



Macarthur Anglican School

Annual Report 2021

From the Chairman of Council - Rev David Barrie

at the 35 Speech and Awards Night 2019

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 ~~Tangerine~~ **same** for the future generations of this school. ~~life~~ **God has placed in our care** *once in a while, you could miss it.* (Ferris Bueller). It's a time to recognize the dedication and skill of the Macarthur staff, who go over and above, to ensure each student receives the care and support they need to flourish.

I am continually amazed, by the individual attention that each student gets at Macarthur. No one is just a cog in the wheel, and no student is defined by their marks. Each one is viewed as a wholistic person with many different qualities to be developed and cultivated.

The caring environment of Macarthur provides a safe space for students to take a risk, to step outside their comfort zone and to try something new. And the vast array of extra-curricular activities on offer provide a steady stream of opportunities for students to stretch themselves.

The standout extra-curricular activity for me this year was the school musical – *Les Misérables* was an ambitious undertaking. But Mrs James and her team pulled it off with exceptional hard work and consummate professionalism. It was a deeply moving performance, highlighting the power of grace to transform a life. Although, I must say, it did lead to some awkward conversations in the lead up to the show.

Whether it is a musical performance, or a Duke of Edinburgh hike, or representing the school in a sporting team, or sharing their faith on a mission trip, one thing is certain. 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 who graduated at the end of 2019 can look back on their schooling experience and be thankful for the variety of ways that Macarthur has shaped them into the young adults they are now, thoroughly equipped for the journey ahead.

I would also like to thank the members of School Council for their hard work and diligence throughout the year. They are a very capable group of people which makes my work a delight.

A message from the Chairman of Council

In particular, I'd like to acknowledge the substantial contribution of Mr. Peter Evans who stepped down from the Council earlier in the year, and to welcome Mrs. Alexandra Johnstone who joined us in August. Every member of the Council gives generously of their time to ensure our school is governed well.

Our job as a Council is made much easier due to the exceptional nature of the Executive Staff team. During Spring Term, our Headmaster took Long Service Leave and Mr Kokic very ably filled the role of Acting Headmaster. Mr Kokic has been at the school for twenty-two years, with the last ten as Deputy Headmaster. This depth of experience and intimate knowledge of how the school works, was invaluable over Spring Term.

And finally, tonight, on behalf of everyone here I would like to thank our Headmaster, Dr Nockles.

As a school we are very blessed to have a man of such Christian maturity and professional capacity as our Headmaster. Dr Nockles' educational insight, his genuine pastoral concern for staff and students, his operational proficiency and his godly example are all evident. The wonderful culture that we enjoy at Macarthur hasn't come about by chance. Over his eleven years as Headmaster, Dr Nockles has cast a vision of what the school could be and put systems and structures in place allowing 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.

I thank God for the capacity and resilience he has given our Headmaster, Executive staff, teaching and support staff. Challenges that would overwhelm most of us are taken in their stride by all of these people, with enthusiasm, grace, innovation and vision, while serving the Lord Jesus joyfully in the power of the Holy Spirit.

Above all, I thank God for his mercies to Macarthur and as we reflect on 2019 while perusing this Yearbook, we thank him for the opportunities to be challenged, to grow, and to achieve.



Macarthur Anglican School

From the Headmaster - Dr David 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.

A message from the Headmaster

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

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

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 underway 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, with 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 assessments and testing. These tests include SENA 1, DIBELS and DORF (K-6) and CELF-4 in Kindergarten, PAT Maths and reading (Years K-6) twice per year, and YARC Comprehension. 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 provide a fast-paced, challenging learning environment for academically capable and gifted students. High potential learners in Year 8 can participate in the Aristotle Programme which fosters critical and creative thinking and research skills. In years 9 and 10 high potential learners can join the Socrates Programme, which often links them with former students and university mentors. Mathematically gifted students have the opportunity to be accelerated from Year 9 with the aim of completing the HSC for Mathematics when they are in Year 10 or 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 for the intellectual development of children.

The School also operates a very active Learning Support Programme catering to 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 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. A signature event of the School is the Annual Benefit Concert which showcases our students' musical abilities and raises funds for African Aids Foundation. There are also 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 Olympiad, 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 on a number of social occasions, while at the same time contributing both financially and in-kind towards improvements in the school amenities and fundraising for external charities such as Cancer Council's Pink Ribbon and Black Dog Institute. 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. Three businesses are offered the opportunity to connect with the School for a minimum period of 12 months. These companies are acknowledged both in print and verbally at major School events.

2.2.Characteristics of the Student Body

Outlined in the table below is information regarding the population profile of the school in 2021 (with the previous year of 2020 (shown in brackets)

Gender distribution

	Boys	Girls	Totals
K-6	170 [156]	158 [151]	328 [307]
7-12	292 [297]	309 [292]	601 [589]
Totals	462 [453]	467 [443]	929 [896]

This table shows a 3.7% increase in enrolments for 2021 (6.8% increase in K-6, 2% increase in 7-12).

Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	12.95% [12.8%]	29% [20%]	1% [1%]

Index of Community Socio-Educational Advantage (ICSEA)

The ICSEA for Macarthur Anglican School, as shown on the My School website at <http://myschool.edu.au> is 1121. The socio-educational quartiles for 2021, with equivalent figures for 2020 in brackets, are as follows:

School ICSEA Value (with previous year shown in brackets)

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
3% [5%]	12% [11%]	32% [31%]	52% [53%]

MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
40% [41%]	33% [31%]	14% [15%]	3% [3%]	6% [7%]	4% [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 well-being of the student body indicate 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, and 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 the 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>

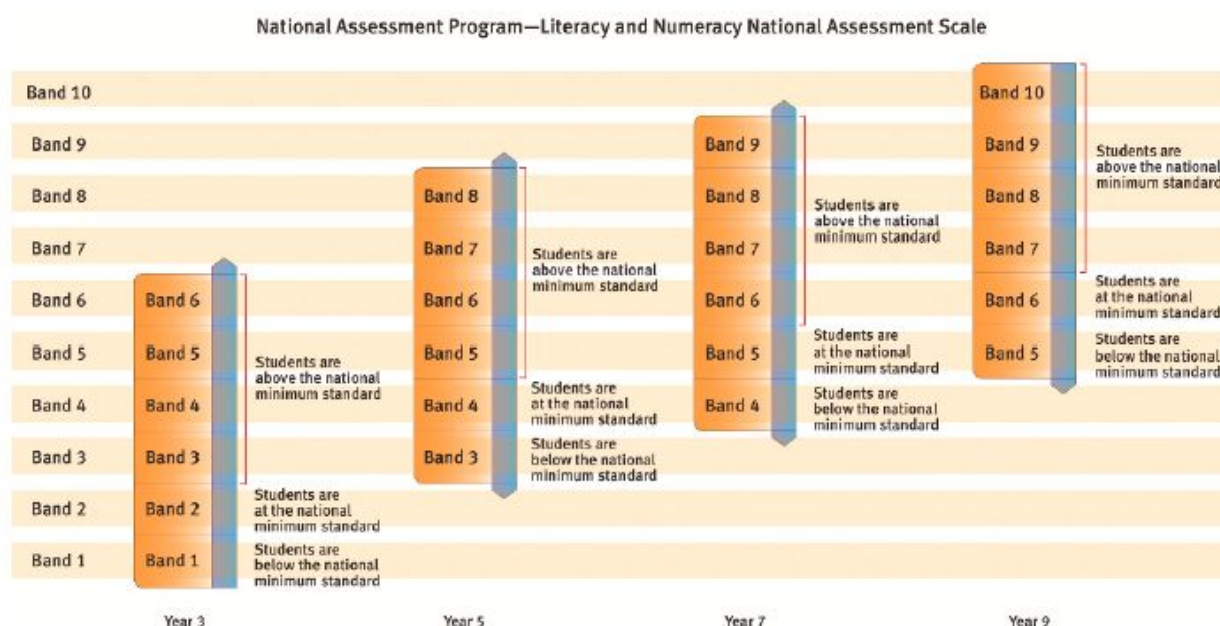
STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2019

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 2019 students from Years 3, 5, 7 and 9 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 had the following student numbers participating in each grade. Macarthur's results are above or well above the State average in all domains for Years 3, 5, 7 and 9. For more details please refer to the MySchool website. <http://www.myschool.edu.au>

Year Group	Number of Students
Year 3	35
Year 5	61
Year 7	103
Year 9	77

2019 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	437.01	429.65	428.58	448.1	414.83
Macarthur Anglican School Mean	466.6	441.6	453.9	485.3	452.5

National Benchmark

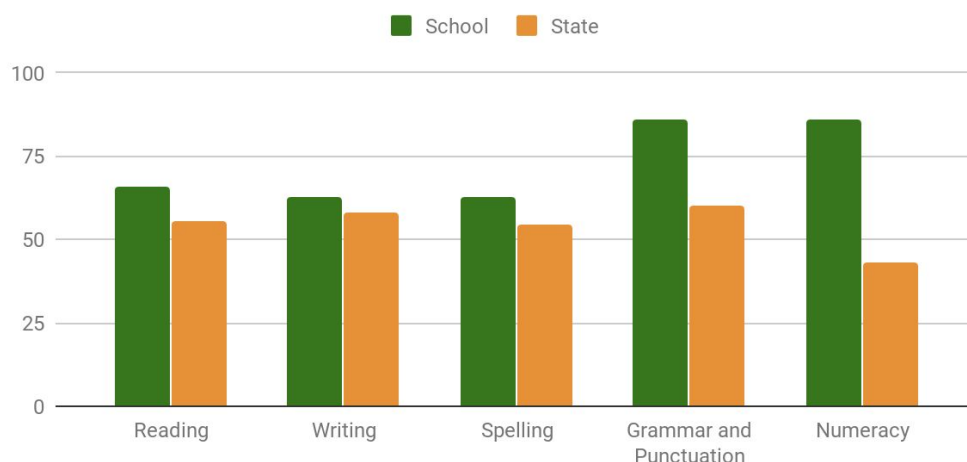
The majority of students achieved well above the National Minimum Band 2 Standard for all tests (see table 1). There was an improvement in the number of students above the benchmark for Reading.

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	
			School	State
Reading	0	97.0	65.7	55.7
Writing	0	100	62.9	58.0
Spelling	0	94.0	62.9	54.3
Grammar and Punctuation	0	97.0	85.7	60.3
Numeracy	0	91.0	85.7	43.2

Graph 1

% Macarthur students achieving top two bands



2019

Year 5 NAPLAN Results

No Year 5 students were absent, exempt or withdrawn.

State Average Comparison

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

Table 3

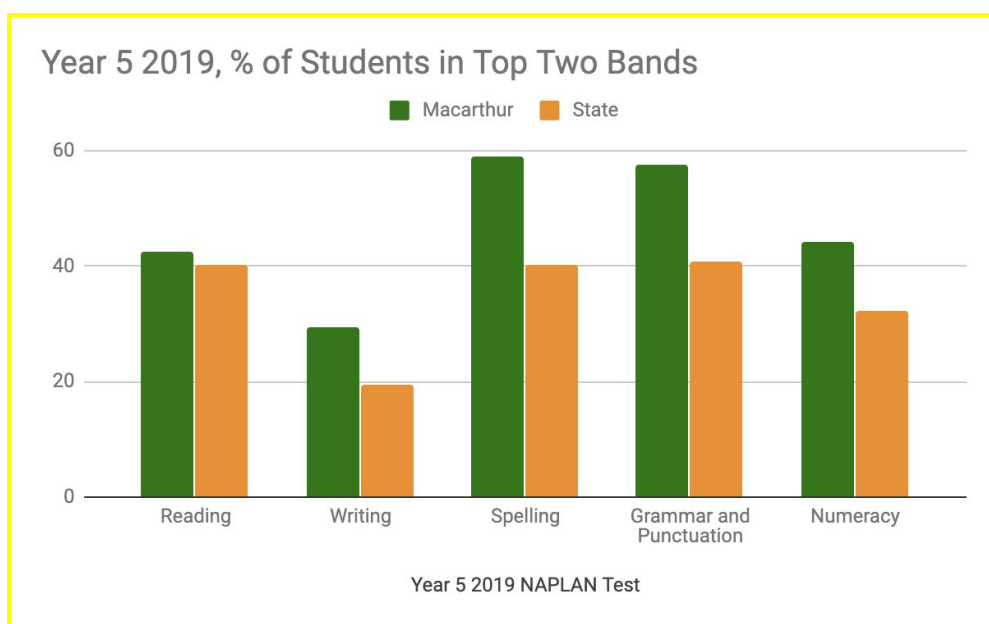
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	509.1	479.2	508.3	505.8	501.4
Macarthur Anglican School Mean	525.8	500.6	543.6	541.6	528.6

Top 2 Bands for Year 5 and National benchmark

Table 4 below shows that Macarthur students exceeded the State in achieving the top two bands in all domains.

Table 4

Year 5 2019 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	1.64	90.2	42.6	40.1
Writing	6.56	85.2	29.5	19.5
Spelling	4.92	92.0	59.0	40.2
Grammar and Punctuation	3.28	88.5	57.4	40.7
Numeracy	1.64	96.7	44.3	32.3

Graph 4**Value Added Data – Year 5**

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2017 and the Year 5 NAPLAN in 2019. 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

	2015 Average Scale Score - Growth		2016 Average Scale Score Growth		2017 Average Scale Score Growth		2018 Average Scale Score growth		2019 Average Scale Score growth	
	School	State	School	State	School	State	School	State	School	State
Reading	87.8	77.7	78.3	80.1	77	78.2	84.0	82.6	69.6	72.9
Writing	49.8	61.2	N/A	N/A	58.8	55.1	55.4	47.5	44.5	59.0
Spelling	83.5	83.8	68.2	77.6	82	89.6	80.8	79.7	85.3	82.6
Grammar & Punctuation	69.4	72.4	62.8	76.3	64.9	66.6	61.9	68.3	62.4	62.2
Numeracy	101	94.1	92	91.7	99.4	96.8	95.3	93.1	98.4	85.6

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2019 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	549.7	517	553.4	546.1	560.9
Macarthur Anglican School Mean	583.8	553.9	571.7	579.4	606.8

National Benchmark

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

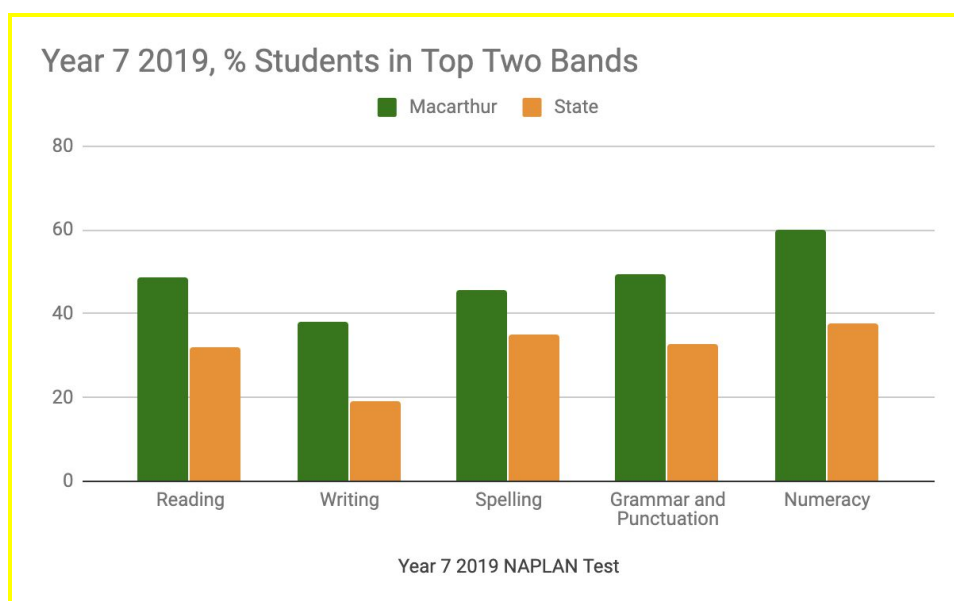
Top 2 Bands

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

Table 8

Year 7 2019 NAPLAN Test	% Of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 5 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	1.9	93.2	48.5	32.1
Writing	1.0	84.5	37.9	19.1
Spelling	0.9	94.2	45.6	35.2
Grammar and Punctuation	2.9	91.3	49.5	32.7
Numeracy	1.0	97.1	60.2	37.7

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 2017 and the Year 7 NAPLAN test in 2019. 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

	2015 Average Scaled Score Growth		2016 Average Scaled Score Growth		2017 Average Scaled Score Growth		2018 Average Scaled Score Growth		2019 Average Scaled Score Growth	
	School	State	School	State	School	State	School	State	School	State
Reading	55	42.5	44.6	38.1	38.9	46.3	35.3	40.9	37.7	40.2
Writing	32.1	27.7	N/A	N/A	63.4	33.5	52.4	34.8	50.9	38.9
Spelling	41.6	50/7	41.2	43.7	53.6	52	55.4	51.2	41.9	45.2
Grammar Punctuation	37.1	38.4	30	32.2	23.6	37	32.1	36.9	32.2	39.1
Numeracy	51.6	53.1	66.1	58.9	68.2	61.1	63.1	54.2	73.1	60.7

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2019 Year 9 NAPLAN Results

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

State Average Comparison

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

Table 11

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	586.6	552.4	595.6	579.1	599.8
Macarthur Anglican School Mean	633.8	595.0	623.9	620.6	650.9

National Benchmark

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

Top 2 Bands

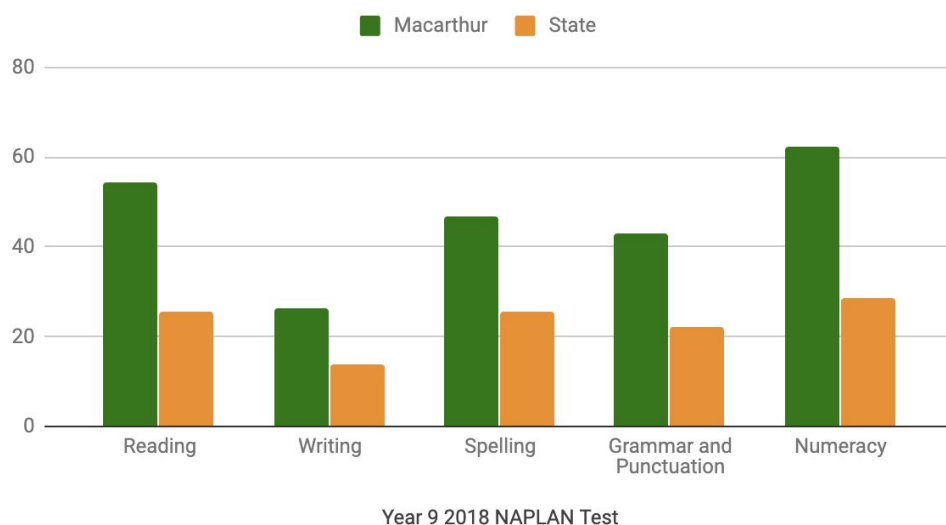
Macarthur Year 9 students achieved significantly more Band 9 and 10 results in all domains compared to the State.

Table 12

Year 9 2018 NAPLAN Test	% of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 6 Bench Mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	98.7	54.5	25.4
Writing	2.63	86.84	26.3	13.8
Spelling	0	94.81	46.8	25.7
Grammar and Punctuation	2.6	93.25	42.9	22.1
Numeracy	0	97.4	62.3	28.7

Graph 10

Year 9 2019, % of Students in Top Two Bands



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 (Band10)	
	School	State
Reading	17.0	7.1
Writing	7.0	4.4
Spelling	13.0	7.8
Grammar and Punctuation	16.0	7.5
Numeracy	29.9	11.5

Value Added Data – Year 9

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2017 and the Year 9 NAPLAN in 2019 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. Individual students whose academic growth declined in 2019 will be monitored.

Table 14	2015 – Average Scaled Score Growth		2016 – Average Scaled Score Growth		2017 Average Scaled Score Growth		2018 Average Scaled Score Growth		2019 Average Scaled Score Growth	
	School	State	School	State	School	State	School	State	School	State
Reading	34.5	38.6	33.8	32.2	32.7	38.6	38.6	44.5	48.4	35.9
Writing	40.1	27.2	N/A	N/A	71.5	46.5	44.7	34.1	32.5	33.8
Spelling	38.8	31.7	34.6	33.8	40.4	36	34.6	38.4	30.2	33.8
Grammar Punctuation	20.9	27.7	15.2	21.1	45.6	34.8	33.4	38.2	40.8	29.5
Numeracy	44.6	47.6	37.8	40.7	54.4	52.4	50.3	46.9	40.0	36.4

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RoSA, HSC & SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA) Stage 5

In 2021, 106 students satisfied the requirements of the Stage 5 RoSA. A number of Stage 5 200-hour subjects continued 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

2021 Stage 5 School versus State Grading Comparison – % 'A' & 'B' Grades				
	A grades		B grades	
Subject	Macarthur	State	Macarthur	State
English	24.35	13.32	39.13	28.80
Mathematics	17.39	15.34	37.39	22.86
Science	9.57	13.24	13.87	24.59
Australian Geography	29.57	15.90	40.00	27.44
Commerce 100 hours	47.06	19.88	39.22	33.27
Geography Elective 100 hours	45.45	32.60	45.55	32.21
Geography Elective 200 hours	23.81	41.15	52.38	38.13
History Elective 100 hours	33.33	23.21	22.22	31.04
History Elective 200 hours	22.45	33.14	59.18	31.05
Mandatory History 100 hours	20.00	15.04	46.09	27.45
Indonesian 200 hours	38.10	46.31	38.10	14.46
Agricultural Technology 100 hours	34.13	8.49	43.48	23.76
Design & Technology 100 hours	25.00	26.14	43.75	30.87
Information Software Technology 100 hours	41.44	21.70	32.26	30.08
Drama 100 hours	46.67	34.12	26.67	30.30
Music 100 hours	34.62	13.30	34.62	28.57
Visual Arts 100 hours	18.75	17.75	50.00	30.57
Visual Arts 200 hours	29.17	78.68	41.67	32.88
Personal Development, Health, PE 200 hours	41.74	14.50	51.30	32.03

Preliminary HSC

In 2021, 81 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.

2020 Preliminary HSC School vs State Grading Comparison – % 'A' & 'B' Grades				
	A grades		B grades	
Subject	Macarthur	State	Macarthur	State
EAL/D	25.00	11.10	75.00	27.50
English Advanced	32.43	23.94	33.78	44.47
English Extension 1	31.25	43.75	40.55	39.69
English Standard	-	5.17	33.33	27.56
Mathematics Extension	30.00	30.57	35.00	32.39
Mathematics Standard 2	25.00	9.57	27.50	23.43
Mathematics Advanced	22.50	27.03	45.00	29.74
Biology	17.65	15.37	44.12	29.59
Chemistry	34.78	18.63	34.78	30.73
Earth and Environmental Science	33.33	12.01	16.67	29.37
Physics	12.50	18.05	43.75	30.62
Ancient History	-	18.42	100.00	27.63
Business Studies	17.45	14.97	33.33	30.16
Economics	-	24.63	80.00	35.60
Geography	-	20.32	50.00	31.86
Legal Studies	31.58	19.96	52.63	29.62
Modern History	21.74	19.32	65.22	29.86
Society and Culture	30.00	20.58	41.67	31.91
Studies of Religion 1	33.33	16.30	33.33	32.43
Studies of Religion 2	25.00	19.06	25.00	35.92
Indonesian Continuers	37.50	32.76	62.50	37.93
Agriculture	38.46	21.01	46.15	26.86
Design and Technology	16.67	21.97	50.00	30.35
Software Design and Development	40.00	26.43	40.00	28.98
Textiles and Design	-	24.03	80.00	30.42
Drama	50.00	31.93	50.00	36.23
Music 1	50.00	33.33	22.08	33.84
Music 2	50.00	50.50	52.70	32.64
Visual Arts	33.33	50.00	24.00	34.04
PDHPE	19.35	54.84	15.01	29.09

The Higher School Certificate

In 2021, Macarthur Anglican School presented 98 students for the Higher School Certificate and 1 student for the Life Skills Higher School Certificate. Thirty- subjects were presented at Macarthur in 2021. All 98 students fulfilled the requirements to gain a Higher School Certificate and an Australian Tertiary Admission Rank (ATAR). The School did not present any subjects that could not be used for the purpose of gaining an ATAR. However, there were 5 Life Skills subjects presented which did not contribute to that 1 student's ATAR.

Macarthur was ranked 84th overall out of over 800 schools which had candidates sit the HSC in 2021 and was the top-scoring school in the region (SMH 20/1/2021). This placed Macarthur in the top 10% of Schools. Macarthur was ranked 42nd out of all NSW Independent Schools.

<https://bettereducation.com.au/Results/HscIndependentSchoolResults.aspx>

Of the 98 students who sat the HSC, 107 Distinguished Achievement results were recorded on the NESA HSC Honour Roll for Students who attained a Band 6 or Band E4 Extension results.

17% of students who presented for the HSC in 2021 attained ATARs of 95 and over. 22% of students received an ATAR of 90 or higher. 52% of students received an ATAR of 80 or higher. 77% of students received an ATAR of 70 or higher.

Table 3	2021	2020	2019	2018	2017
Students who achieved a Band 6 result	40%	44%	60%	41%	32%
Students who achieved a Band 5 result or above	90%	85.4%	89%	35%	82%

Arnav Gupta was the Dux for 2021. Arnav achieved an ATAR of 99.65. Arnav is studying a combined degree in Civil Engineering and Architecture.

Reuben Gomez (ATAR 96.35), along with Arnav Gupta, Laura Whitelaw (ATAR 98.45) and Amelia Wood (ATAR 98.75) were recognised as 'All Rounders' for attaining Band 6/E4 results in at least 10 units.

Macarthur was ranked 90th in the State for the number of students who achieved Band 6 or E4 results in at least 10 units. <https://bettereducation.com.au/results/HscAllRounder.aspx?yr=2019>

Arnav Gupta achieved 7th place in the State for English Advanced.

Student Work Selected for Statewide Recognition

Jonathan Lim was nominated for HSC 'ART Express (Visual Arts) showcase, Zoe Byatt was nominated for HSC 'TEXStyle' (Textiles & Design) and Ethan Byatt was nominated for HSC 'OnSTAGE' (Drama).

Mean, Median, Highest Year 12 ATAR Results

Table 4	2021	2020	2019	2018	2017
Mean	79.25	77.40	81.50	74.21	75.59
Median	80.45	80.20	84.43	79.43	76.25
Highest	99.65	98.90	99.35	99.7	99.35

Variation from State Mean

For the vast majority of subjects, the results were well above the State Average. Subjects where students achieved greater than 10% above the state mean, included Agriculture (10.55%), Ancient History (17.64%), Geography (11.85%) & Society & Culture (10.03%).

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

Subject	% Band 5 & 6 results at Macarthur	% Band 5 & 6 results in State	School/State Variation
Agriculture	81.56	71.01	10.55
Ancient History	88.70	71.06	17.64
Biology	78.77	73.38	5.39
Business Studies	80.59	73.32	7.27
Chemistry	78.81	74.37	4.44
Design & Technology	82.79	79.11	3.68
Drama	81.15	78.70	2.45
Earth and Environmental Science	73.47	72.02	1.45
Economics	81.50	77.66	3.84
English Advanced	80.83	81.92	-1.09
EAL/D	75.02	70.41	4.61
English Extension 1	41.86	42.07	-0.21
English Extension 2	37.99	39.56	-1.57
English Standard 2	70.70	70.47	-0.23

Geography	87.60	75.75	11.85
History Extension	39.42	38.69	0.73
Indonesian Continuers	86.90	77.74	9.16
Indonesian Extension	41.40	40.96	0.44
Legal Studies	80.16	74.72	5.44
Mathematics Advanced	81.04	78.41	2.63
Mathematics Extension 1	76.38	78.21	-1.83
Mathematics Extension 2	82.75	83.07	-0.32
Mathematics Standard 2	76.95	69.15	7.80
Modern History	78.83	72.85	5.98
Music Extension	44.30	44.47	-0.17
Music 1	90.78	81.34	9.44
Music 2	86.30	87.57	-1.27
Personal Development, Health and Physical Education	81.09	72.19	8.90
Physics	82.66	75.34	7.32
Science Extension	38.20	37.05	1.15
Society and Culture	86.91	76.88	10.03
Software Design and Development	83.25	74.15	9.10
Studies of Religion 1	38.00	37.38	0.62
Studies of Religion 2	79.80	75.86	3.99
Textiles and Design	79.54	78.39	1.15
Visual Arts	89.98	80.99	8.99

PROFESSIONAL LEARNING AND TEACHER STANDARDS

In the view of Macarthur's Headmaster and School Council, professional learning is extremely important to the development and growth of all teachers and their learning. It is crucial teachers are modelling learning to students and keeping up to date with current research. Research demonstrates that quality teaching is the single biggest influence on educational outcomes.

In 2021, four (4) teachers moved to Experienced Teacher under the Association of Independent School's ISTAA Accreditation system. This moved these 4 teachers from Band 2 to Band 3 under the Teacher's Staff Agreement (MEA).

Teacher Qualifications

The 2021 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 2020 figures are in brackets.

School Staff

Teaching staff	87 [81]
Full time equivalent teaching staff	79.6 [75.4]
Non-teaching staff	48 [42]
Full-time equivalent non-teaching staff	37.1 [31.2]

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	87
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
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Staff Professional Learning in 2021

This year, staff at Macarthur continued to work together to build a strong academic environment for our students. The COVID-19 pandemic continued to mean a great deal of Professional Learning remained on an online platform.

The Macarthur Staff Conference was unable to proceed due to the COVID-19 restrictions. However, Professional Learning still continued online throughout the year.

All staff completed the following online self-paced courses through Complilearn.

- Child Protection Training Course (NSW Policy) - 2 hours
- Asthma Management – 1 hour
- Student Duty of Care – 1 hour

All Teaching Staff took part in 2 sessions of Professional Learning, facilitated by AIS staf, which examined the NCCD and our obligations as teachers under the disability standards act. This focussed on providing and recording modifications and adjustments for students in our care.

Additionally, Transition - Year 6 staff were involved in 4 Numeracy Project Modules (online) run by the AIS. The remainder of these modules will be completed in 2022.

COG (Community of Growth) Groups

Unfortunately due to COVID-19 restrictions teachers were again unable to take part in the COG (Community of Growth) groups, Teach Meets or part of the K-6 AIS (Association of Independent Schools) Numeracy Project Modules as planned.

Professional Courses Attended by Staff

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place in 2021 amongst Macarthur staff.

Description of Professional Development Learning Activity 2021	Hours per Person	Staff
AHISA Conference	7	1
AIS Focus on Stage 6 Science	6	1
AIS ICT Management & Leadership Conference	16	3
AIS Leading PD run by AIS - Focus on Stage 6 Science	2	1
AIS NCCD Evidence and Monitoring	3	1
AIS NCCD Overview and Moderation	5	1
AIS Work Health and Safety in Schools	14	2
An Introduction to Tournament of Minds	5	1
Ancient History Webinar Estelle Lazer (Cornerstone Professional Learning)	5	1
Annual Archbishops Day - Zoom Conference (SASMA)	6	3
Anti Discrimination Masterclass	4	1
Autism Awareness Techniques for Teachers Online (TTA)	6	1
Chaplaincy in Educational Settings Online (Ridley College)	150	1
CPA Virtual Congress (CPA)	22.8	1
CRU Teachers' Conference	7.5	3
Data Analysis 101 for Educators Webinar	8	1
Earth & Environmental Science Programming Day	4	1
English Ext 1 & 2 Student Support, Feedback & Implementation	8	1

English Programming Day	4	3
English Programming Day Stage 6	35	2
Executive Function Coaching Specialist Workshop (SPELD NSW)	2	1
Experienced Teacher Support Meeting	6	7
Extreme Connect, Collab & Dine (Computers Now)	7	1
Fraud & Employment Law Webinar	2.5	1
Gateway 8 Planning Day	7	1
Health Procedures Recertification (NSW Dept of Education)	4	1
HICES National Conference	10	6
High Impact Strategies for Supporting Secondary Students	4	1
House Conference (Anglican Youthworks)	13	1
HSC Indonesian Judging	3	1
HSC Music Itinerant Practical Marking	94	1
HSC Seminars Dubbo (Dubbo Distance Education High School)	6	1
HSC Study Day at Aurora College (Teaching Remote Students)	6	1
Ignite the Spark (UNSW)	7	2
Immunisation for Health Practitioners - Online	120	1
Introduction to Autism Online	2	1
IPSHA & G&T Umbrella Group Day Meeting	6	1

IPSHA Heads of School Weekend Away	6	1
IPSHA Term Meeting	4	2
Law for School Nurses (LawSense)	5	2
LawSense School Law Update Webinar	3.5	1
Leadership Program (Powerful Partnerships)	6	1
Learning Support Area Network NCCD Meeting	2	1
Mandatory PD Courses & Major Work Development	7	1
Mathematics Programming Day	14	1
Maximizing Impact in the Science Classroom (Stile Education)	4	1
MISA Debating Meeting	1	1
NESA TENs Conference	14	2
Ontario Association of Physics Teachers Black Holes	1	1
Pastoral Care Planning Day	4	3
PDHPE and Sport Programming Day	7	1
Perspectives on Writing - Theory to Practice	9	1
Phonics Fundamentals Online (SPELD NSW)	2	1
Policy Development Day for Learning Support	14	1
Provide First Aid HLTAID003	7	17
Reconciliation in Action Part 1 and 2 (Early Childhood Australia)	2	1
Respectful Relationships Seminar	7	10

SASMA Dinner (Sydney Anglican Schools Ministry Association)	3	3
Science & Agriculture - Meet the Markers (STANSW)	3	4
Science & Agriculture - Online Conference	8	1
Science & Agriculture Programming Day	4	1
SMH Schools Summit Presentation	9.5	1
Social Science Yr 9 Programming Day	5	2
Society & Culture Flagship Fundamentals	5	1
Supporting Sensory Regulation in Schools Online	2	1
Supporting Struggling Readers - Online	5	1
Talk for Writing Early Years Workshop (SPELD)	6.5	2
Talk for Writing Essentials Workshop (SPELD)	14	3
Teaching Phonics Using Decodable Texts (SPELD NSW)	2	1
TEN's Meeting	7	1
The Use of Robotics as a Teaching Tool (UOW)	7	2
Youth Mental Health Refresher Training	4	1
Youth Refresher Mental Health First Aid Online	5	1
Youthworks House Conference	7	1
YARC Webinars (SPELD SA Inc)	2	1
Environmental Science	5	1
Rethinking Devices in School (Online)	3	1

Attendance (in person or online) 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 NESA. A number of staff are also pursuing other tertiary qualifications. A number of staff were involved in Faculty Programming Days in order to become familiar with, plan and programme for new curriculum and online learning accordingly.

Many staff also attended workshops and seminars run by the Association of Independent Schools, Western Sydney University, ATESOL, MANSW, ALEA, PETAA, Teacher Training Australia and various professional associations. In addition to this, 12 teachers of the Secondary 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.

HSC Marking

In 2021 Macarthur staff were engaged in marking in the following courses:

NOTE: There were significant changes to some courses for HSC Marking due to COVID-19 restrictions. Some marking was given back to the Year 12 classroom teachers which was managed by NESA (NSW Educational Standards Authority). In some cases teachers from nearby schools were used as part of the marking process and some Macarthur teachers went to other schools as part of the process also.

A number of Macarthur teachers attended Professional Learning sessions where they were able to 'Meet the Markers' of the HSC exam and give valuable feedback and insights into marking to assist staff in planning and programming.

Subjects in which Teachers Undertook HSC Marking		
Design & Technology	English Extension 2	Legal Studies
Drama	Geography	Mathematics Standard 2

English Advanced	Indonesian Continuers	Society & Culture
EAL/D	Indonesian Extension	Visual Arts
Music	Textiles & Design	

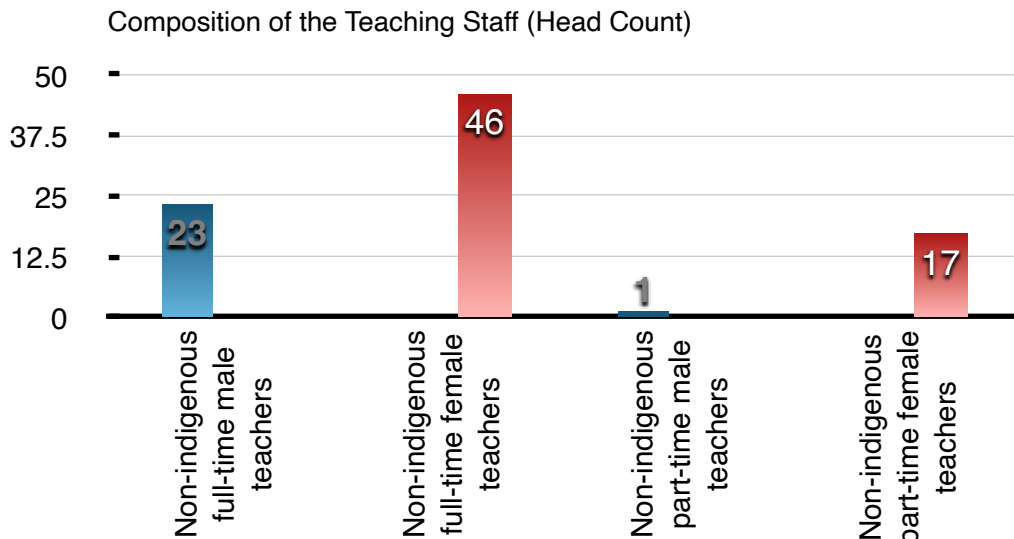
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WORKFORCE COMPOSITION

Composition of the Teaching Staff – 2021

The non-indigenous full-time teaching staff as reported in the 2021 Annual Census, consisted of 23 male teachers, including the Headmaster, and 46 female teachers.

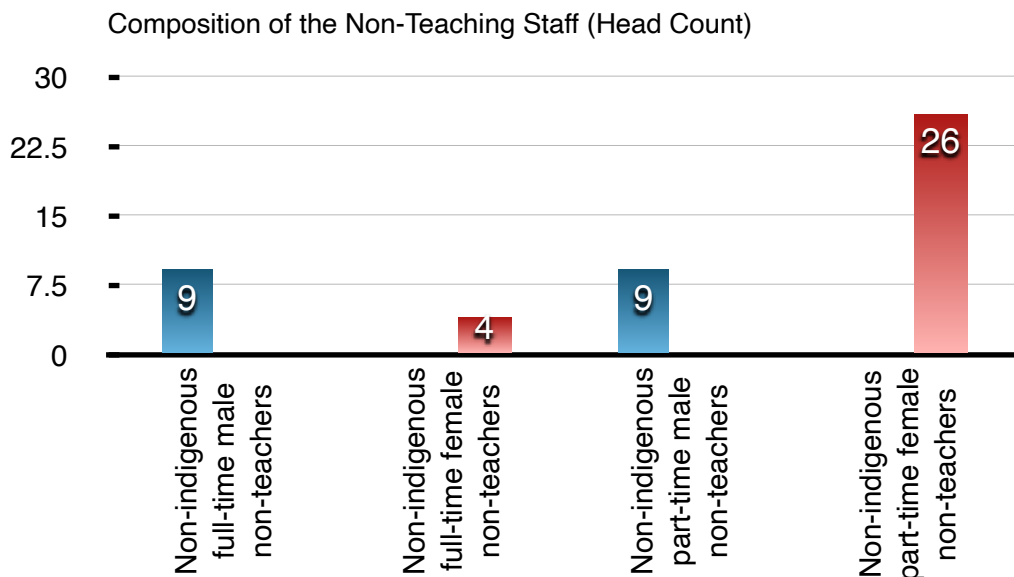
Non-indigenous part-time teaching staff consisted of 1 male teacher and 17 female teachers, totalling a full-time equivalent of 11.2



Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 9 males and 4 females.

Non-indigenous part-time non-teaching staff consisted of 9 males and 26 females, totalling a full-time equivalent of 22.45



Totals

The full-time equivalent number of teaching staff, including the Headmaster, is 80.20, supported by the full-time equivalent number of non-teaching staff of 35.45

Indigenous Staff

No indigenous staff are currently employed in the school.

When updated to display 2021 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 attendance of students in 2021 was impacted by COVID-19 and sickness as parents navigated students' return to school and the easing of Public Health orders.

The average daily student attendance rate for 2021 was 94.52%. This is slightly lower than the attendance rate reported for 2020 of 95.83%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2021 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 2021 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	97.92%	95.17%	95.49%	95.11%	95.70%	94.99%	94.28%

Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	96.13%	93.95%	94.62%	94.09%	88.18%	93.17%

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, reflecting a positive attitude to learning. A reminder to parents is emailed when a student does not provide an explanation from the parent or guardian

explaining their absence following their return to school. If an explanation is still not forthcoming within 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
2012/2014	94	82	78	89%	83%
2013/2015	79	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%
2017/2019	77	62	56	81%	73%
2018/2020	86	84	81	97%	96%
2019/2021	104	99	95	95%	91%

RETENTION 10-12 & POST SCHOOL DESTINATIONS

Year 10 and 11 Students who left school in 2021

Percentage of leavers			
Students who left at the end of Year 10		Students who left at the end of Year 11	
2021	2020	2021	2020
6 students/106	11/87	1 student/81	6/102

1 (one) Year 11 student left Macarthur in 2021 prior to completing their HSC. 6 students left at the end of Year 10. The student who left prior to Year 12 left to pursue an apprenticeship. No students left during the course of their Year 12 studies.

The 2021 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 2021 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				
		2020	2019	2018	2017	2016
Other schools within the Macarthur area	16%	18%	22%	33%	11%	-
Other schools outside the Macarthur area	22%	26%	28%	-	33%	33%
Private Colleges				-	11%	
Apprenticeship Training or TAFE courses	42%	40%	28%	33%	33%	50%
Workforce				33%	11%	17%
Unknown	20%	16%	22%	-	0	
Overseas				-	0	

These figures show that in 2021, the main reason for students leaving was to attend other schools within the Macarthur area and students wanting to attending TAFE or training.

Students completing the HSC

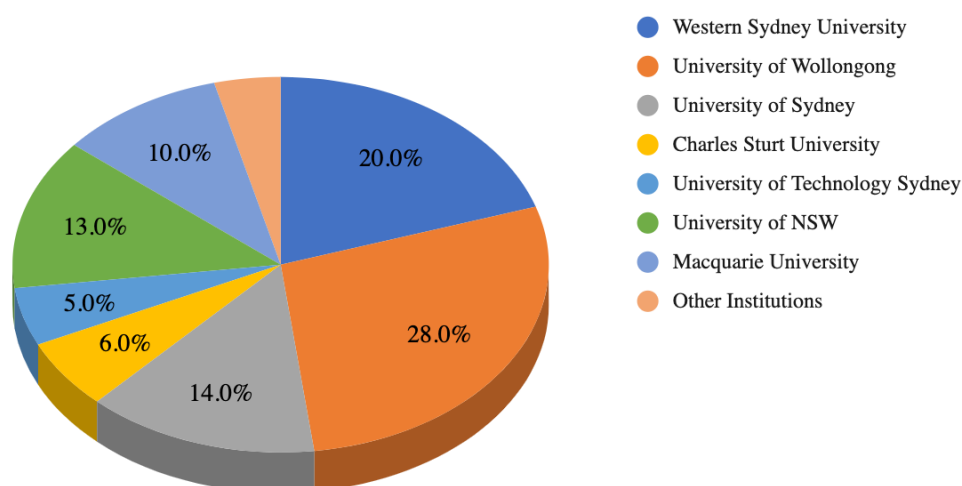
A total of 98 students completed their senior secondary education at Macarthur in 2021, with 100% of the group successfully being awarded the Higher School Certificate. In addition to this, there was one student who was awarded their HSC Life Skills Certificate.

Post School Pathways

93 of the 98 Year 12 students applied for an ATAR.

Of these, (98 %) of students received university offers and 88 % received an early round offer. Other university offers included 18 % at the Western Sydney University, 30 % of students have been offered places at University of Wollongong, 15 % at the University of Sydney, 5 % at Charles Sturt University, 10 % at University of Technology Sydney, 8 % at the University of NSW, 10 % at Macquarie University and 4% at other institutions. Refer to pie chart below.

2021 Post School Pathways

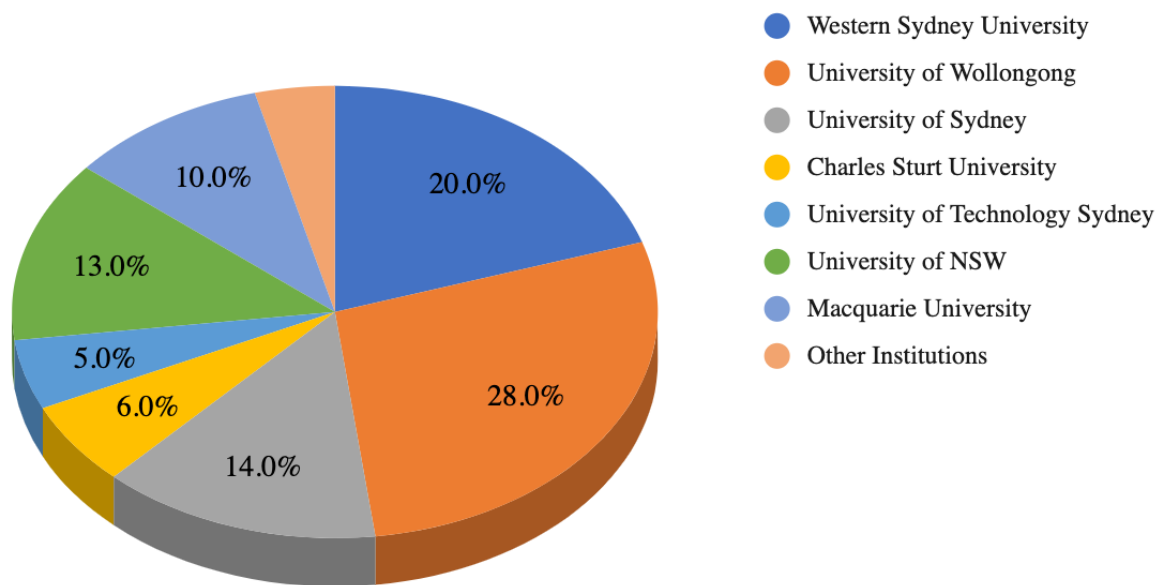


Tertiary Courses

These students are now pursuing a diverse range of courses including Megatronic Engineering, International and Global Studies, Construction Management, Education, Design and Media, Aviation, Engineering, Law, Genetic Science, Actuarial Studies, Psychology, Nursing, Medical Science/Forensics, Business, Policing, Medicine, Languages and Fine Arts. The chart on the following page is an approximate indication of the courses chosen by the students pursuing tertiary study.

A small number (12) of Year 12 students who completed their HSC are either going into the workforce (6), or attending private colleges (6). This is a little more than in previous years.

2021 Post School Pathways





Macarthur Anglican School

Enrolment Policy and Procedures (M)

Introduction

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 NESA Manual for the Registration and Accreditation of non-Government Schools.

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

In general, a child can commence Transition if they turn four years of age on or before 1 March or Kindergarten at the beginning of the school year if they turn five on or before 1 March in that year (depending on Macarthur's assessment of the student's readiness. Readiness includes but is not limited to being toilet-trained). By law, all children must be enrolled in school by their sixth birthday. New enrolments are generally accepted for students from Transition to the beginning of Year 11, with the main entry points being Transition (pre Kindergarten), Kindergarten, Year 5, Year 7 and the beginning of Year 11. Macarthur does not enrol students for the final HSC year, nor does it enrol students who have extensively completed their Preliminary HSC year at another educational institution.

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

<p>Rationale - General Enrolment Criteria</p>	<p>General Enrolment Criteria</p> <p>The final decision regarding enrolment of all students lies with the Headmaster.</p> <p>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).</p> <p>All applications for enrolment are considered according to a number of criteria. The chief general criterion is based on the notion of mutual benefit. Macarthur desires to enrol students who will benefit from a Macarthur education and from whom Macarthur will benefit by their enrolment.</p> <p>Students who will best benefit from a Macarthur education will be those whose who will be willing to:</p> <ul style="list-style-type: none"> • 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. <p>For students seeking enrolment at Macarthur after a period of attending another school, a demonstrated compliance to the above expectations at their previous place of learning will be a minimum prerequisite for entry.</p>
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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.
- Fulfil 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, a demonstrated compliance to the above expectations at their child's previous place of learning will be a minimum prerequisite for entry.

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 below).

<p>Priority Enrolments</p>	<p>From time to time the Headmaster will need to determine the priority or suitability of certain enrolments.</p> <p>A priority for enrolment will be given to students in the following ways:</p> <p>First priority (in no particular order) will be given to :</p> <ul style="list-style-type: none"> • Siblings of students already attending the School • Children of Christian Clergy and Macarthur Staff • Children of former students • Children with close family and/ or historical connections to the School • A family enrolling multiple children to the School • A family affiliation with the Anglican Church • A family affiliation with another Christian denomination <p>Second priority (in no particular order) will be given to:</p> <ul style="list-style-type: none"> • The gender balance within a cohort • Suitability and perceived commitment of students/parents to support the school's ethos and expectations. • Date of application. <p>In addition, other factors may be considered, such as a student's readiness for school, past academic or behavioural records, 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.</p> <p>A staged approach to the offer process will be enacted whereby successful applicants will be informed of an interview in multiple rounds (typically 2 weeks prior to the end of each term). The Head of Admissions will then keep a Year Group Waiting List and advise those on the list when a vacancy becomes available.</p>
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<p>Enrolment of International Students</p>	<p>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 is a CRICOS registered institution and enrolls students from overseas. Macarthur also welcomes short term students from overseas locations.</p>
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<p>Enrolment of Students with Disabilities</p>	<p>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.</p> <p>Any decisions about 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.</p> <p>In accordance with the Disability Standards for Education 2005 when a parent/ caregiver indicates on the enrolment application that a student has a disability they will be treated on the same basis as a student without a disability.</p> <p>When a student is identified as having a disability on the Enrolment Application Form the Learning Enrichment Coordinator and relevant Head of School will be advised. Parents/ caregivers will be asked to complete the 'Consent Form prior to Enrolment' to gather further information from relevant health professionals and the student's previous educational settings. This may include and is not limited to requesting further documentation, contacting Health Professionals, conducting internal tests such as YARCs and SENA's and visiting the student's current setting.</p> <p>The Learning Enrichment Coordinator will engage in a collaborative planning process with the parent/ caregiver and student, and relevant professionals to determine the student's educational needs and identify the adjustments required for the student to participate in all areas of school life.</p> <p>Based on the information gathered during the collaborative planning process the Learning Enrichment Coordinator will make an assessment of the student's needs and the reasonable adjustments that can be made by the School to support the students access to the curriculum, achieve curriculum outcomes and participation in school life. Parents and carers can use this information to make an informed decision on enrolment.</p>
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	<p>If the student requires additional services and facilities because of the disability and the provision of these services and facilities by the School would cause unjustifiable hardship, the enrolment may be refused by the Headmaster on that basis.</p> <p>Referral Process</p> <p>Should a student appear to have a disability or be diagnosed with a disability subsequent to enrolment, demonstrate academic difficulties or demonstrate non-typical behaviours, the matter is referred to the Learning Enrichment Coordinator and the relevant Head of School.</p> <p>A Student Referral form is available on the School database for teachers to complete titled T-12 Student Referral. Where appropriate the Head of School should refer the matter to the Dean of Studies or the Dean of Students.</p> <p>The Learning Enrichment Coordinator will work with parents and carers, conduct internal testing and refer for outside specialist testing where appropriate, to determine the needs of the student and the capacity of the School to provide appropriate individual adjustments for the student. In particular, the School will assess the level of special services or facilities and the learning support required under the Commonwealth Government's Disability Standards for Education 2005.</p>
Record Keeping of Enrolment Data	<p>The day-to-day application of this policy and enrolment procedures is carried out by The Head of Admissions, The Deputy Headmaster and other delegated staff from the Admissions Team.</p> <p>The School accepts the enrolment of students from the day following their birth date and maintains an electronic database of family and student details prior to the time of commencement. Throughout their time in the school students remain on the electronic database and a hard copy of their critical files are kept in the School's compactus.</p> <p>Records of past students are also maintained on the database and copies of critical files are stored electronically on online servers. In the first twelve months following a student's departure, any hard copy files</p>

	are transferred to the online server. Thereafter they are filed as archives indefinitely.
Enrolment Guidelines and Procedures	All applications are processed according to the School's Enrolment Policy and the following Guidelines and Procedures.

The Process of Enrolment

Application for Enrolment

As the first step, families seeking a place for their child at Macarthur may submit an Application of Enrolment together with an Application Fee of \$250 following their child's birth date. Parents are encouraged to apply for enrolment as soon as their child is born.

An 'Application of Enrolment' does not in itself secure a place, but ensures that the Child is placed on the Enrolment list for their cohort year. The Online Application Form is on the School's website. The Application will be acknowledged by a member of the Admissions Team.

School Invitation for Interview with Student and Family

Approximately 12-18 months before the anticipated commencement date parents and guardians will be invited, in priority order, via email by a member of the Admissions Team to an enrolment interview.

Parents and/or guardians will need to respond to the invitation within 10 working days to keep their priority listing. At this time they will also be required to submit the following documentation online:

For All Students

- A copy of the child's birth certificate
- A copy of the Australian Immunisation Register for their child
- A copy of proof of citizenship (if born overseas) or
- A copy of the applicable VISA that allows for domestic fee charges

For students who have attended previous schools

- A Copy of the last two School Reports
- A Copy of NAPLAN Results (if applicable)
- A Copy of Psychometric/Learning Support Reports including Speech

- Therapy Reports (if applicable)

School Interview with Student and Family

Every student seeking admission is interviewed in the company of at least one parent within 18 months before enrolment. At the interview the following matters are discussed:

- The nature of the academic programme of the School and the academic history of the student (if applicable)
- The Christian philosophy and practice of the School and the family's preparedness for their child(ren) to participate
- The philosophy and practice of the School's co-curricular programme
- Any critical health matters related to the student
- The expected standards of work, discipline and dress and bearing of the student.
- The history of any learning difficulties or disabilities (if applicable).
- The fee structure of the school and the financial expectations of the School.

Consideration is given to each applicant's supporting statements, documentation, references and interview responses regarding their ability and willingness to support the School's ethos and the 'Conditions of Enrolment'.

Each applicant's apparent educational needs are given due consideration. To do this the School will gather documentary information and consult with the parents and other relevant people, view reports and carry out assessments.

The admission process also seeks to identify any strategies that may need to be put in place to accommodate the applicant if the enrolment is made.

The Letter of Offer, Payment of Enrolment Fee and Confirmation Fee

Following the admission process, the School will inform parents in writing of their success or otherwise regarding the offer of a place in a given year. It is NOT possible to defer the acceptance of an enrolment place to a later year.

Provided that the School is satisfied that parents and the students can meet the demands of the General Enrolment Criteria (see above) a Letter of Offer of Enrolment will be sent to the family. The Letter of Offer and the associated Enrolment Fee and Confirmation Fee must be accepted and paid within 7 days of the letter being sent.

The Enrolment Fees and Confirmation Fees are all non-refundable. In the case of the Confirmation Fee, the amount paid will be deducted from the student's first official year of schooling at Macarthur. In the case of students who enter Transition, the first official year of schooling to which the deduction will be applied is their Kindergarten year.

English and Additional Language Students

In the case of domestic 'English as Additional Language' students:

Where a student has not been taught in English as the mode of instruction for at least two years and are seeking enrolment at Macarthur, a condition of enrolment will be:

1. Commit to academic testing to measure their child's English proficiency.
2. Commit to enrolling the child in additional EAL tutoring classes as requested by the School.

Fees associated with both the testing and the associated tutoring will be borne by the enrolling parent who will be informed of these expectations and associated costs at the enrolment interview.

	<p><i>International Students</i></p> <p>In the case of international students:</p> <ol style="list-style-type: none"> 1. Macarthur is registered under the ESOS Act to provide courses to overseas students. 2. Detailed information on the enrolment of international students is contained in the International Student Manual. <p><i>Students with Disabilities</i></p> <p>In the case of enrolment of students with disabilities please also consult Macarthur's Disability Policy and Disability Guidelines and Procedures.</p>
Conditions of Enrolment (T-12)	<p>The Terms and Conditions of Enrolment have been developed in order to make as harmonious as possible the joint work of family and School in the education of a child. One of the features of the School's approach is the importance of cooperation and partnership with mutual understanding.</p>
Interpretation	<p>'Parents' include guardians or any other person who has Registered a child for future enrolment or enrolled a child at the School and, where the child has only one parent, means that parent.</p>

Fees

1. Parents agree to pay
 - a. the applicable Enrolment Fee, Enrolment Confirmation Fee and Capital Contribution by the due date; and
 - b. all the School fees for Tuition, the Student Activity Fee, additional fees for excursions, camps and the supply of goods and services to the student as determined by the School and as advised by the School from time to time.
2. All fees are due upon receipt of the annual school fees invoice sent to parents in January of each year.
3. Parents agree that:
 - a. if they do not pay the fees in full by 15 February they must complete and submit to the Accounts Office a Paysmart™ payment form; and
 - b. if the fees are not paid in full by 15 February and parents have not completed and submitted a Paysmart™ payment form by the same date, the fees account will then be overdue.
4. Where fees are paid by the same person a sibling discount applies to the second, third and subsequent children where these students are enrolled at the School at the same time.
5. If an account for fees and/or charges is overdue the student's enrolment may be suspended and the School may subsequently without further notice refuse entry to the student or terminate his/her enrolment until the overdue fees account is paid.
6. Immediate contact should be made with the Business Manager if parents anticipate any difficulty in the payment of fees.
7. A full term's notice in writing must be given to the Headmaster before any student is withdrawn from the School. The notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, parents agree to pay one term's fees plus GST. This amount is a genuine pre-estimate by the School of the loss that it would suffer due to forward planning if parents do not provide the required notice.
8. No remission of fees, either in whole or in part, will be made if the student is absent due to illness, leave or suspension including attendance at camps, excursions, online learning or overnight trips that form part of the compulsory curriculum of the School.

	<p>9. Parents agree to pay all medical and ambulance expenses incurred on behalf of the student.</p>
Expectations and Behaviour	<p>10. Parents must support the School and understand that the School is a Christian community and that behaviours and attitudes based on Christian values are encouraged. All communication between students, parents, visitors and staff members should be conducted in a courteous and respectful manner. Confrontation and criticism in public are to be avoided and parents accept that there is no place in the School community for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments whether in person, in writing or online.</p> <p>11. The School encourages parents to be actively involved in the School through attendance at parent-teacher interviews and parent events, participation in courses offered by the School relevant to the student's education and assistance to the School in a voluntary capacity from time to time.</p> <p>12. Parents agree to support the values of the School and to abide by the rules of the School as set out in various publications including the School Diary. Students must do the same and parents agree to encourage students in this. The School has specific requirements in relation to discipline, homework, uniform, attendance and leave, which parents must understand and which they must agree to support.</p> <p>13. The School may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. All students must participate in and/or attend the following activities, as determined by the Headmaster:</p> <ol style="list-style-type: none"> Chapel Services, Biblical Studies and Christian Education Programmes and Assemblies; co-curricular activities; the School sports and music programmes including required attendance as spectators or audience at events as directed by the School; important school events such as the end of year prize giving assemblies, Speech and Awards Night and House

	<p>functions and other events as required by the Headmaster from time to time;</p> <ul style="list-style-type: none"> e. various camps including the annual Outdoor Education Camp for each year group from Years 3 to 12; and f. excursions, including overnight excursions, that occur from time to time as an integral part of the School curriculum. <p>14. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a term and/or late return from breaks are considered only in the most extreme cases and must be applied for in writing to the Headmaster.</p>
Exclusion From the School	<p>15.</p> <p>If the Headmaster, or any person deputising for the Headmaster, considers that a student is guilty of a serious breach of the School rules or has otherwise engaged in conduct that is prejudicial to the School or its students or staff, or where the parent or the student have failed to comply with these conditions of enrolment, the Headmaster or his deputy may exclude the student permanently or temporarily at their absolute discretion.</p> <p>16. If the School Council or the Headmaster believes that a mutually beneficial relationship of trust and co-operation between a parent and the School has broken down to the extent that it adversely impacts on that relationship, then the School Council or Headmaster may require the parent to remove the student from the School.</p> <p>17. The Headmaster may, by giving parents reasonable notice, ask that they remove the student from the School at the end of a school year where the student has, in the Headmaster's opinion, failed to meet the requirements of the New South Wales Education Standards Authority (NESA) or has otherwise failed to make satisfactory progress in his or her academic work.</p> <p>18. The student and the parents with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond. No remission</p>

	<p>of fess will apply in any case of permanent exclusion of a student.</p>
<p>Health, Safety, Welfare and Wellbeing</p>	<p>Parents acknowledge and agree that:</p> <ol style="list-style-type: none"> 19. They have supplied to the School all information prior to the enrolment of their child that may impact on the student's full participation in the School's educational, sporting, co-curricular and outdoor education programmes and that they have fully disclosed any special needs (including but not limited to any medical, physical, learning or psychological needs) which the student has; <ol style="list-style-type: none"> a. they will notify the School immediately where any disclosed special needs change or where any special needs arise, or there are any changes to the information b. they have supplied and will on an ongoing basis provide to the School copies of medical reports or developmental assessments, such as reports from paediatricians, psychologists, speech therapists, occupational therapists, or other professionals, pertaining to the student's development; and c. they will complete the student's medical information accurately and provide regular updates to the School via the online Parent Lounge portal. d. Failure to supply this information may result in the exclusion of the student from the School where parents have chosen not to disclose such information or sought to mislead the School by not providing all relevant information. 20. Parents agree to give the School notice of any change in contact details as soon as practical. 21. The School seeks to maintain an environment that is safe for all students and in which learning can take place. Parents agree that to this end the Headmaster or his nominee may search the student's bag, locker or other possessions where there are reasonable grounds to do so. 22. If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if parents are not readily available to

	<p>authorise such treatment, parents authorise the Headmaster or, in his absence, a responsible member of the school staff, to give the necessary authority for such treatment. Parents agree to indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.</p> <p>23. The School requires parents to observe School security procedures as they apply from time to time for the protection of students.</p> <p>24. If parents wish to collect their children for early departure or speak in person to them they are to report to the Heads of School Office or the Administration Centre.</p> <p>25. A student's personal property is not insured by the School and the School does not accept any responsibility for loss.</p>
Privacy	<p>26.</p> <p>The School may from time to time collect personal information about parents and students which may be necessary for the School's function or activities. Parents authorise the School to use and disclose information in such a manner as the Headmaster may deem appropriate for the purposes of the student's education, health, care, welfare or development. Parents acknowledge they have read the School's Privacy Policy and Standard Collection Notice available for download from the School website.</p> <p>27. Parents give permission for photographs and videos of the student to be placed in the School's records, displayed from time to time around the School, and published in School publications, on its website, on the School's social media sites, and in other marketing and promotional material.</p> <p>28. Where relevant, parents agree to provide to the School all current Family Court or other court orders relating to the School and/or the student. The School's Privacy Policy deals with the confidentiality of such information.</p>

General	<p>29.</p> <p>The School reserves the right to change these conditions from time to time.</p> <p><i>This policy is reviewed annually. The last textual change to the policy was March 2022</i></p>
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Code of Conduct - Parents and Guardians

(Executive Summary)

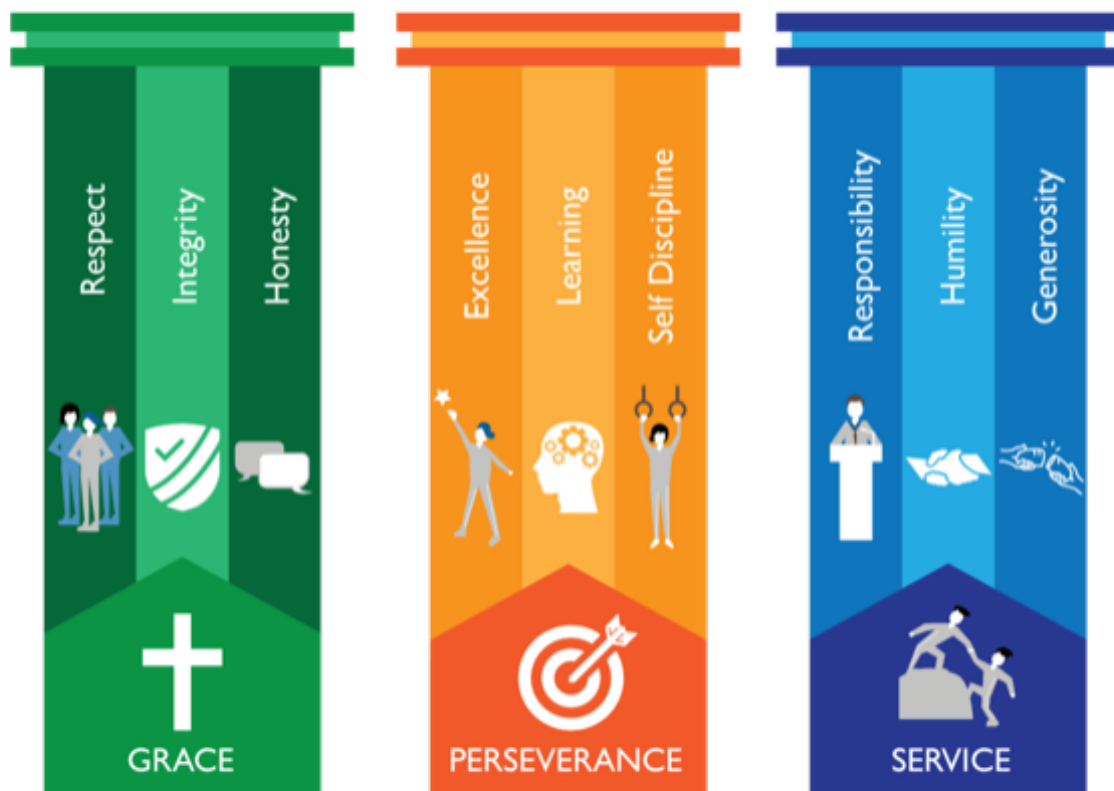
Introduction

Parents and guardians are an indispensable part of a child's education. We recognise that parents and guardians are part of the School community and have a right to participate in their child's education.

In order to balance the rights of parents and guardians, students, teachers and staff, we expect parents/guardians to uphold a certain standard of behaviour.

This standard allows children to learn, teachers to teach, and other community members to participate in education, free from harassment, violence, intimidation and vilification.

Parents and guardians should set an example for their children, and the children of others. They have a shared responsibility with their children, other parents/guardians and the School to ensure that their children abide by the expectations set out in the student diary and encapsulated in the 'Pillars of Macarthur'.



Extra-Curricular and Sporting Events

We recognise that parents and guardians are often actively involved in the sporting and extra-curricular events of their children. We encourage parents to participate in such activities and to support their children, however we also make clear that we have high expectations of parents at these events and activities.

At these events, especially sporting events, parents are expected to:

- ✓ encourage (without forcing their child to participate)
- ✓ Never ridicule, berate, discourage or otherwise interfere with their child or another child
- ✓ Uphold the principles of good sportsmanship and fair play
- ✓ Never yell, abuse or interfere with a sporting official, coach or teacher
- ✓ Never incite, encourage or commit acts of violence
- ✓ Never use foul or abusive language
- ✓ Never interfere in an activity

Dealing with the School

Parents and guardians are expected to deal with our teaching and non-teaching staff in a way that is courteous and respectful at all times. This includes dealings via electronic media.

Parents and guardians should only deal with teachers in accordance with our regular procedures so that teachers are able to discharge their duties without undue interference. Our regular procedures include:

- ✓ Entries in student diaries
- ✓ Telephone contact
- ✓ Pre-arranged appointments
- ✓ Parent-teacher interviews

Parents and guardians should not approach or interact with the children of other parents without their permission.

Parents and guardians must not denigrate or damage the reputation of the School or its staff by any means either in person or online.

School Policies

Parents and guardians should support their children so that they can comply with School policies and procedures. Most of the expectations and rules applicable to students are outlined in the Student Diary.

Parents and guardians, as members of the School community, are also expected to comply with School policies and reasonable directions, including those relating to health and safety and communications with the School.

Complaints and Feedback

Macarthur Anglican School has developed a complaints policy to ensure that all grievances and complaints are dealt with by the School in the appropriate manner.

Should a parent or guardian be unable to resolve an issue informally, they may lodge a complaint with the School. We commit to dealing with this complaint according to our Complaints and Grievances Policy (See our website for details).

Breach of the Code of Conduct

Parents and guardians are expected to follow this Code of Conduct and the Terms and Conditions of Enrolment (See our website for details). Serious breaches of the code or the Terms and Conditions of Enrolment may lead to the withdrawal of their child/ren from Macarthur Anglican School.

The last textual change to this document was made in August 2020



Enter to Learn, Go out to Serve

Parent Communication and Involvement Policy

(Executive Summary)

Our Policy

Macarthur Anglican School we believe that positive, clear and effective communication between the School and community members is central to providing a mutually supportive environment that will enable our students to meet their full potential.

This policy outlines the main ways in which Macarthur Anglican School seeks to facilitate both formal and informal communication between the School and parents/guardians, including:

- ✓ General School communications
- ✓ Structured parent/teacher communications
- ✓ Parent-initiated communications with teachers
- ✓ Parent-initiated communications with respect to operational matters
- ✓ Complaints management.

Structured Parent/Teacher Communications

Formal structured parent/teacher communications are facilitated throughout the year via:

- ✓ Entries in student diaries
- ✓ Parent/teacher interviews
- ✓ Parent and guardian information evenings
- ✓ Student reports to parents (bi-annually)

General School Communications to Parents/Guardians

General informal School communications to parents/guardians are facilitated through:

- ✓ The online publication of our newsletter The Bulletin
- ✓ A printed copy of our bi-annual magazine (Tartan Ties)
- ✓ Updates on our public website
- ✓ The online School calendar
- ✓ The online academic assessment calendars
- ✓ Termly email distribution of "Significant Dates"
- ✓ Permission notes, event notices and other communications provided to email addresses of parents/guardians
- ✓ Emails highlighting important information pertaining to the whole school, a year grade or a subject/class group

- ✓ The annual report to parents
- ✓ Speech and Awards Evening
- ✓ Facebook
- ✓ Twitter at @MacAngSchool
- ✓ Letters by post - used where email is not possible or is deemed inappropriate.

Parent-Initiated Communications with Teachers

Parents and guardians should have regard to the fact that our teachers are professionals and have multiple responsibilities outside of their direct teaching commitments. It may therefore be difficult to arrange meetings at short notice during a school day.

As a matter of general guidance:

- ✓ Enquiries relating to specific performance or educational issues should be addressed to a student's teacher.
- ✓ General curriculum enquiries should be addressed to the Faculty Head or the Dean of Studies.
- ✓ Pastoral care enquiries should be addressed to a student's Head of House, Heads of School or the Dean of Students.
- ✓ Parents should not expect teachers to reply to complex, sensitive or difficult matters via email. Teachers may acknowledge the receipt of such emails, but parents/guardians and teachers are expected to manage such matters either face-to-face or by telephone.

When seeking to arrange a meeting parents should make a formal appointment for either a telephone conversation or a face-to-face meeting.

Appointments can be made by contacting the Administration Office on (02) 4647 5333.

Where possible we will endeavour to arrange a meeting within three days of receiving a request.

If a parent or guardian is dissatisfied with the response of a teacher they should request an appointment with their child's Year Co-ordinator.

Courteous and Respectful Behaviour

The School's staff endeavour to be courteous and respectful with our students, parents/guardians and the wider community. We also expect students, parents/guardians and others to be courteous and respectful with our staff, especially to set an example for their children.

Parents/guardians are expected to abide by the School's Code of Conduct (Parents and Guardians) at all times, and all communications with teachers and School staff should be approached in a calm and non-aggressive manner.

Complaints Policy

If a parent or guardian is dissatisfied with the conduct or outcome of their communications with a teacher, Head of House, Faculty Head or another member of Macarthur Anglican School's staff they may lodge a formal complaint which will be dealt with in accordance with our Complaints

and Grievances Policy which is available on our public website.

Emergencies

Normally, a parent or guardian should not communicate with their child during school hours. In the event of an emergency, parents/guardians are requested to contact the School office and advise them of the nature of the emergency. Staff members will then facilitate communication between the parent/guardian and child.

The last textual change to this policy was made in August 2020.

PRIVACY POLICY

Scope of Policy and Source of Obligation

In the course of Macarthur Anglican School's activities, we manage and protect personal information in accordance with the Privacy Act 1988 (Cth) (**Privacy Act**) and the 13 Australian Privacy Principles (APPs), as well as the requirements of the Health Records and Information Privacy Act 2002 (NSW).

Scope of policy

This policy outlines the circumstances in which we obtain personal information, how we use and disclose that information and how we manage requests to access and/or change that information.

What is personal information and how do we collect it?

Personal information is information or an opinion about an individual from which they can be reasonably identified. Depending on the circumstances, we may collect personal information from the individual in their capacity as a student, contractor, volunteer, stakeholder, job applicant, alumni, visitors or others that come into contact with the school.

In the course of providing services we may collect and hold:

- **Personal Information** including (but not limited to) names, addresses and other contact details; dates of birth; next of kin details; emergency contacts, photographic images; attendance records and financial information.
- **Sensitive Information** (particularly in relation to student and parent records) including (but not limited to) government identifiers (such as TFN), employment records, religious beliefs, nationality, country of birth, professional memberships, family court orders and criminal records.
- **Health Information** (particularly in relation to student and parent records) including (but not limited to) medical records, disabilities, immunisation details and psychological reports.

As part of our recruitment processes for employees, contractors and volunteers, we may collect and hold:

- **Personal Information** including (but not limited to) names, addresses and other contact details, dates of birth, financial information, citizenship, employment references, regulatory accreditation, media, directorships, property ownership and driver's licence information.
- **Sensitive Information** including (but not limited to) government identifiers (such as TFN), nationality, country of birth, professional memberships, family court orders and criminal records.
- **Health Information** (particularly in relation to prospective staff and student records) including (but not limited to) medical records, disabilities, immunisation details and psychological reports.

Generally, we will seek consent from the individual in writing before we collect their sensitive information (including health information).

It is noted that employee records are not covered by the APPs where they relate to current or former employment relations between the school and the employee.

Collection of personal information

The collection of personal information depends on the circumstances in which Macarthur Anglican School is collecting it. If it is reasonable and practical to do so, we collect personal information directly from the individual.

Solicited Information

Macarthur Anglican School has, where possible, attempted to standardise the collection of personal information by using specifically designed forms (e.g. an Enrolment Form or Health Information Disclosure Form). However, given the nature of our operations we also receive personal information by email, letters, notes, via our website, over the telephone, in face-to-face meetings, through financial transactions and through surveillance activities such as the use of CCTV security cameras, applications (such as WeChat, Facebook and iMessages) and network and email monitoring.

We may also collect personal information from other people (e.g. a third-party administrator, referees for prospective employees) or independent sources. However, we will only do so where it is not reasonable and practical to collect the personal information from the individual directly.



Information collected from our website

We may collect information based on how individuals use our website. We use "cookies" and other data collection methods to collect information on website activity such as the number of visitors, the number of pages viewed and the internet advertisements which bring visitors to our website. This information is collected to analyse and improve our website, marketing campaigns and to record statistics on web traffic. We do not use this information to personally identify individuals.

Unsolicited information

Macarthur Anglican School may be provided with personal information without having sought it through our normal means of collection. This is known as "unsolicited information" and is often collected by:

- Misdirected postal mail – Letters, Notes, Documents
- Misdirected electronic mail – Emails, electronic messages
- Employment applications sent to us that are not in response to an advertised vacancy
- Additional information provided to us which was not requested.

Unsolicited information obtained by Macarthur Anglican School will only be held, used and or disclosed if it is considered as personal information that could have been collected by normal means. If that unsolicited information could not have been collected by normal means then we will destroy, permanently delete or de-identify the personal information as appropriate.

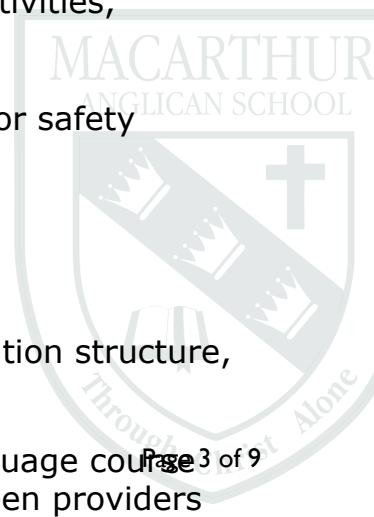
Collection and use of sensitive information

We only collect sensitive information if it is:

- reasonably necessary for one or more of these functions or activities, and we have the individual's consent
- necessary to lessen or prevent a serious threat to life, health or safety
- another permitted general situation
- another permitted health situation.

We may share sensitive information to other entities in our organisation structure, but only if necessary for us to provide our products or services.

For example, where a student is packaged to attend an English language course prior to commencing at Macarthur, information will be shared between providers for the purposes of ensuring that both the immigration documents match, and that entry information such as pre arrival English testing and medical information may be communicated with the language school



How do we use personal information?

Macarthur Anglican School only uses personal information that is reasonably necessary for one or more of our functions or activities (the primary purpose) or for a related secondary purpose that would be reasonably expected by you, or for an activity or purpose to which you have consented.

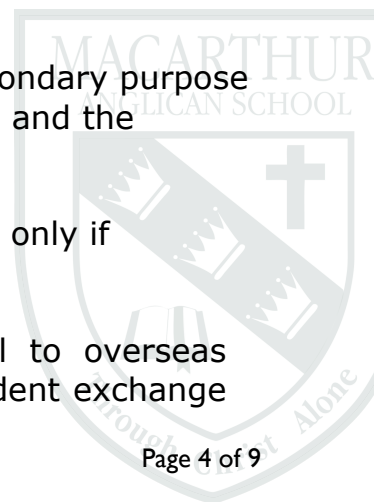
Our primary uses of personal information include, but are not limited to:

- providing education, pastoral care, extra-curricular and health services
- satisfying our legal obligations including our duty of care and child protection obligations
- keeping parents informed as to school community matters through correspondence, newsletters and magazines
- marketing, promotional and fundraising activities
- supporting the activities of school associations such as Macarthur Alumni Association
- supporting community based causes and activities, charities and other causes in connection with the School's functions or activities
- helping us to improve our day-to-day operations including training our staff
- systems development; developing new programs and services; undertaking planning, research and statistical analysis
- school administration including for insurance purposes
- the employment of staff
- the engagement of volunteers.

We will only use or disclose sensitive or health information for a secondary purpose if you would reasonably expect us to use or disclose the information and the secondary purpose is directly related to the primary purpose.

We may share personal information to related bodies corporate, but only if necessary for us to provide our services.

The school/college may disclose information about an individual to overseas recipients only when it is necessary, for example to facilitate a student exchange



program. The school/college will not however send information about an individual outside of Australia without their consent.

Storage and Security of Personal Information

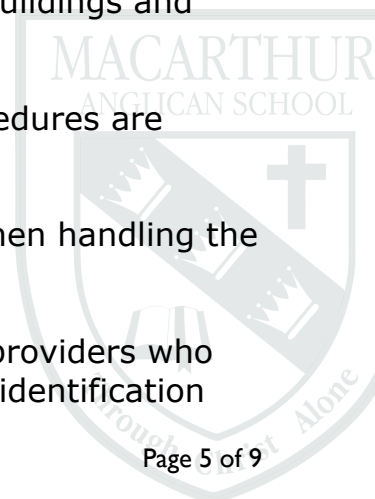
Macarthur Anglican School stores Personal Information in a variety of formats including, but not limited to:

- databases
- hard copy files
- personal devices, including laptop computers
- third party storage providers such as cloud storage facilities
- paper based files.

Macarthur Anglican School takes all reasonable steps to protect the personal information we hold from misuse, loss, unauthorised access, modification or disclosure.

These steps include, but are not limited to:

- Restricting access and user privilege of information by staff depending on their role and responsibilities.
- Ensuring staff do not share personal passwords.
- Ensuring hard copy files are stored in lockable filing cabinets in lockable rooms. Staff access is subject to user privilege.
- Ensuring access to Macarthur Anglican School's premises are secured at all times.
- Implementing physical security measures around the school buildings and grounds to prevent break-ins.
- Ensuring our IT and cyber security systems, policies and procedures are implemented and up to date.
- Ensuring staff comply with internal policies and procedures when handling the information.
- Undertaking due diligence with respect to third party service providers who may have access to personal information, including customer identification



providers and cloud service providers, to ensure as far as practicable that they are compliant with the APPs or a similar privacy regime.

- The destruction, deletion or de-identification of personal information we hold that is no longer needed, or required to be retained by any other laws.

Our public website may contain links to other third-party websites outside of Macarthur Anglican School. Macarthur Anglican School is not responsible for the information stored, accessed, used or disclosed on such websites and we cannot comment on their privacy policies.

Responding to data breaches

Macarthur Anglican School will take appropriate, prompt action if we have reasonable grounds to believe that a data breach may have, or is suspected to have occurred. Depending on the type of data breach, this may include a review of our internal security procedures, taking remedial internal action, notifying affected individuals and the Office of the Australian Information Commissioner (OAIC).

If we are unable to notify individuals, we will publish a statement on our website and take reasonable steps to publicise the contents of this statement.

Disclosure of personal information

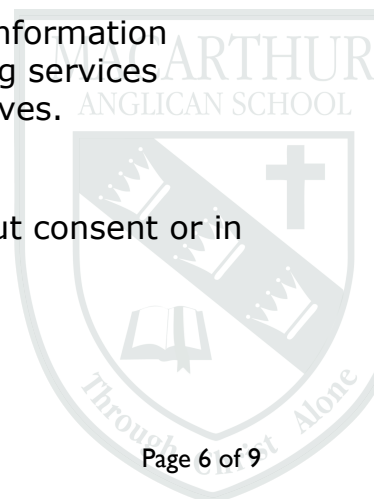
Personal information is used for the purposes for which it was given to Macarthur Anglican School, or for purposes which are directly related to one or more of our functions or activities.

Personal information may be disclosed to government agencies, other parents, other schools, recipients of school publications, visiting teachers, counsellors and coaches, our services providers, agents, contractors, business partners, related entities and other recipients from time to time, if the individual:

- Has given consent; or would reasonably expect the personal information to be disclosed in that manner (eg with translation/interpreting services for communication with parents/students or their representatives).

Macarthur Anglican School may disclose personal information without consent or in a manner which an individual would reasonably expect if:

- We are required to do so by law.



- The disclosure will lessen or prevent a serious threat to the life, health or safety of an individual or to public safety.
- Another permitted general situation applies.
- Disclosure is reasonably necessary for a law enforcement related activity.
- Another permitted health situation exists.

Disclosure of your personal information to overseas recipients

Personal information about an individual may be disclosed to an overseas organisation in the course of providing our services, for example when storing information with a “cloud service provider” which stores data outside of Australia

We will however take all reasonable steps not to disclose an individual’s personal information to overseas recipients unless:

- we have the individual’s consent (which may be implied);
- we have satisfied ourselves that the overseas recipient is compliant with the APPs, or a similar privacy regime;
- we form the opinion that the disclosure will lessen or prevent a serious threat to the life, health or safety of an individual or to public safety; or
- we are taking appropriate action in relation to suspected unlawful activity or serious misconduct

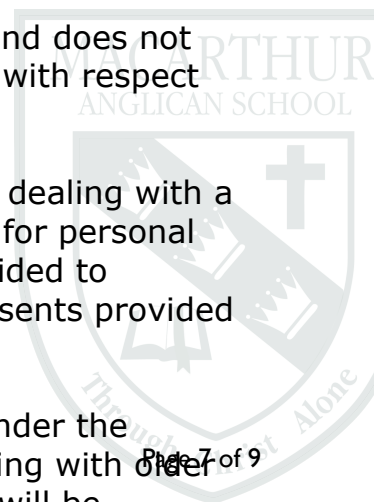
Notwithstanding the above, parents of students enrolling from overseas may have their information shared with representative education agents, English testing organisations, offshore education providers, to facilitate a student exchange program and with other necessary parties to assist in the enrolment and ongoing management of a student during their enrolment.

Personal information of students

The Privacy Act does not differentiate between adults and children and does not specify an age after which individuals can make their own decisions with respect to their personal information.

At Macarthur Anglican School we take a common sense approach to dealing with a student’s personal information and generally will refer any requests for personal information to a student’s parents/carers. We will treat notices provided to parents/carers as notices provided to students and we will treat consents provided by parents/carers as consents provided by a student.

We are however cognisant of the fact that children do have rights under the Privacy Act, and that in certain circumstances (especially when dealing with older students and especially when dealing with sensitive information), it will be appropriate to seek and obtain consents directly from students. We also acknowledge that there may be occasions where a student may give or withhold



consent with respect to the use of their personal information independently from their parents/carers.

There may also be occasions where parents/carers are denied access to information with respect to their children, because to provide such information would have an unreasonable impact on the privacy of others, or result in a breach of the school's duty of care to the student.

The quality of personal information

We take all reasonable steps to ensure the personal information we hold, use and disclose is accurate, complete and up-to-date, including at the time of using or disclosing the information.

If Macarthur Anglican School becomes aware that the Personal Information is incorrect or out of date, we will take reasonable steps to rectify the incorrect or out of date information.

Access and correction of personal information

You may submit a request to us to access the personal information we hold, or request that we change the personal information. Upon receiving such a request, we will take steps to verify your identity before granting access or correcting the information.

If we reject the request, you will be notified accordingly. Where appropriate, we will provide the reason/s for our decision. If the rejection relates to a request to change personal information, an individual may make a statement about the requested change and we will attach this to their record.

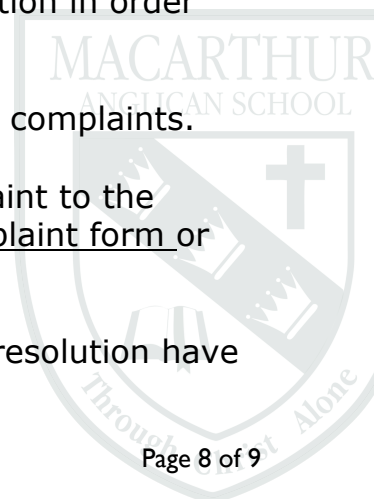
Complaints

You can make a complaint about how Macarthur Anglican School manages personal information, including a breach of the APPs, by notifying us in writing as soon as possible. We will respond to the complaint within a reasonable time (usually no longer than 30 days) and we make seek further information in order to provide a full and complete response.

Macarthur Anglican School does not charge a fee for the handling of complaints.

If you are not satisfied with our response, you may refer the complaint to the OAIC. A complaint can be made using the OAIC online [Privacy Complaint form](#) or by mail, fax or email.

A referral to OAIC should be a last resort once all other avenues of resolution have been exhausted.



How to contact us

Macarthur Anglican School can be contacted about this Privacy Policy or about personal information generally, by:

- Emailing the Headmaster at headmaster@macarthur.nsw.edu.au
- Calling (02) 4647 5333
- Writing to our Privacy Officer, the Deputy Headmaster at: Box 555,

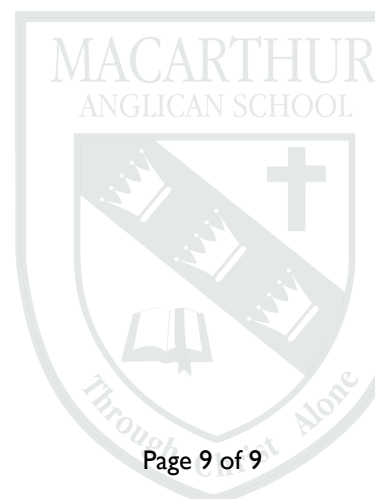
Camden, NSW, 2570

If practical, you can contact us anonymously (i.e. without identifying yourself) or by using a pseudonym. However, if you choose not to identify yourself, we may not be able to give you the information or provide the assistance you might otherwise receive if it is not practical to do so.

Changes to our privacy and information handling practices

This Privacy Policy is subject to change at any time. Please check our Privacy Policy on our website (<http://www.macarthur.nsw.edu.au/>) regularly for any changes.

This Privacy Policy was last reviewed: September 2020





Enter to Learn, Go out to Serve

Information Collection Notice

This Information Collection Notice explains in general terms how we protect the privacy of the personal information you provide when you are enrolling your child or your child is enrolled at Macarthur Anglican School. In reviewing this Information Collection Notice and providing us with your personal information, you consent to our collection, use and disclosure of that information in the manner set out below, unless you tell us otherwise.

1. Macarthur Anglican School collects personal information, including sensitive information about students and parents or guardians and family members before and during the course of a student's enrolment at Macarthur Anglican School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable Macarthur Anglican School to meet its educational, administrative and duty of care responsibilities to the student to enable them to take part in all the activities of Macarthur Anglican School.
2. Some of the information Macarthur Anglican School collects is to satisfy the School's legal obligations, particularly to enable Macarthur Anglican School to discharge its duty of care.
3. Laws governing or relating to the operation of Macarthur Anglican School require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. Macarthur Anglican School may request medical reports and health information about students from time to time to discharge its legal duty of care to the student and to other students and staff. This includes a student's asthma and anaphylaxis action plans, as well as any other health or medical information which is reasonably likely to impact on Macarthur Anglican School's ability to provide educational, first aid and related services.
5. A student's health and medical information will be disseminated and used within Macarthur Anglican School to best meet Macarthur Anglican School's duty of care responsibilities. This may include the use of

photographs with health action plans to facilitate the identification of students who may be at heightened risk.

Health information about students is sensitive information within the terms of the Australian Privacy Principles (APPs) under the Privacy Act 1988.

6. Macarthur Anglican School may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). Third parties may include:

- Exploring Tree Macarthur (for children in T- Year 6)
- government departments;
- third party outdoor education providers contracted by the School
- third party service providers that provide online educational and assessment. support services or applications (apps), which may include email and instant messaging;
- another school or college to facilitate the transfer of a student;
- medical practitioners, and people providing educational support and health services to the School, including specialist visiting teachers, sports coaches, volunteers, counsellors and providers of learning and assessment tools;
- assessment and educational authorities, including the NSW Education Standards Authority and Australian Curriculum, Assessment and Reporting Authority;
- people providing administrative and financial services to Macarthur Anglican School;
- anyone you authorise Macarthur Anglican School to disclose information to; and
- anyone to whom Macarthur Anglican School is required or authorised to disclose the information to by law, including under child protection laws.

7. If this information is not provided to us, Macarthur Anglican School views this as an unacceptable risk and will not proceed with the enrolment as it cannot fulfil its duty of care.

8. Macarthur Anglican School will engage in fundraising activities from time to time. Information received from you may be used for these purposes. It may also be disclosed to Macarthur Anglican School's Parent & Friends Association who assist in the fundraising activities of Macarthur Anglican

School. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

9. Macarthur Anglican School may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These servers may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia. Macarthur Anglican School's Privacy Policy contains further information about its use of cloud and other third-party service providers and any of their overseas locations.

10. Macarthur Anglican School's Privacy Policy is accessible via Macarthur Anglican School website or from the Administration Office of Macarthur Anglican School. The policy sets out how parents, guardians or students may seek access to, and correction of their personal information which Macarthur Anglican School has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, or may result in a breach of Macarthur Anglican School's duty of care to the student, or where students have provided information in confidence. Any refusal will be notified in writing with reasons if appropriate.

11. Macarthur Anglican School's Privacy Policy sets out how parents, guardians, students and families can make a complaint about a breach of the APPs and how the complaint will be handled.

12. By accepting the Terms and Conditions of Macarthur's Letter of Offer of Enrolment parents are accepting the conditions that on occasions information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines, on physical displays throughout the School and on our public website, intranet, Facebook and Instagram pages. This may include, (but is not limited to), photographs and videos of student activities such as academic and sporting events, School camps and excursions.

13. If you provide Macarthur Anglican School with the personal information of others, such as other family members, doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to Macarthur Anglican School and why, that they can request access to and correction of that information if they wish and to also refer them to Macarthur Anglican School's Privacy Policy for further details about such

requests and how Macarthur Anglican School otherwise handles personal information it collects and complaints it receives.



Complaints and Grievances *(Executive Summary)*

Macarthur Anglican School is committed to the development of 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.

Complaint Handling Principles

- The School is committed to effective complaints handling and values feedback through complaints.
- Complaints will be taken seriously and dealt with appropriately.
- Where complaints involve criticisms or allegations against other staff, students, parents or volunteers the principles of Procedural Fairness will apply.
- Complaints will be dealt with in a timely manner with an appropriate degree of urgency and the complainant is kept informed throughout the process.
- After a complaint is received the complainant will be contacted within five business days confirming receipt of the complaint and the proposed process to be followed in dealing with it subject to appropriate consultation with the complainant as to the process.
- Complaints will be dealt with in an objective and unbiased manner.
- Personal information related to complaints will be confidential.
- Opportunities for further review of the complaint will be made available to the complainant and respondent.

Parental Complaints

In order to maintain an open organisation it is essential that parents believe that the school is willing to hear their concerns. The interests of the school are better served when parents are able to express their concerns to a member of staff as opposed to sharing their dissatisfaction with others. It is important that parents believe they are valued, involved and encouraged to express their concerns.

An open school is one that:

- Listens to parents and students;
- Provides an environment in which parents feel comfortable in contacting the Headmaster or other Senior Staff, Heads of School, Heads of House, House Tutors and Class Teachers, and
- Staff are comfortable in dealing with complaints.

An effective complaints procedure can diffuse problems and can provide the School with helpful information. Complaints treated as constructive suggestions can be used to improve standards and may prevent further complaint. Even unjustified complaints may indicate areas that can be improved.

What constitutes a Complaint

A complaint is an expression of dissatisfaction with a real or perceived situation. A complaint may be made by a parent if a parent thinks that the School or one of its employees has, for example:

- Done something wrong;
- Failed to do something it should have done, or
- Acted unfairly or impolitely.

A complaint may be made about:

- The School as a whole;
- A particular facet of the School or group within the School, or
- An individual member of staff.

All complaints need to be handled seriously. A gentle expression of concern, or a simple query, may grow into a major matter if parents feel that they have not been taken seriously or brushed aside. Often matters that have the potential to become very problematic can fade into insignificance if they are handled well in the initial stage. Procedures need to be flexible to handle both formal complaints and the informal raising of issues. Complaints against members of staff need particularly sensitive handling. All complaints need to have written records kept.

Lines of Approach

As Macarthur Anglican School provides a system of Pastoral Care, initial contact by parents would normally be made by the parent to the Class Teacher, Faculty Head, Head of House or Head of School. In all instances an appropriate member of senior staff is to be informed of any parental complaints. The appropriate Senior Staff member will ensure that the matter is brought to the attention of the Headmaster

or Deputy Headmaster if required. If staff are approached about a matter that lies outside their area of responsibility, it should be referred to the appropriate person. The parents who made the complaint are to be informed when a matter is referred. Matters incapable of resolution at a particular level should be referred to the appropriate senior person, with parents kept informed of the action being taken. Senior staff will refer such issues directly to the Headmaster, with whom the responsibility for dealing with most complaints lies.

There may be some parents who will wish to go directly to the Headmaster with their concerns, and this may be requested. However, it should be explained that the Headmaster may be delayed in responding to the concern. Written responses to parental complaints are to be discussed with the Deputy Headmaster and should be signed by either the Dean of Studies, Dean of Students, Deputy Headmaster or Headmaster.

Reducing Anxiety

As the person making the complaint may feel vulnerable, the School can reduce anxiety by taking the matter seriously and dispelling uncertainty about how the complaint will be dealt with. The following factors will assist in reducing anxiety:

- Information about the complaints procedure should be clear;
- Complaints are to be acknowledged as soon as practical, but within a maximum of five days. Staff are to inform parents what is happening to their concern or complaint and, if a more detailed response is needed, by what date it will be received. The issue is to be dealt with as quickly as possible, and
- The nature of the complaint and what is concerning the complainant should be clear. If it is not immediately obvious:
 - The parents may need more time to explain;
 - They could be asked to put their complaint in writing, and
 - It may be helpful to discuss possible outcomes.

Recording

The School is to keep an effective record of complaints and other parental concerns. This may be required because:

- It may become the cause of future legal action;
- Patterns in the record may indicate a need for action, and
- Senior Staff should be able to check the records in the student files.

Any record of a complaint is to be filed and is to contain the following:

- Date when the issue was raised;
- Name of parent;
- Name of student;
- Brief statement of the issue;
- Member of staff handling the issue, and
- Brief statement of the outcome including to whom it has been referred if appropriate.

Procedural Fairness

In all complaints matters the principles of procedural fairness will apply where allegations are made against another person whether that be a parent, student or teacher.

Confidentiality

Confidentiality is an important issue for students, parents and staff. It is essential that any complaint is treated in a confidential manner and with respect. Parents often seek an assurance of confidentiality before expressing their concerns. It should be made clear to all concerned that it is the School's practice that the Headmaster or Deputy Headmaster are informed of complaints made by parents and that their complaint will not rebound adversely on their children. Similarly, complaints raised by students should not rebound on them or on other students unless disciplinary action is required. The question of confidentiality should be discussed sensitively and on an individual basis with the parents and the School's practice is to be carefully explained. It may be possible to deal with a problem without naming individuals. However, even if no names are given, the source of the complaint may be clear. Depending on the nature of the complaint and on the circumstances, it may be impractical to investigate without identifying the member of staff or the student.

Members of staff are rightly concerned that they should know about complaints that might be damaging to their reputation. Such complaints, where appropriate, will be made known to them and those who need to be consulted. The school will ensure that support is made available to help staff deal not only with complaints made to them, but also with complaints that are made about them. The school is also aware there is a need to provide support for staff against whom a complaint is made. The School will provide free counseling support through Access Programmes for staff members who feel a need. Speaking with the Deputy Headmaster can access this support. If there is a situation involving the Police, the Headmaster, or the next most senior staff member, if the Headmaster is unavailable, must take responsibility for action in the school.

Anonymous Complaints

Anonymous complaints may be where there is no indication of either name or address, or where the complainants say that they do not wish to be identified. They may come from members of the public, parents or from students. Complaints from the public about the behaviour of a group of students will normally be dealt with on a general basis, with reminders to all about school expectations.

Parents and students are encouraged to give their names and should be given reassurance on the issue of confidentiality. If they persist in wishing to remain anonymous, it is at the Headmaster's discretion as to what action, if any, should be taken. Anonymous allegations about Reportable Conduct should be monitored closely but no action taken until there is more certainty about the veracity of the allegation. As a general practice, the Headmaster will disregard anonymous allegations and complaints.

Resolution

Sometimes the very acknowledgment of an issue by the School brings relief to parents. Satisfaction for a complaint may come from any of the following:

- Knowing that changes have been made, and that matters will be different in the future;
- Knowing that the School is now alert to a possible problem;
- Feeling that their concern has been considered seriously, and
- An outcome which may be different from the one they sought, but which they perceive to be well-considered.

If time has been needed to consider matters, parents should receive a letter from either the Headmaster or Deputy Headmaster. This should cover:

- The issues raised;
- How the issues were considered;
- The people consulted, and
- The action that is to be taken.

Intractable Complaints

There may be a small minority of persistent or aggressive complainants who will never be satisfied. The School may discover on investigation that the complaint was without foundation, motivated by malice or without sufficient evidence.

Nevertheless, it is wise to treat all complaints seriously and to follow the procedures. Most complaints can be resolved if approached positively. If a complaint becomes intractable, it may be due to its nature or the way in which it was handled. It may of course be possible that the parent perceives the school to have 'closed ranks' against him or her.

In most cases of intractable complaints the Headmaster will raise the matter with the School Council. If the concern relates directly to a member of the Executive, the parents should make an appointment with the Headmaster to discuss this matter.

Support

Given the diverse nature of complaints, the School is to provide support, so that all staff can carry out their responsibilities and feel supported. Access to counselling is obtained by meeting with the Deputy Headmaster.

Student Complaints

The principles that apply to parental complaints should also apply to complaints and concerns from students. There are, however, differences in approaches. One important difference is that students should be able to raise concerns with any member of staff with whom they feel comfortable. It is essential that staff make students aware that staff at the School possess limited confidentiality and may be required, depending on circumstance, to inform the Deputy Headmaster or Headmaster of their complaint.

In more complex situations, once the matter is resolved, a member of staff should discuss the outcome with the student. To make sure that it is fully understood, a written record may be shown to the student. Complaints that appear trivial still need to be handled seriously. Young people may test the complaints procedures on relatively minor issues before finding the confidence to raise something distressing, such as bullying. If the issue is a distressing one, or if investigation of it is taking time, a student may need support from another student or from an adult. Students should be encouraged to choose a person with whom they feel comfortable to provide support.

Complaints, and ways of dealing with them, also need to be explained to students. Personal and Social Education programmes can be of use, not only in teaching students how they support and act as mentors to others, but also in encouraging them to understand that their views matter. The appropriate Head of School will oversee such action.

Review

The last textual change to this policy was in August 2019.



Student Health and Welfare *(Executive Summary)*

All schools and teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and the Headmaster not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury.

Macarthur has developed the following policies in response to student health and welfare risks that we have identified. Key risk areas are addressed below.

Pastoral Care

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.

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.

Depending on their stage of development and nature and seriousness of the care required, students may receive pastoral care support from:

- Their classroom teacher
- Their House Tutor
- Their Head of House
- The Chaplain
- The Dean of Students
- The Dean of Studies
- The Deputy Headmaster and
- The Headmaster

Allergy Awareness and Students at Risk of Anaphylaxis

Allergies occur when the immune system reacts to substances (allergens) in the environment, which are usually harmless. Anaphylaxis is the most severe form of allergic reaction. Individuals can have a mild, moderate or severe allergy. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life-threatening.

We are committed to providing a safe learning environment for all our students. We recognise that while policies and procedures to reduce the risk of an allergic reaction can be developed and maintained they cannot achieve a completely risk-free environment. Risk can be reduced but not eliminated. All our staff who regularly supervise or have contact with students at risk of an anaphylaxis have up-to-date anaphylaxis training and know how to prevent, recognise and treat anaphylaxis. This includes how to reduce the risk of a reaction, how to recognise a reaction and then respond to any emergency.

Asthma Management

Asthma attacks must be identified quickly and treated correctly to ensure the best outcome for students affected. All staff are aware of the symptoms, triggers and best practice management of asthma so that they can assist their asthmatic students. We are committed to supporting students who suffer from asthma and assisting them to participate in all regular activities. It is our policy that we:

- provide a clear set of guidelines for the management of asthma
- have established procedures for responding to, and dealing with, students who have been diagnosed with asthma
- have established procedures for responding to an asthma attack
- identify and, where possible, minimise asthma triggers
- where possible, encourage students with asthma to self-administer medication and keep it on their person
- where necessary, modify activities for the student with asthma in accordance with their needs.

Individual Health Care Plans

Many of our students have special health issues that may need to be managed through the development of Individual Health Care Plans. Individual Health Care Plans will be developed for:

- severe asthma, type 1 diabetes, epilepsy, allergies that can progress to anaphylaxis (such as a food and insect allergy)

- any student who is diagnosed as having a condition that may require an emergency response
- any student who requires the administration of health care procedures.

We have practices and procedures to manage students who need Individual Health Care Plans. Parents and carers should contact the Principal if they require further information.

Sun Protection

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of developing skin cancer.

It is our policy that we use a combination of sun protection strategies to assist students to be responsible for their own sun protection including:

- checking sun protection times
- making shade available
- wearing hats that protect their face, neck and ears when they are outside
- wearing sunscreen
- wearing sunglasses
- staff modelling appropriate sun protection behaviour
- incorporating sun protection and skin cancer awareness education into the curriculum
- including sun protective clothing in our uniform.



Enter to Learn, Go out to Serve

Student Behaviour and Discipline Policy

(Executive Summary)

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This section of the diary establishes the expectations Macarthur Anglican School has of its students and the rules that must be followed to create the optimum learning environment.

As students grow in age and maturity so do they grow in responsibility. It is Macarthur's expectation that older students will set good examples in all aspects of school life and lead younger students to do the same.

Promoting Good Behaviour and Discipline

We seek to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- ✓ clearly setting expectations with respect to student behaviour
- ✓ establishing specific teaching and learning programs
- ✓ communicating expectations with the wider community
- ✓ acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- ✓ maintaining records with respect to student behaviour.

Macarthur's strategies for promoting good behaviour and discipline are outlined in the Student Diary.

The Guiding Principles of the School's Expectations

Macarthur Anglican School is a Christian School. Consequently, student expectations are built on three key Christian Principles:

1. Each and every person is made in the image of God (*Gen: 1:26-28; 5:1-3; 9:6*) and is to be afforded the dignity that the Creator has bestowed upon them.
2. Jesus' taught that the second greatest commandment from God is to, "Love our neighbour as ourselves" (*Mt 22:39; Mk 12:31; Gal 5:14*).
3. The principle way we can fulfil the second commandment is to follow the Golden Rule: "Do to others as you would have them do to you" (*Mt 7:12; Lk 6:31*). The wisdom of this rule is so universal that it appears in some form in most belief systems.

The Pillars of the Macarthur Way

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.

	Respect	Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.
	Integrity	Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions.
	Honesty	Seek and communicate the truth by committing to be trustworthy and reliable in all that you do.
	Excellence	Strive to make everything one does better than before.
	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.
	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.
	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.

Specific Student Behavioural Expectations and Procedures

Anti-Bullying Procedures

The staff at Macarthur is keen to identify, understand and deal appropriately with bullying incidents in the School. Students, staff and parents are encouraged to report all incidents of bullying. The School is unable to take action if acts of bullying are not reported. All bullying incidents are dealt with seriously and the School reserves the right to discipline students whose behaviour is unacceptable.

The School identifies bullying in the following way:

“Bullying is when a student is exposed repeatedly and over a period of time to negative actions on the part of one or more other persons. Bullying may be committed in person or via communication technologies.”

Bullying can take many forms, all of which cause distress. Examples of bullying include:

Physical	hitting, pushing, tripping, kicking, spitting on others
Verbal	Extortion: threatening to take someone's possessions, food or money; teasing, using offensive names, ridiculing, spreading
Non-Verbal	writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures
Exclusion	Deliberately excluding others from the group; refusing to sit next to someone
Property	stealing, hiding, damaging or destroying property
Cyber	(emails, SMS, chat rooms, social media sites; using offensive/ threatening /hurtful comments, rumour spreading

Procedures:

1. If you believe that you or someone that you know are being bullied you are encouraged to report your concerns immediately.
2. The report should be made to the relevant Head of School or Head of House.
3. The Head of School or Head of House will report it to the Dean of Students.
4. Any reported bullying incident will be followed up sensitively and actions taken and documented.

The reporting of anti-social behaviour is one way you can defend and protect your peers and the School's positive culture.

Uniform Requirements

Students are expected to wear their school uniform according to the requirements outlined below. Students who are out of uniform will have a 'U' written in your diary with a brief explanation. Three uniform infringements will result in a Misbehaviour Note (MN) being issued.

Shoes: All students must wear black leather regulation lace-up shoes with a regular heel e.g. Clarks or similar. No coloured stitching or other decoration such as buckles.

Jewellery: No jewellery other than watches, medic-alerts and approved badges relating to Macarthur Anglican School is permitted (including earrings of any description). This also includes all types of 'religious' jewellery including crosses or articles typically worn by other faiths. If you wish to have your ears pierced you must do so at the beginning of the long vacation period to obviate the need of wearing studs or sleepers on return to school. Permission to wear earrings for any reason will be denied. The School has a policy of confiscating jewellery and keeping it in the school safe until the end of term.

Uniform Infringements: If you are out of uniform a 'U' is written in your diary with a brief explanation. Three uniform infringements will result in a Misbehaviour Note (MN) being issued.

Hats: All Transition - Year 6 students must wear an approved school sun hat or sports hat when involved in PE, sport, recess or lunch play. Sunblock is advised on hot days.

School Bags: All requirements for the day should be carried in the school backpack. This should be graffiti free and well maintained. An additional school sports bag may be used if necessary. You will be asked to remove any graffiti seen on bags.

Note: Whenever you wear your uniform in public (eg travelling to and from school, shopping with parents etc) wearing the uniform incorrectly at any time brings discredit to the School and to yourself and will not be tolerated.

Hair and Grooming: Extreme hairstyles such as excessive undercuts, messiness and conspicuous use of colour, gel or other hair product are not compatible with the school uniform. As a general rule, students hair colour should be as close as possible to their natural colour and is to be a single colour. Boys' hair must be neat and tidy - short enough to allow it to clear the collar and face and not touch the ears (No. 3 clipper guard produces the minimum acceptable hair length.) Girls' hair must be neat and tidy - clear of the face, and if long enough, be tied back with a black, yellow, bottle green or Macarthur tartan hair ribbon. Hair clips etc should be of the same colour. No other colour is acceptable.

- Boys in Years 7-12 are to be clean-shaven at all times.

Students are reminded that clothes worn under their uniform need to be plain white and must not protrude beyond the boundaries of their shirt.

Fingernails: Should be clean, well-trimmed and an appropriate length. False fingernails and nail polish are not permitted.

Make-up: Not permitted.

Summer Uniform: *Middle School (L) and Senior School (R)*



**Summer Uniform:
*Junior School***



Winter Uniform:

Senior School (L) and Middle School (R)



**Winter Uniform:
*Junior School***

SPORT UNIFORM

Note: While it is not compulsory, the school sport uniform may be worn to and from school on Sport Days only. You may wear either your sport uniform or your House shirt to and from school on Carnival days. You must change into your PE uniform at school and will be given time to change into full school uniform prior to the PE lesson finishing.

Middle School and Senior School



Junior School



Please note that Transition wear this uniform each day.

Personal Boundaries

Inappropriate displays of affection are not permitted between students at any time, whether at school or travelling to or from school.

Respect and Care for School Property and the Environment

God's creation is intended for the entire Macarthur community to enjoy. It is our responsibility to look after it by:

- Keeping our school and the community clean.
- Showing pride in our surroundings.
- Nurturing plants and wildlife around the School.
- Placing all litter in bins and encouraging others to do the same.
- Keeping classrooms, change rooms, toilets and public places neat, clean and tidy.
- Fostering a safe environment in which to learn and staying in school boundaries, and
- Taking care of the property including the prevention of graffiti.

Behavioural Expectations at Formal Occasions

It is important for the social development of all students that you learn how to behave appropriately on formal occasions such as assemblies, Speech and Awards Night, Chapel and church services, school musical evenings and theatre productions. Proper conduct at such events includes waiting quietly for events to begin, standing quietly while an official party enters and leaves, applauding appropriately without whistling, screaming or calling out, and not talking or moving about during the programme.

Fighting and Violence

No student, regardless of the reason, is to be involved in physical violence or fighting of any kind. Students involved in fighting should expect to be suspended. Repeated or serious instances of violence will likely result in expulsion.

Dangerous Weapons

The possession of knives, offensive weapons, slingshots, ball bearing guns, cartridges, fireworks, explosives or any dangerous weapons of any kind are forbidden. Such items will be confiscated and students should expect to be suspended or expelled from school.

Smoking/Vaping/Alcohol/Illegal Drugs

No student, regardless of age, is permitted to consume alcohol, smoke tobacco/vape or take illegal drugs or be in possession of these items (including matches and lighters) on the school premises, at school functions (including social functions) within or outside the school, on school buses, or on trains, when dressed in school uniform or any occasions when control of the student is the direct responsibility of the School authorities. If students are involved in such activities, particularly if they distribute such items to others, can expect to be suspended or expelled from school.

Appropriate Use of ICTs at School (some general principles)

- You must not seek to damage or disable ICT devices that belong to the school or other students or the school network and related infrastructure.
- You should not use ICTs in a way that disrupts your own learning or the learning of others. ICTs should only be accessed on the direction of the classroom teacher for the purposes the classroom teacher decides is appropriate.
- You should ensure that all ICT devices or services are not used for any unauthorised activities including commercial activities, political lobbying, online gambling or any unlawful purpose.
- You should be aware that all internet traffic is both filtered and monitored and can be traced to specific users.

Managing Your Online Safety and Security and the Safety and Security of Others

- Always keep your passwords confidential and do not share them.
- Always respect the confidentiality of computing device passwords, which become known to you by accident or in any other way.
- Do not make any attempt to learn other people's passwords.
- You should not allow others to use your accounts.
- You should not deliberately use the electronic identity of another person for any purpose.
- Log off at the end of each session on school computers to ensure nobody else can use your account.
- Consider the public nature of the internet. You should not disclose personal details about yourself or another person including name, address, phone numbers or photos unless instructed to do so by a teacher.
- Tell teachers promptly if you suspect you have received a computer virus or spam (unsolicited email) or if you receive a message that is inappropriate or makes you feel uncomfortable.
- No student is to set up private networks to access unauthorised websites, especially social media, gaming and pornographic websites.
- You should not disable settings for virus protection, spam and internet filtering that have been applied by the school and not attempt to evade them through the use of proxy sites.
- You should not enter chat or social networking sites without the explicit permission of a teacher.
- You should not take photos or videos of members of the school community without consent and direction from a teacher, nor should you load them onto websites without teacher consent.

Managing Your Online Communication

- Occasionally for administration purposes the School or staff members will communicate to you through your school allocated email account. You should check this account regularly.
- When corresponding online with teachers, you should use your school-allocated email account where this is possible.
- You should only expect teachers to respond briefly to their emails. Many teachers will want to respond to student requests in the usual manner – in person. This is especially the case with complex issues.
- You should not interact or respond to unsolicited emails sent to you by strangers.
- You should never give out personal information via email especially addresses and telephone numbers.
- You should never meet with a person introduced to you via email or the internet.
- You should alert appropriate staff to any harassment you experience via email whether it be bullying or teasing by other students or correspondence you are uncomfortable receiving.

- You should never open attachments to emails from people you don't know as they may contain computer viruses. Such emails are to be deleted immediately.

Cyber-Bullying

- When using school or personal ICTs and services you must not harass, humiliate, extort or intimidate others through the use of social media, internet websites, email, messaging or any other electronic service. Such behaviour will be deemed as 'Cyber-Bullying'. Cyber-bullying, just as any other type of bullying may include (but is not limited to):
- Making unacceptable, hurtful or unlawful remarks, including offensive and/or discriminatory comments about another student or teacher.
- Uploading unacceptable, hurtful or unlawful material, including photographs or video content of another student or teacher without their consent.
- Making threatening, bullying or harassing material or make unreasonable or unlawful demands of another person.
- Posting false or defamatory information about a person or organisation that damages their reputation.
- Creating false personal profiles created in social media environments with the intent of impersonating another person's identity.

Appropriate Use of School iPads

- You should not use your iPad in a way that disrupts your own learning or the learning of others. ICTs should only be accessed on the direction of the classroom teacher for the purposes the classroom teacher deems appropriate. Therefore, playing games or accessing any ICT function for any other non-school related purpose is prohibited during class time without the explicit permission of the classroom teacher.
- Do not use your iPad while walking or standing unless directed by a teacher in circumstances such as filming or audio recording.
- Ensure backing up of iPad data is done regularly.
- You may be asked to delete non-school material from your iPad if it begins to run out of storage space.
- No inappropriate material may be loaded onto iPad devices, e.g. rude or offensive images, video or audio.
- Do not give or lend your iPad to another person.
- Covers must remain on iPads at all times.
- You will be liable for any damage or breakages of your iPad. Any damage or breakages need to be reported to IT Support.
- You need to accept your parent's authority in determining times and use of the iPad at home.

Appropriate Use of Mobile Phones

Students are permitted to bring mobile phones and other portable technology to school as long as they comply with the following guidelines and procedures:

- That teaching and learning in the classroom is not interrupted, nor students distracted by the uninvited intrusion of mobile phone calls.
- That mobile phones be switched off or be placed on 'silent' during school hours.
- That the School is aware of problems related to your illness, upset or disturbance prior to contacting your parents.
- That you do not make unauthorised calls, send sms messages to friends or family, at inappropriate times or upload or download images or videos to the internet for a range of inappropriate reasons.

- That you accept responsibility for the care and use of mobile phones. The School cannot accept responsibility for loss, damage or theft of student's mobile devices or other mobile technology.
- During examinations students are to place phones and other communication devices at the front of the examination room before the examination begins.
- That the privacy and dignity of others always be respected. Therefore photographs and video should not be taken or transmitted without permission and that any photographs or videos taken should not be published so as to bring the School or any of its staff or students into disrepute.
- If you need to contact your parents urgently you should report to Student Reception in the Administration Centre. In emergency situations (7-12) and in all situations (T-6) one of the Administration staff members will make the initial contact with your parents. For less urgent cases, students can, with permission, make use of their mobile phone in the Student Foyer.

Maintaining Academic and Personal Integrity

- You should maintain academic and personal integrity through the use of ICTs by not plagiarising or stealing the creative work of others (eg copying written 'academic' work or 'ripping' music and movies).
- You should not plagiarise or violate copyright law. Information regarding copyright can be sought from the library staff.

Sanctions for Inappropriate Use of ICTs

If you breach any of these guidelines and procedures you may be:

1. Subject to disciplinary action by the School, and/or
2. Liable to legal action or prosecution if the inappropriate usages of the network, or actions taken, are considered to be of a criminal nature.

General Consequences for Poor Behaviour

There are a range of consequences that students will face if they fail to meet expectations, breach School rules or are disobedient. Such consequences are subject to the principle of procedural fairness (see below). These include but are not limited to:

- ✓ warnings or reprimands (verbal or written in the Student Diary)
- ✓ time outs and/or isolated seating in class
- ✓ clean-up duties
- ✓ cancellation of privileges
- ✓ withdrawal from School activities
- ✓ lunchtime detentions
- ✓ after school detentions
- ✓ Extended detentions (Saturday or School Holidays)
- ✓ in-school or home suspension
- ✓ expulsion

Behaviour Modification and Sanctions - The Process (Transition - Year 4)

The School embraces a positive behaviour management approach. From time to time however, some students need extra guidance in developing self-discipline and following the rules of the School. All students are encouraged to improve behaviour and are given support and counselling. A number of strategies will be used to help students achieve the expected behaviour.

Strategy 1

Teachers may adopt a variety of corrective measures with students, eg movement to a different place in the room, verbal reminder. Minor misbehaviour in the classroom or playground and uniform infringements will be recorded in the student's diary. Parents are to sign the diary at the end of each week to acknowledge their awareness of their child's conduct.

Strategy 2

Inexcusable or repeated misbehaviour may result in a lunchtime detention. This detention will be served on the day of the misbehaviour. If the misbehaviour takes place in the afternoon the detention will be served on the following day. The detention will take place in the detention room supervised by the Head of School. The Head of School will note that the detention has been served in the Student's Diary. Parents are expected to talk with the student about the behaviour and sign the diary overnight to acknowledge this has taken place.

Strategy 3

For students who do not respond to the first two strategies a system of daily report may be implemented. This system may apply solely to the classroom or the playground or both areas depending on the type of misbehaviour. Students will be encouraged to take responsibility for their own behaviour. They will carry a card on which their behaviour in each session of the day will be noted. The student will collect the card from the Head of School. At the conclusion of the day the student will report to the Head of School to discuss their behaviour. This system will remain in place until the student shows improvement in overall behaviour. Parents will be notified in writing that the student is on daily report and will be expected to attend an interview with the class teacher and Head of School as soon as possible.

Strategy 4

If a student shows no improvement in behaviour as a result of the above strategies or engages in extreme, inexcusable behaviour, other measures may be taken. These may include:

- Withdrawal from class and/or the playground
- Withdrawal from other aspects of school life (eg sport, excursions, other school functions)
- Referral to the Dean of Students for consideration of formal suspension from school

Parents will be notified in writing if any of the above actions are to take place. They will be expected to attend an interview with the Head of School and Dean of Students as soon as possible.

Behaviour Modification and Sanctions - The Process (Year 5 - Year 12)

This system of discipline is designed to discourage conduct that is contrary to Macarthur Anglican School standards and procedures. Each step is taken with the intention of correcting unacceptable behaviour, thus bringing about a positive change in the student.

Step 1

Teachers may adopt a variety of corrective measures with students whose behaviour is unsatisfactory, eg lunchtime detention. Inexcusable or repeated misbehaviour will not be tolerated and will be noted in the Teachers' Notes section of the Student Diary for the day. These are called Misbehaviour Notes (MN's).

Step 2

Receiving three (3) Misbehaviour Notes (MN's), requires the student to attend an interview with the Head of House. This will normally result in a Friday Detention. Friday Detentions are held on Friday between 2.45pm and 4.15pm. Parents are required to sign the Diary in the space provided to indicate their knowledge of the detention prior to it being served. Non-attendance at a Friday Detention without prior written notice to the Head of Schools or Dean of Students will normally earn a further detention.

Step 3

If a student has received three (3) Friday Detentions within an academic year, and then receives another detention, that detention will normally be converted into an Extended Detention. An Extended Detention may be scheduled on a Saturday or during a vacation period. Some conduct will automatically be disciplined by way of an instant Extended Detention. The Headmaster, Deputy Headmaster, Dean of Students, Dean of Studies and Heads of School are the only authorised staff to issue an instant Extended Detention.

Step 4

Subsequent misbehaviour will be dealt with accordingly, eg. withdrawal from class, isolation from peers, suspension, a misbehaviour comment on report, exclusion from school functions. Students whose record demonstrates a continued failure to correct and improve misbehaviour place their position in the School at risk.

Note: Instant Detentions may be given by a member of staff for serious student misconduct usually after consultation with a senior member of staff. A detention is an important form of school discipline which students will rarely be permitted to postpone. A specific enquiry about detentions should be directed to the Head of School at least a day prior to the set date. A further Behaviour Modifications strategy is the use of Daily Reports. A Head of House or Head of School may place a student on a Daily Report at any time. Being placed on Daily Report will usually be preceded by a letter to parents and may be followed by a parent interview. The Daily Report is intended to be a short term strategy, usually over a week. Prefects have authority to recommend a Misbehaviour Note (MN) or Detention in which case the recording of such in the student's diary will be completed by the Prefect Master.

Suspension and Expulsion

We have developed specific procedures when considering the suspension or expulsion of a student. A decision to suspend a student will be made by the Dean of Students, The Deputy Headmaster or the Headmaster. The decision to expel a student will be made by the Headmaster or his delegate.

Further information about Macarthur's consequences for unacceptable behaviour are outlined in the Student Diary. However, parents/caregivers may request the full text version of the Student Discipline Policy or the Suspension, Expulsion and Exclusion Policy by contacting the Deputy Headmaster.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- ✓ know what the rules are and what behaviour is expected of them
- ✓ be informed of, and have an opportunity to respond to, any allegations against them
- ✓ know the process by which the matter will be considered
- ✓ be heard before a decision is made
- ✓ have decisions determined by a reasonable and unbiased person
- ✓ have a decision reviewed (but not to delay an immediate punishment).

Corporal punishment of students is prohibited in all forms. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Raising Issues, Concerns and Making Complaints

Students are free to respectfully raise any issues or concerns with any teacher with whom they feel comfortable. This will typically be a Faculty Head, Head of House or Head of School, but students are not limited in which staff member they can speak to for advice, guidance or to make a complaint. Who students choose to speak to may depend upon the nature of the issue; how important or sensitive it is, their relationship with the staff member and whether it is an academic or pastoral matter.

Staff members cannot always keep a student matter confidential. Depending on the nature of a complaint or issue, it may need to be referred to a more senior member of staff (eg. The Dean of Students, The Dean of Studies, The Deputy Headmaster or the Headmaster).

Students are encouraged to seek the help of senior staff when required. Although sometimes students may need to book a time to see them, they are never too busy to see a student in need.



Student Bullying and Harassment *(Executive Summary)*

Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied and bystanders.

Bullying can take many forms including:

- ✓ physical bullying
- ✓ psychological bullying
- ✓ indirect bullying
- ✓ cyber bullying.

Harassment

Harassment is behaviour that targets an individual or group for an impermissible reason: identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability. Harassment offends, intimidates or creates a hostile environment but need not be an ongoing pattern or repeated behaviour. Harassment can be unintentional. Harassment is different from bullying in that it is a form of discrimination and is unlawful and may result in legal action being taken.

Our Commitment to Prevention of Bullying and Harassment

We recognise our duty to provide a safe and positive learning environment for students where individual differences and diversity within the community are respected.

Bullying and harassment are not tolerated. It is our policy that:

- ✓ we create a 'no bullying' culture within our community
- ✓ bullying be managed through a 'whole of community' approach involving students, staff and parents/carers
- ✓ bullying prevention strategies be implemented on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately
- ✓ bullying response strategies be tailored to the circumstances of each incident
- ✓ staff establish positive role models emphasising our 'no bullying' culture
- ✓ bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Reporting Concerns about Bullying or Harassment

A key part of our bullying and harassment prevention and intervention strategy is to encourage reporting of bullying or harassment incidents as well as providing assurance to students who suffer any incidents that we do not tolerate bullying and harassment.

Bullying or harassment incidents can be reported to the school verbally (or in writing) by informing a teacher, the Head of House, Head of School, Deputy Headmaster or the Headmaster.

Responses to Bullying

We take all bullying and harassment incidents seriously and will investigate and deal with each instance of bullying behaviour individually on its facts. Responses to claims of bullying or harassment may include counselling, follow-up strategies and/or disciplinary action in consultation with parents/carers. We maintain appropriate records of all bullying incidents and actions taken.



Student Mental Health Management Policy (Executive Summary)

Macarthur Anglican School is committed to creating and maintaining systems of work that protect the health, safety and well-being of all children at the School. The effective management of student mental health issues and the provision of appropriate mechanisms of support are critical factors in providing an environment that can assist students to overcome mental distress and illness and minimise the risk of self-harm.

Rationale

Macarthur seeks to provide an environment in which student learning is optimised and all children are healthy, happy and safe, and grow up to have opportunities to reach their full potential. A significant inhibitor to student health and learning is mental distress and illness. This will vary from mild distress, which may occur for a short period of time in a significant number of young people, to a prolonged mental illness that may lead a young person to engage in risk-taking behaviours, self-harm or in extreme cases, suicide.

Distress versus Depression

Mild distress, which may occur for a short period of time, is common to all people, including children and young people. It is often linked to particular triggers (eg a family upset or examination stress). Once the trigger has been satisfactorily managed, the distress typically passes.

Depression is more than just a mild distress or low mood – it is a serious, (but often curable), illness affecting the mood centres of the brain. It is essentially caused by a chemical imbalance in the brain. Consequently, depressed people experience low mood intensely, for long periods of time and often without reason. It can be accompanied with uncontrollable anxiety and repetitive negative thoughts.

Because it is an illness, depression sufferers cannot simply 'snap out of the mood' they are in by willing themselves to do so. People with depression can find it hard to function every day and may be disinterested or reluctant to participate in activities they once enjoyed. Depression is one of the most common of all mental health problems. Around one million Australian adults and 100,000 young people live with depression each year. On average, one in six people will experience depression in their lifetime - one in five females and one in eight males.

Different types of depression often have slightly different symptoms and may require different treatments. The five main types of depression are listed below.

- Major depression - a depressed mood that lasts for at least two weeks. This may also be referred to as clinical depression or unipolar depression.
- Psychotic depression - a depressed mood which includes symptoms of

psychosis. Psychosis involves seeing or hearing things that are not there (hallucinations), feeling everyone is against you (paranoia) and having delusions.

- Dysthymia - a less severe depressed mood that lasts for years.
- Mixed depression and anxiety - a combination of symptoms of depression and anxiety.
- Bipolar disorder - (formerly known as manic depressive illness) - involves periods of feeling low (depressed) and high (manic).

Depression requires medical intervention. Treatments usually include some combination of medication and/or cognitive therapies and self-help (eg getting enough sleep and exercise).¹

Identifying students in distress and/or at risk - The Observable Warning Signs

There are a number of behaviours that may indicate distress and/or that a student is at risk. These can include, but are not limited to:

- Unexpected reduction of academic performance
- Ideas and themes of depression, death and suicide in student work
- Change in mood
- Observable grief about a significant loss
- Withdrawal from relationships and activities
- Physical symptoms with emotional cause
- High-risk behaviours

Students in distress or at risk can demonstrate an unusual failure to complete assignments, become apathetic in class, receive lower than expected grades, be extremely disappointed at being rejected for a course or demonstrate abrupt changes in attendance, such as increased absences, tardiness, or truancy.

Reading selections, written essays, conversation, and artwork containing themes of depression, death and suicide can also be an indicator of significant distress. Statements or suggestions that he/she would not be missed if he/she was gone is also a warning sign. Such students sometimes collect and discuss information on suicide methods and may begin by giving away prized possessions (possibly with some elevation in mood). Previously demonstrated direct or indirect suicide threats or attempts are also matters to be noted.

Withdrawal from friends, the sudden onset of tearfulness, and remarks which indicate profound unhappiness, despair, hopelessness, helplessness, anger at self, increased irritability, moodiness, inability to sleep and aggressiveness are all hallmarks of mental distress and illness. Lack of interest in surroundings and activities and marked emotional instability will often accompany these feelings. In some cases students will involve themselves in high-risk activities and will show greater degrees of carelessness in this regard (eg severe intoxication/drug taking,

¹ Information in this section has been adapted from the 'beyondblue', the National Depression Initiative' website <http://www.beyondblue.org.au/index.aspx?>

dangerous driving). Alternately, a depressed student could lose interest in extra-curricular activities and may drop out of sports and other clubs altogether. Lethargy can overcome a depressed person to the point where they do not want to get out of bed.

The recent disintegration of the family or a recent death or suicide in the family or amongst friends can be a trigger for more profound mental distress as can sudden changes in relationships with significant friends and classmates. Students at risk may begin to spend long periods of time alone.

Mental illness can also manifest in physical disturbances, particularly reduced personal hygiene, eating disorders or chronic physical complaints, such as headaches, stomach aches, fatigue and body aches. In extreme cases scratching or marking of the body, or other self-destructive self-harming acts can manifest.

The significance of the risk factors above may be accentuated in young people who lack emotional connections and engagement at home or at school.

How to Respond to Student Distress and Mental Illness (Mechanisms of Referral)

A Head of House, (Class Teacher K-6) or a Head of School should be the first point of contact for parents when they are concerned about a child who may have matters of mild distress.

The mental health checklists available on the beyondblue or the mind matters website are useful tools to determine whether a student has mild distress or could possibly be mentally ill with depression or anxiety (See: <https://www.beyondblue.org.au/the-facts/anxiety-and-depression-checklist-k10>)

For more profound matters of stress, parents should notify the Head of School who will confer with the Dean of Students and will keep the Deputy Headmaster informed of developments. If it is likely that the distress may have impact on the student's academic studies the Dean of Studies will also be informed.

It is important to note that no teachers (including Executive teachers and the Chaplain) are academically qualified to conduct serious counselling sessions with a student suffering with a profound distress or mental illness and will not attempt to provide anything more than a supportive role in assisting the student to find appropriate help. Typically, this will be via parental access to professional counselling services.

In the case of suspected mental illness (depression, anxiety and other disorders) parents should consult their general medical practitioner first. It must always be remembered that conditions such as clinical depression are illnesses that must be treated by medical professionals.

From time to time parents also seek counselling services for their child or family and/or need to be referred to such services. To assist parents a 'Suggested List of Providers' is attached to the end of this policy.

To assist with the management of their child parents are encouraged to provide any reports (including Mental Health Plans) by Health professionals and external educational services to the School.

The failure of parents to provide support to a mentally ill child who requires medical intervention could be deemed as 'neglect'. Such cases may be required to be reported to the Headmaster directly and possibly to Family and Community Services.

For any further advice on managing a child with mental illness please make contact with your child's Head of School.

Suggested Mental Health Services

Contact Details	Description and Services Offered
<p>Anglicare (Campbelltown) Shop 1 & 2, 31-35 Chamberlain St, Campbelltown 4621 6666 https://www.anglicare.org.au/what-we-offer/counselling/</p>	<p>Anglicare is the urban mission and community care arm of the Sydney Anglican Church. General counseling offered, as well as adolescent and family counselling. Free or inexpensive counselling offered for people who can't pay.</p>
<p>Uniting Burnside: Brighter Futures Macarthur 8 Allman St Campbelltown 2560 1800 864846 ask@uniting.org</p>	<p>Brighter Futures offers early intervention child protection program for families experiencing challenges that impact on their ability to care for their children.</p>
<p>Uniting Counselling and Mediation Campbelltown Level 4, Suite S18 Macarthur Square, Gilchrist Drive, Campbelltown 2560 1800 864846 ask@uniting.org</p>	<p>This office is a Family Relationship Centre which is an initiative of the Australian Government. It offers Individual, Couple and Family Counselling addressing wide-ranging issues from depression and anxiety to relationship challenges.</p>
<p>CatholicCare 35A Cordeaux Street, Campbelltown NSW 2560 Phone: 4628 0044 Fax: 4628 4549 www.catholiccare.dow.org.au</p>	<p>CatholicCare is the social services agency of the Catholic Diocese of Wollongong, covering the Illawarra, Shoalhaven, Macarthur and Southern Highlands Regions.</p> <p>CatholicCare's affordable counselling service provides support to children, adults, couples and families who are experiencing:</p> <ul style="list-style-type: none"> • grief and loss • family & relationship difficulties • stress/anxiety/depression • changes in personal or family situations

<p> Headspace Campbelltown Level 8, 171 - 179 Queen St Campbelltown. Postal address is: PO Box 1138, Campbelltown NSW 2560 Opening Hours: Monday to Friday 9am - 5pm Ph: 4627-9089 Fax: 4627-0889 www.headspace.campbelltown@onedoor.org.au/ </p>	<p> Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year old The service is designed to make it easy as possible for a young person and their family to get the help they need for problems affecting their wellbeing. This covers four core areas: mental health, physical health, work and study support and alcohol and other drug services. Any 12-25 years old can access these services by calling or emailing Headspace. Services at a headspace centre are either free or have a low cost. </p>
<p> beyondblue http://www.beyondblue.org.au 1300-22-4636 </p>	<p> beyondblue is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance misuse disorders in Australia. Resourceful website. The beyondblue Support Service provides advice and support via telephone 24/7 (just call 1300 22 4636), daily web chat (between 3pm–12am) and email (with a response provided within 24 hours). The Beyond Blue organisation provides a list of support services available for those suffering with mental illness. https://www.beyondblue.org.au/get-support/national-help-lines-and-websites </p>
<p> Lifeline http://www.lifeline.org.au/ Call 13-11-14 24/7 Crisis Support Chat 7pm – Midnight daily </p>	<p> Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24 hour crisis support and suicide prevention services. </p> <ul style="list-style-type: none"> • Suicidal thoughts or attempts • Personal crisis • Anxiety • Depression • Loneliness • Abuse and trauma • Family and relationship problems
<p> Relationships Australia www.relationships.com.au/ 1300-364-277 </p>	<p> Relationships Australia is a leading provider of relationship support services for individuals, families and communities. We aim to support all people in Australia to achieve positive and respectful relationships. They community-based, not-for-profit Australian organisation. Our services are for all members of the community, regardless of religious belief, age, gender, sexual orientation, lifestyle choice, cultural background or economic circumstances. We offer services around the country that include counselling, family dispute resolution (mediation) and a range of family and community support and education programs. </p>

Kids Helpline
www.kidshelp.com.au
Phone 1800-55-1800

Free, confidential counselling service students can use to talk about anything that's worrying them – whether it's to do with school, friends, family or work. Kids Help Line is a 24-hour telephone and online counselling for 5 to 25 year olds in Australia, whether you are in crisis or needing emotional support.



Child Protection Policy *(Executive Summary)*

Statement of Commitment to Child Safety

Macarthur Anglican School is committed to providing education and care to children and young people to assist them to develop into high-achieving, well-adjusted students, positively connected to each other and to the communities in which they live and which they will serve.

The School is committed to ensuring the safety, welfare and wellbeing of all children and young people at the School and is dedicated to protecting them from abuse and harm.

Macarthur has a zero tolerance for child abuse. The School regards its child protection responsibilities with the utmost importance, and as such is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintain a safe and supportive physical and online School environment for all children and young people.

Responsibilities

Child protection is everyone's responsibility. At the School, all members of the School Council, the teaching and support staff, volunteers, third party contractors and external education providers have a shared responsibility for contributing to the safety and protection of children and young people.

Our Child Protection Policy

In order to comply with our responsibilities in relation to Child Protection, we have established a suite of child protection policies and practices which enable us to comply with our legal and regulatory requirements. We are committed to the effective implementation of our child protection policies and ensuring that they are appropriately reviewed and updated regularly.

Child Safe Human Resources Practices

We are committed to ensuring that our human resources practices create a safe environment for our students. To this end, we have established procedures for recruiting and screening employees, our governing body

members, volunteers and third party contractors. Any worker who engages in child-related work that involves direct contact (physical or face-to-face contact) with a child must undergo a Working with Children Check prior to commencing their role at the school.

Reporting Concerns

Staff, contractors, volunteers, students, parents/guardians and other community members who have concerns that a child may be subject to abuse are asked to make direct contact with the Headmaster. All communications will be treated confidentially on a 'need to know basis' and without threat of punishment or victimisation.

If you have any questions regarding our school's child protection policies and procedures, and how they apply to you, our Deputy Headmaster or Headmaster can answer any questions.



Enter to Learn, Go out to Serve

Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct (Executive Summary)

Introduction

Complaints regarding allegations of staff misconduct and reportable conduct are managed in a different manner to other complaints received by the Macarthur Anglican School. This is because often these complaints are of a sensitive nature and raise potential privacy and confidentiality issues.

Macarthur Anglican School requires all staff to comply with a Code of Conduct and standards of behaviour that are intended to prevent staff misconduct and reportable conduct, and staff are encouraged to report any breaches of the Code or standards.

It is also critical that the broader Macarthur Anglican School community reports staff misconduct and reportable conduct (both defined below) to ensure the safety and wellbeing of students, and that the Macarthur Anglican School complies with its legislative reporting obligations. Macarthur Anglican School has a legal obligation to investigate and report to the NSW Children's Guardian all allegations of reportable conduct made against staff at the Macarthur Anglican School as defined by the Children's Guardian Act 2019 (NSW) (Children's Guardian Act).

For the purposes of this policy, "staff" and "staff member" is defined to include teaching and non-teaching staff, School Council members, volunteers, contractors and external providers.

Definition of Staff Misconduct

The Macarthur Anglican School defines "staff misconduct" as conduct by a staff member that:

- breaches the Macarthur Anglican School's Code of Conduct or other key policies/procedures
- displays purposeful neglect of duties/responsibilities
- involves alcohol and/or other substance abuse
- is physically, verbally or emotionally abusive
- endangers the safety or wellbeing of students or others at the Macarthur Anglican School.

Definition of Reportable Conduct

The Children's Guardian Act defines reportable conduct as including:

- any sexual offence or sexual misconduct, committed against, with or in the presence of a child (including child pornography offences or an offence involving child abuse material) including grooming behaviours
- any assault, ill-treatment or neglect of a child
- any behaviour that causes significant emotional or psychological harm to a child.

Some examples of conduct that would **not** constitute reportable conduct include touching a child to get their attention, guide them or comfort them, a teacher raising their voice to attract attention or restore order in a classroom, or conduct that is established to be accidental.

Making a Complaint or Allegation of Staff Misconduct or Reportable Conduct

If you would like to make a formal complaint or allegation of staff misconduct or reportable conduct, you can do so by:

1. Sending an email to headmaster@macarthur.nsw.edu.au
2. Writing a letter to the Macarthur Anglican School addressed to The Headmaster
3. Telephoning the Macarthur Anglican School and asking to speak to The Headmaster

If the Headmaster is the subject of your complaint or allegation of misconduct or reportable conduct, please contact The Chair of Macarthur Anglican School Council.

Investigating and Managing Staff Misconduct and Reportable Conduct

Macarthur Anglican School initially investigates all complaints and allegations to determine whether the conduct in question amounts to staff misconduct, as defined in this policy, or reportable conduct that must be further investigated and reported to the NSW Children's Guardian. All investigations uphold the principles of procedural fairness and confidentiality - information is only shared with those who need to know.

Where Macarthur receives a complaint relating to child sexual abuse an initial risk assessment is conducted to identify and minimise risks to other children. Where the complaint of sexual abuse relates to a Macarthur staff member, the Macarthur staff member will be stood down pending an investigation.

Staff Misconduct

When a complaint or allegation does not include conduct that is defined as reportable conduct following the Macarthur Anglican School's initial investigation, and it is determined through the Macarthur Anglican School's investigation that staff misconduct has occurred, the Macarthur Anglican School will notify the complainant of the finding. Staff misconduct is managed through our Human Resources policies and procedures relating to internal grievances, discipline and termination.

Reportable Conduct

After the Headmaster becomes aware of a reportable allegation or conviction against an employee they **must** ensure that an appropriate investigation of the reportable allegation or conviction is conducted and completed within a reasonable time.

The Headmaster **must** notify the Children's Guardian of the findings of the Macarthur Anglican School's internal investigation into the matter.

The Headmaster **must** inform the affected child and their parents/carers about any reportable conduct investigation unless it is "not in the public interest" to inform them.

Sometimes, where reportable conduct obligations arise, Macarthur Anglican School will also have other mandatory reporting obligations. In these situations, the Macarthur Anglican School will prioritise its procedures for mandatory reporting to the Department of Communities and Justice and/or to Police and will seek advice from those agencies on the best way to proceed with the reportable conduct internal investigation.

Making a Finding of Reportable Conduct

If Macarthur Anglican School's internal investigation results in a finding of reportable conduct, following the Macarthur Anglican School's notification to the NSW Children's Guardian, we will conduct a final risk assessment of the conduct, the staff member and the circumstances, and take action to mitigate ongoing risks.

Disclosing Information to the Macarthur Anglican School Community

A parent or carer has a legitimate interest in being told of the process that is being followed to investigate an allegation that their child was a victim of staff misconduct or reportable conduct.

Section 57 of the Children's Guardian Act imposes disclosure obligations and prohibitions on the Headmaster.

The disclosure obligations and prohibitions apply to information about a reportable conduct investigation. This includes information about the progress of an investigation, the findings and any action taken in response to the findings.

The Headmaster or an investigator working for the Headmaster **must** inform the affected child and their parents/carers about the reportable conduct investigation unless it is "not in the public interest" to inform them.

The Headmaster or an investigator working for the Headmaster **must not** disclose information about a reportable conduct investigation to anyone other than the affected child and their parents/carers. However, there are some exceptions to this rule. Disclosures can be made to certain people and entities, such as investigators and carers, if the disclosure is made to promote the safety or wellbeing of the child.

Where to Find More Information

The NSW Children's Guardian provides information on reportable conduct and the Macarthur Anglican School's obligations to report. For more information about the Macarthur Anglican School's policies and procedures relating to staff misconduct, reportable conduct or complaints handling generally, please contact the Headmaster.



Credit Reporting Policy *(Executive Summary)*

Scope of Policy and Source of Obligation

Macarthur Anglican School, as a supplier of goods and services on credit or payment terms, is a "credit provider" under the Privacy Act 1988 (Cth) (Privacy Act). Macarthur Anglican School offers payment options for the deferred payment of school fees to parents and guardians of Macarthur Anglican School students. For example, payment by instalment.

As a credit provider, Macarthur Anglican School is required by Part IIIA of the Privacy Act to have a policy dealing with how Macarthur Anglican School manages your personal credit information and credit eligibility information (Credit-Related Information). Macarthur Anglican School must also comply with the Privacy (Credit Reporting) Code 2014 (Version 2) (CR Code), registered under the Privacy Act. You should read this policy in conjunction with our Privacy Policy.

Scope of policy

This policy outlines the circumstances in which we obtain Credit Related Information, how we use that information and how we manage requests to access and/or change that information.

Accessibility of policy

A PDF version of this policy is also published on the Macarthur Anglican School website.

What is Credit-Related Information and what types of Credit-Related Information do we collect?

Credit-Related Information includes:

- Identification information about an individual (e.g. consumer credit liability information, repayment history information, default information); and
- Credit reporting information from a credit reporting body (CRB).

The types of Credit-Related Information Macarthur Anglican School collects includes:

- The type and amount of credit information you have obtained and the terms upon which it was obtained.
- Repayment history information and default information.
- Whether, in Macarthur Anglican School's name or another credit provider's opinion, you have committed a serious credit infringement.
- Court proceedings information.
- Certain administrative information relating to credit.

How do we Collect Credit-Related Information?

Macarthur Anglican School collects Credit-Related Information in order to assess your eligibility to obtain goods and/or services from Macarthur Anglican School on credit terms.

Depending on the type of information we are collecting, Macarthur Anglican School may have already collected some Credit-Related Information about an individual in the form of personal information (e.g. name, address, date of birth). The personal information becomes Credit-Related Information once the client obtains credit from Macarthur, but only for the purposes of that credit transaction.

Where possible, Macarthur Anglican School will use existing information we hold about an individual before collecting further information.

If Macarthur Anglican School is required to collect Credit-Related Information under an Australian law or a court/tribunal order, Macarthur Anglican School will inform you that the collection is required, including details of the law or court/tribunal order requiring the collection.

Where Macarthur Anglican School requires additional Credit-Related Information, we will collect the information directly from the individual including by using a specially designed form (e.g. application form) or by email, over the telephone or in face to face meetings.

Macarthur Anglican School will also collect Credit-Related Information from other people including:

- representatives of an individual (e.g. their employer, accountant, lawyer); and
- CRBs and other credit providers.

Macarthur Anglican School may collect publicly available information in relation to an individual's activities in Australia and their credit worthiness.

How do we use Credit-Related Information?

We may collect, hold, use and disclose Credit-Related Information in order to:

- assess an application for credit (flexible payment option);
- assess creditworthiness;
- determine payment terms for the goods and/or services Macarthur Anglican School provides;
- day to day administration;
- satisfy Macarthur's legal obligations.

Macarthur Anglican School may not be able to enroll, or continue the enrolment of, a student if necessary Credit-Related Information about the student, parent or guardian is not provided.

How do we store Credit-Related Information?

Macarthur Anglican School may store Credit-Related Information in a variety of formats including, but not limited to:

- databases;
- hard copy files;
- personal devices, including laptop computers;
- third party storage providers such as cloud storage facilities; and
- paper based files.

The security of client Credit-Related Information is important to us and we will take all reasonable steps to protect Credit-Related Information from misuse, interference, loss, unauthorised access, modification or disclosure.

These steps include, but are not limited to:

- Restricting access and user privilege of information by staff depending on their role and responsibilities.
- Ensuring staff do not share personal passwords.
- Ensuring hard copy files are stored in lockable filing cabinets in lockable rooms. Staff access is subject to user privilege.
- Ensuring access to Macarthur's premises are secured at all times.
- Implementing physical security measures around the school buildings and grounds to prevent break-ins.

- Ensuring our IT and cyber security systems, policies and procedures are implemented and up to date.
- Ensuring staff comply with internal policies and procedures when handling the information.
- Undertaking due diligence with respect to third party service providers who may have access to personal information, including customer identification providers and cloud service providers, to ensure as far as practicable that they are compliant with to ensure as far as practicable that they are compliant with Part IIIA of the Privacy Act, or a similar privacy regime.
- The destruction, deletion or de-identification of personal information we hold that is no longer needed, or required to be retained by any other laws.

Disclosure of Credit-Related Information

Macarthur Anglican School may disclose Credit-Related Information (including default information) about you to CRBs and debt collection bodies where you are in payment default.

The types of Credit-Related Information we may disclose to CRBs include:

- identification information, such as your name, address and date of birth; and
- information that you have defaulted on payment due to Macarthur Anglican School and the amount of the default.

Subject to the above, Macarthur Anglican School will not disclose Credit-Related Information about you except where it is:

- in accordance with the law;
- authorised by you in contract between you and [SchoolName]; or
- in accordance with consent granted by you.

Access and Correction of Credit-Related Information

Under the Privacy Act, and the CR Code, all individuals are entitled to access their Credit Related Information which we hold, and to have such information amended if necessary and appropriate.

Access and Fees

An individual may contact Macarthur Anglican School and submit a request in writing for access to their Credit Related Information. Such access shall not be denied subject to limited situations. The individual may be asked to

prove their identity by the production of a passport, driving licence, or other form of photo identification as deemed necessary.

Upon receipt of a request for access, we will endeavour to respond to the request within a reasonable period. Access will be denied if it unlawful or likely to prejudice enforcement investigations.

The School does not charge a fee to access your Credit-Related Information.

Correction and Fees

An individual may contact the Macarthur Anglican School and submit a request in writing to correct Credit Related Information which we hold. Upon receipt of such a request, we will deal with the corrections and inform the individual of the outcome within thirty (30) days.

If we become aware of incorrect Credit Related Personal Information which we hold without any request being received, we shall take reasonable steps to correct the information insofar as is necessary and appropriate. A written notice of correction will be supplied to the individual within a reasonable period of time.

If we are unable to grant access and/or correction, we will provide the individual with written notice of our decision including the reasons for denying the requests and substantive evidence.

The School does not charge a fee for correction requests.

Disclosure to Overseas Recipients

We may disclose Credit-Related Information about a client to overseas recipients in certain circumstances, such as when we are storing information with a 'cloud services provider' which stores data outside of Australia.

We will however take all reasonable steps not to disclose a client's Credit-Related Information to overseas recipients unless we:

- have the client's consent (which may be implied);
- have satisfied ourselves that the overseas recipient is compliant with the Credit Reporting provisions of Part IIIA of the Privacy Act, or a similar privacy regime;
- form the opinion that the disclosure will lessen or prevent a serious threat to the life, health or safety of an individual or to public safety; or
- are taking appropriate action in relation to suspected unlawful activity or serious misconduct.

Complaints

An individual can make a complaint about how Macarthur Anglican School manages their Credit-Related Information by notifying us in writing as soon as possible. We will acknowledge receipt of the complaint within seven (7)

days of its receipt. We will provide a response to the complaint in writing within thirty (30) days of receiving the initial complaint.

Macarthur Anglican School does not charge a fee for complaints handling. If the individual is not satisfied with the outcome of the complaint, the individual can complain to the Office of the Australian Information Commissioner (OAIC). A referral to the OAIC should be a last resort once all other avenues of resolution have been exhausted.

How to contact us

Macarthur Anglican School can be contacted about this Credit Reporting Policy or about personal information generally, by:

- Emailing eharris@macarthur.nsw.edu.au
- Calling (02) 4647 5333
- Writing to our Headmaster at:
Box 555, Camden, NSW 2570.

If practical, you can contact us anonymously (i.e. without identifying yourself) or by using a pseudonym. However, if you choose not to identify yourself, we may not be able to give you the information or provide the assistance you might otherwise receive if it is not practical to do so.

Changes to our privacy and credit information handling practices

This Credit Reporting Policy is subject to change at any time. Please check our Credit Reporting Policy on our website (<http://www.macarthur.nsw.edu.au/>) regularly for any changes.

This Credit Reporting Policy was last reviewed: September 2019.



Donations and Gift Acceptance Policy

Macarthur Anglican School receives gifts and manages funds to support the interests of the school, including facility and programme development and the funding of scholarships. The School uses transparent and ethical processes for the acceptance of gifts, so as to protect the interests of donors and the School.

This policy informs donors, members of the school community and Macarthur Anglican School staff about the framework used by the School that governs acceptance of gifts.

Reference to the 'School' in this policy includes reference to School Council members, Macarthur Anglican School staff and any other person who is authorised to solicit or accept gifts on behalf of the School. Reference to 'gifts' in this policy includes, but is not limited to, gifts of cash, real property, valuable items and gifts made in wills and bequests.

Donation and Gift Acceptance

- The School will welcome, appreciate and respect the interests of individuals and corporations seeking to make a gift to the School.
- Gifts will only be sought and accepted if their acceptance is consistent with the School's ethos and objectives.
- The School will, to the extent that it is legally and practically possible, ensure that gifts are used in accordance with the donor's wishes.
- The School will issue written receipts or acknowledgements for all gifts.
- The School will ensure that donors receive appropriate acknowledgement and recognition for their gifts.
- If a donor wishes to remain anonymous, the School will take all reasonable steps to ensure that information about the gifts and the donor is kept confidential.
- The School encourages all donors to seek independent professional advice about the taxation status or any other legal implications of their gift or potential gift. The School will work with any such advisors to assist with the donor's gift arrangements.

- The School will not be held liable for any advice received by a donor from a third party in relation to a donation. Nor will the School be held liable if a donor declines advice from a third party in relation to a donation.
- The School will manage the storage of information about donors and their gifts confidentially, in accordance with applicable laws and in accordance with Macarthur's Privacy Policy.
- Gifts made to the School's Deductible Gift Recipient (DGR) endorsed funds will only be accepted if they comply with the rules of the DGR fund and if the acceptance complies with Australian Tax Office requirements for DGR funds.
- Gifts will not be accepted if they arise in whole or in part from any activity which, in the School's opinion, may damage the reputation of the School.
- Gifts will not be accepted if a donor indicates an expectation of any advantage as a result of making the gift, noting that the usual forms of donor recognition may be offered by the School at the school's discretion.
- The School will ensure that anyone authorised to solicit a gift on its behalf will be made aware of this policy and in particular, the expectation that the person will avoid actual and apparent conflicts of interest.
- The School will not accept gifts that it considers to be too difficult or too expensive to administer.
- The School reserves the right to decline acceptance of a gift.
- Acknowledgement of a gift will not include, or be seen as, an endorsement of an individual, product or a business.

Donation and Gift Refunds

Requests for refunds or gifts will be considered and determined on a case by case basis. Decisions regarding refunds will be made by the Headmaster or his delegate (usually the Business Manager) who may also, in his or her discretion, seek guidance from the School Council on the question of whether a refund should be made.

If a financial refund is made, it will be returned to the bank or credit card account originally debited.

When a refund request is received, the Headmaster or his delegate will assess the reason given for the refund request. The following reasons will usually be considered favorably:

- The School has made an error;
- The donor's banking details were fraudulently obtained and used; or
- The donor had previously requested that debits be cancelled.

The School may issue a refund on the ground of financial hardship – however this refund will be to the maximum of the last debit or gifted amount. All refund requests will be considered on a case by case basis, but the School is unlikely to issue a refund only on the grounds that the donor has had a change of mind.

The School will not issue a refund of a gift made in the previous tax year, unless there are special circumstances, and this refund is authorised by the School Council.



Macarthur Anglican School

Address 605 Cobbitty Road, Cobbitty NSW 2570 Australia
Post PO Box 555, Camden NSW 2570 Australia
Email administration@macarthur.nsw.edu.au

Phone +61 (0)2 4647 5333
Faxsimile +61 (0)2 4647 54444
ABN 58 390 019 481

Macarthur Bus Policy and Conditions of Travel

Macarthur Bus Policy

Macarthur Anglican School buses are provided predominantly for:

- Students who live in more distant outlying areas from the school who are not currently serviced by a reasonable public transport option for school travel, and are unlikely to be serviced by one in the near future.
- Students who are international students under the direct care and/or guardianship of the School.

Macarthur does not aim to provide a bus services to students who live in areas relatively close to the school, even if such areas are currently unserved.¹ Further, Macarthur does not offer a bus service for students to nearby destinations *en route* to an outlying area even if space is available on a Macarthur bus service.²

The bus services are provided so that the opportunity for an affordable, accessible, independent, Christian school education is available to those students living in outlying areas, and for students from an international background. Students in these designated areas and international students will have priority over any student wanting to use a Macarthur bus service on a casual basis.

All students who wish to travel on a Macarthur Anglican School bus may only do so if parents agree to the Conditions of Travel outlined in this policy.

¹ It is not an economically viable option for Macarthur to provide a bus service to all families who desire such a service. Further, Macarthur does not desire to establish local bus routes in competition with other private or public transport providers, nor remove the incentive for such companies to establish new bus routes to and from the school.

² Macarthur buses naturally transit through local areas. There are simply too many students for the service to operate according to their intended purpose if spare seats were allocated to local children.



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Conditions of Travel

The conditions of use set out below are designed to guarantee the safety of students who travel on a Macarthur Anglican School bus service. It is very important for families who would like to use the service, and for their parents, to accept the Conditions of Travel outlined below:

- Parents must pay the required annual fees for their child to access a Macarthur bus as it falls due.
- Parents are asked to contribute to the smooth running of this service by informing and reminding their own children of the Conditions of Travel.
- All students who access the service are expected to conduct themselves in a manner that would bring credit to their family and to Macarthur Anglican School.
- Students must be delivered or move promptly to their bus pick-up point in the mornings and afternoons so that departure times are not delayed. Buses will not wait beyond timetabled departures for late students.
- Students are to remain seated, with the seatbelt fastened throughout the bus journey. At no time should students be standing when the bus is in motion, nor should any part of a student's body protrude from the bus.
- Students should not distract the driver with needless questions or unsatisfactory conduct. The driver should be able to focus their attention on driving safely at all times.

The following will not be tolerated on a Macarthur School bus:

- Distracting the bus driver in any way
- Student movement when the bus is in motion
- Not wearing a seatbelt
- Swearing
- Littering
- Throwing rubbish or objects from the bus,
- Calling out loudly to other students
- Calling out or gesturing to other road user
- General misbehaviour.

- For safety reasons, the driver is under instructions to stop the bus if the need arises to deal with any form of unsatisfactory behaviour. This will lengthen the journey and inconvenience other users. Any such incident will be reported to the Dean of Students or Deputy Headmaster for further action which may include temporary or permanent suspension from bus travel.
- It is the expectation that senior students will set an example of responsible behaviour for younger students. By being thoughtful, older students can be of service to the driver and the parents of younger children by looking out for their safety, help with applying seatbelts and assist wherever necessary boarding and alighting from the bus.
- It is the expectation that small children (T-4) will be met in the afternoon by their parent/carer at the designated time of the bus' afternoon arrival. In the circumstance where a parent/carer of a very small child fails to collect their child, the School reserves the right to return the child to School and if necessary, admit them to the Exploring Tree Child Care Centre for a parent/carer to collect. Parents will be liable for any costs that such actions incur.
- Parents should refrain from asking the driver to make additional stops or detours to fit their personal circumstances. The bus makes a limited number of stops along a set route so that the journey time is kept to a minimum.
- It is the responsibility of parents to contact the driver on the driver's mobile phone (call or text) if their child will be absent from the journey to or from school. Parents should not ask their child to give the driver a message in place of a call/text.
- Should any child be found to be responsible for any damage to the bus or its fittings, parents will be required to pay for any necessary repairs.
- The School reserves the right to cancel the place of any student on the bus if any of the above conditions of travel are not met to a satisfactory standard.

Casual Users of the Macarthur Bus Service

From time-to-time students may wish to make use of one of the services on a casual basis. A casual user of a Macarthur bus service is a student who uses the services of a Macarthur bus for no more than three journeys per term.

For casual bus users (eg students visiting a school friend after school), a letter or email from a parent seeking permission to use the service must be given to the School Receptionist at least one day prior to the requested journey. Final approval rests with the Dean of Students or Deputy Headmaster.

Permission will be subject to availability of a seat on the bus, with priority always given to regular users of the service.

If casual travel is approved the relevant bus driver will be informed by the the School Receptionist.

The usual Conditions of Travel that relate to student conduct will be applicable to casual student users of a Macarthur Bus Service.

This Policy and the associated Terms and Conditions of Travel were last updated in September 2020.

SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS

Strategic Pillar	Targets
1	<p>The Chaplain to review and then 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 CRU 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>Review the co-curricular music programme in light of the recent restructure.</p> <p>Review the appointment of the co-ordinator of D of E to enhance that administration of that programme.</p>
4	<p>Continue to improve the communication with the School community via the electronic Bulletin, email and permission notes via 'Smart Schools'.</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> <p>Continue to review the School database and seek efficiencies in that system.</p>
5	<p>Confirm and further build the relationship with the Grace Schools in Bangladesh 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
2020 (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>Begin the construction of Phases 1A and 1B of the Integrated Studies Building and plan for Phase 2 - the remodelling of the vacated buildings.</p> <p>Plan for the expansion of the Junior School in 2022 into three streams.</p> <p>Plan for the expansion of the secondary years with the expansion of Year 7 2022 into five streams.</p>

Promoting Respect and Responsibility

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

Leadership Opportunities

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

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

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

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

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.

PURPOSES AND PRIORITIES

In pursuit of its Mission, Macarthur Anglican School will:

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

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.

STUDENT WELFARE AND CONDUCT AT MACARTHUR

YEAR 5 - YEAR 12

Macarthur aims to create a safe, caring and enjoyable learning environment. This aim can be achieved only if we respect and care for ourselves, respect and care for other people and respect and care for our environment.

RESPECT AND CARE FOR OURSELVES

It's very hard to love others when we don't value ourselves. The Bible tells us in many places that we are all loved by God and are valuable to Him. We can respect and care for ourselves by: Doing our best in all curricular and co-curricular activities to develop our intellect, abilities and talents;

- Reinforcing school learning by completing all required homework;
- Attending to personal appearance and hygiene such as being well-groomed and wearing the school uniform properly;
- Speaking appropriately without swearing or blaspheming; and
- Rejecting involvement with smoking, alcohol and other drugs.

RESPECT AND CARE FOR OTHERS

Jesus taught us, 'Love your neighbour as yourself' (*Mk 12:31*) and 'in everything, do to others what you would have them do to you' (*Mt 7:12*). This teaching of Jesus sums up Macarthur's expectations of students in their dealings with others. Therefore all students should:

- Allow others to enhance their learning to develop their talents and abilities by respecting teachers' authority and directions and assisting other students in their learning.
- Appreciate and value the achievements and contributions of other students.
- Be considerate towards each other by not fighting or injuring one another particularly by resisting bullying and reporting incidents of it.
- Speak appropriately, addressing people in a suitable manner and not calling each other hurtful names.
- Not use or take anyone else's property without prior permission.
- Enhance the reputation of the School by the proper wearing of school uniform and behaving appropriately in and out of school.
- Listen to and obey those in authority, such as teachers, prefects, transport monitors, house captains, canteen and other staff.

RESPECT AND CARE FOR GOD'S WORLD (OUR ENVIRONMENT)

God's creation is intended for all people to enjoy. It is our responsibility to look after it by:

- Keeping our school and the community clean.
- Showing pride in our surroundings.
- Nurturing plants and wildlife around the School.
- Placing all litter in bins and encouraging others to do the same.
- Keeping classrooms, change rooms, toilets and public places neat, clean and tidy.
- Fostering a safe environment in which to learn and stay in school boundaries, and
- Taking care of the property including the prevention of graffiti.

Learning is not an end in itself, but a means by which you can use your gifts in service. Hence our school motto, 'Enter to Learn, Go out to Serve' is a living reality. You are given many opportunities to serve the school and the community and are being prepared for a life of service. Service is practised on mission trips, in sport, in Houses, in performances, in the Duke of Edinburgh's Award, as Prefects and in leadership roles in other co-curricular programmes. In Year 11 all students are expected to complete Community Service. Our desire to develop an ethic of service is modelled on the life of Christ, who, although He was the Creator of the universe, did not come to earth to be served but to serve. Learning to serve will help all of you become better leaders. Our hope is that you will take leadership roles in your life that will bless your home, workplace and community and we want to prepare you for that.

The curriculum at Macarthur has an international focus. You are encouraged to look beyond the southwest of Sydney, indeed beyond these shores. In Years 9 and 10 every student is expected to study either world Geography or World History. Students also have the opportunity to learn Indonesian. We have link schools in Hungary, Canada, Japan, Tanzania and Indonesia. Student and teacher visits and exchanges with these schools are encouraged. You also have the opportunity to visit other countries in Europe, Asia and the Americas through Mission Outreach, Music tours, History tours and cultural tours. A number of international students study alongside our Australian students. We want you as Macarthur graduates to be global citizens equipped to take your place in the world.

Research consistently shows that engaged students are happy students. For that reason, Macarthur provides you with a rich co-curricular programme. Macarthur's music programme is of world-class quality. Outstanding musicals and dramas are a regular feature of our co-curricular programme. Peripatetic music classes are available and many students benefit from the one-on-one tuition this provides. Other opportunities for you exist in a whole range of sports, adventure activities, public speaking and debating activities, the Thailand Outreach, The Duke of Edinburgh's Award, Community Service Team and The Drama Club are just a few of the many opportunities available for you to get involved in your school.

Macarthur is a Christian school. We don't just try to impart knowledge, but wisdom. Therefore, the teaching of all our subjects occurs within an ethical framework. We don't always have much choice in what we teach you, but you can be assured that the ideas you are presented with are challenged and tested in light of Christ's teachings. For that reason Biblical Studies, School Camps and Chapels are an essential part of being a Macarthur student. Christian students or inquiring students have the freedom to learn more about God in Bible studies and other voluntary Christian groups the School provides. Students are reminded that the Bible tells us one day knowledge will pass away, but God's love and wisdom will have an eternal value.

You are made in the image of God. He cares for you and your teachers care for you. They want you to share in the hope they have in Christ as Saviour. Our pastoral care programme is

designed to make sure all children are cared for. Each student has a Class Teacher or House Teacher. Each student is in a House that provides a sense of belonging and opportunity for involvement. Your Head of House and Head of School have a direct concern to ensure your learning and pastoral needs are being met.

At Macarthur, we endeavour to educate the whole person. That is, we want your academic, physical, emotional and spiritual qualities to grow and mature. Your attitude plays a large role in helping us make this happen. If you take advantage of the opportunities you are given, a Macarthur education will provide you with a rich resource from which you can draw upon all experiences you will face in life. My expectation and my prayer is that you will take these opportunities. To do so is to be educated in the Macarthur Way!

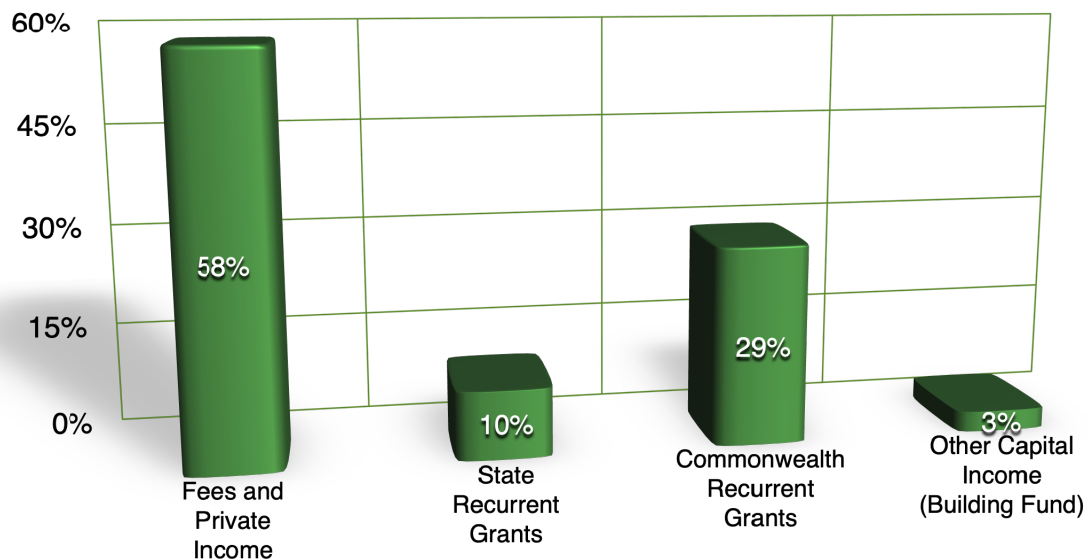


Macarthur Anglican School

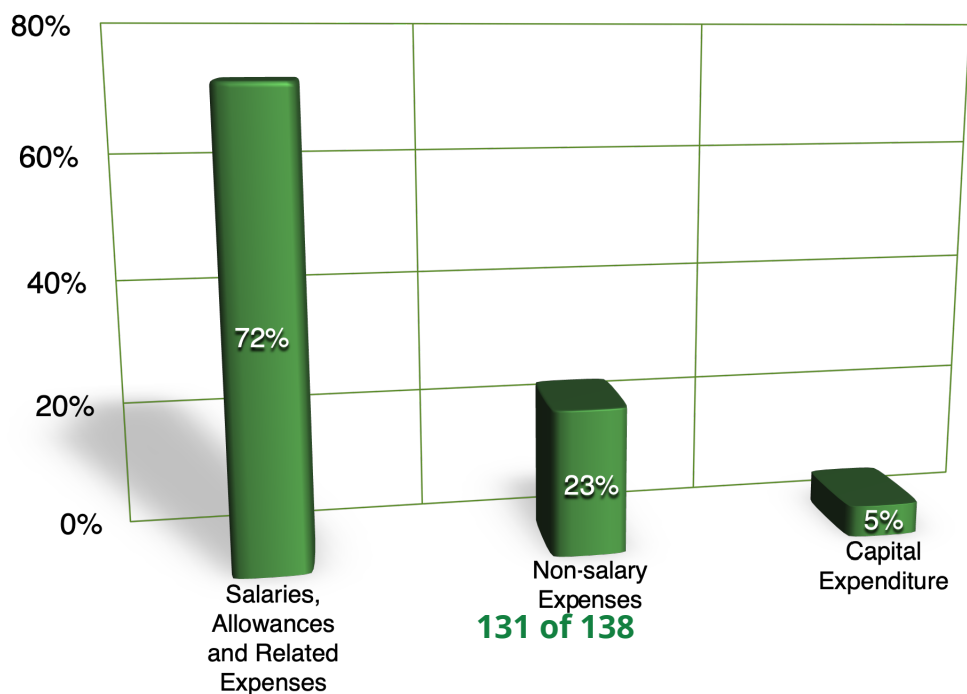
SUMMARY FINANCIAL INFORMATION

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 2022.

Recurrent and Capital Income



Recurrent and Capital Expenditure





Macarthur Anglican School

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 2020 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, Unfortunately during 2021 no MMG survey was conducted due to the closure of the school during the restrictions. It was thought that results from Parents and students would be unduly affected by the impact of online schooling, particularly their attitudes and engagement due to the absence of co-curricular activities and face-to-face learning.

Previous Parent Comments

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 with 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.

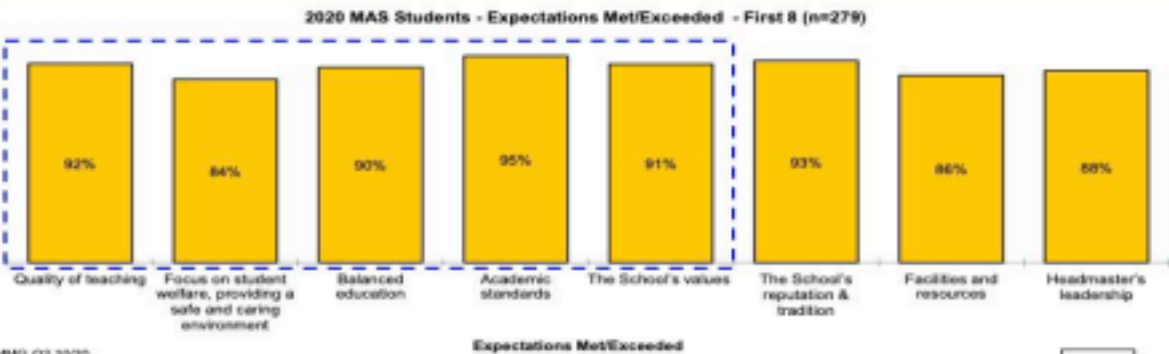
Student Satisfaction: As mentioned in the opening statement of this section, a very comprehensive research study of students is normally carried out by MMG Education. Unfortunately during 2021 COVID restrictions made it impractical to conduct The research, which focuses on students of Years 7, 9 and 12, covers 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 following statistics have been gleaned from the survey conducted in

2020 in the *Years 7, 9 and 12 Student Review*, and 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.

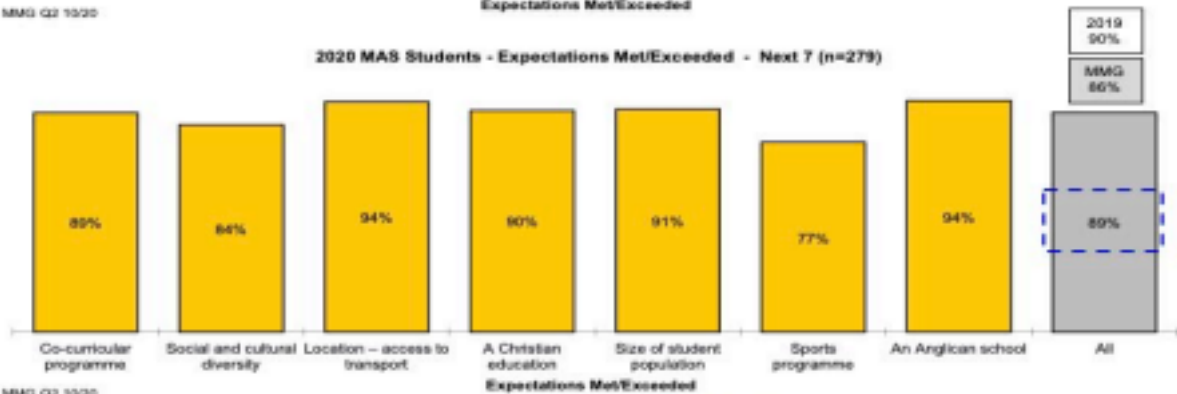
This chart below provides all student’s scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is ‘very high’ (89%) which is above MMG’s student school average benchmark score of 86%

Expectations Met/Exceeded – Students – All Students



MMG Q2 19/20

Expectations Met/Exceeded

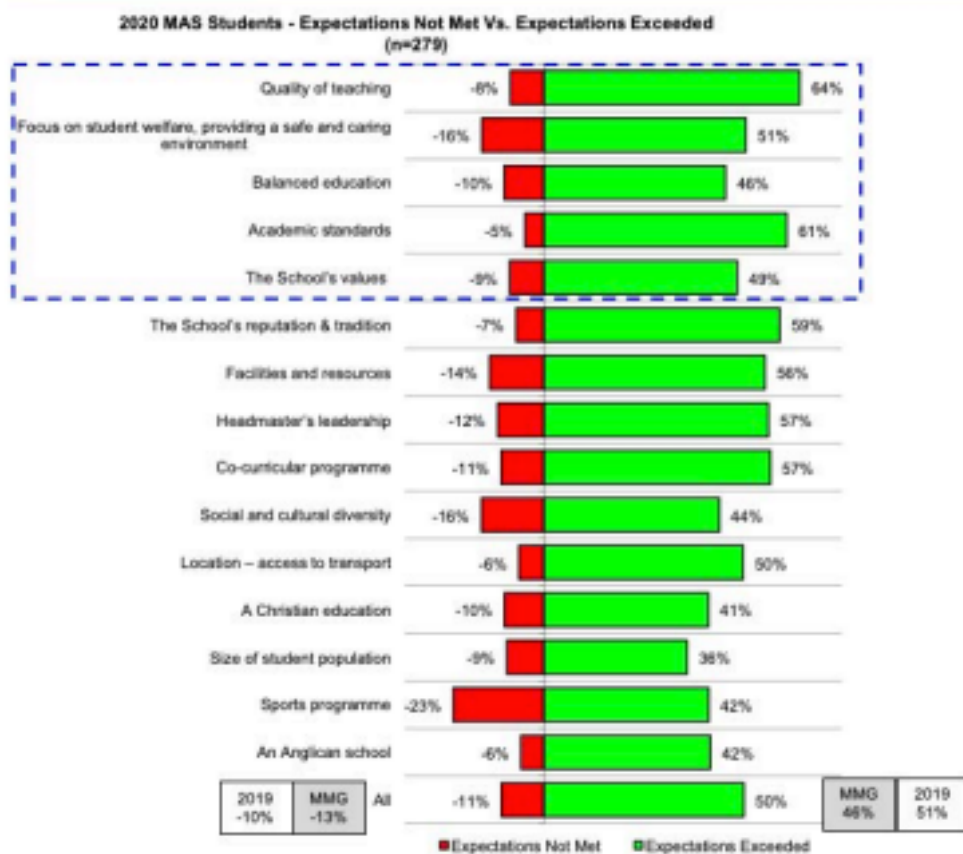


MMG Q2 19/20

MMG + Education

Expectations Not Met Vs. Exceeded – Students

– All Students



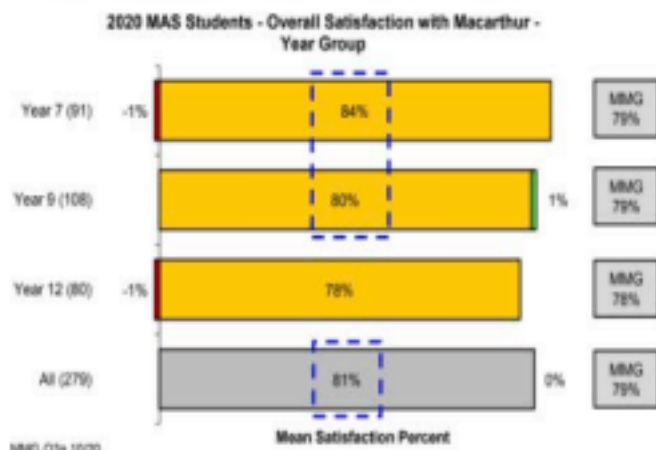
MMG Q2 10/20

MMG • Education

Overall Satisfaction with Macarthur - Year Group & Student Gender



2020
Student
Report

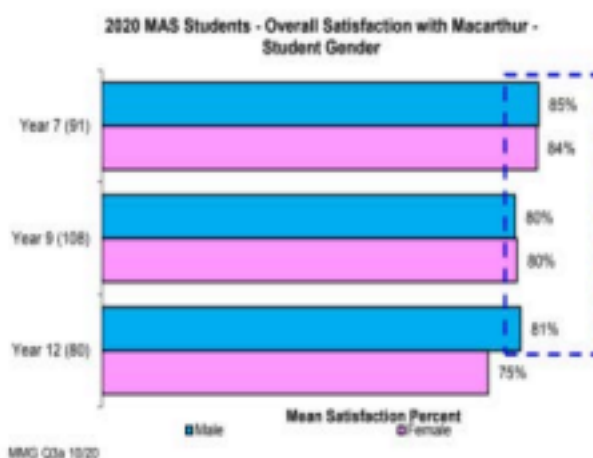
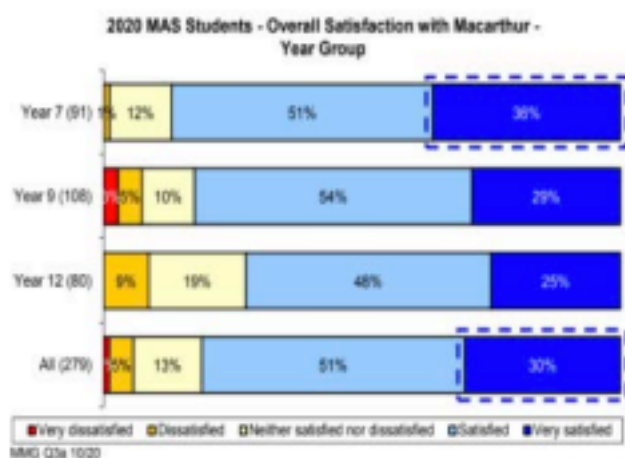


These charts show students' overall satisfaction with the School by year group (left charts) and student gender (bottom right chart).

In the top chart, the green bars show the percentage increase from last year.

The overall satisfaction score is 'very high' (81%).

Satisfaction scores range from 'high' (Year 12, 78%) to 'very high' (Year 7, 84%).



MMG + Education

From a group of 99 Year 12 students, 23 students were awarded the K-12 Award commending them for the long term enrollment at the school. 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. 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 is difficult to approximate due to all staff remaining off site for the majority of Term 3 due to COVID related restrictions.

The number of staff members who have served the school for extended periods. This is shown in the following table:

Teaching – Periods of Service

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.