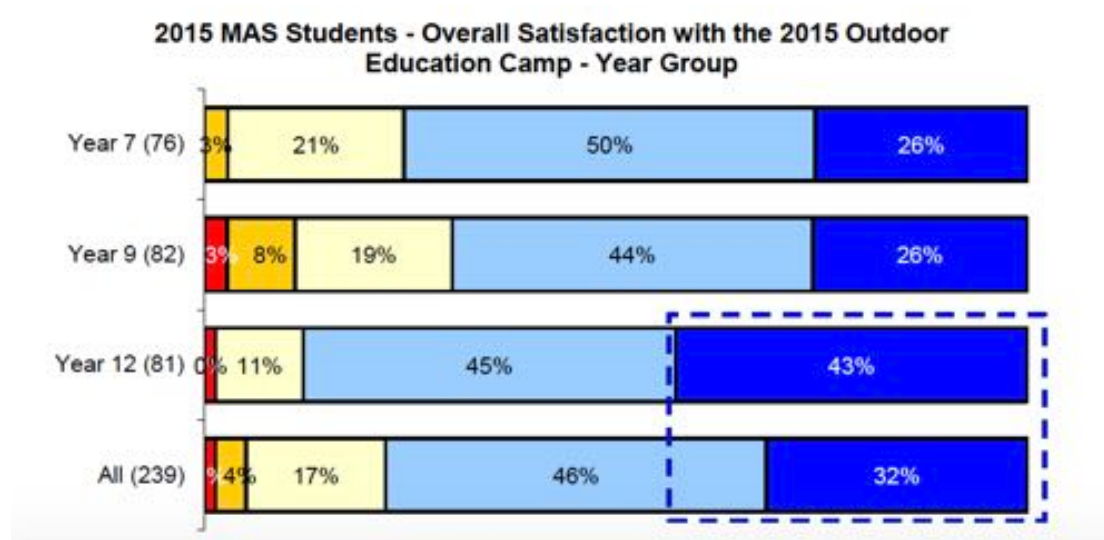
In the School Diary issued in 2015, the Ten Pillars of The Macarthur Way were printed for access by students. They are:

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

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 2015, 36 students participated in the Thailand Outreach programme which continues to build on the success and relationships developed from previous years.

For older students, the annual Thailand Outreach provides a further opportunity for service to others. Held in March for the last eleven 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.



In 2015, students from Year 6 built on work of the previous seven 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.

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 2015, the school raised over \$3500 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.
- In 2014, Peer mentoring was divided into Pastoral and Academic care. This provided additional levels of leadership for Year 11 students and gave Year 7 extra input into managing the rigours of examinations and assessment tasks..

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-Branchees 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



Parent Satisfaction

Parent feedback is an integral way of ensuring Macarthur connects with the opinions of those who have a key interest in the well-being of children within the School. In most cases, anecdotal conversation between teaching staff and parents gives a brushstroke of current levels of satisfaction. Where a parent has a significant negative issue, a formal interview will be arranged with Executive staff to ensure the concerns are understood and every option considered in order to resolve any reasonable complaints.

The last formal parent survey was conducted in 2011 by the request of the Headmaster to gather information that would best gauge the current level of satisfaction of Parents. This 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 the parent sector every year, however, it is the intention of the Headmaster to offer parents this survey again in the near future.

The information provided below concerning the levels of satisfaction among parents

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.



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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.



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[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 2015 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, *2015 Years 7, 9 and 12 Student Review*, provides comprehensive data on each separate year group and comparisons between male and female students.

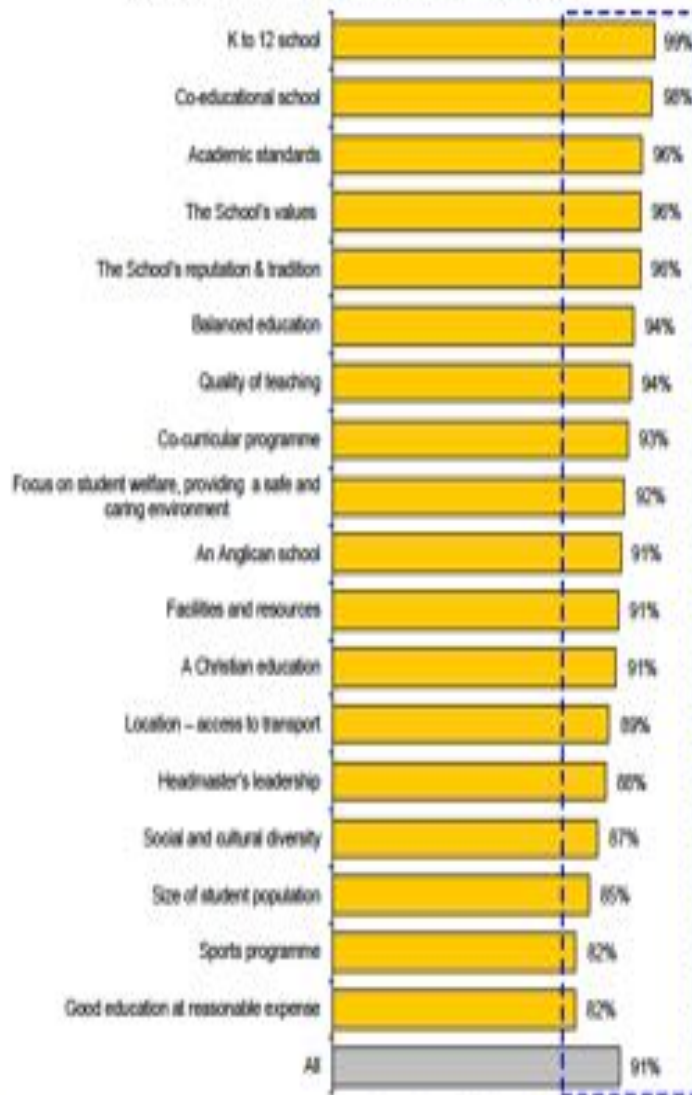
Students were asked to note the level that their expectations had been met in relation to key areas at Macarthur.

This chart below provides all student's scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is 'very high' (91%) which is above MMG's student school average benchmark score of 87%



Expectations Met/Exceeded – All Students

2015 MAS Students - Expectations Met/Exceeded (n=239)



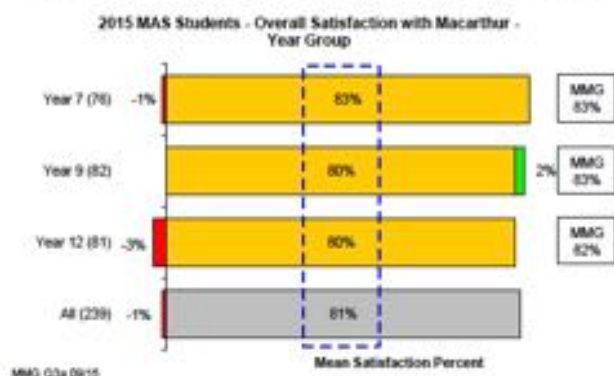
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This chart provides all student's scores ranked in the order of their expectations met/exceeded.

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Overall Satisfaction with Macarthur – Year Group & Gender



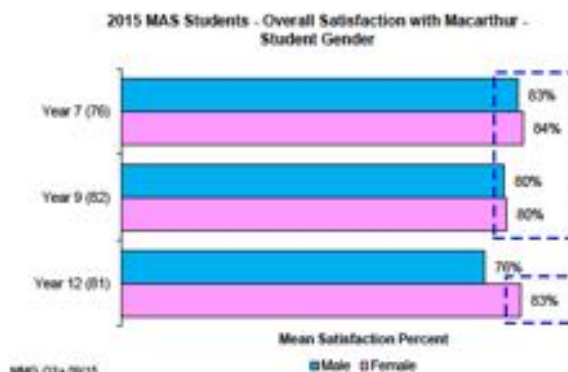
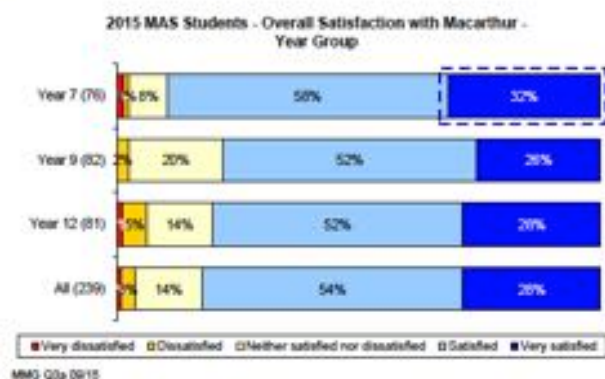
Students were asked their overall satisfaction with the School.

The top left chart shows the mean satisfaction scores, with a green section showing an improvement over last year and a red section a decline. For example the overall score is 1% below that of 2014.

The overall satisfaction score for all students with the School is 'very high' (81%).

'Very high' satisfaction scores are noted for Years 7, 9 and 12 students (83%/80%/80%).

The chart below shows student overall satisfaction by gender.

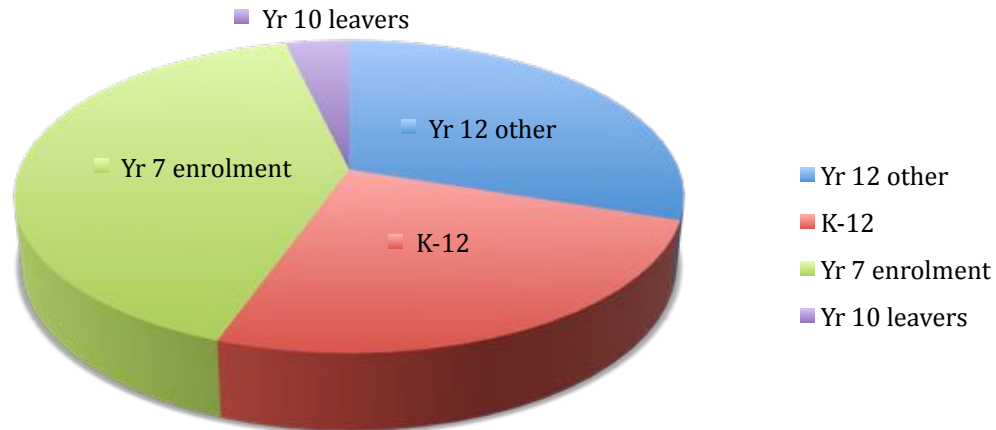


Further Information Concerning Student Satisfaction

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. In 2015 twenty-three students will graduate receiving this recognition. This is 27% of the cohort as compared to 36% of the cohort in 2014.



Year 12 Cohort 2015



From a group of 83 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. Three students left Macarthur at the completion of Year 10. Overall, the level of satisfaction is very high and continues to increase as each new survey indicates. 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

Results from the 2011 Staff survey conducted by MMG indicate the following levels of staff satisfaction.

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

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

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

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



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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

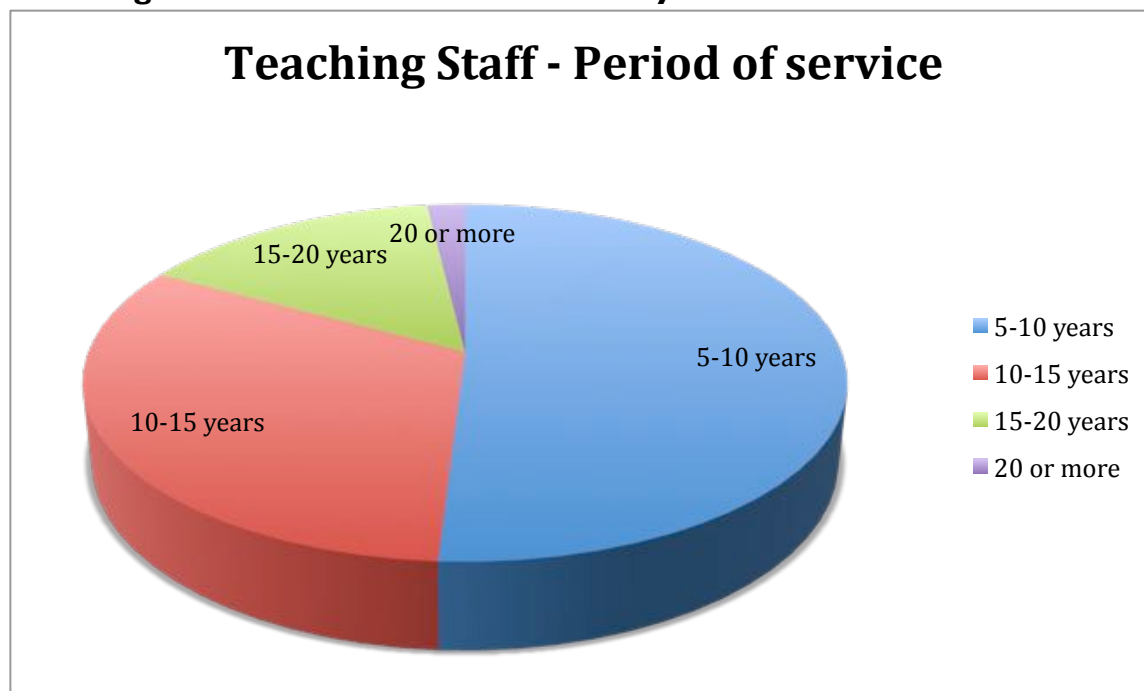
Staff satisfaction is generally measured qualitatively by noting their demeanour while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students. There are also several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

The high average daily staff attendance rate of 96.5% for 2015 compared with 97% for 2014. 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 totaling 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 number of staff members who have served the school for extended periods. This is shown in the following table:

Teaching – Periods of Service attained by the end of 2015



At the end of 2015 one long serving staff member retired after 26 years of service to 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.



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- 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.

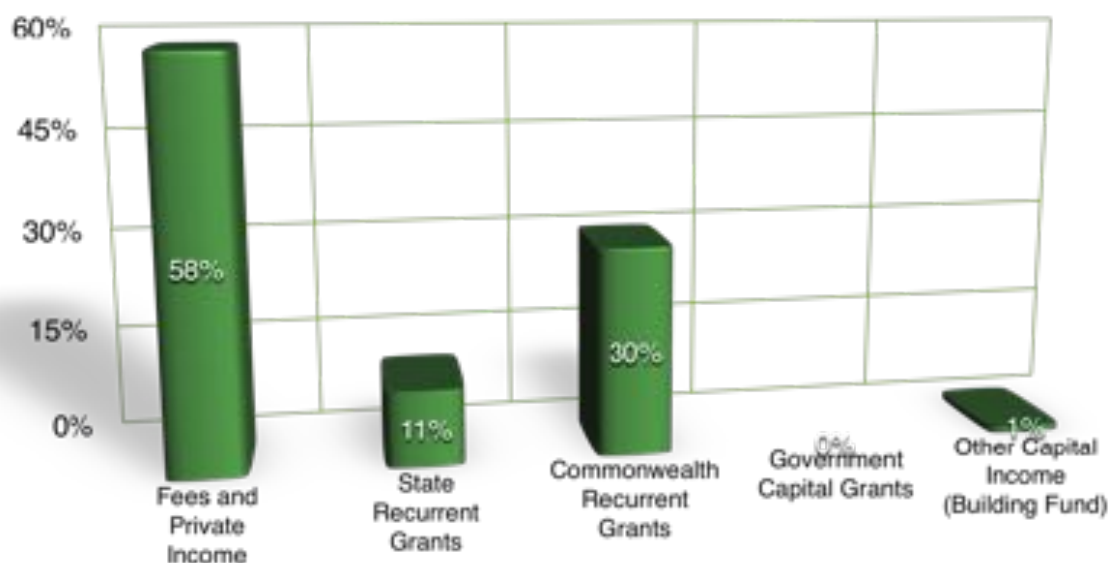
The Macarthur staff is motivated and committed towards engaging students and providing an outstanding and stimulating education, as can be seen in the list above, depicting the extensive involvement of staff during their own time.

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.

SUMMARY FINANCIAL INFORMATION

The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire, as submitted June 2015.

Recurrent and Capital Income



Recurrent and Capital Expenditure

