



Annual Report 2018

FROM THE CHAIRMAN OF COUNCIL - REV DAVID BARRIE

On behalf of the Council of Macarthur Anglican School, it gives me great pleasure to welcome you to the Thirty-Fifth Speech and Awards Night. As we gather together, I would like to acknowledge the traditional custodians of the land on which we meet - the **Wann-gal people**; and the traditional custodians of the land on which the School is located - the **Tharawal people**.

In his wisdom and love, **God gave them** these lands upon which they lived for many generations, teaching their children their beliefs, values, and knowledge. As we pay our respects to their elders – past, present and emerging – we are mindful of our responsibility, before God, to do the same; to pass on our beliefs, our values, and our knowledge to the young lives God has placed in our care.

This evening I warmly welcome: **The Right Rev. Peter Hayward**, Bishop of Wollongong; **Mr Chris Patterson**, State Member for Camden; **The Reverend Paul Davey**, President of the Parents and Friends; **Mr Riley Warren AM**, Former Headmaster; **The Reverend Cannon Allan Patrick**, Foundation Chairman of the School Council; **Mrs Robyn and Mr Brett Legge**, Exploring Tree Macarthur; our **Macarthur Community Partners**; **Parents of the School**; **Members of Staff**; and of course **Students of Macarthur**.

I'm sure by now you've noticed that the Chair of School Council looks a little different this year than at previous Speech and Awards Nights: a bit taller; a fair bit hairier; less graceful.

That is because, in June this year, after 13 years on School Council and 6 years as Chair of Council, **Mrs Annabel Michie** graciously stepped down from that role. To ensure a smooth transition, Mrs Michie has continued as a member of Council over these last six months, with tonight being her final official duty.

Over these 13 years Mrs Michie has served our school faithfully, devoting countless hours of her time to ensuring our school is **governed well**. I did a quick '*back of the envelope*' calculation and came up with approximately **1500 hours of volunteer time** that Mrs Michie has invested into our school. That is a lot of hours, given for our benefit. And they were high quality hours! Mrs Michie has led the School Council with professional competence, with godly wisdom, with inspiring vision, and with a spirit of collegiality that has fostered unity on the Council. It has been a joy to sit under her leadership.

At official functions, such as this one, she has been a tremendous ambassador for our school as well as for the Christian faith.

Mrs Michie, on behalf of the School Council and the entire Macarthur community, we are **sincerely grateful. Thank you for your service!** And thank you as well, to Alec and the kids for sharing your wife and mother with us. We are grateful for your sacrifice.

Five years ago, my wife, Jo and I moved our family from Balgowlah on the Northern Beaches to Cobbitty so that I could take up the position of Senior Minister at Cobbitty Anglican Church. This meant we needed to find a new school for our four children, who were due to commence Year-7, Year-5, Year-3 and Kindergarten.

We didn't get very far in our search for a new school before a meeting with Dr. Nockles convinced us to give Macarthur Anglican a try. I must say, I was a bit skeptical at first. I was a product of the public-school system and my education at Menai High School has served me well.

Up until that point, we had our children at a Manly West Public School and we were very happy with the job they were doing. In fact, I doubted a school could get much better than what we had already experienced. By the end of our first week at Macarthur I could already see just how wrong I had been. One incident during that first week stands out in my memory.

I turned up at the end of day two, to pick up the kids. After gathering three of the four we made our way to my daughter's Year-3 class room. Her teacher, whom I had not met at that stage, greeted me warmly at the door and then

proceeded to address each of my **other** three children **by name**, asking them how their first week at school was going. I was blown away!

Now, maybe we just got lucky with the right teacher. This was **Mr. Wood** after all (I'm not sure if **Mr Groves** could have pulled that off), but actually this incident is **indicative** the high level of care and support the students of Macarthur receive from the teaching **and** the non-teaching staff. I am continually amazed, and delighted, by the dedication of the Macarthur Staff. They get to know each student individually and they work hard to ensure that each one thrives – not only academically – but as whole person.

Macarthur truly excels at helping students to build confidence, to develop character, to gain wisdom, to grow in emotional maturity and of course to rise to their academic best.

The safe and caring environment provides a secure platform from which students can venture out into unknown territory and try something new. The many extra-curricular activities provide a steady stream of opportunities for students to step outside of their comfort zone, to discover new interests and develop new skills.

Whether it is a Musical performance, or a Duke of Ed hike, or representing the school in a sporting team or sharing their faith on a mission trip, one thing is for sure, no student graduates from Macarthur without a breadth of life-skills and experiences that will serve them well throughout their adult years.

I am confident that those graduating today, can each look back on the multitude of ways that they have grown and matured during their years at Macarthur. Tonight, we **celebrate that growth** as we send them out thoroughly equipped for the journey ahead.

Finally, I would like to acknowledge one more exceptional achievement. Tonight, marks the completion of 10 years as Headmaster for Dr. Nockles, and this is on top of seven years before that as Deputy Headmaster.

As a school we are very fortunate to have a man of such conviction, character and capacity at the helm. Dr Nockles' educational insight, his genuine pastoral

care of staff and students, his organisational skill, his innovative vision and his godly example are all evident on a weekly basis.

The wonderful culture that we enjoy at Macarthur hasn't come about by chance. Dr. Nockles has cast a vision of what the school could be, and he has called upon students and staff to rise to that high standard. He has spent countless hours educating the educators and working with his executive team to improve every aspect of school life.

Allow me to highlight for you some of the improvements that Dr Nockles has overseen during his time as Headmaster..

- Firstly, Macarthur's **academic success** has gone from strength to strength. Over the last 10 years the number of Macarthur students who matriculate to university has risen from 68% to over 90% annually.
- There has been a revival of **House and School Spirit**. Prior to Dr Nockles becoming Headmaster, sporting carnivals were competitor only events. His vision for vertical House groups and the elevation of Heads of House saw a major turnaround in this area. A Macarthur carnival is now truly that...a carnival! Go Heber!
- The introduction of '**colours**' was a major shift in philosophy as it sought to recognise the broader achievements of the students outside of academic performance....including sport, co-curricular activities and service. Students eagerly seek 'colours' and wear their blazers with pride.
- Dr. Nockles has been instrumental in shaping the **educational philosophy** of Macarthur, which enables students to develop a deep understanding of the concepts they are learning about. An understanding that will **endure** beyond the next exam, and thus equip them to thrive in the rapidly changing world of the 21st Century.
- This forward-thinking was reflected in the transformation of the School Library into the new **Innovation and Research Centre**. The IRC has been a vast improvement, allowing for new modes of learning not afforded by a traditional library.

- The initiation of **Exploring Tree** has expanded Macarthur's provision of educational services to the community and has helped ensure the flourishing of Junior School enrolments.
- Dr Nockles changed the focus of **Headmaster's Assemblies** providing senior students the opportunity to address and lead their peers, and in so doing, build a strong culture of participation and success.
- Dr. Nockles has overseen a significant expansion of the **International Student Program**. We have doubled the number of international students that call Macarthur home and in so doing broadened the cultural experience and horizons of our own students.
- This year saw the launch of the inaugural **STEM tour** to the USA.
- And there are some very significant initiatives in the pipeline for 2019, which I'm sure Dr. Nockles will tell you about shortly.

Friends, that is an impressive list. Until you get close, it is hard to grasp the sheer scope of the Headmaster's role at a school like Macarthur. The responsibilities are vast, the pressures are constant, the problems that need to be solved are complex, the critics are many (and often ill-informed); and the volume of work would overwhelm most people. I was going to do a 'back of the envelope' calculation of Dr. Nockles' hours as well but I couldn't find an envelope large enough!

I thank God for the capacity and resilience he has given our Headmaster and for the immeasurable support David receives from his wife, Rose. What would knock most of us for six, Dr. Nockles takes in his stride; he keeps leading with enthusiasm, relating with a generous heart, innovating with fresh vision and serving the Lord Jesus in the power of the Holy Spirit.

Ladies and Gentlemen, our school is flourishing, and we are well placed to make it even better in the years ahead. It is an exciting time to be part of Macarthur Anglican School. Would you please join me in thanking our Headmaster for a decade of exceptional service as we welcome Dr. David Nockles to the microphone.



MACARTHUR ANGLICAN SCHOOL

Established traditions, proven success!

FROM THE HEADMASTER - DR D P NOCKLES

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

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

The emphasis the School places on sport, co-curricular opportunities, the comprehensive Music Programme from Year 3 onwards, and the Year 3 to Year 12 mandatory Outdoor Education Programme are not accidental and are not simply in place to keep students busy. By encouraging all students into experiences that they might not have chosen for themselves, or by developing already existing talents and interests, a student's academic development is greatly enhanced. In the developing years the brain is an organ that craves

stimulation and the more opportunities an individual can experience the greater complexity the brain will develop in its thinking and processing abilities. Breadth of opportunity is more than just fun; it enhances learning.

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

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

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

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

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, Hockey, Netball, Cricket, Volleyball, Snowsports, and Equestrian 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 2018 (with the previous year of 2017 (shown in brackets)

Gender distribution

	Boys	Girls	Totals
K-6	154 [160]	149 [150]	303 [310]
7-12	244 [255]	258 [231]	502 [486]
Totals	398 [415]	407 [381]	805 [796]

This table shows a 1.1% increase in enrolments for 2018 (2.3% decrease in K-6, 3.2% increase in 7-12), following on from the 5.7% increase in 2017. The totals show a 49:51 ratio between boys and girls in the whole school, which is different to the 47:53 ratio in 2017 and previous years where there has been a higher ration of girls.

Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	9.7 [3.3%]	18% [24%]	0% [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 1113. This is three points higher than 2017. From the My School website, the percentage of school families in each socio-educational quartile have varied only slightly from the previous year. The socio-educational quartiles for 2018, with equivalent figures for 2017 in brackets, are as follows:

School ICSEA Value (with previous year shown in brackets)

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
3 [5]	16 [17]	31 [30]	50 [49]

MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
39% [41%]	33% [29%]	15% [14%]	4% [5%]	7% [8%]	2% [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>

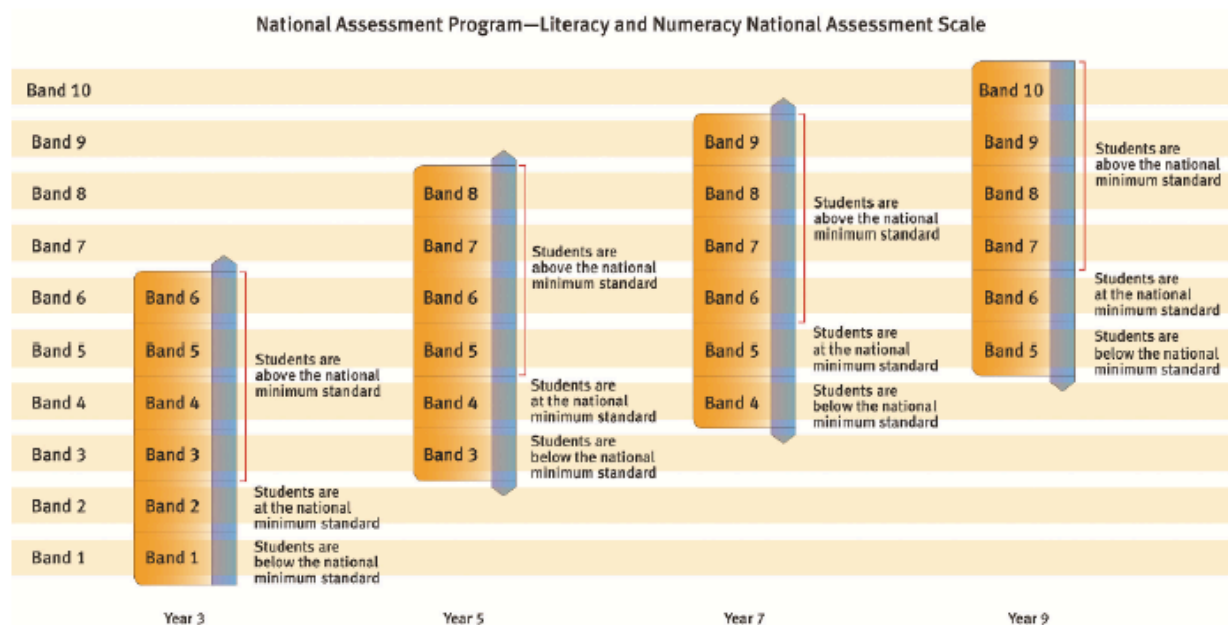
STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2018

National Assessment Programme Literacy and Numeracy (NAPLAN)

Standards

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for year 3, band 4 is the minimum standard for year 5, band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

The minimum standards and common scales for NAPLAN results across all year levels are illustrated in the picture below:



In 2018, 28 Year 3 students, 47 Year 5 students, 102 Year 7 students and 92 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 3, 5, 7, 9. Please refer to further details on the MySchool website <http://www.myschool.edu.au>

2018 Year 3 NAPLAN Results

In Year 3, no students were 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
State Mean	437.74	414.21	426.9	437.7	413.63
Macarthur Anglican School Mean	485.4	447.1	429.9	494.6	460.3

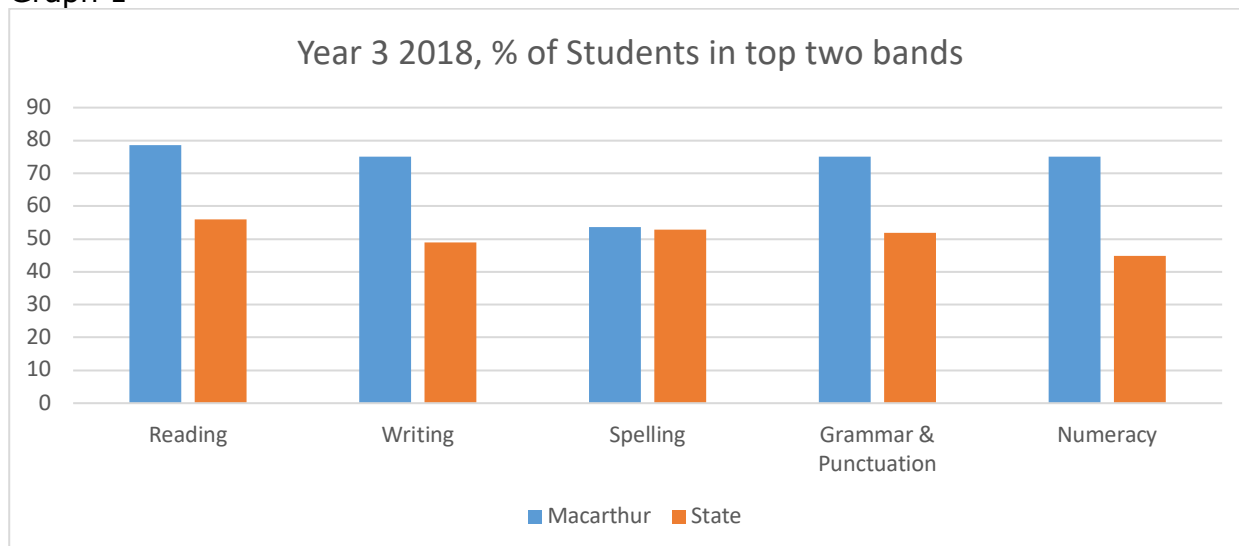
National Benchmark

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 Reading.

Table 1

Year 3 2018 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	0	96.6	78.6	56.0
Writing	0	100	75.0	49.0
Spelling	0	96.5	53.6	52.9
Grammar and Punctuation	0	92.9	75.0	51.9
Numeracy	0	92.8	75.0	44.8

Graph 1



2018 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
State Mean	511.31	470.29	508.48	509.19	499.77
Macarthur Anglican School Mean	554.1	506.2	553.3	567.5	550.6

National Benchmark for Year 5

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

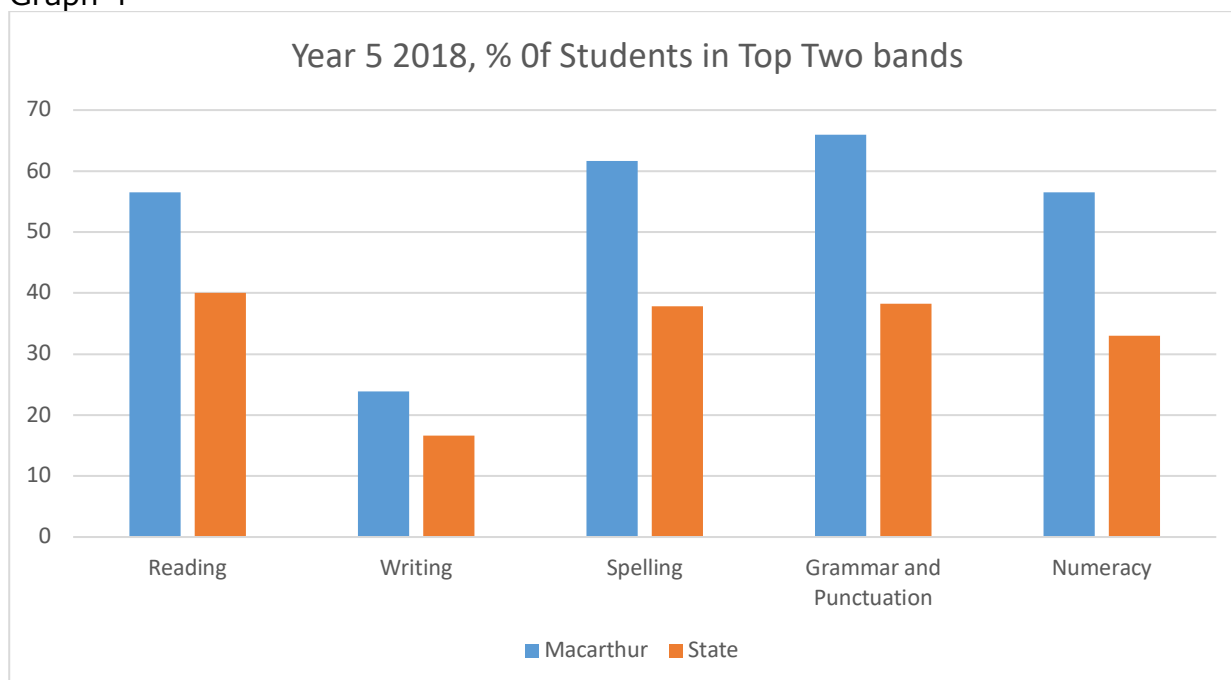
Top 2 Bands for Year 5

Table 4 below shows that Macarthur students exceeded the State in the top two bands in all domains. These results are improvements on 2017. Particularly in Spelling, Grammar and Punctuation which were down in 2017.

Table 4

Year 5 2018 NAPLAN Test	% of Macarthur students below national minimum standards	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	86.3	56.5	40.0
Writing	0	88.3	23.9	16.6
Spelling	0	88.2	61.7	37.8
Grammar and Punctuation	0	78.4	66.0	38.2
Numeracy	0	86.3	56.5	33.0

Graph 4



Value Added Data – Year 5

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2016 and the Year 5 NAPLAN in 2018. 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 all domains with the exception of Grammar and Punctuation is higher than the state in 2018.

Table 6

	2014 Average Scale Score Growth		2015 Average Scale Score - Growth		2016 – Average Scale Score – Growth		2017- Average Scale Score – Growth		2018 – Average Scale Score growth	
	School	State	School	State	School	State	School	State	School	State
Reading	68.3	78.4	87.8	77.7	78.3	80.1	77	78.2	84.0	82.6
Writing	66	49.8	49.8	61.2	N/A	N/A	58.8	55.1	55.4	47.5
Spelling	76.1	79.4	83.5	83.8	68.2	77.6	82	89.6	80.8	79.7
Grammar & Punctuation	69.5	78.2	69.4	72.4	62.8	76.3	64.9	66.6	61.9	68.3
Numeracy	94.1	88.8	101	94.1	92	91.7	99.4	96.8	95.3	93.1

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2018 Year 7 NAPLAN Results

No students were absent or exempt from the tests.

State Average

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

Table 7

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	644.88	511.78	551.85	549.91	554.51
Macarthur Anglican School Mean	576.6	549.1	584.3	581	597.6

National Benchmark

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

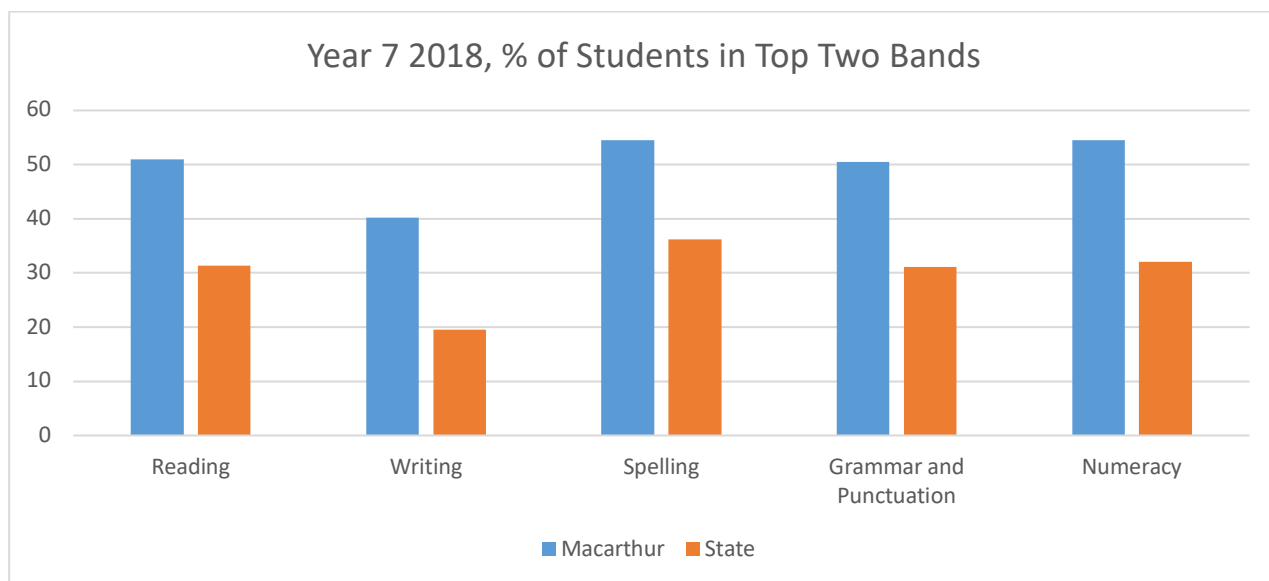
Top 2 Bands

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

Table 8

Year 7 2018 NAPLAN Test	% Of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 5 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	2.2	95.9	51.0	31.4
Writing	4.4	92.7	40.2	19.5
Spelling	2.3	94.6	54.5	36.2
Grammar and Punctuation	2.3	90.5	50.5	31.1
Numeracy	0	97.3	54.5	32.1

Graph 7



Value Added Data – Year 7

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2016 and the Year 7 NAPLAN test in 2018. 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 2018 will be monitored.

Table 10

	2014– Average Scaled Score – Growth		2015– Average Scaled Score – Growth		2016– Average Scaled Score – Growth		2017 – Average Scaled Score - Growth		2018 – Average Scaled Score - Growth	
	School	State	School	State	School	State	School	State	School	State
Reading	41.4	49.1	55	42.5	44.6	38.1	38.9	46.3	35.3	40.9
Writing	40	26.8	32.1	27.7	N/A	N/A	63.4	33.5	52.4	34.8
Spelling	44.4	45.3	41.6	50/7	41.2	43.7	53.6	52	55.4	51.2
Grammar Punctuation	48.4	45.8	37.1	38.4	30	32.2	23.6	37	32.1	36.9
Numeracy	64.3	53.1	51.6	53.1	66.1	58.9	68.2	61.1	63.1	54.2

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2018 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
State Mean	589.16	550.38	589.96	585.32	603.34
Macarthur Anglican School Mean	621.7	583.8	613.6	616.8	654.1

National Benchmark

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

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 2018 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	94.6	36	72%	41.3	24.8
Writing	4.3	80.5	36	77%	16.3	15.4
Spelling	0	73.9	15	50%	42.4	27.0
Grammar and Punctuation	0	90.2	17	61%	38.0	26.8
Numeracy	0	98.9	32	66%	66.3	30.4

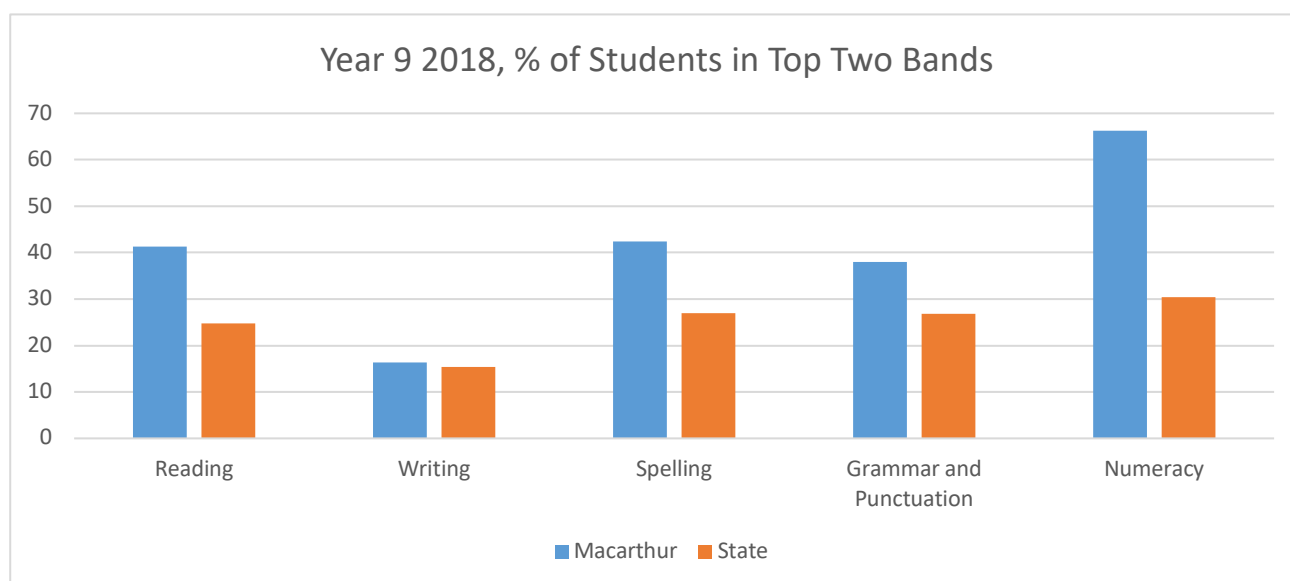
Percentage of Year 9 Students Achieving Top Band

Table 13 and Graph 10 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

2018 Year 9 NAPLAN	% Students achieving in the highest band (Band 10)	
	School	State
Reading	10.9	8.2
Writing	6.5	5.6
Spelling	5.4	8.2
Grammar and Punctuation	16.3	9.0
Numeracy	27.2	13.0

Graph 10



Value Added Data – Year 9

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2016 and the Year 9 NAPLAN in 2018 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. Individual students whose academic growth declined in 2018 will be monitored.

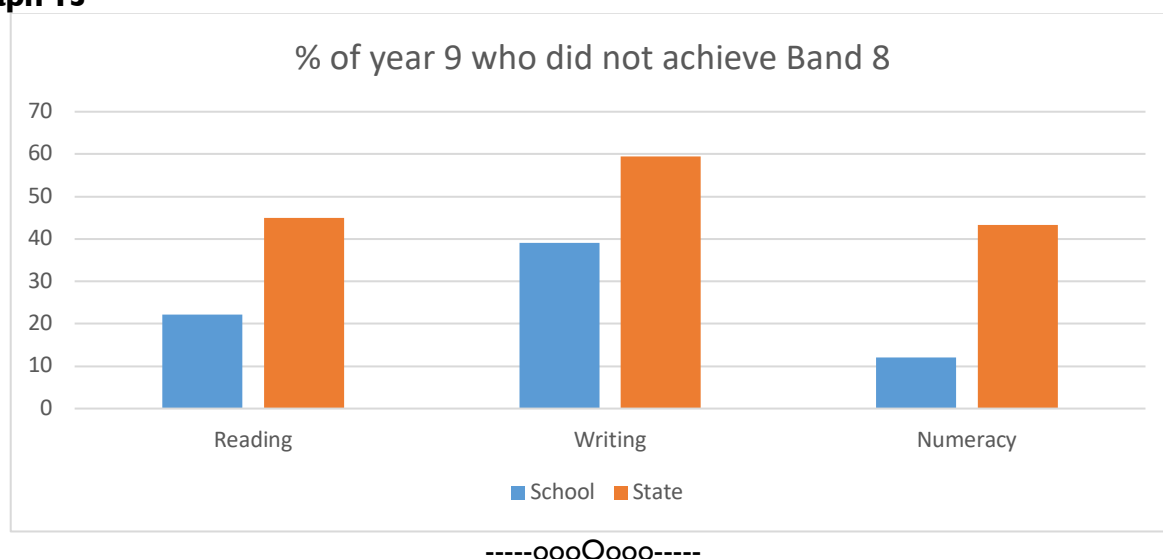
Table 14	2014– Average Scaled Score - Growth		2015 – Average Scaled Score - Growth		2016 – Average Scaled Score - Growth		2017 Average Scaled Score - Growth		2018 Average Scaled Score - Growth	
			School	State	School	State	School	State	School	State
Reading	40.7	39	34.5	38.6	33.8	32.2	32.7	38.6	38.6	44.5
Writing	40.4	27.2	40.1	27.2	N/A	N/A	71.5	46.5	44.7	34.1
Spelling	42.1	34.7	38.8	31.7	34.6	33.8	40.4	36	34.6	38.4
Grammar Punctuation	35.2	25.1	20.9	27.7	15.2	21.1	45.6	34.8	33.4	38.2
Numeracy	43.3	50.1	44.6	47.6	37.8	40.7	54.4	52.4	50.3	46.9

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	22.1	45.0
Writing	39	59.5
Numeracy	18.8	43.3

Graph 13



SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA)

Stage 5

In 2018, 89 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.

Students in the vast majority of subjects achieved a higher percentage of combined A and B grades compared to the State.

Table 1

2017 Stage 5 School versus State Grading Comparison – % 'A' & 'B' Grades				
	A grades		B grades	
Subject	Macarthur	State	Macarthur	State
English	22.47	12.20	38.20	28.22
Mathematics	20.00	15.02	25.56	22.91
Science	23.60	13.29	33.71	24.85
Australian Geography	32.58	13.75	38.20	27.43
Commerce	55.32	18.11	40.43	34.75
Geography Elective 100 hours	18.18	26.25	81.82	35.04
Geography Elective 200 hours	33.33	40.78	33.33	31.57
History Elective 100 hours	20.22	13.88	37.08	27.15
History 200 hours	17.95	32.75	43.59	31.53
History 100 hours	38.10	23.77	47.62	33.83
Indonesian 200 hours	61.54	34.78	15.38	27.05
Agricultural Technology 100 hours	40.91	9.88	27.27	24.43
Design & Technology 100 hours	17.24	23.27	20.69	31.33
Information Software Technology 100 hours	44.44	18.03	33.33	29.50
Drama 100 hours	25.00	18.70	25.00	34.53
Music 100 hours	27.27	13.93	36.36	23.59
Music 200 hours	27.27	27.24	27.27	32.42
Visual Arts 100 hours	22.22	17.63	55.56	29.53
Visual Arts 200 hours	9.09	27.16	36.36	32.83
Personal Development, Health, PE 200 hours	26.97	13.12	43.82	33.18

Preliminary HSC

In 2018, 90 students satisfied the requirements of the Preliminary HSC. The Preliminary results indicated that most subjects have a higher percentage of A and B grades compared to the State.

Table 2

2018 Preliminary HSC School vs State Grading Comparison – % ‘A’ & ‘B’ Grades				
	A grades		B grades	
Subject	Macarthur	State	Macarthur	State
ESL	14.29	9.36	57.14	26.75
English Advanced	25.42	19.44	37.29	43.17
English Extension 1	23.81	36.66	33.33	42.17
Mathematics Extension	15.63	25.21	40.63	27.95
Mathematics Standard 2	4.17	7.40	37.50	21.06
Mathematics	23.91	24.93	28.26	25.93
Biology	22.22	11.34	48.15	26.47
Chemistry	0	15.33	28.57	27.75
Earth and Environmental Science	40.00	12.20	20.00	25.44
Physics	0	30.00	15.47	28.48
Ancient History	12.50	37.50	15.94	27.42
Business Studies	11.76	35.29	13.12	27.71
Economics	15.338	20.61	38.46	32.45
Geography	12.50	17.75	12.50	30.91
Legal Studies	12.50	15.61	37.50	28.38
Modern History	42.31	15.62	30.77	29.63
Society and Culture	20.00	15.34	60.00	28.49
Studies of Religion 1	12.00	13.88	24.00	29.99
Studies of Religion 2	9.09	16.02	27.27	34.65
Indonesian Continuers	20.00	20.00	60.00	52.22
Agriculture	66.67	16.67	17.78	26.89
Design and Technology	14.29	15.84	42.86	29.87
Information Processes Technology	33.33	15.68	66.67	28.63
Software Design and Development	50.00	20.60	25.00	28.37
Drama	42.86	25.27	42.86	38.13
Music 1	50.00	19.12	50.00	35.71
Music 2	66.67	48.31	33.33	34.75
Visual Arts	25.00	20.26	62.50	32.85
PDHPE	22.22	12.70	44.44	28.22

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

In 2018 five teachers achieved accreditation as 'Proficient Teachers': Mr Zachary Gorton, Mrs Anne Mynott, Mrs Emily Silm, Mr Isaac Iturra, Miss Loida Verbanez. One staff member applied for recognition of further study Miss Angela Welyczko

Mr Jackie Murphy 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 2018 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 2017 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	82 [75]
Full time equivalent teaching staff	73.5 [69.6]
Non-teaching staff	39 [38]
Full-time equivalent non-teaching staff	28.9 [28.7]

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 2018

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 continued to inform the School's School Improvement 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 2018 was linked to the goal of fostering students' critical and creative thinking as well as enhancing growth mindset.

The Macarthur Staff Conference had as its theme "Blended and Flipped Learning" 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:

- "Blended and Flipped Learning: An Introduction"
- "Feedback to Feedforward"
- "Effective Teaching Strategies for Students with Disabilities"
- "Introduction to Postmodernism and its Impact on the Curriculum"
- "Idoceo – Using Assessment Rubrics to Provide Effective Feedback to Students"

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

- 1) Manual Handling
- 2) Programming and Planning for New Syllabus – Science Familiarisation for T-6 (run by AIS - Association of Independent Schools)
- 3) Complispace Presentations
- 4) Family Zone (Cyberbullying) Presentations

T-4 teachers were involved in the "Early Literacy Project" run by the AIS (Association of Independent Schools). This involved four 2 hour sessions of professional learning as well as observations of teaching and reflection sessions.

TeachMeets were also a well-attended professional learning 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, Edsmart/Parentpaperwork and using google docs to improve workflow. All staff also completed an online AIS self-paced learning module on "Anaphylaxis Training."

In order to enhance a culture of research and ongoing professional learning at Macarthur, the Headmaster and School Council have continued to endorse a 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 continued their 2nd year of researching the ways innovative technologies (augmented reality and virtual reality) can enrich learning. Rebecca Abdoo, Katrina Ha, Kerena Purvis and Michelle Tindal continued their research into 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 2018 amongst 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 NES. A number of staff are also pursuing other tertiary qualifications.

Description of Professional Development Learning Activity 2018	Hours / Person	Staff
Accounting for Leases/Accounting for Non-Financial Assets	9	1
AE/VR for Transformational Learning Experience (Clariden Global Int Ltd)	8	1
AHISA Director of Studies Conference	11	1
AIS Economics – Exploring Big Ideas in Economics	5.5	1
AIS Enhancing your Child Protection Investigations Skills	6.5	1
AIS Griffin Theatre Company Workshop	7.5	1
AIS HSC The Craft of Writing	5	1
IAS ICT Managers Conference	16	3
AIS Keats and Bright Star	6	1
AIS Managing School Construction Projects	14	1
AIS NSW Syllabus for the Australian Curriculum Science and Technology	6	2
AIS Planning and Programming the Stage 6 EAL/D Course	6	1
AIS Revisiting Music Education, Enhancing Practice and Deeper Learning	6.5	1
AIS Text and Human Experiences – The year 12 Common Module	5	1
AIS Visual Arts Conference	8	1
AIS Worlds of Upheaval Ext 1 English	6.5	1
Ancient History Teachers Conference (Macquarie University)	6	1
Art Lab Professional Learning for Primary Teachers	4	1
ASBA Professional Development Day (Assoc. of School Business Administrators)	6	1

Description of Professional Development Learning Activity 2018	Hours / Person	Staff
Building Understanding Through Critical and Creative Thinking - Online	28	5
Certificate IV in Tesol – TESOL College Online	520	1
Chemistry Teachers Conference (STANSW)	5	2
Christians in Teaching Conference	8	1
Composition for Stages 4 and 5	6	1
CRU Teachers Day (Crusaders)	7.5	2
Deus Ex Photomedia Conference	8	1
Differentiation for Gifted Students (UOW)	6	1
Digital Technologies and the NSW Curriculum Workshop	6	1
Early Childhood Conference – ACEL	16	1
Earth and Environmental Science Yr12 Programming and Resources	6	1
EduTech Conference	14	4
Edval Timetable Training	6	6
Edval WebDaily Training	7	2
ETA Conference	14	2
Festival of Summer Voices: Choral Symposium (Gondwana Choirs)	17	2
Financial Reporting Update 2018 (NEXIA Australia)	2	1
General Practice Education Day (Health Ed)	10	2
Genes, Disease and the future of Health (Garvan Institute)	15	1
GTA Annual Conference Day	5.5	1
HICES Agility in Leadership Conference	10	4
HICES Elective Adjudication (AIS Sydney)	2.5	2
HICES Music Festival Meeting	3	1
HSC Enrichment Seminars	8	1
HSC Marking – Music Practical – Senior	112	1
HSC Music 2 & Extension – Developing Skills (TTA)	7	1
HSC Visual Arts – Practical Marking Development Day	4	1
ICT Educators Workshop	4	1

Description of Professional Development Learning Activity 2018	Hours / Person	Staff
Inclusive Educational Technology – Online – UTAS	150	1
Indonesian Programming Day	14.5	2
Inquiry in Science in the Junior School (MAS)	6.5	4
IPSHA Debating Workshop – Adjudication	1.5	1
IPSHA General Meeting	6.5	2
IPSHA Heads of School Meeting	8	1
IPSHA Umbrella Group Meeting	2	1
Languages K-10 Syllabus Programming Day	13	1
Learning Support Coordinates Network Meeting	3	1
Literatu Luncheon	5	1
MANSW Conference	20	4
Minilit 2 Day Workshop – Minilit Pty Ltd	15	2
MISA AFL Development	3	1
MLTA NSW Conference	15	2
Music Futures Australia	6	1
NESA Course for School Based Newly Endorsed Providers	2	3
NESA Exam Committee	7	1
NESA Online Training for NAPLAN	6	2
PDHPE Programming Day	8	1
Phonics Roadshow (NESA)	6	1
Primary Mathematics Conference (NESA)	6	4
Provide First Aid – (Reviva First Aid)	7	11
SASCA Annual Archbishop's Day	7	2
School Law	8.5	1
Science Extension – Preparation for New Curriculum	3	1
Science Stage 6 Programming Day	6.5	3
Science Teachers Association Conference	7	4
Sculpture & Scenic World Katoomba (Installation of Art)	8	1

Description of Professional Development Learning Activity 2018	Hours / Person	Staff
Sexual World of the 21 st Century Adolescent (Catholic Education)	5	1
Single Touch Payroll – Care Super ATO	2	1
STEM – Planning & Implementing a MakerSpace	7	1
Successful Learning Conference	8	1
Talk for Writing (SPELD NSW)	13	3
Teaching K-6 Science & Technology the New Syllabus	2	1
The Resilience Doughnut-Child/Adolescent Training	14	1
Understanding Education Inquiry – Online UTAS	10	1
Unlocking Musical Potential (TTA)	7	1
UNSW Mathematics Teachers PD Day	6	2
Wollongong Regional Ministry Conference	8	1
Youth Mental Health First Aid Workshop (Catholic Care)	14	1

Many staff also attended workshops and seminars run by the Association of Independent Schools, Western Sydney University, ALEA, PETAA, Teacher Training Australia and various professional associations. In addition to this, 48% 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. This professional learning is invaluable for both our staff and students.

In 2018 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		

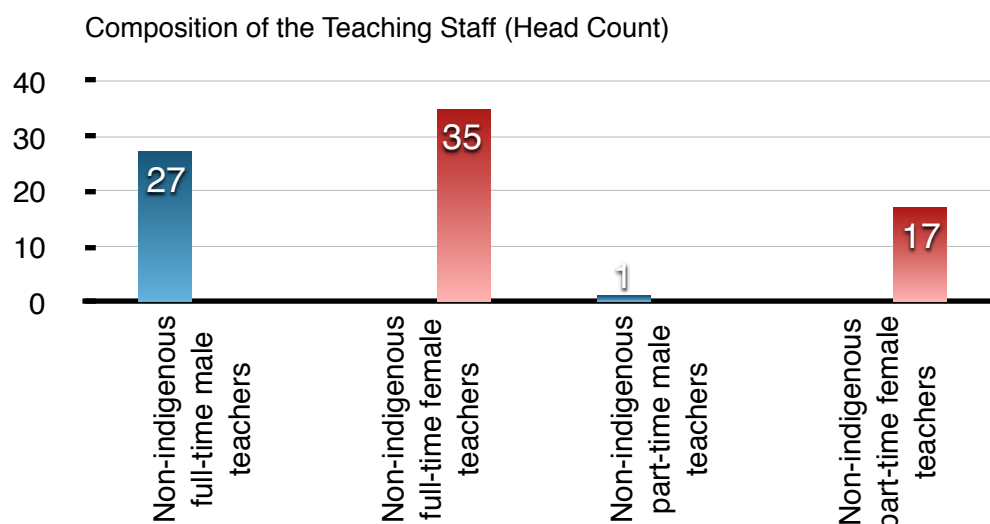
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WORKFORCE COMPOSITION

Composition of the Teaching Staff – 2019

The non-indigenous full-time teaching staff as reported in the 2019 Annual Census, consisted of 27 male teachers, including the Headmaster, and 35 female teachers.

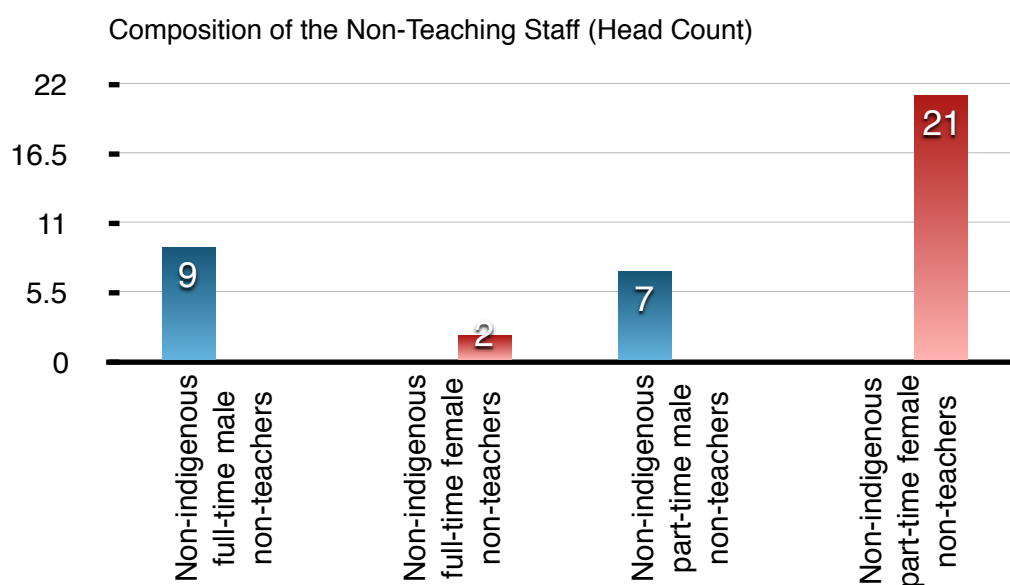
Non-indigenous part-time teaching staff consisted of 1 male teacher and 17 female teachers, totalling a full-time equivalent of 11.5



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 7 males and 21 females, totalling a full-time equivalent of 28.84



Totals

The full-time equivalent number of teaching staff, including the Headmaster, is 73.5, supported by the full-time equivalent number of non-teaching staff of 28.8

Indigenous Staff

No indigenous staff are currently employed in the school.

When updated to display 2018 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 2018 was 94.10%. This is slightly lower than the attendance rate reported for 2017 of 95.02%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2018 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 2018 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	92.91%	96.02%	94.15%	94.36%	94.97%	94.51%

Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	96.10%	91.79%	94.95%	93.25%	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%
2016/2018	100	102	90	100%	90%

RETENTION 10-12 & POST SCHOOL DESTINATIONS

Year 10 and 11 Students who left school in 2018

Percentage of leavers			
Students who left at the end of Year 10		Students who left at the end of Year 11	
2018	2017	2018	2017
3.53%	11.8%	9.7%	4.7%

A small number of Year 11 students (six) left Macarthur in 2018 prior to completing their HSC. This was similar to the number of students who left at the end of Year 10 in 2017. Of the students who left prior to Year 12, five international students returned to their country of origin and one student left to attend a School in Sydney. No student left during the course of their Year 12 studies.

The 2018 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 2018 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
Other schools within the Macarthur area	33%	11%	-	20%	-	14%
Other schools outside the Macarthur area	-	33%	33%	10%	8%	24%
Private Colleges	-	11%		0%	16%	19%
Apprenticeship Training or TAFE courses	33%	33%	50%	40%	43%	29%
Workforce	33%	11%	17%	-	25%	14%
Unknown	-	0		10%	8%	
Overseas	-	0		20%		

These figures show that in 2018, the main reason for students leaving was to attend other schools within the Macarthur area, students wanting to attending TAFE or training and students entering into the workforce.

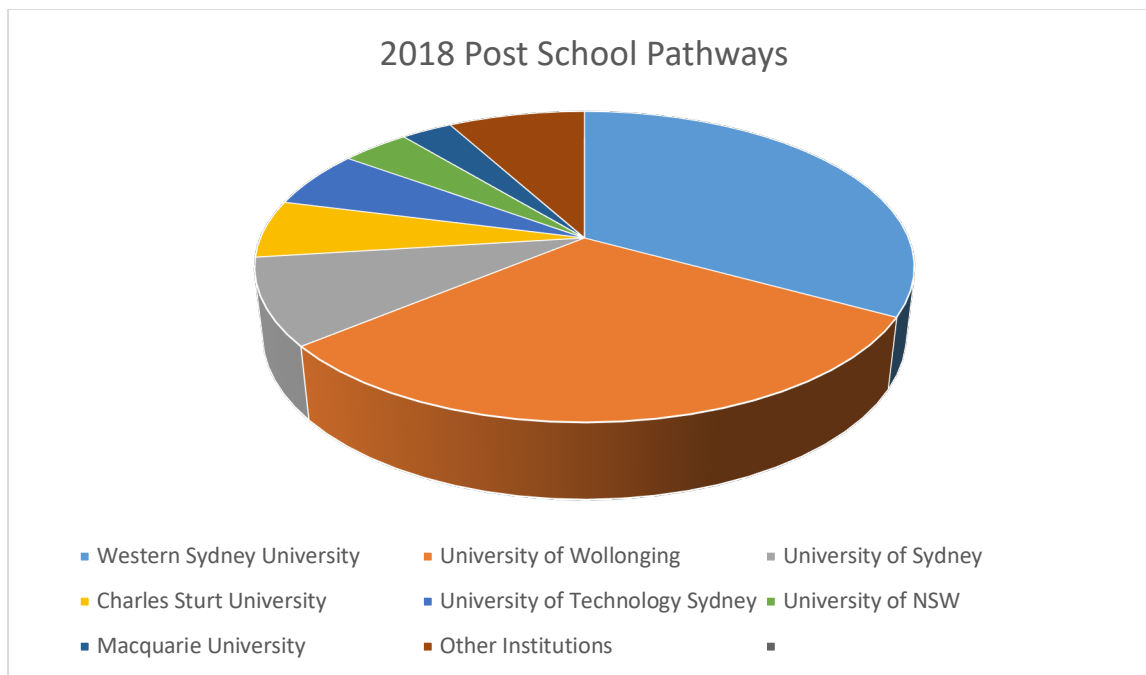
Students completing the HSC

A total of 102 students completed their senior secondary education at Macarthur in 2018, 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

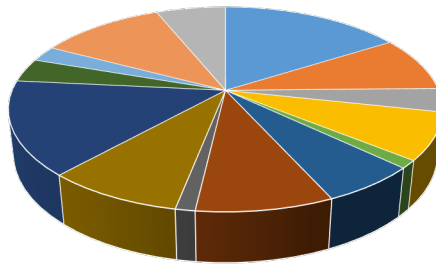
102 of the 102 Year 12 students applied for an ATAR. Of these, 97 students (95%) received university offers and 78% received an early round offer. 33% at the Western Sydney University, 31% of students have enrolled at University of Wollongong, 9% at the University of Sydney, 6% at Charles Sturt University, 6% at University of Technology Sydney, 4% at the University of NSW, 3% at Macquarie University and 8% at other institutions. Refer pie chart on the following page.



These students are now pursuing a diverse range of courses including Medicine, Psychology, Social Work, International Studies, Languages, History, Commerce, Law, Engineering, Agricultural Business, Fine Arts, Construction and Management, Computer Science and Education. The chart on the following page is an approximate indication of the courses chosen by the students pursuing tertiary study. Refer to the pie chart on the following page.

A small number (6) of Year 12 students who completed their HSC are either going into the workforce (2), or attending private colleges (4). This is similar to previous years.

Tertiary Course 2018 Approximate Figures



- | | | |
|------------------------------|--------------|-------------------------------|
| ■ Medicine | ■ Psychology | ■ Social Work |
| ■ International Studies | ■ Languages | ■ History |
| ■ Commerce | ■ Law | ■ Engineering |
| ■ Agricultural Business | ■ Fine Arts | ■ Construction and Management |
| ■ Computer Science Education | ■ Education | ■ 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 BOSTES for registration of the School.

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

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

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

Rationale

General Enrolment Criteria

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

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

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

Students who will best benefit from a Macarthur education will be those whose 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 student

Children of Christian clergy or Teaching Staff

Children with close family and/or historical connections to the School.

In addition, other factors may be considered, such as the length of time a student has been registered to attend Macarthur, a student's past academic or 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).

Student Attendance Policy

Student Attendance Guidelines and Procedures

Student Attendance Guidelines and Procedures

ESOS Act

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

Enrolment

Headmaster's Welcome

School Prospectus

School Tours

International Students

Scholarships at Macarthur

School Fees and Charges

Enrolment Enquiries

How to Enrol your Child

Macarthur's Enrolment Policy

SEE ALSO

Enrolment Enquiries

Uniform Shop

SUMMARY OF SCHOOL POLICIES

Including policies for Student Welfare, Student Discipline and Reporting Complaints and Resolving Grievances

POLICIES

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

STUDENT WELFARE (PASTORAL CARE POLICY)

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

Rationale

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Programme, T-12, which endeavours to promote resilience within students as well as providing a caring environment and assistance when students encounter difficulties within their lives. Pastoral Care at Macarthur is both proactive and re-active in that it responds to crisis within students and their parents' lives as well as preparing them to deal with crises before they occur.

STUDENT DISCIPLINE (STUDENT BEHAVIOUR MODIFICATION INCORPORATING SANCTIONS AND AWARDS (DISCIPLINE) POLICY)

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

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

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

Rationale

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

ANTI-BULLYING POLICY (STUDENT ANTI-BULLYING POLICY)

Macarthur Anglican School is committed to the development of a school environment that fosters the dignity, respect and personal development of each member of the community and as such does not tolerate bullying in any form.

Rationale

Students and staff members at Macarthur are expected to work together to create a culture and environment characterised by safety, trust, mutual respect and professionalism. In such an

environment, the School considers that bullying is inappropriate and unacceptable behaviour. Consequently, the School is committed in its attempt to providing a school environment that is free from bullying.

REPORTING COMPLAINTS AND RESOLVING GRIEVANCES (COMPLAINTS AND GRIEVANCES POLICY)

MACARTHUR ANGLICAN SCHOOL HAS A COMPLAINTS AND GRIEVANCE PROCEDURE THAT ALLOWS PARENTS, STUDENTS, MEMBERS OF THE PUBLIC AND STAFF TO MAKE COMPLAINTS WHEN DISSATISFIED WITH AN ASPECT OF THE SCHOOL.

Rationale

In order to meet the guidelines of best practice Macarthur Anglican School has developed complaint guidelines and procedures to help resolve and where possible avoid potential dissatisfaction.

There are essentially four areas of complaints:

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

It is a condition of Accreditation and Registration, that a school has a dispute resolution procedure. While parents will often wish to raise issues on behalf of their children, there are other issues, which students may choose to raise on their own behalf, and which are best raised by them. Complaints from members of the public will be treated in a similar way to complaints from parents, although most complaints from the public will normally be referred directly to the Headmaster or the Deputy Headmaster.

LOCATION OF POLICIES, CHANGES MADE IN 2014 AND ACCESS TO FULL TEXT

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

About Macarthur

Our Staff

Facilities

Christian Outreach

International Focus

Employment

School Council

Contact

Statutory Reporting

2016 Academic Success

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

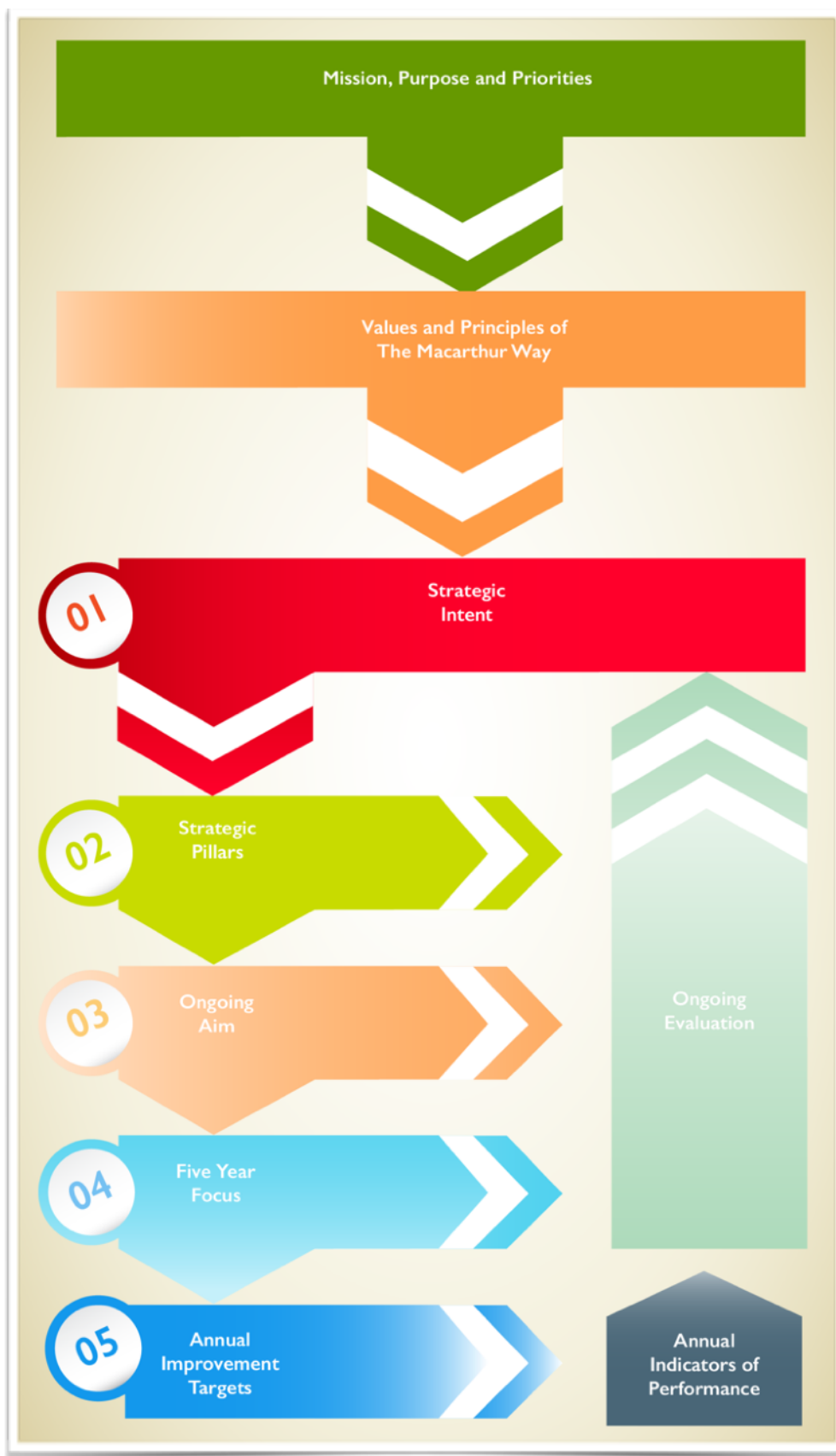


Dr David Nockles
Headmaster



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.

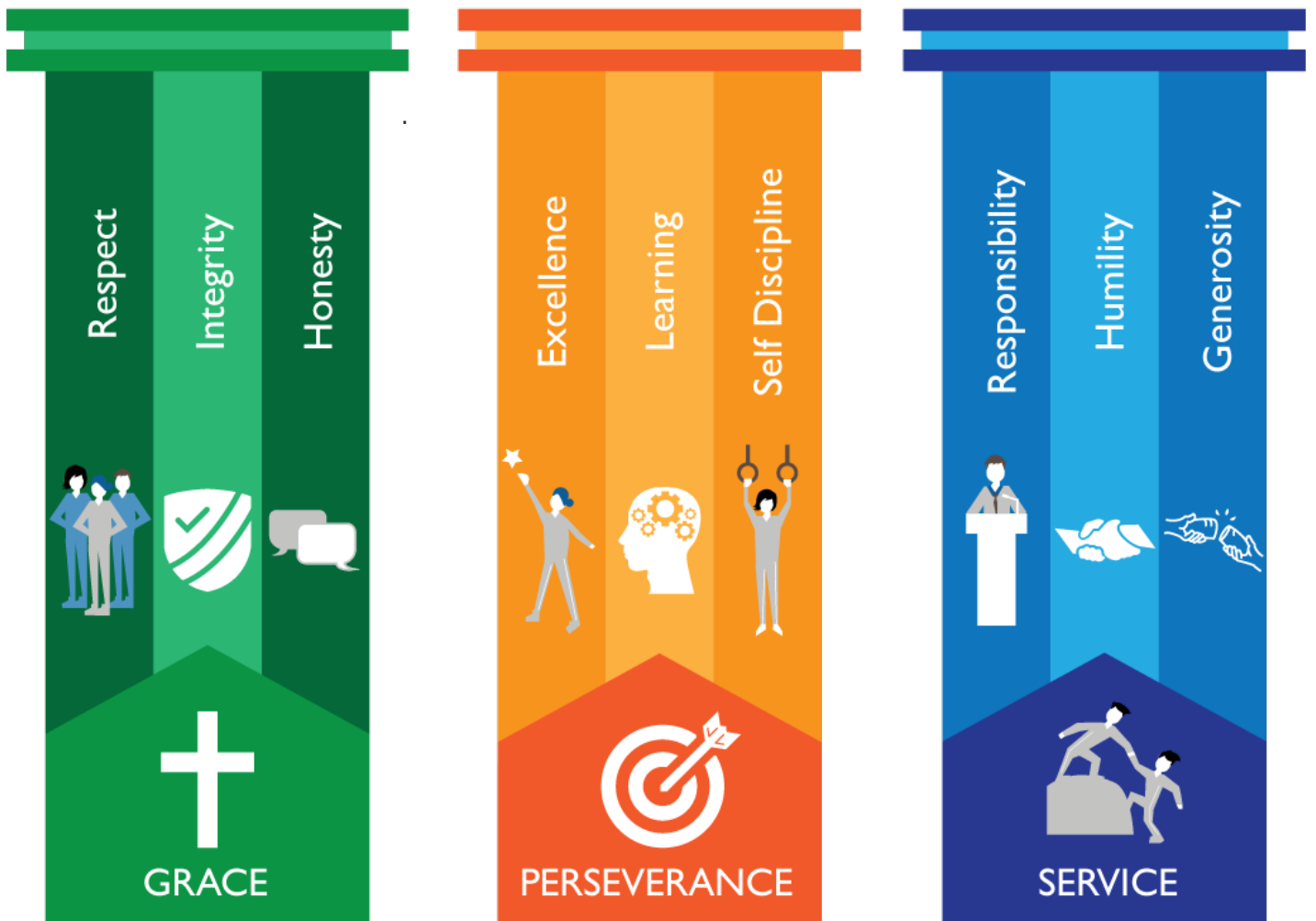
Responsibility - Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.

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>

**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 2018 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, during 2018, all parents having students in Year 5, 9 and 12 were given the opportunity to complete a survey.

The information provided below concerning the levels of satisfaction among parents

Parent Satisfaction

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

88% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School (pg36MMG)

83% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School (pg38MMG)

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

77% of parents noted that their expectations were met or exceeded in relation to the academic Achievement (pg36MMG)

76% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School (pg43MMG)



83% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership. pg 3

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 2018 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, *2018 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.

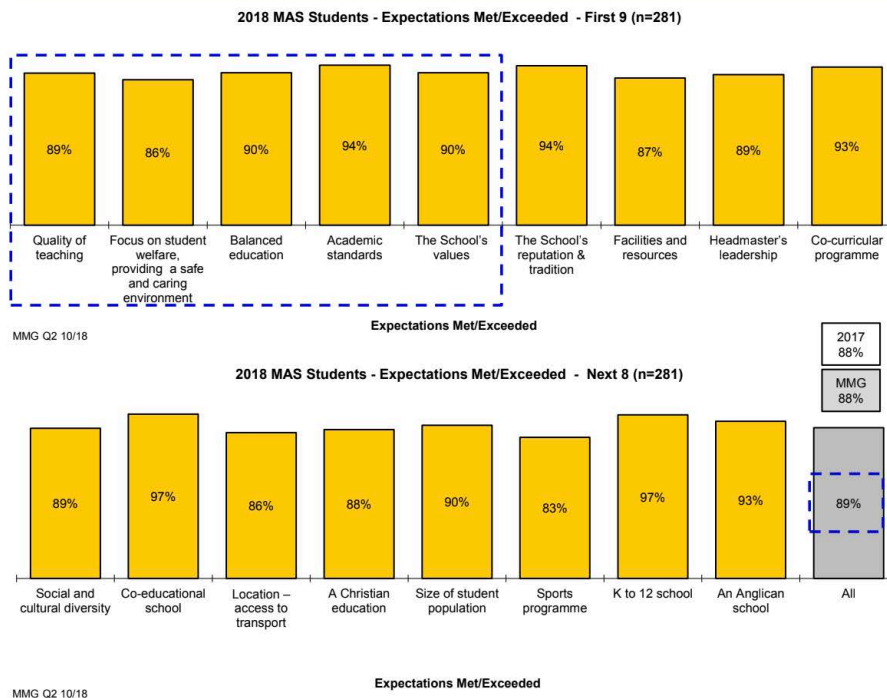
This chart below provides all student's scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is 'very high' (92%) which is above MMG's student school average benchmark score of 88%



Expectations Met/Exceeded - All Students



2018
Student
Report



These charts show the percentage of Years 7, 9 & 12 students who noted their expectations had been met/exceeded ranked in order of reasons for parents' choice of Macarthur Anglican School.

The overall expectations met/exceeded is 'very high' (89%), and 1% below the MMG's Database average score (88%).

In the top 5 reasons for choice, all expectations met/exceeded scores are above the 80% target.

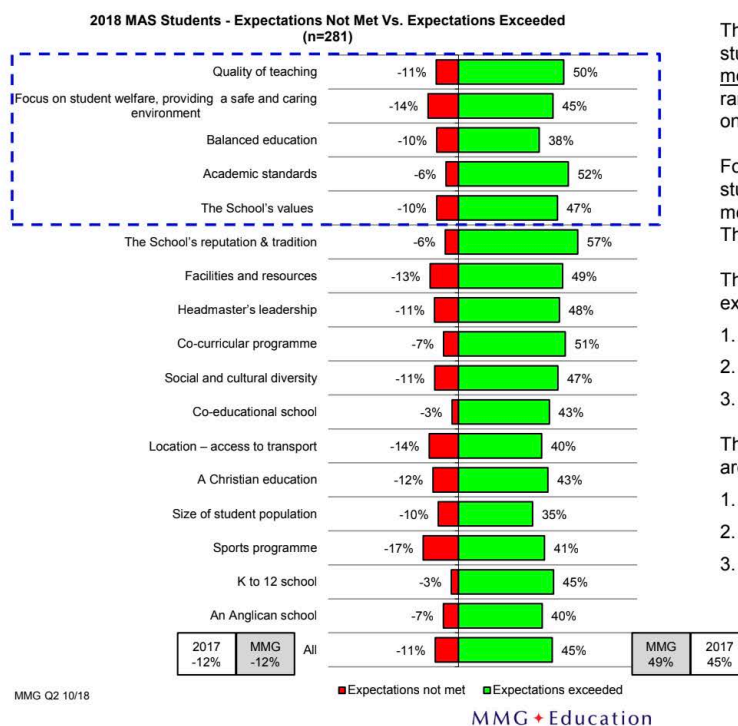
MMG + Education

40

Expectations Not Met Vs. Exceeded - All Students



2018
Student
Report



This chart shows the percentage of Years 7, 9 & 12 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', 11% of students noted that their expectations had not been met whilst 50% 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 (57%)
2. Academic standards (52%)
3. Co-curricular programme (51%)

The 3 highest areas noted for 'expectations not met' are:

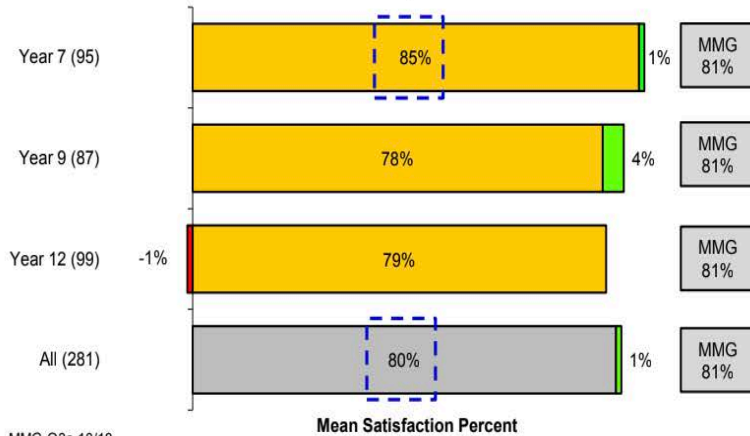
1. Sports programme (-17%)
2. Focus on student wellbeing (-14%)
3. Location (-14%)

41



Overall Satisfaction with Macarthur - Year Group & Gender

2018 MAS Students - Overall Satisfaction with Macarthur -
Year Group



MMG Q3a 10/18

Students were asked their overall satisfaction with the School.

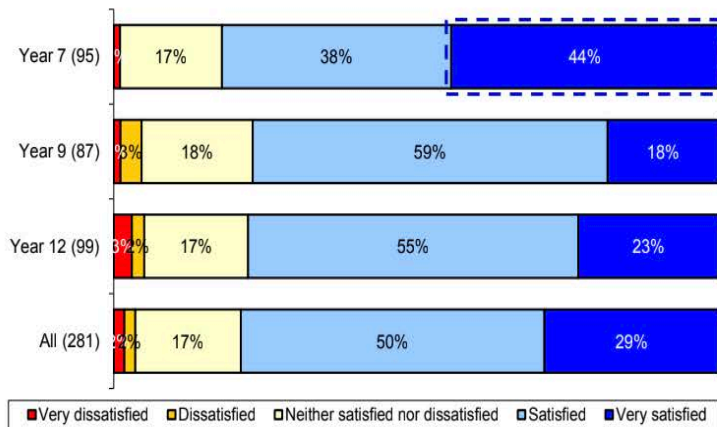
In the top chart the green bars show the percentage increase from last year and the red bar the percentage decrease.

The overall satisfaction score for all students is 'very high' (80%).

Satisfaction scores range from 'high' (Year 9, 78%) to 'very high' (Year 7, 85%).

The chart below shows students' overall satisfaction by gender.

2018 MAS Students - Overall Satisfaction with Macarthur -
Year Group



MMG Q3a 10/18

2018 MAS Students - Overall Satisfaction with Macarthur -
Student Gender



MMG Q3a 10/18



Further Information concerning Student Achievement

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 2018 sixteen students graduated receiving this recognition. This is 15% of the cohort who departed in 2018 having completed Year 12.

From a group of 102 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. Nine students left Macarthur during 2016 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. 97% for 2018 compared with 96% for 2017. 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

Teaching Staff - Period of service

Out of a total of 88 teaching staff from Transition to Year 12:

- 0-5 Years of Service - 38%
- 5-10 Years of service - 23%
- 10-15 Years of Service - 21%
- 15-20 Years of service - 12%
- 20-25 Years of service - 5%

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.

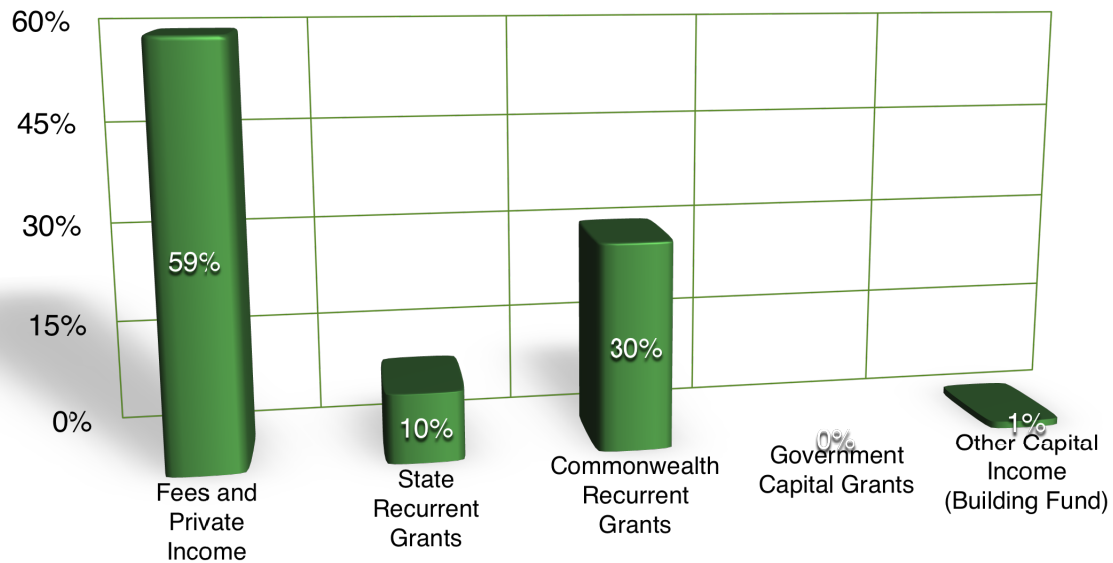
The Macarthur staff is motivated and committed towards engaging students and providing an outstanding and stimulating education, as can be seen in the list above, depicting the extensive involvement of staff during their own time.

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 2019.

Recurrent and Capital Income



Recurrent and Capital Expenditure

