



MACARTHUR ANGLICAN SCHOOL

Established 1984

ANNUAL REPORT TO THE BOARD OF STUDIES

Educational and Financial Report

2011

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A MESSAGE FROM KEY SCHOOL BODIES

Introduction by the Chairman of the School Council

Once again, I have the pleasure of commencing this 2011 Annual Report with a message from my vantage point as Chair of the School Council of Macarthur Anglican School. In doing so I wish to acknowledge the achievements of our students, the staff and the school community in general. Firstly I thank my Council colleagues for the time and effort they have given voluntarily to the affairs of the school during the 2011 year. Many hours have been given to ensure that the school remains true to its charter and is able to provide quality education not just to the current generation of students but also to future generations.

Second, I thank the Headmaster for the leadership he gave throughout 2011. Dr Nockles is well abreast of the complexities of contemporary schooling and his leadership was greatly appreciated by the students, staff and school community throughout the year.

A very capable senior executive supported Dr Nockles in 2011 – men and women highly regarded in the broader educational community and Macarthur was blessed by the quality of service they gave through the year.

But the school could not function without the people who are in the forefront of its daily life – the teaching and the ancillary staff. Throughout the year, they did outstanding work which was greatly appreciated.

In this report, we will read much about the contributions of students, staff and parents to the life of Macarthur Anglican School in 2011 and I am sure it will remind parents of some of the reasons why they entrusted this school with the education of their children. On behalf of the School Council, I would like to express appreciation for the contribution of the parent body to the life of this great school.

The technological changes I have witnessed in my lifetime have been quite astounding. But they have come at a cost. As a senior academic recently wrote:

We live in a world of strange contradictions. On the one hand modern technology through the Internet brings people together in astonishing and unprecedented ways. Yet at the same time people are diminished in their relationships because of the very nature of the technology. We see that our fully engaged three-dimensional personal encounters are squeezed out in favour of two-dimensional bytes. At one and the same time we are connected in a vast and expanding plurality yet have our more immediate and coherent social identity corroded and changed. (The Rev. Dr Bruce Kaye – Journal of Anglican Studies, 2011)

This technological capacity is robbing us of real world social interactions and can erode our social fabric and our individual identities, which are dependent upon that social fabric.



Our contemporary world, and in particular the educational experience of our students at Macarthur, was greatly enriched in 2011 by the technology students had at their disposal. I am sure they used it to full advantage, but this must not be at the cost of their humanity.

At Macarthur, we explain to our students that we are creatures created in the image of a relational God, that we were created to be in relationship with him and with one another. If we lose sight of this, then technology can very easily become the master rather than the servant. When you consider cyber bullying and the increasing prevalence of the addiction of some young people to violent video games, you can see how it can be a very nasty master indeed.

Schools like Macarthur have a very important role to play in the face of such issues. As it says in the School Diary: "We don't just impart knowledge, but wisdom." Wisdom is knowledge of what is true and right. It also involves discernment and the ability to use that knowledge appropriately. At Macarthur we believe that "the fear of the Lord is the beginning of wisdom" and that "in Christ are hidden all the treasures of wisdom and knowledge".

Who knows what technological advances the future holds? Which of today's dreams will become tomorrow's realities. But it is my firm belief that if our graduates know the reality that in Christ are hidden all the treasures of wisdom, then no matter what technologies they encounter during their adult lives, they will know the truth of the school motto that "through Christ alone" they will have discernment to use those technologies to enhance rather than diminish their personal relationships and the social order.

I trust that all readers of this report will find it informative and enlightening with regard to what happens through the school year at Macarthur Anglican School.

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



A Message from the Headmaster

In my address to the school community at the 2011 Speech and Awards Night, I referred to the work of the 20th Century German Psychologist Baron Christian von Ehrenfels who pioneered the idea that the whole of an object is more than the sum of its parts. Images, if broken down to their single elements, do not reflect the whole, but when seen together give a complete picture showing complexity and unity that is not evident in the single elements. Notwithstanding this, the whole image would not be complete without the specific role played by the individual parts.

At Macarthur, the whole is indeed greater than the sum of the individual parts. The Apostle Paul talks about Christ's Church in the same way, saying:

The body is not made up of one part but of many. Now if the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason stop being part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason stop being part of the body. If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body. (1 Corinthians 12: 14 ff)

While Paul was talking about the role of individuals in the community of Christians in the early church, the analogy is a good one for Macarthur as well. The work of individuals throughout this school is varied and the very obvious success of the school is dependent on different people achieving a variety of personal successes that combine to make Macarthur the outstanding school it is today. In this message I wish to highlight just a few individuals and groups within the school community of parents, staff and students, to illustrate how their contributions have enhanced the standing of the school as a whole body.

The men and women of the School Council serve in many unseen ways, bringing their considerable experience to the policy formation and strategic development of the school. Through the last three years as Headmaster, I have enjoyed putting the visions and policies for the school into action and wish to thank these people for their wise counsel, in particular the Chairman, Dr Allan Beavis, for his ongoing support.

I also acknowledge the wonderful work of the Parents and Friends and Mrs Patricia Lorenz for her service as President. Following changes in direction and structure in 2011, I am pleased to report on their successes and initiatives, especially the Women at Macarthur (W@M), Men at Macarthur (M@M) and Talkback Thursday groups. Moving away from a formal business meeting focus to one of social interaction has resulted in many more parents becoming involved, from regular Men's Breakfasts to the Mothers Day High Tea, from movie nights to the focus on charity fundraising, all leading to opportunities for parents to interact within the school community like never before.

As a result of the Parents and Friends and other fundraising activities, a great deal of work was done around the school campus for the benefit of the students, from improved playground areas and facilities, to the farmyard, to ICT



infrastructure. This ongoing support cannot be underestimated, as is the contribution of families to the Building Fund and through other fundraising activities in 2011.

The staff and faculty that we are blessed with at Macarthur are committed to excellence across the breadth of the school. Our teachers are self-reflective and seek to develop their professional skill not only in the school but also beyond it, adding to the broader educational landscape. Our administrative and other support staff are significant partners with the teachers in delivering the outstanding teaching and learning opportunities students can experience. The achievements of some individual members of staff and of some of the students they teach are worthy of mention:

Mr Milton Gower completed twenty-five years service to the school at the end of 2011. He established the Macarthur Farm when the school relocated to Cobbitty in 1997, where students continue to learn the principles of horticulture and animal husbandry. He established the Macarthur Show Team, which gives a vast number of students the opportunity to learn how to groom and lead animals in agricultural shows. Mr Gower generously gives up weekend and vacation time to take students to shows and agricultural field days.

The promotion of professional learning is high among the priorities of Macarthur Anglican School. Mr Alan Blake, a teacher of Indonesian, was recognised by the New South Wales Teachers Guild as the Most Outstanding Educator in the secondary division for 2011 – a truly wonderful accolade of a wonderful teacher! Mrs Nola Norris, who left the school at the end of 2011, was well along the road in pursuing her Doctoral studies. Mrs Susan Byers is also engaged in Doctoral studies. Mr Scott Bedingfield, Head of Mathematics, graduated in 2011 with a Masters in Leadership and Management with Distinction from the University of Newcastle. With the full support of the school, several other staff members continued their studies in 2011 in a variety of higher degrees.

A growing number of staff have now been recognised by the Independent Schools Teacher Accrediting Authority as achieving Excellence in the Classroom status. Macarthur is a school that has a high number of teachers classified in this way, with a number of our staff actually involved on the assessment panel.

Turning now to our students, it is notable that twenty-two students among the HSC class of 2011 were educated at Macarthur from enrolment in Kindergarten, while we look forward to another thirty-two students in the 2012 HSC cohort who have also been at the school for that long. Along the way, these highly teachable and dependable learners as they were in Kindergarten, have matured and made valuable contributions to the school and community.

The School Council continues to award two prestigious Scholarships to mark excellence in achievement and service. The Foundation Scholar for 2011, awarded to a student in Year 6 progressing to Year 7, was awarded to Noah Gray, a highly capable and conscientious student with an outstanding academic record. He has regularly achieved first place in a range of subjects and has been presented with the School Council Award for Academic Excellence. Noah was selected for Gifted and Talented competitions including Tournament of the Minds and Macarthur's GATEway 8. He has also participated in the Australasian Problem Solving Mathematical Olympiads, a Maths camp for talented mathematicians. In these endeavours, Noah has been recognised for his lateral thinking and teamwork skills. He has



also excelled in external competitions. Complementing his academic achievements, he has been significantly involved in co-curricular activities. He is a talented debater and public speaker who has delighted audiences with his well-crafted speeches. As an aspiring musician, Noah has been involved in Musical productions, Music Festivals and is a member of the Preparatory Band. What an example to others!

The Warren Scholarship, recognising Mr Riley Warren AM for his twenty years of service as Headmaster, is awarded to a student entering Year 11. The awardee, Chloe Maric, was an outstanding Middle School Prefect who was valued for her maturity and willingness to help in any situation. She was selected to become a Peer Support Leader in 2012 for her ability to establish a rapport with younger students and for her initiative and enthusiasm. She took on other leadership roles including organising the Biggest Morning Tea with the Woman at Macarthur group as well as helping lead Junior School children in Bible Study and Christian fellowship. She always impresses others with her servant leadership and humility. She was also the recipient of the Australian Defence Force Award, acknowledging her excellent leadership and teamwork skills.

The Headmaster's Medallion is the highest and most prestigious award in the Merit Awards System at Macarthur, recognising a student's contribution to the whole life of the school. For 2011, it was awarded to Kathryn Rankin, an outstanding student with a commendable academic record. Over her schooling, Kathryn has been awarded the School Council Award for Academic Excellence on more than one occasion and achieved first place in a range of subjects. She was a valuable participant in Gateway 8, Talented Languages Day and the Socrates Programme, as well as an active sportsperson, representing the school in Basketball, Athletics and Cross Country. She also gave considerable service to the School, volunteering her time as a Holiday Club Helper and as an integral member of the Community Service team.

The recognition of these students' successes by these awards highlights the diversity of endeavour and achievement attained in the School. While none make up the whole of the body, their contributions, their willingness to be involved and pursue excellence paints a more complete picture of Macarthur. The breadth of opportunity is staggering but individual students need to avail themselves of these opportunities if they are to gain the greatest benefit from their Macarthur education.

In 2011, I undertook to consult with a number of focus groups across the breadth of the school through a survey conducted during the second half of the year. A very strong theme that emerged was an appreciation for the breadth of opportunities available to students. As a result, we have begun to investigate how current and future students will find their place at Macarthur, a place where opportunities abound. By focussing on a range of individuals as I have, I hope to have given an insight into the complex life at Macarthur, an insight into the Macarthur Way.

This message would not be complete, if I failed to mention that during 2011 we were blessed with wonderful new physical resources. It was a great joy to open three new buildings – the new multi-purpose rooms that form part of the Centre for Early Childhood, an extension to the Stoddard Centre to combine the disjointed libraries into one complex and incorporating the Cranmer Conference Room, and the four Lloyd Rooms, named after Mr David Lloyd, the Foundation Headmaster. These new Year 5 and Year 6 classrooms, specifically built to fit into the Middle School



model we have at Macarthur, are a very welcome addition to our facilities. It was a delight to have Mr Lloyd and his family take part in the opening, as it was to have Bishop Davies, Chair of the Anglican Education Commission, dedicate the buildings.

I would like to acknowledge the work of Mr Stephen Malone of MCA Architects who once again served us well in the design and build of these new facilities. It is also important to acknowledge the support of the Federal Government in providing the bulk of the funds through the Building the Education Revolution stimulus funding, but also the parents who contributed to the Building Fund allowing improvements to landscaping and play areas, as well as the refurbishment of the Heads of School Office and School Clinic.

As always we thank God for his ongoing care of the School as we seek to bring him glory in this place. I am sure this report will allow you to see what a wonderfully creative place of opportunity Macarthur is.

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



CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Macarthur Anglican School 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. The surroundings of the school are rapidly changing with a number of new residential developments under way within a five-kilometre radius of the school.

Academic extension opportunities from Year 1 onwards, the GATEway (Gifted and Talented) Programme in Year 5 and 6 and the Honours Programme in Year 7 and 8 cater for the needs of gifted students. Year 9 and 10 gifted students can join the Socrates Programme linking them with mentors at the University of Western Sydney, Campbelltown. Instrumental string and band programmes are included in the curriculum from Year 4 to Year 6 with an extensive peripatetic music programme allowing students to further their studies in music, including voice training.

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

The development of Christian values and attitudes is encouraged through a comprehensive pastoral care programme. 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. In recent years, there has been a strong focus on building House spirit among students and staff.

Representative and non-representative sports, Debating, Public Speaking, Musicals, Choirs, Bands, Orchestras, musical ensembles, Duke of Edinburgh Awards, Snow Sports, Rowing, Equestrian, Bible Study groups, Crusaders, Clubs such as Photography and Robotics, 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 Programme Literacy and Numeracy (NAPLAN)

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

2008		2009		2010		2011			
Red & Green								Show results in graphs	
Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
422 403 - 441		408 392 - 424		408 391 - 425		420 400 - 440		414 398 - 430	
SIM 447 438 - 456	ALL 416	SIM 434 426 - 442	ALL 416	SIM 429 420 - 438	ALL 406	SIM 451 441 - 461	ALL 421	SIM 423 415 - 431	ALL 398
503 483 - 523		499 480 - 518		506 488 - 524		508 486 - 530		508 492 - 524	
SIM 517 508 - 526	ALL 488	SIM 502 494 - 510	ALL 483	SIM 502 494 - 510	ALL 484	SIM 528 519 - 537	ALL 499	SIM 512 504 - 520	ALL 488
547 533 - 561		540 525 - 555		549 535 - 563		549 533 - 565		559 546 - 572	
SIM 567 560 - 574	ALL 540	SIM 556 547 - 565	ALL 529	SIM 555 547 - 563	ALL 538	SIM 560 551 - 569	ALL 532	SIM 574 566 - 582	ALL 545
612 600 - 624		619 603 - 635		603 590 - 616		601 587 - 615		633 621 - 645	
SIM 607 600 - 614	ALL 580	SIM 604 594 - 614	ALL 566	SIM 603 595 - 611	ALL 581	SIM 604 596 - 612	ALL 572	SIM 614 607 - 621	ALL 583

In 2011, 48 Year 3 students, 40 Year 5 students, 61 Year 7 students and 75 Year 9 students participated in the National Assessment Program - Literacy and Numeracy. The students presented for English language and literacy tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The test results are given in skill bands indicating levels of achievement. The chart above displays the average NAPLAN scores for each domain in 2011. Macarthur's results are above or substantially above State average compared to all Australian Schools in all domains for Years 5, 7 9 and some domains for Year 3. The comparison with like-schools indicated that Macarthur performed better in most domains in Years 5 and all domains in Year 9. The results were less favourable in the comparison with like schools for Years 3 and 7.

Year 3 NAPLAN Results

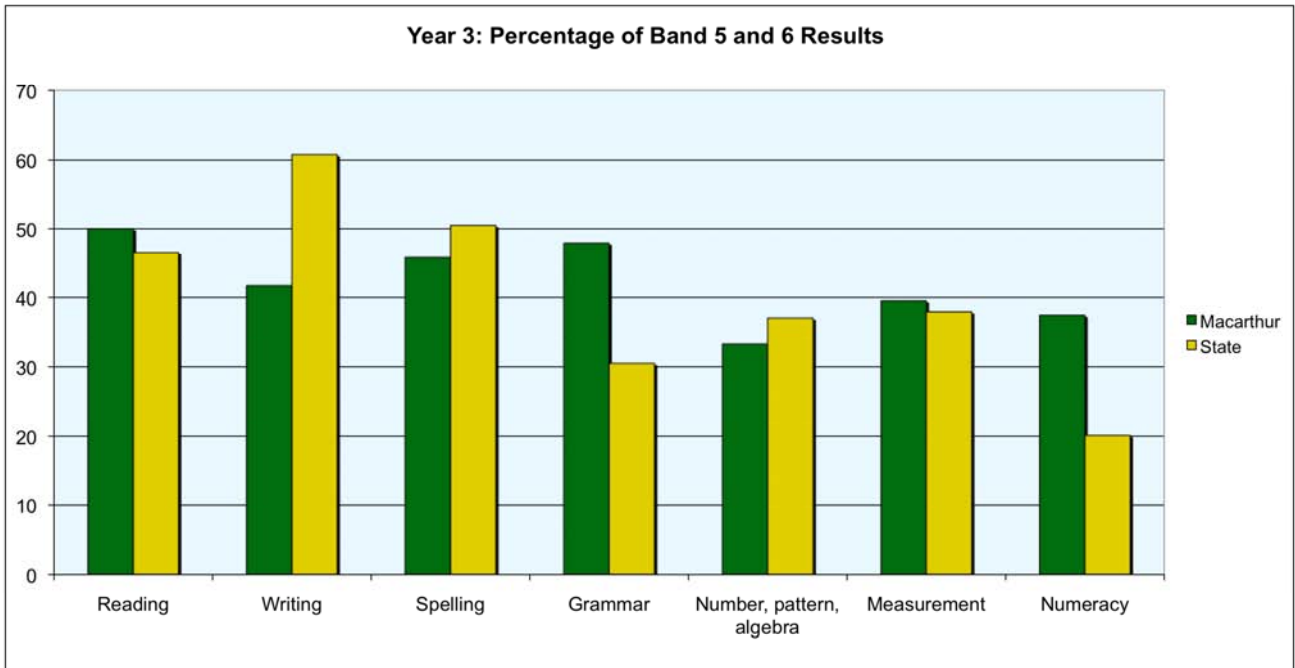
	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Overall Numeracy
State Mean	423.8	429.3	420.9	430.8	406.6	403.5	407.9
School Mean	422.4	407.8	408.3	420.3	414.7	412.8	414.5

The table above shows that the School's Year 3 mean results were higher than the State mean for Overall Numeracy but below the State mean for Literacy. All students were present for the tests and no students were exempted or withdrawn from the tests.

The majority of students achieved well above the National Minimum Standards for all tests (see table below).

Year 3 2011 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	2.1	85.4	50	46.5
Writing	2.1	89.6	41.7	60.8
Spelling	0	87.5	45.8	50.5
Grammar and Punctuation	2.1	89.5	47.9	30.5
Number, Pattern and Algebra	N/A	89.5	33.3	37.1
Measurement, Data, Space and Geometry	N/A	93.8	39.6	38
Numeracy	0	87.5	37.5	20.1



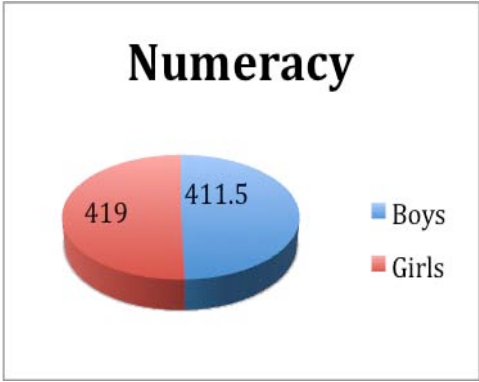
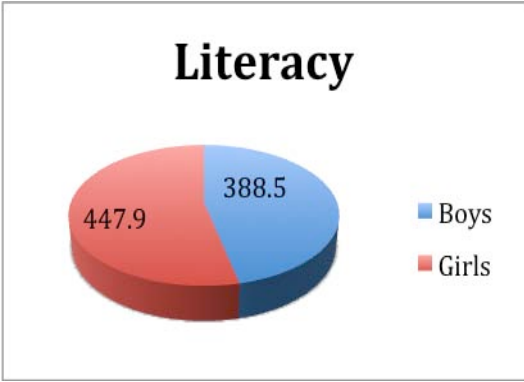


The graph above shows the percentage of students who achieved in the top two bands exceeded the percentage of students in the State in Reading and Writing. The table below indicates that the percentage of Macarthur students achieving results in the top band for Overall Numeracy was slightly lower than 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 2011 NAPLAN Test	% Students achieving in the highest band (Band 6)	
	School	State
Overall Numeracy	20.8	19.3
Reading	35.4	29
Writing	6.3	17.8
Spelling	20.8	24.6
Grammar and Punctuation	25	27.6

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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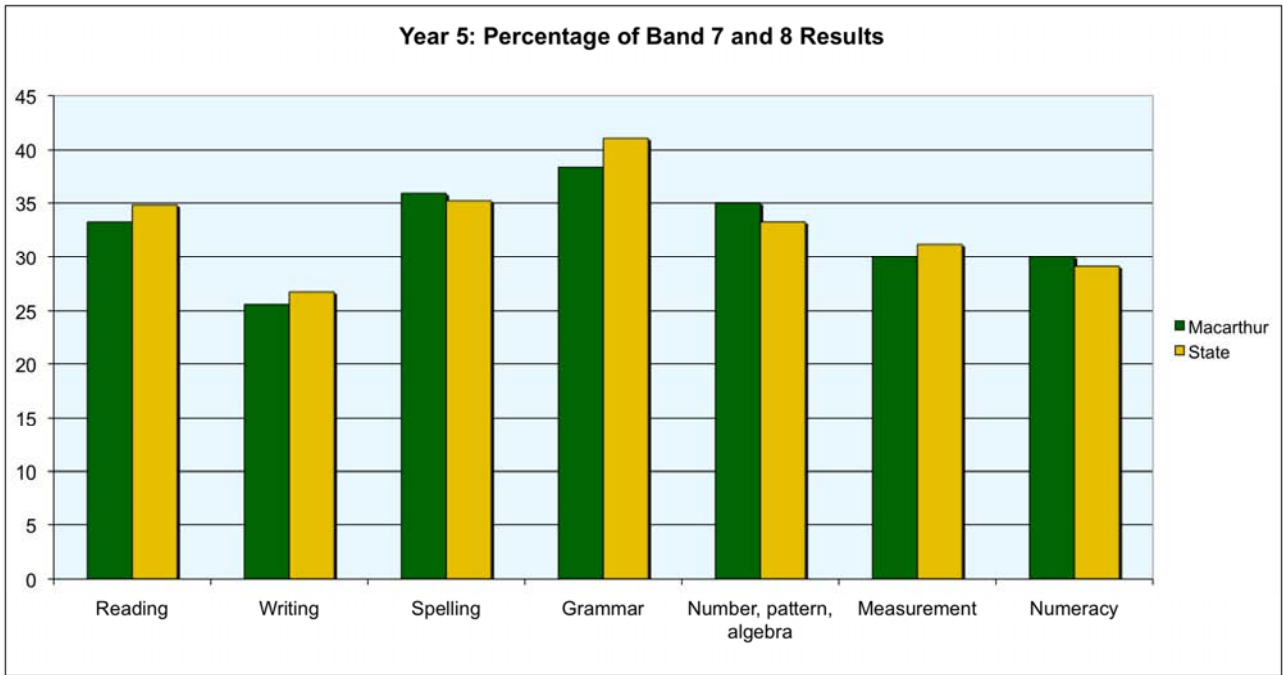
Year 5 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Measurement, Data, Space, Geometry	Overall Numeracy
State Mean	496.1	492.7	498.4	509.1	499.1	500.6	500.6
School Mean	503.1	499.1	506.2	507.8	514.7	501.2	507.9

The table above indicates that Macarthur students achieved above the State Mean in all tests, with the exception of the Grammar and Punctuation test. 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 literacy tests. No students were withdrawn or exempted from the tests.

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	5.1	87.1	33.3	34.8
Writing	2.6	94.8	25.6	26.7
Spelling	0	92.3	35.9	35.2
Grammar and Punctuation	2.6	94.8	38.4	41.1
Number, Patterns and Algebra	N/A	90	35	33.3
Data, Measurement, Space and Geometry	N/A	80	30	31.2
Numeracy	0	92.5	30	29.1

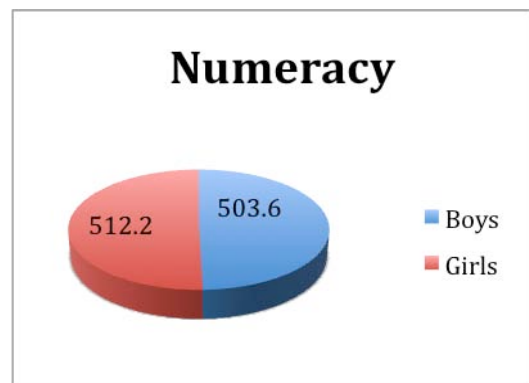
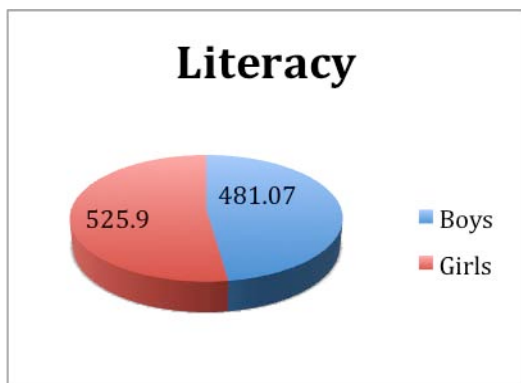




The graph above shows that Macarthur students exceeded the State in the top two bands in Spelling, Number, Patterns and Algebra and Numeracy. The table below indicates that Macarthur students exceeded the State in the top band for Grammar and Punctuation.

Year 5 2011 NAPLAN Test	% Students achieving in the highest band (Band 8)	
	School	State
Overall Numeracy	15	15.2
Reading	12.8	15.6
Writing	7.7	9.3
Spelling	12.8	13.6
Grammar and Punctuation	17.9	16.3

Girls outperformed boys in all tests and especially in Grammar and Punctuation.



Value Added Data

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2009 and the Year 5 NAPLAN in 2011 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 is above the State average, it is noted with concern that this is lower for other areas. This is being monitored. Data is unavailable for writing as students completed different text types.

	2010 – Average Scale Score - Growth		2011 – Average Scale Score - Growth	
	School	State	School	State
Reading	88.6	83.77	79.1	72.2
Writing	62.6	66.56	N/A	N/A
Spelling	94.8	82.62	68.2	74.2
Grammar and Punctuation	80.7	95.42	69.3	82.2
Numeracy	82.8	89.11	80.5	94.3

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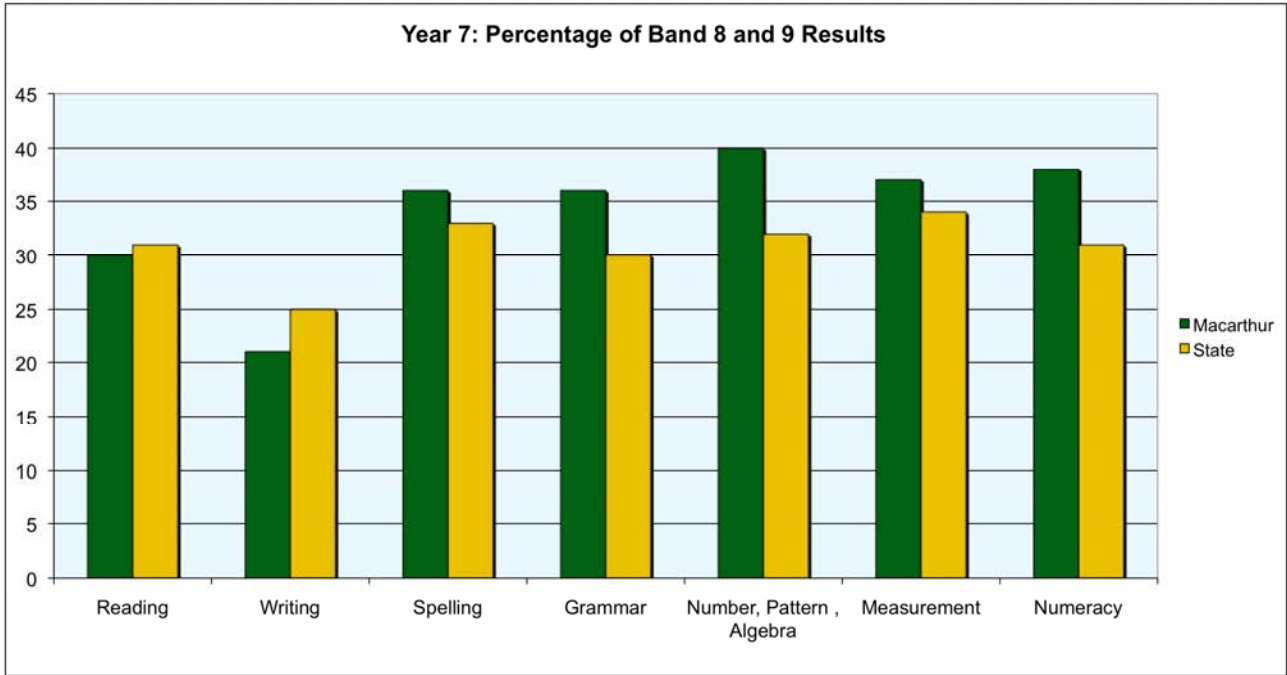
Year 7 NAPLAN Results

	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Overall Numeracy
State Mean	544.2	527.9	547.0	538.4	549.1	551.6	550.4
School Mean	547.0	539.8	549.0	548.7	555.7	562.9	559.3

Macarthur students achieved above the State Mean in all tests (indicated in the table above). The table below indicates the majority of Year 7 students achieved results well above the National Benchmark in all tests. One student was absent from the Reading and Numeracy 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

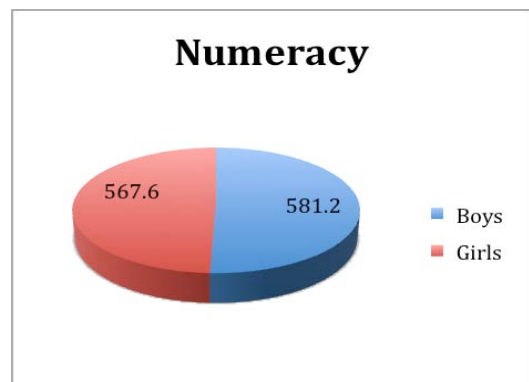
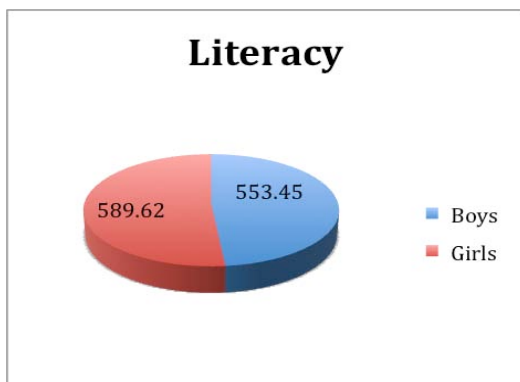




The graph above shows the percentage of Macarthur students who achieved in the top two bands exceeded the percentage in the State in most tests. The table below indicates Macarthur students exceeded the State in the top band for Numeracy, Reading, Grammar and Punctuation.

Overall Year 7 NAPLAN 2010 Results	% Students achieving in the highest band (Band 9)	
	School	State
Overall Numeracy	19.5	16.7
Reading	11.7	11.2
Writing	6.6	8.3
Spelling	9.8	12.1
Grammar and Punctuation	11.5	10

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



Value Added Data

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2009 and the Year 7 NAPLAN test in 2011 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 Numeracy is above the level of growth for the State. However, it is noted with concern that this is below the growth for literacy. The overall 2011 growth was not as high as the growth in 2010. Data is unavailable for writing as students completed different text types.

	2010 – Average Scaled Score – Growth		2011 – Average Scaled Score – Growth	
	School	State	School	State
Reading	59.1	54.22	35.8	40.7
Writing	38.2	37.13	N/A	N/A
Spelling	49.8	55.81	35.5	44
Grammar and Punctuation	37.9	34.51	21.6	30.1
Numeracy	65.8	61.94	51.0	46.8

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Year 9 NAPLAN Results

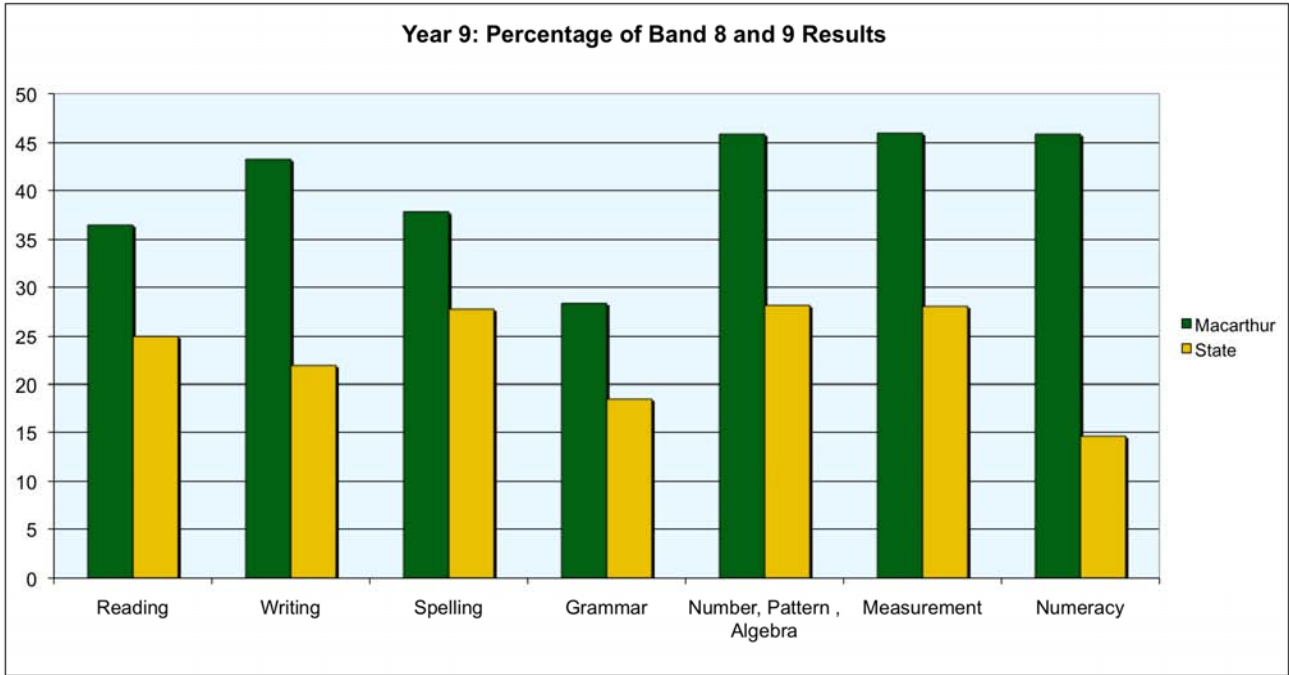
	Reading	Writing	Spelling	Grammar and Punctuation	Numbers, Patterns, Algebra	Data, Measurement, Space, Geometry	Overall Numeracy
State Mean	584.4	564.7	589.4	576.5	592.4	592.3	592.3
School Mean	612.3	618.6	603.0	601.5	634.0	633.8	633.5

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

* NA = Not Available

Year 9 2011 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	1.4	82.4	36	72%	36.5	25
Writing	1.4	81.1	37	77%	43.3	21.9
Spelling	1.4	85.1	19	63%	37.8	27.8
Punctuation	5.4	83.8	22	81%	28.4	18.5
Numbers, Patterns, Algebra	N/A	97.2	N/A	N/A	45.9	28.2
Data, Measurement, Space, Geometry	N/A	93.3	N/A	N/A	46	28.1
Numeracy	0	94.6	46	73%	45.9	14.6

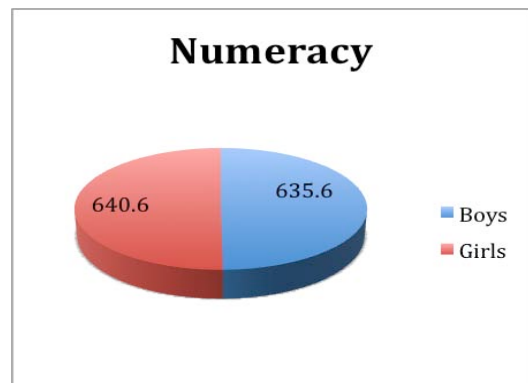
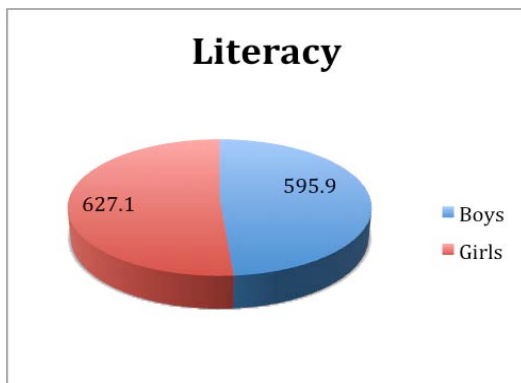




The percentage of Year 9 Macarthur students who achieved results in the top two bands significantly exceeded the State for all tests, especially in Numeracy. The results for Writing, Numbers, Patterns and Algebra and Measurement were particularly strong. The table below indicates Macarthur students significantly exceeded the State in the top band in all areas.

2011 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Numeracy	27.5	13.8
Reading	18.9	9.2
Writing	28.4	9.9
Spelling	10.8	7.9
Grammar and Punctuation	20.3	5.9

Girls outperformed boys in most areas of literacy with the exception of Reading. Boys outperformed girls in all areas of Numeracy.



Value Added Data

Value added data tracks student progress for those students who sat both the Year 7 NAPLAN Tests in 2009 and the Year 9 NAPLAN in 2011 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. Data is unavailable for writing as students completed different text types.

There has been greater average growth for Macarthur students compared to the State in Reading, Spelling and Numeracy. Growth for Grammar and Punctuation is below the State growth level.

	2010 – Average Scaled Score - Growth		2011 – Average Scaled Score - Growth	
	School	State	School	State
Reading	32.8	35.06	41.9	37.3
Writing	21.2	29.41	N/A	N/A
Spelling	39.0	37.28	40.5	37
Grammar and Punctuation	13.1	45.15	29.8	32.3
Numeracy	47.6	39.12	46.5	39.6

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The School Certificate

The School Certificate results were very pleasing with all subjects being above the State Mean and over 74% of students gaining Band 5 results or higher. There were some outstanding results, notably Eve House and Elizabeth Stone who achieved Band 6 results in every subject and a Highly Competent Award for Computing Skills. 86 students presented for the School Certificate examinations in English Literacy, Mathematics, Australian History Geography and Civics, and Computing Skills. The median examination mark increased in English Literacy, Mathematics, Geography, History and Computing Skills in 2011. The table below indicates the results attained in each of the examinations.

2011 Exam	Variation from State Mean by %		School Median Exam Mark		Performance Band achievement by %		
	2010	2011	2010	2011	Band 6	Bands 3-6	Bands 0-2
English	3.83	4.43	81	82	School: 12.79% State: 5.02%	School: 100% State: 92.96 %	School: 0% State: 7.01%
Mathematics	5.00	7.1	77	80	School: 13.95% State: 8.89%	School: 89.51% State: 74.82%	School: 10.46% State: 25.13%
Science	2.80	2.65	79	79	School: 6.97% State: 8.97%	School: 96.48% State: 91.62%	School: 3.48% State: 8.34%
Geography	5.98	6.83	78	80	School: 8.13% State: 5.29%	School: 95.33% State: 84.29%	School: 4.64% State: 15.68%
History	3.62	4.44	74	77	School: 9.3% State: 5.32%	School: 94.17% State: 86.51%	School: 5.8% State: 13.46%
Computing Skills	4.98	6.94	84	89	HC School 79.06% State 52.47%	C School 20.93% State 43.42%	CND School 0% State 0.5%

The School Certificate results were above the State Mean in all subjects and the median increased or was equal to all 2010 results. Macarthur students were more positively represented in the highest level, Band 6, across all subjects except Science. The overall School Certificate Percentile ranking was 61.17, up by 3.34 percentage points from 57.83 in 2010. This was the highest percentage ranking in the past eight years.

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The Higher School Certificate

In 2011, Macarthur Anglican School presented 92 students for the Higher School Certificate. Of this group, 45 (49%) were girls and 47 (51%) were boys. Thirty-five subjects were presented at Macarthur in 2011 (an increase of 5 subjects). New subjects included Drama, Society and Culture and Software Design and Development. Earth and Environmental Science and Extension Indonesian re-entered the curriculum. 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. 18% of candidates presented for the HSC in 2011 gained ATARs over 90 with a further 32% gaining results in the 80s. In 2010, 32% of students gained ATARS of 80 and above and in 2011 this increased significantly to 50%.

In nearly every subject the results were well above the State Average with Agriculture, Music 1, Drama and Geography leading the field. Students appeared on the HSC Honour roll more than 60 times for achieving Band 6 or E4 results with one third of all students recognised as Distinguished Achievers. Two students in Indonesian Continuers and Indonesian Extension excelled, each being placed fifth in the State.

75% of students gained results of Band 5 and above (an increase from 70% in 2010). 30% of students were recognised as Distinction Achievers (an increase from 2010) achieving Band 6 results on 60 occasions (30 occasions in 2010). 75% of tracked students were at or above the Value Added Benchmark. Academic growth was stronger in the middle and towards the lower end of the ability range.

Subject	No. of students	Median HSC mark	Performance band achievement by percentage	
			Bands 5-6	Bands 1-4
Agriculture	2	84	School: 100% State: 24.34%	School: 0% State: 24.34%
Drama	6	88	School: 100% State: 18.15%	School: 0% State: 43.37%
Geography	21	84	School: 71.41% State: 37.72%	School: 28.59% State: 62.28%
Mathematics	26	85	School: 92.3% State: 51.22%	School: 7.7% State: 48.78%
Music 1	5	92	School: 100% State: 58.91%	School: 0% State: 41.09%
Studies of Religion 1	13	44/50	School: 100% State: 48.38%	School: 0% State: 51.62%
			Bands: E4	Bands: E1-E3
Indonesian Extension	2	45/50	School: 100% State: 45%	School: 0% State: 55%



In 2011, 25.9% of the students who qualified for an ATAR studied 12+ units (a 13% increase), 22.8% studied 11 units (an 18.6% decrease) while 52.2% studied 10 units (a 9.5% increase). The percentage of students who included at least one extension unit in their pattern of study decreased by 10.7% to 29.3 in 2011.

The 2011 dux of the School was Nathan Cooper, achieving an ATAR of 98.3. Kelsea Boots and Elliott Margin were nominated for Design Tech and On Stage respectively while Damien Bartlett and Alexandra Ede were nominated for Encore.

Mean and Median Year 12 Results

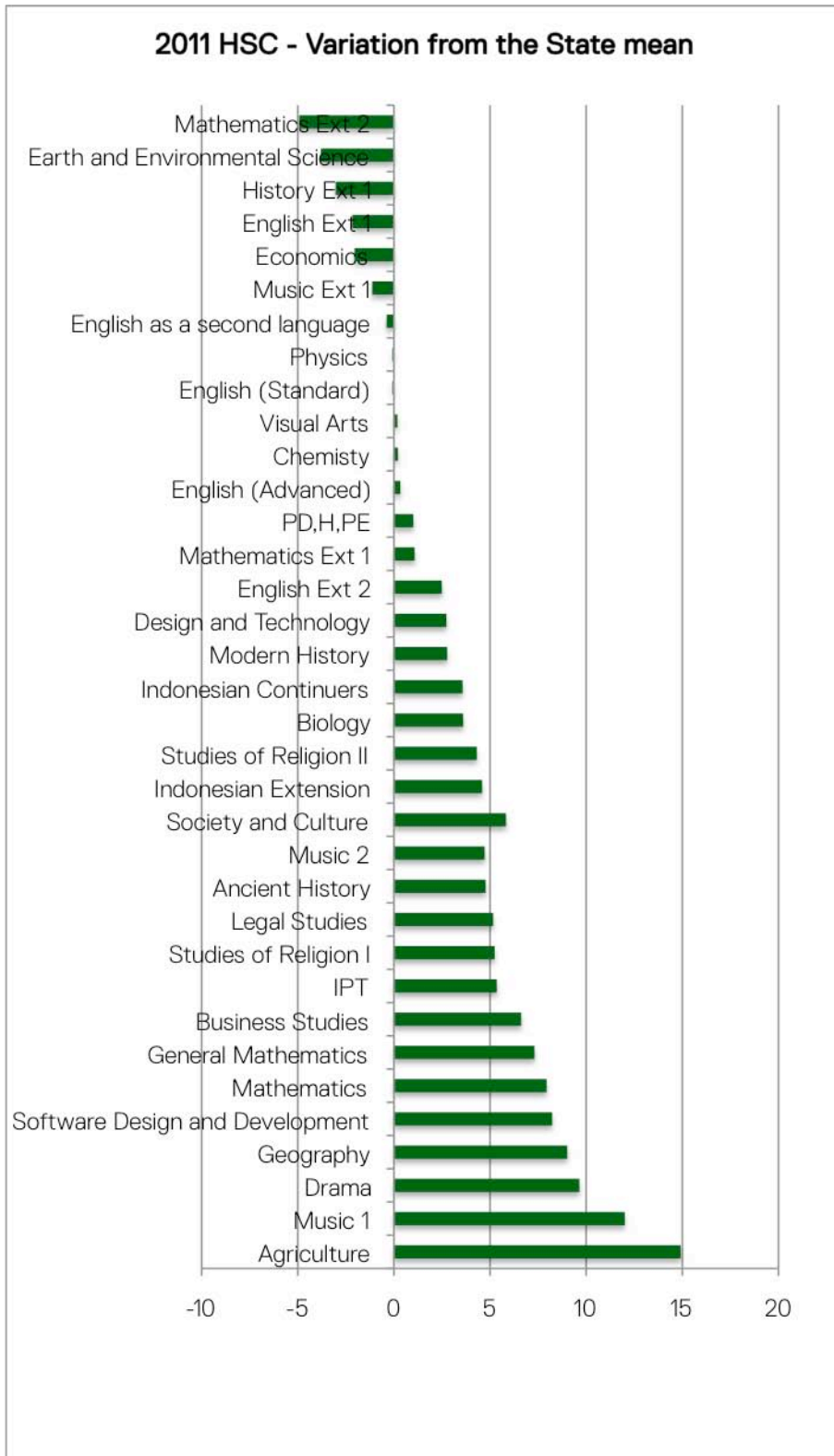
	2007	2008	2009	2010	2011
Mean	69.29	69.42	73.15	70.51	74.41
Median	73.25	72	72.60	69.75	77.43

Both the Mean and Median Year 12 ATAR results are higher than in 2010 and the highest achieved in the past five years.



Variation from State Mean

Most subjects in 2011 were above the State Mean, as shown in the following graph.



In 2011, there were more girls (22.2%) than boys (17.0) in the 90-100 Band and there was a similar percentage of both boys and girls in the tail of the distribution. Both boys and girls achieved a similar mean ATAR.

2011	Male	Female	Totals
Count	47	45	92
Mean ATAR	74.50	74.33	74.41
Std Dev	18.19	16.95	17.50
Max	98.25	97.05	98.3
Min	32.05	43.30	32.05
Median	80.15	76.8	77.34

86% of students were offered first round positions in a University for 2011.

During 2011 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 2011.
- Students were provided with additional time to focus on their studies as well as a range of study skills and strategies to help them with their examinations. In Autumn Term, students who did not wish to pursue representative sport were able to attend various subject-based tutorials offered on a rotational basis by their Year 12 teachers or participate in private study in the School Library. Comments by students indicated that the time for additional study and having tutorials was valuable. Students completing practical subjects also benefited from having increased time to work on their major projects with teacher support.
- Motivational speakers and experts in time management and study skills provided students with a wide range of useful strategies prior to their Trial examinations.
- An HSC study camp (Champ Camp) was 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 Programme 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 among both students and parents.

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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 2011.

Year 12 Students Undertaking the NSW Higher School Certificate

A total of 92 students completed their senior secondary education at Macarthur in 2011, with 100% of the group, i.e. all 92 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 2011 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	68
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	1
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

Mr Timothy Clarke and Mrs Frances Holt 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 Mrs Louise Jeffries and Mrs Shannon Blakeley were recognised as 'Experienced Teachers' by the Independent Schools Teacher Accreditation Authority – a process that involves a significant project and quality teaching over several years. 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

The Teachers Guild, established in 1891, is the oldest professional body for educators in New South Wales. Every year the Teachers Guild acknowledges an outstanding educator in their early years of teaching. In the Secondary Division for 2011, our very own Indonesian teacher, Mr Alan Blake, was the winning candidate. This is a wonderful achievement for Mr Blake and testimony to his commitment to excellence in the profession, a quality to which Mr Blake's students and colleagues will gladly attest.

The Teachers Guild motto is one worthy of any teacher to remember "Doceo ut discam: I teach, that I may learn". The motto seeks to express the commitment to continued professional learning. It is an attitude and commitment heartily endorsed at Macarthur. Research consistently demonstrates that in any classroom the performance of the teacher will have the greatest impact on student outcomes. To that end, every year Macarthur sponsors many opportunities for teachers to develop their professional learning and practice. To make the greatest impact on student learning, educators must continually work at improving their practice and model the principles of lifelong learning.

Two examples of lifelong learning in 2011 included Mr Scott Bedingfield our Faculty Head of Mathematics and Mrs Susan Byers, our Learning Support Co-ordinator. Mr Bedingfield completed his Masters degree in Educational Leadership, a degree supported by Macarthur's Tertiary Assistance Programme. Mrs Susan Byers continues to work on her doctoral studies. In the meantime, she is active at a national level helping to develop professional standards for teaching across the nation.

All staff at Macarthur have been involved in a myriad of Professional Development opportunities throughout the year on almost every subject imaginable including workshops on Asperger's Syndrome, Algebraic Thinking, Building Successful Teams, Interactive Whiteboard Training, Crime Fiction Writing, Rugby Union Coaching and Australian History - just to name a few!

At the whole school level, Macarthur teachers developed their understanding of how to apply a Christian worldview to their teaching. Other workshops included 'Examining the Effect of Chronic Pain on Student Learning' and on 'Behaviour Management of Students'. Interestingly, the first reaction of staff to the notion that we could cover the topic of 'behaviour management' was cool. Teachers are blessed at Macarthur to not have to face the really difficult behaviour challenges of many other schools. Consequently, many of the more experienced staff wondered what this workshop could possibly offer them. However, Queensland academic Dr Christine Richmond impressively demonstrated how a great school can do things even better by building positive relationships in the classroom with students and greater understanding between colleagues by valuing the variety of legitimate approaches to managing student behaviour. Many staff left this workshop believing it to be the best they had ever experienced in years of teaching. Sometimes our best learning experiences come from unexpected quarters! Macarthur teachers have been busy professionals in 2011, 'teaching that they may learn'.



The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place among Macarthur staff. Of the total time spent on professional development, 42% was carried out within the school and 58% in locations outside of the school.

Description of Professional Learning Activity	Nº of Staff	Duration
2e Forum – 2011	3	1 day
ACARA (<i>Australian Curriculum, Assessment and Reporting Authority</i>) Working Party 2011	1	2 days
ADAPE (Association of Development and Alumni Professional in Education) Conference 2011	1	3 days
ADAPE Talk to the Experts	1	1 day
AGQTP (Australian Government Quality Teacher Program) 2011 Developing an Evidence Guide	1	1 day
AGTA (Australian Geography Teachers Association) Conference 2011	1	3 days
AIS (Association of Independent Schools) English Conference	1	1 day.5
AIS Mentoring Project	1	1.5 days
AIS Network Meeting	1	0.5 day
ALEA (<i>Australian Literacy Educators Association</i>) National Conference	1	4 days
Anaphylaxis Accreditation Education for Registered Nurses	1	1.5 days
Anglican Education Conference – K to 6	1	1 day
Anti Slavery Course – Social Science	1	1 day
APPA (<i>Australian Primary Principals Association</i>) Conference 2011	1	3 days
Apple Help Desk Education	1	3 days
Artful Books	1	5 days
ASBA (<i>Association of School Business Administrators Limited</i>) Financial Questionnaire	1	0.5 day
Aspect Research Forum	1	1 day
Aspergers and Learning Teachers Sessions	3	1 day
Assessing Indonesian Continuers HSC	1	1.5 days
Assessment for Learning Conference	3	1.5 days
Belonging Basics – How to Approach the Area of Study	2	1 day
Board of Studies Procedures	1	1.5 days
Board of Studies HSC Assessor		1.5 days
BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement – Australia–Asia School Partnerships) Course	1	4 days
Challenging Minds and Changing Hearts	1	1 day
Chemical Security and Safety	1	1 day
Christian Education Certificate	1	1 day



Conflict Resolution	1	0.5 day
Creating most Engaging and Challenging Thinking	1	1 day
Curriculum Differentiation – Taking it Further	1	1 day
Denbigh Academic Results Updated	1	1 day
Designing Successful HSC Case Studies	1	1 day
DET (Department of Education and Training) Adjudicator Course	2	0.5 day
Digital Citizenship and Re-defining Classroom	1	1 day
DOS (Directors of Studies) Conference	2	1 day
Early Childhood Play Pedagogy	1	0.5 day
Emerging Trends in the Music Classroom	1	1 day
English Accreditation Debrief and Feedback	7	0.5 day
Enhancing Asian Language	1	1 day
ERA (<i>Excellence in Research for Australia</i>) Forum	1	1 day
Experienced Science Teachers and Faculty Leaders	1	5 days
Exploring Academic Practice Conference	1	2 days
Exploring Senior Biology – Further Frontiers	1	1 day
FIA (Fundraising Institute of Australia) Creating the culture of Philanthropy	1	0.5 day
Film Making Workshop	1	2 days
Gateway 8 Organisation Workshop	1	1 day
HDR (Higher Degree Research) Conference Faculty of Education	1	1.5 days
HICES (Heads of Independent Co-educational Schools) Meeting 2011	1	0.5 day
History and Memory Module C – Advanced Course	1	1 day
HSC and SC (Higher School Certificate and School Certificate) Workshop – Assessment and Reporting	1	1 day
HSC Business Studies Conference	1	1 day
HSC Business Studies Planning Day	2	1 day
HSC Extension 2 Music Marking	1	1 day
HSC Projects – Teaching Critical Analysis	1	1 day
HSC Speaking Examining	1	2 days
HSIE (Human Society and Its Environment) Enquiry Learning	1	1 day
ICTENSW (Information and Communication Technology Educators NSW) In-service	1	1 day
Indonesian a Priority	1	1 day
Industrial Agreement in Independent Schools	1	1 day
Integral Project Meeting	5	1 day
Introducing Grammar of the Australia Curriculum	2	1 day
iPad in Education	2	1 day



iPad in Science	2	0.5 day
ISTAA (Independent Schools Teacher Accreditation Authority) Council Working Party for Maintenance of Accreditation	1	1 day
ISTAA Experienced Teacher Appeal Panel	1	0.5 day
IT Manager's Conference	1	2 days
Languages Classroom Observation	2	1.5 days
Law Seminar	1	1 day
Learning Support Mentoring Course	1	1.5 days
Legal Studies State Conference 2011	1	2 days
Librarian Conference	1	1 day
Libraries – Getting in on the Action	1	1 day
Licensing Briefing at AIS	1	0.5 day
MacDonald College Performing Arts Visit	1	0.5 day
Making Maths Real	1	1 day
Macarthur Anglican School Academic Results Denbigh Reorganise	2	1 day
Macarthur Anglican School Reports Reconfigure	1	5 days
Masterclass in Cybersafety	1	1 day
Maths Brainstorm Day	1	1 day
Media Impact On Adolescent Girls – TTA (Teacher Training Australia)	1	1 day
Meet the Markers HSC and SC 2010	2	1 day
Middle School Planning Day 2011	4	1 day
MLTA (Modern Languages Teachers Association) Conference 2011	1	1 day
NAPLAN – (<i>National Assessment Program – Literacy and Numeracy</i>) Contextual	1	0.5 day
Newington College – Visit	1	1 day
Next Generation Leadership Network	3	0.5 day
NIDA (National Institute of Dramatic Art) – Teaching HSC Drama	1	1 day
Penguin Professional Development	2	1 day
Preparing to Teach Maths Extension 2	1	1 day
Primary Maths – Differentiation	1	1 day
Rugby Union Level 1 Coaching and Refereeing Course	2	1 day
Standard Module – Distinctively Visual	1	1 day
Standard Module C – The Story of Tom Brennan	1	1 day
InDesign Essentials	1	2 days
Teaching Junior Physics	1	1 day
Teaching Strategies and Support for Autism Syndrome	2	1 day
Teaching Writing	2	0.5 day



Technology in K–12 Education National congress	1	3 days
<i>Testing Year 3 Students - Training</i>	1	1 day
<i>UAC (University Admissions Centre) to ATAR (Australian Tertiary Admission Rank)</i>	2	0.5 day
<i>Using Interactive Whiteboards in Maths 7–12</i>	1	1 day
Visual Arts Designing Case Studies	1	1 day
Visual Arts Practical Development Day	2	1 day

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 programme. New Scheme Teachers are assisted with a mentoring programme 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 2011, Macarthur staff, were engaged in marking in the following courses:

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



Professional Mentoring

Apart from the professional learning outlined in the previous section, Macarthur has also been actively engaged in the professional learning of teachers in other schools. During 2011, Macarthur's Learning Support Teacher, Mrs Susan Byers, was invited to take part in the Independent Schools Centre for Excellence (ISCE) Professional Exchange and Mentoring Programme. As such, Mrs Byers worked with a newly appointed Learning Support Teacher, Ms Susan McLaren, at St Paul's College Walla Walla, near Albury, New South Wales. As well, Mrs Byers took part in a similar mentoring exercise with Ms Lucy Fischer of Mountains Christian College in Blackheath, New South Wales. These programmes involved five days of mentoring at St Paul's College, plus a two-day return visit by Ms McLaren to Macarthur, and two days at Mountains Christian College. In addition, Mrs Byers devoted many hours to ongoing contact with the two teachers by phone and email. This programme has been very worthwhile for all concerned. The following from Mrs Byers report to the ISCE explains:

Activities provided the mentee with the opportunity to clarify their own professional practice. The collegial discussions led to an improved understanding of evidence-based practice in the teaching of students with learning difficulties and disabilities. Opportunities for team-teaching allowed the mentee to observe strategies to engage students successfully in the required content.

My participation in this programme has been most rewarding. Being selected as a mentor validated my practice, but most importantly, allowed me to share with other educators ideas and practices that would benefit both teachers and students.

Macarthur Anglican School acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for developing professional exchange and mentoring relationships with other schools enabled Mrs Byers to share her expertise in learning to the benefit of other professionals. The funding covered the cost of her replacement at Macarthur, her travel to and accommodation in Albury and Blackheath and the replacement where necessary of the teacher she was mentoring.



WORKFORCE COMPOSITION INCLUDING INDIGENOUS

Composition of the Teaching Staff

The non-indigenous full-time teaching staff as reported in the 2011 Annual Census, consisted of 29 male teachers, including the Headmaster, and 35 female teachers.

Non-indigenous part-time teaching staff consisted of 1 male and 7 female teachers totalling a full-time equivalent of 4.5.

Composition of the Non-teaching Staff

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

Non-indigenous part-time non-teaching staff consisted of 7 males and 15 females, totalling a full-time equivalent of 14.7

Totals

The full-time equivalent number of teaching staff, including the Headmaster, is therefore 68.5, supported by the full-time equivalent number of non-teaching staff of 26.7

Indigenous Staff

No indigenous staff are employed in the school.

When updated to show 2011 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 2011 was 93.61%, almost exactly the same as that recorded for the previous year (93.41%). Students granted special extended leave by the Headmaster were not included in this calculation, although absences incurred because of family holidays were included.

The average attendance rate for the full year 2011 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	94.05%	93.06%	95.16%	94.17%	93.87%	95.44%	93.82%

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	94.69%	93.44%	92.38%	92.23%	92.43%	94.70%

Daily attendance, along with lateness, and other partial absences is monitored carefully by the 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)
- Cohort 2011: Year 10 (2009) to Year 12 (2011)

(See next page)



Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2002/2004	114	77	72	68%	63%
2003/2005	98	68	65	69%	68%
2004/2006	114	83	77	73%	68%
2005/2007	117	84	78	72%	66%
2006/2008	95	62	61	65%	64%
2007/2009	107	79	77	74%	72%
2008/2010	95	70	64	74%	67%
2009/2011	98	92	85	94%	87%

These rates were calculated using enrolment numbers taken on the Commonwealth census date for the given years.

The figures show a very sharp increase for this cohort in the apparent and actual retention rates from the previous highest levels of 2003/2005 and 2004/2006. This retention rate, together with factors such as a higher attendance rate than previous Year 12 cohorts and among the best academic results achieved by a cohort, which are discussed elsewhere in this report, is yet another indicator that the Class of 2011 was an exceptional group. Additional enrolments at the commencement of Year 11 accounted for the difference between the apparent and actual retention rates.



POST-SCHOOL DESTINATIONS

Students Leaving School Before the HSC

The students who left Macarthur after the School Certificate examination in 2009 and before the Higher School Certificate in 2011 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 2011 cohort, with the percentages for the 2010, 2009 and 2008 cohorts in brackets for comparison

Destination	% (2010, 2009...2008)
Other schools within Macarthur vicinity	20% (36%; 29%; 27%)
Other schools outside Macarthur vicinity	59% (24%; 10%; 24%)
Private Colleges	7% (4%; 6%; 11%)
Apprenticeship Training or TAFE Course	7% (24%; 36%; 16%)
Workforce	7% (12%; 19%; 22%)

These figures show an increase from the previous years in the proportion of students transferring to schools well beyond the Macarthur area and in some cases to schools offshore. The proportion with the definite intention of pursuing an apprenticeship, TAFE training or directly entering the workforce is less than in previous years. The total number of students who left in this period was also many less than in previous years.

Of the students who transferred to another school, most did so in order to continue studying for the Higher School Certificate. One transferred to a selective high school, one to a 'sports' high school and some did so to study less academic subjects not offered at Macarthur.

Students who transferred to schools beyond Macarthur's drawing area, did so for various family reasons or because of family relocations. The private college was one with a specific educational purpose in beauty therapy.

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 2011 graduating class, there was a significant upward shift in results from the levels achieved by the previous 2010 cohort. Of the students who completed the Higher School Certificate at Macarthur in 2011, 86% were offered first round positions at university, 7% more than the previous year. Second round offers increased the number who received university offers even further.

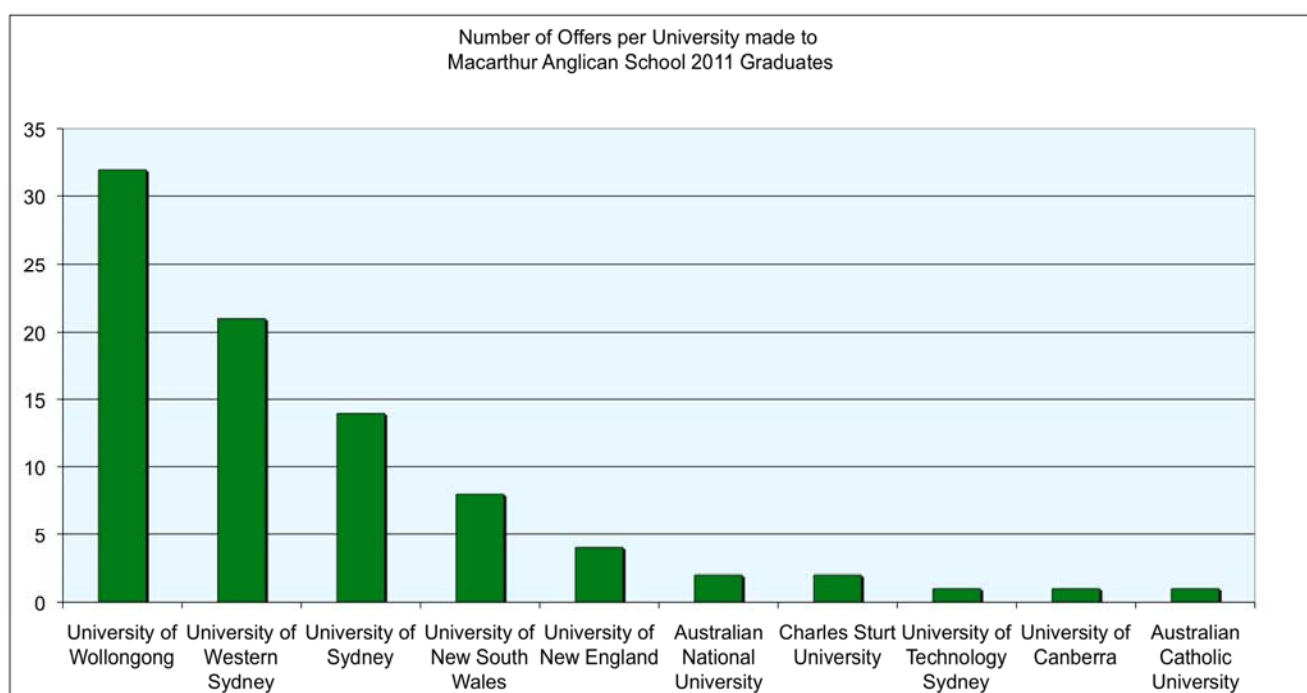
Aspects of these results included:



- A higher proportion (18%) of students in the ATAR bands of 90+
- 50% of students with an ATAR of 80+
- Over 60 appearances on the HSC Honour Roll (receiving either a Band 6 or E4)
- 33% of students recognised as Distinguished Achievers – twice the proportion of the previous year
- 74% of students received a Band 5 result, up from 67% the previous year.
- Mean and median ATAR results slightly higher than the previous best level in 2009.
- A corresponding decrease in the number of students in the ranges of 70 – 79 and less.
- Outstanding individual achievements, with one student receiving a Premiers Award, two students achieving fifth place in the state in Indonesian Continuers and Extension courses, three students receiving 'On Stage' and 'Encore' nominations.

By far, the greatest proportion of university offers were for courses at the University of Wollongong, and the University of Western Sydney, reflecting the geographical location of the school and its students, with offers to the University of Wollongong now exceeding offers by the University of Western Sydney by a large margin. The University of Wollongong conducts very effective information sessions and open days, which are attended by Macarthur Year 12 students.

These students are now pursuing a diverse range of courses including Applied Science, Arts, Biomedical Science, Business, Classics, Commerce, Communication, Computer Science, Creative Arts, Design, Economics, Engineering, Health Science, International Studies, Law, Liberal Arts, Mathematics and Finance, Media Studies, Medical Science, Music, Nursing, Planning, Policing, Politics, Psychology, Teaching, Theatre and Performance, Social Science, Software Engineering and Town Planning.



The school is very proud of the achievements of its Class of 2011, especially as they have set the bar at a level that will challenge future students. 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
- 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.
- Motivational speakers arranged for students of Year 12.
- Champ Camp (a Year 12 study camp attended by 86% of the cohort) in the first week of the student vacation period prior to the HSC, with over 16 staff giving up holiday time to work with Year 12 students.
- A three-hour Senior Study Support Programme available to students on two 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 programme 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 programme and be supportive of it. This includes, but is not limited to, Biblical Studies classes, Chapel and participation in the school's Outdoor Education Programme.

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 correct 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 Headmaster, Deputy Headmaster and Registrar.



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:
 - Interviews are conducted at either an International Exhibition by a representative of the school (usually the Headmaster or the Director of Business and Advancement), 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.
 - The school does not make provision for recognition of prior learning, which may lead to the shortening of a student's course of study.
 - 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.
 - The school, through PRISMS, will notify DIAC of termination or changes to studies.
 - 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 Deputy Headmaster and Registrar 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 on the next page is information regarding the population profile of the school in 2011 (with the previous year of 2010 shown in brackets).



	Boys	Girls	Total
K-6	155 (171)	142 (147)	297 (318)
7-12	254 (262)	251 (274)	505 (536)
Total	409 (433)	393 (421)	802 (854)

This table shows a 6.1% 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 2010, while the ratio for K-6 was 52:48 (54:46) and for 7-12 was 50:50 (49:51). The largest difference in the gender balance was in Year 3 with 59.5% boys and in Year 11 with 55.4% 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 unchanged from the previous year.

From the My School website, the percentage of school families in each socio-educational quartile have varied from the previous year, trending towards the middle of the range. The socio-educational quartiles for 2011, with equivalent figures for 2010 in brackets, are as follows:

School ICSEA Value: 1108			
Bottom Quarter	Middle Quarters		Top Quarter
10% (13%)	17% (17%)	36% (28%)	37% (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:

MCEETYA Employment Groups			
Group 4	Group 3	Group 2	Group 1
8%	26%	32%	34%

Anecdotal Information

Database information also shows that the families from which the students come include parents who may generally be described by the terms 'professional', 'white collar employee', 'self-employed' or 'managerial'. Some families could be described as quite wealthy and a number of students are fortunate to have experienced overseas family holidays.



The dress, general health and wellbeing of the student body indicates that they come from homes where parents show pride and care for their children. There are also several students who come from families where the parents make a very significant sacrifice for their children to attend Macarthur and who in many cases are supported by the school through its scheme of scholarship and bursarial assistance. 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 Anglicare, Varee Christian School in Chiang Mai, Thailand, 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 Programme.

Rationale

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Programme, T-12, which endeavours to promote resilience within students as well 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 behaviour modification strategies used at Macarthur aim to develop self-discipline within each student so that when they move from the structured environment of formal schooling, they are well prepared to function as a positive citizen within the community.



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 2011 and Access to Full Text

The table commencing on the next page 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 2011	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Child protection, prevention and awareness • Mandatory reporting of at risk children • Exchange of information between agencies • Screening procedures • Reportable conduct • Duty of care and legal liability 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy by contacting the school.</p>
<p>Security Policies encompassing</p> <ul style="list-style-type: none"> • Security Policy • Property and Facilities Policy • Emergency Procedures 	<p>Policies reviewed with minor editorial attention. Lockdown and evacuation policy reviewed and amended in light of emergency drills and personnel changes.</p> <p>After annual review a section was added to the Emergency Procedure Guidelines on what to do in the event of bushfire or a chemical spill.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the school.</p>
<p>Supervision Policies encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<p>After annual review process no changes were made.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies contacting the school.</p>
<p>Staff Codes Of Conduct Policies encompassing</p> <ul style="list-style-type: none"> • Staff Code of Conduct • Staff Welfare Policy • Workplace Bullying and Harassment Policy • Anti-Sexual Harassment Policy • Staff Discipline Policy 	<p>After annual review changes were made to incorporate 'Keep Them Safe' – the Sate Government Action Plan.</p>	<p>Full text on staff intranet.</p> <p>Parents may request a copy of the policies by contacting the school.</p>



Student Codes Of Conduct Policies encompassing		
<ul style="list-style-type: none"> • Student Code of Conduct • Student Anti-bullying Policy • Anti-sexual Harassment Policy • Student Behaviour Modification Policy ** • Student Leadership Policy • Student Pastoral Care Policy • Student Acceleration Policy • Student Referral Policy 	After annual review process no changes were made.	<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>
Pastoral Care Policies encompassing		
<ul style="list-style-type: none"> • Student Pastoral Care Policy • Health Care Policy • Critical Incident Manual • Homework and Assignments Policy • Water Based Activities Policy 	After annual review process, a section on notification of infectious diseases was added to the Health Care Policy Guidelines.	<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>
Communication Policy encompassing		
<ul style="list-style-type: none"> • Formal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	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>
Complaints and Grievances Policy encompassing		
<ul style="list-style-type: none"> • Parent, student, staff and the public complaints resolution 	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>

**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 2010

Improvement targets for Macarthur Anglican School for 2010 and the outcomes by the beginning of 2011 are outlined below.

Area	Priorities	Outcomes
<p style="text-align: center;">Facilities and Resources</p>	<ul style="list-style-type: none"> • Continue to maintain and improve the entrance to the school, especially in the standard of the roadway by progressively resealing the pavement with asphalt. • 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. • 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. • Refurbishment of one demountable Science classroom to a higher standard, including the installation of several safety showers in each classroom. • Installation of air conditioning units in the remaining rooms still without air conditioning – 1 Music Room, 2 Science rooms and 3 Art areas. 	<ul style="list-style-type: none"> • A programme to progressively asphalt the entire surface of Lone Pine Drive was commenced with a section of the roadway repaired and asphalted, overcoming repeated problems • Demountable buildings were relocated at the beginning of the year, allowing for the relocation of the Denbigh and Maintenance offices into larger, more suitable areas. At the same time, two classrooms were repainted and air-conditioned to temporarily house Year 6 classes during the BER construction period. Building work commenced in earnest around May 2010. • This work was completed so that the rollout of new computers could be completed with computers housed in secure cabinets in classrooms. The process is ongoing. • Work completed by the start of Summer Term, with new benches facing the front of the classroom, new vinyl and carpet floor coverings, new plumbing fixtures and blinds. • The completion of this project means that every teaching space in the school is air conditioned, apart from the very large workshop areas where air conditioning is unsuitable.

<p style="text-align: center;">Teaching and Learning</p>	<ul style="list-style-type: none"> • Continuing implementation of new subjects to the school curriculum at the HSC level. • Further refinement of school reports to simplify their preparation and enhance their usefulness to parents and students. • Ongoing planning for the introduction of the National Curriculum. • Progressively move towards an 'Assessment for Learning' model • Modify assessment schedules and report formats to bring about better assessment reporting. 	<ul style="list-style-type: none"> • The subjects Society and Culture, Drama and Software Design and Development continued to be implemented at the Year 12 level. A 'Textiles' strand was added to the choices available in Design and Technology. • Reports were redesigned so that each Annual Report now includes both Semester 1 and Semester 2 information. • This has been a matter for continuous staff development • This also has involved further staff development and the modification of assessment tasks • More rigorous plotting of assessment schedules has been put in place.
<p style="text-align: center;">Staff Professional Development</p>	<ul style="list-style-type: none"> • Ongoing familiarisation of teachers with ACARA. • Acquainting teachers with the new MySchool website and its implication for the school. • Repositioning the role of Assessment • Annual update on Child Protection legislation • Annual update on OH&S legislation and Workers Compensation • Preparation for 2011 Registration and Accreditation Process • Engaging the 'i-generation' • Reflective Practice – goal setting 	<ul style="list-style-type: none"> • Completed during staff professional development sessions • Completed during staff professional development sessions. • Completed during staff professional development sessions. • Completed during staff professional development sessions. • Completed during staff professional development sessions. • Completed during staff professional development sessions and within Faculties and Departments • Two presentations by the Dean of Studies at the Annual Staff Development Conference in July • Completed during meetings of Senior Staff, including all Faculty Heads, Heads of House, Heads of Sport, etc
<p style="text-align: center;">Outreach and Service</p>	<ul style="list-style-type: none"> • Continue the Thailand Outreach Programme (Year 11/12) in partnership with St Paul's College, Brisbane • Continue and refine the impact of the North Queensland outreach for Year 6 	<ul style="list-style-type: none"> • The Thailand Outreach went ahead successfully with the school's partner in this outreach – St Paul's College • The fourth North Queensland outreach by Year 6 children visited the Yarranbah community, repeating the success of



	<ul style="list-style-type: none"> • Consolidate the sponsorship programme for students of St Michael's Secondary School, Tanzania. • Support St Michael's with shipping of clothing items. 	<p>earlier years.</p> <ul style="list-style-type: none"> • The sponsorship programme continued with very positive feedback and appreciation from the students and teachers of St Michael's School. Several members of staff and House groups contribute. • The school arranged for the transport of several new unopened T shirts that were donated by a commercial supplier.
International Activities and Student Exchange	<ul style="list-style-type: none"> • Development of a closer relationship with the Varee School in Chiang Mai, Thailand. • Development of closer ties with the Thai people through involvement in Bangkok International Student Exhibition • Prepare for and host the first Study Tour by Thai students from the Wattana School, Bangkok. • Re-establish the annual visit by students of the Third Nihon University High School, from Tokyo Japan following cancellation in 2009 because of the swine flu epidemic. • Continuation of the very successful exchange programme for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School. • Providing language learning opportunities for students of Indonesian through a visit to Malaysia • Enhance the study of History through the organisation of a History Tour to Europe, visiting Great War battlefields, museums and other historic sites. 	<ul style="list-style-type: none"> • The relationship with this school continues to grow through the school's commitment to maintaining the annual outreach programme. • The Headmaster attended for a second time an International Student Exhibition in Bangkok with a view to securing enrolment of Thai students. • A 4-week Study Tour by a group of Thai students took place in April 2010. • The visit took place and was considered a great success, with many very positive friendships forming with the Japanese students and their teachers. • Two students of Lévy József Református Gimnázium attended Macarthur for 9 months, while two Macarthur students attended Lévy József for three terms. • 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. • A group of more than twenty senior students travelled to London, visiting the Imperial War Museum, then to the Somme battlefields in France and on to Rome and Pompeii in Italy. Their return to Australia was delayed by the dislocation of flights caused by the eruption of a volcano in Iceland.
Performance opportunities	<ul style="list-style-type: none"> • Providing for performance opportunities for school vocal and instrumental groups through a tour of New Zealand. 	<ul style="list-style-type: none"> • The tour to New Zealand included several successful performances in schools.



	<ul style="list-style-type: none"> • Production of a combined Year 3 to 6 musical • 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. 	<ul style="list-style-type: none"> • A 3-6 production of <i>Seussical Jr</i> in Winter Term was very well received and highlighted the talents of many students. Several older students assisted backstage, and with costuming and makeup. • 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.
Sport	<ul style="list-style-type: none"> • Continue raising the profile and participation in House competition Sport • Continue whole school cross country, athletics and swimming carnivals • Employ specialist coaches in certain areas of sport 	<ul style="list-style-type: none"> • Each House now has a House banner, displayed with pride at all swimming and athletics carnivals. All six House shields have also been prominently displayed in the School Gymnasium. Wearing House colours at carnivals and developing House songs has been encouraged. • Whole school participation in cross-country, athletics and swimming carnivals continues to foster House participation. • Specialist coaches are employed in
Pastoral and Academic Care	<ul style="list-style-type: none"> • Raising School and House spirit through the engagement of students and recognition of their efforts using the School Colours system • Promoting further recognition of students through student speakers at Headmaster Assemblies • Continue to refine operation of the House based Tutor Group system • Continue developing House barbecue events • Continue Driver Safety – U Turn the Wheel • Introduce a Winter Conference for Year 12 • Conduct sessions with students 	<ul style="list-style-type: none"> • The system of colours, at two levels: half colours and full colours, continued into its second year of operation. Many students now proudly displaying an extensive list of awards in the embroidered text beneath their blazer pockets. • Students have spoken on their experiences beyond the school, on matters about which they are passionate and even about their own disabilities. • Tutor groups, previously organised on year group lines, were aligned with Houses and thus included students from up to three year levels. • These events have been especially successful in bringing together families of students with their parents and the staff attached to those houses. • The 'U Turn the Wheel' Programme has been appreciated in teaching driver safety to senior students who are approaching or are in the process of gaining a licence. • The Winter Conference was especially useful for the 2011 HSC cohort in helping them to refocus on study skills. • Sessions were carried out and were



	on Study Skills, Cyber Bullying and Anxiety.	appreciated by those who attended.
Advancement	<ul style="list-style-type: none"> • Continue raising the profile of Alumni and the roles they now fulfil. • Refining activities of the Friends of Macarthur group to provide financial support • Continue to propound the mission of the school among the school's client base of parents through the Breakfast with the Headmaster Programme. • Continuation of the Annual Giving Programme • Restructuring of the Parents and Friends organisation 	<ul style="list-style-type: none"> • 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. A feature on alumni is an enduring inclusion in the school's semi-annual publication <i>Tartan Ties</i>. • 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. The principal activity is a very successful Annual Dinner at which donated items are auctioned. The benefits of contributing to the school's Building, Scholarship and Library Funds are also highlighted. • 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 school and to express their ideas. They are held in the Macarthur Café up to three times per term with around four to six families at a time. • The Annual Giving Programme 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 funded by tuition fees and government grants which are consumed by operational costs. This programme is in its early stages of development with limited success so far. • A change of focus from formal business meetings to more social activities has been well received. Two groups, Men at Macarthur (M@M) and Women @Macarthur (W@M) were formed late in the year to promote these activities.



Targets Set for 2011

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 2011 are listed below. Outcomes will be reported in the next Annual Report.

Area	Priorities
<p style="text-align: center;">Facilities and Resources</p>	<ul style="list-style-type: none"> • Continue to maintain and improve the entrance to the school, especially in the standard of the roadway by progressively resealing the pavement with asphalt. • Complete the school's \$2.5m Building the Education Revolution (BER) P21 projects, entailing an extension to the Stoddart Library, four new classrooms and a Multipurpose Hall. • Conduct an appropriate opening and dedication ceremony for the new buildings. • Relocate the Accounts Office and School Clinic so that both operate in more suitable locations. Re-establish an office for the Heads of School following completion of building work. • Using newly available space, establish a more suitable area for Learning Support. • Resurface the Junior asphalt play area. • Establish an onsite fitness gymnasium in available demountable building space, using the school's equipment together with recently donated equipment. • Continue the Digital Education Revolution (DER) project funded by the Commonwealth Government, particularly through the introduction of iPad computers in classrooms.
<p style="text-align: center;">Teaching and Learning</p>	<ul style="list-style-type: none"> • Refinement of new style school reports showing Semester 1 and 2 results in all Annual Reports. • Gain feedback from parents on the usefulness of the new style reports. • Ongoing planning for the introduction of the National Curriculum through staff development activities. • Continue work towards an 'Assessment for Learning' model by modifying and improving assessment tasks to reflect formative assessment. • Modify assessment schedules and report formats to bring about better assessment reporting. • Commence planning involved in the posting of assessment tasks on the school's website
<p style="text-align: center;">Staff Professional Development</p>	<ul style="list-style-type: none"> • Familiarise teaching staff with AITSL (Australian Institute for Teaching and School Leadership). • Acquaint teachers with additional features of the MySchool website and its implication for the school. • Repositioning the role of Assessment. • Annual update on Child Protection legislation.



	<ul style="list-style-type: none"> • Annual update on OH&S legislation and Workers Compensation • Completion of preparations for the 2011 Registration and Accreditation Inspections • Reflective Practice – goal setting
Outreach and Service	<ul style="list-style-type: none"> • Expansion of the Community Service Programme to include a Community Service camp at the beginning of the year for all students not involved in Year 7 Peer Support. • Establish an after-school community service programme. • Continue the Thailand Outreach Programme (Year 11/12) in partnership with St Paul's College, Brisbane. • Continue and refine the impact of the North Queensland outreach for Year 6. • Consolidate the sponsorship programme for students of St Michael's Secondary School, Tanzania. • Support St Michael's with shipping of clothing items.
International Staff and Student Exchange	<ul style="list-style-type: none"> • Development of a closer relationship with the Varee School in Chiang Mai, Thailand. • Development of closer ties with the Thai and Burmese people through involvement in Bangkok and Myanmar International Student Exhibitions • Prepare for and host the second Study Tour by Thai students from the St Dominic's School, Bangkok. • Continue the long-standing relationship with the Nihon University Third High School Tokyo, by hosting a visit by the Nihon students. • Continuation of the very successful exchange programme for students and staff of the Lévy József Református Gimnázium, in Miskolc Hungary and Macarthur Anglican School. • Provide language learning opportunities for students of Indonesian through a visit to Malaysia • Enhance the study of Modern and Ancient History through the organisation of a History Tour to Europe, visiting Great War battlefields, museums and other historic sites such as Rome and Pompeii.
Performance Opportunities	<ul style="list-style-type: none"> • Provide performance opportunities for school vocal and instrumental groups through a country tour, with performances planned for Scone Grammar School, Coffs Harbour and at Seaworld, on the Gold Coast. • Production of a combined Year 7 to 12 musical – <i>The Boyfriend</i>. • Employ the talents of the school's musicians by holding the first Benefit Concert in the Camden Civic Centre. • Expand the musical horizons of the students by hosting the Nihon University Third High School Band, in addition to the annual visit mentioned above. • Provide 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.
Sport	<ul style="list-style-type: none"> • Continue raising the profile and participation in the House sport competition.



	<ul style="list-style-type: none"> • Continue whole school cross-country, athletics and swimming carnivals. • Employ specialist coaches in certain areas of sport. • Enhance interest in sport choices by instituting a system of online selection of activities.
Pastoral and Academic Care	<ul style="list-style-type: none"> • Raise School and House spirit through the engagement of students and recognition of their efforts using the School Colours system. • Add interest and fun to Foundation Day through an inaugural House Regatta, where students make their own 'boats' to race on the school oval. • Continue to maximise the help available to HSC students through the annual Champ Camp study and teacher assistance programme during the Spring Vacation, just prior to the HSC. • Continue to refine operation of the House based Tutor Group system • Continue developing and promoting House barbecue events • Continue Driver Education through the 'U Turn the Wheel' Programme. • Continue sessions with students on Study Skills, Cyber Bullying and Anxiety. • Plan Chapel and other Christian and pastoral activities, during the interregnum following the resignation of the School Chaplain.
Advancement	<ul style="list-style-type: none"> • Continue raising the profile of Alumni and the roles they now fulfil. • Refine activities of the Friends of Macarthur group to provide financial support. • Promote the activities of the M@M and W@M groups • Continue Mothers Day, Fathers Day, Grandparents Day activities to enhance the school's contact with the wider community. • Continue the Breakfast with the Headmaster Programme. • Continuation of the Annual Giving Programme and the Annual Dinner as means of fundraising.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In a society growing increasingly cynical about the degree of respect and responsibility demonstrated by national leaders, schools play a key role in promoting these virtues. At Macarthur, respect and responsibility are promoted from the moment a child enrolls, whether that is at an early age among those who enrol in the Junior School – Kindergarten to Year 4 – or at a later time, such as the beginning of Year 7 or any other level if they transfer from another school.

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

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

School Captain (one student); School Vice-Captain (two students); School Prefect (sixteen students)
 House Captains (six students); Middle School Prefect (eight students); Year 6 Student Leader (ten students);
 Captains of Activities (four students – Swimming, Athletics, Cross Country and Snow Sports);
 Christian Ministry Leader (one student); Music Leaders (three students – Choirmaster, Bandmaster, Orchestrator).

All students appointed to a leadership position are presented with insignia, such as a badge, at an assembly in front of their peers. Together they must then make a pledge by reading an oath of office as follows:

I am aware that being a Student Leader of Macarthur Anglican School requires me to not only set an example, but to maintain school standards. I promise to act as a positive role model for all students. I will endeavour to respect all members of the school and wider community, and use the authority entrusted to me wisely. I will at all times represent the school with honour, and will take the responsibilities of office with sincerity and conscientiousness. I pray that God will guide me in performing these duties.

In addition, each student leader is presented with a small card on which is printed a Bible text, which they are required to refer to as a statement of how leadership is to be carried out:

Be shepherds of God's flock that is under your care, watching over them — not because you must, but because you are willing, as God wants you to be; not pursuing dishonest gain, but eager to serve; not lording it over those entrusted to you, but being examples to the flock.
 1 Peter 5: 2 – 3



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 programmes that will enable them (a) to appreciate the capabilities of the human body, (b) to extend and develop their personal abilities, and (c) to develop behavioural attitudes conducive to living healthy lifestyles.
- 4 recognise that students have a range of talents and provide appropriate opportunities to encourage them to develop their talents for their own enrichment and that of the School and its community.
- 5 recognise that students are social beings and provide its programmes (spiritual, academic, physical and cultural) in 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 2011, the Ten Pillars of The Macarthur Way were reprinted for access by students. 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 programme in the first term each year, involves students from Years 7 to 12 in Week 1 of the term and Years 3 to 6 generally in 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 the 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 how Christ came to serve us.

In 2011, 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 their 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 seven 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 Secondary School in Tanzania. In 2011, the school forwarded over \$17,322 to St Michael's. A sponsorship scheme continues to support students and staff of St Michael's so that they may complete their education. \$15,158 was given under the sponsorship scheme.

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 the attention of staff.

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 other people, our environment and ourselves. Noteworthy activities include the following:

- The school's Pastoral Care Programme encourages students to consider consequences for themselves and others when deciding on a particular course of action. Implementing the programme 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 Programme and the annual training of Peer support leaders contribute to the school's comprehensive Pastoral Care Programme.
- The school's Student Behaviour Modification guidelines contained within the diary give clear directions about respecting others and their property.



- A Community Service Programme 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.
- An Easter Service prior to Good Friday each year focuses on the central tenet of Christianity – Christ’s sacrifice and the example he gave us in serving others.
- Regular Chapel Services inculcate moral standards and promote the example of Christ.
- While a Christian school like Macarthur will naturally encourage students to consider the teachings of Christ, the school promotes an understanding and respect for people of other religions. For example, the school's enrolment policy allows for the enrolment of students from all backgrounds. Also, as part of its curriculum, the school teaches the course Studies of Religion in Years 11 and 12. In addition, a number of resources are available to students who wish to find out about other religions and cultures. A basic search of the school's Library database, using key words shown below revealed the following results.

Key word	Number of books	Total all resources
Christianity	812	1227
Islam	95	214
Hinduism	25	53
Buddhism	49	70

- 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-Branched and by the armed forces, who each year provide a catafalque party for the service.
- The Headmaster’s Address at assemblies is often an address by another person at the Headmaster’s request. In this way, a wide range of people, predominantly students, has 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.
- 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 Programme 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 Programme 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 provided for senior students.
- A focus on issues such as 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.
- Visits to Durham Green Retirement Village and Nursing Home in Menangle have given the opportunity for students to help and for music groups to perform for the entertainment of residents.
- Residents from local retirement villages and nursing homes have been invited to attend dress rehearsal performances of musical productions. This is free of charge and a gift to the community, with the school sometimes arranging for the transport of the elderly to and from the school.



PARENT, STUDENT AND TEACHER SATISFACTION

During 2011, the Headmaster, Dr David Nockles, commissioned an independent review of the views, needs and expectations of the School's parent body, staff and students. The requirements of this section of the Board of Studies Annual Report were part of the underlying reasons for commissioning this research. The review was carried out by means of an anonymous survey formulated and analysed by MMG Education, Level 4, 191 Clarence Street, Sydney. The review was extensive and covered a wide range of related education areas. The following details are taken from the document *Extracts from 2011 Research* provided by MMG Education on 23 September 2011.

Macarthur Anglican School places high importance on the views and expectations of parents, staff and students as part of its annual performance review and input to the School's operational and strategic plans. In August 2011, 320 parents, 109 staff and 559 students completed questionnaires and provided views on such areas as academic performance, teaching, Christian education, student welfare, co-curricular activities, sports programme, facilities and resources, school communication and other key areas.

Parent Satisfaction

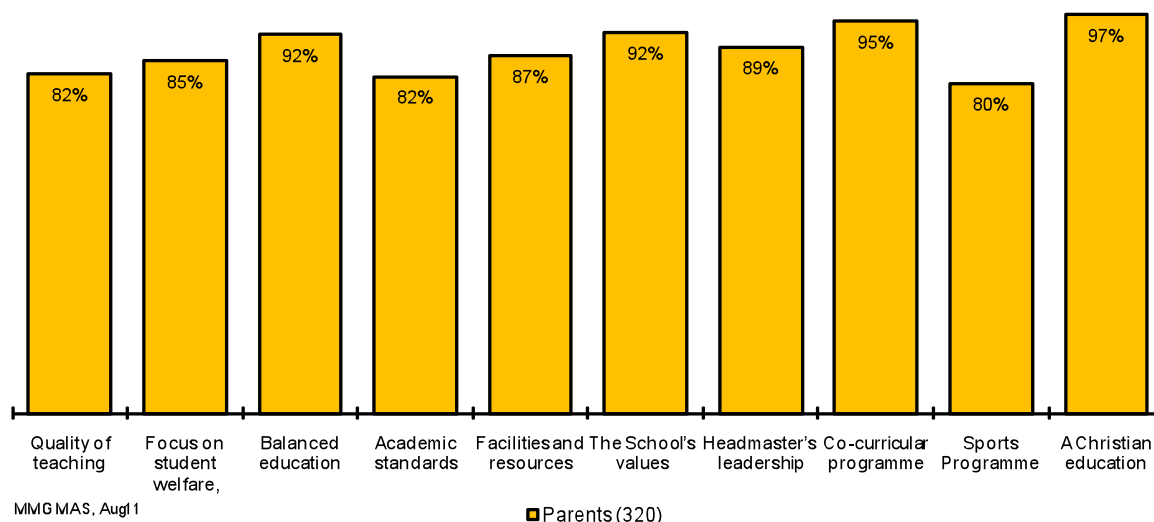
The following represents some feedback from parents (Junior School, Middle School and Senior School)

- 82% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School
- 85% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School
- 92% of parents noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children
- 82% of parents noted that their expectations were met or exceeded in relation to the academic standards
- 87% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School
- 89% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership

These findings are represented in the graph on the following page.



2011 MAS Parents- Expectations Met and Exceeded



Some comments by parents provide further insight into these results:

- Overall, fantastic teachers who are able to create genuine and caring relationships with students while delivering high quality education. The commitment and high level of teaching performance strongly influenced the subjects my child has chosen for year 11 and 12.
- The friendliness of staff and the family atmosphere.
- The academic focus and Christian values with supportive pastoral care.
- Macarthur has been a great choice of school for my son. I feel he has benefited from the values instilled in the students and has been exposed to experiences he may otherwise not have had.
- My child is happy to attend school. Schoolwork is challenging and stimulating. There is a personal feel when dealing with a Macarthur employee. Students seem to have pride in their school.
- The nurturing my child has received academically and emotionally and the amazing opportunities offered. We will leave with many fond memories and a happy, successful child/young adult.

Staff Satisfaction

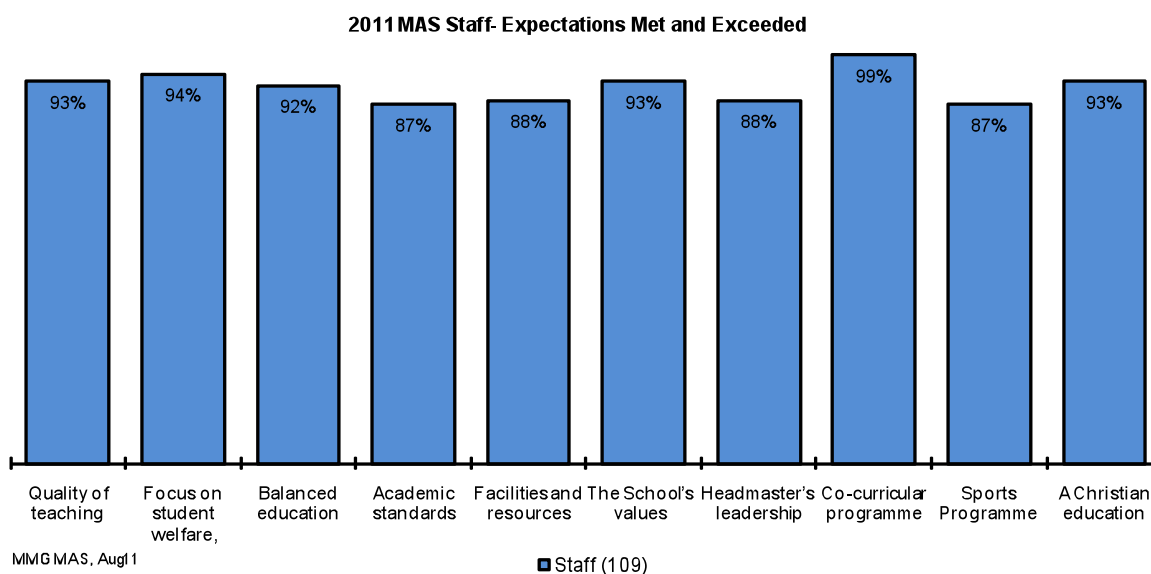
The following represents some feedback from staff (Junior School, Middle School and Senior School)

- 93% of staff noted their expectations were met or exceeded in relation to the quality of teaching at the School
- 94% of staff noted their expectations were met or exceeded in relation to the quality of student welfare at the School
- 92% of staff noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children
- 87% of staff noted that their expectations were met or exceeded in relation to the academic standards
- 88% of staff noted that their expectations were met or exceeded in relation to facilities and resources at the School



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

These findings are represented in the graph below:



In addition, staff noted 'high' satisfaction with the following aspects of their employment at Macarthur Anglican School:

- Staff welfare – 73%
- Caring and safe environment – 76%
- Staff morale – 77%
- Leadership and administration of the School – 75%

Some comments by staff provide further insight into these results:

- *The positive standards it sets and the support that it gives to staff and students in all sorts of situations. The quality of the education that Macarthur provides. The relationships I have with students and staff.*
- *The school has always provided a supportive and caring environment for staff and students, both in personal and academic matters. Both groups are encouraged to pursue excellence and to apply a Christian worldview to their lives. I have grown enormously both spiritually and professionally in my time at Macarthur, thanks to the encouragement of those in authority and my colleagues.*
- *Witnessing the integrity and commitment of the staff, as they strive towards providing quality education on many levels.*
- *What I value most is the recognition I have received for my work - the individual acknowledgement, usually in private, that shows that my efforts have been noticed and appreciated.*
- *The Schools commitment to quality in all areas, the general goodwill of all staff, friendly atmosphere between staff and between staff and students.*
- *The Executives willingness to search out and understand staff difficulties and take effective action.*



- *I value the opportunity for students to participate in an academically challenging and inspiring environment with teachers who are experts in their field.*
- *I value the fact that academic excellence is the underpinning foundation at Macarthur and that Macarthur is informed by a Christian worldview. Providing students with a safe learning environment, which stimulates ideas, intellectual inquiry and discover for students is of paramount importance to me. I also value the way the School is outward looking and has a strong international focus.*

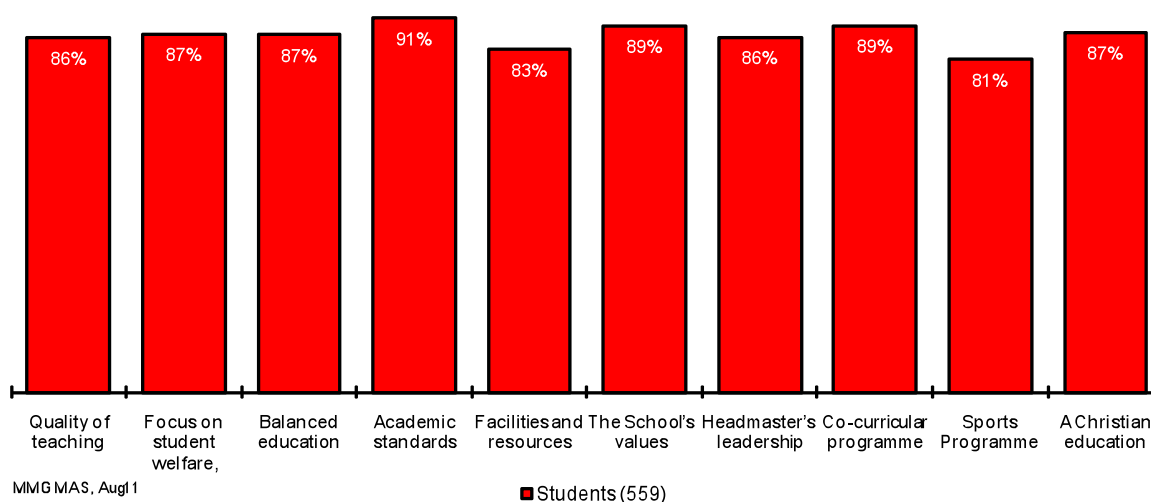
Student Satisfaction

The following represents some feedback from students (Middle School and Senior School)

- 86% of students noted their expectations were met or exceeded in relation to the quality of teaching at the School
- 87% of students noted their expectations were met or exceeded in relation to the quality of student welfare at the School
- 87% of students noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children
- 91% of students noted that their expectations were met or exceeded in relation to the academic standards
- 83% of students noted that their expectations were met or exceeded in relation to facilities and resources at the School
- 86% of students noted that their expectations were met or exceeded in relation to the Headmasters leadership

These findings are represented in the graph below:

2011 MAS Students (Middle and Senior School)- Expectations Met and Exceeded



Some comments by students provide further insight into these results:

- *'The opportunities I have been able to undertake and the relationships that we have been able to make with friends and staff'.*



- *'Student-Teacher relationships, school spirit and the friendliness of all students'.*
- *'The relationships between students, and with the teachers. Provides not only a great education, but how you present and feel about yourself in the future after schooling. GO SCHOOL!'*
- *'The friends I've made. I came to the school and I was coming close to last in most subjects, now I'm coming first in a lot of assessments and stuff'.*
- *The opportunities it has presented to me to grow in strength and spirit as a person and provide these to adopting a bigger role that Jesus can have in my future.*
- *'I value that it is not only academic but also a sporting school, where the teachers and students are friendly and are always there to help'.*
- *'I have genuinely loved my time at Macarthur. Up until now in my life Macarthur has been the best thing in my life'.*
- *'It has been very rewarding and has allowed me to grow in confidence. The school has allowed me to be much happier and I have met numerous people that I am very happy to have met'.*
- *'The general environment of the school, the way the teachers care about students and are willing to help us get the best marks. Co-curricular activities have been very rewarding and the resources available I feel are better than I would get at another school'.*
- *'It has been very rewarding and has allowed me to grow in confidence. The school has allowed me to be much happier and I have met numerous people that I am very happy to have met'.*

Further Information Concerning 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 96.7%. 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:

Teaching Staff – Periods of Service attained by the end of 2010	Teaching Staff	Non-teaching Staff
20 or more years	3	4
15 to 20 years	1	2
10 to 15 years	12	10
5 to 10 years	23	14

The number of teachers who have served for more than five years on the staff represents a proportion of 52%.



- 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 Programme – 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 Programmes 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.

Further Information Concerning 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 Award. 21 students in 2011 – equal to the highest number in the school's history – satisfied requirements for this award. From a group of 92 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, 79 of the 92 graduating Year 12 students, almost 86% of the cohort, 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



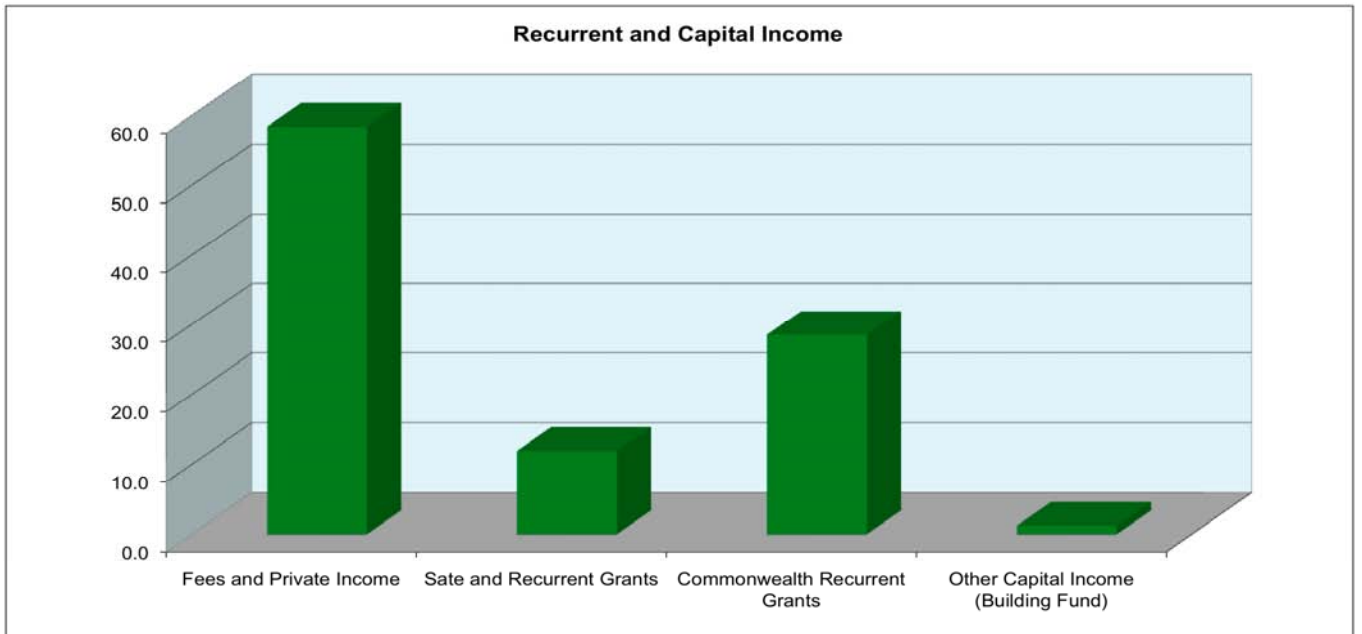
young men and women who are well-educated, skilled, confident, optimistic and ready to serve others are highly regarded.



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 2011.

Income



Expenditure

