



# Macarthur Anglican School

## Annual Report 2019

### From the Chairman of Council - Rev David Barrie

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

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

To quote a famous philosopher of my generation, *Life moves pretty fast. If you don't stop and look around 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 holistic 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.

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 Kovic very ably filled the role of Acting Headmaster. Mr Kovic 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.

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

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

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

### 2.1 School Context

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

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

The teachers are highly qualified and experienced, many recognised leaders in their field of expertise. Providing opportunities for students to 'grow their learning' and value-add throughout their time at the School is the driving force behind the School's desire to constantly improve the focus on teaching and learning. To better focus on the needs of students Macarthur is divided into a Junior School (Transition - Year 4), Middle School (Year 5 - Year 9) and Senior School (Year 10 - Year 12), each led by a Head of School who provides a close link with families. The Heads of School, together with the Dean of Studies, monitor student progress through a range of academic assessment and testing. These tests include SENA 1, DIBELS and DORF (K-6) and CELF-4 in Kindergarten, PAT Maths and reading (Years K-6) twice per year, 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

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. Year 9 and 10 high potential learning 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 in the intellectual development of children.

The School also operates a very active Learning Support Programme catering for the needs of students who have experienced early learning difficulties in Literacy and Numeracy. In K-6, this is overseen by the Heads of School and the Co-ordinator of Learning and Literacy K-6. In 7-12, this is overseen by the Dean of Studies and Co-ordinator of Learning and Literacy 7-12. Teachers' aides also support the students with their literacy and numeracy needs. Staff are also provided with strategies to differentiate learning tasks. Students with disabilities are assessed by the learning support team and in some cases, in consultation with parents, educational plans are devised so these students can access the curriculum.

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

Student achievement across school life is recognised through the awards system with Middle School and Senior School students awarded Colours acknowledging success, which appear on the School Blazer. There are many opportunities for training in student leadership in the Middle School and Senior School. School Prefects, House Captains, as well as a range of

activity Captains are highly sought after leadership positions. Those who demonstrate leadership in the various musical ensembles, sporting pursuits or other activities are recognised formally as student leaders and are encouraged to foster School and House spirit in that area of activity. In the Middle School, the appointment of Middle School Prefects provides leadership opportunities for students to begin refining their leadership skills, while students in Year 6 have an opportunity to be Student Leaders and activity monitors, assisting K-6 students.

Parents who enrol their children at Macarthur are generally aspirational and are seeking the best educational outcomes possible for their children. Conscious of this, the School seeks to tap the interest and enthusiasm of the parent body, as well as those associated with the school in a myriad of other ways, to create a learning environment that will enhance opportunities for personal growth and future prospects. Active parent groups, known as Women at Macarthur (W@M) and Men at Macarthur (M@M) have successfully operated bringing parents together at a number of social occasions, while at the same time contributing both financially and in kind towards improvements in the school amenities. Whilst we request community support we also give back to our community through Sponsorship. The School sponsored a number of community events including the Harrington Park Community Christmas Carols, Camden Show and Camden Show Ball. In recent years the School commenced a Community Partner Programme. 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 2019 (with the previous year of 2018 (shown in brackets)

### Gender distribution

|               | Boys      | Girls     | Totals    |
|---------------|-----------|-----------|-----------|
| <b>K-6</b>    | 146 [154] | 158 [149] | 304 [303] |
| <b>7-12</b>   | 264 [244] | 280 [258] | 544 [502] |
| <b>Totals</b> | 410 [398] | 438 [407] | 848 [805] |

This table shows a 5.3% increase in enrolments for 2018 (0.3% decrease in K-6, 8.4% increase in 7-12), following on from the 1.1% increase in 2017.

### Other aspects of the student body

|             | Diagnosed Disability | Language other than English | Indigenous |
|-------------|----------------------|-----------------------------|------------|
| <b>K-12</b> | 14% [9.7%]           | 21% [18%]                   | 1% [0%]    |

### 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 1118. This is five points higher than 2017. From the My School website, the percentage of school families in each socio-educational quartile have varied only slightly from the previous year. The socio-educational quartiles for 2019, with equivalent figures for 2018 in brackets, are as follows:

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

| Bottom Quarter | Second Quarter | Third Quarter | Top Quarter |
|----------------|----------------|---------------|-------------|
| 5 [3]          | 11 [16]        | 30 [31]       | 53 [50]     |

## MCEETYA Employment Groups

| Group 1   | Group 2   | Group 3   | Group 4 | Group 8 | Group 9 |
|-----------|-----------|-----------|---------|---------|---------|
| 41% [39%] | 32% [33%] | 13% [15%] | 4% [4%] | 8% [7%] | 2% [2%] |

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

## Anecdotal Information

Database information also shows that the families from which the students come include parents who may generally be described by the terms 'professional', 'white collar employee', 'self-employed' or 'managerial'. Some families could be described as quite wealthy and a number of students are fortunate to have experienced overseas family holidays. The dress, general health and wellbeing of the student body indicates that they come from homes where parents show pride and care for their children. There are also several students who come from families where parents make a very significant sacrifice for their children to attend Macarthur and who in many cases are supported by the school through its scheme of scholarship and bursarial assistance. Through its pastoral care programme, members of staff become aware that several families experience difficult emotional and relational issues, as one would expect to find in any community.

The students themselves generally have aspirations to participate in the opportunities provided by the school, to complete Year 12, then to progress to university. Apart from their studies, many students are involved in various sporting and community activities outside of the school, with some competing in competitions at national and even international level. A number of students have participated in cultural and leadership activities locally, nationally and internationally. There is a strong desire to be involved in community service activities, by helping with fund-raising appeals, by upholding the school's support of Anglicare, Varee Christian School in Chiang Mai, Thailand, the African Aids Foundation and by personal involvement in activities such as the School's Community Service group, which operates after school hours.

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



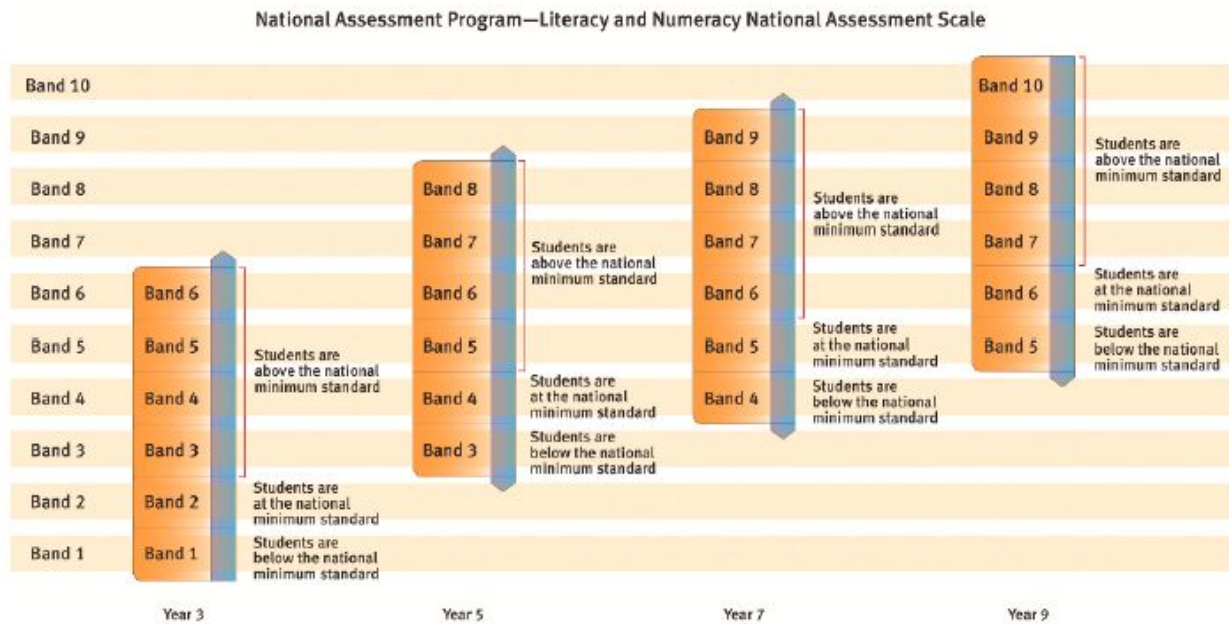
# STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2019

## 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   |
| <b>Macarthur Anglican School Mean</b> | 466.6   | 441.6   | 453.9    | 485.3                   | 452.5    |

### National Benchmark

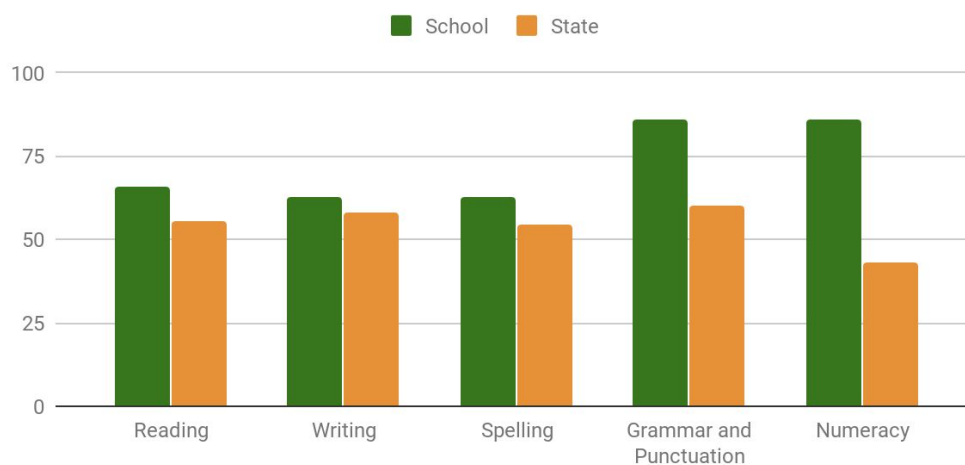
The majority of students achieved well above the National Minimum Band 2 Standard for all tests (see table 1). There was an improvement in the number of students above the benchmark for Reading.

**Table 1**

| Year 3 2018 NAPLAN Test | % Macarthur students below national minimum standards | % Macarthur students achieving above 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    |
| <b>Macarthur Anglican School Mean</b> | 525.8   | 500.6   | 543.6    | 541.6                   | 528.6    |

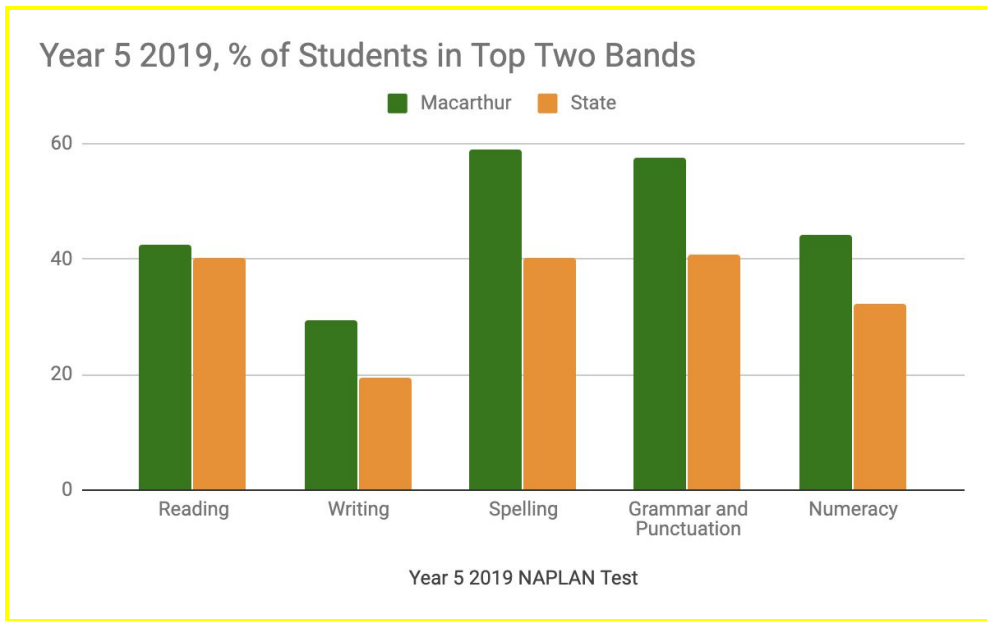
#### **Top 2 Bands for Year 5 and National benchmark**

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 |       |
|-------------------------|--|---|------------------------------------|-------|
|                         |  |   | <b>Macarthur</b>                   | 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.

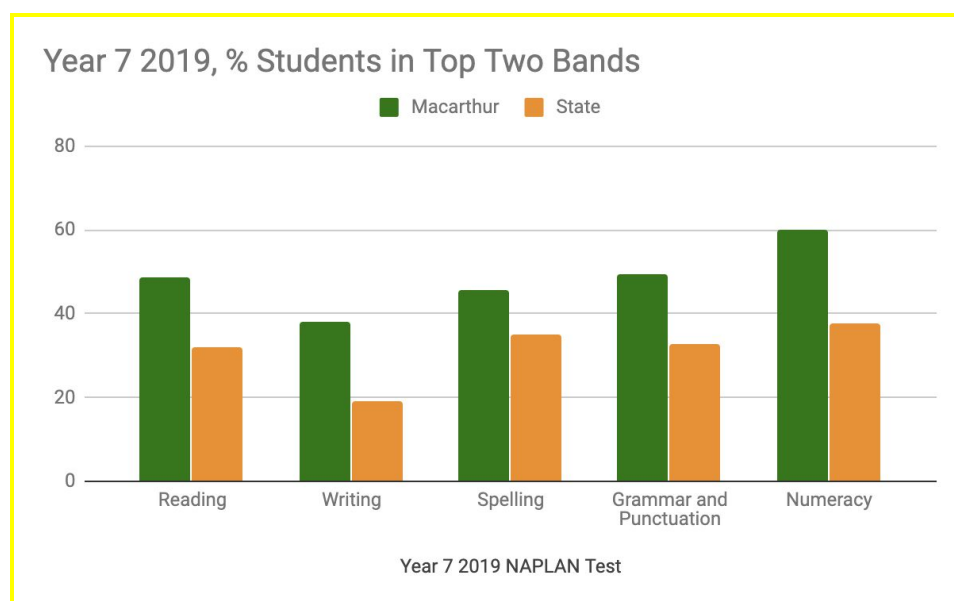
### Top 2 Bands

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    |
| <b>Macarthur Anglican School Mean</b> | 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

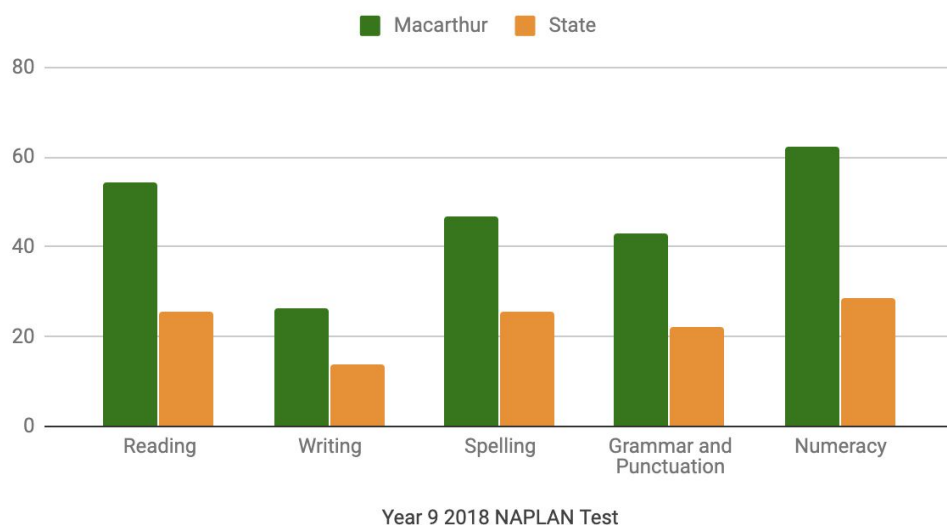
Macarthur Year 9 students achieved significantly more Band 9 and 10 results in all domains compared to the State.

**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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## SENIOR SECONDARY OUTCOMES

### The Record of School Achievement (RoSA)

#### Stage 5

In 2019, 104 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**

| <b>2019 Stage 5 School versus State Grading Comparison - % 'A' &amp; 'B' Grades</b> |                  |              |                  |              |
|---|------------------|--------------|------------------|--------------|
|   | A grades         |              | B grades         |              |
| <b>Subject</b>  | <b>Macarthur</b> | <b>State</b> | <b>Macarthur</b> | <b>State</b> |
| English   | 9.62             | 12.13        | 32.69            | 27.96        |
| Mathematics   | 13.46            | 14.81        | 33.65            | 23.12        |
| Science   | 21.15            | 12.76        | 54.81            | 24.80        |
| Australian Geography  | 27.88            | 14.35        | 41.35            | 27.29        |
| Commerce  | 46.15            | 19.11        | 46.15            | 31.94        |
| Geography Elective 100 hours  | 54.55            | 29.28        | 36.36            | 31.11        |
| Geography Elective 200 hours  | 31.82            | 53.74        | 22.73            | 26.26        |
| History Elective 100 hours  | 9.09             | 24.67        | 40.91            | 31.23        |
| History 200 hours   | 25.58            | 31.42        | 55.81            | 32.90        |
| History 100 hours   | 10.58            | 14.10        | 42.31            | 27.27        |
| Indonesian 200 hours  | 58.33            | 37.32        | 16.67            | 35.41        |
| Agricultural Technology 100 hours   | 37.50            | 7.20         | 41.67            | 21.30        |
| Design & Technology 100 hours   | 16.28            | 22.74        | 34.88            | 30.68        |
| Information Software Technology 100 hours   | 34.78            | 19.89        | 52.17            | 29.28        |
| Drama 100 hours   | 40.00            | 19.10        | 40.00            | 36.42        |
| Music 100 hours   | 30.00            | 13.32        | 30.00            | 28.00        |
| Music 200 hours   | 50.00            | 25.97        | 50.00            | 33.02        |
| Visual Arts 100 hours   | 33.33            | 17.15        | 50.00            | 32.78        |
| Visual Arts 200 hours   | 11.76            | 27.01        | 41.18            | 33.48        |
| Personal Development, Health, PE 200 hours  | 26.26            | 13.49        | 62.63            | 33.73        |

## Preliminary HSC

In 2019, 87 students satisfied the requirements of the Preliminary HSC. The Preliminary results indicated that most subjects have a higher percentage of A and B grades compared to the State.

**Table 2**

| <b>2019 Preliminary HSC School vs State Grading Comparison - % 'A' &amp; 'B' Grades</b> |                  |              |                  |              |
|---|------------------|--------------|------------------|--------------|
| <b>Subject</b>  | <b>A grades</b>  |              | <b>B grades</b>  |              |
|   | <b>Macarthur</b> | <b>State</b> | <b>Macarthur</b> | <b>State</b> |
| EAL/D   | -                | 9.47         | -                | 25.40        |
| English Advanced  | 30.77            | 19.32        | 24.36            | 42.62        |
| English Extension 1   | 81.25            | 35.37        | 18.75            | 42.45        |
| English Standard  | -                | 3.58         | 14.29            | 23.83        |
| Mathematics Extension   | 10.53            | 26.79        | 63.16            | 29.04        |
| Mathematics Standard 2  | 6.67             | 7.15         | 22.22            | 21.52        |
| Mathematics Advanced  | 23.08            | 26.79        | 35.90            | 29.04        |
| Biology   | 11.76            | 12.39        | 26.47            | 27.46        |
| Chemistry   | 21.43            | 15.20        | 50.00            | 27.39        |
| Earth and Environmental Science   | -                | 9.65         | 40.00            | 25.90        |
| Physics   | 7.14             | 15.06        | 50.00            | 27.50        |
| Ancient History   | 50.00            | 15.29        | 50.00            | 27.55        |
| Business Studies  | 2.78             | 12.93        | 38.89            | 28.59        |
| Economics   | 14.29            | 22.28        | 38.10            | 33.69        |
| Geography   | 18.18            | 17.22        | 63.64            | 31.10        |
| Legal Studies   | 17.24            | 15.32        | 24.14            | 28.08        |
| Modern History  | 21.62            | 16.38        | 18.92            | 27.75        |
| Society and Culture   | 23.08            | 14.56        | 46.15            | 29.56        |
| Studies of Religion 1   | 14.29            | 14.45        | 35.71            | 30.86        |
| Studies of Religion 2   | 12.50            | 16.09        | 25.00            | 32.91        |
| Indonesian Continuers   | 100.00           | 30.61        | -                | 35.71        |
| Agriculture   | 25.00            | 17.58        | 25.00            | 25.99        |
| Design and Technology   | 33.33            | 17.82        | 11.11            | 28.20        |
| Software Design and Development   | 42.86            | 17.26        | 28.57            | 27.76        |
| Textiles and Design (new course 2019)   | 16.67            | 20.09        | 33.33            | 30.27        |
| Drama   | -                | 26.55        | 37.50            | 38.15        |
| Music 1   | 22.22            | 19.46        | 55.56            | 35.25        |
| Music 2   | 66.67            | 51.25        | 33.33            | 34.60        |
| Visual Arts   | 11.11            | 20.39        | 55.56            | 33.78        |
| PDHPE   | 22.58            | 12.32        | 38.71            | 27.23        |

## The Higher School Certificate

In 2019, Macarthur Anglican School presented 62 students for the Higher School Certificate. Thirty- subjects were presented at Macarthur in 2019. All students fulfilled the requirements to gain a Higher School Certificate and an Australian Tertiary Admission Rank (ATAR). The School did not present any subjects that could not be used for the purpose of gaining an ATAR.

18% of students who presented for the HSC in 2019 attained ATARs of 95 and over. 35% of students received an ATAR of 90 or higher. 48% of students received an ATAR of 85 or higher. 60% of students received an ATAR of 80 or higher. 74% of students received an ATAR of 75 or higher. 77% of students received an ATAR of 70 or higher.

|                                       | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Students who achieved a Band 6 result | 39%         | 35%         | 32%         | 41%         | 60%         |
| Students who achieved a Band 5 result | 83%         | 75%         | 82%         | 35%         | 89%         |

Isaiah Kezelos and Shivani Mistry shared the honour of 'Dux' for 2019. Isaiah and Shivani both achieved an ATAR of 99.35. 9.7% of Macarthur's students were recognised as Top Achievers. This placed Macarthur 7th in the State for the number of Top Achievers in one school.

<https://bettereducation.com.au/results/HscTopAchiever.aspx>

Isaiah Kezelos (ATAR 99.35) achieved 1<sup>st</sup> in the State in Indonesian Extension, 5<sup>th</sup> in the State in Indonesian Continuers and 7<sup>th</sup> in the State for Music 1. Tiffany Lee Walker achieved 5<sup>th</sup> in the State in Mathematics Standard 2. Lara Lindsay (ATAR 96.15) achieved 3<sup>rd</sup> in the state for Indonesian Extension. Morgan Reidy (ATAR 98.40) achieved 5<sup>th</sup> in the State for English Extension 1.

Other achievements included:

Harrison Barrett was nominated for HSC 'ARTEXPRESS' (Visual Arts), Sofia Iorfino was nominated for HSC 'Shape' (Design & Technology) showcase, Isaiah Kezelos was nominated for HSC 'ENCORE' (Music) and Lara Lindsay was nominated for HSC 'OnSTAGE' (Drama).

In 2019 three accelerated students (in Year 11 cohort for 2019) studied and completed Mathematics Extension 1 and Mathematics Extension 2 at the HSC level. Jayden Taylor -Mathematics Extension 1 (91%) E4, Mathematics Extension 2 (87%) Notional Band 6. Jayden plans to study Mathematics at a University level (UNE) in 2020 (whilst completing his HSC year). Bradley Speed -Mathematics Extension 1 (90%) E4, Mathematics Extension 2 (81%) Notional Band 6. Joshua Drayton -Mathematics Extension 1 (70%) E3, Mathematics Extension 2 (55%) Notional Band 5.

## Mean, Median, Highest Year 12 ATAR Results

|         | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|-------------|-------------|
| Mean    | 75.29       | 72.9        | 75.59       | 74.21       | 81.50       |
| Median  | 79          | 74.3        | 76.25       | 79.43       | 84.43       |
| Highest | 99.1        | 98.15       | 99.35       | 99.7        | 99.35       |

## The Median and the Mean were the highest Macarthur has ever achieved.

### 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 (17.82% above state mean), Music 1 (16.95% above state mean), Information Processes and Technology (15.87% above state mean), Geography (13.28% above state mean) and Mathematics Standard 2 (10.39% above state mean).

Macarthur was ranked 57th overall out of over 800 schools which had candidates sit the HSC in 2019 and was the top scoring school in the region (SMH 17/12/19). This places Macarthur in the top 7% of all schools. Macarthur was ranked 30th out of all NSW Independent Schools <https://bettereducation.com.au/Results/HscIndependentSchoolResults.aspx>

**The percentage of Macarthur students who achieved Band 5 and 6 results exceeded the State in the vast majority of subjects. There were greater numbers of students attaining Band 5 and 6 results in 2019.**

| Table 5<br>Subject               | % Band 5 & 6 results at Macarthur |        | % Band 5 & 6 results in State |        |
|----------------------------------|-----------------------------------|--------|-------------------------------|--------|
|                                  | 2018                              | 2019   | 2018                          | 2019   |
| Agriculture                      | 80.00                             | 100.00 | 25.61                         | 31.41  |
| Ancient History                  | 55.50                             | 57.14  | 36.48                         | 35.98  |
| Biology                          | 45.83                             | 61.90  | 37.07                         | 31.83  |
| Business Studies                 | 51.72                             | 46.15  | 37.42                         | 33.39  |
| Chemistry                        | 38.46                             | 42.86  | 42.23                         | 46.16  |
| Design and Technology            | 15.39                             | 100.00 | 46.84                         | 46.66  |
| Drama                            | 66.67                             | 100.00 | 42.53                         | 43.72  |
| Earth & Environmental Science    | N/A                               | 0      | 37.93                         | 31.27  |
| Economics                        | 22.22                             | 0      | 79.87                         | 51.92  |
| English (Standard)               | 0                                 | 0      | 15.16                         | 11.82  |
| English (Advanced)               | 55.29                             | 63.46  | 62.73                         | 61.85  |
| EAL/D                            | 0                                 | 16.67  | 25.58                         | 23.71  |
| English Extension 1              | 89.47                             | 100.00 | 95.65                         | 94.15  |
| English Extension 2              | 100.00                            | 100.00 | 71.40                         | 80.16  |
| Geography                        | 73.33                             | 100.00 | 43.68                         | 43.54  |
| Indonesian Continuers            | 88.89                             | 100.00 | 69.35                         | 51.39  |
| Indonesian Extension             | 100.00                            | 100.00 | 93.75                         | 100.00 |
| Information Processes Technology | 71.43                             | 100.00 | 37.54                         | 34.89  |
| Legal Studies                    | 68.75                             | 46.15  | 44.50                         | 41.56  |
| Mathematics Standard 2           | 45.59                             | 61.54  | 26.89                         | 13.19  |
| Mathematics                      | 68.00                             | 50.00  | 51.91                         | 49.31  |
| Mathematics Extension 1          | 77.78                             | 66.67  | 79.86                         | 80.27  |
| Mathematics Extension 2          | 83.33                             | 0.75   | 85.56                         | 85.93  |
| Modern History                   | 37.14                             | 63.64  | 42.21                         | 39.67  |
| History Extension                | 85.71                             | 70.00  | 78.81                         | 76.77  |
| Music 1                          | 85.71                             | 100.00 | 64.88                         | 66.24  |
| Music 2                          | 80.00                             | 100.00 | 91.43                         | 90.96  |
| Music Extension                  | 100.00                            | 100.00 | 96.00                         | 97.84  |
| PDHPE                            | 40.00                             | 42.86  | 33.46                         | 31.51  |
| Physics                          | 57.14                             | 55.56  | 33.92                         | 37.02  |

|                             |             |        |       |       |
|-----------------------------|-------------|--------|-------|-------|
| Science Extension           | NEW in 2019 | 100.00 | N/A   | 68.42 |
| Society and Culture         | 76.19       | 75.00  | 47.43 | 44.54 |
| Software Design Development | 57.14       | 50.00  | 37.31 | 44.54 |
| Studies of Religion 1       | 25.00       | 66.67  | 36.81 | 46.32 |
| Studies of Religion 2       | 28.57       | 0      | 41.18 | 44.84 |
| Visual Arts                 | 69.23       |        | 41.18 | 62.7  |

## ATAR Distribution

The 2019 UniScores analysis revealed 62 students eligible for an ATAR {102}, 22 boys {46} and 40 girls {56}.

The mean, 81.50 {74.23} increased by 7.27 UniScore points and the median, 84.43 {79.43} increased by 5.00 UniScore points.

The mean for boys, 78.18 {68.83} increased by 9.35 and their median, 77.48 {66.98} increased by 10.50 while the girls' mean, 83.32 {78.66} increased by 4.66 and their median, 85.73 {80.13} increased by 5.60.

17.7% of students achieved UniScores at or above 95 {17.6%} - stable

32.3% were at or above 90 {26.5%} - an upward shift

58.1% were at or above 80 {49.0%} - an upward shift

80.6% were at or above 70 {62.7%} - an upward shift

91.9% were at or above 60 {71.6%} - an upward shift

3.2% of students {14.7%} were in the tail of the distribution (ie below 50) - a decrease

| Graph 4<br>2019 | Male  | Female | Total |
|-----------------|-------|--------|-------|
| Number          | 22    | 40     | 62    |
| Mean Uniscore   | 78.18 | 83.32  | 81.50 |
| Std Dev         | 14.37 | 12.56  | 13.34 |
| Max Uniscore    | 99.45 | 99.35  | 99.45 |
| Min Uniscore    | 43.75 | 48.20  | 43.75 |

|                        |       |       |       |
|------------------------|-------|-------|-------|
| <b>Median Uniscore</b> | 77.48 | 85.73 | 84.43 |
|------------------------|-------|-------|-------|

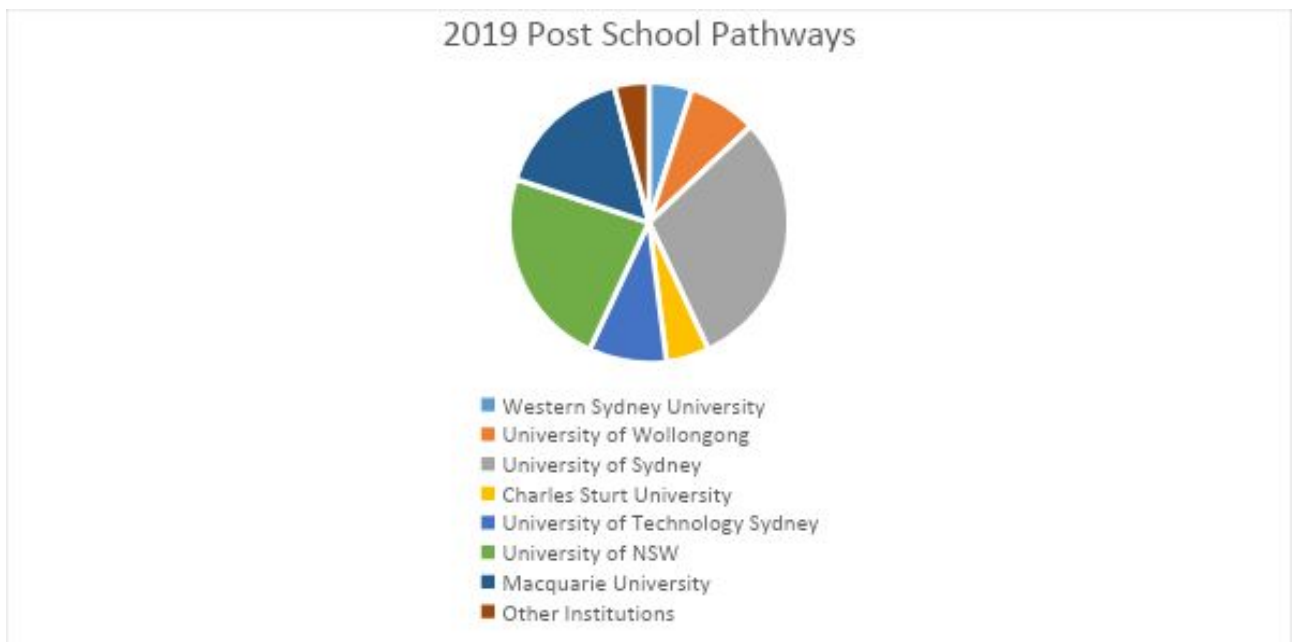
### Year 12 Students Undertaking the NSW Higher School Certificate

A total of 62 students completed their senior secondary education at Macarthur in 2019, with 100% of the group successfully being awarded the Higher School Certificate.

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

### Post School Pathways

58 of the 62 Year 12 students applied for an ATAR. Of these, 56 students (97 %) received university offers and 75 % received an early round offer. 5 students were offered early round offers in November through Macquarie University to study a Bachelor of Speech and Hearing Sciences, a Bachelor of Actuarial Studies, a Bachelor of Marketing and Media, a Bachelor of Marine Science and a Bachelor of Law. Other university offers included 5 % at the Western Sydney University, 8 % of students have enrolled at University of Wollongong, 30 % at the University of Sydney, 5 % at Charles Sturt University, 9 % at University of Technology Sydney, 23 % at the University of NSW, 16 % at Macquarie University and 4 % at other institutions. 1 (one) student was offered a place at a Swimming College in Hawaii, USA. Refer to the pie chart below.



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## PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

In 2019 one teacher achieved Proficient Teacher Status - Isaac Iturra.

No teachers moved to Experienced Teacher under the Association of Independent School’s ISTAA Accreditation system and no teachers moved from Band 2 to Band 3 under the Teacher’s Staff Agreement (MEA).

### Teacher Qualifications

The 2019 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 2018 figures are in brackets.

### School Staff

|   |             |
|---|-------------|
| Teaching staff                          | 79 [82]     |
| Full time equivalent teaching staff     | 72.4 [73.5] |
| Non-teaching staff                      | 44 [39]     |
| Full-time equivalent non-teaching staff | 31.8 [28.9] |

| 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       | 78                 |
| Teachers who have qualifications as a graduate from a higher education institution from within Australia or are recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | 0                  |
| Teachers who do not have qualifications as described on (a) and (b) but have successful teaching experience or appropriate knowledge relevant to the teaching context.  | 0                  |

## **Staff Professional Learning in 2019**

This year, staff at Macarthur worked together to continue to build a strong academic environment for our students. Macarthur staff continued to work on building the strong academic culture within the School.

The Macarthur Staff Conference had as its theme “*Enriching Learning*” and an emphasis of the conference was to provide teachers with strategies on assessment and feedback. The Keynote addresses included the following:

*‘Assessment and Feedback Health Check’*

*‘Effective Assessment for Learning – The Case for Change’*

These workshops focused on student and teacher voice and the need for assessment for learning to be a fair, clear, equitable and efficient process. There was a focus on feedback in terms of who should do the ‘heavy lifting’ and how to help students cope with and act on critical feedforward feedback as well as build their ‘academic resilience.’

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

*‘Growing Understanding – Youth Suicide Prevention Gatekeeper Training Overview’*

*‘Building Resilience Strategies for Young People’*

*‘Creative & Critical Thinking Strategies’*

*‘Teaching EAL/D Students in the T-6 Classroom’*

*‘EAL/D Strategies for the 7-12 Classroom’*

*Learning Experiences in ‘Cospace’*

*Screen/Voice Recording for Assessments – Loom and Screentastify*

*Clevertouch Training*

*Organising Google Files*

Administrative staff also attended sessions on using Edsmart and using google drive to improve workflow. All staff also completed an online Complispace self-paced 2 hour learning module on Child Protection – NSW Policy as well as Student Duty of Care.

## **COG (Community of Growth) Groups**

Teaching is a dynamic profession and as new knowledge about teaching and learning emerges, new types of expertise are required by educators. Teachers must keep abreast of this knowledge base and use it continually to refine their conceptual and pedagogical skills. In 2019 our staff professional learning programme was of utmost importance. We are all learners – staff and students alike. Each Wednesday afternoon our staff took part in a professional learning forum. These took many different forms including Faculty Meetings, Teach Meets, Online Courses, Planning and Programming for new curriculum, Workshops and Conferences.

In 2019 we continued our ‘Community of Growth’ professional learning groups.

Each T-12 teacher self-nominated to be part of a COG group. In these groups, teachers identified, inquired and collaborated together around a specific educational ‘problem of practice’. Some of the different lines of inquiry that COG groups investigated included:

- Inquiry, Critical & Creative Thinking

- Growth Mindset
- Encouraging Spiritual Growth in the School Community
- Problem Based Learning using Data
- Using Data to Drive Teaching and Learning Programmes
- Student Feedback
- Mental Health and Resilient Strategies

Teachers worked collegially and collaboratively over a number of forums throughout the year to discuss and reflect as educational professionals. Teachers used what they discovered to strengthen and improve upon their practice.

Our COG groups developed a culture of collaboration and collective responsibility for improving teaching and learning practices. They also promoted critical reflection, the sharing of ideas and expertise as well as an ongoing process of inquiry that promoted deep learning.

T-4 teachers continued to be involved in the “Early Literacy Project” run by the AIS (Association of Independent Schools). This involved sessions of professional learning as well as observations of teaching and reflection sessions as well as a strong focus on assessment in Mathematics.

TeachMeets were also a well-attended professional learning forum run each term. These provided T-12 staff with opportunities to share innovative teaching and learning strategies.

In order to enhance a culture of research and ongoing professional learning at Macarthur, the Headmaster and School Council have continued to endorse a research scholarship for which teachers could apply. The Beavis Fellowship, honouring long standing Chair of School Council Dr Alan Beavis was awarded to two teams. Erica Looyen (History Research and Professional Learning) & Karen Williams (Using Data – ‘Literatu’ to drive teaching and learning) for 2020. Neil Davies and Rebecca Bennison continued their research on Problem Based Learning and Musicology respectively. These fellowships will continue to be offered each year.

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

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place in 2019 amongst Macarthur staff.

Attendance at Professional Learning courses is the primary method of professional learning at Macarthur, although it is not limited to this. Teachers new to Macarthur are inducted into the school through a 12-month programme. New Scheme Teachers and teachers new to Macarthur are assisted with a mentoring programme as they manage the process of accreditation with NESAs. 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 accordingly.

| <b>Description of Professional Development Learning Activity 2019</b> | <b>Hours per Person</b> | <b>Staff</b> |
|---|-------------------------|--------------|
| 4th Data Driven Evidence Based Teaching in Schools (Criterion)        | 14                      | 1            |
| AASB 16 Seminar (Nexia Australia)                                     | 1                       | 1            |
| AHISA Director of Studies Conference                                  | 12                      | 2            |
| AIS Area Network Meeting - Learning Support                           | 2                       | 1            |
| AIS Chemical Safety in Schools - Advanced Course-Online               | 3                       | 10           |
| AIS Chemical Safety in Schools - Induction Course-Online              | 1.3                     | 10           |
| AIS Economic Conference   | 6                       | 1            |
| AIS Education Research Symposium                                      | 7                       | 1            |
| AIS Enrolling & Supporting Students with Diverse Needs                | 2                       | 1            |
| AIS Exploring Flipped Learning in a Flipped Setting - Online          | 6                       | 1            |
| AIS Familiarisation NSW Stage 6 English Syllabus-Online               | 10                      | 1            |
| AIS HICES PA Day  | 5                       | 1            |
| AIS HSC Common Module - The Merchant of Venice                        | 4                       | 2            |
| AIS Igniting Learning Lab   | 7                       | 1            |
| AIS IT Help Desk & The Customer Experience                            | 5                       | 2            |
| AIS IT Managers Conference  | 16                      | 3            |
| AIS Languages Conference  | 7                       | 3            |
| AIS Mental Health Support : Whole School Processes                    | 6                       | 1            |
| AIS NFP Requirement Workshop - Section 83                             | 2                       | 1            |
| AIS PDHPE Familiarisation Course - Online                             | 7                       | 2            |

|  |     |   |
|--|-----|---|
| AIS Planning and Programming new PDHPE K-10 Syllabus   | 5   | 1 |
| AIS Stage 6 History Syllabus - Online  | 3.5 | 1 |
| AIS Stage 6 Language Extension Workshop  | 5   | 1 |
| AIS Support for Students with Academic, Behavioural & Mental Health Needs                                  | 6   | 1 |
| AIS Teaching EAL/D 7-10 ESL Scales Network Meeting   | 7   | 1 |
| AIS Visual Arts Conference   | 8   | 1 |
| AIS WHS Consultation   | 11  | 4 |
| ANSTO PD Day   | 6.5 | 1 |
| APAC Advancement Conference  | 12  | 1 |
| Art Camp Year 11 - Visit Alternative   | 5   | 2 |
| ASBA NSW PD Day (Assoc of School Business Administrators)  | 7   | 1 |
| ASD - Supporting Students & Families - NSW School Link   | 2   | 2 |
| Aspect Macarthur Presentation (MANSW)  | 1.5 | 1 |
| Autism Spectrum - The Early Years  | 7   | 5 |
| Band Jam Planning Meeting (Thomas Hassall Ang)   | 3   | 1 |
| BBB Educator Course 2019   | 14  | 1 |
| Beavis Fellowship Research   | 21  | 1 |
| Behaviour Management for Beginning Teachers (Dynamic Composing, Creating & Assessment Online (Noteflight)) | 2.5 | 1 |
| Building Learning Character Conference   | 8.5 | 1 |
| Commbiz Workshop   | 2   | 1 |
| CPA Australia Convention   | 9   | 1 |

|   |     |    |
|---|-----|----|
| Cracking the Hard Class (The Dynamic Learning Group)                                  | 7   | 1  |
| Creativity in the Disciplines Project Workshop  | 5   | 1  |
| Critical & Creative Thinking Across the Curriculum                                    | 6   | 2  |
| Designing Learning for English 7-12 (ETA)   | 6   | 1  |
| Dues Ex Photomedia Conference   | 7   | 2  |
| EAL/D Consultation Day  | 5   | 1  |
| Earth & Environmental Science Programming & Resources (Western Sydney)                | 5   | 1  |
| Education Future Forum  | 7   | 1  |
| Edutech Conference  | 16  | 6  |
| Edval Daily   | 6   | 1  |
| Elevate Conference  | 3.5 | 2  |
| Equitable Practices for Assessing EAL/D Learners in the Mainstream Classroom (ATESOL) | 6   | 2  |
| FBT Seminar (Nexis Sydney)  | 1.5 | 1  |
| First Aid Training L3 (Reviva)  | 7   | 25 |
| Fundraising Communications Masterclass (Educate Plus)                                 | 4   | 1  |
| Futures Australia)  | 6.5 | 1  |
| Gateway 8 Activity Writing Day  | 6.5 | 1  |
| Generation STEM (CSIRO)   | 1   | 1  |
| Geography Teachers Association Conference   | 11  | 1  |
| Google Cloud Platform & Machine Learning  | 8.5 | 1  |
| HICES Adjudicators Workshop   | 5   | 1  |

|   |      |   |
|---|------|---|
| HICES Music Festival                                      | 10   | 1 |
| HICES Music Festival Meeting                              | 6    | 1 |
| HSC Advanced Chemical Instrumentation                     | 6    | 1 |
| HSC Business Studies Marking                              | 105  | 1 |
| HSC Design & Technology Itinerant Marking                 | 78   | 1 |
| HSC Design & Technology Marking                           | 16   | 1 |
| HSC Design & Technology Standards Setting Operation       | 10   | 1 |
| HSC Disability Provisions Training (Prof Assoc Learn Sup) | 5    | 2 |
| HSC English Course Planning Day                           | 4    | 2 |
| HSC Feedback 2019   | 5    | 1 |
| HSC Geography Senior Marking                              | 16   | 1 |
| HSC Indonesian Briefing for Oral Examination              | 7    | 1 |
| HSC Indonesian Marking and Judging                        | 21   | 1 |
| HSC Mathematics Advanced (Long Course) (MANSW)            | 12.5 | 1 |
| HSC Music Trial Marking                                   | 7    | 1 |
| HSC Paper 1 Student Day (Uni of Syd)                      | 4    | 1 |
| HSC Physics Marking                                       | 50.5 | 1 |
| HSC PIP Marking (NESA)                                    | 7    | 1 |
| HSC Social Science Trial Marking                          | 12   | 3 |
| HSC Society and Culture Marking                           | 16   | 1 |
| IASPM Annual Conference                                   | 16   | 1 |

|  |     |   |
|--|-----|---|
| Ignite the Spark,Fuel the Fire:Collaborating for Differentiation     | 7.5 | 1 |
| Igniting a Passion for Learning (Dynamic Learning Group)             | 6   | 2 |
| IPSHA Debating Workshop  | 5   | 2 |
| IPSHA General Meeting  | 6   | 1 |
| IPSHA Heads Meeting  | 6   | 1 |
| IPSHA Learning Support EAL/D   | 3   | 1 |
| IPSHA Umbrella Art Group Meeting                                     | 2   | 1 |
| Just Play & Groove your Classroom Workshops (Musical Learning Group) | 6   | 1 |
| Law Sense Seminar  | 8   | 1 |
| Legal Studies Association Conference                                 | 16  | 2 |
| Lets Lift Literacy   | 5   | 1 |
| Macqlit Programme Workshop   | 12  | 1 |
| Managing Anziety Disorder at School - (Syd Uni) - Online             | 3.5 | 6 |
| Mathematics Stage 6 Ext1and2 New Syllabus (MANSW)                    | 18  | 1 |
| Mathematics Work at Home   | 7   | 1 |
| Meet the Markers and ST6 Syllabus Assessment                         | 8   | 1 |
| Mental Health & Well Being in Young People (Generation Next)         | 8   | 7 |
| MLTA SA Conference   | 18  | 1 |
| NAMARU - Contemporary Aboriginal & TSI Art                           | 6   | 1 |
| NESA Exam Committee Meeting  | 16  | 5 |
| NESA HSC Marking Workshops for Business Studies                      | 48  | 1 |



|  |     |   |
|--|-----|---|
| NESA Stage 6 Numeracy CEC Pilot Program                  | 14  | 1 |
| NSW School of Languages Supervisors Day                  | 3.5 | 1 |
| PAM K-8 Conference 2019 (MANSW)                          | 8   | 2 |
| PDHPE Orientation to the new Syllabus                    | 4   | 3 |
| Presenting HSC Physics Study Day Review (Aurora College) | 8   | 1 |
| Programming Day Commerce                                 | 6   | 3 |
| Programming Day for Ancient History                      | 6.5 | 1 |
| Programming Day for History                              | 6   | 2 |
| Programming Day for History & International Studies      | 6   | 3 |
| Programming Day for Languages                            | 7   | 1 |
| Programming Day Languages K-6                            | 7   | 4 |
| Programming Day Languages K-8                            | 8   | 2 |
| Programming Day Mathematics                              | 7   | 4 |
| Programming Day Modern History                           | 8   | 1 |
| Programming Day Music 2                                  | 7   | 2 |
| Programming Day PDHPE                                    | 10  | 4 |
| Programming Day Textiles & Design                        | 7   | 1 |
| RBA Topic Talk   | 3.5 | 1 |
| School Nurses Conference                                 | 16  | 2 |
| Schools Cyber Security Challenges (Uni of Syd)           | 2   | 1 |
| Schools Summit (Sydney Morning Herald)                   | 8   | 1 |
| Science Extension Network Meeting                        | 5   | 1 |

|   |     |   |
|---|-----|---|
| Spiritual Development for All Pupils (Anglican Ed Comm)       | 2.5 | 3 |
| STANSW Chemistry Conference                                   | 5   | 1 |
| STANSW Conference (BEEINS)                                    | 7.5 | 2 |
| STANSW Physics Conference                                     | 6   | 1 |
| STANSW STEM Chemistry Conference                              | 5   | 1 |
| STEM Education Conference                                     | 16  | 1 |
| STEM+X - The use of Robotics as a Teaching Tool               | 8   | 1 |
| Teacher Knowledge for Art & Craft of Writing - Online (PETAA) | 6   | 1 |
| Teachers Assistant Online Course (Education Events Pty Ltd)   | 2   | 1 |
| Teaching Gifted Learners - Online - UOW                       | 12  | 1 |
| The Positive Schools Conference                               | 13  | 1 |
| Umbrella Group Office Bearer Session                          | 2   | 1 |
| UNE Boost - Spectroscopy - Online                             | 10  | 1 |
| VADEA Conference  | 8   | 2 |
| VALID Marking (DET)   | 7   | 2 |
| YARC and Understanding Learning Difficulties (SPELD)          | 7   | 2 |

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, 35% (19 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.

In 2019 Macarthur staff were engaged in marking in the following courses:

Subjects in which teachers undertook HSC marking

|                                      |                                |                            |
|--------------------------------------|--------------------------------|----------------------------|
| Agriculture                          | Ancient History                | Business Studies           |
| Chemistry                            | Design and Technology          | English – Advanced         |
| English as a Second Language         | Geography                      | Indonesian Beginners       |
| Indonesian Background Speakers       | Indonesian Continuers          | Indonesian Extension       |
| Information Processes and Technology | Music Practical                | Mathematics Standard 1 & 2 |
| Physics                              | Society and Culture            | Studies of Religion        |
| Visual Arts – Written                | Software, Design & Development |                            |

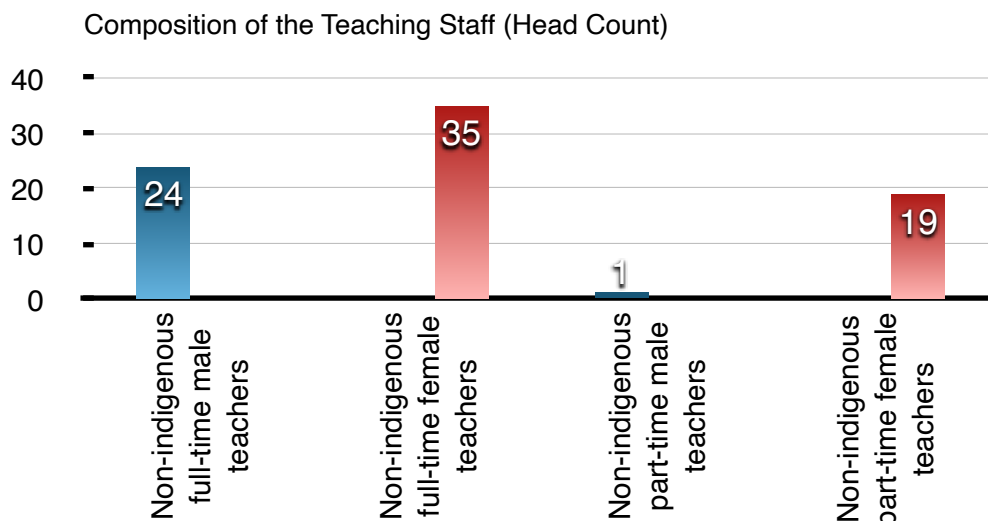
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## WORKFORCE COMPOSITION

### Composition of the Teaching Staff – 2019

The non-indigenous full-time teaching staff as reported in the 2018 Annual Census, consisted of 24 male teachers, including the Headmaster, and 35 female teachers.

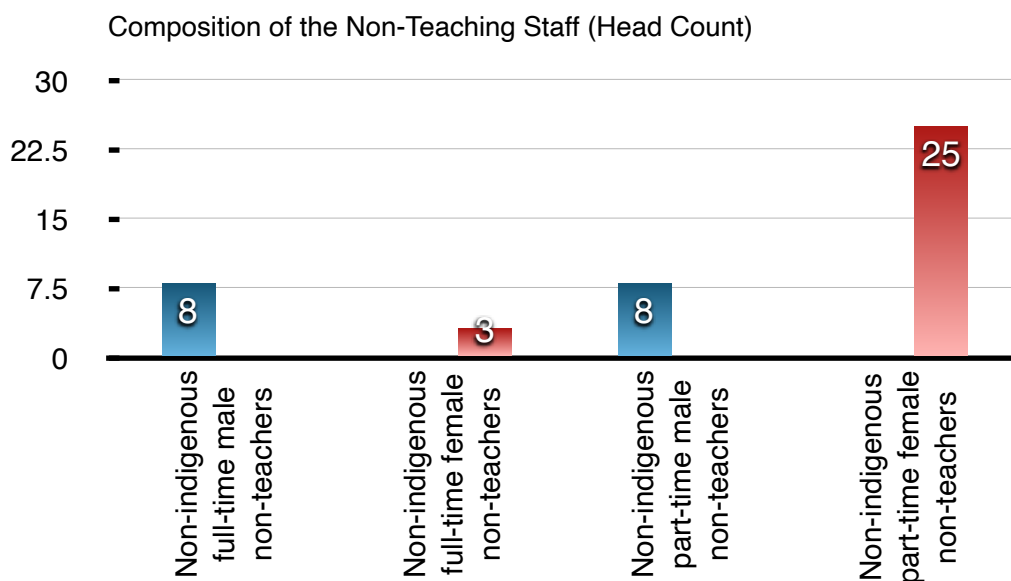
Non-indigenous part-time teaching staff consisted of 1 male teacher and 19 female teachers, totalling a full-time equivalent of 13.4



### Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 8 males and 3 females.

Non-indigenous part-time non-teaching staff consisted of 8 males and 251 females, totalling a full-time equivalent of 20.8



## **Totals**

The full-time equivalent number of teaching staff, including the Headmaster, is 72.40, supported by the full-time equivalent number of non-teaching staff of 31.80

## **Indigenous Staff**

No indigenous staff are currently employed in the school.

When updated to display 2019 data, this information is also available on the My School website at: <http://www.myschool.edu.au>

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## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

### Attendance

The average daily student attendance rate for 2019 was 93.46%. This is slightly lower than the attendance rate reported for 2018 of 94.10%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2019 to the Australian Government Department of Education Semester 1. 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 2019 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 | 98.15%       | 93.22% | 94.68% | 95.14% | 94.03% | 94.54% | 92.93% |

#### Secondary Cohorts

| Academic Year         | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|-----------------------|--------|--------|--------|---------|---------|---------|
| Attendance Percentage | 94.80% | 94.25% | 91.84% | 94.04%  | 94.67%  | 93.82%  |

Daily attendance, along with lateness and other partial absences, is monitored carefully by the Heads of School, as poor attendance and lateness have the potential to impact negatively on academic progress. Students are also encouraged to be punctual as it reflects a positive attitude to learning. Where a student does not provide an explanation from a parent or guardian explaining their absence following their return to school, a reminder to parents is emailed. If an explanation is still not forthcoming with seven days a further letter is emailed to parents.

## RETENTION OF YEAR 10 TO YEAR 12

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

| <b>Years compared</b> | <b>Year 10 total enrolment on census date</b> | <b>Year 12 total enrolment on census date</b> | <b>Year 10 enrolment at census date remaining in Year 12 on census date</b> | <b>Apparent retention rate</b> | <b>Actual retention rate</b> |
|-----------------------|---|---|---|--------------------------------|------------------------------|
| <b>2011/2013</b>      | 87  | 76  | 71  | 87%                            | 82%                          |
| <b>2012/2014</b>      | 82  | 77  | 78  | 89%                            | 83%                          |
| <b>2013/2015</b>      | 94  | 81  | 75  | 93%                            | 86%                          |
| <b>2014/2016</b>      | 71  | 60  | 57  | 87%                            | 83%                          |
| <b>2015/2017</b>      | 78  | 73  | 67  | 94%                            | 86%                          |
| <b>2016/2018</b>      | 100   | 102   | 90  | 100%                           | 90%                          |
| <b>2017/2019</b>      | 77  | 62  | 56  | 81%                            | 73%                          |

## RETENTION 10-12 & POST SCHOOL DESTINATIONS

### Year 10 and 11 Students who left school in 2019

| Percentage of leavers                   |       |   |      |
|---|-------|---|------|
| Students who left at the end of Year 10 |       | Students who left at the end of Year 11 |      |
| 2019                                    | 2018  | 2019                                    | 2018 |
| 16.9%                                   | 3.53% | 15.1%                                   | 9.7% |

13 (thirteen) Year 11 students left Macarthur in 2019 prior to completing their HSC. 18 students left at the end of Year 10. Of the students who left prior to Year 12, the majority of them left to pursue an apprenticeship or TAFE course or went to attend other schools outside the Macarthur Area. No student left during the course of their Year 12 studies.

The 2019 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 2019 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 |      |      |      |      |
|---|-----|----------------|------|------|------|------|
|   |     | 2019           | 2018 | 2017 | 2016 | 2015 |
| Other schools within the Macarthur area                 | 22% | 33%            | 11%  | -    | 20%  | -    |
| Other schools outside the Macarthur area                | 28% | -              | 33%  | 33%  | 10%  | 8%   |
| Private Colleges  |     | -              | 11%  |      | 0%   | 16%  |
| Apprenticeship Training or TAFE courses                 | 28% | 33%            | 33%  | 50%  | 40%  | 43%  |
| Workforce   |     | 33%            | 11%  | 17%  | -    | 25%  |
| Unknown   | 22% | -              | 0    |      | 10%  | 8%   |
| Overseas  |     | -              | 0    |      | 20%  |      |

These figures show that in 2019, 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

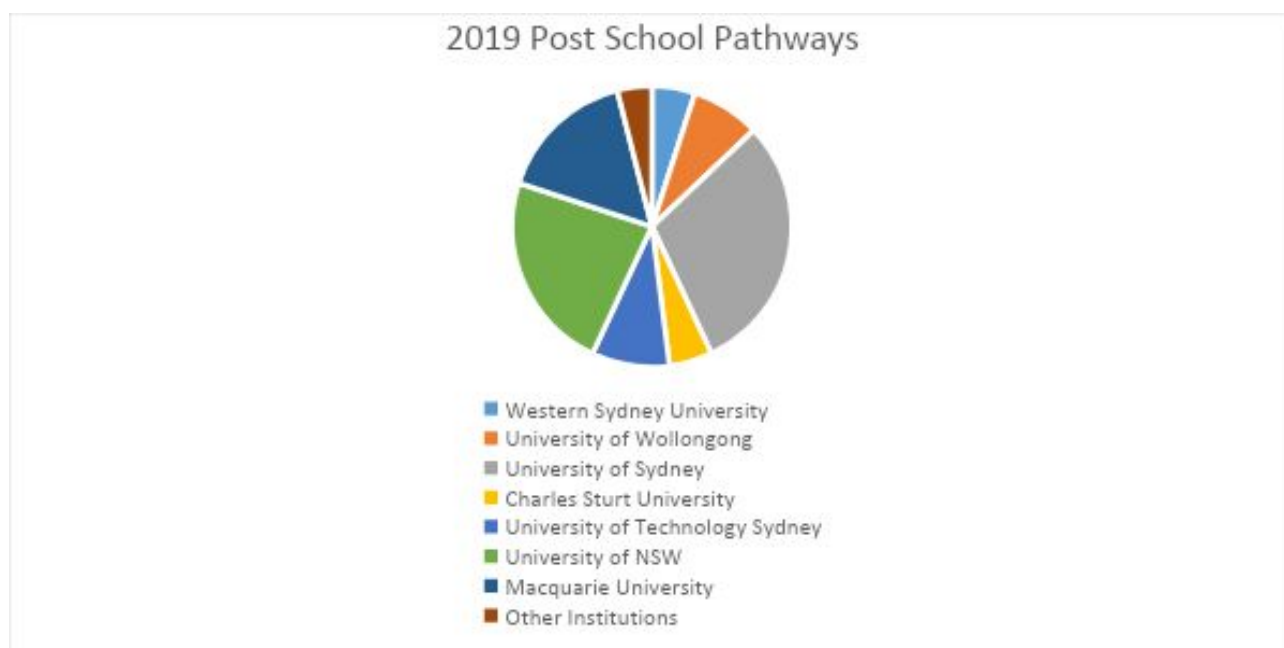
A total of 62 students completed their senior secondary education at Macarthur in 2019, with 100% of the group successfully being awarded the Higher School Certificate.

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



## Post School Pathways

58 of the 62 Year 12 students applied for an ATAR. Of these, 56 students (97 %) received university offers and 75 % received an early round offer. 5 students were offered early round offers in November through Macquarie University to study a Bachelor of Speech and Hearing Sciences, a Bachelor of Actuarial Studies, a Bachelor of Marketing and Media, a Bachelor of Marine Science and a Bachelor of Law. Other university offers included 5 % at the Western Sydney University, 8 % of students have enrolled at University of Wollongong, 30 % at the University of Sydney, 5 % at Charles Sturt University, 9 % at University of Technology Sydney, 23 % at the University of NSW, 16 % at Macquarie University and 4 % at other institutions. 1 (one) student was offered a place at a Swimming College in Hawaii, USA. Refer to the pie chart below.



These students are now pursuing a diverse range of courses including 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 (5) of Year 12 students who completed their HSC are either going into the workforce (3), or attending private colleges (2). This is similar to previous years.

## Tertiary Courses 2019



- International and Global Studies
- Construction Management
- Education
- Design and Media
- Aviation
- Engineering
- Law
- Genetic Science
- Actuarial Studies
- Psychology
- Nursing



## **Enrolment Policy and Procedures**

The School's policies, which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the NESMA Manual for the Registration and Accreditation of non-Government Schools.

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

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

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

### **Rationale**

#### **General Enrolment Criteria**

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

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

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

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

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

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

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

- Co-operate and support the School in matters of student discipline, dress and bearing and student participation in the School's academic, co-curricular, and Christian programmes.
- 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 demonstrated compliance to the above expectations at their child's previous place of learning will be a minimum pre-requisite in any consideration of such an enrolment.

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

### **Priority Enrolments**

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

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

- Siblings of students already attending the School
- Children of former students
- Children of Christian clergy or Teaching Staff
- Children with close family and/or historical connections to the School and following that:
- Suitability and date of application

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

During periods of high enrolment in certain year groups (eg Transition, Kindergarten and Year 7), a staged approach to the offer process will be enacted whereby successful applicants will be informed in multiple tranches (typically 2 weeks prior to the end of each term). The Registrar will then keep a Year Group Waiting List and advise those on the list when a vacancy becomes available.

### **Enrolment of International Students**

As part of the School's international focus, (which includes an emphasis on the teaching of foreign languages and provision of opportunities for students to travel and study abroad), the School also enrolls students from overseas and welcomes exchange students.

### **Enrolment of Students with Disabilities**

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

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

### **Record Keeping of Enrolment Data**

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

## Enrolment Guidelines and Procedures

All applications are processed according to the School's Enrolment Policy and the following Guidelines and Procedures.

The day-to-day application of this policy and enrolment procedures is carried out by the Deputy Headmaster, the Registrar, The Head of Student Admissions and Staff Services and other delegated staff.

The School accepts the registration of students and maintains an electronic database of family and student details prior to the time for enrolment. Throughout the time of enrolment in the school students remain on the electronic database and a hard copy of their critical files are kept in the School's compactus.

Records of past students are also maintained on the database and hard copies of critical files are then filed and stored on site. In the first twelve months following a student's departure the hard copy files are stored in the compactus. Thereafter they are filed in the archive room indefinitely. *At the time of writing this policy the school is in process of archiving historical enrolment documents electronically.*

Families seeking a place for their child at Macarthur within twelve months of starting at the School complete an enrolment application form as a first step. If the application has a greater lead-time than twelve months parents/guardians complete a registration form. Both forms are available online on the School's website, together with the School's Enrolment Policy and Conditions of Enrolment.

Every student seeking admission is interviewed in the company of at least one parent within twelve 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.

Documents required for a typical interview include:

- A copy of a birth certificate
- The Australian Childhood Immunisation Record
- Past school reports (if applicable)
- Past NAPLAN results (if applicable)
- Specialist reports such as paediatrician reports, speech therapist report etc (If applicable)

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.

Following the admission process, the School will inform parents in writing of their success or otherwise regarding the offer of a place.

**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.

**In the case of International students:**

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.

**In the case of students with disabilities:**

In the case of enrolment of students with disabilities please consult Macarthur’s Disability Policy and Disability Guidelines and Procedures.

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**Student is Registered**

If the Student will not attend the School for over twelve months the parents must register their child and pay a registration fee.

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**Application for Enrolment**

If parents would like to enrol a child they must first complete an Application of Enrolment within twelve months of the proposed starting date

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**Interview**

No enrolment will proceed without an interview with the child and at least one parent. On the basis of the School interview a recommendation on enrolment is given to the Headmaster.



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**Letter of Offer**

Following the interview (but not before) a Letter of Offer is sent to the parents of the prospective student. The Conditions of Enrolment are sent with the Letter of Offer

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An acceptance of the Letter of Offer must be returned with all parties responsible for the paying of fees having signed the document. The Enrolment Fee and Capital Contribution should also be paid (or partly paid) when the Acceptance is returned.

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Student is enrolled to begin school.

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## Letter of Offer of a Place in Macarthur Anglican School

Thank you for attending the enrolment interview with your child. On behalf of the Headmaster I am pleased to be able to offer a place for <<Your Future Student Preferred Name>> in Year <<Your Future Student Academic Year>> commencing on <<Your Future Student Enrolment Date>>.

To accept this offer please:

1. Complete the Acceptance of Offer and Agreement Declaration (page 9) that relates to the Terms and Conditions of Enrolment enclosed (pages 6 to 8) and return it by <<Your Future Student Acceptance Date>>. A duplicate copy of the Terms and Conditions of Enrolment are attached to this letter (pages 2 to 4). This copy is for you to keep for your records. Pages 6-12 are to be completed with the required signatures and returned to the School. Please be sure to read and understand the Terms and Conditions of Enrolment and the Acceptance of Offer and Agreement Declaration before you sign and return it.
2. Please make payment for the Enrolment Fee of \$<<Your Future Student Enrolment Fee>> and an Enrolment Confirmation Fee of \$<<Your Future Student Confirmation Fee>>, a total of \$<<Your Future Student Fees Total>>. The Enrolment Fee and the Enrolment Confirmation Fee are both non-refundable. While the Enrolment Confirmation Fee is non-refundable, the full amount is credited to the first year's fees.
3. Please complete the SCSEEC Data Collection Form (See page 12). It is a Federal requirement of Schools to collect this data on behalf of The Standing Council on School Education and Early Childhood (known as the Education Council).

Please note the following:

This offer will lapse after <<Your Future Student Acceptance Date>>. If you have not accepted the place by this date, your child's place may be offered to another applicant.

If you have not yet submitted an Application for Enrolment, please complete it online at [www.macarthur.nsw.edu.au](http://www.macarthur.nsw.edu.au). The enrolment of <<Your Future Student Preferred Name>> cannot be processed without an Application for Enrolment having been completed.

The School looks forward to establishing a rewarding partnership with you as together we seek to guide and educate <<Your Future Student First Name>> during the coming years. If you are uncertain about any aspect of the enrolment procedure, please do not hesitate to contact me, or the School's Registrar on (02) 4629 6256 or via email at [registrar@macarthur.nsw.edu.au](mailto:registrar@macarthur.nsw.edu.au).

This policy is reviewed annually. The last textual change to the policy was August 2019.



## **Terms and Conditions of Enrolment**

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.

### **Interpretation**

'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.

### **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 the end of week two of Summer Term they must complete and submit to the Accounts Office a Pysmart™ payment form; and
  - b. if the fees are not paid in full by the conclusion of week two of Summer Term and parents have not completed and submitted a Pysmart™ 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 removed 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 or overnight trips that form part of the compulsory curriculum of the School.
9. Parents authorise the School to incur expenditure on their behalf such as for purchases of books, stationery and equipment, and to advance such fares from time to time as the School considers necessary.
10. Parents agree to pay all medical and ambulance expenses incurred on behalf of the

student.

### **Expectations and Behaviour**

11. 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 is 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.
12. 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.
13. 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.
14. 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:
  - a. Chapel Services, Biblical Studies and Christian Education Programmes and Assemblies;
  - b. co-curricular activities;
  - c. the School sports and music programmes including required attendance as spectators or audience at events as directed by the School;
  - d. important school events such as end of year prize giving assemblies, Speech and Awards Night and House functions and other events as required by the Headmaster from time to time;
  - 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.
15. 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.

### **Exclusion From the School**

16. 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.
17. 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.

18. 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 (NESAs) or has otherwise failed to make satisfactory progress in his or her academic work.
19. The School will only exercise its powers under clause 16 and 17 to exclude a student permanently if it has provided 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 of fees will apply in any case of permanent exclusion of a student.

### **Health, Safety, Welfare and Wellbeing**

20. Parents acknowledge and agree that:
  - a. 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;
  - b. 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 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 form accurately and provide annual updates to the School.

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.

21. Parents agree to give the School notice of any change in contact details as soon as practical including.
22. 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.
23. 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 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.
24. The School requires parents to observe School security procedures as they apply from time to time for the protection of students.
25. 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.
26. A student's personal property is not insured by the School and the School does not accept any responsibility for loss.

## **Privacy**

27. 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.
28. 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.
29. 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.

## **General**

30. The School may change these conditions from time to time and that the new conditions take effect from the beginning of a calendar year.

## **References**

- The Education Act 1990
- The Disability Discrimination Act 1992 (Commonwealth)
- The Disability Standards for Education 2005 (Commonwealth)
- Disability Policy
- Disability Guidelines and Procedures
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2007).
- Student Attendance Policy
- Student Attendance Guidelines and Procedures
- ESOS Act

*This policy is reviewed annually. The last textual change to the policy was August 2019.*



# MACARTHUR ANGLICAN SCHOOL

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## **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.



## **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).<sup>1</sup>

## **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,

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<sup>1</sup> 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)<br/>Shop 1 &amp; 2, 31-35 Chamberlain St,<br/>Campbelltown<br/>4621 6666<br/><a href="https://www.anglicare.org.au/what-we-offer/counselling/">https://www.anglicare.org.au/what-we-offer/counselling/</a></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<br/>8 Allman St Campbelltown<br/>2560<br/>1800 864846<br/><a href="mailto:ask@uniting.org">ask@uniting.org</a></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<br/>Level 4, Suite S18 Macarthur Square, Gilchrist Drive,<br/>Campbelltown 2560<br/>1800 864846<br/><a href="mailto:ask@uniting.org">ask@uniting.org</a></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<br/>35A Cordeaux Street,<br/>Campbelltown NSW 2560<br/>Phone: 4628 0044<br/>Fax: 4628 4549<br/><a href="http://www.catholiccare.dow.org.au">www.catholiccare.dow.org.au</a></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"> <li>• grief and loss</li> <li>• family &amp; relationship difficulties</li> <li>• stress/anxiety/depression</li> <li>• changes in personal or family situations</li> </ul> |

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/](http://www.headspace.campbelltown@onedoor.org.au/)

beyondblue

<http://www.beyondblue.org.au>

1300-22-4636

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.

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>

Lifeline

<http://www.lifeline.org.au/>

Call 13-11-14 24/7

Crisis Support Chat 7pm –  
Midnight daily

Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24 hour crisis support and suicide prevention services.

- Suicidal thoughts or attempts
- Personal crisis
- Anxiety
- Depression
- Loneliness
- Abuse and trauma
- Family and relationship problems

Relationships Australia

[www.relationships.com.au/](http://www.relationships.com.au/)

1300-364-277

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](#).

Kids Helpline

[www.kidshelp.com.au](http://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.



# MACARTHUR ANGLICAN SCHOOL

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## **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.



# MACARTHUR ANGLICAN SCHOOL

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## **Student Behaviour and Discipline** (*Executive Summary*)

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at Macarthur. They also have the right to be treated fairly and with dignity. Behaviour management is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

### **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.

### **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 to:

- ✓ know what the rules are and what behaviour is expected of students
- ✓ have decisions determined by a reasonable and unbiased person
- ✓ know the allegations that have been made and be provided with an opportunity to respond to them
- ✓ be heard before a decision is made
- ✓ to have a decision reviewed (but not if this delays an immediate sanction).



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

### **Rules and Expected Standards of Behaviour**

Students are expected to abide by certain written rules as well as the directions of teachers and staff. This includes codes of conduct and rules relating to student uniforms and use of drugs/alcohol.

Macarthur's main rules for students and the expected standards of behaviour are outlined in the Student Diary.

### **Consequences for Unacceptable Behaviour**

There are a range of consequences that students will face if they breach our rules or are disobedient. Depending on the age, nature and seriousness of the misdemeanour these may include:

- ✓ warnings or reprimands (verbal and written)
- ✓ time outs
- ✓ clean up duties
- ✓ cancellation of privileges
- ✓ withdrawal from activities
- ✓ detention
- ✓ suspension
- ✓ exclusion/expulsion.

Further information about Macarthur's consequences for unacceptable behaviour are outlined in the Student Diary.

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 exclude a student will be made by the Headmaster or his delegate.



## **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.*

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

### Leadership Opportunities

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

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

- School Captain (one student); School Vice-Captain (two students); School Prefect (twenty students)
- Middle School Prefect (eight students);
- Year 6 Student Leader (ten students);
- House Captains (six students);
- Captains of Sporting Activities (Swimming, Athletics, Cross Country and Snow Sports)
- Christian Ministry Leader (one student);
- Music Leaders (four students – Choirmaster, Bandmaster, Orchestraster 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 'Ten Pillars of the Macarthur Way' give meaning and purpose to the multiple interactions at school in whatever context that might occur. They guide all that the School does, as the School Council, the Headmaster, staff, students and parents strive to achieve the School's Mission, Purpose and Priorities.

#### 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 staying 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, work place and your 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 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 you are well looked after. 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 for 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!



## **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 2019 by the request of the Headmaster to gather information that would best gauge the current level of satisfaction of Parents. This was carried out by means of an anonymous survey formulated and analysed by MMG Education, Level 4, 191 Clarence Street, Sydney. The review was extensive and covered a wide range of related education areas. It is a costly but worthwhile exercise for such reviews to be carried out by an external professional body, such as MMG Education. Due to the cost, it is not possible, nor productive, to conduct the review across the parent sector every year, however, During 2019, all parents having students in Year 1, Year 5, 9 and 12 were given the opportunity to complete a survey.

The information provided below concerning the levels of satisfaction among parents

## **Parent Satisfaction**

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

89% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School (pg44MMG)

94% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School (pg44MMG)

93% of parents noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children (pg44MMG)

93% of parents noted that their expectations were met or exceeded in relation to the academic culture (pg44MMG)

92% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School (pg44MMG)



85% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership. pg177

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*



# MACARTHUR ANGLICAN SCHOOL

*Established traditions, proven success!*

*guidance, staff and children work with complacency and without commitment.*

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

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

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

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

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

**Student Satisfaction:** As mentioned in the opening statement of this section, a very comprehensive research study of students was carried out in 2019 by MMG Education. The research, which focused on students of Years 7, 9 and 12, covered the areas Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-sport Co-curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources and School Reputation. The report, *2019 Years 7, 9 and 12 Student Review*, provides comprehensive data on each separate year group and comparisons between male and female students.

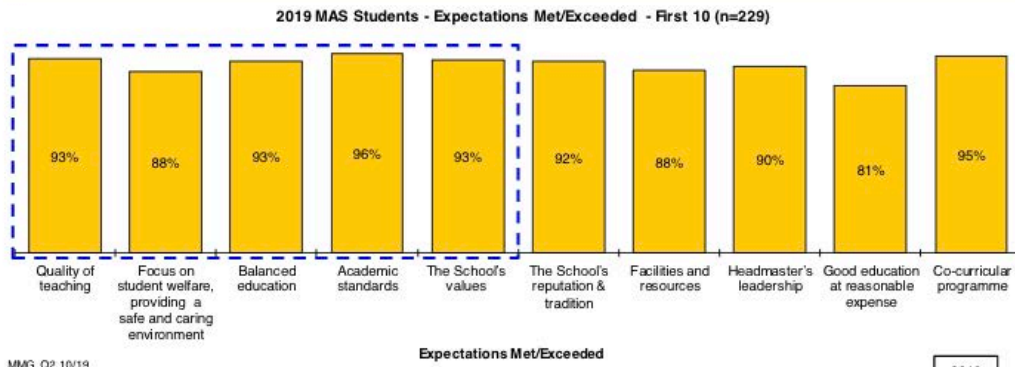
Students were asked to note the level that their expectations had been met in relation to key areas at Macarthur.

This chart below provides all student's scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is 'very high' (90%) which is above MMG's student school average benchmark score of 86%





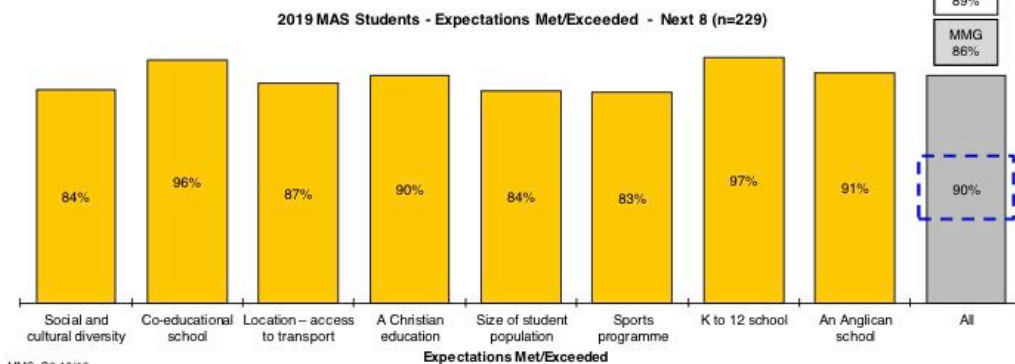
## Expectations Met/Exceeded - All Students



These charts show the percentage of **Years 7, 9 & 12** students who noted their expectations have been met/exceeded ranked in order of reasons for parents' choice (2017) of MacArthur Anglican School.

The overall expectations met/exceeded is 'very high' (90%) and is 4% above the MMG student average benchmark score of 86%.

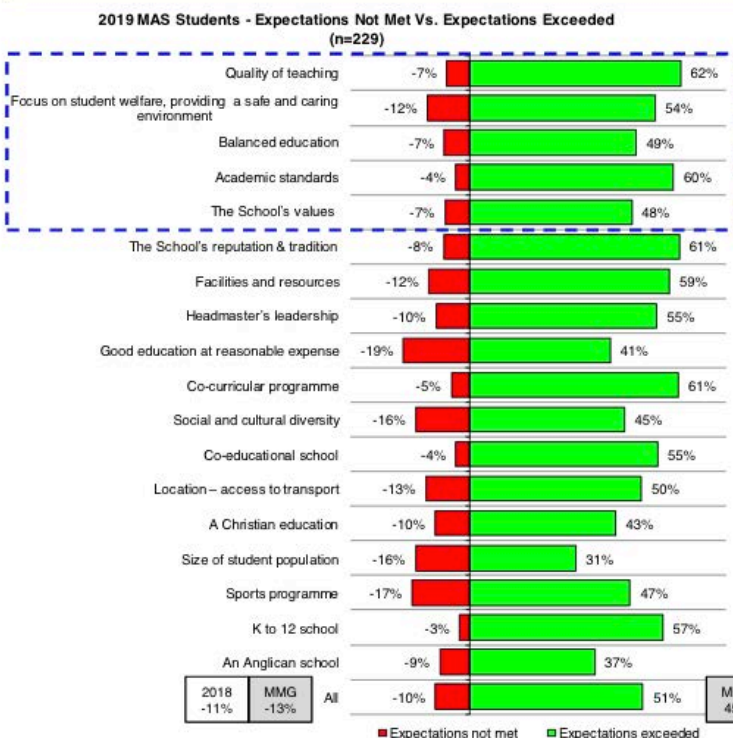
In the top 5 reasons for choice, all 5 areas had expectations met/exceeded scores above the 80% hurdle level.



2018  
89%

MMG  
86%

## Expectations Not Met Vs. Exceeded - All Students



This chart shows the percentage of **Years 7, 9 & 12** students who noted their expectations have not been met (red) and expectations exceeded (green), ranked in parents' (2017) order of importance placed on the same reasons for choosing MAS.

For example, for 'Quality of teaching', 7% of students noted that their expectations had not been met whilst 62% noted that they had been exceeded. The balance is expectations met.

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

1. Quality of teaching (62%)
2. School's reputation & tradition (61%)
3. Co-curricular programme (61%)

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

1. Good education at reasonable expense (-19%)
2. Sports programme (-17%)
3. Social & cultural diversity/size of student population (-16%)

2018  
-11%

MMG  
-13%

All

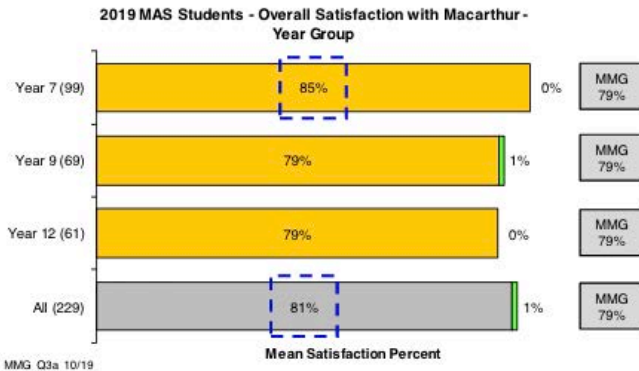
MMG  
45%

2018  
45%

■ Expectations not met ■ Expectations exceeded



## Overall Satisfaction with Macarthur - Year Group & Student Gender

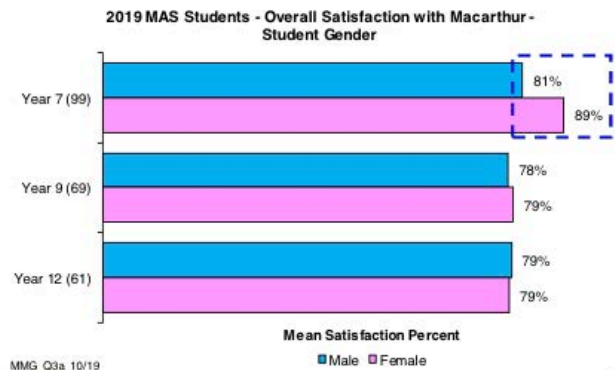
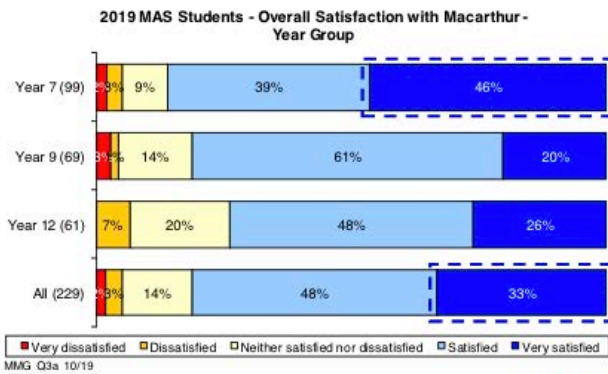


These charts show students' overall satisfaction with the School by year group (left charts) and student gender (bottom right chart).

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' (Years 9 & 12, 79%) to 'very high' (Year 7, 85%).





From a group of 102 Year 12 students, this number of awards was particularly remarkable in demonstrating the long-term commitment of these families to the school and the satisfaction of the students themselves in attending Macarthur. No students left Macarthur during 2016 while in Year 10. Overall, the level of satisfaction is very high and continues to increase as each new survey indicates. These students and their families have shown a high level of loyalty to the school. The enduring outcomes of Macarthur, in producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others, are highly regarded.

## **Staff Satisfaction**

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

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

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

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

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



88% of staff noted that their expectations were met or exceeded in relation to facilities and resources at the School.

88% of staff noted that their expectations were met or exceeded in relation to the Headmasters leadership.

## **Further Information Concerning Teacher Satisfaction**

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

The high average daily staff attendance rate of approx. 97% for 2019 is compared with 97% for 2018. This figure is based on sick leave and other forms of personal leave including unpaid leave, but not including leave to attend professional development activities. It is calculated by totaling the number of sick and unpaid leave days from school records and expressing this as a percentage of the total possible days of attendance by staff during the school year.



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

**Teaching – Periods of Service attained by the end of 2017**

**Teaching Staff - Period of service**

Out of a total of 89 teaching staff from Transition to Year 12

0-5 Years of Service - 37% ;  
5-10 Years of service - 24%  
10-15 Years of Service - 20%  
15-20 Years of service - 12%  
20-25 Years of service - 7%

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

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

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



weekends and in holidays

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

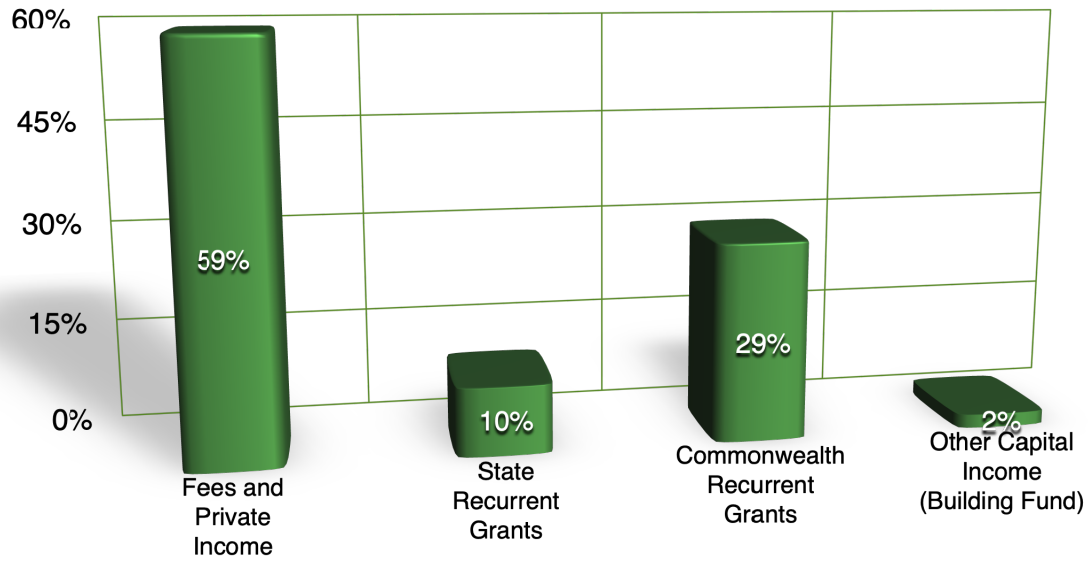
The Macarthur staff is motivated and committed towards engaging students and providing an outstanding and stimulating education, as can be seen in the list above, depicting the extensive involvement of staff during their own time.

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

## SUMMARY FINANCIAL INFORMATION

The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire, as submitted June 2020.

### Recurrent and Capital Income



### Recurrent and Capital Expenditure

