



# MACARTHUR ANGLICAN SCHOOL

*Established traditions, proven success!*

## ***Annual Report 2017***

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**From the Chair of School Council: Mrs Annabel Michie**

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As we come together this evening I would like to pay a particular welcome to The Reverend Canon Alan Patrick. Our foundation Chair of Council from 1984 until 1988, Rev Patrick was awarded an Order of Australia for service to youth, particularly through Mission Australia, and to Anglican education. At School, the Patrick rooms were opened in his honour in 2003. Grandchildren from both his daughters, Allie Margin and Jill Stovell have attended the school over many years with Indigo entering Year 12 in 2018 rounding out his worthy and longstanding association with Macarthur. Would you join me in welcoming and recognising Reverend Patrick?

With 34 years of history now behind us, we note the hallmarks of Macarthur's academic culture which contributes to the majority of its students matriculating to university. Even the most casual assessment speaks also to the breadth of the School life at Macarthur with opportunities to experience agricultural, sporting and musical programs, to learn Indonesian, to travel and significantly, to grow in and express our Christian faith.

These opportunities are possible because of the efforts of our staff – teaching and non-teaching – and so we acknowledge their effort this year – the dedication, the marking, the above and beyond, the investment and the striving to see our students to achieve their best. Credit is owed to our Heads of Faculties and in particular the School Executive whose leadership is marked by commitment and loyalty.

This evening we congratulate the graduating students of Macarthur. Today marks your transition to becoming Alumni and we hope that you will return to Macarthur to give back to that community which grew you. But as you head out into the world I hope that you take with you many things you collected along the way, the courage you found when you attacked that daunting assignment, the determination that got you through this past year, the grace and the humour that helped you build relationships and the compassion you found as you undertook outreach activities. As you go out, be men and women marked by gratitude, empathy and the readiness to go the extra mile. Be ready when, and you will be asked this question many times, where did you go to school?

Because I believe that this is a critical time for Macarthur Anglican School. As we adjust to this newfound phenomenon called neighbours, we will increasingly and distinctively become an oasis of space within our busy South West region of Sydney. But we also have the opportunity to build on our history and grow those distinctive qualities which define us, and most notably among them that we rely on our Christian God for the blessings we enjoy.

So this evening marks an opportunity to look back with gratitude, to pause as we reflect on our current year as it draws to a close and to look forward with hope and confidence to what lies ahead. As School Council, our role is to consider how we do this as we plan for the future of Macarthur. Among its functions, this year Council has monitored with excitement the progress of the Child care centre, and looks forward with anticipation to the opening of The Exploring Tree.

A message from the Chair of School Council

I would like to take this opportunity to acknowledge our present School Council. This year saw a change in auditors and I would like to acknowledge the professional advice of Mr Richard Drinnan who served as the Chair of our Finance, Property Monitoring and Marketing Committee. The Reverend Paul Davey stepped down from Council to take up a position with Compassion but we are delighted that he has continued as the President of the Parents & Friends. School Council seeks to maintain at least 2 clergy among its members – Chris Moroney, senior minister of St James Menangle, Archbishop's appointment and David Barrie, senior minister of St Paul's Cobbitty, both of whom will be awarding prizes this evening.

This year we have welcomed to Council Mr Peter Evans, Deputy Chair of Ramsay Healthcare and Mrs Christina Dickinson who, notably, is our first Alumni appointment and look forward to the contributions both will bring.

School Council, and indeed the School, is blessed in our current Headmaster, Dr David Nockles. Under his leadership, Macarthur enjoys the stability of a steady and wise counsel and the guidance of a strategic and focused thinker. Dr Nockles, we thank you for the countless hours you give to Macarthur and look forward to your continued leadership in 2018.

Even greater than all of these distinguishing attributes is the opportunity students of Macarthur have to learn in a Christian environment, to ask questions and explore their faith, to hear and understand the gospel of the Lord Jesus Christ that God loves and wants to be in a relationship with each of us and made this possible by sending his Son. Furthermore students are able to witness to one another and to express their faith openly. This is the foundation on which Macarthur Anglican School was built and remains. We thank God for his mercies to Macarthur and as we reflect this evening on the year past, we thank him for the opportunities to be challenged, to grow and to achieve

Annabel Michie



# MACARTHUR ANGLICAN SCHOOL

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## **2018 Annual Report**

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### **From the Headmaster: Dr Nockles**

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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.

A message from the Headmaster

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 Hungary and Japan and is part of the Asia Education Foundation's Bridge programme, fostering ties with Indonesia. 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 'grow their learning' and 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 1 and CELF-4 in Kindergarten, PAT Maths (Years 1-7), YARC Comprehension and SA Spelling Test. To complement the NAPLAN testing in Years 3, 5, 7, and 9, the School employs Academic Assessment Services Pty Ltd to conduct testing for students 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 Transition and Kindergarten 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. Academic and 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 internationally 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. Year 11 students can take part in the Thailand Outreach, in which they have the 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 also available. 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 academically capable and 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 former students and university mentors. Mathematically gifted students have the opportunity to be accelerated in Year 9 with the aim of completing the HSC for Mathematics when they are in Year 11. 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 are 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 Scheme, 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, Mathematics 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. The School sponsored a number of community events including the Harrington Park Community Christmas Carols, Camden Show and Camden Show Ball. In recent years the School commenced a Community Partner Programme. Five businesses are offered the opportunity to connect with the School for a minimum period of 12 months. These businesses provide financial assistance to the School. These companies are acknowledged both in print and verbally at major School events. The School has maintained the five current companies for the past 5 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 2017 (with the previous year of 2016 shown in brackets)

### Gender distribution

	Boys	Girls	Totals
K-6	160 [145]	150 [148]	310 [293]
7-12	255 [221]	231 [268]	486 [489]
Totals	415 [366]	381 [416]	796 [782]

This table shows a 1.8% increase in enrolments for 2017 (5.8% increase in K-6, 0.6% decrease in 7-12), following on from the 5.7% increase in 2016. The totals show a 52:48 ratio between boys and girls in the whole school, which is different to the 47:53 ratio in 2016 and previous years where there has been a higher ratio of girls.

### Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	3.3 [3.5%]	24% [19%]	1% [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 2016 but the same as the Index in 2015. From the My School website, the percentage of school families in each socio-educational quartile have varied only slightly from the previous year with a slightly higher proportion in the second quarter and a slightly lower percentage in the top quarter. The socio-educational quartiles for 2017, with equivalent figures for 2016 in brackets, are as follows:

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

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
5 [5]	17 [13]	30 [30]	49 [52]

### MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
41% [38%]	29% [30%]	14% [16%]	5% [5%]	8% [8%]	3% [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 OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2017

## National Assessment Programme Literacy and Numeracy (NAPLAN)

In 2017, 52 Year 3 students, 51 Year 5 students, 75 Year 7 students and 78 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. Macarthur's results are above or substantially above State average in all domains for Years 5, 7, 9 with the exception of spelling for Year 5. Please refer to further details on the MySchool website <http://www.myschool.edu.au>

### 2017 Year 3 NAPLAN Results

In Year 3, one student was absent and no students were exempt or withdrawn.

#### State Average Comparison

The table below shows that the School's Year 3 mean results were above the State mean for all domains.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space, Geometry	Number, Patterns & Algebra
State Mean	436.5	421.2	426.6	444.3	416.1	412.1	418.4
School Mean	443.9	452.6	447.6	481.5	429.5	418.2	437.5

#### National Benchmark

The majority of students achieved well above the National Minimum Band 2 Standard for all tests (see table 1 on the following page). There was an improvement in the number of students above the benchmark for Numbers, Patterns and Algebra compared to 2016. There was, however, a 12% decline in the percentage of students above the minimum benchmark for Reading. This will be monitored in 2018.

**Table 1**

Year 3 2017 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving <i>above</i> National Band 2 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	5.9	82.3	56.8	51
Writing	0	98	72.5	53.2
Spelling	0	94.1	66.7	52.7
Grammar and Punctuation	2	94.1	68.7	62
Numeracy	2	96	51	43.3
Data, Measurement, Space, Geometry	2	86.2	41.2	37
Number, Patterns, Algebra	2	94.1	49	43.7

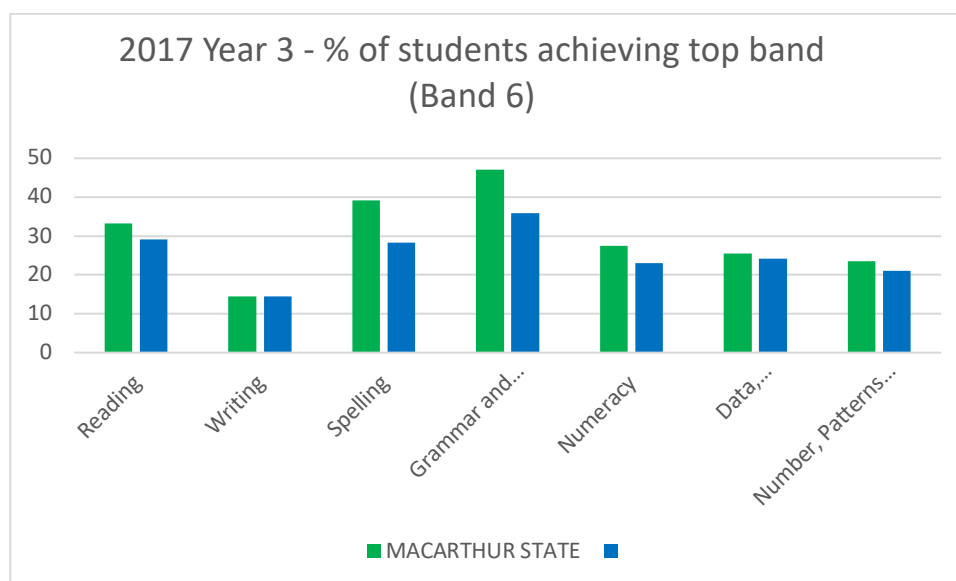
## Top Band (Band 6)

The percentage of Year 3 Macarthur student achieving Band 6 (shown in Table 2 and Graph 1) exceeded the State in 2017 but the percentage of students achieving the top band was not as high as 2016 for Reading, Writing, and all Numeracy skills. This is an area of concern and will be examined by the Head of School.

**Table 2**

Year 3 2017 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	Macarthur	State
Reading	33.3	29.2
Writing	14.5	14.5
Spelling	39.2	28.3
Grammar and Punctuation	47.1	35.8
Numeracy	27.5	23
Data, Measurement, Space and Geometry	25.5	24.2
Number, Patterns and Algebra	23.5	21

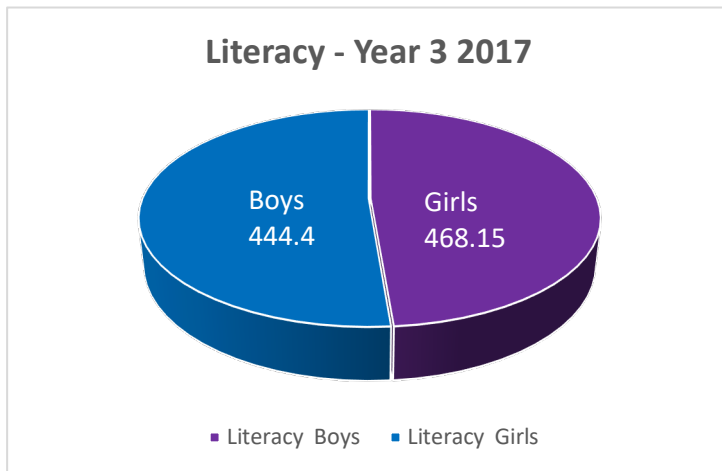
**Graph 1**



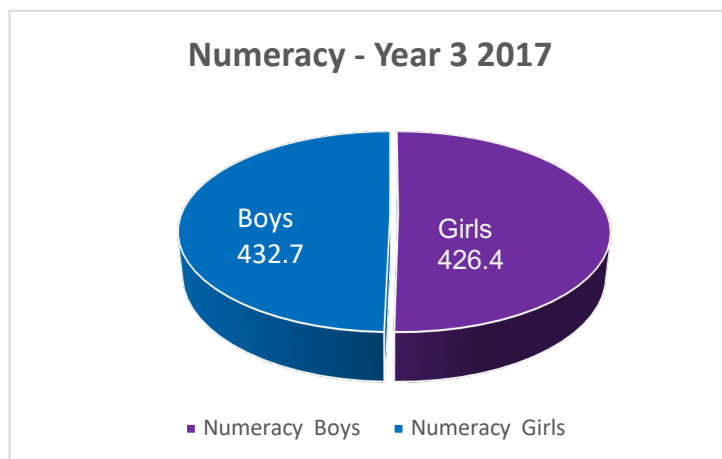
### Gender comparison – Year 3

The pie chart below shows that girls outperformed boys in the Literacy tests and boys outperformed girls in the and Numeracy tests. In 2015 and 2016 boys outperformed girls in both areas.

**Graph 2**



**Graph 3**



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## 2017 Year 5 NAPLAN Results

No Year 5 students were absent, exempt or withdrawn.

### State Average Comparison

Table 3 indicates that Macarthur students achieved above the State Mean in all tests except Spelling.

**Table 3**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement Space, Geometry	Number, Patterns, Algebra
State Mean	508.5	477.9	507.9	506.3	499.6	497.1	500.4
School Mean	533.5	483.1	503.7	512.6	510.1	507.2	511.9

### National Benchmark for Year 5

Table 4 below indicates that the Macarthur students achieved above the National Benchmark for all tests.

### Top 2 Bands for Year 5

Table 4 below shows that Macarthur students exceeded the State in the top two bands in most domains with the exception of Writing and Grammar and Punctuation. Achievement in the top two Bands for these domains have declined considerably from 2016. In 2016, 38.9% of students achieved one of the top two bands for Writing and 51.8% of students achieved one of the top two bands for grammar and punctuation. This will be further investigated.

**Table 4**

Year 5 2017 NAPLAN Test	% of Macarthur students below national minimum standards	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	2	86.3	45.1	39.7
Writing	3.9	88.3	15.7	18.1
Spelling	2	88.2	29.4	38.2
Grammar and Punctuation	0	78.4	37.3	36.2
Numeracy	3.9	86.3	41.2	32.5
Data, Measurement, Space and Geometry	3.9	88.3	37.1	31.4
Number, Patterns and Algebra	3.9	84.3	39.2	31.1

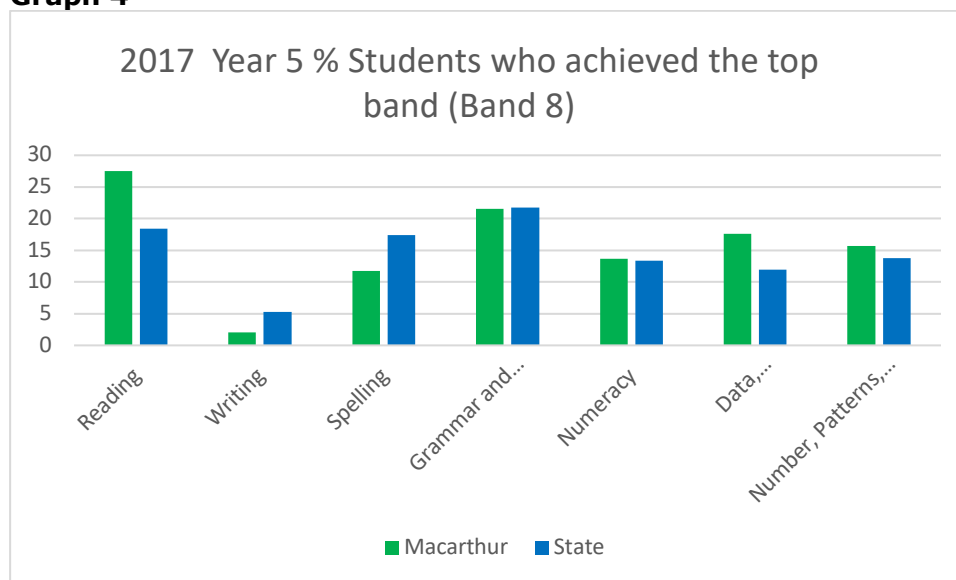
## Percentage of Year 5 Students Achieving Top Band

Table 5 and Graph 4 below indicate that Macarthur students exceeded the State in the top band in all domains except Writing and Spelling. Macarthur significantly exceeded the State in Reading and this was a considerable improvement from 2016. The previous trend of Year 5 Macarthur students not achieving as many Band 8 results in Reading and Data, Measurement, Space and Geometry as the State has been reversed.

**Table 5**

Year 5 2017 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	Macarthur	State
Reading	27.5	18.4
Writing	2	5.3
Spelling	11.8	17.4
Grammar and Punctuation	21.6	21.8
Numeracy	13.7	13.4
Data, Measurement, Space, Geometry	17.6	12
Number, Patterns, Algebra	15.7	13.8

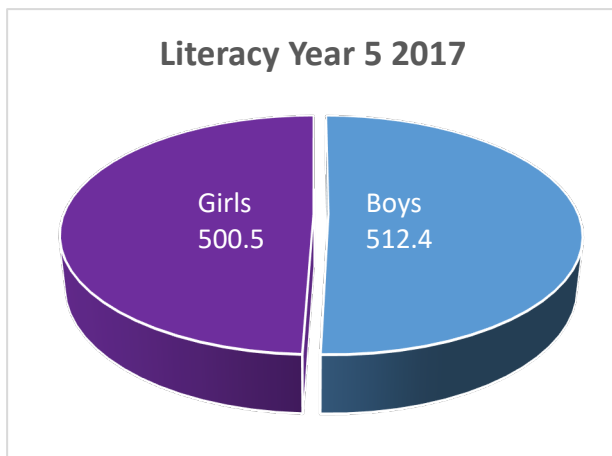
**Graph 4**



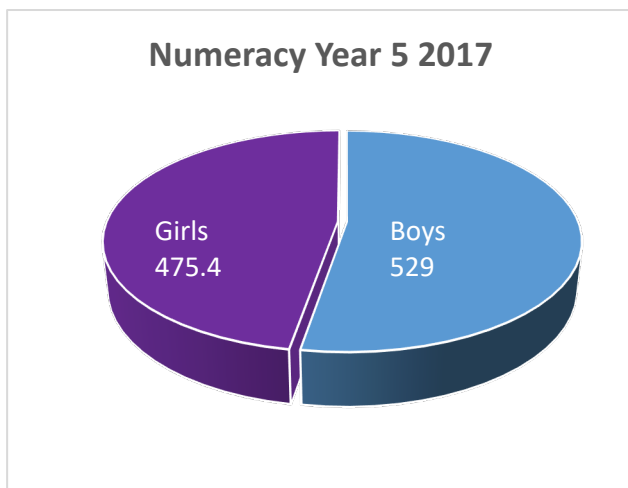
## Gender comparison – Year 5

Boys outperformed girls in both the literacy and numeracy tests. This was similar when the students were in Year 3.

**Graph 5**



**Graph 6**





## Value Added Data – Year 5

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2015 and the Year 5 NAPLAN in 2017. It provides a measure of their academic growth over this time.

Growth on the NAPLAN scales varies depending on prior scores and because of this, a measure based on the percentage of students achieving expected growth is more useful for diagnostic and school planning purposes than a measure based on average growth alone. As a result, individual student growth will be tracked.

The general standard for academic growth is represented in the table below. Growth for numeracy is high. Growth in Writing is higher than State average. Growth in other domains is lower than expected and needs to be monitored, especially Spelling.

**Table 6**

	2013 Average Scale Score - Growth		2014 Average Scale Score Growth		2015 Average Scale Score - Growth		2016 – Average Scale Score – Growth		2017- Average Scale Score – Growth	
	School	State	School	State	School	State	School	State	School	State
Reading	93.5	83.2	68.3	78.4	87.8	77.7	78.3	80.1	77	78.2
Writing	73	55.4	66	49.8	49.8	61.2	N/A	N/A	58.8	55.1
Spelling	96.4	84	76.1	79.4	83.5	83.8	68.2	77.6	82	89.6
Grammar & Punctuation	89.6	77.7	69.5	78.2	69.4	72.4	62.8	76.3	64.9	66.6
Numeracy	100.1	88.5	94.1	88.8	101	94.1	92	91.7	99.4	96.8

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## 2017 Year 7 NAPLAN Results

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

### State Average

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

**Table 7**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space, Geometry	Number, Patterns, Algebra
State Mean	548.6	516.8	550.7	558.3	560.3	558.2	555
School Mean	587.5	557.1	590.8	574	607.1	598.6	612.1

### National Benchmark

Table 8 below indicates the majority of Year 7 students achieved results well above the National Benchmark in all tests.

### Top 2 Bands

Macarthur students performed better than the State in the top two bands for all domains as indicated in Table 8.

**Table 8**

Year 7 2017NAPLAN 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	95.9	47.3	30.6
Writing	1.4	92.7	32.5	21.3
Spelling	0	94.6	59.4	41.3
Grammar and Punctuation	2.7	90.5	43.3	30.1
Numeracy	0	97.3	60	34.9
Data, Measurement, Space, Geometry	1.3	98.7	54.7	33.3
Number, Pattern, Algebra	1.3	96	66.7	39.1

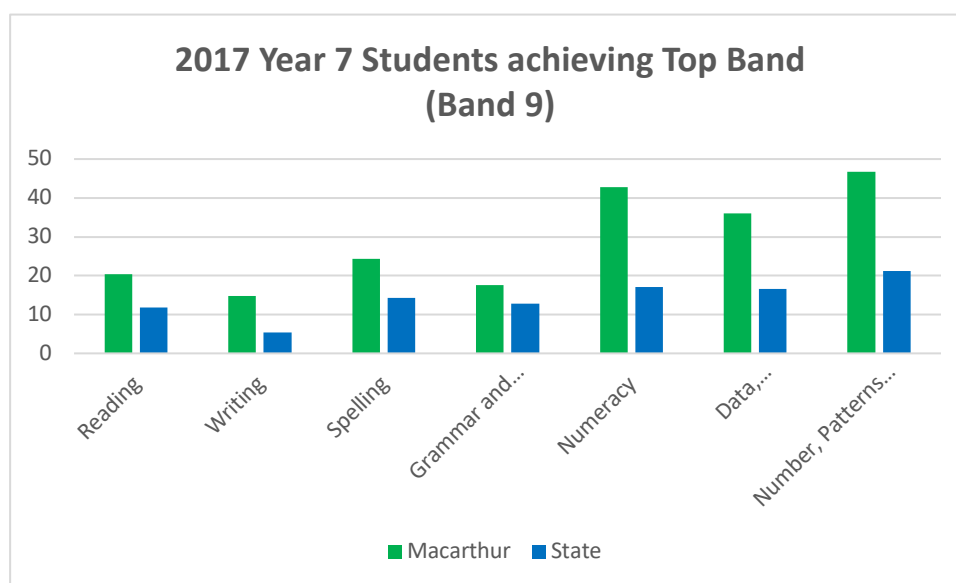
## Percentage of Students Achieving Top Band (Band 9)

Table 9 and Graph 7 below show that Macarthur students achieved more Band 9 results compared to the State in all domains. Macarthur students significantly outperformed the State in Reading, Spelling and all areas of Numeracy.

**Table 9**

Overall Year 7 NAPLAN 2017 Results	% Students achieving in the highest band (Band 9)	
	School	State
Reading	20.3	11.8
Writing	14.7	5.4
Spelling	24.3	14.3
Grammar and Punctuation	17.6	12.8
Numeracy	42.7	17.1
Data, Measurement, Space & Geometry	36	16.6
Number, Patterns & Algebra	46.7	21.2

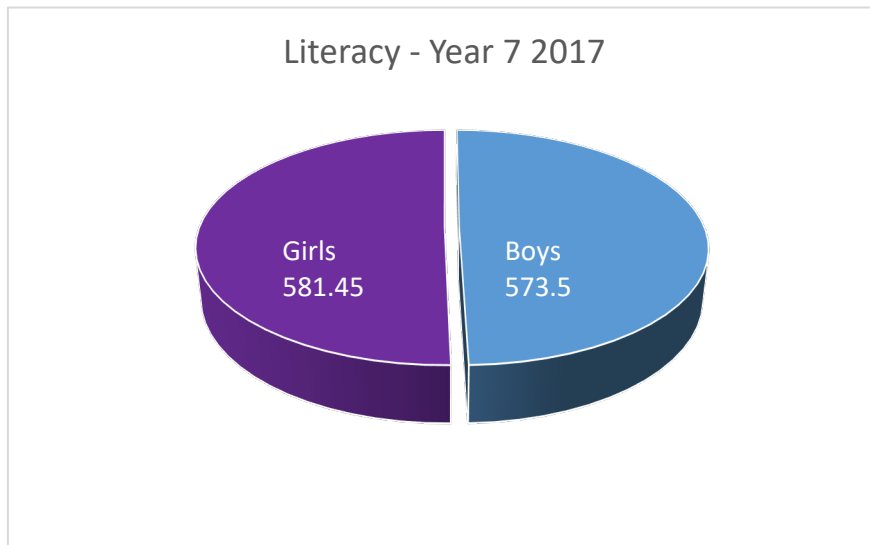
**Graph 7**



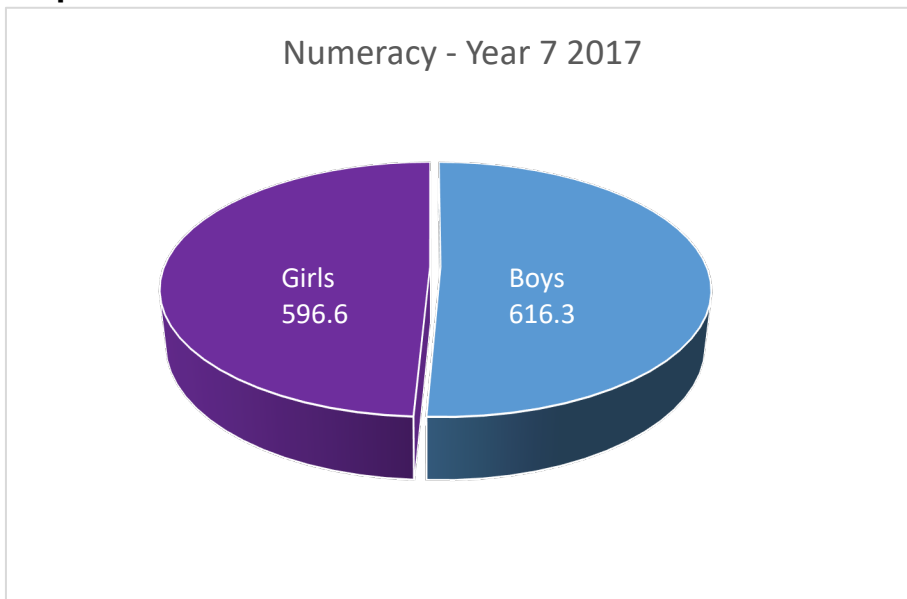
## Gender Comparison – Year 7

There is not a significant difference in the achievement of boys versus girls on the tests. However, overall, boys outperformed girls in Numeracy tests and Girls outperformed boys in the Literacy tests.

**Graph 8**



**Graph 9**



## Value Added Data – Year 7

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2015 and the Year 7 NAPLAN test in 2017. It provides a measure of their academic growth over this time. The general standard for academic growth in this time is represented in the following table. The value-added growth for Writing, Spelling and Numeracy are above the level of growth for the State (refer table below) but Reading and Grammar and Punctuation is lower than the State. Individual students whose academic growth declined in 2017 will be monitored.

**Table 10**

	2013 – Average Scaled Score – Growth		2014– Average Scaled Score – Growth		2015– Average Scaled Score – Growth		2016– Average Scaled Score – Growth		2017 – Average Scaled Score - Growth	
	School	State	School	State	School	State	School	State	School	State
Reading	53.7	48.4	41.4	49.1	55	42.5	44.6	38.1	38.9	46.3
Writing	30.8	24.5	40	26.8	32.1	27.7	N/A	N/A	63.4	33.5
Spelling	59.7	61.3	44.4	45.3	41.6	50/7	41.2	43.7	53.6	52
Grammar Punctuation	56.9	33.2	48.4	45.8	37.1	38.4	30	32.2	23.6	37
Numeracy	90	48.6	64.3	53.1	51.6	53.1	66.1	58.9	68.2	61.1

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## Year 9 NAPLAN Results

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

### State Average Comparison

Macarthur students achieved well above the State Mean in all tests, indicated in Table 11.

**Table 11**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space, Geometry	Numbers, Patterns, Algebra
State Mean	588.8	559.1	591.9	582.7	602.9	603	602.3
School Mean	621.8	611.3	617.2	623.3	646.4	656	637.7

### National Benchmark

Table 12 below indicates that the majority of Year 9 students achieved results well above the National Benchmark in most tests.

### Median

The median score in some literacy domains increased from 2016 – reading 36 [34], writing 36 [33] while Spelling decreased 15 [18]. The median for Numeracy reverted back to its score from previous years, Numeracy 32 [40]. Spelling will be investigated further as this is the second year in a row the median score has decreased.

### Top 2 Bands

Macarthur Year 9 students achieved significantly more Band 9 and 10 results in all domains compared to the State.

**Table 12**

Year 9 2017 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	0	90.1	36	72%	41.6	24.7
Writing	6.5	81.8	36	77%	36.4	18
Spelling	1.3	93.5	15	50%	46.8	31.1
Grammar and Punctuation	2.6	92.2	17	61%	42.9	24.8
Numeracy	0	100	32	66%	52	29.8
Data, Measurement, Space, Geometry	0	100	N/A	N/A	53.3	27.2
Numbers, Patterns, Algebra	0	93.5	N/A	N/A	48.1	30.3

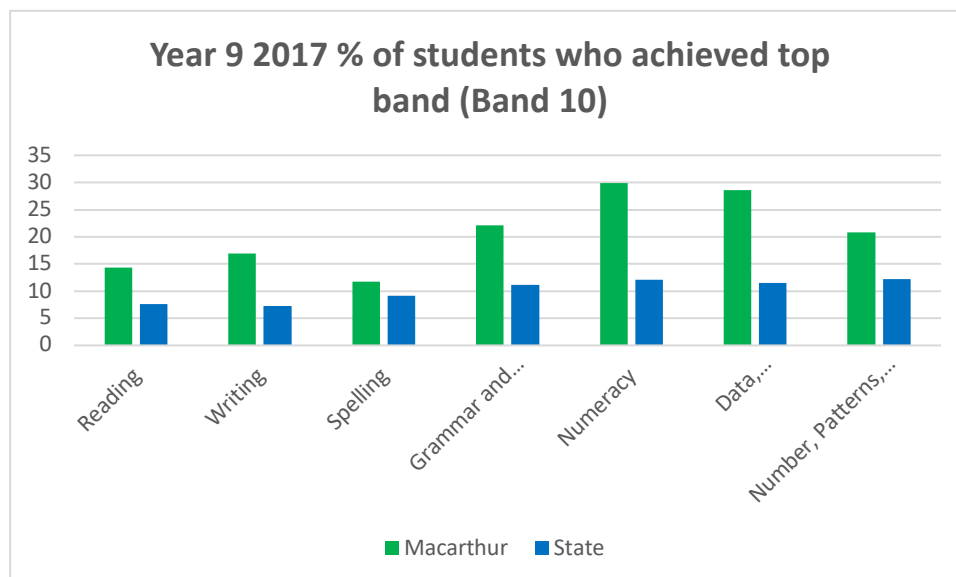
### Percentage of Year 9 Students Achieving Top Band

Table 13 and Graph10 indicate the percentage of Year 9 Macarthur students who achieved results in the top band exceeded the State for all tests and considerably performed better at the top level in Grammar and Punctuation and all areas of Numeracy.

**Table 13**

2017 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Reading	14.3	7.6
Writing	16.9	7.3
Spelling	11.7	9.1
Grammar and Punctuation	22.1	11.1
Numeracy	29.9	12.1
Data, Measurement, Space & Geometry	28.6	11.5
Number, Patterns, Algebra	20.8	12.2

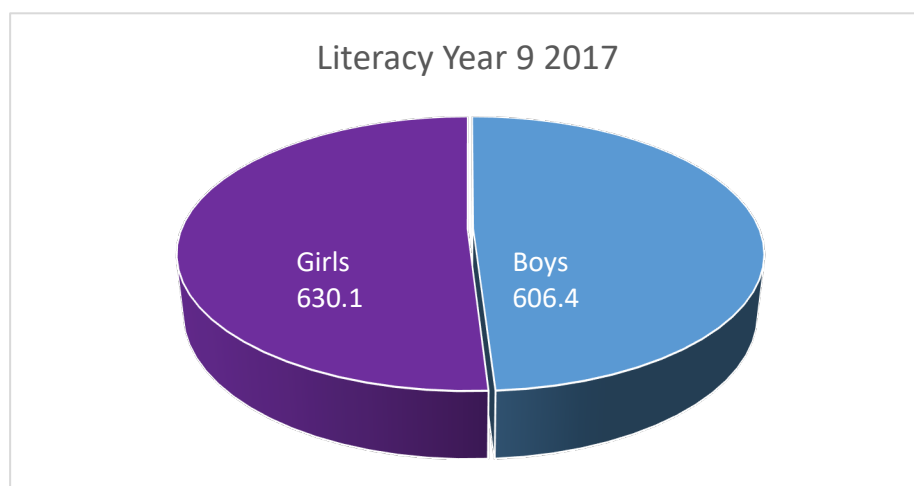
**Graph 10**



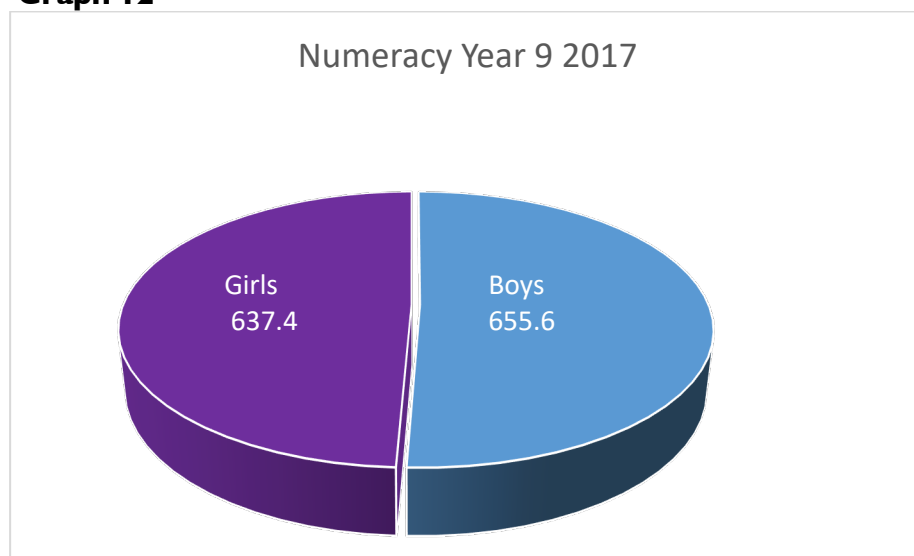
**Gender Comparison – Year 9**

Girls outperformed boys in literacy and boys outperformed girls in numeracy

**Graph 11**



**Graph 12**





## Value Added Data – Year 9

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2015 and the Year 9 NAPLAN in 2017 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth is represented in Table 14. There has been greater average growth for Macarthur students in all areas with the exception of Reading compared to the State. The average School growth in writing significantly exceeded the State growth. Individual students whose academic growth declined in 2017 will be monitored.

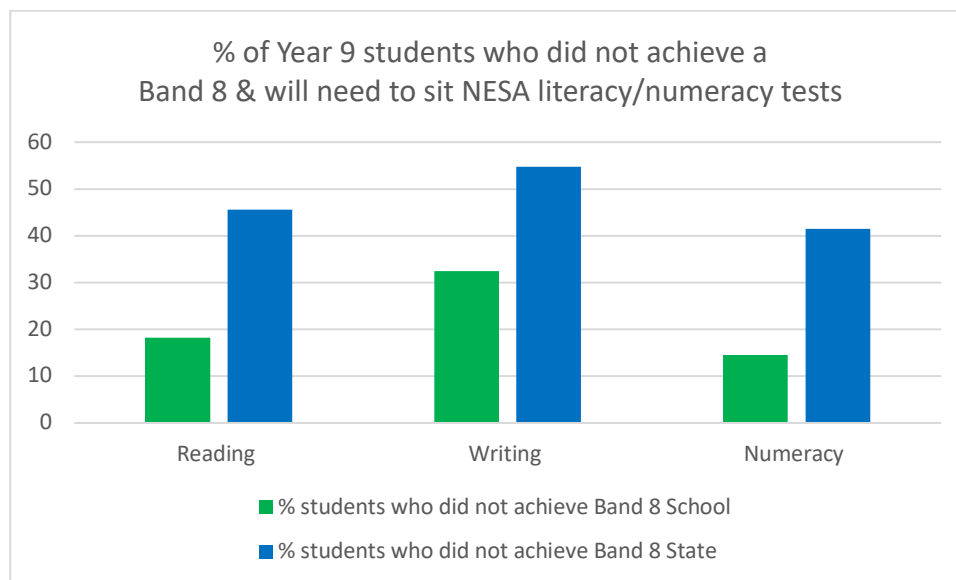
Table 14	2013 – Average Scaled Score - Growth		2014– Average Scaled Score - Growth		2015 – Average Scaled Score - Growth		2016 – Average Scaled Score - Growth		2017	
	School	State			School	State	School	State	School	State
Reading	School	State	40.7	39	34.5	38.6	33.8	32.2	32.7	38.6
Writing	57.2	40.4	40.4	27.2	40.1	27.2	N/A	N/A	71.5	46.5
Spelling	42.1	25.3	42.1	34.7	38.8	31.7	34.6	33.8	40.4	36
Grammar Punctuation	54.8	43.9	35.2	25.1	20.9	27.7	15.2	21.1	45.6	34.8
Numeracy	45.4	40.1	43.3	50.1	44.6	47.6	37.8	40.7	54.4	52.4

### NAPLAN Performance and minimum HSC standards

In 2018, Students who do not prequalify for HSC minimum standards by achieving a Band 8 in Reading, Writing and Numeracy will need to sit NESA Literacy and Numeracy tests. Table 15 and Graph 13 indicate that significantly fewer Macarthur students will need to complete further tests compared to the State.

Table 15	% students who did not achieve Band 8	
	School	State
Reading	18.2	45.6
Writing	32.5	54.8
Numeracy	41.5	41.5

Graph 13



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## SENIOR SECONDARY OUTCOMES

### The Record of School Achievement (RoSA)

#### Stage 5

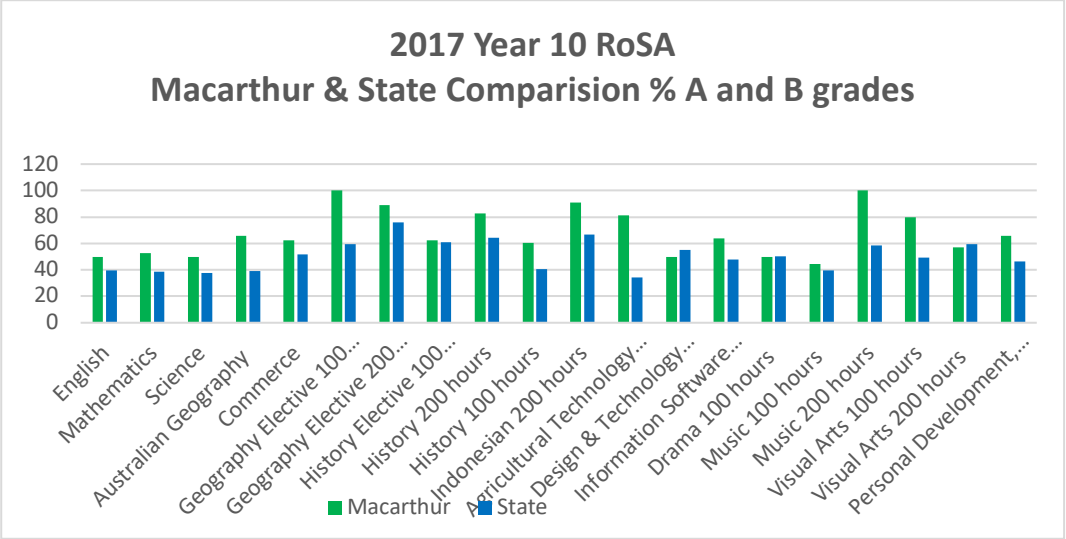
In 2017, 76 students satisfied the requirements of the Stage 5 RoSA. A number of Stage 5 200 hour subjects were re-introduced including Geography Elective, History Elective 200 hours and Visual Arts 200 hours. The 100 hour Stage 5 Drama hour was completed for the first time in 2017.

Students in the vast majority of subjects achieved a higher percentage of combine A and B grades compared to the State. There were some outstanding results, notably Isaiah Kezelos, Shivani Mistri and Caitlin Sendt who achieved 'A' grades in every subject.

**Table 1**

<b>2017 Stage 5 School versus State Grading Comparison – % 'A' &amp; 'B' Grades</b>				
	A grades		B grades	
<b>Subject</b>	<b>Macarthur</b>	<b>State</b>	<b>Macarthur</b>	<b>State</b>
English	26.32	12.08	23.68	27.72
Mathematics	15.79	15.18	36.84	23.33
Science	18.42	13.12	31.58	24.3
Australian Geography	21.05	12.89	44.74	26.04
Commerce	27.03	17.83	35.14	33.7
Geography Elective 100 hours	70	24.38	30	34.96
Geography Elective 200 hours	44.44	43.51	44.44	32.34
History Elective 100 hours	33.33	25.69	29.17	35.19
History 200 hours	34.48	32.52	48.28	31.54
History 100 hours	23.68	13.57	36.84	27.22
Indonesian 200 hours	54.55	34.32	36.36	32.63
Agricultural Technology 100 hours	31.25	9.66	50	24.4
Design & Technology 100 hours	12.5	23.44	37.5	31.51
Information Software Technology 100 hours	27.27	17.56	36.36	30.23
Drama 100 hours	16.67	17.88	33.33	32.26
Music 100 hours	22.22	12.4	22.22	27.1
Music 200 hours	100	25.98	0	32.49
Visual Arts 100 hours	30	17.34	50	31.71
Visual Arts 200 hours	14.29	26.23	42.8	33.07
Personal Development, Health, PE 200 hours	21.05	13.31	44.74	32.91

Graph I



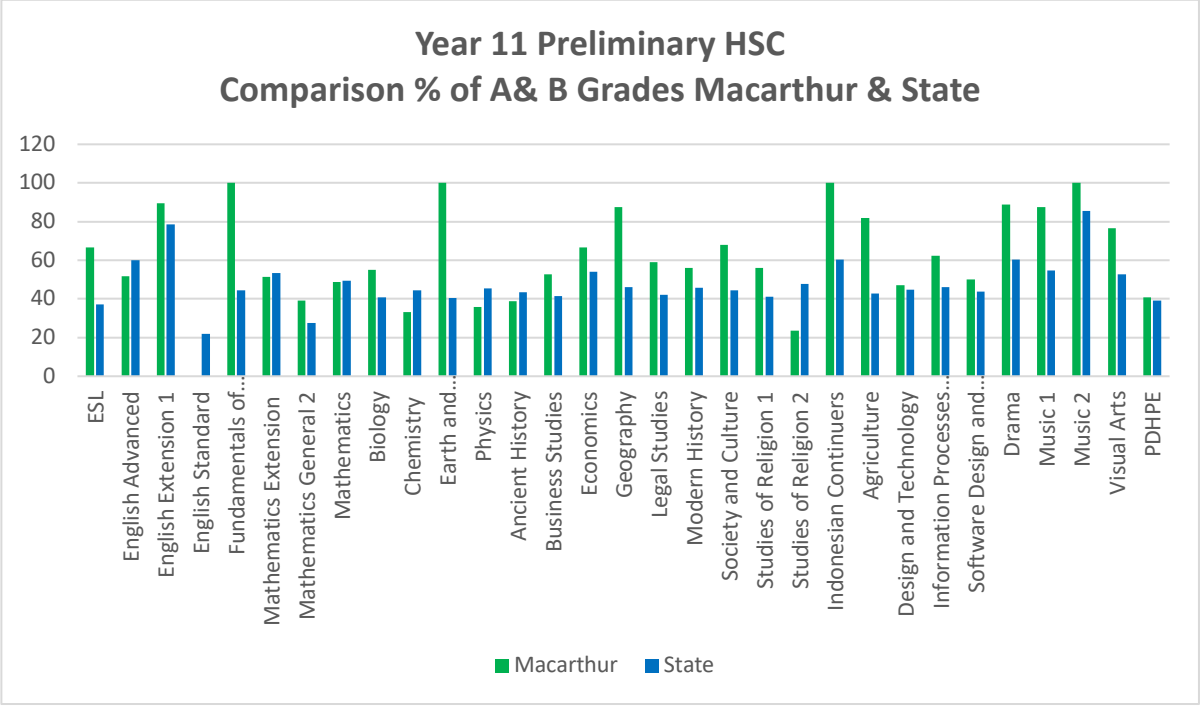
## Preliminary HSC

In 2017, 96 students satisfied the requirements of the Preliminary HSC. An additional student completed Mathematics and Mathematics Extension as an accelerant. The Preliminary results indicated that most subjects have a higher percentage of A and B grades compared to the State (see graph 2). Taylor Drayton and Kate House achieved 'A' grades in every subject.

Table 2

<b>2017 Preliminary HSC School vs State Grading Comparison – % 'A' &amp; 'B' Grades</b>				
	A grades		B grades	
<b>Subject</b>	<b>Macarthur</b>	<b>State</b>	<b>Macarthur</b>	<b>State</b>
ESL	22.22	9.69	44.44	27.59
English Advanced	18.39	18.9	33.33	41.11
English Extension I	48.28	36.93	41.38	41.76
English Standard	0	2.94	0	19.10
Fundamentals of English	25	9.19	75	35.26
Mathematics Extension	20	26.21	31.34	27.18
Mathematics General 2	10.71	7.09	28.57	20.31
Mathematics	24.49	24.16	24.29	25.12
Biology	17.24	12.54	37.93	28.41
Chemistry	9.52	16.64	23.81	27.74
Earth and Environmental Science	50	12.44	50	28.1
Physics	7.14	16.23	28.57	29.22
Ancient History	11.11	15.88	27.78	27.44
Business Studies	13.16	13.18	39.47	28.37
Economics	22.22	21.55	44.44	32.51
Geography	43.75	16.76	43.75	29.42
Legal Studies	18.18	15.18	40.91	27.03
Modern History	14.63	16.9	41.46	28.92
Society and Culture	28	15.06	40	29.47
Studies of Religion I	16	13.19	40	28.09
Studies of Religion 2	5.88	16.62	17.65	31.29
Indonesian Continuers	100	34.57	0	25.93
Agriculture	36.36	16.45	45.45	26.31
Design and Technology	17.65	15.4	29.41	29.35
Information Processes Technology	25	15.85	37.5	30.39
Software Design and Development	25	17.97	25	25.97
Drama	66.67	24.55	22.22	35.95
Music I	12.5	18.58	75	36.08
Music 2	50	50.55	50	35.02
Visual Arts	29.41	20.20	47.06	32.59
PDHPE	25.93	12.12	14.81	26.97

Graph 2



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## The Higher School Certificate

In 2017, Macarthur Anglican School presented 73 students for the Higher School Certificate. Of this group, 33(45%) were boys and 40 (55%) were girls. Thirty-four subjects were presented at Macarthur in 2017. No subjects were studied externally in 2017. 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.

20% of students who presented for the HSC in 2017 attained ATARs of 90 and over with 7% of students gaining ATARs of 98 and above. 33% of students gained an ATAR of 85 and over and 53% achieved an ATAR of 75 and over. 81% of students achieved an ATAR of 60 and above which was a much greater percentage of students than previous years. 32% of students recognised as Distinguished Achievers for attaining Band 6 or E4 results and 82% of students gained Band 5 or E3 results. Of the 73 students who sat the HSC, 60 Distinguished Achievement results were recorded on the HSC Honour Roll.

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

<b>Table 3</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Students who achieved a Band 6 result	32%	43%	39%	35%	32%
Students who achieved a Band 5 result	75%	82%	83%	75%	82%

The 2017 Dux of the School, Noah Gray achieving an ATAR of 99.35. Julia Kokic (ATAR 99.25) achieved 1<sup>st</sup> in the State in both Indonesian Continuers and Indonesian Extension. Kaitlin Taylor (ATAR 99.05) achieved 3<sup>rd</sup> in the State in Indonesian Continuers and 2<sup>nd</sup> in the State in Indonesian Extension. Stephanie Hennings (ATAR 95) achieved 7<sup>th</sup> in the State in Geography. Julia and Kaitlin, along with Cate Ward (ATAR 99) have been recognised as 'All Rounders' for attaining Band 6/E4 results in at least 10 units.

Mean, Median, Highest Year 12 ATAR Results

<b>Table 4</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Mean	72.7	75.41	75.29	72.9	75.59
Median	75	76.90	79	74.3	76.25
Highest	99.1	99.30	99.1	98.15	99.35

The 2017 Mean of the Year 12 ATAR results was similar to 2015 and the best mean on the past 10 years. The Median was also high and was the fourth highest in the past 10 years. The highest ATAR of 98.35 was the highest ATAR achieved in the past 10 years. This was the first time that 4 students achieved an ATAR of 99 and above,

## Variation from State Mean

For the vast majority of subjects, the results are well above the State Average with Software Design and Development, Ancient History, Chemistry, Information Processes and Technology, Society and Culture, Physics and Agriculture leading the field.

Macarthur was ranked 114 overall out of all schools which had candidates sit the HSC in 2017 and was the top scoring school in the region

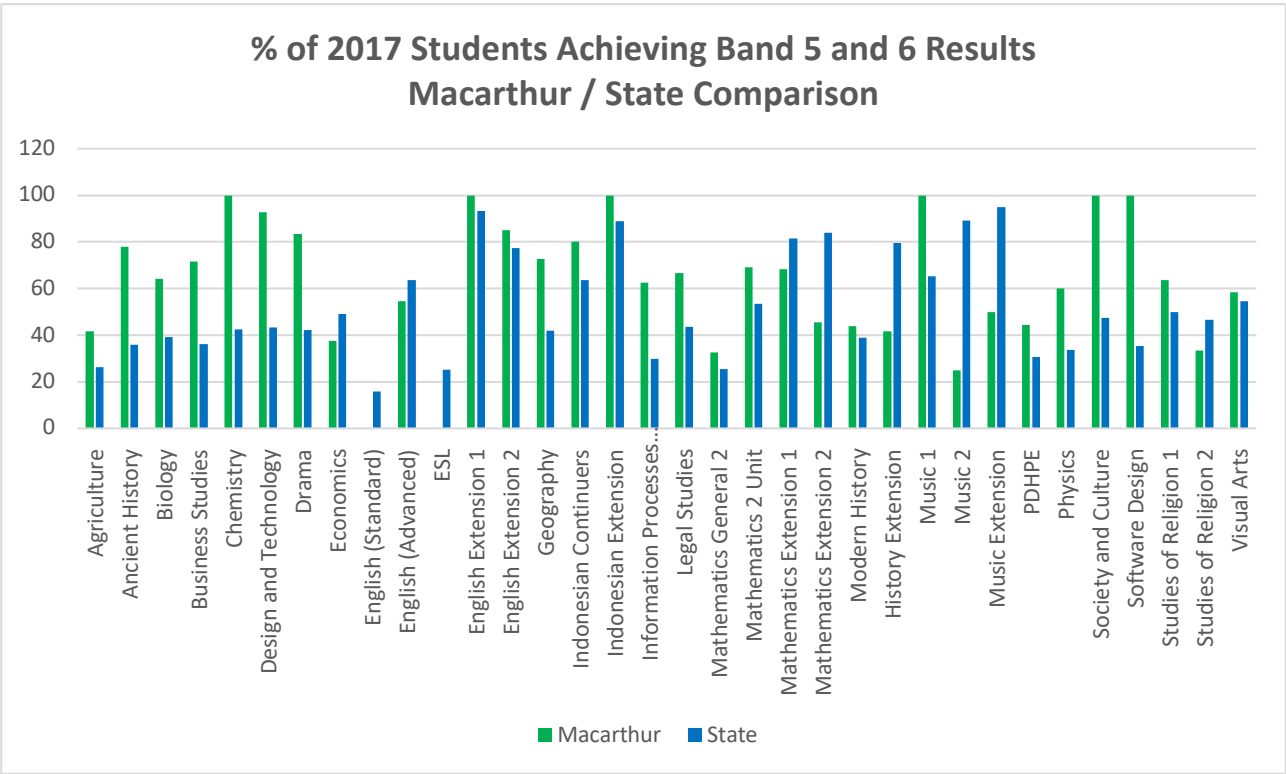
## Highest Mark Achieved by Macarthur Students per Subject and Comparison of 2017 Band 5 and 6 Results Compared to the State

In 2017, students achieved a Band 6 result in most subjects. Students achieved an HSC mark of 95 or more in Geography, Indonesian Continuers, Mathematics General 2, Mathematics Extension 1 and 45 or more in English Extension 1 and English Extension 2, Indonesian Extension and Studies of Religion 1.

The percentage of Macarthur students who achieved Band 5 and 6 results exceeded the State in the vast majority of subjects. There were greater numbers of students attaining Band 5 and 6 results in 2017.

<b>Table 5</b> Subject	Highest HSC mark achieved by Macarthur Student		% Band 5 & 6 results at Macarthur		% Band 5 & 6 results in State	
	2016	2017	2016	2017	2016	2017
Agriculture	80	88	25	41.66	30.85	26.21
Ancient History	91	90	33.33	77.77	30.68	35.98
Biology	85	94	28.57	64.28	35.11	39.28
Business Studies	90	92	35	71.52	34.33	36.14
Chemistry	81	94	33.33	100	40.94	42.41
Design and Technology	88	91	40	92.84	40.8	43.2
Drama	96	91	37.5	83.32	42.59	42.13
Earth & Environmental Science	73	N/A	0	N/A	34.38	N/A
Economics	93	87	87.5	37.5	45.2	48.98
English (Standard)	64	74	0	0	13.39	15.91
English (Advanced)	94	93	57.68	54.68	61.92	63.64
ESL	81	74	33.33	0	27.03	25.25
English Extension 1	47	47	100	100	94.94	93.27
English Extension 2	48	48	100	85.17	79.35	77.38
Geography	93	96	81.81	72.72	40.93	41.9
Indonesian Continuers	95	96	66.66	80	47.5	63.5
Indonesian Extension	42	49	100	100	79.99	88.88
Information Processes Technology	90	87	60	62.5	27.71	29.84
Legal Studies	93	91	57.13	66.66	42.27	43.61
Mathematics General 2	95	95	33.32	32.5	25.63	25.49
Mathematics 2 Unit	91	90	53.84	69.22	52.51	53.48
Mathematics Extension 1	97	98	76.91	68.17	79.37	81.6
Mathematics Extension 2	88	90	80	45.45	85.34	84
Modern History	90	94	31.57	43.75	40.84	38.82
History Extension	44	43	100	41.66	80.59	79.62
Music 1	88	91	100	100	62.74	65.22
Music 2	83	84	50	25	89.53	89.16
Music Extension	39	38	100	50	93.59	94.86
PDHPE	90	88	50	44.44	34.41	30.56
Physics	87	94	75	60	29.94	33.8
Society and Culture	96	94	100	100	48.18	47.48
Software Design Development	92	93	66.66	100	33.32	35.46
Studies of Religion 1	46	46	60	63.63	49.92	49.87
Studies of Religion 2	90	84	50	33.33	47.94	46.47
Visual Arts	94	85	81.81	58.33	54.38	54.57

Graph 3





## ATAR Distribution

- In the 90-100 bands of the distribution there was a smaller percentage of boys, 15.2%, than girls, 22.5% {31.0% boys, 16.1% girls}.
- In the 80-90 bands of the distribution there was a greater percentage of boys, 27.3% than girls, 20.0% {13.8% boys, 25.8% girls}.
- In the tail of the distribution there was a greater percentage of boys, 9.1% than girls, 5.0% {20.7% boys, 12.9% girls}.
- In 2017 girls achieved a higher mean UniScore of 76.59 {73.49} than boys, 74.39 {72.28}.

<b>Graph 4</b>	Male	Female	Total
2017			
Number	33	30	73
Mean Uniscore	74.39	76.59	75.59
Std Dev	15.94	15.43	15.59
Max Uniscore	99.35	99.25	99.35
Min Uniscore	41.80	38.05	38.05
Median Uniscore	75.75	78.25	76.25

## **Initiatives for Year 12 students**

During 2017 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 2017.
- 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.
- 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. In 2016, this was offered three times per 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 along with RAP data 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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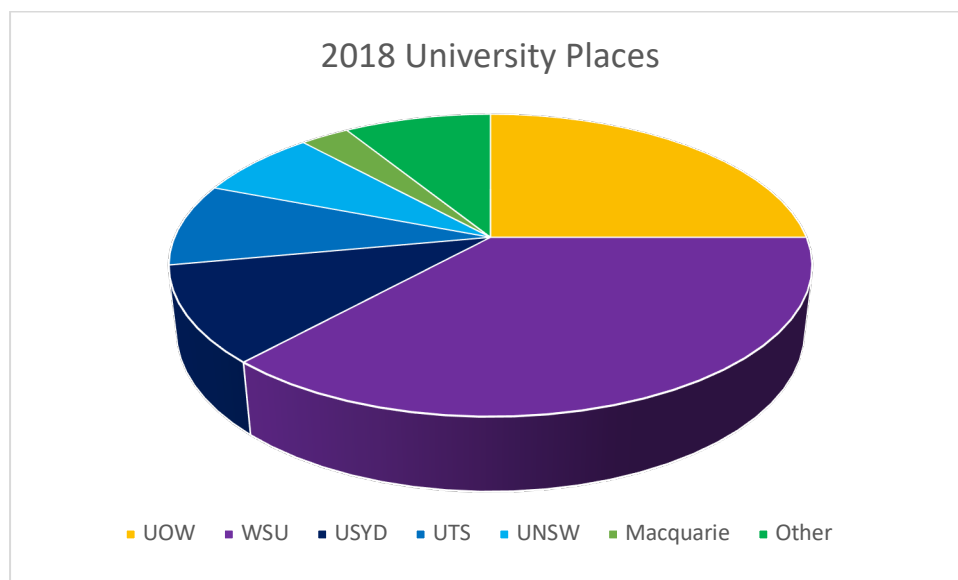
## Year 12 Students Undertaking the NSW Higher School Certificate

A total of 73 students completed their senior secondary education at Macarthur in 2017, 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

70 of the 73 Year 12 students applied for an ATAR. Of these, 68 students (97%) received university offers and 85% received an early round offer. 37% at the Western Sydney University, 25% of students have enrolled at University of Wollongong, 10% at the University of Sydney, 9% at University of Technology Sydney, 7% at the University of NSW, 3% at Macquarie University and 9% at other institutions. Refer pie chart below.



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## PROFESSIONAL LEARNING AND TEACHER STANDARDS

In the view of Macarthur's Headmaster and School Council professional learning is essential to the development and growth of all teachers. Research demonstrates that apart from one's natural abilities, quality teaching is the single biggest influence on educational outcomes.

In 2017 three teachers achieved accreditation as 'Proficient Teachers': Mrs Laura Campisi, Ms Angela Welyczko and Mr James Willard. Three staff also applied for recognition of further study – Mrs Rebecca Joel (Graduate Certificate of Religious Education), Ms Sarah Hudson (Master of Education in Special Education) and Ms Angela Welyczko (Master of Education)

Mrs Helen Glover successfully became an Experienced Teacher under the Association of Independent School's ISTAA Accreditation system, and moved from Band 2 to Band 3 under the Teacher's Staff Agreement (MEA).

### Teacher Qualifications

The 2017 details of all teaching staff responsible for delivering the curriculum for which the School is registered and accredited is outlined in the table below. The 2016 figures are in brackets. As can be seen in the table, there was an increase in the number of staff at the school.

### School Staff

Teaching staff	75 [71]
Full time equivalent teaching staff	69.6 [64.9]
Non-teaching staff	38 [33]
Full-time equivalent non-teaching staff	28.7 [26]

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	75
Teachers who have qualifications as a graduate from a higher education institution from within Australia or are 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 2017**

This year, staff at Macarthur worked together to continue to build a strong academic environment for our students. Macarthur staff continued to work on projects as part of the AIS Innovation Unit to elevate student learning, especially for high potential learners.

The Elevate programme informed the School's School Improvement Plan's academic goals – to develop to enhance students' critical and creative thinking and develop students' self-efficacy by pushing through learning challenges to see mistakes as learning opportunities. Professional learning for 2017 was linked to the goal of fostering students' critical and creative thinking as well as an enhancing growth mindset.

The Macarthur Staff Conference had as its theme "Community of Growth" and an emphasis of the conference was to provide teachers with strategies on how to promote a Growth mindset in students. The workshops included the following:

- "Coaching and Mentoring Students to Have a Growth Mindset"
- "Growing Learning – Strategies to Help Through Challenges"
- "Using Moodle as a Platform to Grow Learning"
- "Growing Learning – Inquiry for Students in T-6"

In addition, there was a focus on the following areas:

- 1) Pastoral Care - Youth Suicide Prevention Gatekeeper
- 2) First Aid Training
- 3) Australian Professional Standards – unpacking the professional standards for pre-2004 teachers
- 4) Programming

Macarthur continued as an NSW Educational Standards Authority endorsed provider for teachers at the Proficient level and ran a suite of courses in 2017 including "Teaching Thinking Skills Using Socratic Questioning" 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 sessions on using Denbigh data base and using google docs to improve workflow. All staff also completed an online AIS self-paced learning module 'Obligations in Identifying and Responding to Children and Young People at risk' and 'Chemical Safety'

A team of Macarthur staff also participated in an action research professional development activity with Western Sydney University. This programme involved teachers from the Junior and Middle Schools working alongside Western Sydney University Professional Experience students and academics. The aim of the project was to select areas of teaching practice that were identified as needing further growth, and through professional dialogue, determining the best way for these areas to further develop. The project culminated in an Action Research conference which was attended by staff from Macarthur as well as academics and pre-service teachers from Western Sydney University.

The Action Research Projects covered a variety of topics including:

- Examining the effectiveness of group work
- Considering student voice in assessment and pedagogy
- Evaluating the impact of cognitive, emotional and behavioural needs on engagement
- Assessing the value of Inquiry based learning
- Exploring ways to foster student self-reflection

In recognition of their outstanding commitment to teaching, and their significant contribution to Macarthur, Sarah Tor (teacher of Information Software and Design and Software, Design and Development) and Ian Garrett (Faculty Head and Teacher of English) were presented with World Teacher's Day Awards by the NSW Teacher's Guild. Melissa Gould-Drakeley also received an Award from the Australian Federation of Modern Language Teachers Association for her leadership and commitment to Languages education in NSW.

In order to enhance a culture of research and ongoing professional learning at Macarthur, the Headmaster and School Council introduced a new two year research scholarship for which teachers could apply. The Beavis Fellowship, honouring long standing Chair of School Council Dr Alan Beavis was awarded to two teams. Belinda Watson Sarah Stewart, Sarah Tor and Karen Williams are researching the ways innovative technologies (augmented reality and virtual reality) can enrich learning. Rebecca Abdoo, Katrina Ha, Kerena Purvis and Michelle Tindal are researching powerful Inquiry Learning. These fellowships will continue to be offered each year.

### Professional Courses Attended by Staff

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place in 2017 among Macarthur staff.

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 NESA. A number of staff are also pursuing other tertiary qualifications.

Description of Professional Development Learning Activity 2017	Hours / Person	Staff
African Drumming - Level 3	6	1
AHISA Director of Studies Conference	10	6
AIS Business Studies - Case Studies Syllabus, Assessment, Pedagogy	6.5	1
AIS Creating your Experienced Teacher Portfolio	7	1
AIS Economics Conference	6.5	1
AIS Innovation Unit Elevate Conference	38	5
AIS Familiarisation NSW Syllabus for The Australian Geography- Online Module	2	3
AIS Grammar Online - Levels of Delicacy	7	1
AIS Great Teachers give Great Feedback - Online Module	3	1
AIS ICT Management and Leadership Conference	16	2
AIS Maker Spaces - Online Module	6	1
AIS Network Meeting	3	1
AIS NSW Heads of Sport Conference	10	1
AIS The Principles of Purposeful Programming- Online Module	4	1

AIS Viewing of Experienced Teacher Portfolios	2.5	1
AIS Visual Arts Conference	5.5	1
AITSL Conference - HALT Conference	13	2
ASBA Conference	24	1
Athletics Level 1 Coaching Accreditation	5	2
Attaché End of Year Payroll Update Session	2	1
Autism and Aspergers - Teaching Strategies (Sue Larkey Learning Media)	5.5	2
Beginning & Newly Appointed Science Teachers Workshop (LAZSTA)	4.5	1
Computer Programme Planning Day	7	1
Curriculum Differentiation and Assessment	28	1
Deus Ex Photos Photography Conference	6	1
EduTECH International Congress Streams	20	1
Endorsed Providers (QTC)	2	3
ESL English Revision Day	7	1
ETA Annual Conference	12.5	1
Faithfulness (Anglican Diocese of Sydney Professional Standards Unit)	8	1
Growth Mindset - Coaching with Daniela Falecki	3	9
Helping Our Schools Build Better Communities - NAB Sydney	3	2
HICES Heads of Music Meeting	11	1
HSC English New Syllabus - Making Year 11 Modules Meaningful	5	1
HSC Supervisor Marking Training for Indonesian	7	1
ICT NSW Digital Technologies Conference	12	1
Identity & Creativity - Developing Literacy in Diverse Settings	6.5	1
Ignite the Spark, Fuel the Fire (Dept Ed & School of Ed Partnership)	14	1
IIATE (Institute of Industrial Arts Technology Education) Conference	15	1
IPSHA Art Umbrella Meeting	2	2
IPSHA Heads Meeting	12	1
IPSHA Conference	17	1
Law Sense - School Law NSW	3.5	2
Managing HR & IR Issues -Workers Compensation (Allianz)	2	2
MANSW Conference	16	3
MANSW Conference - K-8 "Show Me the Maths"	7	2
MEA Interpretation Workshop	5.5	1
Mentoring vs Coaching OPTIONS (Teachers Guild of NSW)	1.5	2
MISA Softball Clinic	3	1
MLTA of NSW Annual Conference	6.5	2
My Time Our Place: Principles (Webinar) Gowrie Victoria	1.5	1
NESA Application Workshop for Independent Schools	4	1
NESA Building Capability for Critical & Creative Thinking	9	1
NESA K-10 Syllabus Writer for Indonesian	6	1



NESLI Advanced Leadership Program	9	2
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OSHC Co-ordinator Meeting	2.5	1
Powering Up Inquiry in the Classroom (Dynamic Learning Group)	13.5	1
Prelit by Multilit	6	2
Science & Maths Conference (LAZSTA Inc)	12	1
Senior First Aid Training	6.5	25
Specific Skills for Teaching Legal Studies	7	2
STANSW Annual Conference	21.5	1
STANSW Beesst Conference	8	1
STEM Conference Lego Education	6	1
Sydney Anglican School Ministry Association Day	7	1
Teaching English as a Second Language - TEFL Course	140	2
Unpacking New Senior Courses	1.5	2
VADEA Conference	8	1
VALID Marker Training Day (Centre for Education, Stats & Evaluation)	6	3
Wollongong Regional Ministry Conference	7	2

Many staff also attended workshops and seminars run by the Association of Independent Schools, Western Sydney University, Teacher Training Australia and various professional associations. In addition to this, 55% 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 and Judges this year. Stuart Hughes (English Teacher) was also selected to be an Assistant Supervisor of Marking for English and Joanne Fenton (Head of Foreign Languages) continued in her role as Supervisor of Marking for Indonesian. This professional learning is invaluable for both our staff and students.

In 2017 Macarthur staff were engaged in marking in the following courses:

Subjects in which teachers undertook HSC marking		
Agriculture	Ancient History	Business Studies
Chemistry	Design and Technology	English – Advanced
English as a Second Language	Geography	Indonesian Beginners
Indonesian Background Speakers	Indonesian Continuers	Indonesian Extension
Information Processes and Technology	Music Practical	Music Written
Physics	Society and Culture	Studies of Religion
Visual Arts – Written		

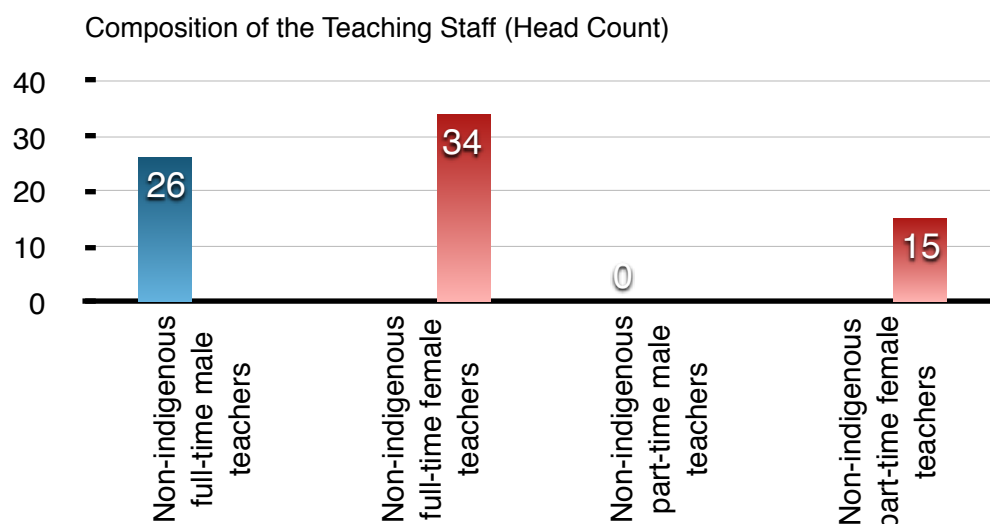
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## WORKFORCE COMPOSITION

### Composition of the Teaching Staff – 2018

The non-indigenous full-time teaching staff as reported in the 2017 Annual Census, consisted of 26 male teachers, including the Headmaster, and 34 female teachers.

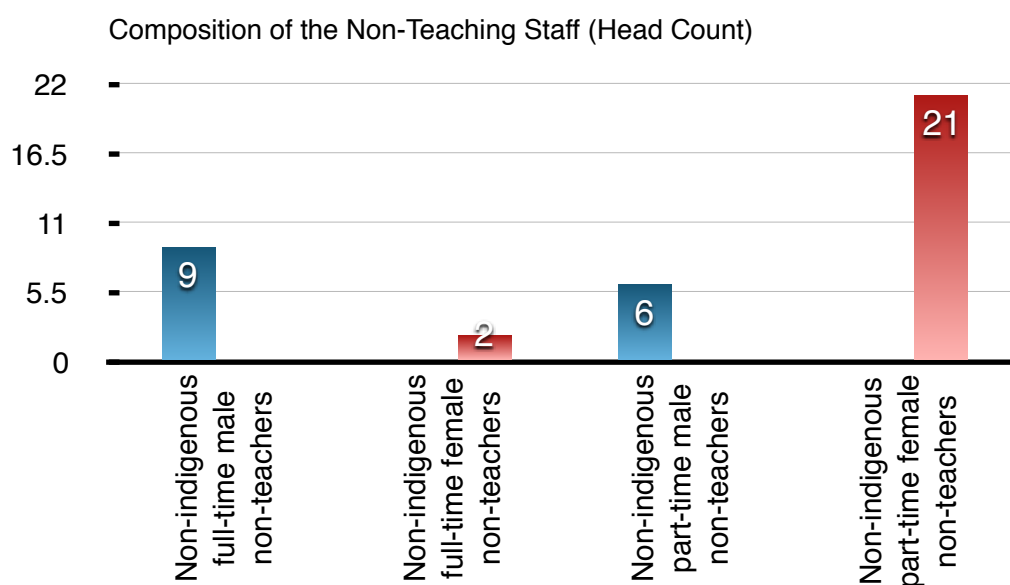
Non-indigenous part-time teaching staff consisted of 0 male teachers and 15 female teachers, totalling a full-time equivalent of 9.6



### Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 9 males and 2 females.

Non-indigenous part-time non-teaching staff consisted of 6 males and 21 females, totalling a full-time equivalent of 17.7



## **Totals**

The full-time equivalent number of teaching staff, including the Headmaster, is 69.6, supported by the full-time equivalent number of non-teaching staff of 28.7

## **Indigenous Staff**

No indigenous staff are currently employed in the school.

When updated to show 2017 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 2017 was 95.02%. This is slightly higher than the attendance rate reported for 2016 of 94.16%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2017 to the Australian Government Department of Education. Rates calculated for Kindergarten, Years 11 and 12 (below) and the school as a whole (above) have been calculated separately. Students granted special extended leave by the Headmaster were not included in this calculation, although absences incurred because of family holidays were included.

The average attendance rate for 2017 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	97.35	94.63%	94.42%	93.63%	94.58%	95.37%	95.22%

### Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	94.78%	94.81%	93.17%	91.98%	97.22%	98.15%

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 parent or guardian explaining their absence following their return to school, a reminder to parents is emailed. If an explanation is still not forthcoming with seven days a further letter is emailed to parents.

## RETENTION OF YEAR 10 TO YEAR 12

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
2011/2013	87	76	71	87%	82%
2012/2014	82	82	78	89%	83%
2013/2015	94	81	75	93%	86%
2014/2016	69	60	57	87%	83%
2015/2017	78	73	67	94%	86%



## POST SCHOOL DESTINATIONS

### Year 10 and 11 Students who left school in 2017

Percentage of leavers			
Students who left at the end of Year 10		Students who left at the end of Year 11	
2017	2016	2017	2016
11.8%	6.1%	4.7%	3.9%

A small number of Year 11 students (five) left Macarthur in 2017 prior to completing their HSC. This was similar to the number of students who left at the end of Year 11 in 2016. Of the students who left prior to Year 12, four international students enrolled in Foundation Studies and one student left to attend a private college. No students left during the course of their Year 12 studies.

The 2017 Year 10 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 2017 cohort, with the percentages for the past five years' cohorts in the adjacent column for comparison

Destination for Students who left at the end of Year 10	%	Previous Years				
	2017	2016	2015	2014	2013	2012
Other schools within the Macarthur area	11%	-	20%	-	14%	25%
Other schools outside the Macarthur area	33%	33%	10%	8%	24%,	13%
Private Colleges	11%		0%	16%	19%	-
Apprenticeship Training or TAFE courses	33%	50%	40%	43%	29%	37%
Workforce	11%	17%	-	25%	14%,	25%
Unknown	0		10%	8%		
Overseas	0		20%			

These figures show that in 2017, the main reason for students leaving was to attend other schools closely followed by students wanting to attending TAFE or training.

### Students completing the HSC

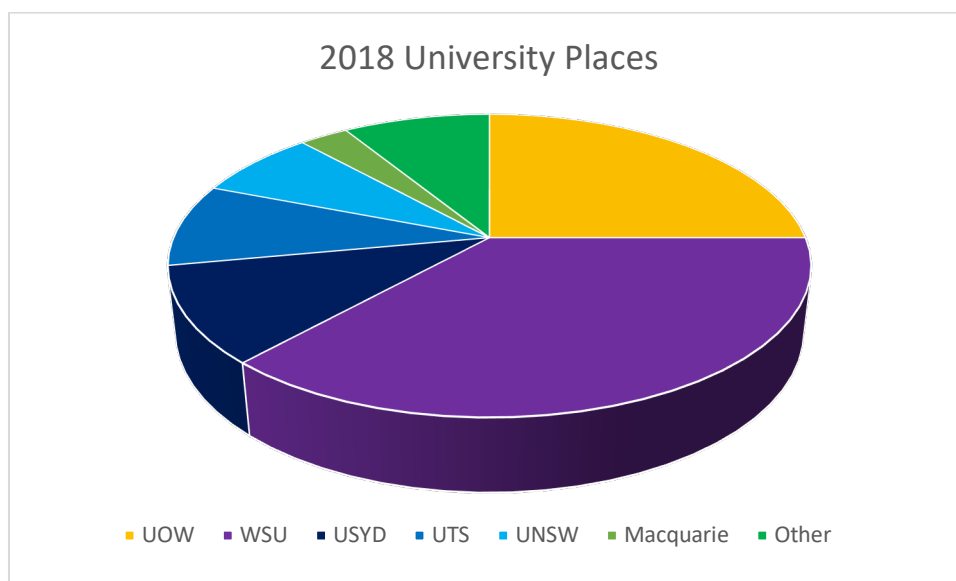
A total of 73 students completed their senior secondary education at Macarthur in 2017, with 100% of the group successfully being awarded the Higher School Certificate.

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



## Post School Pathways

70 of the 73 Year 12 students applied for an ATAR. Of these, 68 students (97%) received university offers and 85% received an early round offer. 37% at the Western Sydney University, 25% of students have enrolled at University of Wollongong, 10% at the University of Sydney, 9% at University of Technology Sydney, 7% at the University of NSW, 3% at Macquarie University and 9% at other institutions. Refer pie chart on the following page.



These students are now pursuing a diverse range of courses including Animal Science, Arts, Business, Commerce, Computer Science, Communications, Construction Management, Creative Arts, Criminology, Design, Education, Engineering, Fine Arts, Global/International Studies, Health Science, , Law, Medical Science, Music, Nursing, Physiotherapy, Psychology and Science. The chart on the following page indicates the courses chosen by the students pursuing tertiary study. Refer pie chart on the following page.

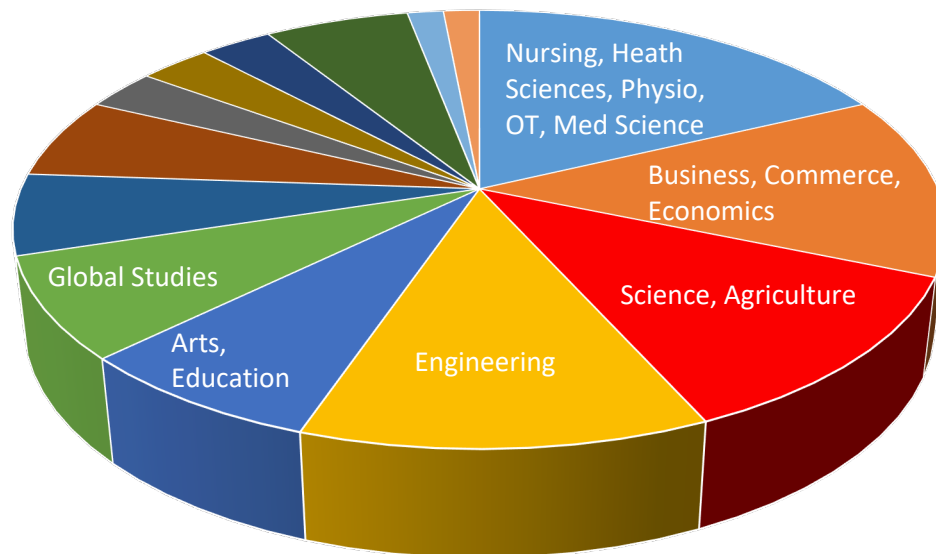
The most popular courses were in the fields of Health and Medical Science, Business/Commerce/Economics, Sciences (including Agricultural Science) and Engineering. In previous years, more students have studied Arts, Education and Global/International Studies. An increased number of students are studying Science and Applied Sciences.

A small number (5) of Year 12 students who completed their HSC are either going into the workforce (1), or attending private colleges (4). This is similar to previous years.





## Tertiary Courses 2018



- Nursing, Occupational Therapy, Physiotherapy, Health Sciences, Med Science
- Business, Commerce, Economics
- Science, Agriculture
- Engineering
- Arts, Education
- Global Studies, International Studies
- Design, Building
- Law, Policing
- Communication, Media
- Social Work, Psychology
- Computing
- Creative/Fine Arts/Fashion
- Music
- Other

# 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 NESMA Manual for the Registration and Accreditation of non- Government Schools.*

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 (depending on Macarthur's assessment of the student's readiness). 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 enrol students for the final HSC year, nor does it enrol students who have extensively completed 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 enrol 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:

- Abide by all the rules of Macarthur Anglican School as they apply from time to time.
- Participate fully in the School's academic programme, including the completion of homework and assessments.
- Participate fully in the Christian education programme, including but not limited to Chapel, Biblical Studies and the School's Outdoor Education Programme.

- 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.
- 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 students
- 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 behavioural 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).

## 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.

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### 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.

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### 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.

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### 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.

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## **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.

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## **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 2018-2018 (REVISED FOR 2018)



LAST UPDATED 2 DECEMBER 2017



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. This *Continual School Improvement* document builds on the previous work of School Council that has established Macarthur as a School of distinction over its first 33 years of operation. *The Macarthur Way* and the *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 within all students, of the Christian worldview embedded throughout 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 *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 believe 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 NESA 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



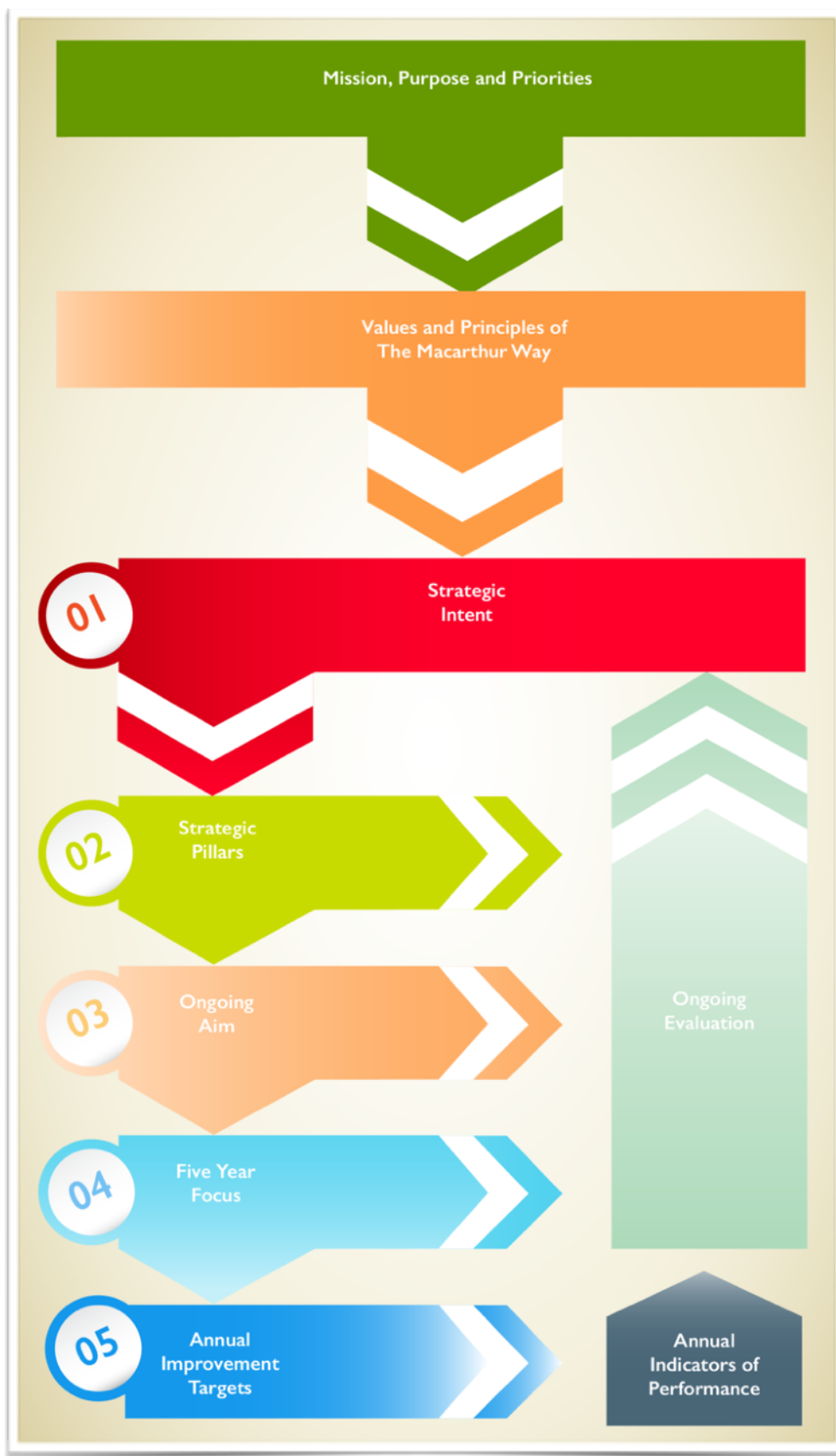
**Dr David Nockles**  
Headmaster





## SECTION 1 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 '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).

## THE 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 is inspired by, can be found within and are expressed through the Bible.

The 'Pillars of the Macarthur Way' give meaning and purpose to the multiple interactions at the 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.

The 'Pillars' are based on three underlying foundational values of Grace, Perseverance and Service and are outlined below.

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

**Excellence** - Strive to make everything one does better than before.

**Integrity** - Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions.

**Respect** - Respect and care for yourself and others, appreciate individual and cultural differences and their uniqueness by always being polite and courteous to others.

**Self-Discipline** - Seek to control your feelings and actions so that you do what is right and proper without the need for external influences and encourage others to do the same.

**Honesty** - Seek and communicate the truth by committing to be trustworthy and reliable in all that you do.

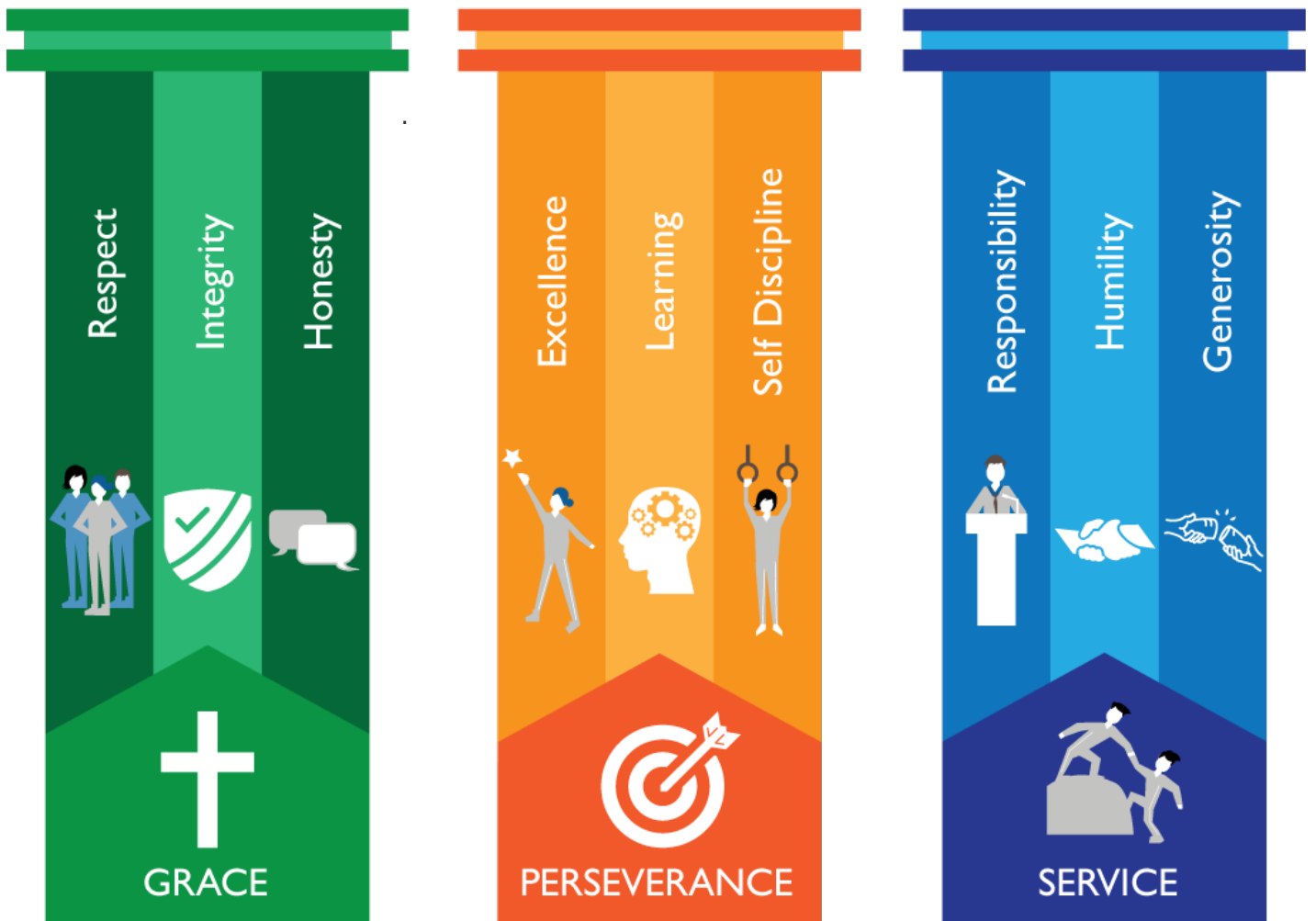
**Responsibility** - Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.

**Humility** - Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God. **Generosity** - Seek to be generous in time and resources to those that are less fortunate than ourselves.

**Generosity** - Seek to be generous in time and resources to those that are less fortunate than ourselves.



# The Pillars of the Macarthur Way



## 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 the 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 undertakes an external survey, conducted by MMG, 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. In 2017 all parents were surveyed regarding their interaction with the School and to gauge parent satisfaction and feedback. As of 2018 parents with children in Year 1, Year 5, Year 9 and Year 12 will be surveyed each year seeking feedback about the school's operations and performance in general.

Each year a comprehensive external analysis of the HSC examination is conducted. This along with the NAPLAN 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.

As this is an ongoing process this framework assists 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 approach to Academic and Pastoral Care 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 with a growth mindset that aims 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 through the ongoing development of the Innovation and Research Centre (IRC) for Learning and Teaching.
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. Reimagine assessment that focusses on assessment for learning, assessment as learning, collaborative enquiry, and different developmental stages of learning and review Academic Reporting to reflect this form of assessment.
6. Embed 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 develop the local Community Support Team as 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 implementation 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. Encourage teachers to integrate studies of Asia in key learning areas.
3. To maintain the teaching of the Indonesian language as a core curriculum subject from Transition to Year 8 and elective in Years 9-12.
4. Continue to develop the International Student Programme, recruiting students from primarily Asia.
5. Establish a self-sufficient short stay study tour programme for students from Asia.
6. 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



## **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 their 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 provided 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 be involved in observing, analysing and evaluating student learning and to engage in collaborative learning discussions so as 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 to include more robust enrolment numbers in light of increased registered capacity and short stay students.
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 to 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.
4. Develop and implement a “minor Capital Works Programme” to plan for and improve the amenity for students including pathways, shaded areas and seating.





**SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS  
2018**

Strategic Pillar	Targets
1	<p>To enhance Biblical Studies teaching and learning programmes so as to provide robust, stimulating and academically challenging courses (K-9) and Biblical Studies seminars for Year 10, 11 and 12 through broader staff involvement.</p> <p>Provide support and strengthen student involvement in Christian Leadership opportunities and experiences through Scripture Union as well as School based groups such as Oasis, Bible Studies and Faith in Action</p>
2	<p>Cultivate a growth mindset among students which will help them develop self-efficacy, embrace challenges, see mistakes as learning opportunities and develop scholarly independence by valuing feedback and taking responsibility for their own learning.</p> <p>Enhance the focus on innovation and research in all aspects of the School's teaching and learning environment through the operations of the Innovation and Research Centre (IRC) and seek ways to use the IRC for cross curriculum deep thinking activities.</p>
3	<p>To provide a greater opportunity for students to become involved in co-curricular activities through a diversity of options that will help to engage students outside of the classroom.</p> <p>To increase the involvement of all students, particularly girls in STEM activities, including Computer Programming and Robotics, further building on the existing groups.</p> <p>Restructure Music Faculty to create a Head of Music Performance to better promote student participation in co-curricular music.</p>
4	<p>Continue to improve the communication with the School community via the electronic Bulletin, email and permission notes via 'Parent Paperwork'.</p> <p>Further plan and implement the introduction of a Macarthur Parent Portal improving online communication with parents including the potential for parents to access administration documents and academic reports.</p> <p>Explore Cyber safety strategies to better protect and educate the students.</p>
5	<p>Seek a new international educational institution with which to partner allowing Macarthur student the opportunity to support this around the world who are less fortunate than themselves.</p> <p>Establish a 'coalface' activity in the local community that aims to expose the students to needs within the local community and seeks ways to support local initiatives.</p> <p>Send an executive member of staff to explore outreach opportunities in Bangladesh.</p>

**SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS  
2018 (CONT)**

Strategic Pillar	Targets
6	<p>Establish a portfolio of Alumni who have engaged with and utilised their Asian language skills or worked in Asian countries to be ambassadors within the School to help promote Asia literacy and its relevance to employment and study opportunities for the students.</p> <p>Look at an Asia study tour (eg Indonesia, China or Japan) for staff to be up skilled in knowledge about Asian countries and enhance their own Intercultural competence/understanding.</p>
7	<p>To implement the recent changes to the Teacher Accreditation Act including the structure and implementation of the new TAA guidelines and further improve the processes around the orientation of teachers, bringing the goals of the orientation in line with NESA Teacher Accreditation Guidelines.</p> <p>To improve School monitoring of teachers seeking maintenance of Accreditation at the 'Proficient Teacher' level by providing NESA endorsed accredited courses and continuing to build staff capacity and individual and collaborative professional learning through the Peer Learning Programme (PLP) and Professional Experience Programme (PEP).</p>
8	<p>Continue the establish programmes of community engagement.</p> <p>Seek ways to better engage Alumni with the School with the potential for them to be involved in sport, co-curricular as well as academic engagements with students.</p>
9	<p>Develop the online advertising that commenced last year evaluating its success and areas for modification.</p> <p>Regular financial report updates are to be provided to Faculty Heads, relevant supervisors and Senior Staff, communicating current year to date expenditure against approved Budget for their cost centre.</p>
10	<p>Expand the minor Capital works programme of the School so as to provide better amenity for the students.</p> <p>Continue to explore the possibility of a Capital Campaign intended to raise money for the future building needs of the School including GPLAs and well as Science specialist rooms.</p> <p>Open the Exploring Tree Macarthur: Early Learning Centre and begin planning for future construction projects.</p>



## **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 to resolve any reasonable solution.

The last formal parent survey was conducted in 2017 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 every 5 years.

The information provided below concerning the levels of satisfaction among parents

## **Parent Satisfaction**

For research based opinions of parents, please refer to the following:

90% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School (pg43MMG)

87% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School (pg43MMG)

96% of parents noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children (pg43MMG)

95% of parents noted that their expectations were met or exceeded in relation to the academic culture (pg43MMG)

89% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School (pg43MMG)



89% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership. (pg43MMG)

Some examples of comments include 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:

*The class sizes are fantastic, my children are happy and love their teachers. My children love going to school and often talk about what they learn. I feel the school has a relaxed feel about it which suits my children, but at the same time the standards and expectations are high and my children rise to this.*

*I had a concern when my girls first started, i was contacted back very quickly and a solution already completed. My daughters teacher is very approachable and easily contactable. My kids experience with all staff is that they are all highly professional, courteous and well informed. Their genuine concern is clearly evident.*

*I moved my three daughters from the local catholic schools two years ago. I wish I did it many years before, the combination of the academic culture with the extra curricular and sports has really made my girls happy to attend school.*

*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.*

*Everyone has been extremely helpful and knowledgeable to help with any issues we have had. I particularly like the frank and open communication when discussing my child. Teachers have gone above and beyond with a genuine interest in my child. Everything is organised very well and without drama.*

*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.*

*Amazing staff , academically is an excellent school with proven results and all other activities are amazing too , so blessed to have both my daughter previously and now my son in this school*

*From the first moment we came in contact we th school after a difficult period from the initial school our son attended we have been blessed with the caring nature and willingness to help across the entire school from principal through to Uniform lady. We certainly have been welcomed and have seen our son blossom.*

*I feel that the school is very progressive and provides the best opportunity for education in the Macarthur region. We feel as though by sending our child to Macarthur they are getting well prepared for life ahead and an attitude toward education.*

*The school provides an excellent community feel, wonderful pastoral care, teachers all seem genuine, interested and motivated. Extra curricular activities are excellent.*

*Its only been three terms but it feels like an extension of our family.*

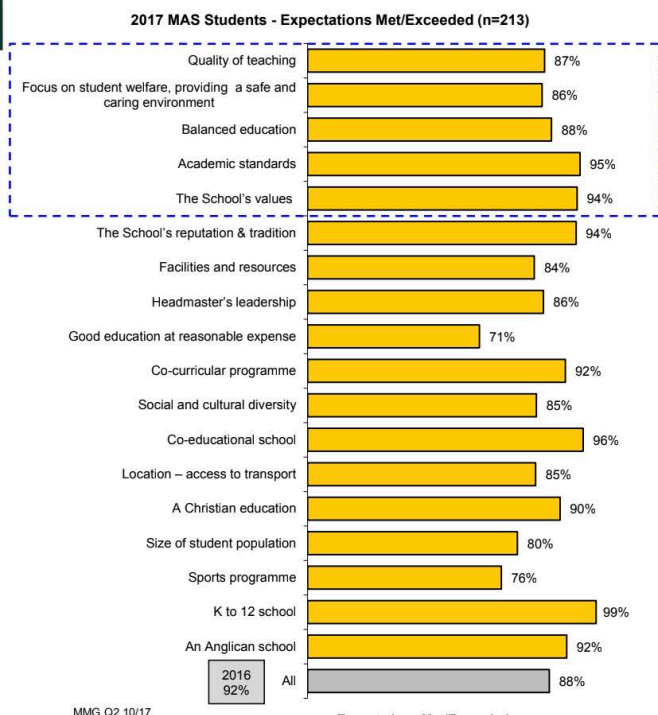
**Student Satisfaction:** As mentioned in the opening statement of this section, a very comprehensive research study of students was carried out in 2017 by MMG Education. The research, which focused on students of Years 7, 9 and 12, covered the areas Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-sport Co-curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources and School Reputation. The report, *2017 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' (92%) which is above MMG's student school average benchmark score of 88%



## Expectations Met/Exceeded – All Students

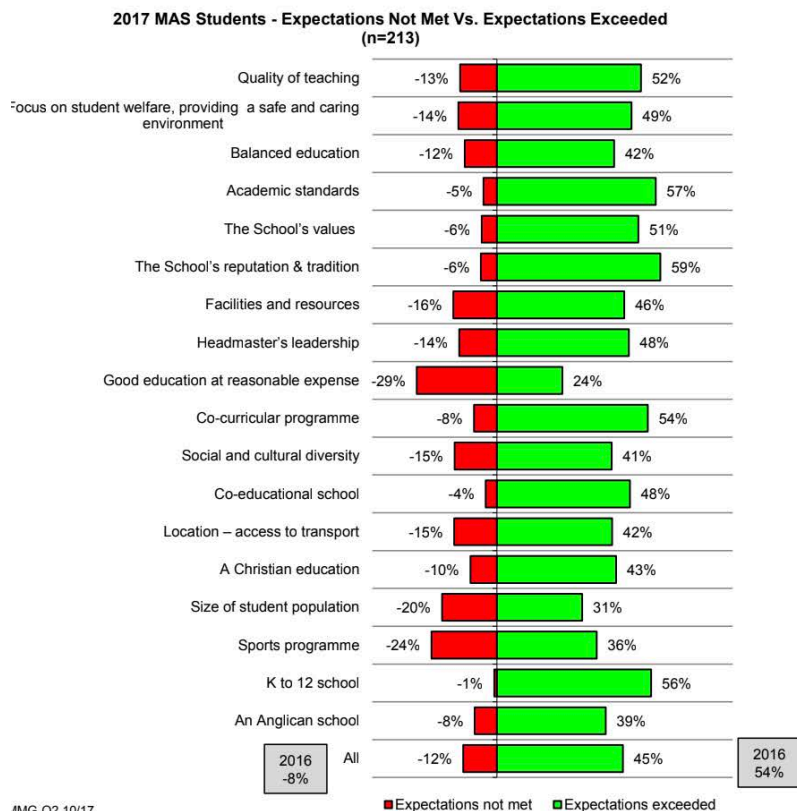


Students were asked to note the level that their expectations had been met in relation to key areas at Macarthur ranked in order of the importance their parents placed on the same reasons for choosing MAS.

This chart provides all students' scores ranked in the order of the importance their parents placed.

Overall, expectations met/exceeded is 'very high' (88%) which is equal to MMG's student school average benchmark score of 88%.

## Expectations Not Met Vs. Exceeded – All Students



This chart shows the percentage of all students who noted their expectations have not been met (red) and expectations exceeded (green), ranked in parents order of their importance placed on the same reasons for choosing MAS.

For example, for 'Quality of teaching', 13% of students noted that their expectations had not been met whilst 52% noted that they had been exceeded. The balance is expectations met.

The 3 highest areas noted for 'expectations exceeded' are:

1. The School's reputation and tradition (59%)
2. Academic Standards (57%)
3. A K to 12 School (56%)

The three highest areas noted for 'expectations not met' are:

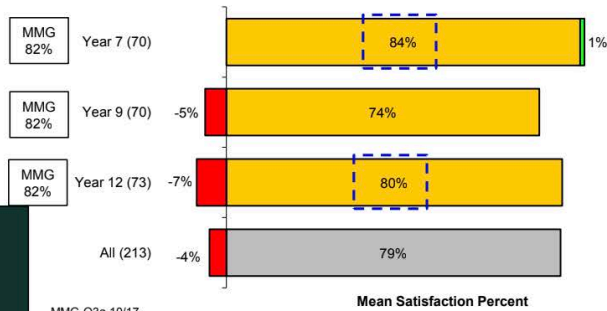
1. Good education at a reasonable expense (-29%)
2. Sports programme (-24%)
3. Size of the student population (-20%)





## Overall Satisfaction with Macarthur – Year Group & Gender

2017 MAS Students - Overall Satisfaction with Macarthur - Year Group



Students were asked their overall satisfaction with the School.

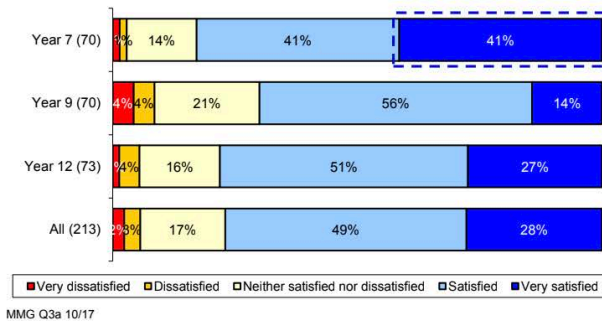
In the top chart the green bar shows the percentage increase from last year and the red bars the percentage decrease.

The overall satisfaction score for all students with the School is 'high' (79%).

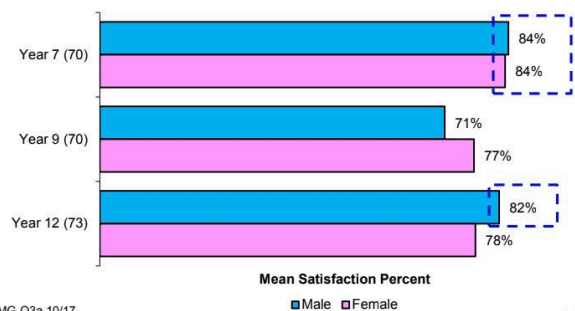
Satisfaction scores range from 'high' (Year 9, 74%) to 'very high' (Year 7, 84%).

The chart below shows students' overall satisfaction by gender.

2017 MAS Students - Overall Satisfaction with Macarthur - Year Group



2017 MAS Students - Overall Satisfaction with Macarthur - Student Gender





## **Further Information Concerning Student Satisfaction**

Each year, at the Commencement Service, students who have completed their entire school education at Macarthur Anglican School receive a Kindergarten to Year 12 Award. In 2017 twenty students graduated receiving this recognition. This is 18% of the cohort who departed in 2017 having completed Year 12

From a group of 73 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. Four students left Macarthur during 2017 while in 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.





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**

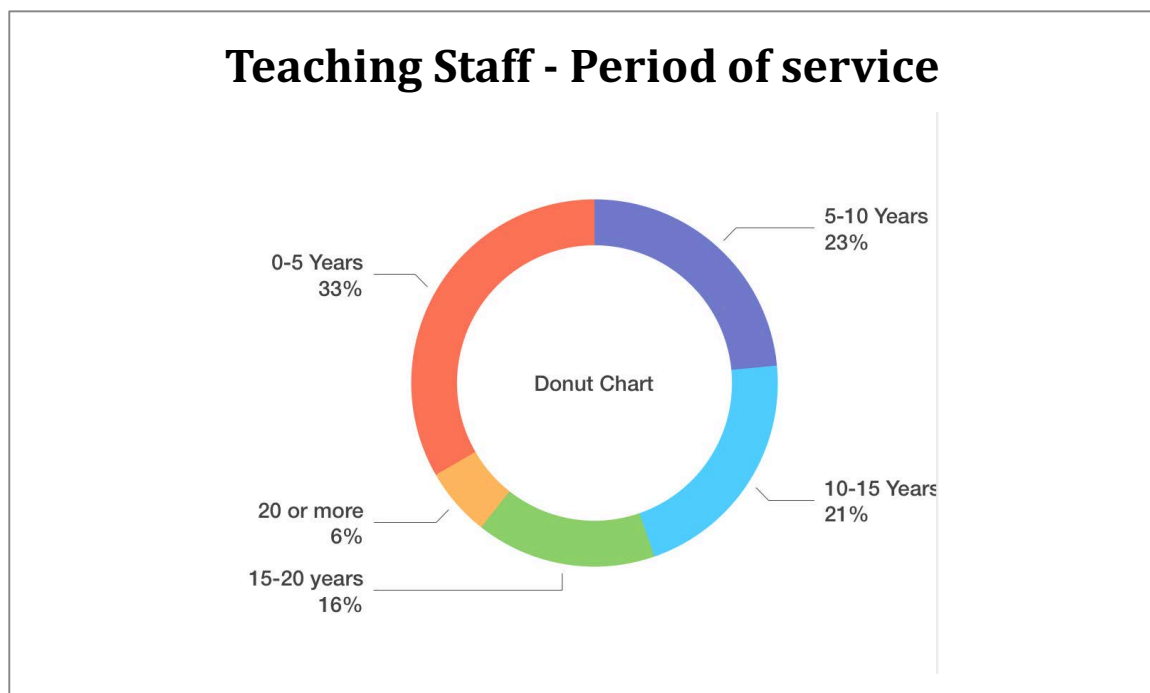
Staff satisfaction is generally measured qualitatively by noting their demeanour while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students. There are also several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

The high average daily staff attendance rate of approx. 96% for 2017 compared with 97% for 2016. 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 2017



In all cases, departing employees express gratitude for the opportunities they have had in working at Macarthur in either a teaching or support role.

The number of staff who are involved in activities that entail hours or days of time beyond the classroom, including:

- Duke of Edinburgh Awards Scheme – weekend and vacation treks.
- Annual Snow Sports Programme – winter vacation.
- After school sports training.
- Agriculture Show Team – Kangaroo Valley, Goulburn, Moss Vale, Camden and Royal Easter Show weekends and vacation time.
- Attendance at evening debating and public speaking competitions, award ceremonies etc
- School production rehearsals and performances after hours, at



weekends and in holidays

- School concerts and drama performances.
- Year 12 Study Camp in vacation time.
- Staff and family social gatherings such as the Year 7 Welcome Barbecue, House Barbecues.
- Attendance at staff professional development activities, some occurring in a staff member's own time.
- School tours during vacation periods, some overseas tours to the extent of a whole holiday period.
- After-hours student/family formal occasions such as the Year 12 Dinner, Annual School Ball.
- Community Service Programmes after school.

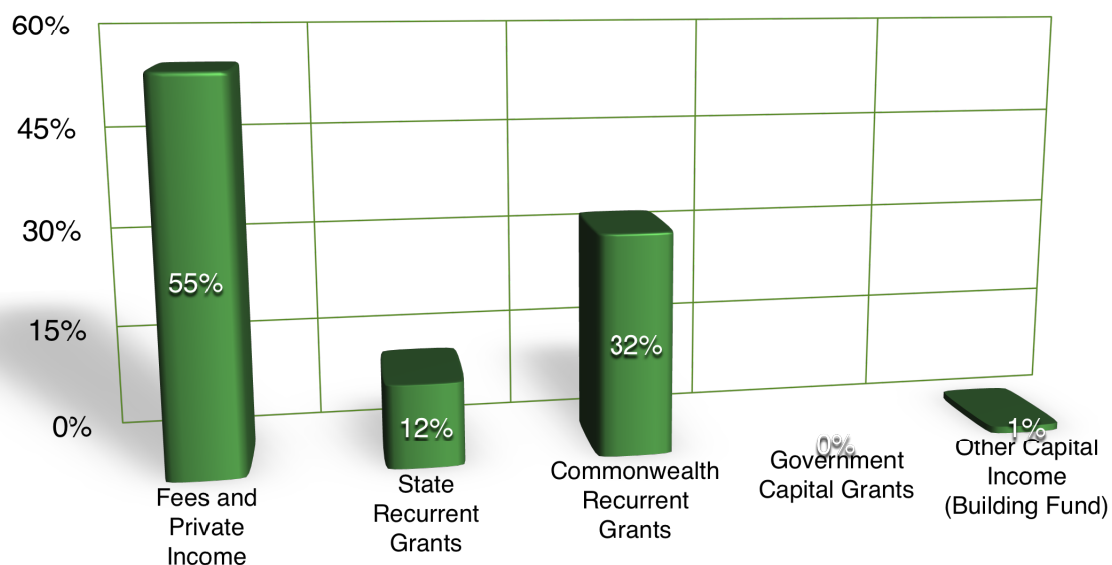
The Macarthur staff is motivated and committed towards engaging students and providing an outstanding and stimulating education, as can be seen in the list above, depicting the extensive involvement of staff during their own time.

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

## 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 2017.

### Recurrent and Capital Income



### Recurrent and Capital Expenditure

