



# MACARTHUR ANGLICAN SCHOOL

*Established 1984*

## **ANNUAL REPORT TO THE BOARD OF STUDIES**

**Educational and Financial Report**

**2010**

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## A MESSAGE FROM KEY SCHOOL BODIES

### INTRODUCTION BY THE CHAIRMAN OF THE SCHOOL COUNCIL

It is my pleasure as Chair of the School Council of Macarthur Anglican School to write a message for this 2010 Annual Report and to take the opportunity to express publicly our corporate appreciation to various members of the School community. First I want to thank my council colleagues for the time and effort they have given voluntarily to the affairs of the school during 2010. Many hours have been given to ensure that the School remains true to its charter and provides quality education.

Second, I express thanks to the Headmaster for the leadership he has given throughout 2010. Dr Nockles has built on the work of his predecessors in giving outstanding leadership in the many and diverse facets of the complex role of Headship in the Twenty-First Century. The School is greatly blessed to have someone of his ability and Christian conviction in this role at this time in our history.

But Dr Nockles does not operate in isolation and is supported by a very capable senior executive – men and women highly regarded in the broader educational community. Again Macarthur is blessed to have such a leadership team and I offer them our sincere thanks.

The teaching staff and the ancillary staff are in the forefront of the school's daily life and they too do outstanding work and are greatly appreciated.

Schools, of course, offer service to pupils and their parents. It is my hope that this report on the life of the Macarthur Anglican School in 2010 will remind parents of some of the reasons why they chose Macarthur. Council appreciates the contribution parents and families have also made to the life of this great school during the past year.

The School Council is very aware that we live in financially difficult times and that many parents make a significant sacrifice to provide their children with a Macarthur education. The Council does everything in its powers to ensure that the School does not compromise on what it is able to offer its students and is very aware of the need to remain affordable.

The economic system is not the only part of our environment that is under strain. We are constantly reminded of threats to our physical environment and the need to change our ways to ensure subsequent generations do not suffer as a result of our voracious use of resources.

But perhaps the more significant threat to our well-being lies in our social environment. Many of the values that have underscored Australian society throughout its history are under some threat and the



consequences of change are yet to be discovered. Moral relativism is at the heart of much of the pressure for social change.

At Macarthur, as an Anglican school, we look to the person of Jesus of Nazareth, as revealed to us in the Scriptures, as the source of our values. It is our belief that in Him are to be found the values that lead to human fulfilment at an individual level and also at a social level. And it is the values and their concomitant behavioural expectations that can be identified with Jesus that the School Council ensures are enshrined in the policies it develops to give structure to the daily life of Macarthur Anglican School.

This report is a public accounting of the work of the school in 2010 as it seeks to honour its commitment to the values I refer to and to continue setting a high standard of excellence in all that it does. It is my pleasure and privilege to introduce the 2010 Annual Report of Macarthur Anglican School.

Dr A K Beavis, BSc, DipEd (NSW), MEdAdmin, PhD (NE), AMusA, ARCM, FACE  
Chairman of Council



## **A MESSAGE FROM THE HEADMASTER**

This report, along with other publications of the school, will demonstrate the values and principles of what we know as ‘The Macarthur Way’. It provides some evidence of how the school seeks to achieve its mission of providing a high quality education, which in its content and environment allow for full individual development in spiritual, academic, physical, artistic and social domains, within a clear biblical perspective. We focus on ‘The Ten Pillars of The Macarthur Way’, namely, Learning, Excellence, Integrity, Respect, Self-Discipline, Honesty, Service, Responsibility, Humility and Generosity. When you hear of the achievements and involvement of our current students, our former students and our staff, you begin to gain a sense of what it means to be educated in ‘The Macarthur Way’.

By way of introduction to this report, I would like to mention three students, two alumni and two staff who in 2010 exemplified The Macarthur Way.

For six years, the school was treated to the mesmerizing talents of Jonathan Bekes as he developed his passion for music and the cello in particular, pursuing excellence in his performance on that instrument. Jonathon was rewarded with a place in the Encore production at the Sydney Opera House in January, showcasing the fifteen most outstanding HSC students in the 2010 HSC Music 2 Course. On top of his achievements in Music, Jonathan was also Dux of the School in the 2010 HSC.

Our Council continues to award two prestigious Scholarships to mark excellence in achievement and service. The Foundation Scholar for 2010, awarded to a student in Year 6 progressing to Year 7, was awarded to Mitchell Biggart, a highly capable and conscientious student with an outstanding academic record, a thirst for new challenges, a significant involvement in co-curricular activities and clear leadership ability.

The Warren Scholarship, recognising Mr Riley Warren’s 20 year term as Headmaster, is awarded to a student entering Year 11. The awardee, Rose-Anna Raymond, has received several School Council Awards for Academic Excellence. She is an accomplished musician, performing in the School Orchestra and Stage Band, the Cello Quartet, Chapel Band and Concert Band and was selected for Music Tours to New Zealand and Queensland. She has already completed the Silver Duke of Edinburgh Award and showed leadership as a Middle School Prefect and in taking a Year 7 Girls’ Bible Study.

These three students have been outstanding role models, prepared to share their God-given talents for



the benefit of the student body at large. But by no means are they the only students who have made their mark in the school. As Headmaster, I have the pleasure of regularly telling students that I am impressed and often amazed by their efforts and talents.

The value of ongoing education is celebrated at Macarthur, not only in the lives of its teachers and current students, but in the achievements of those who have graduated in the past. This is no more evident than in the educational journey of two Alumni who came to our attention in 2010. Their studies, work and success beyond Macarthur demonstrate the capacity and influence of Macarthur graduates, locally and globally.

Peta Skeers graduated in 2003 and was passionately involved in the study of Agricultural Science. Peta works with wildlife populations around the world, building on an interest that commenced through her work with farm animals at Macarthur. Her work has taken her to the UK and the USA, and includes involvement with African wildlife and Pandas in China.

At the Winter Conference program in July 2010, Year 12 students were addressed by Cameron Ferris, a graduate in 2004. Cameron is currently completing his PhD on a medical breakthrough of potentially staggering proportions. From a passion for Science at school, and with great academic potential, Cameron is using his talents to serve others in need. Peta and Cameron have never really left Macarthur; they continue to be part of our community through their Alumni links and the inspiration they bring to our current students.

Educational research is often complex in its findings. Simple statements summarizing outcomes are difficult to make but there is one consistent finding made across a broad range of studies. It is that the teacher is the greatest single contributor to the learning outcomes of students. At Macarthur we are blessed with a wonderful faculty, committed to excellence in achieving educational outcomes. Our teachers are self-reflective and seek to develop their professional skill not only in the school, but beyond it, adding to the broader educational landscape. Macarthur's administrative and support staff are also significant partners in delivering the outstanding teaching and learning opportunities our students are able to experience.

A sense of family and longevity at Macarthur speaks volumes of the culture we enjoy at this school. An example illustrating the profound influence of teachers on their students came to the fore in 2010. Mr David Ash and Mrs Suzanne Ash retired from the school at the end of the year. Mrs Ash, Head of the Junior School, served the school for 16 years, while Mr Ash, a member of the Science Faculty, completed 20 years service in March 2010, a total of more than 36 years of service to the school. Each one served for a time that would far exceed the span of a student's entire school education. In



addition, their service was augmented by all five of Mr and Mrs Ash's children attending Macarthur as students. Mr and Mrs Ash are among a substantial group of teachers and support staff who have served Macarthur for very long periods, benefiting the students with their substantial expertise and experience.

Along with the Chairman, Dr Beavis, I would like to acknowledge the individuals who voluntarily make up the School Council, who serve the school in unseen ways, bringing considerable experience to policy formation and governance. Particular thanks must go to the Chairman, Dr Beavis for his ongoing support and leadership of the Council. I also acknowledge the wonderful work of the Parents and Friends in 2010 for their great support of the school and for their work in making the Parents and Friends more accessible and inclusive.

By focussing on just a few individuals, I hope the reader can gain a glimpse into the complex life of Macarthur Anglican School, a glimpse into The Macarthur Way. I trust that the remainder of this report will show how we continue to grow as an educational institution of distinction.

Dr David Nockles, BA, DipEd (USyd), MEd (USyd), EdD (USyd)  
Headmaster





## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Macarthur is a co-educational independent Transition (pre-kindergarten) 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.

Academic extension opportunities from Year 1, the GATEway (Gifted and Talented) program in Year 5 and 6 and the Honours Program in Year 7 and 8 cater for the needs of gifted students. Year 9 and 10 gifted students can join the Socrates Program linking them with mentors at a local university. Instrumental string and band programs are included in the curriculum from Year 4 to Year 6 and the peripatetic music program is extensive.

The school also operates a very active Learning Support Program catering for the needs of students who have experienced early learning difficulties in Literacy and Numeracy.

The development of Christian values and attitudes is encouraged through a comprehensive pastoral care program. Student community service and outreach opportunities locally, nationally and overseas are available. The house system develops a sense of community and is the basis for sporting and other competitions.

Representative and non-representative sports, Debating, Public Speaking, Musicals, Choirs, Bands, Orchestras, musical ensembles, Duke of Edinburgh Awards, SnowSports, Rowing, Equestrian, Bible Study groups, Crusaders, Agricultural Show Team and many other activities are available.

Families who enrol their children at Macarthur are generally aspirational and are seeking the best educational outcomes possible. 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.

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



## STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

The overall NAPLAN results as reported on the MySchool website are as shown below:

2008		2009		2010						
Change Colour		Show results in graphs								
	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	<b>435</b>		<b>438</b>		<b>411</b>		<b>441</b>		<b>401</b>	
	413 - 457		420 - 456		391 - 431		418 - 464		383 - 419	
	SIM 445 436 - 454	ALL 414	SIM 440 432 - 448	ALL 419	SIM 422 413 - 431	ALL 399	SIM 446 436 - 456	ALL 417	SIM 420 412 - 428	ALL 395
Year 5	<b>531</b>		<b>507</b>		<b>517</b>		<b>525</b>		<b>520</b>	
	515 - 547		492 - 522		502 - 532		508 - 542		505 - 535	
	SIM 517 508 - 526	ALL 487	SIM 509 501 - 517	ALL 485	SIM 506 498 - 514	ALL 487	SIM 529 520 - 538	ALL 500	SIM 515 507 - 523	ALL 489
Year 7	<b>583</b>		<b>556</b>		<b>577</b>		<b>574</b>		<b>574</b>	
	572 - 594		544 - 568		566 - 588		562 - 586		563 - 585	
	SIM 575 568 - 582	ALL 546	SIM 561 552 - 570	ALL 533	SIM 565 557 - 573	ALL 545	SIM 566 557 - 575	ALL 535	SIM 579 571 - 587	ALL 548
Year 9	<b>612</b>		<b>599</b>		<b>619</b>		<b>611</b>		<b>638</b>	
	600 - 624		584 - 614		606 - 632		598 - 624		627 - 649	
	SIM 604 597 - 611	ALL 574	SIM 601 591 - 611	ALL 568	SIM 604 596 - 612	ALL 579	SIM 612 604 - 620	ALL 579	SIM 617 610 - 624	ALL 585

In 2010, 37 Year 3 students, 56 Year 5 students, 101 Year 7 students and 86 Year 9 students participated in the National Assessment Program -Literacy and Numeracy. The students presented for English language and literacy tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The test results are given in skill bands. They indicate levels of achievement. The chart above displays the average NAPLAN scores for each domain in 2010. Macarthur's results are above or substantially above average compared to all Australian Schools in all domains for Years 5, 7 and 9 and most domains for Year 3.

### Year 3 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Overall Numeracy
<b>State Mean</b>	422.6	429.3	413.7	424.8	404.4	399.9	402.3
<b>School Mean</b>	434.6	438.2	410.6	440.9	399.3	400.6	400.6

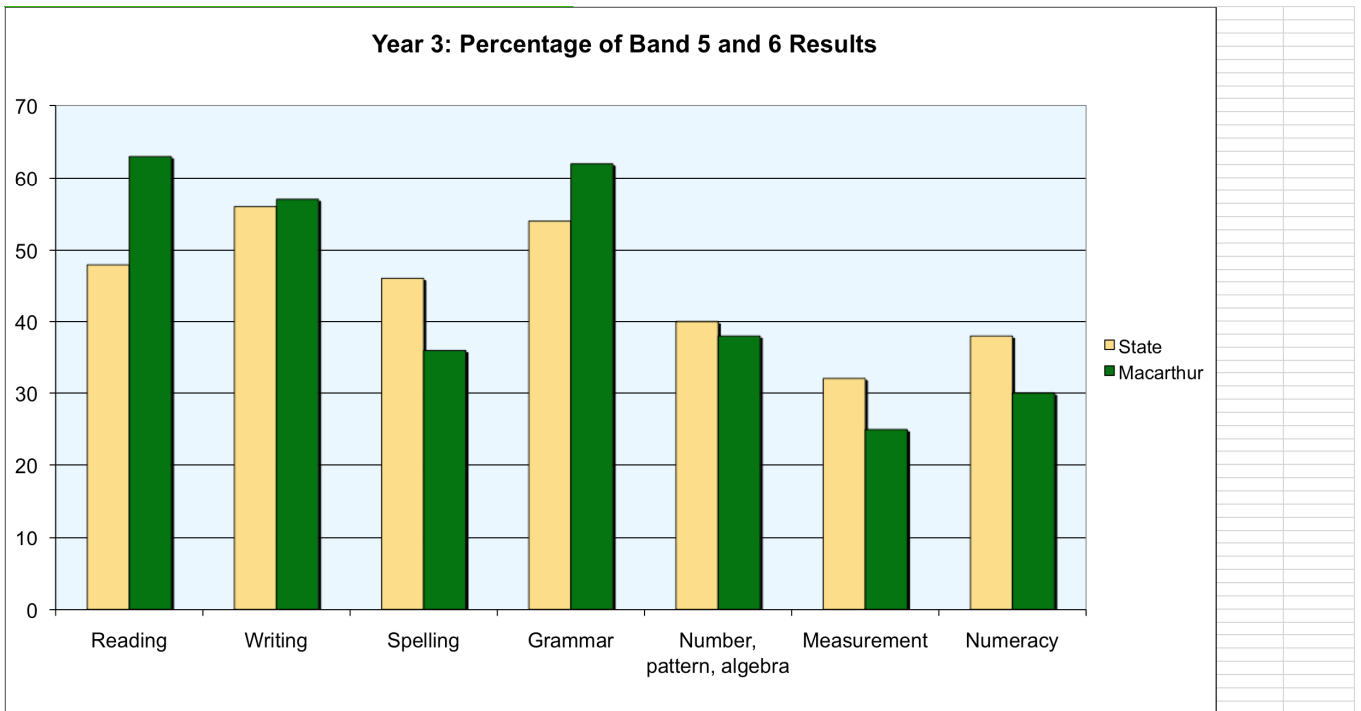
This above table shows that the School's Year 3 mean results were higher than the State mean for Reading, Writing, Grammar and Punctuation and below the state mean in Spelling. Numeracy was slightly below the State mean.

All students were present for the tests and no students were exempted or withdrawn from the tests.

No students were below the National Minimum Standards and the majority of students achieved well above the National Minimum Standards for all tests (see table below).

Year 3 2010 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	95	63	48
Writing	0	100	57	56
Spelling	0	100	36	46
Grammar and Punctuation	0	100	62	54
Number, Pattern and Algebra	N/A	86	38	40
Measurement, Data, Space and Geometry	N/A	92	25	32
Numeracy	0	95	30	38



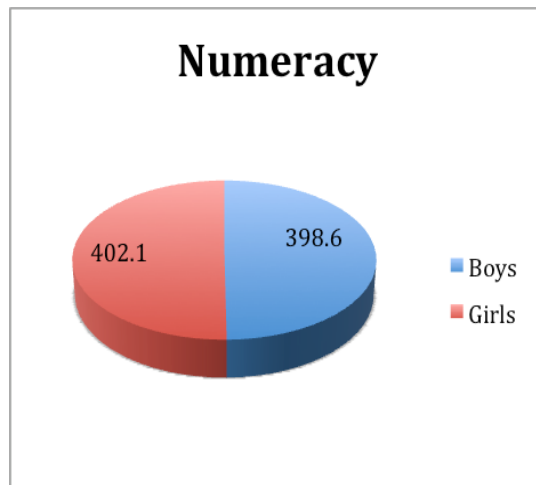
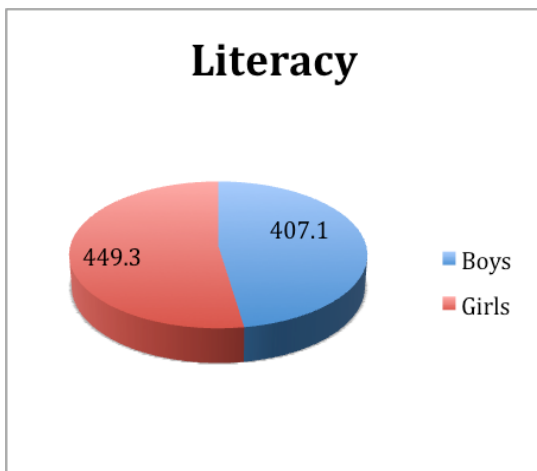


The graph above shows the percentage of students who achieved in the top two bands exceeded the percentage of students in the State in Reading and Writing

The graph below indicates that the percentage of Macarthur students achieving results in the top band for Overall Numeracy was slightly lower than the number achieved across the State. The percentage of top band results in Writing and Grammar and Punctuation were much higher than the State but lower in Reading and Spelling. The School will monitor and seek to improve in these areas.

Year 3 2010 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	School	State
Overall Numeracy	14	15
Reading	24	28
Writing	30	25
Spelling	14	21
Grammar and Punctuation	35	29

Girls significantly outperformed boys in the Literacy tests and outperformed them slightly in Numeracy. Boys were better in the area of Number, Patterns and Algebra and girls were better in Data, Measurement, Space and Geometry (refer to pie chart).



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## Year 5 NAPLAN Results

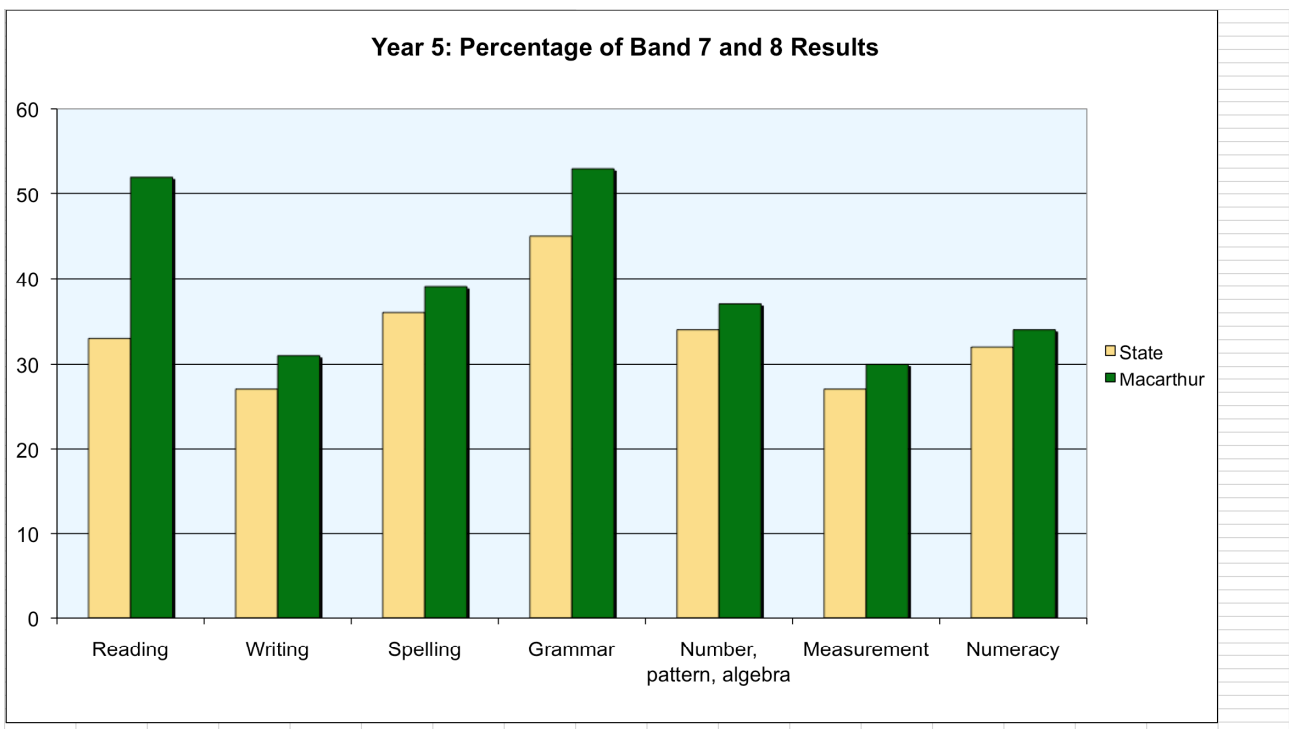
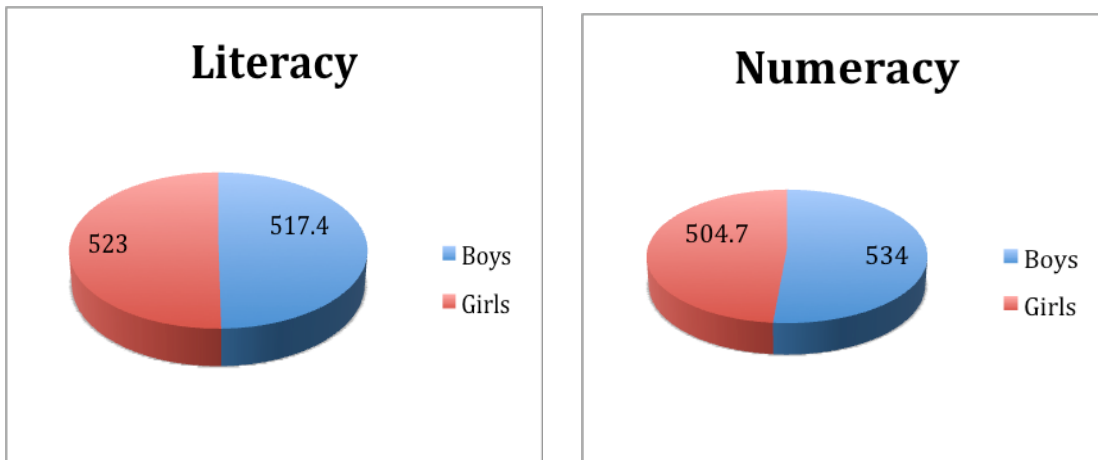
	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
<b>State Mean</b>	496.8	494.7	501.8	512.5	502.7	496.7	499.5
<b>School Mean</b>	530.9	507	517.2	525.2	517.2	520.7	519.9

Macarthur students achieved above the State Mean in all tests (indicated in the above table). The table below indicates that the majority of Macarthur students achieved well above the National Benchmark for all tests. One student was absent from the Reading test. No students were withdrawn or exempted from the test.

Year 5 2010 NAPLAN Test	% of Macarthur students below national minimum standards	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	2	88	52	33
Writing	0	93	31	27
Spelling	0	94	39	36
Grammar and Punctuation	2	91	53	45
Number, Patterns and Algebra	N/A	87	37	34
Data, Measurement, Space and Geometry	N/A	95	30	27
Numeracy	0	91	34	32



Girls outperformed boys in Reading, Writing and Spelling and boys outperformed girls in Grammar and Punctuation, Data, Measurement, Space and Geometry and Numbers, Patterns and Algebra.



The above graph shows that Macarthur students exceeded the State in the top two Bands in all areas.

The table below indicates that Macarthur students exceeded the State in the top band for both Literacy and Numeracy. However, a higher percentage of students in the State gained top bands in Grammar and Punctuation compared to Macarthur.



Year 5 2010 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	School	State
Overall Numeracy	17	14
Reading	25	17
Writing	11	10
Spelling	12	12
Grammar and Punctuation	14	17

### Value Added Data

Value added data tracks student progress for those students who have sat the Year 3 NAPLAN Test in 2008 and the Year 5 NAPLAN in 2010 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth in this time is represented in the table below. While the identified growth for Reading and Spelling are above the State, it is lower for Grammar and Punctuation. This is being monitored.

	2010 – Average Scale Score - Growth	
	School	State
Reading	88.6	83.77
Writing	62.6	66.56
Spelling	94.8	82.62
Grammar and Punctuation	80.7	95.42
Numeracy	82.8	89.11

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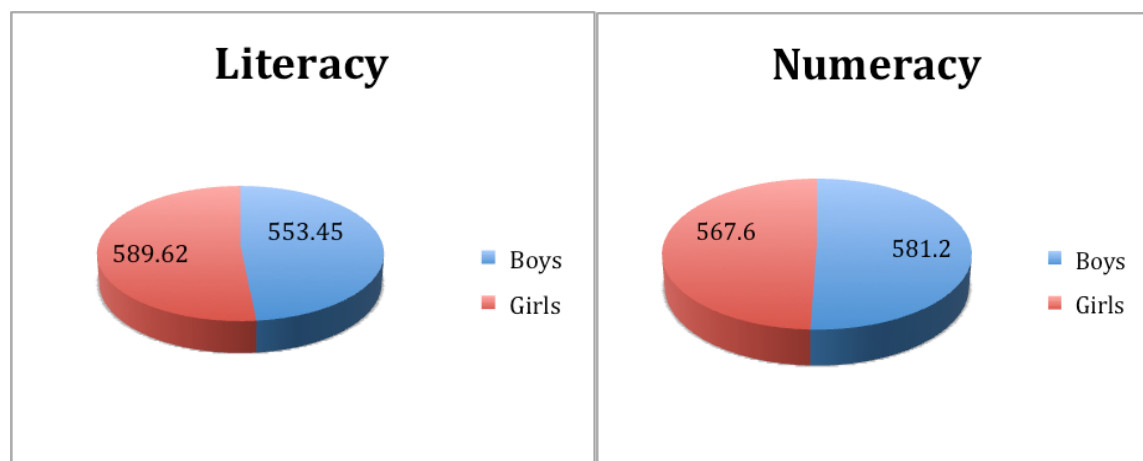
## Year 7 NAPLAN Results

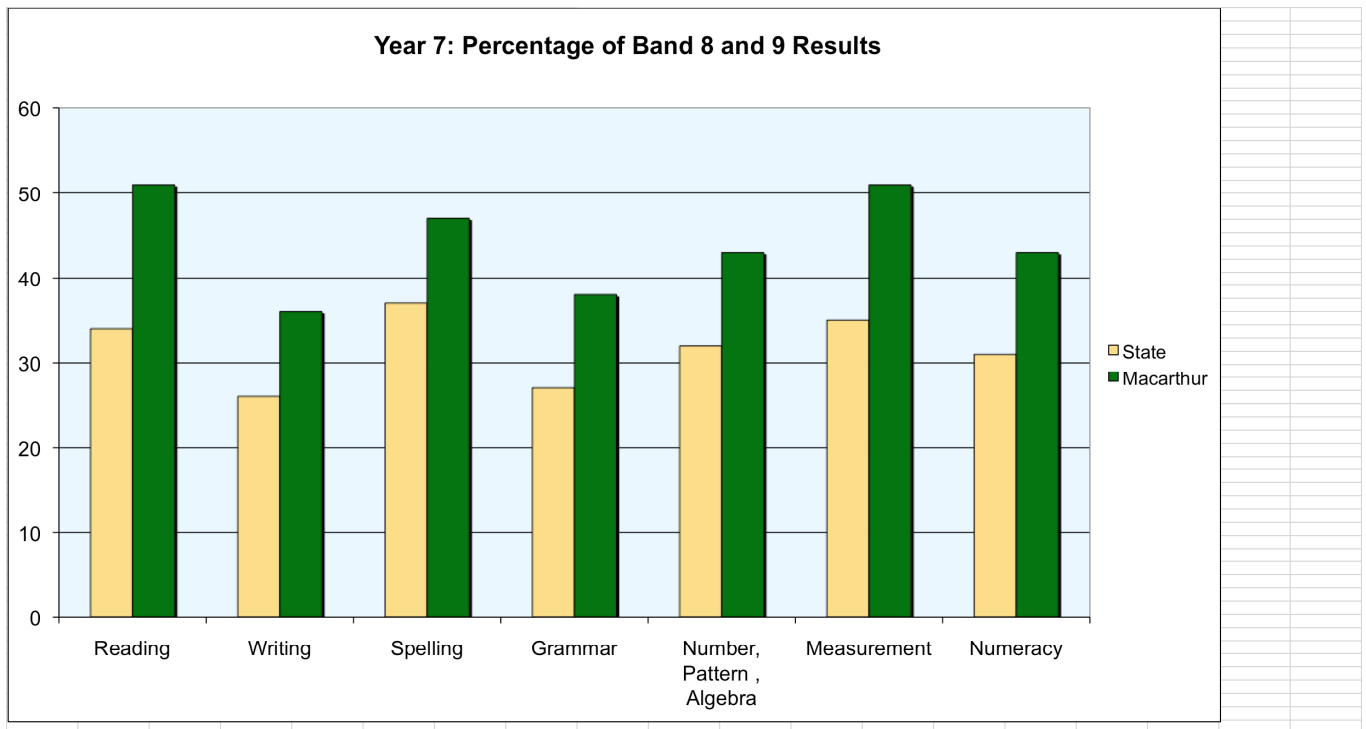
	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Overall Numeracy
<b>State Mean</b>	549.3	532.9	554.7	539.9	552.6	551.1	551.9
<b>School Mean</b>	583.2	555.6	577	573.9	576.6	571.6	573.9

Macarthur students achieved well above the State Mean in all tests (indicated in the table above). The table below indicates the majority of Year 9 students achieved results well above the National Benchmark in all tests with only a very small percentage of students below the National Benchmark. Two students were absent from the Reading and Numeracy tests. An additional student was absent from all tests. No students were withdrawn or exempted from the tests.

Year 7 2010 NAPLAN Test	% of Macarthur students below national minimum standards	% Macarthur students achieving at/above National Band 5 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	0	97	51	34
Writing	1	89	36	26
Spelling	1	94	47	37
Grammar and Punctuation	4	90	38	27
Number, Pattern, Algebra	N/A	88	43	32
Data, Measurement, Space, Geometry	N/A	88	51	35
Numeracy	1	89	43	31

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





The above graph shows the percentage of Macarthur students who achieved in the top two Bands significantly exceeded the percentage in the State in all tests.

The table below indicates Macarthur students significantly exceeded the State in the top Band for Literacy and exceeded it for Numeracy.

Overall Year 7 NAPLAN 2010 Results	% Students achieving in the highest band (Band 9)	
	School	State
Overall Numeracy	18	15
Reading	20	12
Writing	17	8
Spelling	19	12
Grammar and Punctuation	27	12

**Value Added Data**

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2008 and the Year 7 NAPLAN test in 2010 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth in this time is represented in the following table. The value added growth for Literacy and Numeracy is above the level of growth for the State in all domains except Spelling.



	<b>2010 – Average Scaled Score - Growth</b>	
	School	State
Reading	59.1	54.22
Writing	38.2	37.13
Spelling	49.8	55.81
Grammar and Punctuation	37.9	34.51
Numeracy	65.8	61.94

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## Year 9 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Overall Numeracy
<b>State Mean</b>	579.6	566.3	588.1	584	594.3	593.9	594.2
<b>School Mean</b>	611.5	598.8	618.6	611.1	635.9	639.7	637.9

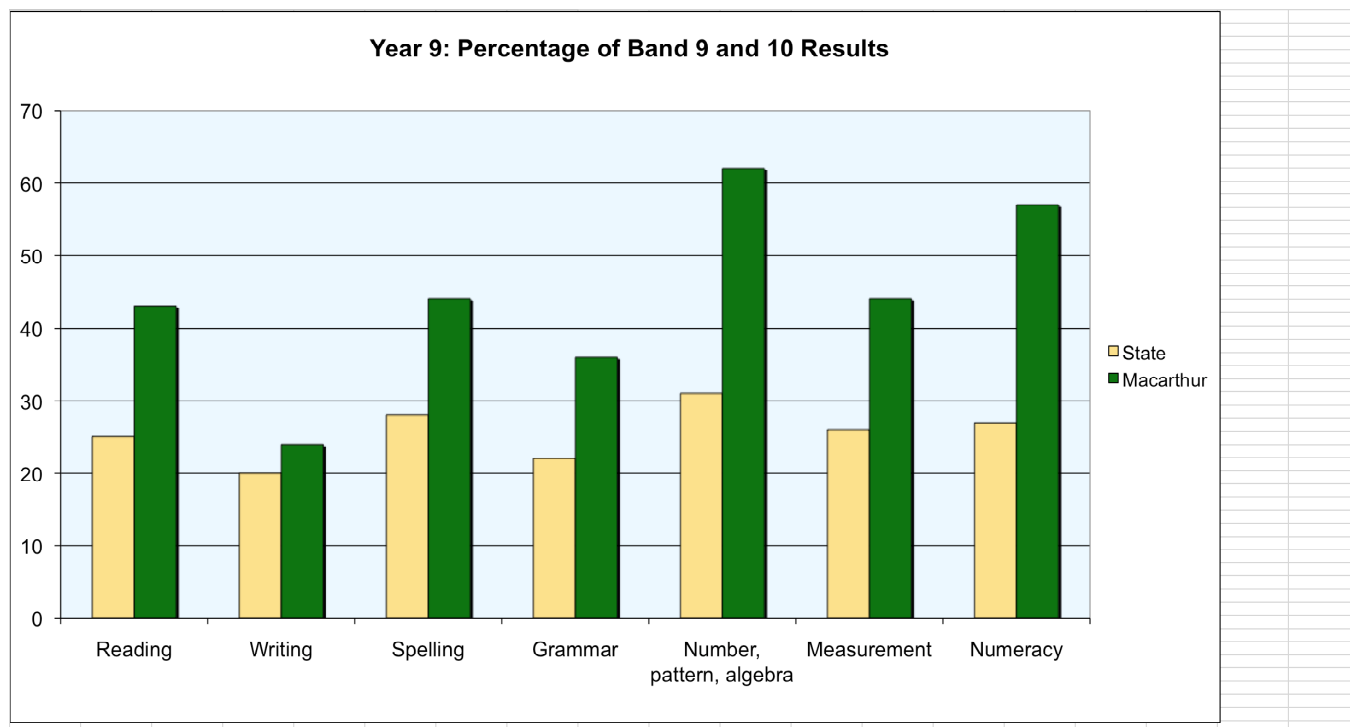
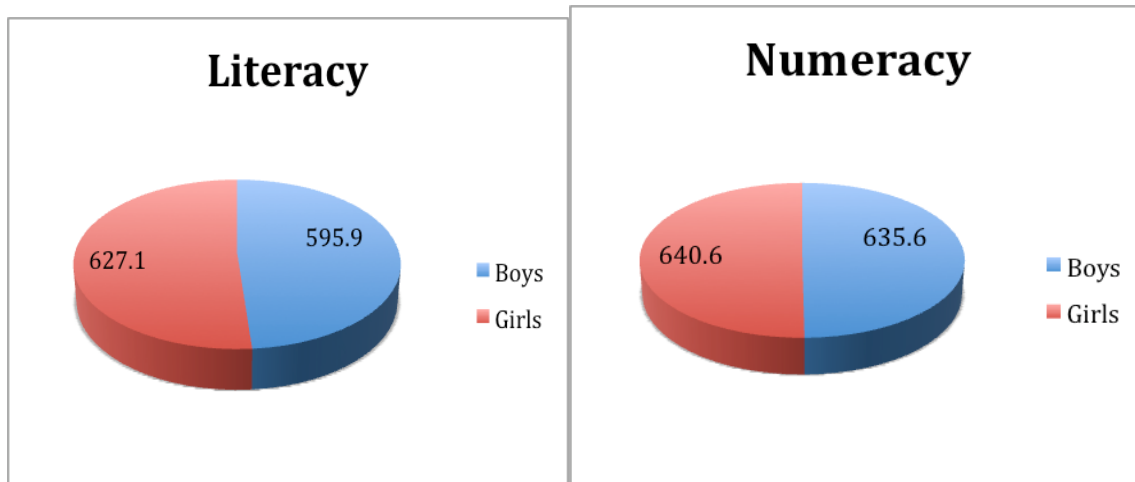
Macarthur students achieved well above the State Mean in all tests (indicated in the table above). The table below indicates that the majority of Year 9 students achieved results well above the National Benchmark in all tests with only a small minority of students not reaching the Minimum Standards. Two students were absent from the Numeracy tests and an additional student was absent from all tests. No students were withdrawn or exempted.

\* *NA = Not Available*

Year 9 2010 NAPLAN Test	% of Macarthur students below national minimum standards	% Macarthur students achieving above National Band 6 Bench Mark	Median Score	Median %	% Students achieving top two bands	
					Macarthur	State
Reading	3	85	35/47	74%	43	25
Writing	4	84	31/47	66%	24	20
Spelling	6	93	16/26	62%	44	28
Punctuation	1	89	22/28	79%	36	22
Numbers, Patterns, Algebra	N/A	90	NA	N/A	62	31
Data, Measurement, Space, Geometry	N/A	93	NA	N/A	44	26
Numeracy	2	93	44/64	69%	57	27



Girls outperformed boys in literacy and overall Numeracy. Boys outperformed girls in Data, Measurement, Space and Geometry and girls outperformed boys in Number, Patterns and Algebra.



The percentage of Year 9 Macarthur students who achieved results in the top two Bands significantly exceeded the State for most tests. Students performed exceptionally well in the top Bands for Numeracy as compared to the State. The results for Numbers, Patterns and Algebra were particularly strong.

The table below indicates Macarthur students significantly exceeded the State in the top Band for both Literacy and Numeracy.



2010 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Numeracy	20	13
Reading	12	6
Writing	13	8
Spelling	15	10
Grammar and Punctuation	16	12

### Value Added Data

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2008 and the Year 9 NAPLAN in 2010 at Macarthur. It provides a measure of their academic growth at Macarthur over this time. The general standard for academic growth in this time is represented in the following table. It should be noted that the growth for both Literacy and Numeracy is below the State. This is a concern and is being addressed.

	2010 – Average Scaled Score - Growth	
	School	State
Reading	32.8	35.06
Writing	21.2	29.41
Spelling	39.0	37.28
Grammar and Punctuation	13.1	45.15
Numeracy	47.6	39.12

While the growth for Spelling is above the State average and Numeracy is well above average it is noted with concern the minimal growth in Grammar and Punctuation.

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## THE HIGHER SCHOOL CERTIFICATE

In 2010, Macarthur Anglican School presented 70 students for the Higher School Certificate. Of this group, 37 (53%) were girls and 33 (47%) were boys. Thirty subjects were presented at Macarthur in 2010. Chinese Background Speakers was studied externally. All students fulfilled the requirements to gain a Higher School Certificate and an Australian Tertiary Admission Rank (ATAR). The School did not present any subjects that could not be used for the purpose of gaining an ATAR. 15% of the candidates presented for the HSC in 2010 gained ATARs over 90 with a further 17% gaining results in the 80s. Over 50% of the candidature from Macarthur gained ATARs over 70 and over 70% of students attained ATARS over 65. Results in Agriculture, Ancient History, English Extension 2, Geography, IPT, Mathematics, Mathematics Extension 1, Music 1 and Music Extension were most pleasing. These results are illustrated in the table below:

70% of students gained results of Band 5 and above. 25% of students were recognised as Distinction Achievers achieving Band 6 results on 30 occasions. 77% of tracked students were at or above the Value Added Benchmark. This was the equal second highest figure in the past four years. 68% of the boys and 85% of the girls reached the exceeded value-added benchmark. Academic growth was stronger towards the lower end and more consistent towards the higher end of the ability range.

Subject	No. of students	Median HSC mark	Performance band achievement by percentage	
			Bands 4-6	Bands 1-3
Agriculture	3	90	School: 100% State: 52.34%	School: 0% State: 47.66%
Ancient History	27	80	School: 81.49% State: 18.15%	School: 64.60% State: 35.40%
Geography	11	82	School: 100% State: 72.86%	School: 0% State: 27.14%
Information Process Technology	10	82	School: 100% State: 64.87%	School: 0% State: 35.44%
Mathematics	17	89	School: 94.12% State: 76.01%	School: 5.88% State: 23.99%
Music 1	4	82	School: 100% State: 87.53%	School: 0% State: 12.47%
			<b>Bands: E3-E4</b>	<b>Bands: E1-E2</b>
Mathematics Extension 1	15	44/50	School: 100% State: %	School: 0% State: 12.95%
English Extension 2	2	45/50	School: 100% State: 81.46%	School: 0% State: 28.06%



In 2010, 12.9% of the students who qualified for an ATAR studied 12+ units, 41.4% studied 11 units and 45.7% studied 10 units. The percentage of students who included at least one extension unit in their pattern of study increased by 7% to 40% in 2010.

The 2010 dux of the School was Jonathan Bekes, achieving an ATAR of 98.15. He also achieved fifth place in the state in Music Extension with 100%. Jonathan was also selected to perform in Encore at the Sydney Opera House in 2011.

### Mean and Median Year 12 Results

	2006	2007	2008	2009	2010
Mean	63.69%	69.29%	69.42%	73.15	70.51
Median	64%	73.25%	72%	72.60	69.75

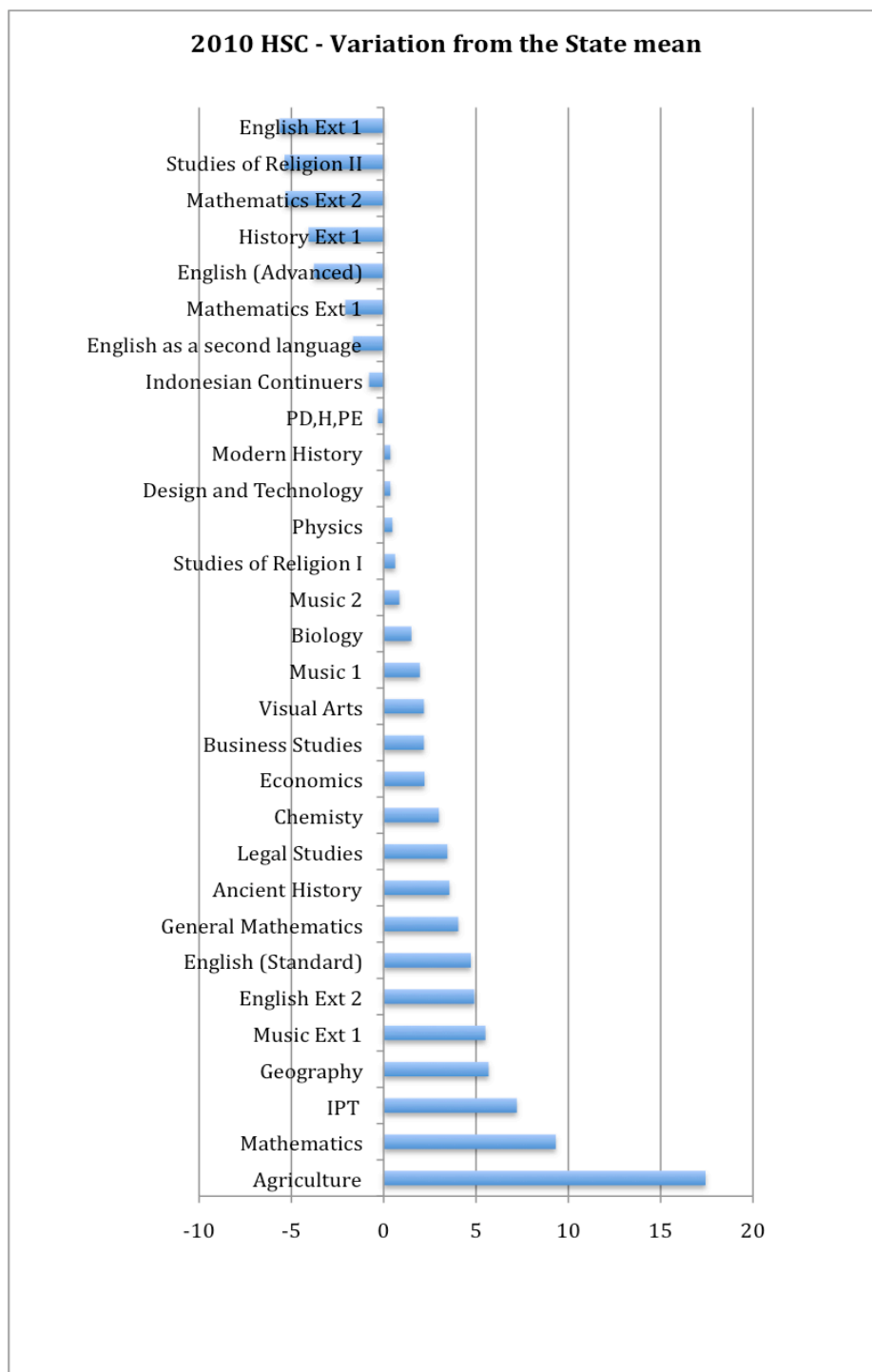
While the Mean and Median Year 12 ATAR result is lower than 2009, the 2010 Mean is the second highest result attained in the past five years.

### Variation from State Mean

Most subjects in 2010 were above the State Mean, as shown in the graph on the following page:







In 2010, slightly more girls than boys were in the top Band than boys and fewer girls were in the tail of the distribution than boys. Girls achieved a higher mean ATAR than boys.

<b>2010</b>	<b>Male</b>	<b>Female</b>	<b>Totals</b>
<b>Count</b>	<b>33</b>	<b>37</b>	<b>70</b>
Mean ATAR	68.74	72.09	70.51
Std Dev	15.57	14.68	15.09



Max	97.90	94.95	97.90
Min	40.75	40.40	40.40
Median	68.8	73.45	69.75

78% of students were offered first round positions in a University for 2011. A further 3% gained second round offers with the cumulative percentage of offers being 81%.

During 2010 a variety of strategies were implemented and refined in an attempt to support students to achieve their best:

Parents and students of Years 11 and 12 were invited to attend an HSC Study Skills and Time Management evening in which strategies were presented to help students and parents better prepare for the HSC.

In addition, The Board of Studies Liaison Officer for the Macarthur Region explained the assessment and examination process to parents and students in Years 11 and 12 early in 2010.

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

A two day winter conference was held for students prior to the Trial Examinations. Motivational speakers and experts in time management and study skills provided students with a wide range of useful strategies.

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

An after school three hour Senior Study Support Program was offered to students twice a week. This was beneficial to those students who attended. Interviewing of students by the Headmaster and Dean of Studies in Autumn and Winter Terms also provided timely intervention and encouragement to those who needed it. In addition, the Head of Senior School attended to the individual needs of many HSC



students on both pastoral and academic matters. In practice, this has meant that opportunities to improve study skills, essay writing skills and analyse tertiary options has been available to students to a greater level, enabling students to capture a vision for their future and work towards it accordingly.

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

Macarthur Anglican School continues to have its HSC results analysed by *Academic Profiles*. This analysis continues to be seen by Faculty Heads as facilitating positive change. The Head of Senior School and Dean of Studies have been able to repeatedly use this data to advise students about subject choice (including the selection of Extension subjects) and the value or otherwise of retaining 12 units. It provides invaluable objective evidence that can correct any ill-founded notions of among both students and parents.



## THE SCHOOL CERTIFICATE

The School Certificate results were very pleasing with all subjects being above the State Mean and over 65% of students gaining Band 5 results or higher. There were some outstanding results, notably Arlene Dowling who achieved Band 6 results in every subject and a Highly Competent Award for Computing Skills. 97 students presented for the School Certificate examinations in English Literacy, Mathematics, Science, Australian History Geography and Civics, and Computing Skills. The median examination mark increased in Mathematics, Geography and Computing Skills in 2010. The table below indicates the results attained in each of the examinations.

2010 Exam	Variation from State Mean by %		School Median Exam Mark		Performance Band achievement by %		
	2009	2010	2009	2010	Band 6	Bands 3-6	Bands 0-2
English	3.87	3.83	82	81	School: 9.27% State: 5.12%	School: 98.95% State: 94.83 %	School: 1.03% State: 5.15%
Mathematics	4.90	5.00	76	77	School: 12.37% State: 8.29%	School: 96.89% State: 82.6%	School: 3.09% State: 17.36%
Science	3.93	2.80	79	79	School: 7.21% State: 8.77%	School: 98.95% State: 91.51%	School: 1.03% State: 8.44%
Geography	2.57	5.98	75	78	School: 12.37% State: 4.81%	School: 96.88% State: 84.27%	School: 3.09% State: 15.7%
History	4.55	3.62	78	74	School: 1.03% State: 5.16%	School: 91.74% State: 79.61%	School: 8.24% State: 20.35%
Computing Skills	6.03	4.98	82	84	HC School 71.13% State 54.86%	C School 28.86% State 42.36%	CND School 0% State 0.15%

The School Certificate results were above the State Mean in all subjects. Macarthur students were more positively represented in the highest level, Band 6, across most subjects.

In 2010, the School Certificate percentile rankings improved in English, Geography and Mathematics but declined in History and Science.

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## SENIOR SECONDARY OUTCOMES

### **Year 12 Students Undertaking VET Courses**

There were no students of Macarthur Anglican School who undertook a VET course in 2010.

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

A total of 70 students completed their senior secondary education at Macarthur in 2010, with 100% of the group, i.e. all 70 successfully being awarded the Higher School Certificate.

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



## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### TEACHER QUALIFICATIONS

The 2010 details of all teaching staff responsible for delivering the curriculum for which the school is registered and accredited is outlined in the table below.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution from within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	70
Teachers who have qualifications as a graduate from a higher education institution from within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
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

Mrs Nerida Hext, Mrs Helen Glover and Miss Rebecca Callendar achieved ‘Professional Competence’ with the NSW Institute of Teachers. After a long rigorous process requiring extensive documentation and visits by independent supervisors, the school was delighted to announce that Mr Richard Hooper and Mrs Amanda Metua were recognised as ‘Experienced Teachers’ by the Independent Schools Teacher Accreditation Authority. These teachers are to be congratulated on their achievement - one which recognises the significant contribution they have made to schools in a variety of areas and their ongoing endeavour to develop their professional practice. We are blessed to have teachers of such a high calibre in our school.

## PROFESSIONAL LEARNING

Educational research highlights the importance of the teacher in the learning of their students and for this reason the focus of professional development in 2010 was 'Teaching the i-Generation'. To maintain high standards, teachers must constantly improve what they do and reflect on their pedagogy. Senior staff led the teachers in exploring the best methods to employ when teaching a generation of students who have never known a world without the internet.

Several focus areas of whole staff professional development in 2010 included:

- Reflective Practice – setting goals (School goals, Faculty goals, personal goals)
- Student mental health and learning needs
- Assessment of Learning, Assessment for Learning
- National Curriculum (update)

Staff meetings were also re-organised in such a way as to provide teacher choice and self-directed learning. Teachers were given opportunity to pursue technological and pedagogical areas of interest in small group meetings.

Some 16 Administration staff were also given opportunity to work towards a Certificate III or IV in Business Management.

Staff were also encouraged in their specialist areas to pursue professional development in addition to that mentioned above. These specialist areas are outlined in the table that follows. It was not unusual for staff to participate in a number of these courses during their own time. Indeed, of the total number of hours of professional development in which staff were engaged, 72.3% took place in school hours and 27.7% in teachers' own time.

Description of the Professional Learning Activity	No. of Staff	Duration
HR Licence Upgrade Assessment	1	1.0 day
University of Wollongong Summer Course on Autism	1	4.0 days
Annual School Nurses Conference	1	3.0 days
Keep Them Safe seminar	2	1.0 day
Marketing in a Digital World	1	0.5 day
HSC Geography Review	2	0.5 day
Widening Participation in Education Forum	2	1.0 day
IPSHA Heads Meeting	1	1.0 day



National Curriculum Symposium	3	2.0 days
Certificate IV Business	12	10 x 0.5 days
Release for Program Thailand	1	1.0 day
Studies of Religion Conference	1	1.0 day
Modern Languages Teachers Association Conference	1	3.0 days
Teaching Strategies Autism and Aspergers Syndrome	2	1.0 day
School Certificate Geography Skills	1	0.5 day
Skills 1 Foundation and Fundraising	1	3.0 days
Preparing to Teach 2U Maths	1	2.0 days
Teaching Reading Within A Balanced Literacy Program	2	1.0 day
Attaché Payroll	1	1.0 day
Technology and Society and Culture	1	1.0 day
New Scheme Language and Teachers Conference	2	1.0 day
Director of Studies Conference	2	2.0 days
Stage 1 Planning Day	7	1.0 day
ADAPE Strategic Planning	1	0.5 day
OH and S For Science Teachers	2	1.0 day
Legal Professional Development	1	1.0 day
Reading and Writing For Middle Years	1	1.0 day
Stage 2 Planning Meeting	3	1.0 day
FBT Seminar	1	1.0 day
Australian Government Quality Teacher Program Grant	9	1.0 day
ITSC 2010	1	2.0 days
Foundation Leadership for Middle Managers	5	1.0 day
Senior First Aid Re-Certification	15	1.0 day
Senior First Aid - Full Course	11	1.0 day
HSC Indonesian Continuers Paper	1	1.0 day
Child Protection Investigator Training	1	1.0 day
Teaching Writing Within a Balanced Literacy Program	1	1.0 day
Future Forum Education	1	1.0 day
Early Career Teachers Day	1	1.0 day
Scoping the Syllabus HSC English	1	1.0 day
Ancient History Teachers Conference	1	1.0 day
Schools and The Law Master Class	2	0.5 day
Successful Learners Developing Thinking Skills	1	1.0 day
Prepare Them Well HSC Skills Languages	1	1.0 day
Teaching Comprehension	1	1.0 day
ADOBE C55 Overview	1	3.0 days
National Conversation on Draft National Professional	1	1.0 day





Standards		
Stage 6 Ag Syllabus Amendments	1	1.0 day
IT Managers Conference	1	2.0 days
Crusaders Prof Development Day	2	1.0 day
Computer Science Teachers Association Seminar	1	1.0 day
New Directions For Indonesian	2	1.0 day
Tackling Underachievement	2	1.0 day
Becoming Accredited Professional Leadership	1	3.0 days
Gifted and Talented Secondary Teachers' Association Gifted Education	1	4 x 0.5 days
Australian Council for Health, Physical Education and Recreation – 'Leading in PDHPE'	1	1.0 day
Innovation and Sustainable Practice	3	1.0 day
Independent Education Union Training Day	1	1.0 day
Rich Tasks as Interdisciplinary Middle Years	1	1.0 day
OSX 10 Point Training	1	2.0 days
Career Voyager Training	4	1.0 day
HSC Modules Day	1	1.0 day
Review and Progress Course	1	1.0 day
Visit to Design Faculty Exhibition	4	0.5 day
Visual Art and Design Educators Association Conference	1	1.0 day
Education For Life Through Life	3	3.0 day
National Conference For English and Literacy	3	4.0 days
Australian History Is Not Boring	1	1.0 day
Interactive Whiteboard Conference	1	2.0 days
Association of Independent Schools Teacher Librarians Meeting	1	1.5 days
Autism Aspergers and School	1	1.0 day
Assisting Stage 3 Students to Achieve Stage 3 Outcomes	1	1.0 day
Australian Computer Society Career Advisers Seminar	1	1.0 day
Deep Learning In Science	1	1.0 day
Geography Teachers Association Annual Conference	3	1.0 day
Association of Independent Schools Primary Conference	2	2.0 days
Celebrate Literacy	1	1.0 day
ChemCert Update Course	1	1.0 day
Board of Studies Music Performance Marking	1	3.0 days
Understanding and Preaching Isaiah	1	5.0 days
Programming Business Studies	2	0.5 day
Mental Health and Wellbeing of Young People	2	1.0 day



SAALE (Student Achievement in Asian Languages Education) Project	1	1.0 day
Programming Modern History	2	1.0 day
Programming Studies of Religion and Ancient History	2	2.0 days
Writing HSIE Unit 1	3	1.0 day
Registration and Accreditation Workshop	4	0.5 day
Kindergarten Planning Day	1	0.5 day
Direct Marketing For Fundraisers	1	0.5 day
Endowment For Future Growth	1	0.5 day
Writers Day	2	2.0 days
AHISA Director of Studies Conference	1	2.0 days
Association of Independent Schools Science Conference	2	1.0 day
English Teachers Association Annual Conference	2	2.0 days
Knox College Library Visit	3	1.0 day
Global Leadership Summit	1	2.0 days
Sewing Lesson	1	0.5 day
Day at the Desk	1	1.0 day
St Ignatius IT Visit	3	0.5 day
Technology Teachers Association Major Design Project	1	1.0 day
Languages Advisory Meeting	1	1.0 day
Creating a Quality Teaching and Learning Program	2	1.0 day
HICES Heads of Music Meeting	1	1.0 day
Creative Textile Workshop	1	1.0 day
Better Mac Management	2	0.5 day
Science Assistant Support Staff Conference	1	1.0 day
Beginning Teacher Secondary and Primary Development Day	2	1.0 day
Australian Council for Health, Physical Education and Recreation - Health Priorities in Focus	1	1.0 day
St Luke's Visitation	1	1.0 day
FBT Online	1	3.5 days
National Asian Languages and Studies in Schools Program - In-Country Experience - Indonesia	1	4.0 days

While attendance at Professional Development courses is the primary method of professional learning at Macarthur, it is not limited to this. Teachers new to Macarthur are inducted into the school through a 12-month program. New Scheme Teachers are assisted with a mentoring program as they manage the process of accreditation with the NSW Institute of Teachers. A number of staff are also pursuing other tertiary qualifications; in most cases with the school's assistance.



A significant number of staff continue to be involved at all levels in the Higher School Certificate and School Certificate process - setting examinations, marking, judging and assisting on the Advice-line. The importance of staff being involved in these activities cannot be overstated. These staff members and others have gained valuable insights of which Macarthur students are direct beneficiaries. In 2010, Macarthur staff, were engaged in marking in the following courses:

Higher School Certificate	School Certificate
Earth and Environmental Science Visual Arts Design and Technology Indonesian Agriculture Information Processes and Technology Ancient History History Extension English – Standard and Advanced Mathematics Music Physics Biology Economics Business Studies Geography	Science Mathematics



## WORKFORCE COMPOSITION INCLUDING INDIGENOUS

### Composition of the Teaching Staff

The non-indigenous full-time teaching staff as reported in the 2010 Annual Census, consisted of 32 male teachers, including the Headmaster, and 37 female teachers.

Non-indigenous part-time teaching staff consisted of zero male and 4 female teachers totalling a full-time equivalent of 1.3 .

### Composition of the Non-teaching Staff

The non-indigenous full-time non-teaching staff consisted of 7 males and 6 females.

Non-indigenous part-time non-teaching staff consisted of 4 males and 14 females, totalling a full-time equivalent of 14.3

### Totals

The full-time equivalent number of teaching staff, including the Headmaster, is therefore 70.3, supported by the full-time equivalent number of non-teaching staff of 27.3

### Indigenous Staff

No indigenous staff are employed in the school.

When updated to show 2010 data, this information is also available on the My School website at:

<http://www.myschool.edu.au>



## STUDENT ATTENDANCE AND RETENTION RATES

### ATTENDANCE

The average daily student attendance rate for 2010 was 93.41%, almost exactly the same as that recorded for the previous year. Students granted special extended leave by the Headmaster were not included in this calculation.

The average attendance rate for the full year 2010 for each grade is shown in the following two tables:

Academic Year	Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	92.2%	94.6%	94.6%	94.3%	94.8%	93.9%	91.7%

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	97.6%	92.2%	92.6%	92.6%	91.2%	92.9%

Daily attendance, along with lateness, and other partial absences is monitored carefully by the Heads of Year and Heads of School, as poor attendance and lateness has the potential to impact negatively on academic progress. Students are also encouraged to be punctual as it reflects a positive attitude to learning.

### RETENTION RATES IN THE SENIOR SCHOOL

Retention rates have been calculated for:

Cohort 2004: Year 10 (2002) to Year 12 (2004),

Cohort 2005: Year 10 (2003) to Year 12 (2005),

Cohort 2006: Year 10 (2004) to Year 12 (2006),

Cohort 2007: Year 10 (2005) to Year 12 (2007)

Cohort 2008: Year 10 (2006) to Year 12 (2008)

Cohort 2009: Year 10 (2007) to Year 12 (2009)

Cohort 2010: Year 10 (2008) to Year 12 (2010)

(See next page)



<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>2002/2004</b>	114	77	72	68%	63%
<b>2003/2005</b>	98	68	65	69%	68%
<b>2004/2006</b>	114	83	77	73%	68%
<b>2005/2007</b>	117	84	78	72%	66%
<b>2006/2008</b>	95	62	61	65%	64%
<b>2007/2009</b>	107	79	77	74%	72%
<b>2008/2010</b>	95	70	64	74%	67%

These rates were calculated using enrolment numbers taken on the Commonwealth census date for the given years. The figures show a slight decline in the actual retention rate from the higher levels of 2003/2005 and 2004/2006 and then a significant increase in the actual retention rate by 8% in 2009. However, the actual retention rate for 2010 is in line with previous years. Additional enrolments at the commencement of Year 11 accounted for the difference between the apparent and actual retention rates.



## POST-SCHOOL DESTINATIONS

### STUDENTS LEAVING THE SCHOOL BEFORE THE HSC

The students who left Macarthur after the School Certificate examination in 2008 and before the Higher School Certificate in 2010 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 2010 cohort, with the percentages for the 2009 and 2008 cohorts in brackets for comparison

Destination	% - (2009...2008)
Other schools within Macarthur vicinity	36% (29%...27%)
Other schools outside Macarthur vicinity	24% (10%...24%)
Private Colleges	4% (6%...11%)
Apprenticeship Training or TAFE Course	24%...(36%...16%)
Workforce	12% (19%...22%)

These figures show an increase from the previous years in the number of students transferring to another school in the same area, possibly for financial reasons during this period of time (Global Financial Crisis). The number with the definite intention of pursuing an apprenticeship or TAFE training is consistent with previous years, while the number entering directly the workforce is less than in previous years.

Of the students who transferred to another school within the vicinity of Macarthur, most did so in order to continue studying for the Higher School Certificate. Some did so to study less academic subjects not offered at Macarthur or to study pre-apprenticeship type courses offered by other schools.

Students who transferred to schools beyond Macarthur's drawing area, did so for various family reasons or because of family relocations. In most cases, they re-enrolled in non-government independent schools similar to Macarthur.

The private colleges are generally those with specific educational purposes such as training in beauty therapy or musical performance.



## STUDENTS COMPLETING THE HSC

As the results of various graduating year groups depend upon the total academic ability of the group, so it may be expected that there will be fluctuations in the statistics surrounding results. In the case of the 2010 graduating class, there was a downward shift in results from the record levels achieved by the previous 2009 cohort. Of the students who completed the Higher School Certificate at Macarthur in 2010, 79% were offered first round positions at university, 6% less than the previous year. After second round offers were made, a total of 58 out of the whole cohort of 70 (83%) had received university offers. This was 9% less than that achieved in 2009.

Aspects of these results included:

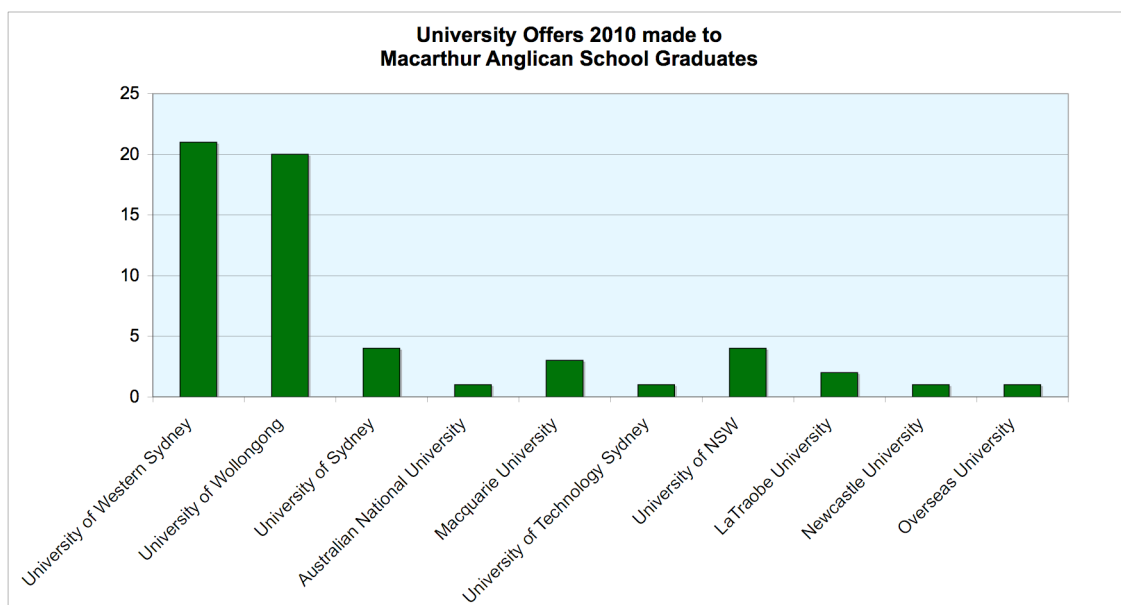
- Slightly lower proportion (13%) of students in the UAI bands of 90+ and approximately the same number in the range 80-89
- A decrease in the number of students in the range 70-79 but an increase in the 60 – 69 range.
- No students for the first time in the last four years in the lowest band (<40)
- 17% of the cohort achieving Distinguished Achiever status
- The outstanding result of one student coming 5<sup>th</sup> in the State in Music extension and being selected for the HSC Encore performance at the Opera House in January 2011
- 67% of the cohort gaining a Band 5 or 6 result in at least one subject, only slightly less than in 2009.

The largest proportions of university offers were for courses at the University of Western Sydney (21), and the University of Wollongong (20), reflecting the geographical location of the school and its students. It may also be noted that there is a growing preference for attending Wollongong University with the number of offers almost equaling the offers for UWS for the first time.

These students are now pursuing a diverse range of courses including Arts, Archaeology, Commerce, Computing Science, Design, Early Childhood Education, Engineering, Health Science, History, Hospitality and Tourism, Information Technology, Mathematics, Music, Nursing, Optometry, Policing, Psychology, Science, Social Work, Teaching and Veterinary Science.







The school is proud of the achievements of its Class of 2010, regardless of whether they equal the standard of the previous cohort or not. These outcomes were achieved through considerable effort by the teaching staff and through a number of measures designed to support students to achieve their best, including:

- An HSC study skills and time management evening for students and parents.
- A session by the Board of Studies Liaison Officer to explain the assessment and examination process
- A Year 12 Conference held during the Winter Vacation
- The availability of the school's library during vacation time and after normal lesson times for private study and access to resources
- A further study skills session Prior to the Trial HSC Examinations
- Tutorials offered on a rotational basis by Year 12 teachers and increased opportunities to work on their major projects with teacher support.
- An extension to the time Year 12 teachers would be available for consultation during normal sport periods.
- Champ Camp (a Year 12 study camp attended by 84% of the cohort) in the first week of the student vacation period prior to the HSC, with over 20 staff giving up holiday time to work with Year 12 students.
- A Senior Study Support Program available to students several evenings per week.

- Interviewing of students by the Headmaster and Dean of Studies in Autumn and Winter Terms to provide timely intervention and encouragement to those who needed it.
- The involvement of a significant number of staff at all levels in the HSC process – setting and assessing HSC examinations, marking and assisting on the Advice-Line.
- Visits to the school by staff from several universities, including the University of Western Sydney and the University of Wollongong to explain courses and opportunities in tertiary education.
- Visits by Year 12 to the campuses of the University of Wollongong and the University of Western Sydney for Open Days.



## ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY

### POLICY

Macarthur Anglican School is a co-educational Christian school, providing an education for school age children from Kindergarten to Year 12, both domestic and international students. New enrolments are generally accepted for students from Kindergarten to Year 11, with the main entry points being Kindergarten, Year 5, Year 7 and Year 11. The school's educational program aims within a Christian environment to prepare its students for tertiary study, particularly university entrance.

### Rationale

All applications are considered according to a number of criteria. A priority for enrolment will be given to students with a close family connection to the School, such as siblings of students already attending the School, children of former students, children of staff and children of Christian clergy. In addition, other factors may be considered, such as academic ability, the length of time a student has been registered, gender balance, the perceived commitment of parents to support the School, whether the student will benefit from a Macarthur education and whether the School will benefit through the enrolment of the student.

While the School places no religious or denominational bar upon enrolment it is expected that all students participate fully in the School's Christian education program and be supportive of it. This includes Biblical Studies classes, Chapel and participation in school camps.

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.

Once enrolled students are expected to support the School's ethos and in order to maintain their enrolment, are to meet School expectations regarding application to studies, the wearing of school uniform and acceptable behaviour. Parents must also make all payments of fees and associated charges.

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

Records of enrolment are maintained either electronically or in hard copy for a minimum period of 5 Years.



## Guidelines and Procedure

1. All applications are processed according to the school's Enrolment Policy.
2. The day-to-day application of this policy and enrolment procedures is carried out by the Director of Advancement and associated staff.
3. The school accepts the registration of students and maintains a database of family and student details prior to the time for enrolment.
4. Every student seeking admission is interviewed in the company of at least one parent. At the interview, the school's position regarding its Christian philosophy and expected standards of work and discipline, is explained to parents.
5. In the case of International Students
  - a. Interviews are conducted at either an International Exhibition by a representative of the school or by an agent on behalf of the school. Students from a non-English speaking background are required to undergo a suitable English language assessment, such as the AEAS Test, and should reach a standard of proficiency that will indicate the likelihood of success in future studies. In the case of the AEAS Test this is a minimum score of 30.
  - b. The school does not make provision for recognition of prior learning, which may lead to the shortening of a student's course of study.
  - c. The school will inform DEST and DIAC of a student's impending enrolment in accordance with the ESOS Act 19(1) and ESOS Regulation 3.01 by issuing an electronic Confirmation of Enrolment via the PRISMS system.
  - d. The school, through PRISMS, will notify DIAC of termination or changes to studies.
  - e. If a student does not commence on the nominated date the school, through PRISMS, will notify DIAC of all relevant details in accordance with ESOS Regulation 3.02.
6. Consideration is given to each applicant's supporting statement and interview responses regarding their ability and willingness to support the school's ethos.
7. Each applicant's apparent educational needs are given due consideration. To do this the school will need to gather information and consult with the parents and other relevant people, view reports and carry out assessments.
8. The admission process also seeks to identify any strategies that may need to be put in place to accommodate the applicant before a decision regarding enrolment is made.
9. Following the admission process, the school will inform parents in writing of their success or otherwise regarding the offer of a place.



## Record Keeping

Records of enrolment are maintained by the Office of Advancement and are kept either in electronic form or in hard copy for a minimum period of 5 years.

## CHARACTERISTICS OF THE STUDENT BODY

Outlined in the table below is information regarding the population profile of the school in 2010 (with the previous year of 2009 shown in brackets).

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>K-6</b>	171 (185)	147 (162)	318 (347)
<b>7-12</b>	262 (253)	274 (268)	536 (521)
<b>Total</b>	433 (438)	421 (430)	854 (868)

This table shows a 1.6% decrease in enrolments compared to the previous year. The totals show a 51:49 ratio between boys and girls in the whole school, about the same as in 2009, while the ratio for K-6 was 54:46 (53:47) and for 7-12 was 49:51 (49:51). The largest difference in the gender balance was in Year 2 with 60.8% boys and in Year 10 with 54.5% girls.

## 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 1108. This is significantly higher than the ICSEA score recorded for the previous year, following adjustments in how this is measured.

From the My School website, the percentage of school families in each socio-educational quartile have also altered showing an upward shift in percentages for the middle and top quarter, compared to the previous year, which in no way reflects any such change in the level of socio-educational advantage of the Macarthur parent body. The results are as follows:

<b>School ICSEA Value: 1108</b>			
Bottom Quarter	Middle Quarters		Top Quarter
13%	17%	28%	41%

The table suggests that the students come from socio-educational backgrounds that could be described



as generally middle to upper middle and high levels. From the school’s database, the percentages of parents in the four employment groups, as disclosed in the MCEETYA data collection, follow the trend above:

<b>MCEETYA Employment Groups</b>			
Group 4	Group 3	Group 2	Group 1
9%	19%	35%	37%

### **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 and the general health and wellbeing of the student body indicates that they come from homes where parents show pride and care for their children. There is also a number of students who come from families where the parents are making a very significant sacrifice for their children to attend Macarthur and who in many cases are supported by the school through its scheme of bursarial assistance. Despite the changes in the calculation of ICSEA values above, more than 10% of families fall into the bottom quartile.

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. A number of students have participated in representative sporting quests to national and international levels, and 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 St Michael’s School, Tanzania and by personal involvement in activities such as the school’s Community Service group, which operates after school hours.



## SCHOOL POLICIES

### including policies for Student Welfare, Student Discipline and reporting Complaints And Resolving Grievances

#### POLICIES

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

#### Student Welfare

##### **(Pastoral Care Policy)**

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

#### Rationale

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Program, T-12, which endeavours to promote resilience within students as well 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 crisis before they occur.

#### Student Discipline

##### **(Student Behaviour Modification Incorporating Sanctions and Awards (Discipline) Policy)**

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

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

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

#### Rationale



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

### **Reporting Complaints and Resolving Grievances (Complaints and Grievances Policy)**

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.





## LOCATION OF POLICIES, CHANGES MADE IN 2010 AND ACCESS TO FULL TEXT

The table below provides a summary of the policies upon which the school acts to ensure the welfare of all of its students. It is important to note that the policy with regard to ‘Discipline’, referred to by the school as the *Student Behaviour Modification Incorporating Sanctions and Awards (Discipline) Policy*, is always viewed in conjunction with the Student Welfare (Pastoral Care) Policies. The school’s philosophy is such that ‘Discipline’ is not distinct from Student Welfare but an integral part thereof.

Policy	Changes in 2009	Access to full text
<b>Child Protection Policy encompassing</b> <ul style="list-style-type: none"> <li>• Child protection, prevention and awareness</li> <li>• Mandatory reporting of at risk children</li> <li>• Exchange of information between agencies</li> <li>• Screening procedures</li> <li>• Reportable conduct</li> <li>• Duty of care and legal liability</li> </ul>		
<b>Security Policies encompassing</b> <ul style="list-style-type: none"> <li>• Security Policy</li> <li>• Property and Facilities Policy</li> <li>• Emergency Procedures</li> </ul>	Policies reviewed with minor editorial attention. Lockdown and evacuation policy reviewed and amended in light of emergency drills and personnel changes.	Full text on staff intranet.  Parents may request a copy of the policies by contacting the school.
<b>Supervision Policies encompassing</b> <ul style="list-style-type: none"> <li>• Duty of care and risk management</li> <li>• Levels of supervision for on-site and off-site activities</li> <li>• Guidelines for supervisors</li> </ul>		

<b>Staff Codes Of Conduct Policies encompassing</b>		
<ul style="list-style-type: none"> <li>• Staff Code of Conduct</li> <li>• Staff Welfare Policy</li> <li>• Workplace Bullying and Harassment Policy</li> <li>• Anti-Sexual Harassment Policy</li> <li>• Staff Discipline Policy</li> </ul>	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<b>Student Codes Of Conduct Policies encompassing</b>		
<ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Student Anti-bullying Policy</li> <li>• Anti-sexual Harassment Policy</li> <li>• Student Behaviour Modification Policy **</li> <li>• Student Leadership Policy</li> <li>• Student Pastoral Care Policy</li> </ul>	After annual review process no changes were made, except to the use of ICT.	<p>Full text on staff intranet.</p> <p>Summary in the School Diary.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<b>Pastoral Care Policies encompassing</b>		
<ul style="list-style-type: none"> <li>• Student Pastoral Care Policy</li> <li>• Health Care Policy</li> <li>• Critical Incident Manual</li> <li>• Homework and Assignments Policy</li> </ul>	After annual review process, changes were made to reflect the changes made to the Executive structure and House system.	<p>Full text on staff intranet.</p> <p>Summary in the School Diary.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<b>Communication Policy encompassing</b>		
<ul style="list-style-type: none"> <li>• Formal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being</li> </ul>	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>

<b>Complaints and Grievances Policy encompassing</b>		
<ul style="list-style-type: none"> <li>• Parent, student, staff and the public complaints resolution</li> </ul>	After annual review process no changes were made.	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
<b>New Policies Developed in 2010</b>		
<ul style="list-style-type: none"> <li>• Parents and Friends Policy</li> <li>• Senior Staff Payments at School Functions Policy</li> <li>• Student Acceleration Policy</li> <li>• Student Referral Policy</li> <li>• Water Based Activities Policy</li> </ul>	These policies will be reviewed for the first time in 2011	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>

\*\*Students are required to abide by the school's rules and follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances. All disciplinary action that results in sanctions against the student including suspension or expulsion provides processes based on procedural fairness.

The Behaviour Modification Policy is reinforced with a system of positive rewards and encouragements for students who fulfil the school's expectations.



## SCHOOL DETERMINED IMPROVEMENT TARGETS

### OUTCOMES FOR TARGETS SET IN 2009

Improvement targets for Macarthur Anglican School for 2009 and the outcomes by the beginning of 2010 are outlined below.

Area	Priorities	Achievements
<p style="text-align: center;"><b>Facilities and Resources</b></p>	<ul style="list-style-type: none"> <li>• Establishment of cyclic maintenance programs for various tasks such as carpet cleaning, pest control, air conditioner maintenance, etc</li> <li>• Reassess maintenance procedures and standards for air conditioning.</li> <li>• Refurbish fire hydrant system to operating condition.</li> <li>• Reseal main entrance driveway.</li> <li>• In consultation with the school's architects, commence planning for BER P21 and NSP projects.</li> <li>• Refurbishing the Technology and Creative Design precinct of the school to allow for subjects with more appeal to female students.</li> <li>• Relocation of the Junior Library in anticipation of an extension to the Library using BER funding.</li> </ul>	<ul style="list-style-type: none"> <li>• This system is established and ongoing.</li> <li>• The reassessment resulted in the appointment of a new contractor at a significantly reduced cost to the school.</li> <li>• Repairs were required to the diesel fire hydrant pump and a regular system of weekly maintenance put in place.</li> <li>• The roadway will be an ongoing maintenance matter until the entire surface is resealed with asphalt – a task to be carried out progressively over coming years because of the high cost.</li> <li>• Following an exhaustive process of quantity surveying it was decided to seek quotations for an extension to the Stoddart Library, the addition of four new classrooms for Year 5 and 6 use and a Multipurpose Hall for use by the Junior School.</li> <li>• This work involved a reconfiguration of spaces within the Technology Building and was largely completed for the beginning of Spring Term.</li> <li>• The eastern end of the library was altered by amalgamating the Senior Study, Computer Room LC01 and an office area into a single open space suitable for Junior School use.</li> </ul>

<p><b>Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Implementation of new subjects to the school curriculum.</li> <li>• Completion of the installation program for fixed digital projectors in all classrooms.</li> <li>• Implementation of compulsory Studies of Religion course in Year 11.</li> <li>• Revising the operation of the Technology and Creative Design Faculty following amalgamation.</li> </ul>	<ul style="list-style-type: none"> <li>• The subjects <i>Society and Culture</i> and <i>Drama</i> were reintroduced to the curriculum and the new subject <i>Software Design and Development</i> was added.</li> <li>• Most classroom spaces now have fixed digital projectors.</li> <li>• This subject effectively replaced the school devised Biblical Studies course in Year 11 and was presented in a lecture style, much appreciated by the students.</li> <li>• This faculty now operates under a single Faculty Head who also has the responsibility for overseeing the work of the school's IT Department.</li> </ul>
<p><b>Staff Professional Development</b></p>	<ul style="list-style-type: none"> <li>• Introducing teachers to ACARA.</li> <li>• Acquainting teachers with the new HSC ATAR score system.</li> <li>• Repositioning the role of Assessment</li> <li>• Update of Child Protection</li> <li>• OH&amp;S and Workers Compensation</li> <li>• The 'work / life' balance</li> <li>• Refining the Beginning Teacher Course</li> <li>• Leadership: Principles of middle management for senior staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed during staff professional development sessions</li> <li>• Completed during staff professional development sessions.</li> <li>• Completed during staff professional development sessions.</li> <li>• Completed during staff professional development sessions.</li> <li>• Completed during staff professional development sessions.</li> <li>• Two presentations by the DHM at the Annual Staff Development Conference in July</li> <li>• Completed during staff professional development sessions.</li> <li>• Completed during newly implemented meetings of Senior Staff, including all Faculty Heads, Heads of House, Heads of Sport, etc</li> </ul>

<p><b>Outreach and Service</b></p>	<ul style="list-style-type: none"> <li>• Continue the Thailand outreach program (Year 11/12) but with a new partnership between Macarthur and St Paul's College, Brisbane</li> <li>• Continue and refine the impact of the North Queensland outreach for Year 6</li> <li>• Consolidate the new sponsorship program for students of St Michael's Secondary School, Tanzania.</li> <li>• Support St Michael's with shipping of uniform items.</li> </ul>	<ul style="list-style-type: none"> <li>• The Thailand Outreach went ahead successfully with the school's new partner in this outreach – St Paul's College</li> <li>• The third North Queensland outreach by Year 6 children visited the Yarranbah community, repeating the success of earlier years.</li> <li>• The sponsorship program continued with very positive feedback and appreciation from the students and teachers of St Michael's School</li> <li>• The school arranged for the transport of several items of uniform stock that would no longer be used, along with various donated items.</li> </ul>
<p><b>International Staff and Student Exchange</b></p>	<ul style="list-style-type: none"> <li>• Development of a closer relationship with the Varee School in Chiang Mai, Thailand.</li> <li>• Development of closer ties with the Thai people through involvement in Bangkok International Student Exhibition</li> <li>• Planning for a study tour by Thai students in the future.</li> <li>• Continuation of the very successful exchange program for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School.</li> <li>• Providing language learning opportunities for students of Indonesian through a visit to Malaysia.</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship with this school continues to grow through the school's commitment to maintaining the annual outreach program.</li> <li>• The Headmaster attended an International Student Exhibition in Bangkok with a view to securing enrolment of Thai students.</li> <li>• The visit above initiated planning for a 4-week Study Tour by a group of Thai students in 2010.</li> <li>• Two female students of Lévy József Református Gimnázium attended Macarthur for 9 months, while one male and one female Macarthur student attended Lévy József for three terms.</li> <li>• The visit to Malaysia took place in the Autumn Vacation, providing students with abundant opportunities for language learning and for absorbing many aspects of Malaysian culture.</li> </ul>

<p><b>Performance opportunities</b></p>	<ul style="list-style-type: none"> <li>• Utilising performance opportunities beyond the school, such as at the opening of new housing estates.</li> <li>• Production of a combined Year 3 to 12 musical</li> <li>• Preparation of displays and performances for 25 Year Celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental groups took up opportunities to perform at the Harrington Grove Estate, in addition to in-school performances and performances in nearby centres such as Camden.</li> <li>• A 3-12 production of <i>The Wizard of Oz</i> in Winter Term was very well received and highlighted the talents of many students. The age range of performers also fostered relationships between older and younger students.</li> <li>• Celebration of the completion of 25 years service to the Macarthur community culminated in a spectacular Open Day, featuring displays, presentations and performances that highlighted the diverse nature of Macarthur Anglican School. The day was attended by over 2000 people.</li> </ul>
<p><b>Sport</b></p>	<ul style="list-style-type: none"> <li>• Raise profile and participation in House competition Sport</li> <li>• Introduction of new sport banners for carnivals</li> <li>• Introduce whole school cross country and swimming carnivals.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular updates of house points are given at Headmaster Assemblies, using a points tally board. Updates are attended by much cheering and enthusiasm as points are displayed, an indication of a highly significant increase in interest and participation in the House competition.</li> <li>• To further the objective above, new banners for display at sporting events have been well received, particularly as the students themselves had much input to their design.</li> <li>• Whole school participation in cross country, athletics and swimming carnivals was successfully implemented in conjunction with the greater emphasis on House participation.</li> </ul>

<p><b>Pastoral and Academic Care</b></p>	<ul style="list-style-type: none"> <li>• Introduction of a system of Colours for student achievement</li> <li>• Implementation of change to the Tutor Group system from Year based to House based</li> <li>• Introducing House barbecues</li> <li>• Driver Safety – U Turn the Wheel</li> </ul>	<ul style="list-style-type: none"> <li>• The system was explained to students and awards began to flow from the beginning of the year at two levels: half colours and full colours. To emphasise the importance of these awards, each one is embroidered on the student’s school blazer, with many students proudly displaying an extensive list of awards.</li> <li>• Tutor groups, previously organised on year group lines, were aligned with Houses and thus included students from up to three year levels.</li> <li>• House barbecues, rather than Year group events were introduced and include two house groups at a time. These events have been especially successful in bringing together families of students with their parents and the staff attached to those houses.</li> <li>• The ‘U Turn the Wheel’ Program links the school with an enthusiastic community group. It has been successful in teaching driver safety to senior students who are approaching or are in the process of gaining a licence.</li> </ul>
<p><b>Advancement</b></p>	<ul style="list-style-type: none"> <li>• Raise the profile of Alumni and the roles they now fulfil.</li> <li>• Inauguration of the Friends of Macarthur group to provide financial support</li> <li>• Breakfast with the Headmaster</li> </ul>	<ul style="list-style-type: none"> <li>• An alumni member is selected to address students at the annual Year 12 Luncheon. This event is a great encouragement and helps students to see the achievements possible on completion of the HSC.</li> <li>• The Friends of Macarthur concept has successfully maintained links with parents, staff and community members who may no longer have a direct link with the school through their children or employment. It fosters an ongoing interest in the life of the school from a source of people who can provide invaluable experience and support to the school.</li> <li>• Breakfasts with the Headmaster allow the opportunity for small groups of parents to meet the Head in a social atmosphere, to hear his vision for the</li> </ul>





	<ul style="list-style-type: none"> <li>• Introduction of the first Annual Giving Program</li> <li>• Increased social activities including fund-raising events for the parents body</li> </ul>	<p>school and to express their ideas.</p> <ul style="list-style-type: none"> <li>• The Annual Giving Program taps into the generosity of Macarthur supporters who want to contribute to the future of students by providing for the development of the school beyond that which can be provided for operational costs by tuition fees and government grants.</li> <li>• Social activities for parents have included Coffee Mornings, Annual Trivia Nights, bus trips and Craft Nights.</li> </ul>
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### TARGETS SET FOR 2010

Macarthur Anglican School is constantly reviewing its own performance. New challenges, opportunities and priorities emerge every year, changing the focus slightly from one year to the next. The school determined improvement targets for 2010 are listed below. Outcomes will be reported in the next Annual Report.

Area	Priorities
<p><b>Facilities and Resources</b></p>	<ul style="list-style-type: none"> <li>• Continue to maintain and improve the entrance to the school, especially in the standard of the roadway by progressively resealing the pavement with asphalt.</li> <li>• Complete planning and preparation, including the relocation of several demountable classrooms in readiness for the school's \$2.5m Building the Education Revolution (BER) P21 project, entailing an extension to the Stoddart Library, four new classrooms and a Multipurpose Hall.</li> <li>• Complete the Digital Education Revolution (DER) project funded by the Commonwealth Government, particularly through the extension of the school's fibre-optic infrastructure and the provision of power outlets and storage facilities for the new computers.</li> <li>• Refurbishment of one demountable Science classroom to a higher standard, including the installation of several safety showers in each classroom.</li> <li>• Installation of air conditioning units in the remaining rooms still without air conditioning – 1 Music Room, 2 Science rooms and 3 Art areas.</li> </ul>



<p><b>Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Continuing implementation of new subjects to the school curriculum at the HSC level.</li> <li>• Further refinement of school reports to simplify their preparation and enhance their usefulness to parents and students.</li> <li>• Ongoing planning for the introduction of the National Curriculum.</li> <li>• Progressively move towards an ‘Assessment for Learning’ model</li> <li>• Modify assessment schedules and report formats to bring about better assessment reporting.</li> </ul>
<p><b>Staff Professional Development</b></p>	<ul style="list-style-type: none"> <li>• Ongoing familiarisation of teachers with ACARA.</li> <li>• Acquainting teachers with the new MySchool website and its implication for the school.</li> <li>• Repositioning the role of Assessment</li> <li>• Annual update on Child Protection legislation</li> <li>• Annual update on OH&amp;S legislation and Workers Compensation</li> <li>• Preparation for 2011 Registration and Accreditation Process</li> <li>• Engaging the ‘i-generation’</li> <li>• Reflective Practice – goal setting</li> </ul>
<p><b>Outreach and Service</b></p>	<ul style="list-style-type: none"> <li>• Continue the Thailand Outreach Program (Year 11/12) in partnership with St Paul’s College, Brisbane</li> <li>• Continue and refine the impact of the North Queensland outreach for Year 6</li> <li>• Consolidate the new sponsorship program for students of St Michael’s Secondary School, Tanzania.</li> <li>• Support St Michael’s with shipping of clothing items.</li> </ul>
<p><b>International Staff and Student Exchange</b></p>	<ul style="list-style-type: none"> <li>• Development of a closer relationship with the Varee School in Chiang Mai, Thailand.</li> <li>• Development of closer ties with the Thai people through involvement in Bangkok International Student Exhibition</li> <li>• Prepare for and host the first Study Tour by Thai students from the Wattana School, Bangkok.</li> <li>• Continuation of the very successful exchange program for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School.</li> <li>• Providing language learning opportunities for students of Indonesian through a visit to Malaysia</li> <li>• Enhance to study of History through the organisation of a History Tour to Europe, visiting Great War battlefields, museums and</li> </ul>

	other historic sites.
<b>Performance Opportunities</b>	<ul style="list-style-type: none"> <li>• Providing for performance opportunities for school vocal and instrumental groups through a tour of New Zealand.</li> <li>• Production of a combined Year 3 to 6 musical</li> <li>• Providing several opportunities for vocal and instrumental groups to perform for the school and wider community – Courtyard Concerts, Harrington Grove Concert, Senior Citizens Concert, String and Band Concerts and the School Annual Concert.</li> </ul>
<b>Sport</b>	<ul style="list-style-type: none"> <li>• Continue raising the profile and participation in House competition Sport</li> <li>• Continue whole school cross country, athletics and swimming carnivals</li> <li>• Employ specialist coaches in certain areas of sport</li> </ul>
<b>Pastoral and Academic Care</b>	<ul style="list-style-type: none"> <li>• Raising School and House spirit through the engagement of students and recognition of their efforts using the School Colours system</li> <li>• Promoting further recognition of students through student speakers at Headmaster Assemblies</li> <li>• Continue to refine operation of the House based Tutor Group system</li> <li>• Continue developing House barbecue events</li> <li>• Continue Driver Safety – U Turn the Wheel</li> <li>• Introduce a Winter Conference for Year 12</li> <li>• Conduct sessions with students on Study Skills, Cyber Bullying and Anxiety.</li> </ul>
<b>Advancement</b>	<ul style="list-style-type: none"> <li>• Continue raising the profile of Alumni and the roles they now fulfil.</li> <li>• Refining activities of the Friends of Macarthur group to provide financial support</li> <li>• Breakfast with the Headmaster</li> <li>• Continuation of the Annual Giving Program</li> <li>• Restructuring of the Parents and Friends organisation</li> </ul>

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The manner in which the school seeks to fulfil this requirement changes only slightly from year to year as it is progressively refined. The development of respect and responsibility begins at an early age among those who commence their education at Macarthur in the Junior School – Kindergarten to Year 4), or it is taken up immediately among those who may commence their Macarthur education at a later time such as the beginning of Year 7. For younger children, day-to-day interaction with the class teacher is the main time when these values are developed. While this continues throughout the student’s years of schooling, older students have the opportunity to participate in experiences that specifically promote a better understanding of why we should develop a respectful attitude and why we should act responsibly.

A recent initiative of the Headmaster was to redefine the ‘Headmaster’s Address’ at assemblies to mean an address given by the Headmaster himself, or by another person at the Headmaster’s request. In this way, a wide range of people, predominantly students, have addressed assemblies leading to a greater understanding of and respect for the achievements or commitments of the person speaking. The close attention of the student body as various students have addressed them has been a sign of the success of this approach. Topics have included students speaking on causes they feel passionate about and want to support, disabilities the speaker may live with and uncommon background experiences.

### THE MACARTHUR WAY

How students are expected to conduct themselves as a member of the Macarthur Anglican School community has become known as *The Macarthur Way*. A statement titled *Values and Principles of the Macarthur Way* outlines this concept:

The values and principles that form the basis of ‘The Macarthur Way’ are articulated within the School community as ‘The Ten Pillars’. They are underpinned by the doctrines of the Sydney Diocese of the Anglican Church in Australia and support and reflect the Australian Government’s National Framework for Values Education in Australian Schools (2005). The Ten Pillars give meaning and purpose to the multiple interactions at School in whatever context that might occur. They guide all that the School does, as the School Council, the Headmaster, staff, students and parents strive to achieve the School’s Mission, Purpose and Priorities.

In addition, the purposes and priorities of the school were set out, with Point 5 clearly relating to the development of respect and responsibility:



In pursuit of its Mission, Macarthur Anglican School will:

- 1 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.
- 2 recognise that students have a range of abilities and provide appropriate levels of knowledge and opportunities to develop skills which will enable them to reach their potentials and pursue further learning throughout their lives.
- 3 recognise that students are developing physical beings and provide appropriate programs 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.
- 4 recognise that students have a range of talents and provide appropriate opportunities to encourage them to develop their talents for their own enrichment and that of the School and its community.
- 5 recognise that students are social beings and provide its programs (spiritual, academic, physical and cultural) in such a manner as will encourage the development of attitudes, behaviour and standards to enable wholesome relationships with other students, teachers, family and the wider school community.

## **SCHOOL EXPECTATIONS**

The School Diary outlines very clearly the school's expectations concerning respect and care. Under three headings, a comprehensive set of points provides clear advice to students so that they can develop in a desirable manner. The contents of the diary are reviewed annually and updated as the social context in which the school and its students operate changes continually. The three headings with some samples of the points are as follows:

- Respect and Care for Ourselves  
*doing our best in all curricular and co-curricular activities to develop our intellect, abilities and talents; reinforcing school learning by completing all required homework.*
- Respect and Care for Others  
*appreciate the value, the achievements and contribution of other students  
enhance the reputation of the school by the proper wearing of school uniform and behaving appropriately in and out of school.*



- Respect and Care for God's World (Our Environment)  
*placing all litter in bins and encouraging others to do the same*  
*keeping classrooms, change rooms, toilets and public places neat, clean and tidy*

In the school diary issued in 2010, the Ten Pillars of *The Macarthur Way* were reprinted for access by students for the first time. They are:

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

## STUDENT INVOLVEMENT

Practical activities, in particular the school's camping program in the first term each year, involves students from Years 7 to 12 in Week 1 of the term and Years 3 to 6 in about Week 6 of the term. Camps provide challenges most students would not encounter within their family surroundings. Meeting the challenges, overcoming them, encouraging others to do the same and sharing the joy of accomplishing things together helps to build mutual respect among the students from the beginning of each year. It is interesting to note that student reminiscences at farewell events always prominently feature the exploits and fun of the annual camps.



The Macarthur mottos, 'Through Christ Alone' and 'Enter to Learn – Go out to Serve' continue to guide all that happens in the school, reminding staff, students and their families of the strong Christian Foundation on which the school is based. The school continues to develop in its students a strong sense of the responsibility we have as an affluent nation to provide meaningful help to people in less favourable circumstances. The measure of success of the school's emphasis in this area can be seen in a number of students who have graduated from the school and have chosen to devote their lives to a form of Christian ministry, either in Australia or overseas.

The encouragement to serve others is found in classrooms, assemblies, school Chapel services, through weekly Bible studies and through the Macarthur Family Chapel services each Sunday, where students and their families can learn more of the love God has for them and of the how Christ came to serve us.

In 2010, students from Year 6 built on work of the previous three years, by visiting aboriginal settlements in North Queensland. The visit allowed our students to experience first hand the challenges facing the children of these communities, not only in gaining a good education, but also in being able to access all of the advantages of life in Australia that can be experienced by non-indigenous Australians. Our Macarthur students learned a great deal about life in these communities, enjoyed meeting with the aboriginal students and developed some understanding of their needs.

The Year 6 Outreach provides young students with the first taste of what can be achieved if we make an effort to show concern for the well being of others. It is followed by other opportunities for students to serve, simply by helping to raise money for the needy or by actual involvement in an outreach activity. For older students, the annual Thailand Outreach provides a further opportunity for service to others. Held in March for the last six years, the Thailand Outreach is open to Year 11 students. They visit a Christian school in Chiang Mai and various institutions where they can provide practical help.

All students are encouraged to contribute to various worthy causes. Funds are raised through a wide range of activities to support the St Michael's School in Tanzania. In 2010, the school forwarded over \$12,182 to St Michael's towards the cost of completing a boys' dormitory for the school. A sponsorship scheme was instituted to support students and staff of St Michael's so that they could complete their education, giving \$15,158 in sponsorship.

Apart from fund-raising and activities organised by the school, a number of students serve in the community in their own time. The school seeks to play an active role in encouraging and recognising the work of these students whenever they come to our attention. Sometimes this work may be



acknowledged through an opportunity to give the Headmaster's Address at an assembly, as outlined above.

A number of other activities take place in the school, with the aim of building respect for Australia's institutions and a sense of responsibility for ourselves, other people and our environment. Noteworthy activities include the following:

- The school's Pastoral Care Program encourages students to consider consequences for themselves and others when deciding on a particular course of action. Implementing the program within the context of a Christian school allows Christ's behaviour towards others, who were shunned by the society of his day, to be held up as a model for students to follow.
- A vertical tutor group arrangement, involving students together from Years 7 to 9 and from Years 10 to 12, allows for the mentoring of younger students by those who are older.
- A Peer support program and the annual training of Peer support leaders contributes to the school's comprehensive pastoral care program.
- The school's Student Behaviour Modification guidelines contained within the diary give clear directions about respecting others and their property.
- A Community Service program mandates the completion of 30 hours of service during the first six months of Year 11. Many students willingly exceed this expectation.
- Students in other years are encouraged to serve the community in local aged care facilities, the SES, the Bush Fire Brigade and the like.
- The involvement of students in ANZAC Day and Remembrance Day Services in the surrounding Local Government Areas. The school conducts its own formal ANZAC Day Service at a Remembrance Wall constructed in the school grounds for this purpose. The service is supported and attended by members of the local RSL Sub-Branches and by the armed forces, who each year provide a Catafalque Party for the service.
- School and community service and leadership are recognised through the award of 'Colours' – full colours and half colours – that are embroidered on school blazers
- An excursion to Canberra for Year 5 and 6 students aims to acquaint them with and develop respect for the important institutions of democracy.





- Regular assemblies, conducted in a formal style, train students in the correct behaviour for a formal occasion. As well, there is an expectation that appropriate respect is shown in the way that students acknowledge those who are presented with awards.
- Sports Awards are designed to recognise not only performance and achievement, but also fair play and sportsmanship.
- Students' participation is encouraged in various leadership forums, sometimes held locally and sometimes at international leadership conventions.
- The Duke of Edinburgh Awards Scheme has run in the school for several years, helping students to appreciate the beauty of the Australian environment and respect the delicate balance within that environment
- The Bounce Back Program continues for students in Kinder to Year 6 and is implemented to maximise student engagement, promote positive relationships, develop social skills, build resilience and develop pro-social values such as respect, compassion, acceptance of differences and friendliness.
- The U-Turn the Wheel Program is delivered to Year 11 and 12 students to increase their sense of responsibility as they begin driving.
- First Aid and Life Saving courses are delivered to senior students
- A focus on issues such bullying (Year 7), choices concerning alcohol and drugs (Year 9), and about dealing with stress (Year 11) is made through dramatic presentations by Brainstorm Productions.
- Master classes invite parents and students to attend a lecture style forum to educate in matters of social networking, study skills, anxiety and depression. These forums coincide with Parent/Teacher Interview evenings and have been very well attended.



## PARENT, STUDENT AND TEACHER SATISFACTION

### PARENT SATISFACTION

During 2010, a number of developments took place with the purpose of increasing the level of engagement of parents in the life of the school and in the education of their children. Attendances at long-standing school events, such as recitals, performances, carnivals, Grandparents Day, Mothers and Fathers Day Breakfasts, which were as well attended as ever in 2010, continue to show high levels of parent interest and support of the school. However, new opportunities for the involvement of parents were created with the formation of:

- the ‘Community Connect’ Group – a group consisting of a parent representative from each school year group – designed to help with communication between the school and any particular group of families;
- the ‘Outfit Exercise’ classes for mothers, held once per week;
- ‘Talkback Thursday’ – a growing Bible Study group approaching 20 attendees each week;
- the New Families Breakfast, held early in the year for the parents of students just enrolled in the school;
- The Volunteers Thankyou Morning Tea held at the end of the year to recognise Canteen and Library helpers and others who give their time to the school;
- House Barbecues, where the students of two house groups and their parents are invited to attend a social gathering on a Friday evening.

These events have been very positively received and well attended. Sponsorship opportunities were offered and taken up for many of these and other large school events. As an example, a photographic studio recorded Mothers Day and Fathers Day events, offering photos to families and a proportion of takings to the school.

The reconstituted Parents and Friends organisation also decided through its Committee that new opportunities were needed to allow parents the opportunity to connect with the school. It was noted that all parents are faced with demands upon their time and the decision was taken to run more frequent, less formal events with a wider appeal to the school community. As a result, the Parents and Friends created two new community-building sub-groups, known as Women @ Macarthur (W@M) and Men @ Macarthur (M@M). These groups will commence activities from the beginning of 2011.



The Friends of Macarthur group, formed in late 2009, recognises that the ongoing philanthropic support by parents and members of the Macarthur Community is important to the future development of the school. The group is growing as more and more people catch the vision for supporting the work of the school philanthropically. In 2010, Friends of Macarthur began to recognise donors in various levels ranging from an Annual Affiliate to 'Crown' or Life Affiliates. This form of recognition has been well received and will foster interest and pride in the assistance people can give.

Finally, Kindergarten to Year 4 Presentation Day, which is held during school hours, and the Annual Speech and Awards Night, held along traditional lines the following evening at the State Sports Centre at Homebush, attract large numbers of enthusiastic parents and proud grandparents. These events include student displays, performances and prize giving. All of these events provide further evidence of interest in the school and satisfaction with the school and its staff.

In addition to those elements of satisfaction that may be gleaned from attendance and involvement in such day-to-day activities, the school invites comments by parents when their children leave the school prior to graduation. Frequently, students will leave because of changes in family circumstances, such as relocation to a different region, state or even overseas. It is not unusual for parents to express their regret that they have to withdraw their child for reasons that are beyond their control or that are important to their own career paths. A small sample is provided here, from parents whose children either completed their education in 2010, or whose children were withdrawn for the reasons mentioned above. Asking parents for their thoughts will elicit some negativity, even criticisms of their own children, but the following comments reflect positive views. However, it should be noted that although the opportunity is given for every parent to respond to an exit survey, the opportunity is not taken up in every case:

*Very happy. Macarthur has helped <student> develop more socially, academically and emotionally.*

*I would like to thank all of <student>'s teachers for helping with his personal development during his time at Macarthur Anglican. The school did all it could [for him].*

*You have some outstanding teachers.*

*I will miss the Macarthur 'Family' very much and wish the school well..*

*Yes, we have been very happy with <Student>'s progress. No dissatisfaction.*

*We would like to keep both <student> and our son <name> registered for enrolling at Macarthur for future schooling.*

*We have been very happy with <student>'s progress. She has enjoyed all her teachers and respects and is respected by all her peers.*

*We have been part of the Macarthur Family since 1995 and hope to continue our association . . . .*



*Yes I have been very happy. I don't feel there is any way to improve. We would like to see <student> return in Year 7.*

*We appreciate the assistance of those at the school who have cared for <student> and assisted him in his learning journey.*

*We are very happy with what Macarthur has been able to do with <student> to reach his full potential.*

*<Student> has been able to create an excellent relationship with her teachers and has made many great friends.*

*We are thrilled with the love and care <student> has received from all teachers involved in his time there.*

Parents generally feel that the school is approachable if they have any concerns, or if they are seeking information. Telephone calls for information and personal visits to the Administration Centre are frequent. The school's extended office hours from 7.45 am to 5.00 pm facilitate the access parents have to the school staff when seeking help or information. The positive relationship between the staff and parents is apparent in the frequent remarks by staff on the friendliness and reasonable approach taken by parents when they meet face-to-face, in situations such as parent-teacher interviews. Macarthur is fortunate in having such a helpful and encouraging group of parents who take a close and supportive interest in the education of their children. In turn, the school does its best to keep parents informed of school news through a fortnightly newsletter, which is available online through the school's website at:

[http://www.macarthur.nsw.edu.au/publications\\_reports](http://www.macarthur.nsw.edu.au/publications_reports)

The enrolment of children whose parents attended the school themselves is a continuing trend. In 2010, there were 27 students from 18 families with an alumni parent, plus an additional 25 alumni families registered. This is similar to the numbers reported in 2009. The numbers continue to show that as the early graduates of the school find their own children reaching school age, they are turning to Macarthur. There can be no greater recognition for the school than to have past students choosing to send their own children to Macarthur. Likewise, some 34 members of staff in 2010 had their own children attending the school, a total of 58 students, a very large increase on the previous year.

Ten, Fifteen and Twenty Year Reunions, which have been running for many years are one of the ways that the school maintains contact with its alumni, leading many to then choose Macarthur for their own children, provided they still reside in the area. In 2010, the format of these functions was changed to a cocktail gathering style, which was received favourably.

## **STUDENT SATISFACTION**

Each year, at the annual Speech and Awards Night, students who have completed their entire school education at Macarthur Anglican School receive a Kindergarten to Year 12 Awards. 21 students in 2010 – the highest number in the school's history – satisfied requirements for this award. A further 23 students in the Year 11 cohort have also studied at Macarthur since their commencement in



Kindergarten. From a group of 71 Year 12 students, the number of awards was remarkable in demonstrating the long-term commitment of these families to the school and the satisfaction of the students themselves in attending Macarthur. Further to this, 60 of the 71 graduating Year 12 students, almost 84% of the cohort, had completed all of their secondary schooling at Macarthur. 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.

The school actively seeks and listens to the views of students. Year 12 student comments in our Yearbook provide a valuable insight into their experiences at the school and indicate the aspects of a Macarthur education they value. On examination, several themes stand out among the reflections of these students:

- The enjoyment gained from a wide variety of experiences, but most significantly, the enjoyment found in day-to-day classes – of being with friends in a relaxed atmosphere, and having discussions in small class groups,
- The importance of peer friendships during the school years and the hope that these friendships will continue into the future;
- The value placed on the role of their teachers, especially for the support and encouragement they provide, for their helpfulness, being personable, being funny and having a sense of humour
- An appreciation for the extensive range of opportunities and experiences the school provides in everything from school camps, sporting involvement and leadership to musicals, student exchanges and overseas tours.

The following comments are drawn from those made by Year 12:

*I have been a student at Macarthur since I was in Year 3. In that time I have had many different teachers, each of whom I have learned from in many ways. I will be forever grateful for the lessons they have taught me in life and education. My fondest memory of my time at Macarthur would be my time on student exchange in Hungary. I will never forget the valuable life skills I learned and the friends I made.*

*I began at Macarthur in Year 5 and have had many great experiences. I will remember all the fun times with my friends and my sporting achievements. I would like to thank all my teachers and friends for supporting me. My best memories are of the Athletics Carnival in 2009 that brought together students from all houses to be involved in the events. This was a very exciting day as everyone was having fun cheering and participating for their houses.*

*I have valued the education Macarthur has given me and the standards and ethics I have learnt over the years here. I have made great friends and enjoyed my time at school. The most memorable time I have had was my exchange experience to Hungary, where I spent ten months experiencing culture and education in another country. I met some people that I will*



*never forget.*

*I have valued the time at Macarthur. I remember when I first came to this school in 2003 and was amazed how everyone was so welcoming - I have made many cherished friends here. The teachers have helped me to achieve the best I can for the HSC. Year 12 camp was a great time where everyone got along really well and the activities were very enjoyable.*

*My time at Macarthur has been really great. I feel like I've experienced and learned so much since my first day. Aside from making great friends and all the good memories I have of them, what I value about Macarthur is the opportunities like learning Indonesian and going to Europe. In my opinion that was the best activity the School ever organised*

## TEACHER SATISFACTION

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

- The high average daily staff attendance rate of 96.9%. 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 consistent with the previous year.
- The number of staff members who have served the school for extended periods. This is shown in the following table:

<b>Teaching Staff – Periods of Service attained by the end of 2010</b>	<b>Teaching Staff</b>	<b>Non-teaching Staff</b>
20 or more years	4	4
15 to 20 years	2	4
10 to 15 years	11	8
5 to 10 years	26	6

The number of teachers who have served for more than five years on the staff represents a proportion of 56%.

- The comments of staff at farewell functions when they leave the school. In all cases, departing employees express gratitude for the opportunities they have had in working at Macarthur in either a teaching or support role.



- The number of staff who are involved in activities that entail hours or days of time beyond the classroom, including:
  - ~ Duke of Edinburgh Awards Scheme – weekend and vacation treks
  - ~ Annual Snow Sports Program – winter vacation
  - ~ After school sports training
  - ~ Agriculture Show Team – 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 Conference and 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 – Year 12 Dinner, Year 10 Formal.
  - ~ Community Service programs after school.

All of the above are good indicators of a staff that is motivated and committed towards engaging and providing an outstanding and stimulating education for their students.

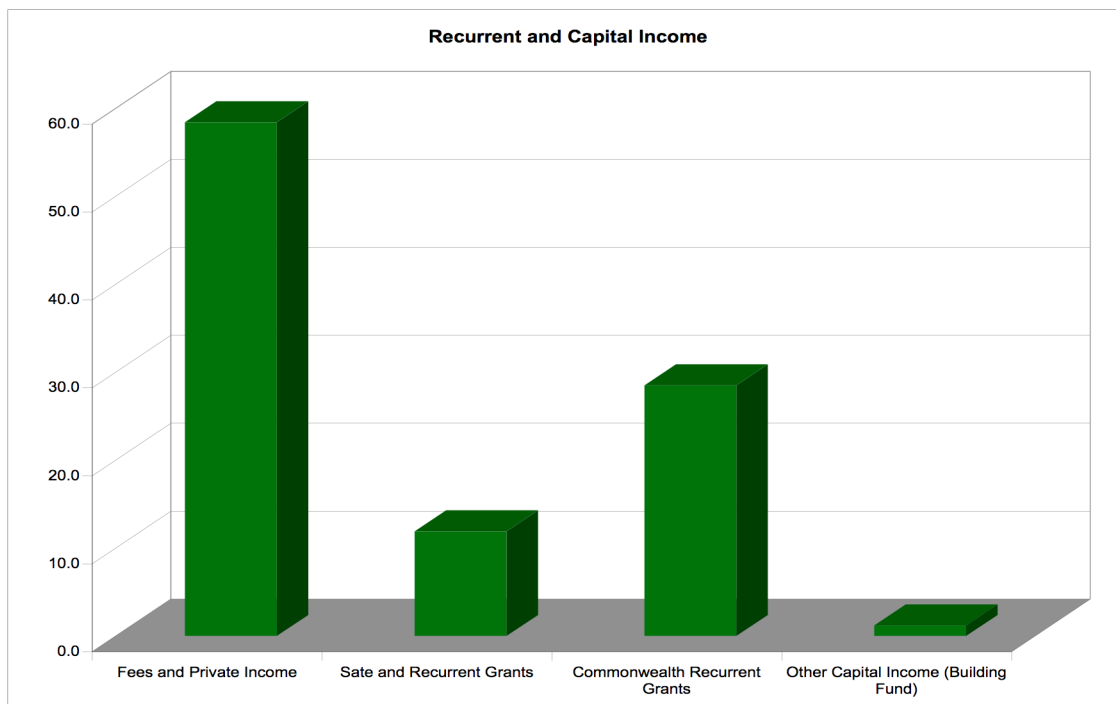
Macarthur is never short of willing and enthusiastic staff to support these and similar events, which make up the unique set of opportunities available to the students. The dedication of staff in giving up their time and in being prepared to be away from their own families, sometimes for several days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



### 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 for the year 2009.

#### INCOME



#### EXPENDITURE

