



Macarthur Anglican School

Annual Report 2019

From the Chairman of Council - Rev David Barrie

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

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

To quote a famous philosopher of my generation, *Life moves pretty fast. If you don't stop and look around once in a while, you could miss it.* (Ferris Bueller). It's a time to recognize the dedication and skill of the Macarthur staff, who go over and above, to ensure each student receives the care and support they need to flourish.

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

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

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

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

I am confident that those who graduated at the end of 2019 can look back on their schooling experience and be thankful for the variety of ways that Macarthur has shaped them into the young adults they are now, thoroughly equipped for the journey ahead.

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

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

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

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

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

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

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



Macarthur Anglican School

From the Headmaster - Dr David Nockles

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

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

The emphasis the School places on sport, co-curricular opportunities, the comprehensive Music Programme from Year 3 onwards, and the Year 3 to Year 12 mandatory Outdoor Education Programme are not accidental and are not simply in place to keep students busy. By encouraging all students into experiences that they might not have chosen for themselves, or by developing already existing talents and interests, a student's academic development is greatly enhanced. In the developing years the brain is an organ that craves stimulation and the more opportunities an individual can experience the greater complexity the brain will develop in its thinking and processing abilities. Breadth of opportunity is more than just fun; it enhances learning.

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

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

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

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

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

2.1 School Context

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

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

The teachers are highly qualified and experienced, many recognised leaders in their field of expertise. Providing opportunities for students to 'grow their learning' and value-add throughout their time at the School is the driving force behind the School's desire to constantly improve the focus on teaching and learning. To better focus on the needs of students Macarthur is divided into a Junior School (Transition - Year 4), Middle School (Year 5 - Year 9) and Senior School (Year 10 - Year 12), each led by a Head of School who provides a close link with families. The Heads of School, together with the Dean of Studies, monitor student progress through a range of academic assessment and testing. These tests include SENA 1, DIBELS and DORF (K-6) and CELF-4 in Kindergarten, PAT Maths and reading (Years K-6) twice per year, YARC Comprehension. To complement the NAPLAN testing in Years 3, 5, 7, and 9, the School employs Academic Assessment Services Pty Ltd to conduct testing for students in Years 4, 6, 8 and 10. The latter of these includes a Career Assessment.

The purpose built and extensive facilities available are designed specifically for the developmental learning and social needs of the students across the School, with Transition and Kindergarten being specifically set apart and fenced for the youngest learners. Macarthur students have a record of excellent HSC results with an exceptionally high percentage of students entering university each year. Academic and pastoral care is a strong feature of the School. Year 7 and 12 Year advisers along with Heads of House provide students in Years 5-12 with additional academic and pastoral care. The development of Christian values and attitudes is encouraged through a comprehensive pastoral care programme and the availability of a wide range of voluntary Christian activities. Student community service and outreach opportunities locally, nationally and internationally are available. The School continues to introduce young students of the Year 6 cohort to the concept of mission and service to others through a North Queensland Outreach trip. Year 11 students can take part in the Thailand Outreach, in which they have the experience of working with children from a different culture and who are significantly underprivileged. The House system develops a sense of community and is the basis for sporting and other competitions. The focus in recent years on building a strong House spirit among students and staff has been very successful.

Opportunities for academic extension are also available. The GATEway (Gifted and Talented Education) programme in Year 5 and 6 provide a fast-paced, challenging learning environment for academically capable and gifted students. High potential learners in Year 8 can participate in the Aristotle Programme which fosters critical and creative thinking and research skills. Year 9 and 10 high potential learning can join the Socrates Programme, which often links them with former students and university mentors. Mathematically gifted students have the opportunity to be accelerated from Year 9 with the aim of completing the HSC for Mathematics when they are in Year 10 or Year 11. Students with musical ability are encouraged to participate in one of the many music ensembles on offer. The Orchestra, String Orchestra, Preparatory Orchestra, Stage Band, Concert Band, Preparatory Band, Choir and Vocal Ensemble are just some of the performance groups available. Instrumental string and band programmes are included in the curriculum from Year 4 to Year 6 and the peripatetic music programme is extensive. The School believes that the introduction of music training at a very young age is beneficial in the intellectual development of children.

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

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

Student achievement across school life is recognised through the awards system with Middle School and Senior School students awarded Colours acknowledging success, which appear on the School Blazer. There are many opportunities for training in student leadership in the Middle School and Senior School. School Prefects, House Captains, as well as a range of activity Captains are highly sought after leadership positions. Those who demonstrate leadership in the various musical ensembles, sporting pursuits or other activities are recognised formally as student leaders and are encouraged to foster School and House spirit in that area of activity. In the Middle School, the appointment of Middle School Prefects

provides leadership opportunities for students to begin refining their leadership skills, while students in Year 6 have an opportunity to be Student Leaders and activity monitors, assisting K-6 students.

Parents who enrol their children at Macarthur are generally aspirational and are seeking the best educational outcomes possible for their children. Conscious of this, the School seeks to tap the interest and enthusiasm of the parent body, as well as those associated with the school in a myriad of other ways, to create a learning environment that will enhance opportunities for personal growth and future prospects. Active parent groups, known as Women at Macarthur (W@M) and Men at Macarthur (M@M) have successfully operated bringing parents together at a number of social occasions, while at the same time contributing both financially and in kind towards improvements in the school amenities and fundraising for external charities such as Cancer Council's Pink Ribbon and Black Dog Institute.. Whilst we request community support we also give back to our community through Sponsorship. The School sponsored a number of community events including the Harrington Park Community Christmas Carols, Camden Show and Camden Show Ball. In recent years the School commenced a Community Partner Programme. Three businesses are offered the opportunity to connect with the School for a minimum period of 12 months. These companies are acknowledged both in print and verbally at major School events.

2.2.Characteristics of the Student Body

Outlined in the table below is information regarding the population profile of the school in 2020 (with the previous year of 2019 (shown in brackets)

Gender distribution

	Boys	Girls	Totals
K-6	156 [146]	151 [158]	307 [304]
7-12	297 [264]	292 [280]	589 [544]
Totals	453 [410]	443 [438]	896 [848]

This table shows a 5.6% increase in enrolments for 2020 (0.9% increase in K-6, 8.3% increase in 7-12).

Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	12.8% [14%]	20% [21%]	1% [1%]

Index of Community Socio-Educational Advantage (ICSEA)

The ICSEA for Macarthur Anglican School, as shown on the My School website at <http://myschool.edu.au> is 1118. This is five points higher than 2017. From the My School website, the percentage of school families in each socio-educational quartile not varied since 2019. The socio-educational quartiles for 2020, with equivalent figures for 2019 in brackets, are as follows:

School ICSEA Value (with previous year shown in brackets)

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
5% [5%]	11% [11%]	31% [31%]	53% [53%]

MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
41% [41%]	31% [32%]	15% [13%]	3% [4%]	7% [8%]	3% [2%]

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

Anecdotal Information

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

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

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

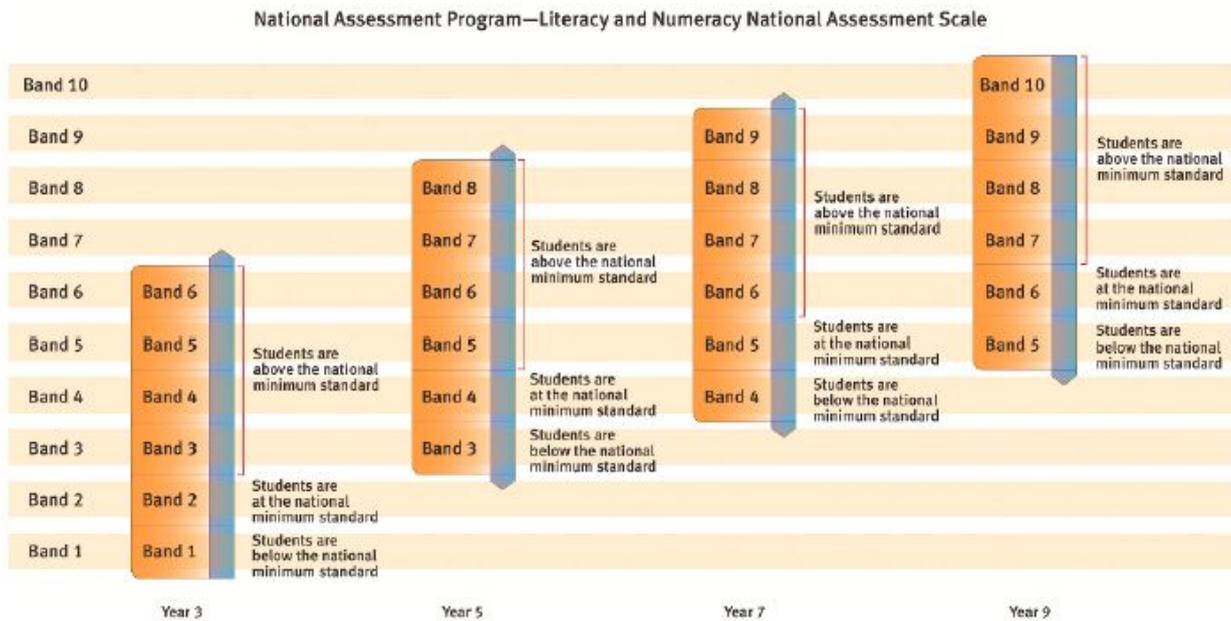
STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2019

National Assessment Programme Literacy and Numeracy (NAPLAN)

Standards

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

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



In 2019 students from Years 3, 5, 7 and 9 participated in the National Assessment Program - Literacy and Numeracy. The students presented for English language and literacy tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The test results are given in skill bands indicating levels of achievement. Macarthur had the following student numbers participating in each grade. Macarthur's results are above or well above the State average in all domains for Years 3, 5, 7 and 9. For more details please refer to the MySchool website. <http://www.myschool.edu.au>

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

2019 Year 3 NAPLAN Results

In Year 3, no students were absent, and no students were exempt or withdrawn.

State Average Comparison

The table below shows that the School's Year 3 mean results were above the State mean for all domains.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	437.01	429.65	428.58	448.1	414.83
Macarthur Anglican School Mean	466.6	441.6	453.9	485.3	452.5

National Benchmark

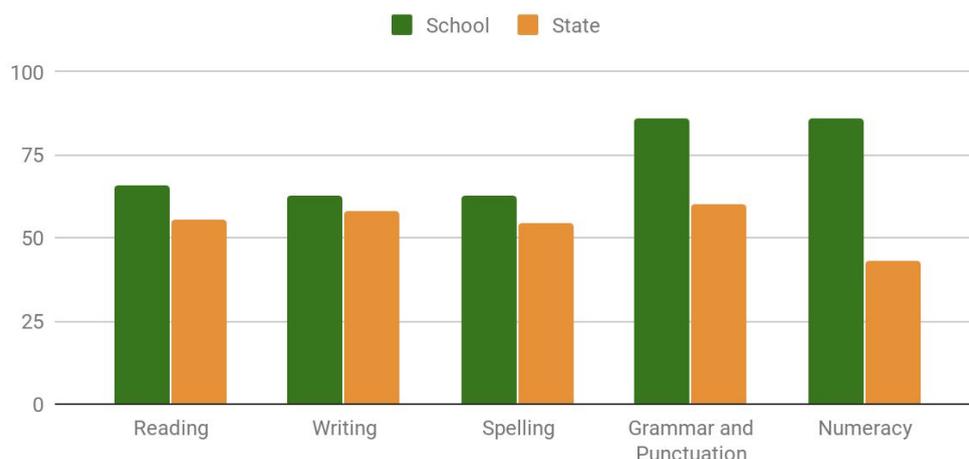
The majority of students achieved well above the National Minimum Band 2 Standard for all tests (see table 1). There was an improvement in the number of students above the benchmark for Reading.

Table 1

Year 3 2018 NAPLAN Test	% Macarthur students below national minimum standards	% Macarthur students achieving above National Band 2 Bench mark	% Students achieving top two bands	
			School	State
Reading	0	97.0	65.7	55.7
Writing	0	100	62.9	58.0
Spelling	0	94.0	62.9	54.3
Grammar and Punctuation	0	97.0	85.7	60.3
Numeracy	0	91.0	85.7	43.2

Graph 1

% Macarthur students achieving top two bands



2019

Year 5 NAPLAN Results

No Year 5 students were absent, exempt or withdrawn.

State Average Comparison

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

Table 3

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

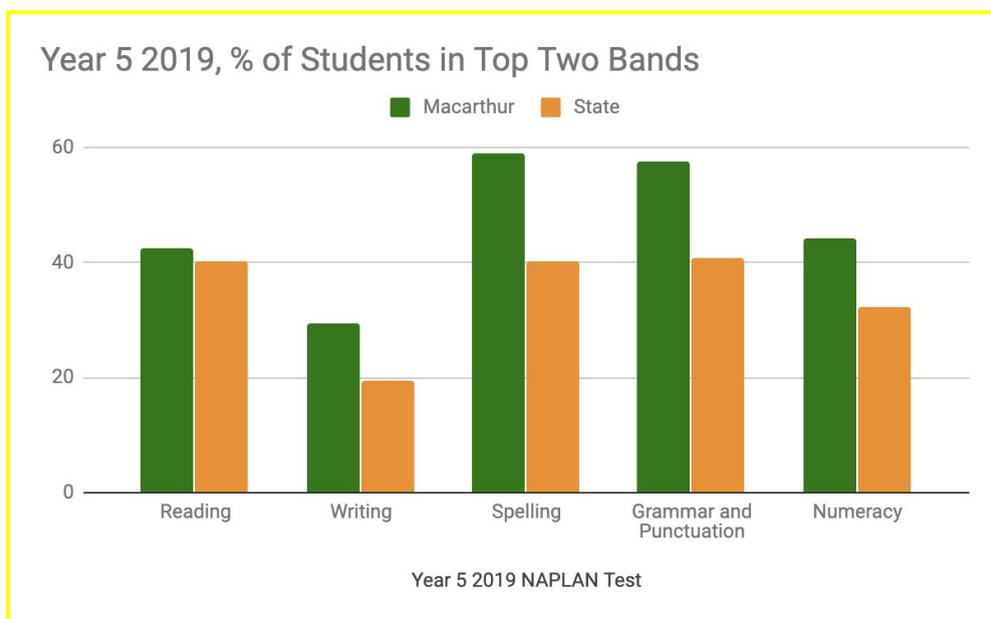
Top 2 Bands for Year 5 and National benchmark

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

Table 4

Year 5 2019 NAPLAN Test	% of Macarthur students below national minimum standards	Macarthur students achieving above National Band 4 Bench mark	% Students achieving top two bands	
			Macarthur	State
Reading	1.64	90.2	42.6	40.1
Writing	6.56	85.2	29.5	19.5
Spelling	4.92	92.0	59.0	40.2
Grammar and Punctuation	3.28	88.5	57.4	40.7
Numeracy	1.64	96.7	44.3	32.3

Graph 4



Value Added Data – Year 5

Value added data tracks student progress for those students who sat the Year 3 NAPLAN Test in 2017 and the Year 5 NAPLAN in 2019. It provides a measure of their academic growth over this time.

Growth on the NAPLAN scales varies depending on prior scores and because of this, a measure based on the percentage of students achieving expected growth is more useful for diagnostic and school planning purposes than a measure based on average growth alone. As a result, individual student growth will be tracked.

The general standard for academic growth is represented in the table below. Growth for all domains with the exception of Grammar and Punctuation is higher than the state in 2018.

Table 6

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

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2019 Year 7 NAPLAN Results

No students were absent or exempt from the tests.

State Average

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

Table 7

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
State Mean	549.7	517	553.4	546.1	560.9
Macarthur Anglican School Mean	583.8	553.9	571.7	579.4	606.8

National Benchmark

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

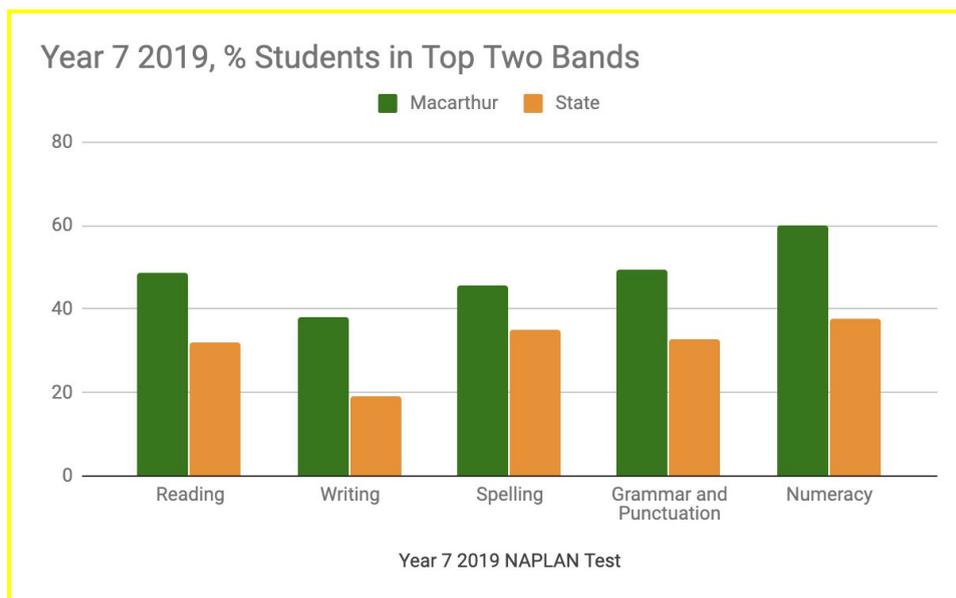
Top 2 Bands

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

Table 8

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

Graph 7



Value Added Data – Year 7

Value added data tracks student progress for those students who have sat both the Year 5 NAPLAN Test in 2017 and the Year 7 NAPLAN test in 2019. It provides a measure of their academic growth over this time. The general standard for academic growth in this time is represented in the following table. The value-added growth for Writing, Spelling and Numeracy are above the level of growth for the State (refer table below) but Reading and Grammar and Punctuation is lower than the State. Individual students whose academic growth declined in 2018 will be monitored.

Table 10

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

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2019 Year 9 NAPLAN Results

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

State Average Comparison

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

Table 11

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

National Benchmark

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

Top 2 Bands

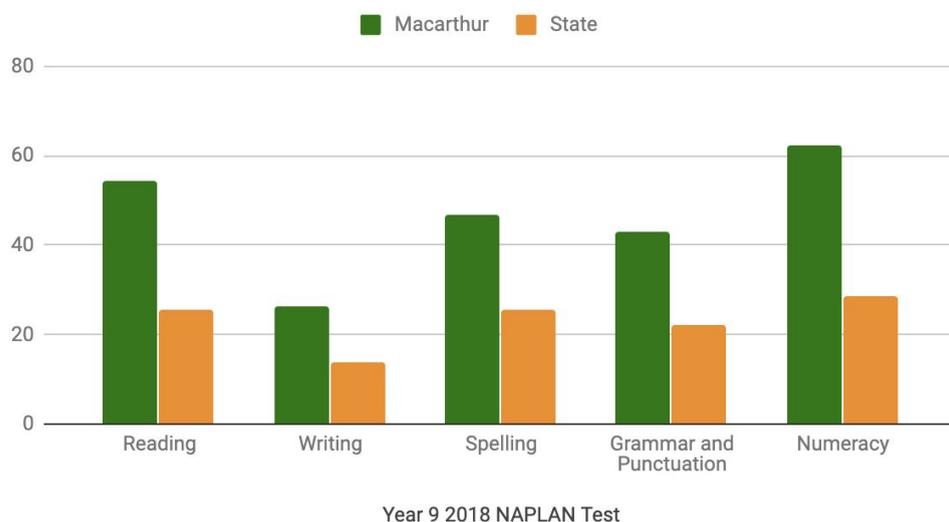
Macarthur Year 9 students achieved significantly more Band 9 and 10 results in all domains compared to the State.

Table 12

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

Graph 10

Year 9 2019, % of Students in Top Two Bands



Percentage of Year 9 Students Achieving Top Band

Table 13 and Graph 10 indicate the percentage of Year 9 Macarthur students who achieved results in the top band exceeded the State for all tests and considerably performed better at the top level in Grammar and Punctuation and all areas of Numeracy.

Table 13

2018 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Reading	17.0	7.1
Writing	7.0	4.4
Spelling	13.0	7.8
Grammar and Punctuation	16.0	7.5
Numeracy	29.9	11.5

Value Added Data – Year 9

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

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

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RoSA, HSC & SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA) Stage 5

In 2020, 87 students satisfied the requirements of the Stage 5 RoSA. A number of Stage 5 200 hour subjects continued including Geography Elective, History Elective 200 hours and Visual Arts 200 hours.

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

Table 1

2020 Stage 5 School versus State Grading Comparison – % 'A' & 'B' Grades				
Subject	A grades		B grades	
	Macarthur	State	Macarthur	State
English	16.47	12.81	50.59	28.52
Mathematics	17.86	15.35	39.29	22.24
Science	21.18	13.24	34.12	24.59
Australian Geography	27.85	14.35	41.35	27.29
Commerce 100 hours	42.11	18.79	36.84	30.89
Geography Elective 100 hours	7.06	15.36	42.35	27.82
Geography Elective 200 hours	23.81	51.93	28.57	30.82
History Elective 100 hours	5.88	23.61	58.82	30.97
History Elective 200 hours	37.93	32.66	48.28	32.76
Mandatory History 100 hours	14.12	15.05	52.94	27.28
Indonesian 200 hours	30.77	34.83	42.31	28.09
Agricultural Technology 100 hours	33.33	11.49	61.11	22.88
Design & Technology 100 hours	14.29	25.92	10.71	27.88
Information Software Technology 100 hours	28.00	18.87	44.00	30.34
Drama 100 hours	20.00	19.96	70.00	33.58
Music 100 hours	9.09	14.51	54.55	25.89
Visual Arts 100 hours	31.25	17.09	43.75	32.86
Visual Arts 200 hours	22.22	28.10	33.33	32.96
Personal Development, Health, PE 200 hours	27.71	13.93	61.45	32.54

Preliminary HSC

In 2020, 102 students satisfied the requirements of the Preliminary HSC. The Preliminary results indicated that most subjects have a higher percentage of A and B grades compared to the State.

2020 Preliminary HSC School vs State Grading Comparison – % 'A' & 'B' Grades				
Subject	A grades		B grades	
	Macarthur	State	Macarthur	State
EAL/D	22.22	11.03	33.33	25.85
English Advanced	44.44	21.18	42.22	43.78
English Extension I	64.00	39.61	36.00	41.74
English Standard	-	4.45	-	25.94
Mathematics Extension	22.22	28.64	62.96	27.68
Mathematics Standard 2	7.32	7.72	31.71	20.91
Mathematics Advanced	22.03	24.72	44.07	25.86
Biology	17.24	12.64	48.28	27.01
Chemistry	30.00	16.36	35.00	27.22
Earth and Environmental Science	12.50	11.30	12.50	25.15
Physics	5.00	16.01	40.00	27.78
Ancient History	33.33	16.08	33.33	26.38
Business Studies	10.78	13.61	52.17	28.35
Economics	15.38	23.97	30.77	33.56
Geography	54.55	19.21	45.45	31.41
Legal Studies	28.57	16.75	61.90	27.91
Modern History	25.00	17.13	35.00	28.87
Society and Culture	27.59	17.18	55.17	30.74
Studies of Religion I	17.24	14.80	27.59	30.68
Studies of Religion 2	20.00	16.30	60.00	34.22
Indonesian Continuers	66.67	32.50	33.33	41.25
Agriculture	50.00	17.21	50.00	25.64
Design and Technology	30.00	19.92	35.00	29.17
Software Design and Development	28.57	19.54	42.86	26.35
Textiles and Design	10.00	24.02	60.00	31.96
Drama	45.45	28.09	27.27	37.26
Music I	36.36	20.24	54.55	35.54
Music 2	100.00	50.51	-	33.41
Visual Arts	18.18	21.98	63.64	33.58
PDHPE	31.03	13.83	65.52	27.73

The Higher School Certificate

In 2020, Macarthur Anglican School presented 84 students for the Higher School Certificate. Thirty-subjects were presented at Macarthur in 2020. 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.

Macarthur was ranked 78th overall out of over 800 school which had candidates sit the HSC in 2020 and was the top scoring school in the region (SMH 17/12/2020). This placed Macarthur in the top 10% of Schools. Macarthur was ranked 38th out of all NSW Independent Schools.

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

Of the 84 students who sat the HSC, 92 Distinguished Achievement results were recorded on the NESA HSC Honour Roll for Students who attained a Band 6 or Band E4 Extension result.

13% of students who presented for the HSC in 2020 attained ATARs of 95 and over. 29% of students received an ATAR of 90 or higher. 41% of students received an ATAR of 85 or higher. 50% of students received an ATAR of 80 or higher. 66% of students received an ATAR of 70 or higher.

Table 3	2020	2019	2018	2017	2016
Students who achieved a Band 6 result	44%	60%	41%	32%	35%
Students who achieved a Band 5 result or above	85.4%	89%	35%	82%	75%

Ahlana Sklenar was the Dux for 2020. Ahlana achieved an ATAR of 98.90. Ahlana is studying Advanced Science at ANU.

Jayden Taylor (ATAR 98.80), along with Aislinn D'Arcy (ATAR 98.50) were recognised as 'All Rounders' for attaining Band 6/E4 results in at least 10 units. James White (ATAR 98.75) achieved a Band 6 in 9 units studied.

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

Jade Errington achieved 13th place in the State for Mathematics Standard 2.

Student Work Selected for Statewide Recognition

Thomas Mackie was nominated for HSC 'Shape' (Design & Technology) showcase, Daniel Kokic was nominated for HSC 'ENCORE' (Music 1 - Musicology) and Jonathan Kennedy was nominated for HSC 'OnSTAGE' (Drama monologue).

In 2020 two accelerated students (in Year 10 and Year 11 cohort for 2020) studied and completed Mathematics Extension 1 and Mathematics Extension 2 at the HSC level.

Peter Cruz (Year 10)	Mathematics Extension 1 (94%)
	Mathematics Extension 2 (89%)
Arnav Gupta (Year 11)	Mathematics Extension 1 (90%)

Mean, Median, Highest Year 12 ATAR Results

	2020	2019	2018	2017	2016
Mean	77.40	81.50	74.21	75.59	72.9
Median	80.20	84.43	79.43	76.25	74.3
Highest	98.90	99.35	99.7	99.35	98.15

Variation from State Mean

For the vast majority of subjects, the results were well above the State Average. Subjects where students achieved greater than 10% above the state mean included Geography (11.39%), Ancient History (10.50%) and Personal Development, Health and Physical Education (10.48%)

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

Subject	% Band 5 & 6 results at Macarthur	% Band 5 & 6 results in State	School/State Variation
Agriculture	79.96	72.61	7.35
Ancient History	82.60	72.10	10.50
Biology	74.56	72.39	2.17
Business Studies	80.04	71.99	8.05
Chemistry	80.83	75.52	5.31
Design & Technology	76.57	78.54	-1.97
Drama	82.36	79.62	2.74
Earth and Environmental Science	76.30	71.75	4.55
Economics	77.92	77.02	.90
English Advanced	79.62	81.33	-1.71
EAL/D	76.60	70.27	6.33
English Extension 1	41.84	41.66	.18
English Extension 2	42.34	39.43	2.91
English Standard 2	66.96	69.93	-2.97
Geography	85.84	74.45	11.39
History Extension	39.80	38.36	1.44
Indonesian Continuers	86.84	81.47	5.37
Indonesian Extension	38.56	40.59	-2.03

Legal Studies	81.02	74.97	6.05
Mathematics Advanced	84.40	79.20	5.20
Mathematics Extension 1	81.48	78.49	2.99
Mathematics Extension 2	86.50	81.46	5.04
Mathematics Standard 2	75.62	68.40	7.22
Modern History	76.94	72.53	4.41
Music Extension	45.90	45.10	.80
Music 1	88.55	81.56	6.99
Music 2	84.67	87.03	-2.36
Personal Development, Health and Physical Education	82.94	72.46	10.48
Physics	83.36	73.99	9.37
Science Extension	41.10	37.04	4.06
Society and Culture	85.12	76.78	8.34
Software Design and Development	82.36	73.82	8.54
Studies of Religion 1	37.06	37.69	-.63
Studies of Religion 2	71.15	75.50	-4.35
Textiles and Design	77.80	79.78	-1.98
Visual Arts	84.20	81.02	3.18

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

In 2020 two teachers achieved Proficient Teacher Status - Brianna Iturra and Sabrina Symington.

4 teachers moved to Experienced Teacher under the Association of Independent School’s ISTAA Accreditation system this moved these 4 teachers from Band 2 to Band 3 under the Teacher’s Staff Agreement (MEA).

Teacher Qualifications

The 2020 details of all teaching staff responsible for delivering the curriculum for which the School is registered and accredited is outlined in the table below. The 2019 figures are in brackets.

School Staff

Teaching staff	81 [79]
Full time equivalent teaching staff	75.4 [72.4]
Non-teaching staff	42 [44]
Full-time equivalent non-teaching staff	31.2 [31.8]

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	81
Teachers who have qualifications as a graduate from a higher education institution from within Australia or are recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described on (a) and (b) but have successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Staff Professional Learning in 2020

This year, staff at Macarthur continued to work together to build a strong academic environment for our students. The COVID-19 pandemic meant a great deal of Professional Learning moved to an online platform, much like the learning for students.

The Macarthur Staff Conference was unable to proceed due to the COVID-19 restrictions.

However, Professional Learning still continued as staff at Macarthur were forced to pivot to online learning. There was a need for staff to upskill very quickly in technology that allowed the online platform to be helpful and to discover what online learning strategies were effective.

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

- Child Protection Training Course (NSW Policy) - 2 hours
- International Policy at Macarthur – 1 hour
- Staff Dress and General Appearance – 1 hour

All Teaching Staff took part in 2 sessions of Professional Learning which examined our response to online learning and reviewed the lessons learnt after a survey was distributed to students, parents and teachers.

Additionally, a Professional Learning session on ‘Porn and Social Media’ by Rev. Marshall Ballantine was held via a zoom session.

COG (Community of Growth) Groups

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

Professional Courses Attended by Staff

The specialist areas outlined in the table that follows indicate the diversity of professional learning that took place in 2020 amongst Macarthur staff.

Description of Professional Development Learning Activity 2020	Hours per Person	Staff
AHISA Director of Studies Conference Web Conference	4	2
AIS Building Career Possibilities Through Partnerships - Online	2	1
AIS PDHPE Assessments - Online	5	4
AIS Primary Curriculum Requirements for Registration	5	2

AIS Supervising Teachers Progressing to Proficient Teacher - Online	6	1
AIS Support Teachers Network Meeting	1	1
AIS Teacher Leaders	13	1
Annual Archbishop's Day for Chaplains - Online	3	1
Anxious Heads, Troubled Hearts - Online (Anglican Edcomm)	1.5	5
Beavis Fellowship Research	13	3
Becoming Accredited at Experienced Teacher through the Standards-based Path	5.5	1
Behavioural Management for Students with Autism - Online	3	3
Body Brain Belonging Workshop	2	1
Chemistry Lectures for Year 11 Teachers - Online	6	1
Chemistry Lectures for Year 12 Teachers - Online	6	1
Cherry Hood Art Workshop	21	3
Classroom Observations and Providing Feedback - Online	5.5	1
Cornerstone Teacher Learning Conference	5	1
CPA Australia - Online Learning Course	26	1
Creating Your Experienced Teacher Digital Portfolio - Online	5	2
Cyber Security for Finance - Online	2	1
Disability Standards for Education Assistants (Online)	3	1
E-Safety Webinar (Sydney Diocese)	1.5	1
EAL/D Implications of 2019 HSC - Online (ETA NSW)	3	1

EAL/D Learning & Planning Day	14	1
EdComm Conference	2.5	1
Edu Tech Virtual Conference	16	5
English EAL/D Handover Day	7	1
English ESL Planning Day	7	1
English Extension Planning Day	6	1
English Extension Preparation of Resources	4	1
English Marking (MAS)	2	1
English Planning Day	7	2
Expanding Emotional Intelligence in Learning Setting - Online	1.5	1
First Aid Training Course (Re:Viva First Aid)	7	36
First Lego League (Walt Disney Co & Lucas Film Aust)	6	3
Geography Programming Day	4	1
HSC Agriculture Marking - Online	35	1
HSC Business Studies Marking	73	1
HSC Design & Technology Marking	46.5	1
HSC Disability Provisions: The why, how & what happens - Online	2	1
HSC Drama Written Marking	8	1
HSC Economics Conference	3.5	1
HSC Feedback Day (MANSW)	4	1

HSC Geography Marking	59.5	1
HSC Indonesian Beginners Assessing (NESA)	7	1
HSC Indonesian Extension Judging	10	1
HSC Indonesian Marking	35	1
HSC Mathematics Extension Course	11	1
HSC Music Marking	7	1
HSC Music Trial Marking	5	1
HSC Physics Marking	16	1
HSC PIP Marking	41	1
HSC Science Extension Marking - Online	33.5	1
HSC Senior Marker for Music Practicals	98	1
HSC Society & Culture Pilot Marking	30	1
HSC Technology & Creative Design Major Work Marking	7	1
HSC Visual Arts & Textiles Marking	7	1
HTA Webinar - Julius Caesar & The Fall of the Republic	1	1
HTA Webinar - The Augustan Age	1	1
HTA Webinar - Writing for Modern History	2	1
Human Responsibility amid Global Complexity - Online	2	1
Hunter Conference - Shifting Thinking (NSW Dept Ed)	6	1
Inquiry Learning: The Whats, Whys & Hows - Online	5	1

International Churchill Conference	10	1
International Diagnostic & Admissions Test - Online	1	1
IPSHA Umbrella Meeting Librarian	2	1
IST Planning Day	5	1
Languages Programming Day	7	3
Life Skills Programming Day	6	1
Madina Planning Day	4	1
Managing Casual Employee Contracts in 2020 - Online	2	1
MANSW Conference	6	1
Medina Programming Day	7	1
Meet the Markers - Chemistry (STANSW) - Online	2	1
Meet the Markers - Earth Sciences Exam Analysis - Online	2	1
Meet the Markers - Extension Science Exam Analysis - Online)STANSW)	2	1
Meet the Markers - Science & Agriculture (STANSW)	5	1
Meet the Markers - Science & Agriculture (STANSW) - Online	2	1
MET Workers Insurance Webinar Series (ICARE)	10	4
Mindfulness Based Stress Reduction (Openground Mindfulness	30	1
Mini COGE Course - Online	16	2
Music Programming Day	7	1
NAPLAN Scout Data Analysis	6	1

NCCD Evidence and Moderation Training - Online	2	1
NESA Exam Committee Meeting	7	1
Peer Support Australia - Online	2	1
Peer to Peer Training	3	1
Positive Partnerships - Autism, Visual Supports, Planning Matrix(Online)	10	2
Preparing for 2020 HSC Science Ext Exam - Online (Crooked Science)	5	1
Reportable Conduct Masterclass	7	1
School of Law - Online (LawSense)	8	1
Science Stile & Programme Preparation	2	1
Science Teachers Workshop - Online (Uni of Syd)	4	1
Social Science Programming Day	4	1
Society & Culture Planning Day	6	2
Standard Setting Operation - Agriculture	10.5	1
Studies of Religion HSC Teacher Inservice (ISRA)	6	1
Sydney Morning Herald Schools Summit Conference	8.5	2
Teaching HSC Music Course 2	6	1
Technology & Creative Design Planning Day	5	3
The Neuroscience of Learning and Leading - Online	2	1
The Teaching Writing Toolkit (Cornerstone Teacher Learning)	5	1
Theology Exams	6	1

Trial HSC Business Studies Workshop Marking	12	2
VADEA Inspire - Online	6	1
Viewing of Experienced Teacher Digital Portfolios 2020	2.5	1
Winston Churchill: Soldier, Politician & Statesman (Oxford University UK - Online	100	1
Workplace Investigations Masterclass	7	1

Attendance (in person or online) at Professional Learning courses is the primary method of professional learning at Macarthur, although it is not limited to this. Teachers new to Macarthur are inducted into the school through a 12-month programme. New Scheme Teachers and teachers new to Macarthur are assisted with a mentoring programme as they manage the process of accreditation with NESAs. A number of staff are also pursuing other tertiary qualifications. A number of staff were involved in Faculty Programming Days in order to become familiar with, plan and programme for new curriculum and online learning accordingly.

Many staff also attended workshops and seminars run by the Association of Independent Schools, Western Sydney University, ATEsOL, MANSW, ALEA, PETAA, Teacher Training Australia and various professional associations. In addition to this, 12 teachers of the Secondary School staff were selected to assess, mark or judge the HSC practical or written examination papers. Several Macarthur staff were also selected to be pilot markers, senior markers and Judges this year. This professional learning is invaluable for both our staff and students.

HSC Marking

In 2020 Macarthur staff were engaged in marking in the following courses:

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

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

Subjects in which Teachers Undertook HSC Marking

Design & Technology	English Extension 2	Legal Studies
Drama	Geography	Mathematics Standard 2
English Advanced	Indonesian Continuers	Society & Culture
EAL/D	Indonesian Extension	Visual Arts
Music	Textiles & Design	

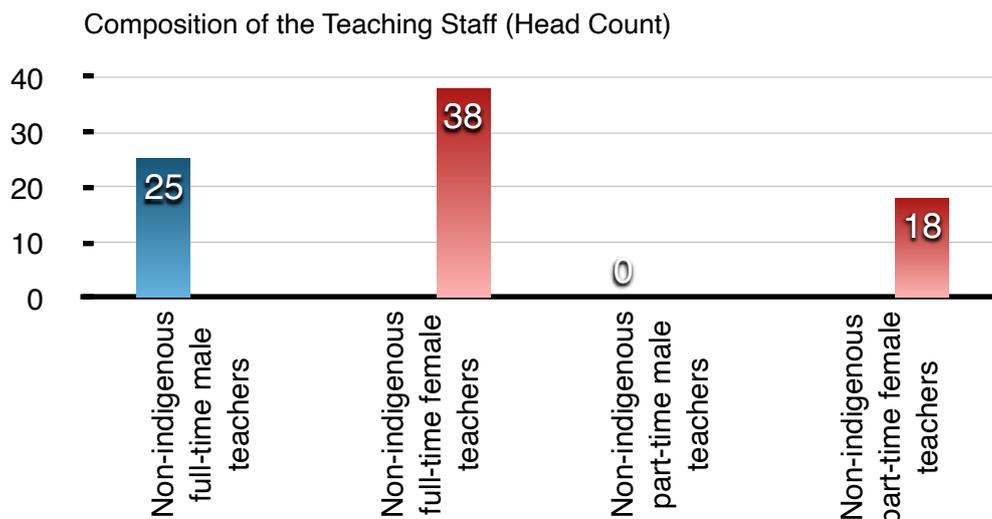
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WORKFORCE COMPOSITION

Composition of the Teaching Staff – 2020

The non-indigenous full-time teaching staff as reported in the 2020 Annual Census, consisted of 25 male teachers, including the Headmaster, and 38 female teachers.

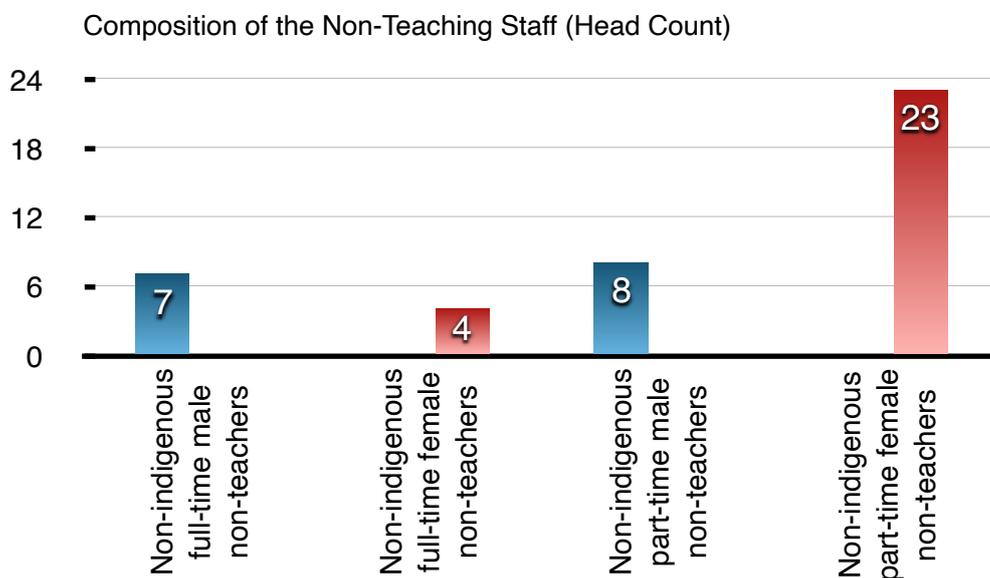
Non-indigenous part-time teaching staff consisted of 0 male teacher and 18 female teachers, totalling a full-time equivalent of 12.2



Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 7 males and 4 females.

Non-indigenous part-time non-teaching staff consisted of 8 males and 23 females, totalling a full-time equivalent of 20.1



Totals

The full-time equivalent number of teaching staff, including the Headmaster, is 74.20, supported by the full-time equivalent number of non-teaching staff of 31.00

Indigenous Staff

No indigenous staff are currently employed in the school.

When updated to display 2020 data, this information is also available on the My School website at: <http://www.myschool.edu.au>

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STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Attendance

The attendance of students in 2020 was impacted by COVID-19. There was a period during May in which students were learning online from home. This has impacted slightly the attendance calculations for Kindergarten, Year 11 and Year 12 calculations.

The average daily student attendance rate for 2020 was 95.83%. This higher than the attendance rate reported for 2019 of 93.46%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2020 to the Australian Government Department of Education. Rates calculated for Kindergarten, Years 11 and 12 (below) and the school as a whole (above) have been calculated separately. Students granted special extended leave by the Headmaster were not included in this calculation, although absences incurred because of family holidays were included.

The average attendance rate for 2020 for each grade is shown in the following two tables:

Primary Cohorts

Academic Year	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	99.70%	95.35%	94.77%	94.46%	94.93%	93.00%	96.61%

Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	96.21%	96.85%	94.67%	90.68%	99.11%	99.43%

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

RETENTION OF YEAR 10 TO YEAR 12

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

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2011/2013	87	76	71	87%	82%
2012/2014	94	82	78	89%	83%
2013/2015	79	81	75	93%	86%
2014/2016	69	60	57	87%	83%
2015/2017	78	73	67	94%	86%
2016/2018	100	102	90	100%	90%
2017/2019	77	62	56	81%	73%
2018/2020	86	84	81	97%	96%

RETENTION 10-12 & POST SCHOOL DESTINATIONS

Year 10 and 11 Students who left school in 2020

Percentage of leavers			
Students who left at the end of Year 10		Students who left at the end of Year 11	
2020	2019	2020	2019
11 students/87	16.9%	6 students/102	15.1%

6 (six) Year 11 students left Macarthur in 2020 prior to completing their HSC. 11 students left at the end of Year 10. Of the students who left prior to Year 12, the majority of them left to pursue an apprenticeship or TAFE course or went to attend other schools outside the Macarthur Area. No student left during the course of their Year 12 studies.

The 2020 Year 10 leavers fell into several groups as determined by information provided to the School by students and their families upon leaving. These destinations are outlined in the table below. Percentages are shown for the 2020 cohort, with the percentages for the past five years' cohorts in the adjacent column for comparison

Destination for Students who left at the end of Year 10	%	Previous Years				
		2019	2018	2017	2016	2015
Other schools within the Macarthur area	18%	22%	33%	11%	-	20%
Other schools outside the Macarthur area	26%	28%	-	33%	33%	10%
Private Colleges			-	11%		0%
Apprenticeship Training or TAFE courses	40%	28%	33%	33%	50%	40%
Workforce			33%	11%	17%	-
Unknown	16%	22%	-	0		10%
Overseas			-	0		20%

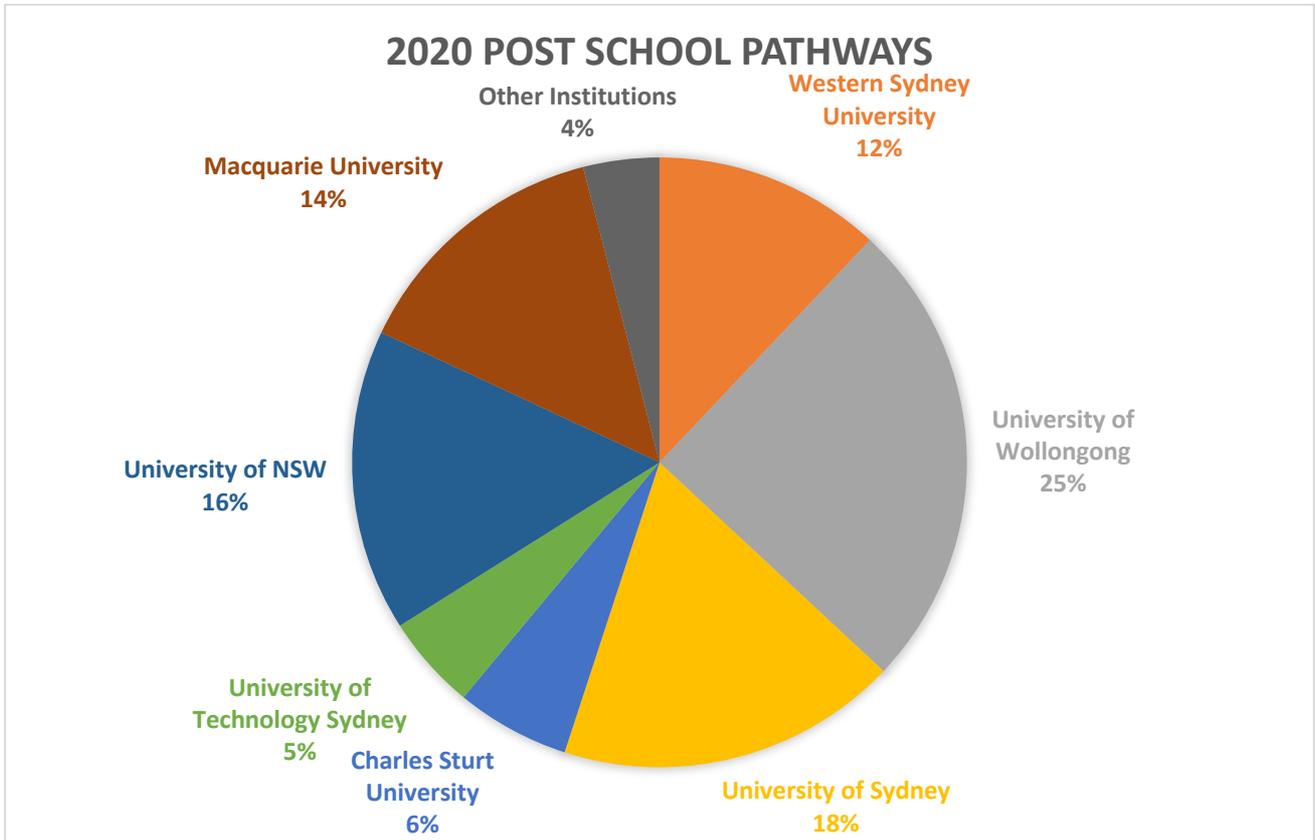
These figures show that in 2020, the main reason for students leaving was to attend other schools within the Macarthur area and students wanting to attending TAFE or training.

Students completing the HSC

A total of 84 students completed their senior secondary education at Macarthur in 2019, with 100% of the group successfully being awarded the Higher School Certificate. In addition to this, there was one Year 10 student and one Year 11 student who completed HSC Mathematics Extension 2 and Mathematics Extension 1 courses.

Post School Pathways

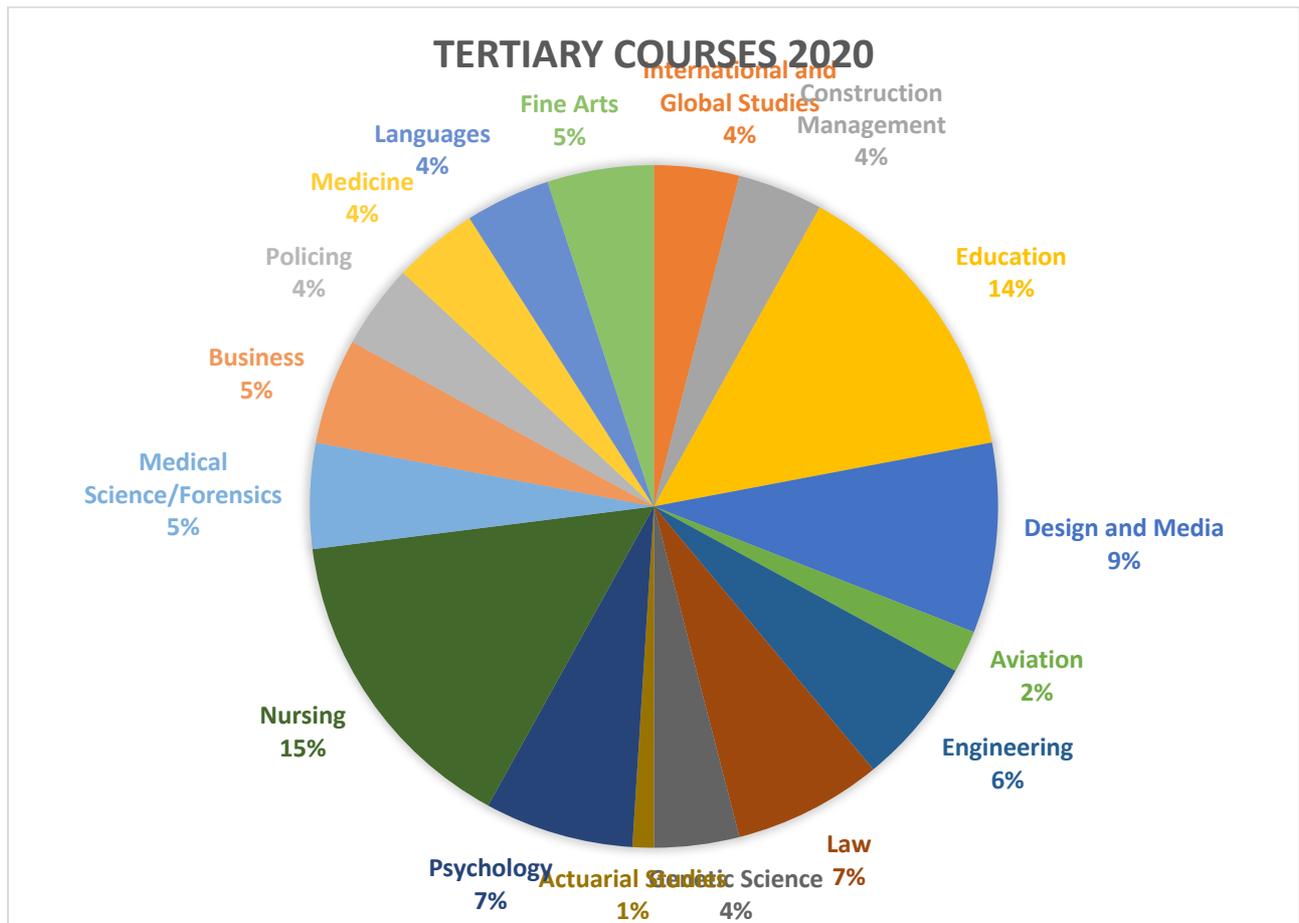
79 of the 84 Year 12 students applied for an ATAR. Of these, 80 students (97 %) received university offers and 85 % received an early round offer. Other university offers included 12 % at the Western Sydney University, 25 % of students have been offered places at University of Wollongong, 18 % at the University of Sydney, 6 % at Charles Sturt University, 5 % at University of Technology Sydney, 16 % at the University of NSW, 14 % at Macquarie University and 4% at other institutions. Refer to pie chart below.



Tertiary Courses

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

A small number (8) of Year 12 students who completed their HSC are either going into the workforce (6), or attending private colleges (2). This is similar to previous years.





Enter to Learn, Go out to Serve

Enrolment Policy and Procedures

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

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

A child can start Kindergarten at Macarthur at the beginning of the school year if they turn five on or before 30 April in that year (depending on Macarthur's assessment of the student's readiness). By law, all children must be enrolled in school by their sixth birthday. New enrolments are generally accepted for students from Kindergarten to the beginning of Year 11, with the main entry points being Transition, Kindergarten, Year 5, Year 7 and the beginning of Year 11. Macarthur does not enrol students for the final HSC year, nor does it enrol students who have extensively completed their Preliminary HSC year at another educational institution.

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

Rationale

General Enrolment Criteria

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

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

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

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

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

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

Macarthur Anglican School will also benefit from enrolling students with demonstrated compliance in the above areas.

The school will further benefit from students whose parents and families:

- Co-operate and support the School in matters of student discipline, dress and bearing and student participation in the School's academic, co-curricular, and Christian programmes.
- Fulfil their financial obligations to the school by making all payments of fees and associated charges at designated times.

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

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

Priority Enrolments

From time to time, especially during periods of high enrolment demand, the Headmaster will need to determine the priority or suitability of certain enrolments.

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

- Siblings of students already attending the School
- Children of Christian clergy or Teaching Staff
- Children of former students
- Children with close family and/or historical connections to the School
- A family affiliation with the Anglican Church
- A family affiliation with another Christian denomination and following that:
 - The gender balance within a cohort
 - Suitability and perceived commitment of students/parents to support the school's ethos and expectations.
 - Date of application.

Suitability will be determined on the notion of 'mutual benefit' outlined above.

The date of application will be calculated according to the number of days an application is received after a child's birth date. (ie. If a child's birth date falls on 20 March and their application is received one day later, they will take precedence over a child whose first birthday is the 10 March who submits an application five days later. This allows for students who are born later in the cohort to receive an even chance of securing a place.)

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

Enrolment of International Students

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

Enrolment of Students with Disabilities

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

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

Record Keeping of Enrolment Data

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

Enrolment Guidelines and Procedures

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

Enrolment Supervision and Record-Keeping

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

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

Records of past students are also maintained on the database and copies of critical files are stored electronically on online servers. In the first twelve months following a student's departure any hard copy files are transferred to the online server. Thereafter they are filed as archives indefinitely. At the time of writing this policy the school is also in process of archiving historical enrolment documents electronically.

The Process of Enrolment

Application for Enrolment

As the first step, families seeking a place for their child at Macarthur may submit an Application of Enrolment together with an Application Fee of \$350 following their child's birth date. Parents are encouraged to apply for enrolment as soon as their child is born.

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

School Invitation for Interview with Student and Family

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

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

For All Students

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

For students who have attended previous schools

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

School Interview with Student and Family

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

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

- The history of any learning difficulties or disabilities (if applicable).
- The fee structure of the school and the financial expectations of the School.

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

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

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

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

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

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

English and Additional Language Students

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

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

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

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

International Students

In the case of International students:

1. Macarthur is registered under the ESOS Act to provide courses to overseas students.
2. Detailed information on the enrolment of international students is contained in the International Student Manual.

Students with Disabilities

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

This policy is reviewed annually. The last textual change to the policy was May 2020.

Process of Enrolment at Macarthur Anglican School

Application for Enrolment

If parents would like to enrol a child they must first complete an Application of Enrolment after their child's first birthday and pay an Application Fee



Invitation to Enrolment Interview

Approximately 12-18 months before the anticipated commencement date parents and guardians will be invited, in priority order, via email by the Registrar to an enrolment interview. They will have 10 working days to respond and upload their child's documents.

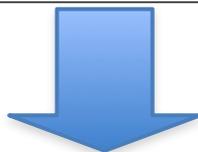
Enrolment Interview

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



Letter of Offer

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



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



Student is enrolled and ready to commence their schooling.

Conditions of Enrolment (T-12)

The Terms and Conditions of Enrolment have been developed in order to make as harmonious as possible the joint work of family and School in the education of a child. One of the features of the School's approach is the importance of cooperation and partnership with mutual understanding.

Interpretation

'Parents' include guardians or any other person who has Registered a child for future enrolment or enrolled a child at the School and, where the child has only one parent, means that parent.

Fees

1. Parents agree to pay:
 - a. the applicable Enrolment Fee, Enrolment Confirmation Fee and Capital Contribution by the due date; and
 - b. all the School fees for Tuition, the Student Activity Fee, additional fees for excursions, camps and the supply of goods and services to the student as determined by the School and as advised by the School from time to time.
2. All fees are due upon receipt of the annual school fees invoice sent to parents in January of each year.
3. Parents agree that:
 - a. if they do not pay the fees in full by the end of week two of Summer Term they must complete and submit to the Accounts Office a Paysmart™ payment form; and
 - b. if the fees are not paid in full by the conclusion of week two of Summer Term and parents have not completed and submitted a Paysmart™ payment form by the same date, the fees account will then be overdue.
4. Where fees are paid by the same person a sibling discount applies to the second, third and subsequent children where these students are enrolled at the School at the same time.
5. If an account for fees and/or charges is overdue the student's enrolment may be suspended and the School may subsequently without further notice refuse entry to the student or terminate his/her enrolment until the overdue fees account is paid.

6. Immediate contact should be made with the Business Manager if parents anticipate any difficulty in the payment of fees.
7. A full term's notice in writing must be given to the Headmaster before any student is removed from the School. The notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, parents agree to pay one term's fees plus GST. This amount is a genuine pre-estimate by the School of the loss that it would suffer due to forward planning if parents do not provide the required notice.
8. No remission of fees, either in whole or in part, will be made if the student is absent due to illness, leave or suspension including attendance at camps, excursions or overnight trips that form part of the compulsory curriculum of the School.
9. Parents authorise the School to incur expenditure on their behalf such as for purchases of books, stationery and equipment, and to advance such fares from time to time as the School considers necessary.
10. Parents agree to pay all medical and ambulance expenses incurred on behalf of the student.

Expectations and Behaviour

11. Parents must support the School and understand that the School is a Christian community and that behaviours and attitudes based on Christian values are encouraged. All communication between students, parents, visitors and staff members should be conducted in a courteous and respectful manner. Confrontation and criticism in public is to be avoided and parents accept that there is no place in the School community for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments whether in person, in writing or online.
12. The School encourages parents to be actively involved in the School through attendance at parent-teacher interviews and parent events, participation in courses offered by the School relevant to the student's education and assistance to the School in a voluntary capacity from time to time.

13. Parents agree to support the values of the School and to abide by the rules of the School as set out in various publications including the School Diary. Students must do the same and parents agree to encourage students in this. The School has specific requirements in relation to discipline, homework, uniform, attendance and leave, which parents must understand and which they must agree to support.
14. The School may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. All students must participate in and/or attend the following activities, as determined by the Headmaster:
- a. Chapel Services, Biblical Studies and Christian Education Programmes and Assemblies;
 - b. co-curricular activities;
 - c. the School sports and music programmes including required attendance as spectators or audience at events as directed by the School;
 - d. important school events such as end of year prize giving assemblies, Speech and Awards Night and House functions and other events as required by the Headmaster from time to time;
 - e. various camps including the annual Outdoor Education Camp for each year group from Years 3 to 12; and
 - f. excursions, including overnight excursions, that occur from time to time as an integral part of the School curriculum.
15. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a term and/or late return from breaks are considered only in the most extreme cases and must be applied for in writing to the Headmaster.

Exclusion From the School

16. If the Headmaster, or any person deputising for the Headmaster, considers that a student is guilty of a serious breach of the School rules or has otherwise engaged in conduct that is prejudicial to the School or its students or staff, or where the parent or the student have failed to comply with these conditions of enrolment, the Headmaster or his deputy may exclude the student permanently or temporarily at their absolute discretion.
17. If the School Council or the Headmaster believes that a mutually beneficial relationship of trust and co-operation between a parent and

the School has broken down to the extent that it adversely impacts on that relationship, then the School Council or Headmaster may require the parent to remove the student from the School.

18. The Headmaster may, by giving parents reasonable notice, ask that they remove the student from the School at the end of a school year where the student has, in the Headmaster's opinion, failed to meet the requirements of the New South Wales Education Standards Authority (NESA) or has otherwise failed to make satisfactory progress in his or her academic work.
19. The School will only exercise its powers under clause 16 and 17 to exclude a student permanently if it has provided the student and the parents with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond. No remission of fees will apply in any case of permanent exclusion of a student.

Health, Safety, Welfare and Wellbeing

20. Parents acknowledge and agree that:
 - a. they have supplied to the School all information prior to the enrolment of their child that may impact on the student's full participation in the School's educational, sporting, co-curricular and outdoor education programmes and that they have fully disclosed any special needs (including but not limited to any medical, physical, learning or psychological needs) which the student has;
 - b. they will notify the School immediately where any disclosed special needs change or where any special needs arise, or there are any changes to the information they have supplied and will on an ongoing basis provide to the School copies of medical reports or developmental assessments, such as reports from paediatricians, psychologists, speech therapists, occupational therapists, or other professionals, pertaining to the student's development; and
 - c. they will complete the student's medical form accurately and provide annual updates to the School.

Failure to supply this information may result in the exclusion of the student from the School where parents have chosen not to disclose such information or sought to mislead the School by not providing all relevant information.

21. Parents agree to give the School notice of any change in contact details as soon as practical including.
22. The School seeks to maintain an environment that is safe for all students and in which learning can take place. Parents agree that to this end the Headmaster or his nominee may search the student's bag, locker or other possessions where there are reasonable grounds to do.
23. If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if parents are not readily available to authorise such treatment, parents authorise the Headmaster or, in his absence, a responsible member of the School staff, to give the necessary authority for such treatment. Parents agree to indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.
24. The School requires parents to observe School security procedures as they apply from time to time for the protection of students.
25. If parents wish to collect their children for early departure or speak in person to them they are to report to the Heads of School Office or the Administration Centre.
26. A student's personal property is not insured by the School and the School does not accept any responsibility for loss.

Privacy

27. The School may from time to time collect personal information about parents and students which may be necessary for the School's function or activities. Parents authorise the School to use and disclose information in such a manner as the Headmaster may deem appropriate for the purposes of the student's education, health, care, welfare or development. Parents acknowledge they have read the School's Privacy Policy and Standard Collection Notice available for download from the School website.
28. Parents give permission for photographs and videos of the student to be placed in the School's records, displayed from time to time around the School, and published in School publications, on its website, on the School's social media sites, and in other marketing and promotional

material.

29. Where relevant, parents agree to provide to the School all current Family Court or other court orders relating to the School and/or the student. The School's Privacy Policy deals with the confidentiality of such information.

General

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



Complaints and Grievances (*Executive Summary*)

Macarthur Anglican School is committed to the development of a complaints and grievance procedure that allows parents, students, members of the public and staff to make complaints when dissatisfied with an aspect of the school.

Rationale

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

There are essentially four areas of complaints:

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

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

Complaint Handling Principles

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

Parental Complaints

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

An open school is one that:

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

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

What constitutes a Complaint

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

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

A complaint may be made about:

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

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

Lines of Approach

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

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

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

Reducing Anxiety

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

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

Recording

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

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

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

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

Procedural Fairness

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

Confidentiality

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

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

Anonymous Complaints

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

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

Resolution

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

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

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

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

Intractable Complaints

There may be a small minority of persistent or aggressive complainants who will never be satisfied. The School may discover on investigation that the complaint was without foundation, motivated by malice or without sufficient evidence. Nevertheless, it is wise to treat all complaints seriously and to follow the procedures. Most complaints can be resolved if approached positively. If a complaint becomes intractable, it may be due to its nature or the way in which it was handled. It may of course be possible that the parent perceives the school to have 'closed ranks' against him or her.

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

Support

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

Student Complaints

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

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

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

Review

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



MACARTHUR ANGLICAN SCHOOL

Established traditions, proven success!

Student Health and Welfare *(Executive Summary)*

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

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

Pastoral Care

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

Education at Macarthur focuses on the complete student and as such encompasses more than academic outcomes. Macarthur has developed a Pastoral Care Programme, T-12, which endeavours to promote resilience within students as well as providing a caring environment and assistance when students encounter difficulties within their lives.

Pastoral Care at Macarthur is both proactive and re-active in that it responds to crisis within students and their parents' lives as well as preparing them to deal with crises before they occur.

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

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

Allergy Awareness and Students at Risk of Anaphylaxis

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

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

Asthma Management

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

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

Individual Health Care Plans

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

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

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

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

Sun Protection

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

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

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



Student Mental Health Management Policy (Executive Summary)

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

Rationale

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

Distress versus Depression

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suggested Mental Health Services

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

Headspace Campbelltown
Level 8,
171 - 179 Queen St
Campbelltown.
Postal address is:
PO Box 1138, Campbelltown
NSW 2560
Opening Hours:
Monday to Friday 9am - 5pm
Ph: 4627-9089

Fax: 4627-0889

www.headspace.campbelltown@onedoor.org.au/

beyondblue

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

1300-22-4636

Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year old
The service is designed to make it easy as possible for a young person and their family to get the help they need for problems affecting their wellbeing. This covers four core areas: mental health, physical health, work and study support and alcohol and other drug services. Any 12-25 years old can access these services by calling or emailing Headspace.
Services at a headspace centre are either free or have a low cost.

beyondblue is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance misuse disorders in Australia. Resourceful website. The beyondblue Support Service provides advice and support via telephone 24/7 (just call 1300 22 4636), daily web chat (between 3pm-12am) and email (with a response provided within 24 hours). The Beyond Blue organisation provides a list of support services available for those suffering with mental illness.
<https://www.beyondblue.org.au/get-support/national-help-lines-and-websites>

Lifeline

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

Call 13-11-14 24/7

Crisis Support Chat 7pm –
Midnight daily

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

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

Relationships Australia

www.relationships.com.au/

1300-364-277

Relationships Australia is a leading provider of relationship support services for individuals, families and communities. We aim to support all people in Australia to achieve positive and respectful relationships.
They community-based, not-for-profit Australian organisation. Our services are for all members of the community, regardless of religious belief, age, gender, sexual orientation, lifestyle choice, cultural background or economic circumstances.
We offer services around the country that include [counselling](#), [family dispute resolution \(mediation\)](#) and a range of family and community support and [education programs](#).

Kids Helpline

www.kidshelp.com.au

Phone 1800-55-1800

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



MACARTHUR ANGLICAN SCHOOL

Established traditions, proven success!

Student Bullying and Harassment *(Executive Summary)*

Bullying

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

Bullying can take many forms including:

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

Harassment

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

Our Commitment to Prevention of Bullying and Harassment

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

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

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

Reporting Concerns about Bullying or Harassment

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

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

Responses to Bullying

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



Enter to Learn, Go out to Serve

Student Behaviour and Discipline Policy

(Executive Summary)

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

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

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

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

Promoting Good Behaviour and Discipline

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

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

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

The Guiding Principles of the School's Expectations

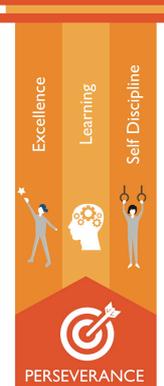
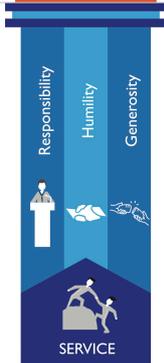
Macarthur Anglican School is a Christian School. Consequently, student expectations are built on three key Christian Principles:

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

The Pillars of the Macarthur Way

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

The 'Pillars' are based on three underlying foundational values of Grace, Perseverance and Service and are outlined below.

	Respect	Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.
	Integrity	Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions.
	Honesty	Seek and communicate the truth by committing to be trustworthy and reliable in all that you do.
	Excellence	Strive to make everything one does better than before.
	Learning	Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.
	Self-Discipline	Seek to control your feelings and actions so that you do what is right and proper without the need for external influences and encourage others to do the same.
	Responsibility	Be accountable for and in charge of one's own actions – spiritually, personally, socially, environmentally and within the community.
	Humility	Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God.
	Generosity	Seek to be generous in time and resources to those that are less fortunate than ourselves.

Specific Student Behavioural Expectations and Procedures

Anti-Bullying Procedures

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

The School identifies bullying in the following way:

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

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

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

Procedures:

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

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

Uniform Requirements

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

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

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

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

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

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

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

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

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

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

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

Make-up: Not permitted.

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



**Summer Uniform:
*Junior School***



Winter Uniform:

Senior School (L) and Middle School (R)



**Winter Uniform:
*Junior School***

SPORT UNIFORM

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

Middle School and Senior School



Junior School



Please note that Transition wear this uniform each day.

Personal Boundaries

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

Respect and Care for School Property and the Environment

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

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

Behavioural Expectations at Formal Occasions

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

Fighting and Violence

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

Dangerous Weapons

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

Smoking/Vaping/Alcohol/Illegal Drugs

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

Appropriate Use of ICTs at School (some general principles)

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

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

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

Managing Your Online Communication

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

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

Cyber-Bullying

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

Appropriate Use of School iPads

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

Appropriate Use of Mobile Phones

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

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

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

Maintaining Academic and Personal Integrity

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

Sanctions for Inappropriate Use of ICTs

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

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

General Consequences for Poor Behaviour

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

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

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

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

Strategy 1

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

Strategy 2

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

Strategy 3

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

Strategy 4

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

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

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

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

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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

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

Suspension and Expulsion

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

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

Procedural Fairness

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

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

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

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

Raising Issues, Concerns and Making Complaints

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

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

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

SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS

Strategic Pillar	Targets
1	<p>The Chaplain to review and then enhance Biblical Studies teaching and learning programmes so as to provide robust, stimulating and academically challenging courses (K-9) and Biblical Studies seminars for Year 10, 11 and 12 through broader staff involvement.</p> <p>Provide support and strengthen student involvement in Christian Leadership opportunities and experiences through CRU as well as School based groups such as Oasis, Bible Studies and Faith in Action</p>
2	<p>Cultivate a growth mindset among students which will help them develop self-efficacy, embrace challenges, see mistakes as learning opportunities and develop scholarly independence by valuing feedback and taking responsibility for their own learning.</p> <p>Enhance the focus on innovation and research in all aspects of the School's teaching and learning environment through the operations of the Innovation and Research Centre (IRC) and seek ways to use the IRC for cross curriculum deep thinking activities.</p>
3	<p>To provide a greater opportunity for students to become involved in co-curricular activities through a diversity of options that will help to engage students outside of the classroom.</p> <p>To increase the involvement of all students, particularly girls in STEM activities, including Computer Programming and Robotics, further building on the existing groups.</p> <p>Review the co-curricular music programme in light of the recent restructure.</p> <p>Review the appointment of the co-ordinator of D of E to enhance that administration of that programme.</p>
4	<p>Continue to improve the communication with the School community via the electronic Bulletin, email and permission notes via 'Smart Schools'.</p> <p>Further plan and implement the introduction of a Macarthur Parent Portal improving online communication with parents including the potential for parents to access administration documents and academic reports.</p> <p>Explore Cyber safety strategies to better protect and educate the students.</p> <p>Continue to review the School database and seek efficiencies in that system.</p>
5	<p>Confirm and further build the relationship with the Grace Schools in Bangladesh allowing Macarthur student the opportunity to support this around the world who are less fortunate than themselves.</p> <p>Establish a 'coalface' activity in the local community that aims to expose the students to needs within the local community and seeks ways to support local initiatives.</p> <p>Send an executive member of staff to explore outreach opportunities in Bangladesh.</p>

SCHOOL DETERMINED ANNUAL IMPROVEMENT TARGETS
2020 (CONT)

Strategic Pillar	Targets
6	<p>Establish a portfolio of Alumni who have engaged with and utilised their Asian language skills or worked in Asian countries to be ambassadors within the School to help promote Asia literacy and its relevance to employment and study opportunities for the students.</p> <p>Look at an Asia study tour (eg Indonesia, China or Japan) for staff to be up skilled in knowledge about Asian countries and enhance their own Intercultural competence/understanding.</p>
7	<p>To implement the recent changes to the Teacher Accreditation Act including the structure and implementation of the new TAA guidelines and further improve the processes around the orientation of teachers, bringing the goals of the orientation in line with NESAs Teacher Accreditation Guidelines.</p> <p>To improve School monitoring of teachers seeking maintenance of Accreditation at the 'Proficient Teacher' level by providing NESAs endorsed accredited courses and continuing to build staff capacity and individual and collaborative professional learning through the Peer Learning Programme (PLP) and Professional Experience Programme (PEP).</p>
8	<p>Continue to establish programmes of community engagement.</p> <p>Seek ways to better engage Alumni with the School with the potential for them to be involved in sport, co-curricular as well as academic engagements with students.</p>
9	<p>Develop the online advertising that commenced last year evaluating its success and areas for modification.</p> <p>Regular financial report updates are to be provided to Faculty Heads, relevant supervisors and Senior Staff, communicating current year to date expenditure against approved Budget for their cost centre.</p>
10	<p>Begin the construction of Phases 1A and 1B of the Integrated Studies Building and plan for Phase 2 - the remodelling of the vacated buildings.</p> <p>Plan for the expansion of the Junior School in 2022 into three streams.</p> <p>Plan for the expansion of the secondary years with the expansion of Year 7 2022 into five streams.</p>

Promoting Respect and Responsibility

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

Leadership Opportunities

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

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

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

VALUES AND PRINCIPLES OF THE MACARTHUR WAY

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

SCHOOL MISSION

To provide an education that in its content and environment allows for full individual development in the spiritual, academic, physical, artistic/creative and social domains based on a clear biblical perspective in accordance with the doctrines and principles of the Anglican Church of Australia in force in the Diocese of Sydney.

PURPOSES AND PRIORITIES

In pursuit of its Mission, Macarthur Anglican School will:

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

THE PILLARS OF THE MACARTHUR WAY

Macarthur is a Christian School and its intention and desire is that the values underpinning all that is done in this community is inspired by, can be found within and are expressed through the Bible.

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

The 'Pillars' are based on three underlying foundational values of Grace, Perseverance and Service and are outlined below.

Learning - Seek to always grow in knowledge, skills and understanding and be wise in its application using it in a way that is morally right.

Excellence - Strive to make everything one does better than before.

Integrity - Act in accordance with principles of moral and ethical conduct, and ensure consistency between words and actions.

Respect - Respect and care for yourself and others, appreciate individual and cultural differences and their uniqueness by always being polite and courteous to others.

Self-Discipline - Seek to control your feelings and actions so that you do what is right and proper without the need for external influences and encourage others to do the same.

Honesty - Seek and communicate the truth by committing to be trustworthy and reliable in all that you do.

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

Humility - Consider the best interests of others first and acknowledge that personal success is not for self, but for the glory of God. Generosity - Seek to be generous in time and resources to those that are less fortunate than ourselves.

Generosity - Seek to be generous in time and resources to those that are less fortunate than ourselves.

STUDENT WELFARE AND CONDUCT AT MACARTHUR

YEAR 5 - YEAR 12

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

RESPECT AND CARE FOR OURSELVES

It's very hard to love others when we don't value ourselves. The Bible tells us in many places that we are all loved by God and are valuable to Him. We can respect and care for ourselves by:

- Doing our best in all curricular and co-curricular activities to develop our intellect, abilities and talents;
- Reinforcing school learning by completing all required homework;
- Attending to personal appearance and hygiene such as being well-groomed and wearing the school uniform properly;
- Speaking appropriately without swearing or blaspheming; and
- Rejecting involvement with smoking, alcohol and other drugs.

RESPECT AND CARE FOR OTHERS

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

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

- Listen to and obey those in authority, such as teachers, prefects, transport monitors, house captains, canteen and other staff.

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

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

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

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

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

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

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

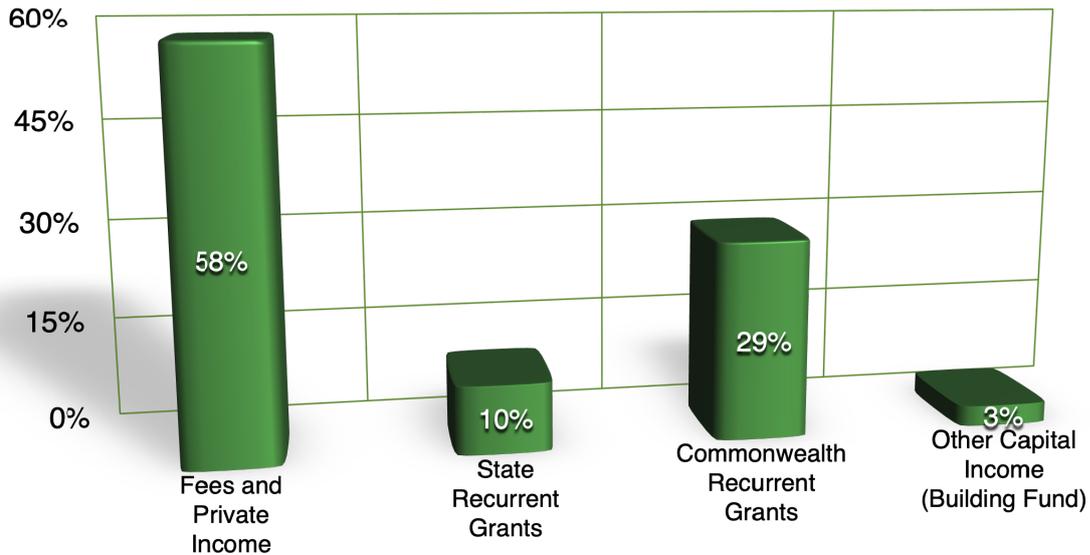
You are made in the image of God. He cares for you and your teachers care for you. They want you to share in the hope they have in Christ as Saviour. Our pastoral care programme is designed to make sure all children are cared for. Each student has a Class Teacher or House Teacher. Each student is in a House that provides a sense of belonging and opportunity for involvement. Your Head of House and Head of School have a direct concern to ensure your learning and pastoral needs are being met.

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

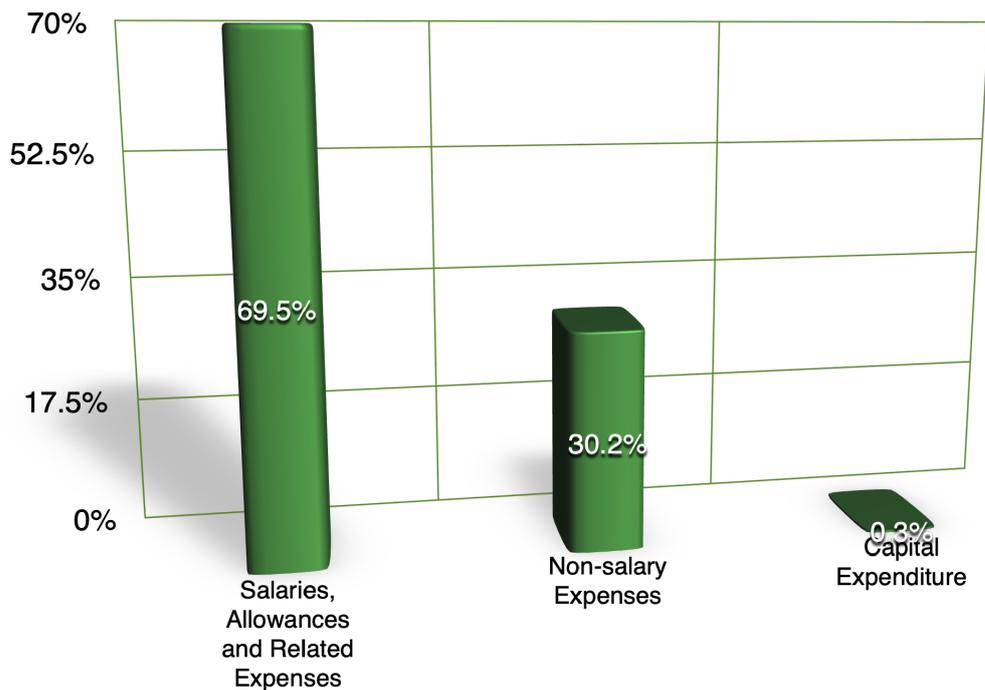
SUMMARY FINANCIAL INFORMATION

The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire, as submitted June 2021.

Recurrent and Capital Income



Recurrent and Capital Expenditure





Parent Satisfaction

Parent feedback is an integral way of ensuring Macarthur connects with the opinions of those who have a key interest in the well being of children within the School. In most cases, anecdotal conversation between teaching staff and parents gives a brushstroke of current levels of satisfaction. Where a parent has a significant negative issue, a formal interview will be arranged with Executive staff to ensure the concerns are understood and every option considered to resolve any reasonable solution.

The last formal parent survey was conducted in 2020 by the request of the Headmaster to gather information that would best gauge the current level of satisfaction of Parents. This was carried out by means of an anonymous survey formulated and analysed by MMG Education, Level 4, 191 Clarence Street, Sydney. The review was extensive and covered a wide range of related education areas. It is a costly but worthwhile exercise for such reviews to be carried out by an external professional body, such as MMG Education. Due to the cost, it is not possible, nor productive, to conduct the review across the parent sector every year, however, During 2020, all parents having students in Year 1, Year 5, Year 7 Year 9 and Year 12 were given the opportunity to complete a survey.

The information provided below concerning the levels of satisfaction among parents

Parent Satisfaction

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

93% of parents noted their expectations were met or exceeded in relation to the quality of teaching at the School (pg27MMG)

91% of parents noted their expectations were met or exceeded in relation to the quality of student welfare at the School (pg27MMG)

96% of parents noted their expectations were met or exceeded with the School providing a balanced, challenging education for their children (pg27MMG)

94% of parents noted that their expectations were met or exceeded in relation to the academic culture (pg27MMG)

88% of parents noted that their expectations were met or exceeded in relation to facilities and resources at the School (pg27MMG)



93% of parents noted that their expectations were met or exceeded in relation to the Headmasters leadership. pg177

Some examples of comments include expressions of gratitude from some community members, are shown below. Comments that have resulted from the parent survey upon the withdrawal of a student are identifiable by the question shown in brackets:

The class sizes are fantastic, my children are happy and love their teachers. My children love going to school and often talk about what they learn. I feel the school has a relaxed feel about it which suits my children, but at the same time the standards and expectations are high and my children rise to this.

I had a concern when my girls first started, i was contacted back very quickly and a solution already completed. My daughters teacher is very approachable and easily contactable. My kids experience with all staff is that they are all highly professional, courteous and well informed. Their genuine concern is clearly evident.

I moved my three daughters from the local catholic schools two years ago. I wish I did it many years before, the combination of the academic culture with the extra curricular and sports has really made my girls happy to attend school.

Your generous gift of time towards the work of the African Aids Foundation is once more appreciated. The concert was excellent. On behalf of the Board of Directors please accept our sincere thanks for the donation that has been given to our work.

Everyone has been extremely helpful and knowledgeable to help with any issues we have had. I particularly like the frank and open communication when discussing my child. Teachers have gone above and beyond with a genuine interest in my child. Everything is organised very well and without drama.

We will never forget the impact you have had on our family. Saying a mere thank you seems so inadequate. Please know that you have all made a huge and lasting difference in our lives.

We have been extremely happy with the way the school has cared for and educated our children. . . . Our decision to send our children and to keep sending them to Macarthur, has been one of the best choices we have ever made.

I want to congratulate you for your ongoing initiatives that you and your staff take for the betterment of the school. Without the correct leadership and



MACARTHUR ANGLICAN SCHOOL

Established traditions, proven success!

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

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

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

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

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

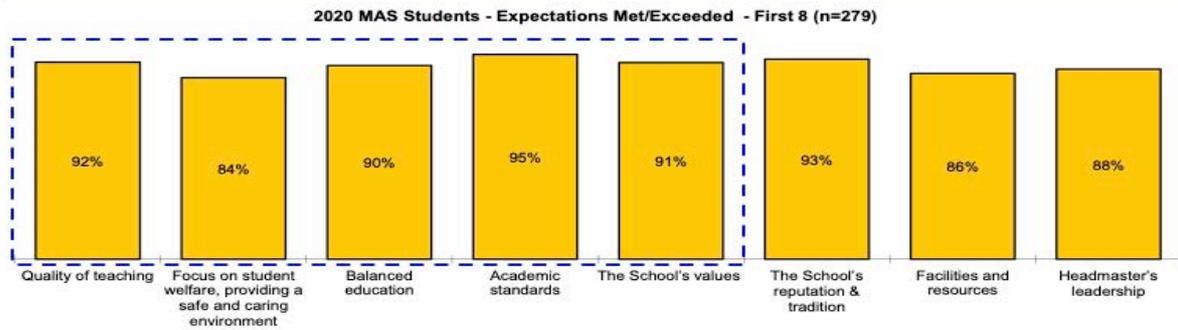
Its only been three terms but it feels like an extension of our family.

Student Satisfaction: As mentioned in the opening statement of this section, a very comprehensive research study of students was carried out in 2020 by MMG Education. The research, which focused on students of Years 7, 9 and 12, covered the areas Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-sport Co-curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources and School Reputation. The report, *2020 Years 7, 9 and 12 Student Review*, provides comprehensive data on each separate year group and comparisons between male and female students.

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

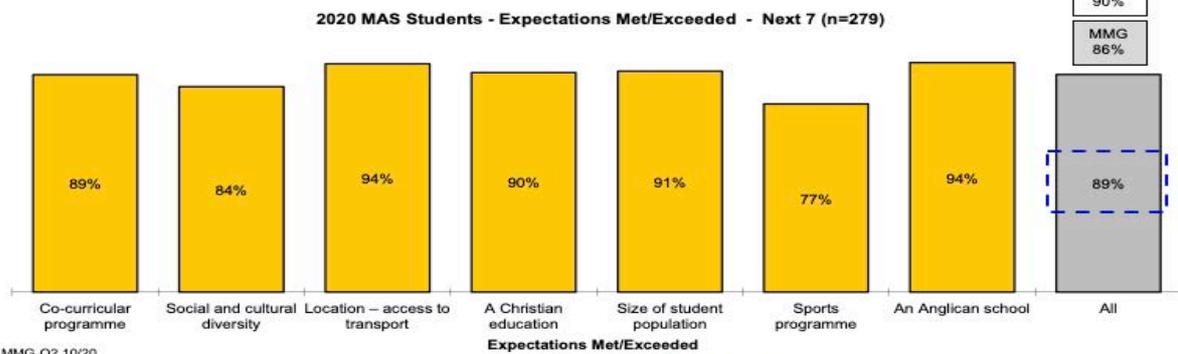
This chart below provides all student's scores for expectations met/exceeded ranked in order of importance. Overall, expectations met/exceeded is 'very high' (89%) which is above MMG's student school average benchmark score of 86%

Expectations Met/Exceeded – Students – All Students



MMG Q2 10/20

Expectations Met/Exceeded



MMG Q2 10/20

Expectations Met/Exceeded

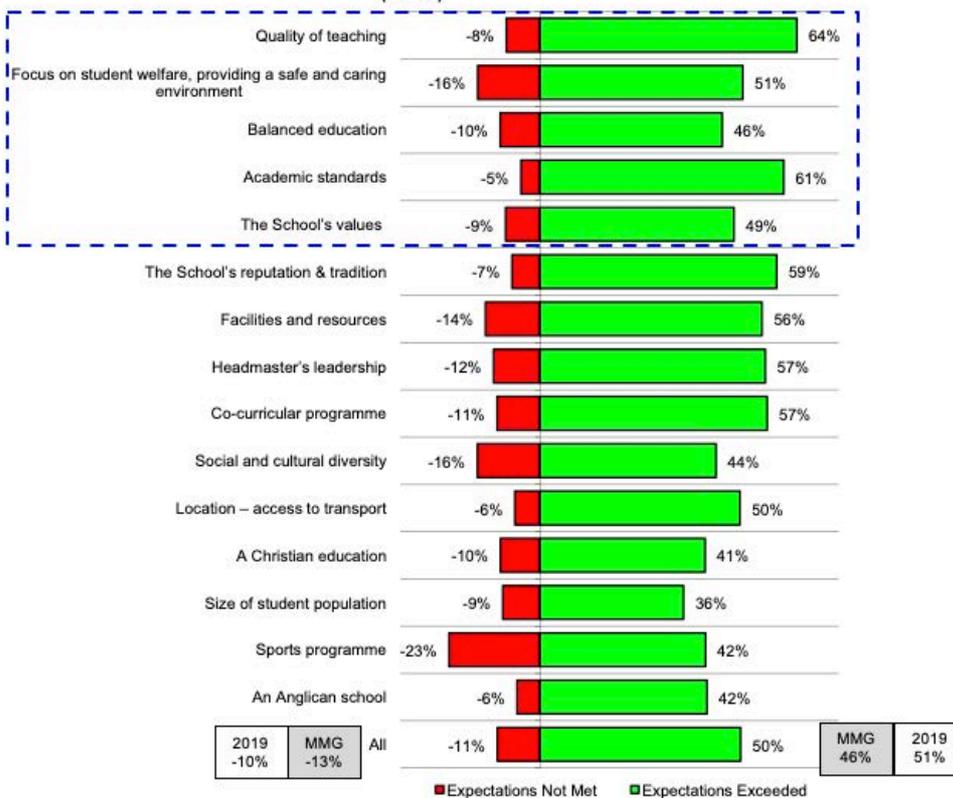
2019
90%

MMG
86%

MMG + Education

Expectations Not Met Vs. Exceeded – Students – All Students

2020 MAS Students - Expectations Not Met Vs. Expectations Exceeded (n=279)



MMG Q2 10/20

■ Expectations Not Met ■ Expectations Exceeded

2019
-10%

MMG
-13%

MMG
46%

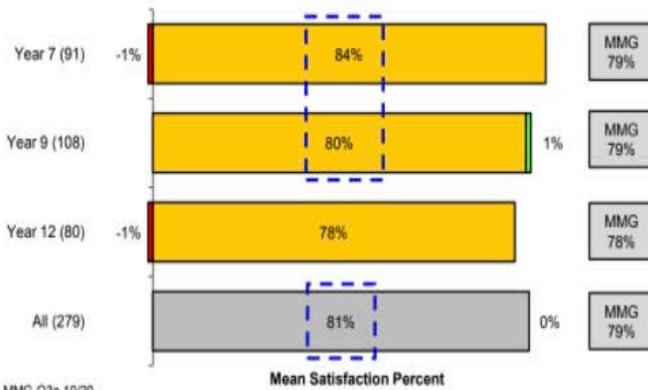
2019
51%

MMG + Education

Overall Satisfaction with Macarthur - Year Group & Student Gender



2020 MAS Students - Overall Satisfaction with Macarthur - Year Group



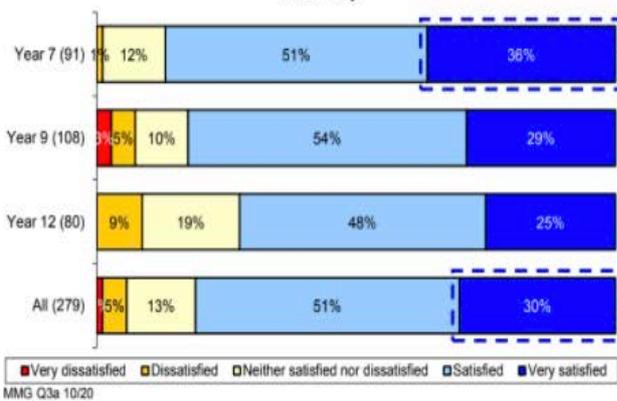
These charts show students' overall satisfaction with the School by year group (left charts) and student gender (bottom right chart).

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

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

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

2020 MAS Students - Overall Satisfaction with Macarthur - Year Group



2020 MAS Students - Overall Satisfaction with Macarthur - Student Gender



MMG Q3a 10/20

MMG Q3a 10/20



From a group of 85 Year 12 students, 25 students were awarded the T-12 Award commending them for the long term enrollment at the school. This number of awards was particularly remarkable in demonstrating the long-term commitment of these families to the school and the satisfaction of the students themselves in attending Macarthur. Overall, the level of satisfaction is very high and continues to increase as each new survey indicates. These students and their families have shown a high level of loyalty to the school. The enduring outcomes of Macarthur, in producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others, are highly regarded.

Staff Satisfaction

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

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

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

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

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



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

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

Further Information Concerning Teacher Satisfaction

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

The high average daily staff attendance rate is difficult to approximate due to the nature of the COVID year however, while all year groups were on campus approximately 96% of staff attended the workplace compared with 97% for 2019. This figure is based on sick leave and other forms of personal leave including unpaid leave, but not including leave to attend professional development activities. It is calculated by totaling the number of sick and unpaid leave days from school records and expressing this as a percentage of the total possible days of attendance by staff during the school year.



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

Teaching – Periods of Service attained by the end of 2020

Teaching Staff - Period of service

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

0-5 Years of Service - 42%
5-10 Years of service - 14%
10-15 Years of Service - 21%
15-20 Years of service - 18%
20-25 Years of service - 6%

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

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

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



weekends and in holidays

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

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

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